



**IMPROVEMENT PLAN
2015 - 2016**

FOR

MAUD SCHOOL



Aberdeenshire Council Education, Learning and Leisure Service

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

School's Vision Statement

Maud School – A place where everyone works together to be the best we can be.

At Maud School, our vision is the driving force behind all our improvement activity.

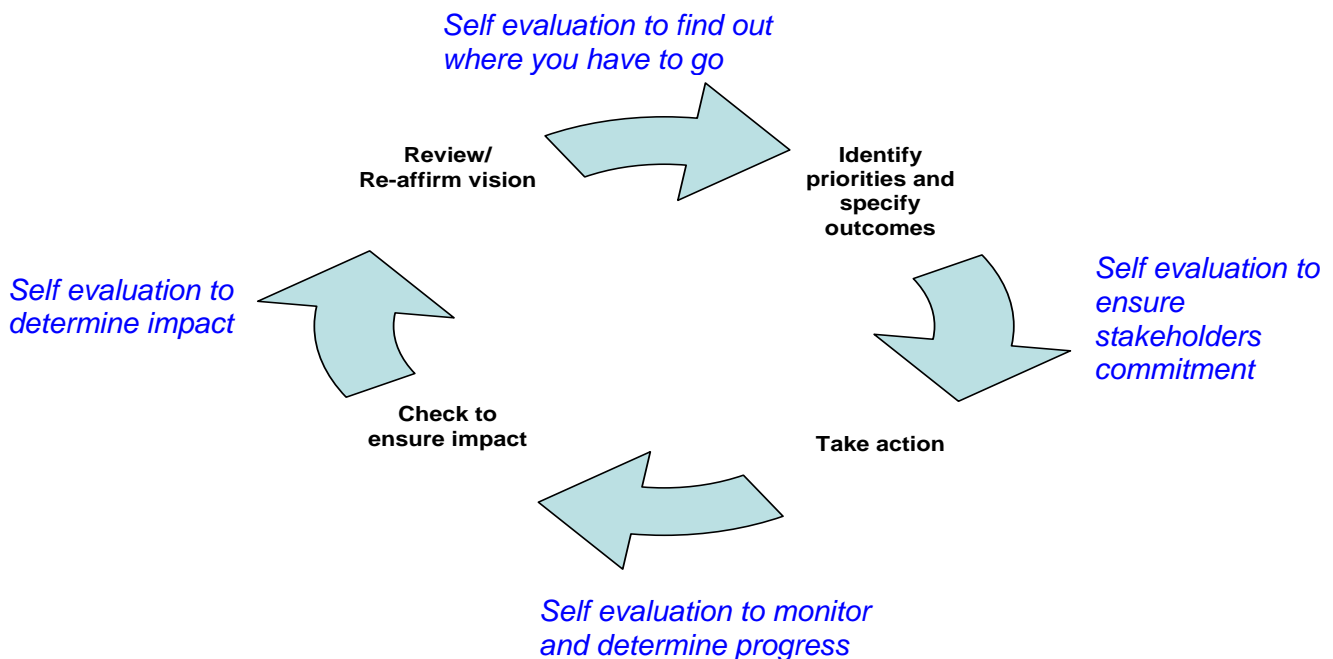
Education, Learning and Leisure Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.

The Journey to Excellence Part 4: Planning for Excellence, HMLe, 2007

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents / carers in our Standards and Quality Report.

