Glaitness School Improvement Plan

2013-2014

Be All You Can Be

Contents

School vision statement

Be all you can be

Our values are important to us at the school and they are detailed here.

- **To be respected and responsible**
  We will foster a community within which everyone is encouraged to show respect for one another and the environment through responsible actions
- **To fulfil potential**
  Our school community will aspire to let everyone be all they can be
- **To be supported/ive**
  We will provide an environment in which all children, parents and staff feel valued as part of the whole school team
- **To be healthy**
  Our school community will foster a holistic approach to the physical, mental, social, emotional and spiritual well-being of all.
- **To feel safe**
  We will provide a nurturing environment where we demonstrate care for ourselves and others
- **To be included**
  Our school community will ensure the diverse needs of all are considered and acted upon.
- **To have fun**
  Our school will endeavour to provide a stimulating and enjoyable learning environment.

Self-evaluation relating to priorities identified:

Curriculum

Last session we were over ambitious in our priorities for development and as such we intend to carry forward into session 2013- 2014 curriculum developments in the areas of listening and talking and science. We are also planning to update programme of study for writing which will ensure that we have up to date guidance and expectations for all aspects of literacy.

Continued and on-going development of areas of the curriculum continues to be needed to fully demonstrate and delver curriculum for excellence. This needs to be planned for strategically at school level. We need to continue to review learning in discreet curriculum areas but also look holistically at the learning experiences and opportunities for the children.

Informal observations in classes and throughout the school help build a picture of learning and teaching and children's experiences across the school.

Feedback

We received very positive feedback from a focus visit by Education Scotland in the area of RME . An HMIe inspector and a lay member visited the school for a day and undertook classroom observations and focus group discussions with staff, pupils and parents. High quality learning and teaching was

noted as a strong aspect of the school along with children who were confident and articulate in talking about their learning. Our programme of study in RME and opportunities for religious observance were regarded as positive.

Data

Children's attainment and achievement is tracked through regular planning file discussion and tracking meetings. Class teachers keep records of children's progress in different ways. Pips data is reviewed to track progress against expectations. Children with additional support needs have clear targets through a staged intervention process with regular reviews to ensure that they make progress in their learning.

Please see the standards and quality report 2012-2013 for further information on evaluating priorities from last session and children's achievement.

Summary of Priority Areas for Development

Developing the curriculum

We will continue the review and development of curriculum for excellence in developing clear and coherent programmes of study across the school in the key areas of listening and talking and science. We will update our programme of study in writing.

We will continue to develop moderation approaches in reading and maths ensuring children make good or very good progress in their learning. There will continue to be opportunities for moderation within the school and within the local authority.

Developing Inclusive Practice and Recognising Children's Achievement

We will continue to further refine our approaches to meeting learning needs. Last session, we began to streamline our systems and incorporate the IEP reviews and evaluations into the review schedule and the parents' evening appointments. We will continue to develop these approaches to ensure that we are meetings children's needs, involving children and their parents/carers in the process and developing systems which are manageable within current staffing and budget constraints.

A wider range of approaches to tracking pupil progress will continue to be developed across the school including introducing new standardised assessments in reading in September.

We will continue to develop our play areas as part of a 5 year plan to provide greater opportunities for the children to play together in a more stimulating and inclusive outdoor environment.

Developing self-evaluation and leadership

We will continue to develop self-evaluation activities across the school and will focus on ensuring that activities undertaken have a direct impact on improving the work of the school.

We want to undertake a wide survey this session to seek the opinions of parents, pupils, staff and partners in helping to identify or confirm the good practice in the school and to help inform us of future targets.

We will continue to monitor the budget effectively and endeavour to stay within the budget while prioritising appropriately school developments.

We are going to continue with learning groups this session where staff work together in groups on developing aspects of learning and teaching – particularly in relation to improving aspects of classroom practice.

In-service days for 2013-2014

Consideration for In-service days:

Aug –Classroom preparation and planning. Whole school planning and school calendar.

Oct – Local authority SFL network day, school based in relation to ScIP

Feb – half day moderation between schools – to be kept clear by all schools to allow work across schools to take place, 1.5 days for school based development.

