



**IMPROVEMENT PLAN  
2014 - 2015  
FOR  
BANCHORY PRIMARY 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 Together, Growing Together”

As a **Rights Respecting School**, the following school values are at the heart of all we do:

### **Honesty – Respect - Responsibility**

- ✓ We aim to be a centre of inclusive and effective teaching and learning
- ✓ We seek to develop the full potential of each child and to encourage parents and carers to be involved in their child's learning and the life of the school
- ✓ We hope to develop a sense of identity and pride in our school by promoting equality and fairness for all.
- ✓ We try to instill an awareness and an understanding of community values.
- ✓

*This will be revised over the 2014/2015 session*

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

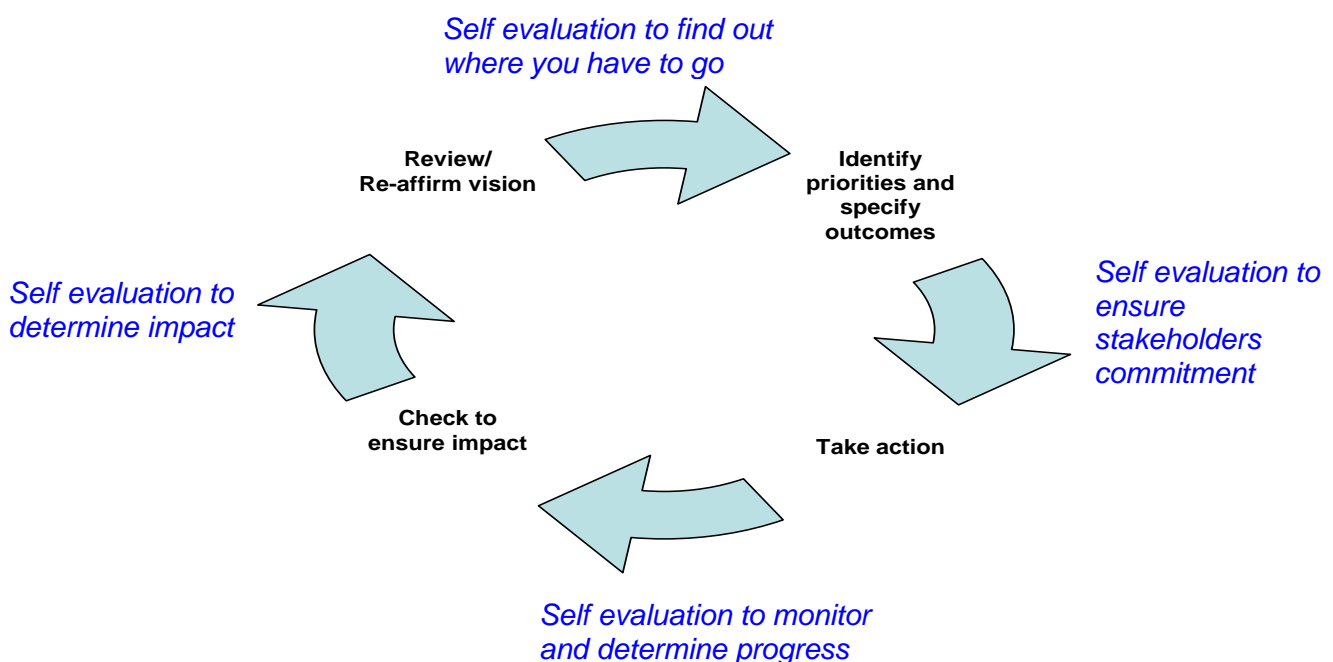
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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, HMLe, 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



The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.



