



## IMPROVEMENT PLAN 2016 - 2017

FOR

### Glenbervie School



**Aberdeenshire Council Education & Children's Services**

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"



## Glenbervie School

### School's Vision Statement

*We endeavour to be a centre of excellence, where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development.*

In Glenbervie School our vision is the driving force behind all our improvement activity.

#### E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally.



# Improvement Plan

<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and Management</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>1.1 Self- Evaluation for Self-improvement *Collaborative Approaches</b>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<p>Self Evaluation activities are clearly planned in QA Calendar. Reactive and reviewed regularly throughout year using Self- Evaluation Tool Kit.</p> <p>Plan is a working document. Collaborative approach with all partners to evaluation activities. Meet with staff, Parent council, community links &amp; working groups within cluster to plan improvement activities.</p> <p>Staff using Professional standards (Standard of the week) and QI through planned collegiate and cluster activities. Personal Reading</p> <p>High quality professional dialogue between all support staff, teachers and HT regularly. Time planned for this in collegiate calendar at school and cluster level.</p> <p>Planned Moderation activities (Lit, Numeracy and H&amp;W with cluster &amp; secondary staff. Impact of evaluations is communicated through "You said, We did"</p> <p>Pupils lead variety of groups- RRS, ECO, Pupil Council lead reviews. Note own agendas and minutes. Contribute to Improvement Plan</p>		<p>Clear evidence of improvements based on Self-evaluation.</p> <p>Staff and stakeholders understand how improvement activities are identified and importance of being reactive. Increased ownership leads to better engagement in improvement activities.</p> <p>Increased willingness to engage in leadership of school improvement activities.</p> <p>Staff are reflective of own teaching/learning and share good practice.</p> <p>Stake holders see the results of the Improvement plans and will engage further.</p> <p>Learners are involved in identifying improvements and are ambitious for themselves and school.</p>	<p>*Feedback &amp; opinions from all stakeholders following engagement event and/or reacting to an incident or an issue *Use of Impact &amp; Self- Evaluation Flowchart forms to guide discussions</p> <p>*Standards of the week reflections. *Self Evaluation on meeting agendas/minutes and clearly recorded including the So what? Impact question. Maintain My GTCS profile and PRD in line with improvement plan.</p> <p>*Evidence of team teaching &amp; peer Support logs. Minutes from cluster groups.</p> <p>*Minutes from meetings *Photos/Displays and events instigated by pupils.</p>





