 **EDUCATION & CHILDREN’S SERVICES**

IMPROVEMENT PLAN

**2016-17**

**FOR**

**Rathen School**



**Aberdeenshire Council Education & Children’s Services**

“Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work.”

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| ***RATHEN SCHOOL’S VISION***  *At Rathen School, in partnership with parents and the school community, we aspire, through a caring approach to create an ethos which ensures everyone is valued and has a sense of belonging. Through high quality learning and teaching experiences, our vision is to nurture every child to reach their full potential, enabling them to have the skills and confidence to embrace the world as global citizens.* |

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| 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.

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| **Improvement Priority No.** | **1** | **Curriculum** | | | |
| **Intended Outcome(s)/Impact** | | | **Actions** | **Staff/people involved** | **Timescales** |
| **Active Literacy**  Raised attainment and achievement in language and literacy   * Framework for Literacy is developed and implemented consistently, which include clear and shared processes for assessment * Cohesive and progressive Reflective Reading approaches across all stages * Increased staff confidence in planning and assessing active learning in reading * Improved learning experiences for all young people * Increased motivation and enjoyment in relation to literacy and language * Six main reading strategies embedded to develop reading skills and build learners’ confidence   **Numeracy**  Raised attainment and achievement in Numeracy   * Framework for Numeracy is developed and implemented consistently, which include clear and shared processes for assessment * Increased teacher confidence and understanding of effective strategies for teaching Numeracy and Mathematics * Increased awareness of knowledge and skills progression within Numeracy and Mathematics * Increased pupil confidence and enjoyment of Numeracy and Mathematics | | | **Active Literacy**   * Framework for Literacy developed, including benchmarking * Resources audited, organised and bought * Implementation of Reflective Reading approaches to develop the six main reading strategies * Inform parents of new approach and impact on homework * Monitor progress * Evaluate impact new approaches   **Numeracy**   * Framework for Numeracy developed, including benchmarking * Framework consistently implemented across stages * Resources audited, organised and bought * Monitor progress * Evaluate pupil confidence and enjoyment of Numeracy and Mathematics through pupil questionnaires * Increased use of the Aberdeenshire’s ‘Developing Number Sense’ Glow page, as a means to sharing information, resources and examples of best practice. | HTs and Teaching Staff  All Staff    All Staff  Hts and Teaching Staff  All Staff  All Staff | Term 2  Term 3 |
| **How will you measure success?** | | | | | |
| * Monitoring Tracking Attainment and Achievement * Feedback from pupils and parents * QIV | | | | | |
| **PROGRESS CHECK/COMMENTS/NEXT STEPS** | | | | | |
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| **Improvement Priority No.** | **2** | **GIRFEC** | | | |
| **Intended Outcome(s)/Impact** | | | **Actions** | **Staff/people involved** | **Timescales** |
| **Dyslexia Toolkit**   * Early signs of difficulty in literacy development identified and appropriate teaching and support given * Pupils equipped with strategies in literacy, resulting in raised attainment   **GIRFEC Assessment and Action Planning**   * Children and families have consistent coordinated support when they need it * Early intervention to ensure all children achieve their full potential * Effective joint working and collaboration to improve children’s outcomes * Ensure a single and/or planning process is in place for children   **Chronologies**   * Chronologies with updated, appropriate information in place to inform decision making   **Named Person**   * Clarity on the roles and responsibilities of the Named Person. | | | * Implementation of the Dyslexia Toolkit staged approach throughout the school * GIRFEC modules 1-6 training - ‘Guide to GIRFEC Assessment and Action Planning in Aberdeenshire’ – responsibilities, procedures and paperwork * Use GIRFEC assessment process tools: 5 questions, SHANARRI wellbeing indicators, My World Triangle, the Resilience Matrix to gather and analyse information to determine needs and risks * Construct an individual action plan that is appropriate to child’s needs * Review and measure outcomes * Chronologies - Information gathered systematically in a consistent format to use in decision making * Where appropriate, Single Agency/Integrated chronologies systematically updated under the coordination of the Lead Professional * Named Person **-** Training | All staff  HTs    All staff, Parents/carers, agencies  All staff, Parents/carers, agencies  All staff & agencies  All staff & agencies | Throughout session  Throughout session  Throughout session  Throughout session  Throughout session  Throughout session  When available |
| **How will you measure success?** | | | | | |