# Improvement Plan

Improvement Priority No.	1	Curriculum for Excellence – ACTIVE LITERACY P1-3	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<p>Increased overall attainment and achievement in Literacy.            Increase each pupil's ability to understand and use English accurately, through the development of skills and knowledge.            Support and enhance the individual's intellectual and social development through language and literature. Improved learning experiences.            Promote enjoyment of language.            Provide a clear structure for literacy development.            To link home and school literacy and learning experiences more effectively.</p> <p><b>Evidence:</b>            Pupils will be able to discuss their individual feelings, thoughts, opinions in an appropriate manner            Pupils will work independently and as part of a group during reading and writing activities            Pupils will successfully talk to convey and listen to obtain information in a variety of contexts and situations            Pupils will display enthusiasm and greater engagement with regard to literacy activities            Teachers will provide increased opportunities for pupils to successfully engage in collaborative learning            Demonstrate understanding through their response to speakers and texts            Develop an awareness of genre            Write in various genres            Read independently and fluently            Spell common words accurately            Successfully use word attack skills to read new and unfamiliar text            Produce writing of a consistently high standard across their learning            Use knowledge of phonics to decode unfamiliar vocabulary            Apply knowledge of phonics and spelling rules to spell new words            Staff will confidently apply strategies in the classroom setting            Pupils will successfully transfer skills across all curricular areas            Parent will actively support pupils in carrying out homework tasks            Improved results in standardised tests</p>		<p>DHT Lynn Service            School audit of reading culture – review reading and literacy policy            Identification of a Literacy Co-ordinator and working group            Introduction of Active Literacy Programme            BIG Writing and other supplementary programmes across all stages – inset day.            Use of collegiate time to familiarise staff with new materials            Early stages staff to implement Active Literacy programme.            Staff training on Active Literacy            Working group to share professional practice</p> <p>Offer a curricular evening to parents to discuss principles and practice of literacy across the curriculum and to explain new approach.</p> <p>Initiate professional evenings with partner schools to share experiences and practice</p> <p>Twilight Session with Cross Cluster colleague successful shared practice. 28.10.14</p>	<p>Start Term 1  <i>Brief Intro-inset Aug.</i>            tbc</p> <p><i>Use of individual CPD time</i></p> <p><i>November Inset Day &amp; Collegiate Meetings</i></p> <p>Started term 4 12/13</p> <p>Term 1</p> <p>Term 2</p> <p>Evaluate Term 4</p>
<b>How will you measure success?</b>			



# Improvement Plan

Moderation and Assessment using the following Resources:

Authority based/Cluster based CPD

School based CPD using expertise of staff

Sharing best practice with partner schools in the network

Staff training in 3-18 Framework, Literacy across the curriculum, Building the Curriculum

Use of Education Scotland website to observe best practice.

Continued engagement with literacy outcomes and experiences, HGIOS3, CATC2

Building the Curriculum and Journey to Excellence

**How will we find out?**

Through providing opportunities for pupils to model and scaffold the development of language thinking skills

Through planned active learning which will provide opportunities for teachers to observe in a variety of situations

Through use of effective questioning techniques

Talking to the children

Observing the children at work

Children's written work

Children's own evaluations

End of unit assessment i.e. posters, leaflets, big books, fact files presentations etc

DHT led tracking meetings with individual teachers

Pupil Sampling by SMT

Classroom observations

Pupils' Learning Journeys

Peer and self-evaluation by pupils and teachers

Standardised Reading and Spelling Tests

**Progress Check / Comments / Next Steps**

Date: October 31<sup>st</sup> 2014

Active Spelling introduced P1-3  
P4 upwards trialling.  
Feedback from staff

Date:





# Improvement Plan

Improvement Priority No.	2	GIRFEC & INCLUSION	
Intended Outcome	Actions/Lead Member of Staff		Timescales
<p>GIRFEC Raising Attainment and Achievement</p> <p>Staff training on Revised IEP Format Ongoing staff involvement in IEPs Care Plans IAFs as appropriate</p> <p>Ongoing Improvements across school towards becoming a more inclusive learning environment: Dyslexia Friendly Autism Aware Increased Expectations for ALL</p> <p><b>Evidence:</b> All pupils play an active role in the formulation of their IEP Parent are consulted and given opportunity to comment All children are presented with a curriculum appropriate to their needs. There is a rigorous tracking/audit system for additional support needs All staff to attend collegiate meeting/training session on revised IEP format. Staff training on Revised IEP Format On-going staff involvement in IEPs Care Plans IAFs as appropriate. ASN Co-ordinator support-leaflet for parents Ongoing development work at BPS to enhance provision Continued transition work Early Years Framework and Early Intervention &amp; Prevention Offer information sessions to parents and carers Sharing best practice with other establishments Joint in-service with primary and secondary colleagues – focus ASN/Enhanced Provision <a href="http://www.nhconline.net/nhconline/triangle/">http://www.nhconline.net/nhconline/triangle/</a></p>	<p>DHT Heather Matheson Aiken &amp; Support for Learning Teachers All teaching staff SMT Partner Providers External partner agencies CSN colleagues Parents and pupils</p> <p><a href="http://www.scotland.gov.uk/Resource/0039/00399456.pdf">http://www.scotland.gov.uk/Resource/0039/00399456.pdf</a></p> <p>Using common tools and processes. Adopting a holistic approach and working in close collaboration with other agencies and professionals. Improved care and welfare of all children through effective communication channels with home, outside agencies and partner providers. Enhanced partnership working between professionals in the school to improve learning and teaching experiences for all pupils. Ensure all staff are familiar with authority processes including Framework for Inclusion, IAF, Support Manual, Pathways to Policy and school procedures for LAC, Identified Needs, Dyslexia Toolkit, Autism toolbox etc. Improvements towards becoming an ‘Enhanced Provision’ school. All staff pupils and parents engage with the revised IEP format. Support for Learning Teachers All teaching staff SMT Partner Providers External partner agencies CSN colleagues Parents and pupils</p>		<p>Ongoing-started Term 4 13/14</p>
<b>How will you measure success?</b>			



