



**IMPROVEMENT PLAN
2016 - 2017**

FOR

INSCH 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"

Insch School

Our Vision: Reach for the stars!

At Insch School we celebrate diversity and inspire all our young learners to reach for the stars and achieve their very best. We strive to create an inclusive and nurturing learning community. Quality learning and teaching is at the heart of all that we do.

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.

Insch Primary School Improvement Plan

Session 2016/2017

Improvement Priority No.	1	Reporting Progress and Achievement to Parents/Carers		
HGIOS 4: QI 3.2 Raising Attainment & achievement QI 2.7 Partnerships – impact on learners		NIF: Improvement in Attainment		
Intended Outcome(s)/Impact	Actions	Staff/people involved	Timescales	
<p>We are developing 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 which would include:</i></p> <ul style="list-style-type: none"> • a process which is spread over the whole school year and have less emphasis on an annual written report in the latter half of the session • increased pupil involvement in the reporting process • increased parental engagement 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 • audit parents/carers to gather views and proposals • consider and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence. Create a tool to sharing the learning between home and school. <i>(ref: BtC5 Recognising Achievement, Profiling and Reporting and support materials from Reporting Group)</i> • create annual calendar to reflect the planned reporting year. • Share information and plans for revised approach with parent forum/council • implement improved ways of working as per agreed calendar which ensure that pupils and parents/carers are more actively involved • evaluate and review progress throughout the year in order to inform effectiveness of improved process 	<p>HT/SMT with all staff</p> <p>HT/SMT parents</p> <p>All staff</p> <p>HT/SMT</p> <p>HT</p> <p>All staff Pupils/ Parents/carers</p> <p>HT/SMT with all staff/pupils/parents</p>	<p>Early term 1</p> <p>Early term 1 (ongoing Terms 2/3/4)</p> <p>Early term 1</p> <p>Early term 1</p> <p>Early term 1</p> <p>September to June</p> <p>throughout session</p>	
How will you measure success?				

- Regular feedback from parents, Parent consultations, Staff and pupil discussions, QIV, TMR Results should increase.

PROGRESS CHECK/COMMENTS/NEXT STEPS

Date:	
Date:	
Date:	
Date:	

Insch Primary School Improvement Plan

Session 2016/2017

Improvement Priority No.	2	Consistent High Quality Learning, Teaching & Assessment across the school		
HGIOS 4: QI 2.3 Learning, Teaching & Assessment		NIF: Improvement in Attainment		
Intended Outcome(s)/Impact	Actions		Staff/people involved	Timescales
<p>We are embedding consistently high quality learning, teaching and assessment across the school.</p> <p>Learner Engagement must be high Our learners are engaged, resilient & highly motivated. Pupils are challenged & tasks well matched to meet their needs and interests. Pupils take responsibility for their own learning. Pupils understand the purpose of their learning.</p> <p>Quality of teaching There is effective use of digital technology to support learning. We use skilled questioning to enable higher order thinking skills. We use feedback effectively to help learners identify their progress in learning. Staff plan effective skills based learning tasks.</p> <p>Effective use of assessment & Moderation We have a variety of assessment approaches confidently across different context for learning.</p>	<ul style="list-style-type: none"> • Whole school Bounce Back Program launched: Assembly and whole school H&WB program • Reflective language – further embed use across school in class/ at assembly sharing sessions. Pupils learning voice evident in all learning displays/ sharing learning with home. • Quality questioning – further embed quality questioning across school. Staff training. Monitor class visits. Peer/ SMT. • Continue to embed use of iPads in classes/ Digital Leaders/ laptops in middle stages to enhance learning. • Further embed use of literacy/ASD checklists. • Staff engagement with cognitive skills and task analysis work through quality collegiate sessions. • Create understanding of problem solvers/ problem finders. Start with Google clip Problem Solving / Rubix cube tomorrow's inventors with George Couros/ Ewan McIntosh. Stage meeting session - Inquiry based learning opportunities: deep thinking. 		<p>All</p> <p>SLT/ CTs</p> <p>HT/ DHTs /CTs / Pupils</p> <p>SLT/CTs</p> <p>HT/ DHTs/CTs. Pupils</p> <p>Miss Catlow/ Helen Mackay.</p>	<p>Start Term 1 15/8/16</p> <p>Term 2</p>

<p>We have shared understanding across school of standards to be achieved and robust moderation arrangements across the school.</p> <p>Planning tracking and assessment We gather attainment data regularly as part of the well managed TMR calendar. We use this data to promote discussion across stage partners to plan effective interventions to support and challenge all learners.</p>	<p>http://georgecouros.ca/blog/archives/3586</p> <ul style="list-style-type: none"> • AiFL written feedback techniques – a must, not optional. Sharing session. Monitor. • Moderation – start with SAL - extend moderation of LI/SC work to assessment tasks. Bring evidence. Do these match the SAL? 2/3 times • Through SLT/CT TMR discussions top/bottom third of class identified and work set to be just within reach – stretch able learners/ plan intervention to support. 	<p>DHTs/ CTs</p>	<p>Term 2, 3, Term 1,2,3,4.</p>
How will you measure success?			
<ul style="list-style-type: none"> • Class visits • QA Calendar • TMR, Incas, EPiPs Results. 			
PROGRESS CHECK/COMMENTS/NEXT STEPS			
Date:			
Date:			
Date:			
Date:			

