

School Improvement Plan

Drumoak School

Session 2018 - 2019



Last updated September 2018

School Context

Drumoak School is a rural school serving a large area bounded by the Aberdeen to Torphins road to the north and the River Dee to the south; Crathes to the west and Peterculter to the east. Some pupils are part of the farming and country community; others have parents in the oil industry, while some parents are employed locally. The school is non-denominational and is situated above the village of Drumoak. It is to the west of the church. Most pupils from the village walk to the school; others are transported by car and school bus. In summer and autumn some pupils cycle to school. Our catchment area includes Drum Castle, Drumoak village and many farms. To the north is Echt Primary catchment area, to the south Durris Primary, to the east is Culter Primary and to the west is Crathes Primary School.


In February 2016 we moved into a new building which includes a nursery, six classrooms and community facilities. There is a large sports hall which acts as our dining area, a general purpose room which is used by specialists and other events and a number of meeting rooms. The school was officially opened in September 2016. The school's current roll is 119 pupils and 19 nursery pupils. The school provides education for children aged 3 – 12 years i.e. from nursery to P7. The School day starts at 8.55am and finishes at 3.15pm.

We, currently, have a morning and afternoon session in the Nursery and 6 teaching classes: Specialist teachers help with the delivery of Drama, Physical Education, and French. We also have a Support-for-Learning teacher who provides support for learners three days per week. The school also works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs. The staff are supported by a school administrator, a clerical assistant, 3 pupil support assistants, a school cook and 2 catering assistants, three cleaners and a part-time janitor who visits two mornings a week.

On leaving Drumoak Primary School the pupils usually transfer to Banchory Academy, Banchory. Drumoak Primary is an associated primary of Banchory Academy and belongs to the Banchory CSN (Community Schools' Network) along with Hill of Banchory, Banchory, Crathes and Durris Primaries. The school has a very supportive School Council. The Council support school improvement activities and raise considerable additional funds to provide many extras for the pupils in the school. We have strong links with the other rural schools in the Banchory CSN, Durris and Crathes Primary Schools. We work together on aspects of improvement planning, staff development and to provide opportunities for pupils to get together for a variety of transition activities.

Creating a positive ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations.

Vision, values and aims

<p>Be safe</p>	 <p>Caring, learning and achieving for all</p>	<p>Do your best</p>
<p>Be respectful</p>		<p>TEAM: Together Everyone Achieves More</p>
<p>Caring</p>	<p>We will provide a safe, healthy, supportive and positive learning environment. We will involve pupils, parents and the local community in the life and work of the school. We will encourage our pupils to be motivated, respectful, active and independent individuals</p>	
<p>Learning</p>	<p>Learning will be relevant, fun and inspiring. We will aim for all our pupils to be <i>successful learners, confident individuals, responsible citizens</i> and <i>effective contributors</i>. We will create a stimulating, well balanced and coherent curriculum. We will provide high quality learning and teaching to meet the needs of all our pupils.</p>	
<p>Achieving</p>	<p>All members of the school will be encouraged to achieve all they can. We will celebrate success. We will aim to seek improvements in attainment and achievement. We will all continually self-evaluate in order to provide the best possible learning environment.</p>	

Self-evaluation for Self-improvement

'Excellent schools have robust internal approaches to self-evaluation and also value the objectivity which external partners can bring. Excellent schools understand that self-evaluation should be an ongoing process. They continually reflect and evaluate their work and use evidence from these activities to plan future improvement. Thus, the direction for future improvement comes from the school and its partners.'

(Education Scotland, *How good is our school?* 4th edition, 2015)

At Drumoak Primary School we recognise the importance of the evaluation and planning cycle and have clear procedures in place to support robust self-evaluation, leading to clearly defined improvement priorities.

Self-Evaluation Process

- Quality assurance data from throughout the year
- Analysis of tracking and monitoring data – Standardised assessments, evidence of pupils' learning and teachers' professional judgements
- How Good is our School 4: quality indicators were used by staff as a tool for self-evaluation
- School improvement consultation carried out with pupils, parents and staff.
- A review of last year's school improvement plan was carried out.