| * Attainment and wellbeing of all pupils, specific focus on ASN and vulnerable pupils. Improved outcomes * Classroom observation – approaches in meeting needs of children * Professional dialogue with other agencies at LAC review meetings – action points * Aberdeenshire Single Service Assessment, chronologies, assessment and Multi-Agency Action Plans * Evaluations of outcomes at school review, EPS consultation and MAAP meetings | | | | | |
| **PROGRESS CHECK/COMMENTS/NEXT STEPS** | | | | | |
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| **Improvement Priority No.** | **3** | **Attainment Data** | | | |
| **Intended Outcome(s)/Impact** | | | **Actions** | **Staff/people involved** | **Timescales** |
| **Assessment Approaches**   * Assessment information gathered through the agreed approaches is used consistently across the school, including regular observation of learning * The assessment approaches and planning takes account of individual learner’s needs and preferences and recognises that children and young people progress in different ways   **Moderation**   * As part of planned moderation meetings, assessment information is discussed and staff engage in reflection on learners’ progress and achievement across stages and the school as a whole. This supports the development of a shared understanding of standards and expectations * See Cluster Plan for Moderation with Secondary   **Benchmarking and Analysis of Data**   * Consistent approach in the use of benchmarking to improve learning across the school * Increased confidence in interpreting and using data to plan improved outcomes for learners * Regular comparisons of attainment data between similar schools and national levels of performance   **Tracking Systems & Quality Assurance**   * There is a manageable whole school system in place to track learners’ progress and achievement across the significant aspects of learning and most staff understand and are using it. * Staff are beginning to track learners’ out-of-school achievements | | | Use ‘Stepping Up’ Tool:  **Assessment Approaches**   * Review use of agreed approaches through peer observation of learning and teaching * While scrutinising teachers’ planning, ensure that individual learners’ needs are being met. (Use existing tracking systems to record this.) * Continue to use the *Professional Curriculum Tool* to support and embed whole staff understanding * Through observation of learning and teaching, regularly ensure that all learners are consistently involved in discussions about types of assessment and relevant evidence. *Making Good Assessment Decisions*   **Moderation**   * Discuss pages 6-8 of **Curriculum for Excellence Guidance Paper - Monitoring and tracking progress and achievement in the broad general education:** [*http://www.educationscotland.gov.uk/Images/MonitoringTracking200214\_tcm4-754310.pd*f](http://www.educationscotland.gov.uk/Images/MonitoringTracking200214_tcm4-754310.pdf) * Plan formal opportunities for staff within the school to participate regularly in professional dialogue aimed at understanding, applying and sharing standards and expectations consistently as outlined in the NAR flowchart. See QA calendar. * See Glow Assessment and Moderation * See Moderation Articulation Framework   **Benchmarking and Analysis of Data**   * Discuss and define ‘benchmarking’ in order to reach a shared understanding of what processes and practices bring about good performance and of how this supports the improvement process. See Aberdeenshire definition in ***each of the Aberdeenshire Frameworks.*** Discuss data and agree what defines a ‘good’ standard for the school. * Ensure that all data is accessible to all teaching staff. * Demonstrate to staff ways in which the CEM data generated can be used to plan effectively for learning and teaching for all pupils.  Use ***Aberdeenshire PowerPoint – ‘The Data Rich School’.* *SUS M&T 4*** * Discussion of assessment data for Literacy*-* ***SUS M&T 4 CEM Assessment for Excellence InCAS – Diagnosing & Remediating Literacy Problems Using AfE(InCAS) P2-P7 Software*** * Discussion of assessment data for Numeracy*-* ***CEM Assessment for Excellence InCAS – Diagnosing & Remediating Mathematical Problems Using AfE(InCAS) P2-P7 Software***   ‘INSIGHT’ Benchmarking tool [*http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/seniorphasebenchmarking*](http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/seniorphasebenchmarking)   * Audit current tracking systems * Create systems for tracking progress and achievement. Case studies and templates for Primary can be found at [*http://goo.gl/fqjIAt*](http://goo.gl/fqjIAt) * See web address on ‘Stepping Up’ tool for case studies | HTs with all staff    All staff  HTs and staff  Primary and secondary staff  All staff  All staff | Term 2  (throughout session)  Term 1 (throughout session)  Term 2  (Throughout session)  Term 2 (throughout session) |
| **How will you measure success?** | | | | | |
| * Individual needs and preferences met through variety of assessment approaches used systematically * Shared expectations and standards across the school and cluster * Evidence of attainment data used to plan effectively to meet needs of learners * Tracking system used across stages to track attainment and achievements | | | | | |
| **PROGRESS CHECK/COMMENTS/NEXT STEPS** | | | | | |
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| **Improvement Priority No.** | **4** | **Becoming a Rights Respecting School (H&WB)** | | | |
