



**IMPROVEMENT PLAN
2013-2014**

FOR

Drumoak School



Aberdeenshire Council Education, Learning and Leisure Service Vision

“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”

Foreword: Aberdeenshire Council School Improvement Framework

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

"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

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".

Standards in Scotland's Schools etc Act 2000, Section 2

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."

Improving Scottish Education, HMle, 2006

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."

Ambitious, Excellent Schools, HMle, November 2005

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities

- To promote active teaching and learning in our Literacy programme by implementing the North Lanarkshire Integrated Active Literacy programme as part of the phase 2 project in Aberdeenshire Schools.

- To review the teaching and learning in Numeracy and Mathematics to ensure active and effective teaching and an understanding of numeracy/mathematics in everyday life.

- To develop an assessment, tracking and monitoring system that simply and effectively pinpoints where a child is in their learning and informs next steps in learning.

- To further develop the Banchory small schools cluster transition activities by in cooperating the *Adventure Service Challenge initiative*.



Improvement Plan: 1. Integrated Literacy Programme - NL Active Literacy Phase 2

Date: June 2013

Key Development and Entitlement	Desired Impact	Expected Completion Date
<p>To develop North Lanarkshire Integrated Active Literacy programme to provide a stimulating consistent active learning approach in literacy from P1 – P7.</p> <p>Entitlement A coherent 3-18 Curriculum</p>	<ul style="list-style-type: none">• Provide a high quality consistent, cohesive and progressive approach in teaching reading, writing and spelling, listening and talking across all stages.• Raised attainment in literacy• Build staff confidence in planning and assessing active learning.• Improved learning experiences for all pupils.• Increased motivation and enjoyment in all aspects of Literacy.	<p>Phased implementation by June 2014</p> <p>Monitoring and evaluation of progress towards whole school implementation by June 2014.</p> <p>Continued implementation based on evaluation and review June 2014</p>



How will we get there?	When will we get there?	Who will be involved?
<ul style="list-style-type: none"> Initial pilot of spelling programme in term 4. Creation of Literacy base/Library – reading sessions, etc. Marion Wands from the library service will advise on set up of library. P1 –P3 class teachers attend first Active Literacy Training Course. Programme of collegiate activities to provide opportunity to learn and discuss the new initiative – trouble shooting sessions. Programme will begin in all classes in August 2013. School to inform parents of new ways of working by providing a parent workshop / information All staff to attend training events/visit other schools. Book Banding – whole school task Group/class reading assessments Buddy reading/Literacy afternoons – new Library. Daily Reading programme. Identify any further training needs address at February In Service Day Roald Dahl focus – Go Bananas for Books. School Improvement Plan reviewed, evaluated and next steps identified to inform next sessions improvement plan Project Evaluation completed and results shared with all staff 	<p>Pilot completed July 2013 August 2013 July 2013</p> <p>5 June 2013</p> <p>Term 1 Collegiate sessions 3.30–4.30 Term 1 Term 1 September 2013 Term 1 Friday 1.30</p> <p>November 8th 2013 November In Service Days Term 1/2 Term 1/2</p> <p>Term 1 and 3 Term 3 World Book Week May 2014</p>	<p>P1 – P5 classes</p> <p>P1 – P4 Teachers and PSA, Gillian Carroll All Teaching Staff and PSAs if able to attend</p> <p>P1 and P7 target group</p> <p>All staff</p> <p>P2,3 and 4 and volunteers</p> <p>All staff All staff and pupils</p>



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
<p>CPD budget will be used to train staff and provide cover for classes as required. School based CPD using expertise of staff as they implement the new programme Resources to start new initiative will be purchased by Aberdeenshire Council. Magnetic letters and boards for each class and any other resources as required. Replacement and additional reading materials</p>	<p>TBA Approx £1,000 £200 Per Capita Budget as appropriate CPD budget Central Funding School Fund</p> <p>Total Cost unknown</p>	<p>Several day courses for each member of class In Service Days Collegiate Meetings</p>