Education Learning and Leisure Improvement Cycle



The priorities for improvement contained in the Improvement Plan for 2015 – 16 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	Attainment and Achievement	
Intended Outcome(s)/Impact		Actions / Lead member of staff	
<ul style="list-style-type: none"> • Raised attainment and achievement throughout the school. 		All teachers to ensure that planning and teaching approaches meet the requirements of ACfE and that resources used are appropriate and fit for purpose.	Ongoing
		All teaching staff to involve children in setting appropriate learning targets. Targets to be reviewed regularly.	Ongoing
		Reflective dialogue to be used within all classes – refer to reflective dialogue progression.	Ongoing
		Agree and implement tracking grid into teacher's planning, recording experiences and outcomes covered and highlighting learning gaps.	By October 2015
		Continue to track and monitor pupil attainment - discuss with teachers then plan, record steps for improvement and review.	Ongoing
		One Note profiling to be introduced and used by all P3-7 pupils. Profiling systems to be agreed for P1-2 pupils.	By December 2015
		Agree and implement assessment files, keeping key pieces of work and assessment pieces. Pass on to receiving teacher at year end.	By December 2015
How will you measure success?			
<ul style="list-style-type: none"> • Quality assurance procedures 		<ul style="list-style-type: none"> • Classroom visits 	<ul style="list-style-type: none"> • Attainment data
<ul style="list-style-type: none"> • Feedback from pupils and staff 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	2	House Points / Behaviour Systems		
Intended Outcome(s)/Impact		Actions		
<ul style="list-style-type: none"> Improved systems in place for earning house points throughout the school, with increased opportunities for teamwork and success. A visual display will be in place which will allow everyone to see how well each house is doing, with house captains assuming responsibility for this. Consistency amongst all staff in issuing house points. All staff to be confident in using new, agreed behaviour system and own behaviour management strategies in class. 		Create a system, involving house point cards, stamps and jewels (completed cards to be posted in 'post boxes' and earned jewels to be placed in jars). 'Special' jewels to be issued by HT/s. Information to be shared at a parent meeting.		By end of Aug 2015
		Create and maintain a visual house point display. Ensure house captains are aware of duties and responsibilities.		By September 2015
		Work with staff to agree a common set of rules for issuing housepoints / HT jewels. Share with children and parents. Review as necessary.		By end of Aug 2015
		Work with all staff to revise behaviour policy. Share expectations with children and parents. Review as necessary.		By September 2015
How will you measure success?				
<ul style="list-style-type: none"> Pupil, parent and staff comments 		<ul style="list-style-type: none"> Quality Assurance procedures 		<ul style="list-style-type: none"> Whole school 'walks'
<ul style="list-style-type: none"> Impact on ethos and behaviour 		<ul style="list-style-type: none"> Professional dialogue 		
Progress Check / Comments / Next Steps				
Date:				