## Improvement Plan

### Evidence of Progress / Comments / Next Steps

Date	
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# Improvement Plan

Improvement Focus No.	2a	Learning Provision (Including Improving Transitions)	
Identified Theme (From S&Q / Self-Evaluation)		2.2 Curriculum Development of Curriculum	
Actions		Intended Outcome/ Impact	How will you measure success?
<p><b>Familiarise with Curriculum Rationale and Aberdeenshire Frameworks</b></p> <p><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>Continue from the good progress made in session 2015/16:               <ul style="list-style-type: none"> <li>Deliver French to P1-7 pupils</li> <li>Continue to introduce additional languages to P5-7 pupils as relevant to themes</li> <li>Ensure that staff with an additional language are used to best advantage to deliver/support the delivery of modern languages</li> <li>Member of staff will continue to be part of the local working group (Stonehaven Cluster).</li> </ul> </li> <li>Teaching and non-teaching staff to participate in further training opportunities including cluster work with secondary staff.</li> </ul> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>Staff to begin to use the framework document 'Digital Literacy – Skills Development Resource' for planning and delivery of technologies</li> <li>Primary 6/7's will act as ambassadors to lead learning for younger children</li> <li>Use of the Digital Skills Passports at all levels</li> </ul> <p><b>Literacy, Numeracy &amp; Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Engage at Cluster level with Secondary groups and Primary colleagues to look at Curriculum moderation, lines of progression and improved Curricular transition in these areas.</li> <li>Big Writing- Continue to implement throughout school, use the Scottish Criterion scale &amp; ensure all staff trained.</li> <li>Improved approaches to mental maths using Number Sense</li> <li>Audit current resources and source new.</li> <li>Engage in Mental maths training including our PSA's on Inservice Day 3</li> </ul>		<ul style="list-style-type: none"> <li>Staff will have consistency and clear understanding of progression and Benchmarks for each stage.</li> <li>1+2 in accordance with local strategic policy and working groups embedded in school</li> <li>Better links with Secondary staff with improved collegiate working and understanding of Curriculum Frameworks.</li> </ul> <ul style="list-style-type: none"> <li>Lines of development in Digital Literacy being used for planning and delivery</li> </ul> <p>Pupils having a tool for tracking progression in digital literacy skills (Digital Skills Passports)</p> <p>Reflective Self-Evaluations leading to a more coherent cluster curriculum.</p> <p>Improved transition information &amp; smoother curriculum links between primary &amp; secondary.</p> <p>Improved P3,P5, P7 mental ability. Higher % achieving average or above INCAS score</p>	<ul style="list-style-type: none"> <li>Staff using progressions in planning &amp; benchmarks in assessments. Annotated plans &amp; Files</li> <li>Teaching and non-teaching staff familiar with expectations, approaches and resources.</li> <li>Pupils at all stages learning French in accordance with the recommendations of the local working group.</li> <li>Pupils in P6/7 being exposed to a third language as part of a thematic approach</li> <li>Displays and Showcases of learning</li> <li>Staff having more awareness of what is taught at each stage/level including secondary and transition notes identify level.</li> </ul> <ul style="list-style-type: none"> <li>Two way process of academy &amp; primary staff working together (minutes &amp; impact reports)</li> <li>Increase pupil liaising between schools e.g Digital Media group, Sports Leaders etc.</li> </ul> <p>Consistency in assessing writing &amp; approaches See significant improvement in those previously not on target with writing. Learner engagement &amp; sharing of achievements Literacy wall.</p> <p>CT Assessments &amp; INCAS tracking STEM Awards</p>



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# Improvement Plan

Improvement Focus No.	2b	Learning Provision (Including Improving Transitions)	
Identified Theme (From S&Q / Self-Evaluation)		2.3 Learning, Teaching & Assessment Planning, Tracking & Monitoring	
Actions		Intended Outcome/ Impact	How will you measure success?
<p><b>Effective Practice in Learning, Teaching &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>Continue to use Aberdeenshire Frameworks alongside Glenbervie Learning journeys to plan and reflect on effective practice on learning, teaching and Assessment. Reflect regularly to ensure proportionate and manageable.</li> </ul> <p><b>Learning Visits &amp; Sharing Practice</b></p> <ul style="list-style-type: none"> <li>Organise further opportunities to team teach, peer observe and use collegiate time to facilitate shared learning</li> </ul> <p><b>Recording</b></p> <ul style="list-style-type: none"> <li>Learner progress tracked and monitored at school level using existing tracker &amp; trialling new format (Red, Amber , Green)</li> <li>Information is analysed regularly for individuals, groups and targeted children</li> <li>Class teachers to have a better understanding of Data analysis through training &amp; Professional discussion.</li> <li>Interventions planned to overcome barriers.</li> <li>Standardised Assessments and teacher judgments used to create full picture of attainment and progress</li> </ul>		<p>Assessment approaches planned to match needs of learners and clearly identifies what is learned and assessed using coding and Assessment grids.</p> <p>Staff are able to team teach and have time to Peer Observe including visits to other cluster schools and academy classes to help in transition.</p> <p>Expected progress for all learners is challenging.</p> <p>Data shows a narrowing of gap between most and least disadvantaged pupils.</p> <p>Support programmes planned with Early Intervention in mind</p> <p>Staff have better understanding of attainment levels</p>	<p>Documentation in place and clearly being annotated, reviewed regularly with impact and next steps.</p> <p>Staff will have strong ethos for sharing practice and be able to support and challenge colleagues. Evidence from minutes and reflective self-evaluation documentation including PRD and PU with My GTCS profiles.</p> <p>Data recorded for these groups</p> <p>Progress Meetings &amp; Target Setting discussion minutes</p> <p>Planned interventions including grouping, curriculum, parental involvement</p> <p>Closer Teacher Judgement and Standardised Assessment levels.</p>