Strategic Action plan 2013-2014

Main priority 1	Developing the curriculum		Q1	2.1, 5.1, 5.2, 5.3
Outcome	**Identified responsibilities**	**Timescales (including milestones and deadlines if relevant)**	**Evidence used for evaluating success**	
Children have well developed skills appropriate to their age and stage in listening and talking *(Carried forward from last session)*	AMc/MM	Outline programme of study in place by end of term 4 – June 2014	Through classroom activities and whole school planning and assessment approaches, children's skills in listening and talking will be identified and evaluated in a range of ways.	
Children make good or very good progress in writing through high expectations and a clear programme of study	MM	Updated programme of study in place by end of term 4, June 2014	Children's progress is clearly tracked through the school using a variety of 'tools' including teacher assessment and moderation. Observation of learning in classrooms and children's work.	
Children make good or very good progress in science through high expectations and clear progression of skills. Children are motivated and engaged by learning through science. Opportunities to link with the local and wider community are used – eg	MM	Skills development in place by June 2014	Progression of skills in a skeleton framework will be produced and used by all teaching staff. Key learning for children will be identified at key stages through the school. Key links within the community will be identified and established. Observation of learning in classrooms.	

renewable energy, science festival *(Carried forward from last session)*			

Main priority 2		Developing Inclusive Practice and Recognising Children's Achievement		Q1	2.1, 5.3

Outcome	**Identified responsibilities**	**Timescales (including milestones and deadlines if relevant)**	**Evidence used for evaluating success**
Increased parental involvement in setting targets through the IEP process, involving everyone in effectively meeting pupil needs. *(Continued development started last session)*	MM/JM	On-going throughout year during opportune times – parents evening, review meetings, core groups etc.	Shared target setting/review evidenced in IEP records. Feedback from parents re their involvement and impact
Children's achievement will be tracked throughout the school to ensure that they continue to make good or very progress in their learning	MM/JM	On-going through session	Clear tracking procedures in place which take account of a wide range of evidence including professional judgement, sampling and moderation and standardised assessments. Children's attainment and achievement
Children will have the opportunity to play in a more engaging and stimulating outdoor play environment.	MM/CMc/HK	Developing more activities to play with during all breaks – eg activity fence, cart area, sand play and different heights/textures.	Feedback from children and parents

Main priority 3		Developing self-evaluation and leadership		Q1	8.2, 9.1, 9.3, 9.4
Outcome	**Identified responsibilities**	**Timescales (including milestones and deadlines if relevant)**	**Evidence used for evaluating success**		
Finances effectively monitored and managed with clear use of resources to improve experiences for learners *(continued from last session)*	HK – lead	Termly updates at end of every term 6 month reviews – end Oct and end April Annual scrutiny with staff – 1 hour in feb inservice	Budget remains on target and not overspent Budget available to target key school improvement areas		
School self-evaluation activities are developed which are manageable and are directly linked to improving outcomes for children	All SMT	on-going	New self-evaluation calendar drawn up – evaluation of activities termly		
Improved learning experiences for children through staff self evaluation and the development of learning groups	CTs and other staff	Each group to plan and establish timescales to be in place during school session. On-going through the session.	Clear outcomes for improving children's learning planned for by groups of staff – planning includes built in opportunities for clear success and evaluation.		

Main priority 4		Developing nursery and preschool provision		Q1	2.1,5.1, 5.4
Outcome	**Identified responsibilities**	**Activities and timescales (including milestones and deadlines if relevant)**	**Evidence used for evaluating success**		
In the nursery, engaging play spaces will sustain children's interests, help them make decisions, solve problems and develop independence. Our approaches to development and learning are relevant and challenging and take full account of children's experiences, interests and individual ways of learning.	Nursery Team	Daily Observations and planning show the connection between prior learning and children's interests have been taken into account. Be flexible with the children learning spaces ensuring that they can be developed as the children's interests change and grow Have a well organised and stocked nursery to ensure resources are available when needed. Create warm, exciting, interesting play spaces to entice children to explore a variety of areas	Photos, Learning Stories, All about me notes, feedback from the children and parents in term 2. IMPACT: Children are engaged in learning experiences that meet their development needs and are actively involved in planning and evaluating of their learning.		
We are a welcoming nursery and actively encourage all parents to participate in the life of the nursery providing high quality communication in a variety of	Nursery Team	Develop parent area including establishing a daily notice board	Review parental feedback through blog, newsletters, parent comment sheets, parents evenings, annual questionnaire, daily conversations etc.		

