Aberdeenshire
COUNCIL

EDUCATION & CHILDREN'S SERVICES

IMPROVEMENT PLAN
2016 - 2017

FOR

Crombie School
Hays Way
Westhill
AB32 6XZ

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"

Crombie School

Enabling our children to fulfil their potential, achieve success and become valuable citizens of our community

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In Crombie 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

Improvement Focus No.	1	Leadership and Management	
Identified Theme		QI 1.1 Self-Evaluation for self-improvement	
		- collaborative approaches to self-evaluation	

Actions	Intended Outcome (s) / Impact	How will you measure success?
All P1 to P7 teaching staff issued with a copy of How Good Is Our School, edition 4. All Nursery staff have access to HGIOS Early Learning and Child Care. Improvement plans, including Working Group plans, to be developed with reference to HGIOS 4 criteria. Documentation for use in evaluations of class room practice and evidence of learning to be centred on HGIOS 4 criteria. Professional dialogue, in several contexts, around HGIOS 4 criteria.	Teaching staff will be able to use, apply and interpret HGIOS 4 Quality Indicators and themes to support self-evaluation of learning and teaching. The emphasis throughout is of learning to understand and apply HGIOS 4 in context	HGIOS 4 QI themes, features of highly effective practice, and challenge questions are evident in dialogue and documentation of self-evaluation and improvement actions

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Improvement Focus No.	2	Learning Provision (Including Improving Transitions)	

Identified Theme		1 Q1 2.2 Curriculum – stepping up our curriculum rationale and design
		
		2 QI 2.3 Learning, teaching and assessment
		
		  a – reporting progress and achievement to parents and carers
		
		  b – numeracy and mathematics
		
		  c – language and literacy
		
		  d – citizenship - RRSA
		
		  e – tracking and monitoring – stepping up
		
		3 QI 2.6 Transitions – P7 to S1 re mathematics	

Actions		**Intended Outcome/ Impact**	**How will you measure success?**

Improvement Plan

Improvement Priority No.	2.1	The Curriculum: Stepping up our Curriculum rationale and design; curriculum frameworks.		
Intended Outcome		**Actions**	**People**	**Timescales**
1. Our Curriculum rationale To create a Curriculum Rationale statement incorporating shared vision, values and aims.		Working together as a staff we will :- a) Finalise draft rationale statement. b) Have shared consultation with stakeholders c) Hold a launch event for staff and pupils d) Send a copy of the curriculum rationale home for reference and display in the school. e) Update the website and school handbook.	Teachers	March 2017
How will you measure success?				
Curriculum rationale statement is in place and shared with stakeholders. Staff have a shared understanding of vision, values and aims.				
Progress check, comments, next steps.				
Date:				
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Improvement Plan

Improvement Priority No.	2.1	The Curriculum: Stepping up our Curriculum rationale and design; curriculum frameworks.		

Intended Outcome	Actions	People	Timescales
2. Curricular Areas Use of frameworks for planning and assessment. Positive behaviour through restorative approaches.	a) Staff develop and implement the local authority frameworks for the 3 key entitlements of literacy, numeracy and health and wellbeing. b) Staff have agreed planning documents which are accessible to all on glow. c) Staff to review guidelines for approaches to assessment and agree on an assessment framework. d) Outcomes from a positive behaviour, through restorative approaches, audit to be shared with staff. e) Explore options for Cluster developments in restorative approaches.	Teachers Restorative approaches working group	Sept 2016 Nov 2016 Term 4 2017

How will you measure success?
Professional judgement and dialogue. Forward Planning discussions. Development of a common understanding and collated responses from restorative approaches audit. A curriculum rationale which includes the frameworks for literacy, numeracy and health and wellbeing. All planning documents uploaded and accessible on glow for all staff.

Progress check, comments, next steps.

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Improvement Plan

Improvement Priority No.	2.1	The Curriculum: Stepping up our Curriculum rationale and design; curriculum frameworks.		
Intended Outcome		**Actions**	**People**	**Timescales**
3. **Self-Evaluation and impact** Using HGIOS4 to inform and influence our Curriculum Rationale. The use of data to improves standards of attainment for numeracy and literacy.		a. Discuss QI 2.2 Curriculum whilst considering the 4 themes, Rationale and Design, Development of the Curriculum, Learning Pathways and Skills for learning, life and work. b. Use the data from tracking standards and attainment to improve standards in numeracy, literacy and health and wellbeing. c. Class tracking data from all curricular areas to be collated and reviewed through 1:1 CT/DHTHT meetings. d. Staff continue to reflect on, evaluate and review their own assessment practice in line with the agreed strategy.	Teachers CT DHT HT	Term 2 In Service termly

How will you measure success?