Improvement Plan

Improvement Priority No.	3	Curriculum Design / Bundling	
Intended Outcome (s) / Impact		Actions	Timescales
<p>Improve pupil experiences through a carefully designed curriculum.</p> <ul style="list-style-type: none"> • Launch of Curriculum Rationale, ensuring that it accurately reflects learning and teaching in all classes. • Plan using bundles of experiences and outcomes, in addition to discrete planning for maths and language. • Greater impact of experiences and outcomes in planning for interdisciplinary learning. • Raised pupil attainment throughout the school. 		<ul style="list-style-type: none"> • Share agreed Curriculum Rationale with parents and ensure that all teachers follow agreed guidelines. • With staff, create 3 yearly IDL grid for each level, incorporating bundled experiences and outcomes, allowing for flexibility, creativity and pupil choice. Look at where other cross curricular links could be made. • Share the process with pupils and give opportunity for feedback. • Share Literacy and Numeracy frameworks with staff. Evaluate and decide how to move forward. 	<p>By September 2015 and ongoing</p> <p>By October 2015</p> <p>Ongoing</p> <p>Inservice Feb 2016</p>
How will you measure success?			
<ul style="list-style-type: none"> • Staff planning folders, Classroom visits, Attainment data, Quality Assurance procedures 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	4	Active Literacy	
Intended Outcome (s) / Impact		Actions /Lead Member of Staff	Timescales
<ul style="list-style-type: none"> Fully embed Active Literacy reading, spelling and phonics strategies throughout the school. 		<p>Staff continue to plan using the suggested teaching methodology within the North Lanarkshire guides, evaluating learning and teaching and adapting as appropriate.</p> <p>Implement new homework approach to embed AL strategies. Review as necessary.</p>	Ongoing
<ul style="list-style-type: none"> All teaching staff are confident in teaching the strategies, adapting to meet pupil needs when necessary. 		Staff to attend training / twilights as available, sharing practice with colleagues.	Ongoing
<ul style="list-style-type: none"> Blooms Taxonomy thinking skills are implemented into learning and teaching of literacy. 		Taxonomies to be discussed during Inservice day – how these should be used to support reading. Handouts used from previous twilight/QIO materials.	By February 2016
<ul style="list-style-type: none"> Moderation of literacy embedded. 		Moderation activities to be planned, carried out and evaluated throughout the school year.	Ongoing
How will you measure success?			
Quality assurance procedures, professional dialogue, class observations, samples of pupil's work.			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	5	Maths/Numeracy	
Intended Outcome:		Actions	Timescales
For Pupils: <ul style="list-style-type: none"> Increased attainment in numeracy and maths through development of mental agility and number sense. Increased pupil engagement in active learning. For Staff: <ul style="list-style-type: none"> Increased confidence in developing effective learning and teaching in numeracy and maths using agreed progressions. Time allocated for dialogue and moderation. For Parents: <ul style="list-style-type: none"> A clearer understanding of how to help their children with mental agility. 		<ul style="list-style-type: none"> Attendance at numeracy twilight/training opportunities offered within the cluster. Use of supplementary 'Teejay' resources to enhance learning and teaching within classes. Use of active approaches/outdoor environment to teach maths/numeracy in a stimulating and creative manner. Relevant maths homework to be issued weekly by all class teachers to consolidate work done in class. 	<p>By May 2015</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
How will you measure success?			
<ul style="list-style-type: none"> Classroom monitoring/Quality Assurance procedures 	<ul style="list-style-type: none"> Pupil jotters/samples of work 	<ul style="list-style-type: none"> Professional dialogue with staff 	
<ul style="list-style-type: none"> Attainment data/analysis 	<ul style="list-style-type: none"> Pupil and parental feedback 	<ul style="list-style-type: none"> 	
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	6	Rights Respecting Schools	
Intended Outcome		Actions – led by LMcCue	Timescales
<ul style="list-style-type: none"> To raise awareness of the Rights Respecting Schools Award (RRSA) with pupils and parents. 		Assemblies Letter home Whole school homework activity	By December 2015
<ul style="list-style-type: none"> Increase staff confidence to delivery the Rights through ACFE. 		Twilight from Steve Roberts, Montgomery Centre. Sharing of practice.	Ongoing
<ul style="list-style-type: none"> Embed a Rights Respecting school ethos throughout the school. 		Class charters established by end of Term 1. Whole school charter for hall, dining room and playground. Use language of Rights. Signage displayed around school.	By December 2015
How will you measure success?			
Children using the language of the Rights of the Child and becoming more reflective of their own actions. Quality assurance procedures. Professional dialogue and sharing of good practice.			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	7	1 & 2 Languages	
Intended Outcome		Actions / Lead member of staff	Timescales
<ul style="list-style-type: none"> Identify and agree L2 as a cluster 		<p>Audit staff capability and CPD requirements. Gather stakeholder views regarding L2 possibilities. Agree decision at cluster level. Communicate decision with all stakeholders.</p>	By December 2015
<ul style="list-style-type: none"> Raised awareness of 1 & 2 policy (parents/stakeholders) 		<p>Awareness raising event/newsletter/parent leaflet as decided as a cluster.</p>	By January 2016
<ul style="list-style-type: none"> Staff understanding of how they can engage with L2 		<p>Discuss CPD needs as part of PDRS process and allow attendance at training events.</p>	By June 2016
<ul style="list-style-type: none"> A shared whole school approach to modern languages, looking at what L3 language(s) might involve for our school. 		<p>Use audit toolkit to evaluate current provision in school and at cluster level. Agree how languages can be incorporated into everyday activities. Identify a school lead to participate in cluster working group.</p>	By May 2015
How will you measure success?			
Professional discussion and quality assurance procedures – classroom visits/observations, discussions with children, staff and parents. Feedback from stakeholders.			
Progress Check / Comments / Next Steps			
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