formats.		Have clear plans displayed for parents to access showing links for CfE and prior learning.	IMPACT: Parents develop confidence in the Nursery Team and have an understanding of how their child's learning and development is being supported
		Daily liaison time with parents implemented with a staff member always available passing on individual information as much as possible.	
		Clearer learning files with relevant parent information – develop whole team approach to learning stories and 'Look What I Can Do' notes. A poster shall be displayed highlighting updates for the parents.	
		Establish whole team input on nursery blog	

Glaitness School	Calendar of proposed staff meetings - Session 2013-14		
Term	**Date**	**Context**	**Comments/additional info**
1 Meetings held on a **Mon** after school 3.45-4.45pm	19.8.13	Whole staff admin meeting 1 9.30-11.00am	
	26.8.13	Blogging	
	2.9.13	Tracking – sector meeting	
	9.9.13	Tracking – sector meeting	
	16.9.13	Tracking – whole school	
	23.9.13	Admin meeting 2	
	30.9.13	Tracking meetings – TBA class by class	Time given up for 1 hour tracking meetings to be held by arrangement with CTs/SMT/SFLT before end of term
	2.10.13	Learning groups	Staff work in small groups on area of practice to improve
	9.10.13	Learning groups	Staff work in small groups on area of practice to improve
In-service	25.10.13	SFL network day	staff to join 1 of 3 sessions
In-service	26.10.13	Listening and talking	Listening and talking
2 Meetings held on a **Thursday** after school 3.45-4.45pm	31.10.13	Whole school self-evaluation activities	Planning for activities for session
	7.11.13	No meeting	Parent's evenings 7th and 12th November
	14.11.13	Admin meeting 3	
	21.11.13	Learning groups	Staff work in small groups on area of practice to improve
	28.11.13	Listening and talking	
	5.12.13	Listening and talking	
	12.12.13	Moderation and assessment 1	
	19.12.13	Moderation and assessment 2	
3 Meetings held on a **Mon** after school 3.45-4.45pm	6.1.14	Learning groups	Staff work in small groups on area of practice to improve
	13.1.14	Learning groups	Staff work in small groups on area of practice to improve
	20.1.14	Admin meeting 4	
	27.1.14	Writing	
	3.2.14	Writing	
	10.2.14	Writing	
In-service	12.2.14	Budget update/ Writing	Writing/Science
In-service	13.2.14	Moderation TBC	Science
	17.2.14	Science	
	24.2.14	Science	
	3.3.14	Flexible	
	10.3.14	No meeting	Parent's evenings 11th and 13th March - check
	17.3.14	Moderation and assessment 3	
	24.3.14	Moderation and assessment 4	
4 Meetings held on a **Thursday** after school 3.45-4.45	17.4.14	Report writing	No meeting
	24.4.14	Report writing	No meeting
	1.5.14	Learning groups	Evaluation/How did we do? /next steps?
	8.5.14	Admin meeting 5	
	15.5.14	Self-evaluation	How did we do? Next steps/SQR/ScIP
	22.5.14	flexible	
	29.5.14	flexible	
	5.6.14	Admin meeting 6	Classes/rooms/staffing for 2014 2015
	12.6.14	Updating SFL register	In preparation for transfer meetings
	19.6.14	Transfer meetings 5	Staff to arrange own transfer meetings at times that suit over the 2 weeks
	26.6.14	Transfer meetings 6	

Totals – curriculum development/staff development – 22 meetings plus in-service days
Moderation and transfer – 6 meetings plus 1 x half in-service day
Admin meetings - 6