

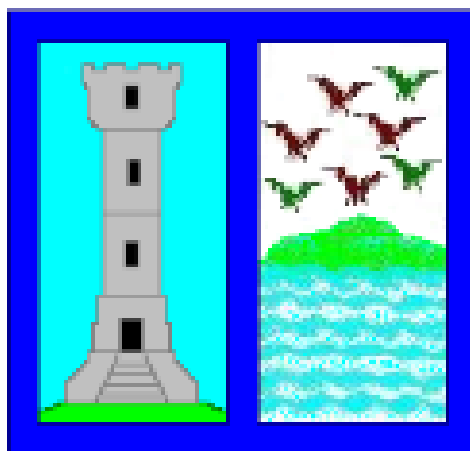


**IMPROVEMENT PLAN
2016 - 2017**

FOR

Burnhaven School

BURNHAVEN



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”

Burnhaven School

School's Vision Statement

To provide a haven where individuals are safe, healthy, achieving, nurtured, active, respected, responsible and included as they are encouraged to create and shape their futures by maximising their potential.

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

Themes running throughout the plan are colour coded as follows:

- Transitions
- New Reporting Procedures
- Family Learning
- Growth Mindset and Visible Learning
- Skills progression
- Professional learning & moderation
- Community engagement



Improvement Plan

Improvement Focus No.	1	Leadership and Management	
Identified Theme (From S&Q / Self-Evaluation)		1.3 Leadership of Change Vision, Values and Aims	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>Staff will meet to discuss values and an audit will be taken as to the most popular 12 values. These will be linked to skills for life, work and learning</p> <p>The pupil council will audit the views of pupils and local community.</p> <p>Parents views will be gathered via questionnaires, open afternoons, school visits etc.</p> <p>When values have been collated, these will become evidenced in each class and discussed in turn during assemblies.</p> <p>Staff will use values when planning and will regularly discuss them with children.</p> <p>The new values will help embed the schools skills for learning, life and work initiative</p> <p>The collated values will help determine a vision and set of aims for the school which will go out to consultation from all stakeholders.</p> <p>Stakeholders will be informed of progress at each stage.</p>		<p>There will be a collective understanding of the vision, values and aims for the school.</p> <p>All stake holders will have a sense of ownership and involvement in setting the ethos of the school.</p> <p>Evaluation of curriculum rationale and design.</p>	<p>Number of responses.</p> <p>All stakeholders will be using the values, vision and aims in conversation.</p> <p>Positive ethos apparent to all visitors.</p>
Evidence of Progress / Comments / Next Steps			
Date			
Date			
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Improvement Plan

Improvement Focus No.	2		
Identified Theme (From S&Q / Self-Evaluation)		2.2 Curriculum 1+2 Language	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>Some members of staff identified as Language Champions (Mrs Marwick)</p> <p>Mrs Marwick to take part in French course.</p> <p>Champions to share ideas and new knowledge with other staff.</p> <p>All staff to engage with language platform.</p> <p>Links</p> <p>Link made with good practice across cluster in particular Dales Park.</p> <p>Each class will begin to develop French through using French greetings, weather and some basic instructions.</p>		<p>Staff will become increasingly confident in delivering some basic French.</p> <p>Staff will develop working relationships with staff from across the cluster and be confident in sharing and developing ideas.</p>	<p>Most children will use basic French greetings and understand basic commands in French before June 2017.</p>
Evidence of Progress / Comments / Next Steps			
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Improvement Plan



Improvement Plan

Improvement Focus No.		Leadership of Learning	
Identified Theme (From S&Q / Self-Evaluation)	1.2 impact of career long professional learning and children leading learning		
Actions		Intended Outcome/ Impact	How will you measure success?