The **National Improvement Framework** (NIF) has been developed in partnership with all stakeholders to drive improvements for all children. The Framework sets out our key priorities for improvement for session 2018-2019.

Click on this link to access the National Improvement Framework document in full.

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

Our Improvement plan is influenced by the National Improvement Framework, How Good is our School Quality Indicators and Aberdeenshire's Children Services' Plan. These are listed on the next page.

Improvement Planning Overview 2018/19 - Our plans are influenced by National and Local Authority priorities.

National Improvement Framework Priorities	HGIOS 4 Quality Indicators	Aberdeenshire's Children's Services Plan
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 	<ul style="list-style-type: none"> • to develop excellence and equity; • to embed the principles of GIRFEC (Getting it Right for Every Child); • to provide support in developing inclusive, vibrant and healthy communities.

Improvement Priority	Impact	Measurement
<p>NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. Primary Driver – Teacher Professionalism HGIOS 4: 2.3, 3.2</p>	<ul style="list-style-type: none"> • To ensure all staff have a deeper understanding of the moderation cycle • Pupils are actively engaged in planning and identifying next steps in their learning • To improve learning and teaching of numeracy • To improve attainment for learners in numeracy 	<ul style="list-style-type: none"> • Pre and post staff questionnaires to monitor engagement with areas within moderation cycle • Rigorous assessment information including standardised assessments, evidence of pupils learning and professional judgment • Quality assurance measures • Ongoing robust tracking and monitoring data
<p>NIF Priority 3 Improvement in children and young people’s health and wellbeing. Primary Driver – Teacher Professionalism HGIOS 4: 2.5, 3.1</p>	<ul style="list-style-type: none"> • To ensure all staff have a deeper understanding of Autism and Other ASN needs • To improve all staff’s ability to recognize Autism and provide formal strategies and interventions to support pupils • Agreed Cluster approach to supporting Autistic pupils during ‘Unstructured Times’ and transition 	<ul style="list-style-type: none"> • Post training questionnaire • Teachers are more proactive, and demonstrate Autistic friendly practices • Cluster position paper on common agreed strategies and interventions
<p>NIF Priority 4 Improvement in employability skills and sustained, positive destinations. Primary Driver – School Improvement HGIOS 4: 3.2, 3.3 HGIOELC 4: 3.3</p>	<ul style="list-style-type: none"> • To introduce a consistent employability skills from early to second level • To ensure pupils are aware of skills and are involved in understanding the link between skills and employability • To create opportunities for children to have ambition and aspirations for their future 	<ul style="list-style-type: none"> • Learning conversations and pupils reflections on their skills development, including JASS award (P6&7) • Pupils have an increased understanding of the connections between skills and wider achievements linking into the world of work • High level feedback from all stakeholders involved in our DYW careers’ fair and associated activities on the impact of learners’ aspirations and ambition.

To improve attainment and achievement in Numeracy

Improvement Priority NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. HGIOS 4: 2.3, 3.2			
Impact <ul style="list-style-type: none"> To ensure all staff have a deeper understanding of the moderation cycle Pupils are actively engaged in planning and identifying next steps in their learning To improve learning and teaching of numeracy To improve attainment for learners in numeracy 			
Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Moderation Cycle <ul style="list-style-type: none"> Cluster event to introduce staff to moderation cycle, ensuring a shared understanding of standards and expectations Cluster collegiate to share identified good practice to trial during session, ensuring 'Learners are at the heart of every stage of the cycle' Revisit Moderation cycle to explore further opportunities for cluster working Numeracy <ul style="list-style-type: none"> Introduce annual maths assessments / celebrate Maths Week Maths Mastery introduction for cluster staff Staff development with suite of resources from Bennachie Campus on Maths Mastery Audit, review and update of resources to support Maths Mastery Audit and review implications for planning and pace 	HTs Various staff HTs All staff LG & SG All staff All staff All staff	April 2018 Sept 2018 & March 2019 April 2019 Sept/May (Sept) Nov Inset 2018 Nov 18 – June 19 On-going Term 4	Walk about/talk about – areas of good practice identified. Focus for future collegiate working in 2018/19.
Future Plans			

