 **EDUCATION & CHILDREN’S SERVICES**

IMPROVEMENT PLAN

**2015 - 2016**

**FOR**

**KINTORE SCHOOL**



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

“Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work.”

**Learning**

In Our Aberdeenshire School

**We know what we are learning and why**

**We can talk about our learning**

**We learn well together**

**We enjoy our learning**

**We are all helped to make progress in our learning**

**We learn in classrooms, our homes and beyond**

**We celebrate our learning**

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| **Kintore School**  **We value everyone’s right to learn in a safe environment where they are listened to, supported and challenged to achieve the best they can be.**  **In Kintore we are all:**  **Raring to go!**  **Engaged actively in our learning.**  **Ambitious to succeed.**  **Confident about making the right choices.**  **Happy and Healthy.**  **Involved in and supporting our community.**  **Nurturing ourselves and each other.**  **Good at listening and sharing ideas.**  **for the stars.**  **(Please note this Vision statement is currently under review)** |

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

Education & Children’s Service’s Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

“*Self evaluation is a reflective, professional process through which schools get to know themselves well…Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.*

*The Journey to Excellence Part 4: Planning for Excellence, HMIe, 2007*

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.

Education & Children’s Service Improvement Cycle



*Self evaluation to ensure stakeholders commitment*

*Self evaluation to monitor   
and determine progress*

*Self evaluation to determine impact*

*Self evaluation to find out   
where you have to go*

The priorities for improvement contained in the Improvement Plan for 2015 – 16 reflect this process and the priorities identified locally and nationally.