Professionals will be reflective about their own practice and that of the whole school when completing their self-evaluations.
Class tracking to be submitted and analysed termly highlighting pupils ahead of, and behind the, national average.
Action taken to try to close the gap within each class.

Progress check, comments, next steps.

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Improvement Plan

Improvement Priority No.	2.1	The Curriculum: Stepping up our Curriculum rationale and design; curriculum frameworks.

Intended Outcome	Actions	People	Timescales

4. Principles for curriculum design, the four curriculum contexts and entitlements.
 	
To be more familiar with the stepping up our Curriculum Rationale tool.
 	
Ensure coverage of Es and Os
 	
Encourage and implement IDL
	To use the stepping up your curriculum Tool to give a clear picture of where we are and our next steps.
	
	a. Use the stepping up tool to discuss and highlight our position on the overview for the 4 themes
	   1. Our curriculum rationale
	   2. Principles for curriculum design, the four contexts and entitlements.
	   3. Curriculum areas
	   4. Self-evaluation and impact.
	b. Staff to take part in a bundling exercise to identify Es and Os covered and any gaps to plan for.
	c. Staff provide activities and opportunities for planned IDL
		Teachers
		
		Teachers
		SMT
		Teachers
			Term 2 In service
			
			Feb 2017
			Ongoing

How will you measure success?
The Stepping up Tool will be used effectively to determine where we are and how to achieve our next step. Professional judgement and dialogue. Enterprise opportunities and IDL topics. Feb in-service to have time allocated to bundling activities.

Progress check, comments, next steps.

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Improvement Plan

Improvement Priority No.	2.2a	QI 2.3 Learning, teaching and assessment a - reporting progress and achievement to parents and carers		
Intended Outcome		**Actions**	**People**	**Timescales**

2   QI 2.3 Learning, teaching and assessment
 	
a - reporting progress and achievement to parents and carers
   a) Liaise with other schools and development officer as necessary.
 	
   b) Continue to review all aspects of the process of reporting learners' progress and achievement to parents and carers.
 	
   c) Audit parents and carers to gather views and proposals.
 	
   d) Further improve ways of sharing information of learners' progress and achievement within the curriculum for excellence.
(ref: Building the Curriculum 5 (BtC5) Recognising Achievement, Profiling and Reporting)
 	
   e) Review annual calendar to reflect the reporting year.
 	
   f) Implement calendar, trial new, agreed improved ways of working which ensure that pupils and parents and carers are more actively involved.
		1. An improved process of reporting learners' progress and achievement to parents and carers implemented and consolidated in school.
		i.e. an identified and clear, on-going process with regular information sharing.
		
		Detail
		   a) Further develop and implement reporting calendar with majority of staff commitment
		
		   b) The improved reporting process will be spread over the whole school year and the annual written report in Term 3 will be re-styled as a part of the whole cycle of sharing the learning.
		
		   c) Increased pupil involvement in the reporting process.
		
		   d) Increased parental involvement in their children's learning.
		
		   e) An increased understanding for parents of their children's progress and achievement.
			Dialogue with learners re their progress and achievement.
			Dialogue with parents re improvements in reporting process and their children's progress and achievement.
			Dialogue with staff re improved process.
			Audit and survey of parents and pupils at end of reporting year.
			Audit and survey of staff – ongoing and at end of reporting year.	

g) Evaluate and review progress throughout the year
(including parents and pupils).

h) Regularly update Reporting Development group.

f) The above actions leading to improved awareness of pupils' learning by all involved and, therefore, improved potential to support learning.

1. The above actions leading to improved awareness of pupils' learning by all involved and, therefore, improved potential to support learning.