## Improvement Plan

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# Improvement Plan

Improvement Focus No.	3a	Success and Achievements	
Identified Theme (From S&Q / Self-Evaluation)		3.1 Wellbeing GIRFEC	
Actions		Intended Outcome/ Impact	How will you measure success?
<p><b>Training</b></p> <ul style="list-style-type: none"> <li>GIRFEC training session with authority resources and website</li> <li>Continue to develop use of Read, Write Gold and similar programmes to support pupils. Have Read, Write. Gold Ambassadors.</li> <li>Continue to build on ASL awareness with introduction of Dyslexia Tool kits and learning sessions, team teaching with ASL teacher</li> </ul> <p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>Opportunity to engage with Mackie ASL team to improve both pastoral and curricular transitions.</li> <li>Cluster Collegiate events</li> <li>Establish more Curricular links, team sharing with Pre school settings.</li> </ul>		<p>Continued familiarisation and staff awareness of Aberdeenshire approaches, documentation and policies.</p> <p>Continued whole School awareness of ASL and ways to provide support, who to contact.</p> <p>Awareness of Secondary role and how links made to primary. Support offered both ways.</p> <p>Curricular progression and shared documentation &amp; identification of pre- school ASL needs. Positive relationships</p>	<p>Increased staff confidence in GIRFEC approach &amp; procedures</p> <p>Pupils engaging with toolkits and becoming more confident in expressing thoughts and opinions.</p> <p>Staff work at at least 2 Collegiate events with Secondary colleagues. Agenda/Minutes/ action plans from these events.</p> <p>Staff will have at least 2 opportunities to meet with pre school staff and perhaps share profiling approaches.</p>
<b>Evidence of Progress &amp; Next Steps</b>			
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# Improvement Plan

Improvement Focus No.	3b	Success and Achievements	
Identified Theme (From S&Q / Self-Evaluation)		3.2 Raising Attainment & Achievement Developing Improved Approaches to Reporting Progress and Achievement to Parents/Carers	
Actions		Intended Outcome/ Impact	How will you measure success?
<ul style="list-style-type: none"> <li>review the current process of reporting learners' progress and achievement to parents/carers</li> <li>audit parents/carers to gather views and proposals</li> <li>consider and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence (ref: BtC5 Recognising Achievement, Profiling and Reporting and support materials from Reporting Group)</li> <li>create annual calendar to reflect the planned reporting year.</li> <li>Share information and plans for revised approach with parent forum/council</li> <li>implement improved ways of working as per agreed calendar which ensure that pupils and parents/carers are more actively involved</li> <li>evaluate and review progress throughout the year in order to inform effectiveness of improved process</li> </ul>		<p>The development of an improved process of reporting learners' progress and achievement to parents/carers. <i>ie an identified and clear, on-going process with regular information sharing which would include:</i></p> <ul style="list-style-type: none"> <li>a process which is spread over the whole school year and have less emphasis on an annual written report in the latter half of the session</li> <li>increased pupil involvement in the reporting process</li> <li>increased parental engagement in their children's learning</li> <li>an increased understanding for parents of their child(ren)'s progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Regular feedback from parents</li> <li>Parent consultations</li> <li>Increased engagement from Parents</li> <li>Staff and pupil discussions</li> <li>Pupil Group displays &amp; minutes</li> <li>Achievement Wall &amp; Star of week board.</li> <li>Community Newsletter and local community group involvement.</li> <li>QIV</li> </ul>





# Improvement Plan

<b>Evidence of Progress &amp; Next Steps</b>	
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