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| **Improvement Priority No.** | | | **1** | **Developing the Curriculum** | | |
| **Intended Outcome (s) / Impact** | | | | | **Actions / Lead member of staff** | **Timescales** |
| **Entitlement: A coherent 3-18 curriculum, with frameworks in place for each curricular area, that takes account of *‘Developing the Young* Workforce’and with a focus on employability and skills.**  1. All staff engaged in reviewing the curriculum to ensure that the principles of curricular design are within each framework.  2.Progression of skills in Maths, Numeracy and Literacy and skills being applied in interdisciplinary opportunities with a focus on ‘real-life’ contexts to develop skills for work.  3. Progress for all individuals in Maths, Numeracy and Literacy tracked to ensure a continuum for learning.  4. All staff engaged in cluster project aimed at delivering Maths in context to provide depth, challenge and application.  5. A system for tracking achievements in Health and Wellbeing in place taking account of learner’s self-evaluation.  6. All learners fully involved in process of evaluating and planning their learning, setting targets and recording progress through developing frameworks and reporting formats.  7. Changes made to 4 week planning format to ensure better tracking of assessments and how they are being used for planning future learning. Planning and evaluations to be concise & with relevant detail only.  8. In school and the cluster, pupil achievements fully moderated and consensus agreed on standards. | | | | | 1. Planning to be monitored and classroom visits to focus on the design principles, in particular depth, progression and coherence.  2. Staff to be given guidance in taking account of skills for work in planning lessons.  3. Evaluate use of Maths Framework with feedback from staff of their usefulness and validity as a transfer document.  All staff to use new Literacy Framework( Aberdeenshire Council) to monitor and track progress in Literacy.  4. Staff carrying out Maths in context projects led by Cluster Principal Teacher.  5. 6,7 Develop the Framework for Health and Wellbeing, taking account of skills, individual achievements and participation in the wider life of the school and beyond.  6. P.I.P.s and I.N.C.A.S. to be completed by Primary 1, 3, 5 and 7. S.S.L.N. to be carried out within government timescale. Staff to be given guidance on accessing S.S.L.N. results and using them to inform their practice. Results to be used to identify key areas and pupils for targeting support.  7. Trial changes to 4 week planning format and evaluate. S.L.T. to monitor for appropriate level of detail.  8. Moderation carried out with specific guidelines on structure, format and content. All staff involved in moderation process and agreement of standards. | Aug – Oct  Aug – Jul  Aug – Jul  Aug – Jul  Dec 15  Dec 15 |
| **How will you measure success?** | | | | | | |
| 1, 2, 3, 4.Monitoring by S.L.T. to focus on appropriate Maths & Literacy skills being planned for and delivered. Differentiation for pupils to be evident and linked to progress recorded in Maths & Literacy trackers.  1,2, 3, 4.Planning to be monitored for evidence of regular Mental Maths sessions and classroom observation to support this.  6. S.L.T. to monitor ‘I Cans’, pupil statements and teacher comments on reports to ensure progression in learning is being tracked by teacher and pupil.  7. P.I.P.s and I.N.C.A.S. results to be monitored for the impact on future planning and any support given to individual pupils.  5. Formats for Literacy and Health & Wellbeing Frameworks to be trialled and feedback taken from staff as to suitability; if possible other curricular areas  8. Samples taken of pupil work used for moderation purposes and cross-checked for agreed standards across and within stages. | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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| **Improvement Priority No.** | | | **2** | **Tracking Assessment and Moderation** | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| **Entitlement: A coherent 3-18 curriculum**  **A coherent system of assessment and quality assurance that supports the learning and teaching in the school and ensures all assessment information and self-evaluation is used to plan learning and teaching.**  1.Staff using results from in-house assessment, P.I.P.S., I.N.C.A.S. and S.S.L.N. to inform future learning and teaching, targeted support and curricular changes in order to raise attainment.  2. Final version of new reporting format agreed and put in place to reflect pupil self-evaluation of their learning and next steps.  3. Broad agreement reached within stages as to appropriate ‘I Cans’ for use in new report format. ‘I Cans’ clearly linked to Significant Aspects of Learning. Consultation to take place prior to issuing of new ‘I Cans’.  4. Moderation carried out across the school (and cluster) with a focus on key areas of Maths and Literacy.  5. Pupils engaged in profiling with P1-3 using Book Creator and P4-7 using One Note.  6. Staff familiar with new H.G.I.O.S. document and exemplification of different Q.I.s | | | | | 1. All pupils in Primary 1, 3, 5 and 7 assessed in accordance with policy i.e. P.I.P.S. and I.N.C.A.S. and any other appropriate assessments carried out. Consultation between S.L.T. and Class Teacher with Support for Learning Staff to target areas of need as identified by assessment.  2. Evaluate and develop the reporting format. S.L.T. to monitor quality of self-evaluation  3. Agreement of appropriate ‘I Cans’ to be part of staged planning process and discussed with S.L.T. Significant Aspects of Learning and Benchmarks to be identified using curricular frameworks.  4. A programme of moderation to be drawn up and agreed with staff.  5. IPads to be purchased to support use of Book Creator in P1-3 and staff given appropriate support for use of book Creator and One Note.  6. Staff to be given access to new H.G.I.O.S. documentation and guided through process of identifying areas for improvement in the school through the process of self-evaluation. | Aug – Jul  Oct 15  Aug – Jul  Sept 15  Sept/Oct 15 |
| **How will you measure success?** | | | | | | |
| 1. S.L.T. to use all assessment information in conjunction with plans, moderation and pupil work when supporting the development of Learning ,Teaching and Pupil Progress.  1. Print outs of P.I.P.s and I.N.C.A.S. to be reviewed by S.L.T. and agreement reached with Class Teacher as to areas of focus.  2. S.L.T. to monitor pupil comments in reports through discussion with staff and pupils.  3. S.L.T. to receive copies of ‘I Cans’ for checking and agreement prior to issue to parents.  4. Samples taken of pupil work used for moderation purposes and cross-checked for agreed standards across and within stages.  5. Pupil profiling in place across whole school with S.L.T. monitoring for Quality Assurance | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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| **Improvement Priority No.** | | | **3** | **Ethos & G.I.R.F.E.C.** | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| **Entitlements : Health and Wellbeing, A Creative and Enterprising Curriculum taking account of pupil needs and the acquisition of the knowledge, skills, attributes and capabilities of the 4 capacities.**  1. All staff fully up to date with Child Protection procedures and informed as to G.I.R.F.E.C. and the authority arrangements for both.  2. Preparation undertaken for achievement of 4th Eco Schools Green Flag and Level 2 of Rights Respecting School Award.  3. All staff trained in Philosophy for Children (P4C) and activities trialled in classroom.  4.To build a positive staff ethos and team working, particularly in light of the number of new staff (16).  5. All staff are familiar with the principles of Restorative Practice and some ways in which they can apply these in their day-to-day work.  6. Revised School Vision, Values and Aims in place.  7. Work with Authority to support parents & pupils re second school transition.  8.All staff cooperating together to ensure unnecessary bureaucracy is reduced so that teacher workload is manageable. | | | | | 1. Presentation by H.T. to update all staff with regard to G.I.R.F.E.C., Child Protection, Data protection and Equalities.  Representatives from school to attend any training sessions on achieving Level 2 in R.R.S.  2, 3. Organise a steering committee of staff, parents and pupils for working on Eco School and Rights Respecting School achievements, audit the current position, create an action plan and monitor actions being put in place.  2.All staff to consult with class pupils to plan, create and display a R.R.S. class charter.  3. Staff to engage in trialling Philosophy for Children (P4C) activities.  4. Opportunities provided for staff team building to ensure all new members of staff are welcomed.  5. Twilight training/In-service provided on Restorative Practice and audit of related policies carried out to ensure that they reflect this approach.  6. Pupils, staff and parents consulted as to format of new Vision, Values and Aims and agreement reached on final version. All stakeholders aware of new Vision and on display in school.  7. Engage in public consultation and support of steering group; school activities to celebrate and prepare pupils.  8. S.L.T. monitoring teacher planning to ensure it is succinct and pertinent and not adding to teacher workload. | Aug 15  Aug – Jul  Aug 15  Aug 15  Aug – Jul  Aug – Jul  Aug – Jul  Sept 15- Jan 17 |
| **How will you measure success?** | | | | | | |
| 1.All staff updated on Child Protection and register signed.  2, 3.Folders of evidence of Green Flag and R.R.S. maintained. Achievement of 4th green flag and Level 2 R.R.S.  2, 3. S.L.T. to monitor display of House point cards and R.R.S. class charters.  4. Evidence of P4K in classroom planning and practice.  5. Staff report positive relationships within their school teams.  6. Staff confident in dealing with behavioural issues using Restorative approaches.  7. New Vision, Values and aims in place and on display. | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
| Date: |  |  | | | | |
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