



**IMPROVEMENT PLAN  
2016 - 2017**

**FOR**

**Longhaven 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"

## Longhaven School's Vision Statement

'Our vision is to create a safe, fun and caring environment, where our friendly, respectful, confident and happy children are treated equally and encouraged to learn by our kind, helpful, supportive and inspiring adults who acknowledge achievements in and out of school.'

## 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>		1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
Include GTCS standards when planning collegiate and individual training  Termly data discussions with staff utilising benchmarking data and professional judgement  Learning conversations between staff and pupils to take part on a regular, planned basis		Staff have a shared understanding of their responsibility in improvement  Staff will be able to plan and implement targeted interventions, including use of PSA and SfL allocation, informed by data to raise attainment  Pupils will be able to articulate their own learning and identify next steps in their learning journeys	Staff will be able to identify their personal and school training needs and indicate how this will move the school forward  Projected levels are reached. Attainment raised.  Visual indications of learning journeys which are pupil led. Teacher, peer and pupil self-assessment will be linked to attainment and next steps.





## Improvement Plan

<p>Pupils to keep a “Learning Log”</p> <p>Staff to decide on specific areas of interest which will become their area to ‘lead’ within the establishment. Training opportunities will be identified which will provided them with current ‘best practice’ examples.</p> <p>Revisit and refresh the Curriculum Rationale including the views of all stakeholders</p>	<p>Pupils will be able to articulate and talk around their learning. They will be able to identify and discuss next steps.</p> <p>Staff will read, analyse and critically evaluate a range of appropriate educational and research literature pertaining to their chosen area.</p> <p>The rationale will reflect the uniqueness of the setting and will ensure that the principles of curriculum design are embedded in everyday practice.</p>	<p>Pupils will be able to lead evaluative discussions surrounding their learning.</p> <p>Techniques and innovations will become consistently embedded across the school contributing to improved attainment. This will be evidenced through learning walks, classroom observations and peer observations.</p> <p>Greater breadth, depth, challenge and pace will result in raised attainment across all curricular areas</p>
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### Evidence of Progress / Comments / Next Steps

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## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		2.2 Curriculum 2.6 Transition	<b>Mathematics</b>
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<p>Aberdeenshire Progression Framework for Numeracy introduced and all staff to become familiar with the document.</p> <p>Staff to use the Numeracy Framework for planning purposes.</p> <p>School and Cluster moderation of examples of pupil's work at each level.</p> <p>Continue to evaluate commercially available resources, identify core resources and purchase the 'best fit' for our establishment.</p>		<p>All staff using common language of the progressions/benchmarks for planning and assessment purposes.</p> <p>Staff have a shared understanding of standards and expectations in Numeracy for each level.</p> <p>Accurate tracking of levels achieved are supported by examples of pupil work and consistently completed.</p> <p>Pupils becoming aware of benchmarks through shared Learning intentions and dialogue over progress in learning.</p> <p>Higher quality learning experiences, differentiated to ability.</p> <p>Consistency in approaches to ensure high quality learning and teaching.</p> <p>Staff have a clear awareness of all the resources available within the school and which resources to access to best suit the learner.</p>	<p>Monitoring of planning meetings/discussion and feedback.</p> <p>Classroom observations.</p> <p>Pupil focus groups.</p> <p>Assessment/Tracking/Moderation Conversations.</p> <p>Pupil Profiles.</p> <p>InCAS results monitoring.</p> <p>Attainment levels presented by teacher.</p> <p>Classroom monitoring and observations.</p>