Improvement Plan

<p>All staff with engage and continue to familiarise themselves with SALs, Frameworks and Benchmarks. All staff to participate in professional dialogue on collective understanding of the above documentation and strategies for implementation. This will include moderation activities across the cluster.</p> <p>Achievable and appropriate targets will be identified in order to accomplish next steps in learning.</p> <p>Resources will be made available to pupils to help with identifying next steps, for example writing assessment criterion.</p> <p>Adults will model language used and scaffold conversations as required.</p> <p>All staff will be trained in delivering effective feedback.</p> <p>Staff will familiarise themselves with different AIFL strategies and a range will be used within class.</p> <p>Learning Intentions will be clearly stated and focus on the learning taking place within the lesson.</p> <p>Success criteria will be appropriate, explicit, measurable, meaningful and related directly to the learning intentions.</p> <p>Feedback should be related directly to the learning intention / success criteria, consist of positive comments and guidance to pupils to move their learning forward and pose an open question specifically related to the L.I to encourage thinking about next steps.</p> <p>Particular focus on discussions on the skills being learned and their relevance to life and work.</p> <p>Mistakes will continue to be celebrated and viewed as opportunities for learning. Growth mindset will continue to be promoted throughout the school.</p> <p>Curriculum evening will be held to inform parents. Regularly opportunities for sharing and reporting on progress will be held (see reporting calendar).</p> <p>Targets will be sent home by teachers regularly. Parents will have an input into the assessment and formation of targets.</p> <p>Staff will actively engage with Shirley Clarke's "Outstanding Formative Assessment" and evaluate ideas for practice at Burnhaven.</p> <p>Termly meetings with whole team to discuss challenges presented and how to overcome these. This should also help to ensure equity.</p>	<p>Staff will have more confidence in identify levels, skills etc</p> <p>Pupils will set targets with increasing independence as the year progresses.</p> <p>Pupils will be able to reflect and evaluate learning and begin to self-regulate.</p> <p>Scaffolding of conversations will become less necessary as children's skills progress.</p> <p>Children will understand the relevance of what they are learning and make connections with prior learning.</p> <p>Pupils will be able to measure their progress and with increasing independence formulate next steps in learning.</p> <p>Attainment throughout the school will improve.</p> <p>High quality teaching will be evidenced throughout the school.</p>	<p>Assessment data collected in September 2016 and June 2017.</p> <p>Assessment will be ongoing and interventions put in place if need be. These will be recorded and their effects taken into account.</p> <p>Assessment data analysed and effect size measured.</p> <p>Parental engagement will be measured and opinions sought.</p> <p>Staff and Pupils will engage in learning conversations based around self and peer assessment.</p> <p>Regular collaborative conversations by staff regarding effective learning and teaching. This will be evidenced through question and answer board in the staffroom.</p> <p>Staff will be fully engaged with Frameworks, SALs and Benchmarks.</p> <p>Staff will be confident in identifying the level of Numeracy and Literacy for each pupil</p> <p>All children will discussed targets for life, work and learning. Evidence of this will be seen throughout the school.</p>
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Evidence of Progress / Comments / Next Steps





