Aberdeenshire
COUNCIL

EDUCATION & CHILDREN'S SERVICES

IMPROVEMENT PLAN
2016 - 2017

FOR

ROSEHEARTY 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"

ROSEHEARTY SCHOOL
Vision Statement

At Rosehearty School, in partnership with parents and the wider school community through a caring approach and high quality learning and teaching we aspire to create a happy and safe environment where all pupils will have the opportunity to achieve their full potential and develop skills for life.

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	REPORTING TO PARENTS & CARERS
Identified Theme **(From S&Q / Self-Evaluation)**		**1.2 Leadership of Learning, 1.3 Leadership of Change,** **2.3 Learning, Teaching & Assessment, 2.6 Transitions, 3.2 Raising Attainment & Achievement**

Actions	Intended Outcome (s) / Impact	How will you measure success?
Review the current process of reporting learners' progress and achievement to parent/carers. Audit parent/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 annual calendar to reflect the planned reporting year. Share information and plans for revised approach with parent council/forum. Implement improved ways of working as per agreed calendar to 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.	The development of an improved process of reporting learners' progress and achievement to parents/carers. A process which is spread over the whole school year and has less emphasis on an annual written report near the end of the school 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.	Regular feedback from parents. Parental consultations. Parental engagement. Staff and pupil discussions QIV

Evidence of Progress / Comments / Next Steps	
Date	
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Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)
		1+2 languages
Identified Theme **(From S&Q / Self-Evaluation)**		**1.2 Leadership of Learning, 2.2 Curriculum, 2.6 Transitions**

Actions	Intended Outcome/ Impact	How will you measure success?
1+2 development work features in cluster plans. A cluster approach to transition is being developed with regular primary/secondary discussions taking place. Cluster collegiate calendar reflects appropriate engagement with 1 + 2 professional learning for Primary. Transition projects build on prior learning. 1+2 Language to be implemented from P1 – P7. Teachers to attend collegiate CPD events in cluster. 1+2 Champion in school to attend training events and support teachers in school with implementation. Teachers to become familiar with 1+2 Language resource collegiately.	Opportunity for cluster colleagues to share good practice as well as resources and lesson ideas. Effective communication between primary/secondary on 1+2 language implementation through curricular transition group. Opportunities for joined up working/projects. Built in training opportunities for Champions and class teachers both in cluster and authority. (Power Language Platform) Use of 1+2 Glow Group for resource/feedback. Teachers to develop knowledge, skills and confidence to deliver learning in 1+2 Language.	Cluster meeting minutes. Increased confidence with the implementation of 1+2 Language. Collegiate time ring fenced for 1+2 Language. Attendance at the training opportunities in cluster. Sharing of resources in school, cluster, authority. Pupil, parent and staff feedback. Pupil Passports QIV

Evidence of Progress / Comments / Next Steps	
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Improvement Plan

Improvement Focus No.	3	Success and Achievements
		Raising Attainment in Literacy & Numeracy; Moderation & Assessment

Identified Theme (From S&Q / Self-Evaluation)	2.3 Learning, Teaching & Assessment, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 3.2 Raising Attainment & Achievement

Actions	Intended Outcome/ Impact	How will you measure success?
Engage with Stepping Up Assessment and Moderation Tool – Training and documentation to support National Attainment Agenda.	Effective, manageable and sustainable monitoring and tracking processes implemented providing valid, up-to-date information to support learning and professional dialogue.	Monitoring & Tracking in place support with Professional Dialogue.
Self-Evaluation using the 'Stepping Up' tool and HGIOS 4 to identify where we are, plan next steps and support staff development.	Staff development needs identified and planned next steps to support Assessment & Moderation to include learners.	Staff & learners discussion
National Improvement Framework engagement.	Staff familiar with National Improvement Framework expectations.	
Moderation activities – Primary/Secondary collegiate working used to ensure shared professional judgements are made regarding standards and expectations.	Standards and expectations for Assessment & Moderation agreed between Primary/Secondary. Increased Staff confidence in professional judgement about learner's progress.	Cross sector moderation approach in place
Review progressions in Literacy and Numeracy to support learning, teaching and assessment.	Raise attainment and achievement in Literacy and Numeracy.	Raised attainment and achievement through ePips and INCAs and teacher professional judgement.
Create opportunities to engage families in learning to support their children.	Families engaged in learning and understand and able to support their children.	Family learning has encouraged stronger home/school links.