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Observation of VG lessons. • Good quality written work. • Increased standards of attainment across the curriculum. • Ability of using active spelling techniques. • Ability to identify/breakdown words. • Improved understanding of words and how they are made. • Children have increased motivation and enthusiasm in learning and are actively engaged in the learning process. • Consistent progressive learning and teaching of language and literacy across the school. • Improved staff confidence in delivering high quality active learning experiences • Motivated learners who enjoy learning and are actively engaged in challenging learning activities. 	<ul style="list-style-type: none"> • HT to monitor progress of implementation plan through Improvement Plan process • Observation/Monitoring of pupil progress by HT learning visits • Peer Learning Visits by teachers • Pupil sampling and learning conversations • Collegiate professional dialogue focussed on learning in language and literacy • Planning, assessment and tracking procedures. • Ongoing professional discussion with staff with a focus on sharing good practice • Learning conversations with pupils • Feedback from Leadership for Learning Visit.



Improvement Plan: 2 Active Numeracy

Date:2013-2014

Key Development and Entitlement	Desired Impact	Expected Completion Date
To continue to develop active numeracy across P1 – P7 in Drumoak School.	.A wide variety of mental math approaches to provide all pupils with a wide range of different skills/approaches to numeracy.	April 2014
To extend the problem solving activities from P1 – P7.	Ensure that all pupils are as numerate as possible for their stage of learning.	
To explore how maths/numeracy is used in the workplace and in daily life	To allow pupils to understand the relevance of maths in our world.	
Entitlement A coherent 3-18 Curriculum		



How will we get there?	When will we get there?	Who will be involved?
<ul style="list-style-type: none">• Cluster work linked to SSLN.• Review numeracy homework – decide on class plan.• Collegiate sessions exploring how we teach numeracy and what works – sharing practice.• Visit from Tom Renwick, numeracy specialist. Will visit each class and give a master class in teaching numeracy. Class Visits and Parent Talk.• Using new mental maths boxes set up in T4.• Review resources eg Heinemann. Look at purchasing Active Numeracy to supplement. Fiona Weir to share resources with staff 21st Sept 2013• Look at how ICT can help in teaching numeracy – making best use of Education City.• Create Maths in Work Week and invite parents, etc.	March 2014	All cluster schools
	September 2013	Teaching staff
	September 2013	All classes, staff and parents
	August 2013	Class Teachers and PSA's
	Sept/Oct 2013	Class Teachers
	Oct 2013	Class teachers and PSA staff Staff, pupils and parents



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
<p>School based collegiate activities using staff expertise Cluster active maths workshops with Elaine Steele</p> <p>Heinemann Active Maths Workshop</p> <p>Sharing of best practice in Drumoak School and other cluster schools Using information from SSLN and Education Scotland to shape the numeracy and mathematics programme.</p>	<p>£500 if staff decide to go ahead and purchase this scheme</p> <p>Total Cost £500 approx</p>	<p>In Service day November 4 x collegiate training sessions</p>

Evidence of Success	How will we find out?
<ul style="list-style-type: none"> • Monitoring lessons and planning. • Teacher Evaluations. • Talking to pupils. • Numeracy Assessments. • Pupils engaged and enthusiastic in numeracy. • Pupils use strategies to solve problems and are keen to be challenged. • Staff are confident in delivering active maths lessons • Pupils can work independently and in groups during a range of learning tasks • Pupil are using strategies to help them answer mental maths questions quickly and accurately. 	<ul style="list-style-type: none"> • HT to monitor progress of implementation plan through Improvement Plan process • Observation/Monitoring of pupil progress by HT learning visits • Peer Learning Visits by teachers • Pupil sampling and learning conversations • Collegiate professional dialogue focussed on learning in language and literacy • Planning, assessment and tracking procedures. • Ongoing professional discussion with staff with a focus on sharing good practice • Learning conversations with pupils • Feedback from Leadership for Learning Visit.