Improvement Plan

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Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)	
Identified Theme (From S&Q / Self-Evaluation)	2.3 Learning, teaching and Assessment Numeracy		
Actions	Intended Outcome/ Impact	How will you measure success?	
<p>Staff will continue to familiarise themselves with Aberdeenshire Numeracy framework and significant aspects of learning.</p> <p>Staff will continue to attend numeracy twilights.</p> <p>Opportunities will be given to moderate with and observe staff from other schools, including the academy.</p> <p>Structure of each numeracy lessons will include a variety of numeracy topics.</p> <p>End of unit assessments will consist of elements of all areas of previous learning, e.g. operations, number, measure, geometry etc.</p> <p>Elements of each lesson will involve a challenge section to create numeracy confidence e.g. mild, spicy and hot</p> <p>Mistakes will continue to be celebrated and viewed as opportunities for learning. Growth mind-set will continue to be promoted throughout the school.</p> <p>Numeracy workshops will be held to increase parent's confidence in numeracy. Some open afternoons will have a numeracy focus. Regularly opportunities for sharing and reporting on progress will be held (see reporting calendar).</p> <p>Staff will work collaboratively with Academy and Nursery's to ensure effect and transition in terms of numeracy. This will be based on a shared understanding of numeracy SALs and benchmarks.</p> <p>RMEasi maths and other maths games will be used to supplement and reinforce teaching.</p> <p>Links will be made with industry, world of work etc in order to allow pupils to develop a sense of relevance in terms of using maths daily.</p>	<p>Pupils will set numeracy targets with increasing independence as the year progresses.</p> <p>Pupils will be able to reflect and evaluate learning and begin to self-regulate.</p> <p>Scaffolding of conversations will become less necessary as children's skills progress.</p> <p>Children will understand the relevance of what they are learning and make connections with prior learning.</p> <p>Pupils will be able to measure their progress and with increasing independence formulate next steps in learning.</p> <p>Retention of numeracy skills will increase.</p> <p>Attainment throughout the school will improve.</p> <p>High quality teaching will be evidenced throughout the school.</p> <p>Children will be able to discuss the impact on their numeracy skills during pupil focus groups e.g. the process of setting numeracy targets, their growing confidence in having a go etc.</p> <p>Transition in terms of Numeracy will be clear at all levels</p>	<p>Assessment data collected in September 2016 and June 2017.</p> <p>Assessment will be ongoing and interventions put in place if need be. These will be recorded and their effects taken into account.</p> <p>Assessment data analysed and effect size measured.</p> <p>Parental engagement will be measured and opinions sought.</p> <p>Staff and Pupils will engage in learning conversations based around self and peer assessment.</p> <p>The changes to the structure of numeracy lessons will become embedded and reflected in observations and pupil focus group feedback.</p> <p>Burnhaven Staff in conjunction with Peterhead academy and partner nurseries will be able to demonstrate a shred understanding of numeracy levels and SALs.</p>	
Evidence of Progress / Comments / Next Steps			





Improvement Plan

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Improvement Plan

Improvement Focus No.	3	Success and Achievements		
Identified Theme (From S&Q / Self-Evaluation)	3.2 Raising Attainment and Achievement Increased attainment in reading			
Actions		Intended Outcome/ Impact	How will you measure success?	





Improvement Plan

<p>Record data at beginning of session and end. Ideally half way through year also if possible. Track progress using data form summative assessment, teacher judgement and pupil input. Effect size to be measured</p> <p>Progress reflected on regularly during staff meetings.</p> <p>Ideas from Shirely Clarke to be analysed by all teaching staff and facilitated throughout the school as seen fit.</p> <p>Each class to read for 15 mins a day as whole class. Question and answer session with teacher to follow to help develop comprehension skills.</p> <p>Re- introduce literacy garden comprehension skills throughout the school. Infant end could help design Characters. Each character to be referred to during reading discussions.</p> <p>Assemblies on favourite stories and books to be held once a month.</p> <p>Paired reading to occur on a regular basis</p> <p>Reading club for children to be re-established.</p> <p>Parent workshops on reading, particularly comprehension skills to be held throughout the year.</p> <p>Time set aside for silent reading</p> <p>Library books to go home for sharing and book reviews to be completed on a voluntary basis</p> <p>Teaching staff and PSAs to visit schools successful in this area and see reading in action</p> <p>Aspirational targets set with children and shared with parents</p> <p>Before, during and after strategies sent home for parents in form of a bookmark.</p> <p>Work with the academy and nurseries to develop reading skills</p> <p>Staff to become more aware of SAL in reading, plan for reading assessment and analyse data efficiently to find gaps and ensure equity.</p> <p>Giglets training will commence for staff and parents. The Learning Cloud will be purchased. This will be used throughout the school within class and for homework.</p>	<p>Increased awareness of comprehension and familiarisation of techniques such as summarising.</p> <p>Love of books developed and strengthened.</p> <p>Parental engagement with reading</p> <p>Parents will be upskilled in terms of supporting their child/children to read.</p> <p>Development of comprehension skills for all children</p>	<p>Standardised assessment will show a significant increase for most children in reading, particularly in terms of comprehension.</p> <p>Parents will attend workshops and questionnaires will reflect this.</p> <p>Pupils will express engagement through discussion and conversation.</p> <p>Children will be seen reading more often.</p>
Evidence of Progress / Comments / Next Steps		
Date		





Improvement Plan

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