| **Intended Outcome(s)/Impact** | | | **Actions** | **Staff/people involved** | **Timescales** |
| * Whole school community to become familiar with the UNCRC and the charter of children’s rights and responsibilities / Positive school ethos based on respect and shared responsibility. * Whole school community to work towards achieving Recognition of Commitment and RRSA Level 1. * To establish global links with schools abroad / Opportunities for children to contribute to both local and wider global issues. * To ensure children’s rights are at the centre of planning. | | | * Whole school involvement in creating class charters based on UNCRC * Complete RRS audit and create annual calendar * Plan assemblies focusing on children’s rights and global citizenship * Share progress of our journey towards RRSA with parents/carers * Develop and maintain a rights-respecting school community, following the agreed calendar and based on UNCRC, throughout all aspects of school life * Review school policies * Evaluate and review progress throughout the year * Achieve RRSA Level 1 | All staff and pupils  Staff    HT/staff and pupils  HT  HT  All staff  Pupils/  Parents/carers  HT with all staff  HT with all staff  All staff and pupils | First two week term 1  Early term 1  Throughout session  Throughout session  Throughout session  Term 2  Throughout session  By end of session |
| **How will you measure success?** | | | | | |
| * Regular feedback from pupils and parents * Positive Ethos maintained throughout the school * Increased awareness of local and global issues * Staff and pupil discussions * Successful in achieving RRSA Level 1 | | | | | |
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| **Improvement Priority No.** | **5** | **Reporting to Parents and Carers** | | | |
| **Intended Outcome(s)/Impact** | | | **Actions** | **Staff/people involved** | **Timescales** |
| The development of an improved process of reporting learners’ progress and achievement to parents/carers. *ie an identified and clear, on-going process with regular information sharing which would include:*   * 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. | | | * 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 *(ref: BtC5 Recognising Achievement, Profiling and Reporting and support materials from Reporting Group)* * 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 | HT/SMT with all staff  HT/SMT parents    All staff  HT/SMT  HT  All staff  Pupils/  Parents/carers  HT/SMT with all staff/pupils/ parents | Early term 1  Early term 1  (ongoing Terms 2/3/4)  Early term 1  Early term 1  Early term 1  September  to June  throughout session |
| **How will you measure success?** | | | | | |
| * Regular feedback from parents * Parent consultations * Staff and pupil discussions * QIv | | | | | |
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| **Improvement Priority No.** | | | **6** | **1+2 Languages** | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| * To develop an understanding of the Scottish Executive’s 1+2 programme and begin to embed the learning and teaching of French in everyday lessons. * Implement 1+2 in accordance with Aberdeenshire strategic policy and cluster recommendations. * Increased staff confidence and enthusiasm in delivery of French. * Develop a whole school approach to modern languages where pupils, staff and parents are beginning to use simple vocabulary and phrases in French through a variety of ‘hands on’, fun activities and song. * Develop common expectations for moderation in cross sector working group. * Organising meaningful transition opportunities from primary to secondary as being developed by Cluster. | | | | | Begin to engage in the Modern Languages, 1 + 2 Programme through collegiate, twilight and In-Service Day CPD. Engage in training and become familiar with the materials provided via Aberdeenshire PLP and Education Scotland’s site. Opportunity to improve French at 6 week twilight CPD event for class teachers. Support from French visiting specialist.  Staff to become familiar with PLP resources. All classes to follow PLP year one plans to deliver French in school.  As a staff, plan a whole day event on ‘European Day of Languages’ to kick start French throughout the school. Activities to include badge making, making a class display to show comparisons between Scottish and French cultures, comparing French school life to their own, Café Francais – sampling French food and drinks, making and playing games, using ‘sock puppet’ app to record a short playscript and playing petanque.  Reporting to Parents - Parents will be invited to French Day to share learning.  Two staff members to become part of the moderation working group with staff from both primary and secondary sectors. | By June 2017  Ambassador CPD Events  Collegiate Time  Twilight CPD  Ongoing |
| **How will you measure success?** | | | | | | |
| Success will be measured through:   * Collegiate and Cluster minutes. * Attendance at the training opportunities e.g. twilights and 6 week language course. * Willingness to share ideas and resources in school, within the cluster and the Authority on Glow. * Pupil, parent and staff feedback. * Increased confidence and enthusiasm of staff to deliver 1+2 Languages. * Professional dialogue with staff. | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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