<p>3. To further improve behaviour of pupils across the school by providing a staged behaviour policy for all staff to follow. Parental involvement and RRS ethos will be central.</p>	<ul style="list-style-type: none"> Evaluation at year end <p>Behaviour Policy group to finalise new revised Behaviour Policy with input from parents, staff and pupils themselves. Share and communicate to all stakeholders.</p> <p>Launch Bounce back Resilience Resources with coherent/ progressive programme across the school N to P7 (assembly and follow up class lessons)</p> <p>Continue focus on school's new VVA across the school by all stakeholders.</p> <p>Whole School Evaluation Term 4 – stakeholder engagement</p>	<p>Kat/ CTs/ Pupil Council / Parent Council</p> <p>Allison / Helen Mackay (EPS)</p> <p>SLT/ stakeholder</p>	<p>Term 4</p> <p>Term 2</p>
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How will you measure success?

- Pupil Behaviour
- QA Calendar
- Feedback teachers/ pupils/ parents

PROGRESS CHECK/COMMENTS/NEXT STEPS

Date:	
Date:	
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Date:	

Insch Primary School Improvement Plan

Session 2016/2017

Improvement Priority No.	4	Nursery Class		
HGIOELCC QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7	NIF: Improvement in Children's Health & Wellbeing		Staff/people involved	Timescales
Intended Outcome(s)/Impact	Actions		Staff/people involved	Timescales
<p><u>1. Vision Values Aims</u></p> <p><u>2Key Worker System</u> To establish Key Worker System across the nursery ensuring a child's health and well-being and progress in learning is monitored, planned for, assessed and evaluated. The GIRFEC approach will be central and parental collaboration paramount.</p> <p><u>3The Environment - Free Flow Nursery</u> Redesign total nursery learning experience by creating and designing free flow experiences across outdoor spaces and 2 rooms. There will be well planned, nurturing physical environment to support creative play.</p> <p><u>4 Learning Experiences</u> To further develop leadership opportunities for staff. Quality learning</p>	<p>1. Extend Schools VVA into Nursery setting to staff and pupils.</p> <p>2. Allocate KW pupils. June 2016 (2015-16) Overviews of aims/purpose of KW system shared with parents June 2015-16 Information shared to parents June 2016 (2015-16) KWS introduced August 2016 -17 Staff evaluation throughout Term 1 2016-17 reviewing and adapting as required Parent Self evaluation engagement end Term 1 and more in-depth Term 3 via Survey Monkey - Mhairi Pupil Self evaluation engagement - Staff to design format - Term 1 and term 3 2016-17 Mhairi Staff Self evaluation engagement - Oct. 2016-17 Mhairi</p> <p>3 Our Learning Environment – <i>What does a good quality Early Learning space look like in Insch Nursery?</i> Team to evaluate current learning spaces. Considering location of spaces, selection and presentation of learning spaces and materials, design the physical environment. We aim to create a well-designed environment that will support creative learning. Review and develop. http://www.communityplaythings.co.uk/learning-library/articles/transforming-spaces</p> <p>4 Our Learning Experiences – Establish Planning Leaders 'Champions'. Staff will be supported to challenge their thinking of how to create challenging,</p>		<p>DHT/ staff</p> <p>All staff</p> <p>PT/ EYLP/Team</p> <p>PT to support ind. staff</p>	<p>Term 4 2015-16</p> <p>Summer Holiday 2015-16 INSET15/8/16</p> <p>Throughout Term 1 2016-17</p> <p>Oct. 2016-17</p> <p>Term 2</p> <p>Term 2/3</p>

<p>experiences are at the heart of what our nursery offers every day.</p> <p>5 Pupil Learning Story Pilot To create opportunities for in depth learning stories for pupils.</p>	<p>deep learning experiences that stimulate creative thinking for learners. The team will plan for their own areas of responsibility. Supported by PT.</p> <p>5 Learning Stories – Pilot project to develop a tool to extend and deepen pupil learning. Use of Book Creator to illustrate deep learning. This will need to add value to the use of ILD already in use.</p>	<p>EYLP</p>	<p>Term 3/ 4</p>
<p>How will you measure success?</p>			
<p>QA visits, pupil dialogue, do they what they are learning and why? Can they explain what they can do and what they want to do next? Planning, engaged learners, behaviour,</p>			
<p>PROGRESS CHECK/COMMENTS/NEXT STEPS</p>			
<p>Date:</p>			
<p>Date:</p>			
<p>Date:</p>			
<p>Date:</p>			