## Improvement Plan

<p>Develop Problem Solving approaches and resources for all levels which are consistent and progressive.</p> <p>Continue to monitor Mental Maths approaches and resources for all levels.</p> <p>Establish Numeracy and Mathematics Teaching and Learning Policy in conjunction with all stakeholders.</p>	<p>Improvement in Problem Solving skills and confidence across all levels.</p> <p>Improvement in Mental Maths skills and confidence across all levels.</p> <p>Increased attainment in Mental Maths.</p> <p>Staff have a shared understanding of good practice in teaching Mathematics and consistent practice in using effective approaches is apparent across the school.</p> <p>Staff have increased confidence in teaching Mathematics.</p> <p>Raised attainment across Numeracy and Mathematics.</p>	<p>Attainment meeting (InCAS, tracking and recording of assessment, monitoring of planning and jotters)</p> <p>Staff can talk confidently about the policy and how this supports their planning.</p> <p>Policy established through Cluster evaluation.</p>
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## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	2.2 Curriculum 2.6 Transition	<b>Languages – Literacy and English</b>	
<b>Actions</b>	<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>	
Aberdeenshire Progression Framework for Literacy to be introduced to staff and used for planning, assessing and moderation.	Greater staff understanding of benchmarks leading to broader curricular experiences for pupils and more accurate, robust teacher judgements on attainment.	Monitoring of plans, pupils work and classroom observation coupled with attainment information.	
Reading benchmarking of individual reading levels and investment in appropriate resources to meet their needs.	Greater pupil engagement with reading texts leading to increased reading ages and comprehension skills across all stages.	Reading programme available to all staff and staff accessing differentiated resources to meet needs.	
Development of pupil access to reading materials – i.e. school, public, mobile and online libraries.	Pupils will show a greater enthusiasm for reading through a multi-sensory approach to reading.	Evaluation of parent and pupil discussions relating to home and school use of texts.	
Use of Big Writing to be evaluated and collective understanding/expectations reached about the use of assessment and feedback on written work.	Involvement of pupils in the assessment process to be clear and facilitating greater pupil understanding of learning progression.	Monitoring of taught writing. Attainment meetings and the role played by Big Writing in the assessment of pupils' attainment levels.  Discussions with pupils to establish awareness of next steps.	



## Improvement Plan

<p>Introduction of handwriting programme for whole school with clear differentiation to meet pupil ability.</p>	<p>Improved presentation of written work across curricular areas from Primary 1 to Primary 7.</p> <p>Expectations from a Cluster perspective sought with Academy input.</p> <p>Expectations clearly communicated with parents and pupils to ensure shared focus on improved presentation.</p>	<p>Monitoring of written work across the curriculum and observation of display pieces and moderated across the Cluster.</p> <p>Parental views evaluated.</p>
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<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	2.2 Curriculum	<b>Languages – 1+2 Languages (French)</b>	
	2.6 Transition		
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
Continue to develop staff awareness and understanding of how L2 can be integrated across school.		Teaching staff making regular use of Power Language Platform resources and planning.	Peer observations and identify and introduce Cluster ‘best practice’
Staff to discuss how L2 will be embedded and taught in individual lessons and how often throughout different stages (e.g. collaborative learning between P1-4 and P5-7)		Clear school expectations understood by all teaching staff and expected by pupils and parents.	Policy documentation produced.
Continue to develop staff language skills in order to increase confidence in teaching and embedding the language.		Improved staff confidence in delivering French at all stages. Greater accuracy in the French language experience for learners.	Peer support and observations through school and Cluster.
Create shared resources area within school as well as an interactive display.		Increased pupil and parent engagement with French as a result of visual presence in learning areas throughout the school.	Learning environment evaluations linked to presentation aspect in policy document.
Locate and purchase priority resources to develop 1+2 as a priority.		Identified high quality learning resources for all pupils to increase engagement.	Improved range of resources listed within resource inventory.
Make links with Power Language Platform resources and Aberdeenshire Progression Framework.		Pupils to begin to show awareness of learning progression in French language learning and be able to consider their next steps.	Planning meetings.  Learning conversations with pupils.





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## Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<b>Success and Achievements</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
Carry out explicit lessons and assemblies centred around the well-being indicators		Pupils will be able to make use of the indicators when considering their own well-being and the impact upon it.	Pupils will be able to articulate their well-being making reference to the indicators and be able to relate activities to the indicators and identify how these support their well-being (through discussion, observation and work of pupils)
Ensure that reward system is firmly based upon the 3 agreed school values (safe, responsible and respectful)		Relationships across the school community are positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.	All stakeholders show consideration for others and demonstrate positive behaviour and relationships. Results of questionnaire compared to previous questionnaires.
Cross- level and cluster moderation activities.		Promote a confident shared understanding of levels across the curriculum.	Sampling will show consistency in levelling.
Involving pupils in learning talks to engage in their learning and participate in decision-making about their learning pathways.		Consistent raising of attainment over time.	Summative and formative assessment and professional judgement recorded through tracking devices





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