# Improvement Plan

DHT/individual teacher tracking meetings  
 Classroom observation  
 Stakeholder questionnaires  
 Pupils' views sampling  
 Homework and class work monitoring – HT/DHTs

**Resources to aid Evaluation-to be updated:**

Flexible Learning Pathways Guidance  
 STARS Leaflet  
 Whole School Evidence of:  
 Planning to support emotional and social wellbeing  
 Knowledgeable staff who can provide a flexible approach, reflect on their own teaching styles and adapt to their knowledge of the pupil.  
 Consistency from all staff, developing trust and reducing anxieties.  
 Whole staff awareness and ongoing CPD  
 A key person with knowledge of autism, who pupils, staff and parents can approach for advice and information  
 Accurate profiling which identifies strengths as well as barriers to learning  
 Appropriate assessment and reporting procedures  
 Views of pupils and families incorporated in planning  
 Forward planning for transitions – across the school and at times of personal changes  
 Awareness of the impact of sensory environment in social areas  
 Coordinated communication regarding pupils  
 Links with other agencies  
 Reviewing ethos, policies and practices

*Framework for Inclusion*  
*Pathways to Policy*  
*Protecting Children and Young People in Aberdeenshire*  
*NESPCPC Guidelines*  
*Inclusive Education*  
*Improving services to Protect children*  
*Pathways to Policy*  
*Aberdeenshire:*  
*Guide to Integrated Assessment Framework*  
*Framework for Inclusion*  
*Integrated Children's Services Plan*

## Progress Check / Comments / Next Steps

31.10	Revised audit in line with Authority Guidelines QIV follow-up
Date	



## Improvement Plan

<b>Improvement Priority No.</b>	<b>3</b>	<b>SELF-EVALUATION</b>	
Intended Outcome	Actions/Lead Person	Timescales	
<p>Self-Evaluation Raising Attainment and Achievement Improved awareness of school's strengths, pupil attainment and effective pace and challenge through: All staff confident with operational aspects of InCas Professional judgement confirmed by an objective monitoring tool Clear and comprehensive tracking of pupil progress in Reading, Writing and Maths SMT have a comprehensive profile of each pupil's ability and progress Reliable evidence to assist with self-evaluation Evidence used to inform classroom practice Improved quality and more informed approach to planning for effective learning and teaching</p> <p><b>Evidence:</b> Individual pupils are appropriately challenged Pace of work is determined by the needs of the child All children are presented with a curriculum appropriate to their needs.</p>	<p>HT Jackie Fernandez/DHTs Quality Assurance will continue to be high profile Focus on Authority &amp; Education Scotland self-evaluation programme &amp; resources Familiarisation and implementation of revised Authority materials – self-evaluation and QA Strategy Groups. Revise School Quality Assurance Calendar and Self Evaluation Policy. Stringent audit procedures using increased expectations, QIs and key questions Use of Working Groups for staff to evaluate their own practice. Create opportunities for staff to share good practice within school and within cluster Continue to provide opportunities for pupils to engage in self-evaluation through Learning Journeys, Profiles... Continue to canvass the opinions of stakeholders through questionnaires Continue to offer information sessions to parents and to issue guidance on the work of the school.</p>	<p><b>Term 1-Term 4 2014/15</b></p>	
<b>How will you measure success?</b>			





## Improvement Plan

How will we find out:

Quality Improvement Visits: October and March

DHT/individual teacher tracking meetings

Classroom observations

Pupils' views sampling

Jotters/work

Learning Journeys/Individual Profiles

Parent Council

### Progress Check / Comments / Next Steps

Date: March 2015

Date: June 2015