**To review the current Health and Well-being programme and identify approaches and resources to provide universal support.
To continue with increasing knowledge of Additional Support Needs.**

Improvement Priority NIF Priority 3 Improvement in children and young people’s health and wellbeing. HGIOS 4: 2.5, 3.1			
Impact <ul style="list-style-type: none"> To look at existing practice in all aspects of Health and Well-being To outline a structured approach to providing support for pupils To ensure all staff have a deeper understanding of Autism To improve all staff’s ability to recognize Autism and provide formal strategies and interventions to support pupils Agreed Cluster approach to supporting Autistic pupils during ‘Unstructured Times’ and transition 			
Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> To review current practices in the school for the teaching of Health and Well being. Cluster Training from Grampian Autistic Society, for all staff Discussion of review – next steps Collate staff questionnaires to identify next steps Cluster collegiate to discuss changes in practice February –outline to be produced of coherent plan to meet physical, emotional and mental needs of the child Cluster collegiate to draw together Position Paper for common approach to supporting Autistic pupils in the Banchory Cluster 	Staff – teaching staff LMG LMG All staff All staff	September 2018 Nov Inset 2018 Nov 2018 Nov 2018 29 Jan 2019 2 May 2019	
Future Plans			

To relate the teaching and learning to the World of Work.

<p>Improvement Priority NIF Priority 4 Improvement in employability skills and sustained, positive destinations. HGIOS 4: 3.3 HGIOELC 4: 3.3</p>			
<p>Impact</p> <ul style="list-style-type: none"> • To introduce a consistent employability skills from early to second level • To ensure pupils are aware of skills and are involved in understanding the link between skills and employability • To create opportunities for children to have ambition and aspirations for their future 			
Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> • To build on staff's understanding of skills for work from early to second level, being explicit where appropriate • To build opportunities for pupils to reflect on their development of skills and make links to employability • Introduce P6&7 pupils to 'I Could' website, promoting pupil engagement with Careers' Fair • To organize a developing young workforce Careers' Fair for P6&7, small schools cluster event • To complete the Junior Award Scheme for Schools (JASS) for P6&7 pupils, bronze level 	<p>HT</p> <p>All staff</p> <p>HT & Class teachers</p> <p>HT</p> <p>All staff</p>	<p>Aug 2018</p> <p>Ongoing 18/19</p> <p>Sept 2018</p> <p>Aug/Sept 2018</p> <p>Oct 2018 – May 2019</p>	
<p>Future Plans</p>			

To improve the planning and evaluation cycle within the nursery setting

Improvement Priority NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy. NIF Priority 3 Improvement in children and young people's health and wellbeing HGIOEIC 1.1,1.4 2.3 and 3.2			
Impact <ul style="list-style-type: none"> To ensure all staff have a deeper understanding of the self-evaluation processes to promote improvement. <ul style="list-style-type: none"> Children are involved as learners and are aware of their next steps in learning. To have an effective planning and tracking system 			
Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<ul style="list-style-type: none"> Self – evaluation cycle Formal meetings every fortnight to promote evaluation and improvement. These will be focused meetings with PT and HT. Calendar to be created for focused meetings. Involving children as learners Practitioners to provide opportunities to recognise learning and inform the children of their next steps. The planning cycle There will be a greater focus on meeting the individual learning needs. A baseline will be taken at the beginning of session and this will be tracked throughout the school session. An effective planning and recording system will be implemented. Investigate a variety of tools. Staff to become more confident in using the experiences and outcomes at Early Level. Effective observations Observing and recording the children's progress and the next steps in their learning. Key worker and peer monitoring of observations to improve confidence and quality. 	<p>HTs/ EYLP/PT</p> <p>HTs</p> <p>Early Years Staff led by EYLP. Ongoing improvement.</p> <p>Peer monitoring</p>	<p>Start August 2018 On-going</p> <p>August 2018</p> <p>September 2018</p> <p>September 2018</p>	
Future Plans			