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Improvement Plan

Improvement Focus No.	2.2b	Numeracy and Mathematics
Identified Theme		**Too improve the learning and teaching of numeracy and mathematics**

Actions	Intended Outcome (s) / Impact	How will you measure success?
1 Ensure every class has evidence of the numeracy and mathematics taking place in classrooms (working wall display) – JA, AF, CTs by end of September, 2016 2 Ensure every class has a daily mental maths session, following Maths on Track progression - JA, AF, CTs by end of September, 2016 3 Raise awareness of outdoor learning being integral to numeracy - JA, AF by end of September, 2016 4 Raise awareness of, and support and encourage use of, SHM online resource - JA, AF by end of September, 2016 5 Engage with Education City training – CTs by November, 2016 6 Engage with Aberdeenshire Frameworks (await planning guidance - AF) – SMT, CTs ongoing 7 Audit current resources for numeracy and mathematics – Numeracy working group by end of December, 2016	a) 1 Increased frequency of active learning in numeracy. b) 2 Supportive dialogue between peer pupils and staff and pupils c) 3 Staff engage more readily with outdoor learning opportunities d) 4,5 Expensive resources are used more often and to better effect e) 6 Frameworks improve planning for learning and assessment. f) 7, 8, 9, 10 Necessary resources available in quantity to suit need and are better organised g) 11 Cluster moderation of assessment.	Improved attainment in InCAS and other summative assessments' Monitoring of learning; concrete evidence, including wall displays. Increased awareness and use of Mental Maths Progression Resources more freely available and in use. STEM store cleared and re-stocking started; improved access through new storage units. Cluster activity takes place. Actions for 2016-17 identified.

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8 Identify suitable resources for each stage - Numeracy working group by end of December, 2016

9 Evaluate results of resource questionnaires and compile a 'wish list' of core resources required - Numeracy working group by end of December, 2016

10 Organisation and storage of resources to maximise efficient use - Numeracy working group by end of December, 2016

11 Seek opportunities for cross cluster working (sharing practice) - Numeracy working group by March, 2017

12 Research new strategies/assessment tools - Numeracy working group by March, 2017 | | |

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Improvement Plan

Improvement Focus No.	2.2 c	Language and Literacy 2016-17 (Working Group)
Identified Theme		**QI 2.3 Learning, teaching and assessment** - **quality of teaching** - **effective use of assessment** **planning , tracking and monitoring**

Actions	Intended Outcome/ Impact	How will you measure success?
1 Produce a coherent planning document for reading, based on curricular Frameworks (Early to Second) MM, GW by Dec. 2016	1 Streamline approach across the school. Valid and reliable impact. A robust system which promotes differentiation, pace and challenge.	1 There will be a planning tool for all which highlights 1 group with space for exceptions.
2 Audit reading benchmarks from P4 to P7. Can the current banding system be used? (Assessment) JM, AW Mar. 2017	2 Children are challenged appropriately and grouped accordingly.	2 There will be a working system that covers levels P1 to P7. Use of standardised assessment data (ePips, InCAS, etc to support reflection and cross referencing moderation.
3 Develop staff awareness of bench marks within reading (Curriculum Framework) All: Oct-Dec 2016	3 Benchmarks used effectively by all. Ensures that children's needs are identified by exceptions.	3 Review at planning and stage meetings
4 Across school audit of resources, successful strategies and impact (3 years on) of active literacy. EI, ES Mar. 2017	4 For this session, making resources readily available. For 2017-18, a target of what works, and a way forward.	4 Analyse as a group Mar. 2017. Audit and feedback by May, 2017 for decisions for 2017-18.
5 Big Writing CPD offered to class teachers and SMT (term 1) Refresher staff training (term 2) Colligate moderation session (term 3)	5 Big Writing used as a trial to improve the quality of writing and to moderate assessment access classes and year groups.	5 Professional dialogue around and written evidence . Observation of classroom practice.

		Overall: monitoring of learning and teaching.
6 Action appropriate to role in Northern Alliance Literacy Project; including early assessment of ** phoneme awareness	6 Early Identification of pupil needs thus allowing prompt intervention.	6 Early differentiation of tasks to suit the pupil needs. Classroom organisation reflects the differentiation.

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Improvement Plan

Improvement Focus No.	2.2d	Citizenship	
Identified Theme		**UNICEF Rights Respecting Schools Award**	