Evidence of Progress / Comments / Next Steps

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Improvement Plan

Improvement Focus No.	4	GIRFEC	
Identified Theme **(From S&Q / Self-Evaluation)**		**3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement** **2.1 Safeguarding & Child Protection**	
Actions		**Intended Outcome (s) / Impact**	**How will you measure success?**
Raise Awareness of GIRFEC with staff, pupils and parents through training i.e RRSA, Child Protection and GIRFEC		To ensure procedures are followed to allow support needs to be identified appropriately recorded, actioned and monitored. Staff will be able to identify the 5 principles of GIRFEC. Pupil Chronologies are developed and maintained.	Professional dialogue with staff Monitoring of pupil chronologies.
RRSA group set up to involve pupils, parents and staff. Awareness of RRS raised through assemblies, newsletter, website		RRSA award level 1 maintained and working towards level 2. Pupils are all aware of RRS and this is evident across the school.	Pupils, staff and parents are familiar with RRS and evidence across the school.
Develop staff's understanding of SHANARRI to ensure it is embedded in practice through training and collegiate sessions.		Improved outcomes for pupils through use of SHANARRI in practice, pupils are also aware of the indicators.	Pupils aware of SHANARRI and displayed in classrooms.
Approaches to supporting pupils with Dyslexia continues to be addressed through use of Addressing Dyslexia Toolkit and all staff attending training on INSET days, collegiate meetings.		Staff confidence improved in identifying pupils with dyslexia and supporting them in learning and teaching to remove barrier to learning.	Improve staff confidence and pupil support evident leading to improved attainment.
Evidence of Progress / Comments / Next Steps			
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Improvement Plan

Improvement Focus No.	5	Ongoing - Curriculum
Identified Theme **(From S&Q / Self-Evaluation)**		**2.2 Curriculum, 2.3 Learning, Teaching and Assessment,**

Actions	Intended Outcome (s) / Impact	How will you measure success?
Curriculum Rationale, review, amend and update at collegiate sessions. Curriculum Rationale to be shared with Parent Council then with all parents at a parental engagement event, newsletters, website. HT & Teachers to become familiar with Aberdeenshire Progression Frameworks for all areas of the curriculum through collegiate working to plan implementation. Amend school frameworks as necessary. Staff to familiarise themselves with national advice on progression and ensure principles of curriculum design are evident in learning and teaching	Staff and learners have developed a clear curriculum rationale incorporating their vision and shared values. Parents and carers have been made aware of the Curriculum rationale. Progression Frameworks in place for all curricular areas Staff are implementing the Progression Frameworks into learning & teaching, assessment and planning. Clear progression frameworks in place for all areas of the curriculum.	Curriculum Rationale in place for Rosehearty School following consultation with staff, learners & parents. Progression Frameworks implemented for Literacy, Numeracy and Health & Wellbeing. Progression Frameworks implemented for all areas of the curriculum.

Evidence of Progress / Comments / Next Steps	
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Aberdeenshire COUNCIL

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Improvement Plan

Improvement Focus No.	6	Early Years	

Identified Theme (From S&Q / Self-Evaluation)	1.1 Self-evaluation for self-improvement, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 3.2 Securing children's progress

Actions	Intended Outcome (s) / Impact	How will you measure success?
All staff to be familiar with the planning process and involved. Planning wall to be developed to include children's involvement in planning the learning. Responsive planning to be fully embedded, evaluated and next steps planned to show progression. Big Book planning to be fully embedded with children involved in planning the learning. All staff to be trained in electronic profiling and using it daily. Parent workshop to introduce the electronic profiling and how parents will be involved. Parents to receive reports electronically each term and when targets achieved. Electronic profiling to be evaluated by staff, parents and children. Indoor and Outdoor resources to be developed to extend children's thinking and learning, to include natural materials. New natural learning materials to be developed during the session and evaluated. Review Nursery vison values and aims by consulting children, parents and staff. Review how self-evaluation evidence is gathered to take different forms throughout the session.	To support children to progress and achieve, planning formats are fully embedded in practice and used as a working document. Responsive planning part of daily planning and learning. Staff and children fully involved in big book planning to demonstrate the learning journey. Staff are confident in the use of the e- profiles and learning is recorded daily. Parents are aware of the new profiling and how they can be involved. Gather views and make improvements as required. Children are fully engaged and their thinking and learning extended. Early Years friendly vision, values and aims agreed and evident in learning. More robust and meaningful process in place to ensure improvements support the children's progress.	All staff and children involved in the planning process and evident in daily practice. Planning and learning, professional dialogue. Big Book planning will show the learning journey. Quality of the electronic reports. How easy they are to use and the time involved. Parents, children and staff views. Opportunities for open ended play are evident and developed. Vision, values and aims displayed and referred to in learning. Evidence gathered and improvements actioned.

Evidence of Progress / Comments / Next Steps

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