



**IMPROVEMENT PLAN
2016 - 2017**

FOR

New Pitsligo & St. John's Primary 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"

New Pitsligo & St. John's Primary School

Our vision is to ensure all our pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their potential within a supportive and proactive community.

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

Improvement Focus No.	1	Raising Attainment	
Identified Theme (From S&Q / Self-Evaluation)		Analysis of attainment in school to recognise areas of success and areas for development in line with the Scottish Attainment Challenge.	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>Improve reading comprehension skills across the school by running a family reading after school club and embedding cross school reading experience in the learning day.</p> <p>Embed the use of Significant Aspects of Learning</p> <p>Explore using Benchmarks and SALs for target setting</p> <p>Increase analysis of individual learning via collated data</p> <p>Embed frameworks in structure of the curriculum.</p>		<p>Increased parental involvement in reading and increased parental understanding of reading skills. Improved attainment in reading comprehension.</p> <p>SALs a familiar part of the planning and assessment process underpinning professional judgement.</p> <p>Teacher confidence in planning for individuals and identifying specific, measureable areas for pupil development. Pupil involvement in using benchmarks and SALs in target setting and measuring learning.</p> <p>Moderation exercise in school and in cluster to develop greater understanding of data and use of frameworks in measurement.</p> <p>Day to day learning, particularly in literacy and numeracy following the framework, therefore schemes tweaked to maintain correct progression.</p>	<p>Active parental participation Parental feedback Increased attainment</p> <p>More accurate data correlating across methods of assessment.</p> <p>Evidence of accurate target setting and actions taken in class to meet targets. Pupil voice.</p> <p>Clear actions taken to meet pupil needs based on analysis of need, via data.</p> <p>Carefully planned curriculum structure based on frame works.</p>



Improvement Plan

Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	



Improvement Plan

Improvement Focus No.	2	Raising Attainment in Early Years	
Identified Theme (From S&Q / Self-Evaluation)		Analysis of attainment in school to recognise areas of success and areas for development in line with the Scottish Attainment Challenge.	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>Improvement Planning Group to be established and to involve parental input.</p> <p>Floor Book Planning</p> <p>Visible Learning – planning accessible to parents.</p> <p>Profiling using ‘2 Build a Profile’</p> <p>Monthly Stay and Play Sessions</p> <p>Continued good links within Early Years, anti-pre to P1 to enhance transition.</p> <p>Explore areas of good practise in raising attainment.</p> <p>Analyse and address data from ePips.</p> <p>Embed use of POLAAR</p> <p>Family learning via library trips.</p> <p>Reading buddies.</p> <p>Big writing as an assessment tool.</p>		<p>Improved attainment in Early Years</p> <p>Better parental involvement in learning,</p> <p>Increased pupil participation in learning.</p> <p>Increased partnership across the school to raise attainment.</p> <p>Embedded strategies for raising attainment.</p>	<p>Analysis of assessment results.</p> <p>Parental feedback.</p> <p>Pupil Voice</p> <p>Impact on learning via professional judgement.</p> <p>Evidence of partnership working.</p>





Improvement Plan

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Date	



Improvement Plan

Improvement Priority No.	3	Reporting Progress and Achievement to Parents/Carers		
Intended Outcome(s)/Impact	Actions	Staff/people involved	Timescales	
<ul style="list-style-type: none"> • 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.</i> • The improved reporting process would be spread over the whole school year and have less emphasis on the annual written report in Term 4. • Increased pupil involvement in the reporting process. • Increased parental involvement in their children's learning. • An increased understanding for parents of their child(ren)'s progress and achievement. 	<ul style="list-style-type: none"> • Review the current process of reporting learners' progress and achievement to parents/carers. • Review audit of parents/carers to establish expectations • Consider and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence. <i>(ref: BtC5 Recognising Achievement, Profiling and Reporting)</i> • Create annual calendar to reflect the reporting year. • Implement calendar, trial new, agreed improved ways of working which ensure that pupils and parents/carers are more actively involved. • Evaluate and review progress throughout the year. <i>(including parents and pupils)</i> • Write brief end of year summary on the outcome of the pilot. 	<p>HT/Reporting group</p> <p>HT/Reporting group/parent volunteers</p> <p>All staff</p> <p>Reporting group/parent volunteers</p> <p>All staff Pupils/ Parents/carers</p> <p>All stakeholders</p> <p>Reporting group</p>	<p>Term 1</p> <p>Term 1 (Terms 2/3/4)</p> <p>Term 1</p> <p>Term 1</p> <p>All year</p> <p>December, March June</p> <p>June</p>	
How will you measure success?				
<ul style="list-style-type: none"> • Implementation of reporting calendar with whole staff commitment • Audit of parents and pupils at end of pilot year. • Pupils and parents playing a more active role in the reporting process. 				



Improvement Plan

PROGRESS CHECK/COMMENTS/NEXT STEPS

Date:	
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Improvement Plan

Improvement Focus No.	1	Leadership and Management	
Identified Theme (From S&Q / Self-Evaluation)		Introduction of 1+2 languages into the primary setting - French Celebrating diversity of languages – German, Latvian & Lithuanian	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>French: Every class has key vocabulary displayed visually. Children beginning to engage in spoken conversations. Transferring language skills across other curricular areas. Introduce French Passports tailored to our school. Development of familiarity of PLPlatform. Staff engage in up skilling classes provided by Mintlaw Academy French department. Parent leaflets sent home to inform them of the 1+2 initiative.</p> <p>Mandarin: As a school we have bid to be the Aberdeenshire Hub for teaching Mandarin and Chinese culture.</p> <p>German, Latvian & Lithuanian: Continue to acknowledge cultures within our school. Develop ways of communicating with non-English speaking parents. Displays up around the school for EAL pupils – toilets, welcome, staff room etc Translation of key events in the year so EAL parents are aware. Information for after school activities so children can become more involved in life of the school. Possibility of English classes for EAL parents to develop spoken English.</p>		<p>To develop an understanding of the Scottish Executive's 1+2 programme and begin to embed the learning and teaching of French in everyday lessons.</p> <p>Pupils and staff begin to use simple vocabulary and phrases in French.</p> <p>Linking of skills in languages between the work done in French and learning Mandarin. Further develop cultural understanding, differences/similarities. Link to Global Citizenship. Share our skills as we learn with other Aberdeenshire schools.</p> <p>EAL children able to access after school activities. EAL parents are aware of what is happening in the school and attend events.</p>	<p>Hear the children using French regularly throughout the school. Children confident in responding to spoken instructions from staff. Staff's confidence in speaking the language improving. Passports in place by February Mid-term. Children responding to wall displays around the school.</p> <p>Mandarin part of languages learning in school. Sharing the learning with other schools. Uptake on Glow</p> <p>More parental involvement from EAL parents. Key events translations by February mid-term. Christmas show/fayre information to parents asap.</p>



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