Actions	Intended Outcome (s) / Impact	How will you measure success?
1 Register online with RRSA (HH Oct '16) 2 Working group members to familiarise themselves with expectations of RRSA. 3 Set up a steering group of young people (existing Pupil Council members) and adults to lead and monitor the progress of the award. (Sept '16) 4 Carry out a baseline audit taking into account the views of children and adults and complete a Level 1 Audit and Action Plan informed by that audit. (Nov '16) 5 Inform parents/carers and Parent Council about the United Nations Convention on the Rights of the Child (UNCRC) and the Award. Pupil Council to write to parents and Parent Council to inform them about the Award. (Nov '16) 6 Include the Rights Respecting Schools Award (RRSA) in the school's improvement planning. (Sept '16) 7 Plan opportunities for pupils to learn about the Convention and its importance to the well-being of children and young people locally and globally. Pupil Council to present an assembly. Teachers asked to follow up with a minimum of two lessons. (Dec '16)	**Achieve Recognition of Commitment (towards RRSA)** a) Pupils will be fully involved with the process of achieving RRSA. b) Use baseline audit of children's and adult's views to inform our Level 1 Action Plan. c) The school community will be supportive of our aims. d) The inclusion of RRSA on the improvement plan will ensure that progress is made. e) Children will continue to improve their knowledge and understanding of the Convention. f) Staff in working group will feel knowledgeable and confident about the aims of RRSA and ways in which they can support all staff. Ready to work towards achieving Level 1.	We will achieve Recognition of Commitment. In the process, the school community will develop an increased awareness of the rights of the child and how these affect health and wellbeing and inclusiveness.

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Improvement Priority No.	2.2e	Theme: Planning Tracking and Monitoring		
Intended Outcome		**Actions**	**People**	**Timescales**
Increased reliability of data, with each additional cohort, allowing more confident interpretation of data. Reflective dialogue and the needs of individual pupils Focused data to validate or initiate support		Continue with ePIPS, Incas standardise assessments. Continue with dialogue around 20:60:20 analyses. Reconsider the use of Quest tests for literacy and numeracy Use of LASS assessments for focus individuals who are highlighted in the assessment.		
Stepping up our tracking and monitoring		Intended outcome Action plan produced by end of December, 2016 to be implemented by March, 2016	LM	December 2016 to May 2016

How will we measure success?
Completion of assessments, subsequent reflection and professional dialogue Data used to confirm or review groupings and expectations of pupil ability – pace and challenge, adjust accordingly A quick assessment which may implement InCas

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Improvement Plan

Improvement Focus No.	3	Success and Achievements
Identified Theme		**QI 3.1 Ensuring wellbeing, equality and inclusion** **- Inclusion and equality** **QI 3.2 Raising attainment and achievement** **QI 2.3 Learning teaching and assessment** **Total Communication Policy**

Actions	Intended Outcome/ Impact	How will you measure success?
1 Total Communication Policy CLPL for ASL staff and HT; ASL staff to give follow up CLPL summary to teaching staff. Makaton CLPL (two days) for admin. nursery, ASL, teaching staff and SMT. Agree a collegiate action plan to develop and maintain competence of staff and to develop activities which, as a minimum, will, while enhancing the learning experience for the pupils, contribute to our meeting the requirements of the Total Communication Bronze award	Clear awareness of TC policy and practice by ASL staff and, later, other teaching staff. Building on basic use throughout the school, staff will be able to use Makaton skills responsively and flexibly to better meet pupil needs.	Makaton signs and symbols being used more frequently and by more people around the school, not just as visual time tables but also in direct person to person communication. Identified pupils are more communicative with more peers and adults. Progress towards Aberdeenshire Council's bronze award for Total Communication.

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\		Maintenance, Monitoring, Formative discussions	

Item	Focus	Lead Contact
1	**Homework:** formative discussions - yes or no; purpose; kind; frequency; etc,	EI
2	**Scottish Film Education** (cluster): optional set of CLPL workshops: Glow Education Scotland Resources	HH
3	**Outdoor Learning:** continue to support CLPL and encourage initiative in use of outdoor areas.	AF, JM
4	**Eco-schools:** continue towards Green Flag Status	AF, JM
5	**Learning for Sustainability**	GC
6	**Fairtrade and Fair Achiever Status**: continue practice to maintain activities and commitment.	LM
7	**Active Citizenship Groups:**	LM, P4 to P7 Staff
8	**Positive Relationships (Behaviour; anti- bullying) Policy:** continue audits and formative discussions.	HH, EI
9	**Visible Learning:** continue formative discussions and supporting CLPL.	LM, GW
10	**Reflective Dialogue:** keep central to communication and self-evaluation, with pupils, in particular.	SMT
11	**Restorative Approaches:** in-house CLPL to refresh existing staff and catch up new arrivals	SMT
12	**Philosophy for Children:** support individual staff	JW
13	**Website**: review and, if necessary, change platform	CD, AW (GF)
14	**Autism Friendly School:** identify next steps and begin to implement.	ASL staff
15	**Dyslexia Friendly School:** refresh box contents and make all staff aware.	ASL staff

Improvement Plan