Improvement Plan: 3 Tracking and Assessment

Date:2013-2014

Key Development and Entitlement	Desired Impact	Expected Completion Date
<p>To devise and create an effective assessment programme and a tracking tool that can be used effectively across P1 – P7.</p> <p>Entitlement A coherent 3-18 Curriculum</p>	<p>The System will ensure teachers and H/T are meeting the needs of all pupils. Simple system that will be user friendly and inform teacher’s planning and the learning and teaching experiences in Drumoak School.</p>	<p>Initial tracking system trial October 2013 System reviewed in January 2014 System reviewed May 2014</p>

How will we get there?	When will we get there?	Who will be involved?
<ul style="list-style-type: none"> Implement new ePIPS and INCAS next session P1, P5, P7. Review assessments already in place and decide what is needed. Look at NL Active Literacy Assessments, Heinemann, Maths on Track and formalise how approach will be used across the school. Write an agreed assessment, tracking and reporting policy and procedure for Drumoak School Research how other schools track progress and use collegiate sessions to explore this and devise a system that best suits Drumoak School. Aberdeenshire Council (Helen Shanks) planned meetings on assessment , reporting and tracking in September 2013. HT/class teacher/admin training in SEEMIS 	May 2014	Ht and all staff
	Sept 2013	HT and all staff
	Jan 2014	HT
	Sept 2013	HT/Staff
	Sept 2013	HT



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Evidence of Success	How will we find out?	
<ul style="list-style-type: none">• Teacher’s planning to meet pupil’s needs• Clearly identified next steps in learning• Evidence from assessments and tracking tool • Teachers using assessment information as an integrated part of the planning process • Pupils clear on their next steps in learning and targets fro the future..	<ul style="list-style-type: none">• Monitoring of planning files and teacher evaluations of learning. • Reviewing assessment and tracking information collated from each class. • Learning conversations with pupils • Ongoing professional discussion with staff with a focus on sharing good practice.	
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Improvement Plan 4: Transition: Adventure Service Challenge (Small Schools)

Date: Jun 2013

Key Development and Entitlement	Desired Impact	Expected Completion Date
<p>To further embed transition calendar To link P4-7 transition activities to Adventure Service Challenge</p> <p>3-18 Entitlement Cultural and vocational experiences Creative and enterprising experiences</p>	<p>Confident and engaged children. Smooth transitions. Partnership working further developed</p>	<p>June 2014 and ongoing</p>

How will we get there?	When will we get there?	Who will be involved?
<p>Review and evaluate small schools' Transition calendar; update for this session Discussion with HTs already involved in scheme Raise staff awareness of scheme Match activities already in place for P4-7 to those of accredited scheme – Adventure Service Challenge. Identify any new activities necessary to support the scheme Schools to organise transport/helpers as necessary</p>	<p>HTs to follow calendar and book activities/presenters for this session- small school cluster meetings Activities throughout the year – refer to calendar</p>	<p>Small school HTs Sue Briggs (CLD, Strategic Development Officer) HTs from Mearns area Class teachers PSAs First Aid Trainer Techfest/Setpoint Banchory Library/librarians Active schools Ranger service/Forest School leader</p>



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Sue Briggs Existing calendar Contacts already established, eg librarian Aberdeenshire 3-18 Curriculum HGIOS Adventure Service Challenge Pack		Small schools cluster meetings Time for activities
	Total Cost tbc	

Evidence of Success	How will we find out?
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<p>Enjoyable experiences for children with opportunities to work with peers from all small schools Photos/reports/newspaper cuttings Evaluations in Minutes from cluster meetings Sharing experiences on Glow/school websites Record card for all children Children gaining accreditation</p>	<p>Certificates/badges Calendar of activities evaluated Feedback from children/parents/presenters/staff</p>
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