



**POST INSPECTION IMPROVEMENT PLAN
2017 - 2018**

FOR

Banff Primary School



Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Banff Primary School

School's Vision Statement

At our school, we want everyone to be happy, challenged, encouraged, supported, confident and heard.

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 2017 – 18 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Focus No.	1	Leadership and Management		
Identified Theme (From S&Q / Self-Evaluation)		Leadership of Change QI:1.3 Improve leadership systems to ensure that improvements are appropriately identified, actioned and monitored for impact. (<i>The head teacher should improve arrangements for leadership across the school and nursery. She should take a more strategic lead on how improvements are identified, implemented and monitored.</i>)		
Actions		Intended Outcome (s) / Impact	How will you measure success?	By Whom & When
Revisit vision, values and aims and refresh if appropriate. Curriculum Rationale to be developed with pupils, staff and stakeholders to take greater account of the unique context of the school and the community it serves.		Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, values and aims of the school. Curriculum rationale is the driver of the curriculum providing pupils with a broad, progressive and relevant experience.	Consultation with all stakeholders and agreement of vision, values and aims. All stakeholders have a shared understanding of the Curriculum rationale.	SLT January 2018
SLT to use the summary of inspection findings and evidence from self-evaluation activities to ensure staff understanding. SLT to develop detailed action plan to address areas for development and improvement.		All staff have a clear understanding of the school's strengths, areas for development and how these are being addressed.	Summary of Inspection findings and action plan for improvement shared with staff. Evidence of improvements through self-evaluation.	SLT November 2017



Improvement Plan

Use HGIOS 4 and HGIOEY&C challenge questions to support staff understanding of the process of self-evaluation and its role in school improvement. Head Teacher to ensure information from self-evaluation activities are accurate and lead to ongoing improvements.	All staff are involved in the process of self-evaluation and are aware of how this leads to ongoing improvements. The school has a clear focus on how all information is scrutinised to monitor pupil attainment and appropriate interventions.	Evidence of self-evaluation and involvement of all staff demonstrate the impact of change and improvement. Information shared with staff at staff meetings.	SLT Teachers Staff June 2018
SLT to develop a more strategic role in how they operate across the school to ensure areas for development are identified. SLT to create a quality assurance calendar to ensure regular classroom visits and learning walks.	SLT guide the strategic direction and pace of change to ensure positive outcomes for learners. SLT have a greater awareness of what is happening in classes to ensure high quality learning experiences for all learners.	SLT roles and remits reviewed and updated. Quality assurance calendar in place. Classroom monitoring/learning visits.	SLT November 2017
Head Teacher to ensure that communication keeps staff well informed about the strategic and operational running of the school.	Staff meetings, discussions and collegiate meetings have a greater focus on the leadership of change.	Minutes of staff meetings.	SLT November 2017
Identify the attainment gap of the school through self-evaluation and use of the social, economic and cultural context of the school.	The social, economic and cultural context of the school is used to deliver excellence and equity for all learners.	Tracking and monitoring of progress in closing the attainment gap.	SLT Teachers May 2018
SLT create regular opportunities for sharing good practice (initially through sharing observations of good practice in collegiate meetings)	Staff are increasingly taking on leadership roles beyond the classroom Sharing good practice is embedded,	Learning visits and classroom monitoring. Sharing good practice at collegiate meetings.	SLT Teachers June 2018



Improvement Plan

Focus groups to be established with clear objectives referring to national expectations where staff are involved in leading identified areas of development and improvement.	Staff are empowered to take ownership and lead change across the school to improve outcomes for learners.	SLT to monitor progress of focus groups through progress reports and meetings.	SLT Teachers Staff March 2018
Extend the number of Focus Groups, giving each group clear remits and responsibilities.	Pupils take more responsibility for aspects of school life through the work of focus groups	SLT to monitor progress of focus groups through progress reports and meetings	SLT Teachers Pupils May 2018
Head Teacher to monitor and support staff planning at each stage to ensure this is working effectively across the school.	Staff work collegiately with stage partners to plan learning, teaching and assessment with moderation across levels.	SLT to hold regular stage and planning meeting to monitor.	SLT October 2017.
Staff professional learning activities to be closely linked to the school improvement plan making greater use of national and local advice. Head Teacher to develop a more active approach to professional enquiry to ensure that it supports the school's drive for improvement.	Staff professional learning activities and professional enquiry is focused on priorities which will have a direct impact on improving outcomes for learners.	Collegiate calendar/meetings Professional dialogue	SLT October 2017

Evidence of Progress / Comments / Next Steps

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Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)		
Identified Theme (From S&Q / Self-Evaluation)		Learning, Teaching and Assessment QI: 2.3 Improve quality and consistency in Learning and Teaching <i>(In order to raise attainment, building on best practice already in the school and the nursery, staff should develop a consistency in approaches to learning and teaching.)</i>		
Actions		Intended Outcome/ Impact	How will you measure success?	By Whom & When?
Learning and teaching twilights will be built into the collegiate calendar (SLT).		High quality learning and teaching to be a consistent feature in all classes across the school. Teachers have a robust understanding of the principles of good lesson design.	Professional dialogue, lesson observations and learning conversations.	SLT Teachers Sept - Dec 2017
Content of learning and teaching twilights to be put into practice in all classes – monitored by SLT initially.		Teachers are able to evaluate their own practice, identify strengths and areas for development and seek to address these.	Professional dialogue, self-evaluation	SLT Teachers Sept-Dec 2017
Whole school agreement to be in place with regard to what learning should look like in Banff Primary School.		Learning experiences are pitched to ensure all learners receive an appropriate level of pace and challenge.	Lesson observations and learning conversations	SLT Teachers December 2017



Improvement Plan

<p>Teachers to ensure explanations and instructions for learning activities are clear and understood by all pupils.</p> <p>Pupils to be given opportunities to work independently as well as with partners and in groups.</p> <p>Use of digital technology to be more widely used in learning and teaching.</p>	<p>Pupils have a clear understanding of the learning activities.</p> <p>Pupils can work independently, in pairs and in groups to complete learning activities.</p> <p>Use of digital technology is embedded in learning and teaching.</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers Pupils June 2018</p>
<p>Pupils have more choice and are encouraged to take more responsibility for their learning.</p>	<p>Teachers support learners to take an increasingly independent role in their own learning.</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers Pupils June 2018</p>
<p>SLT to support teachers to undertake partner observations.</p> <p>SLT to support teachers to evaluate their own practice.</p>	<p>High quality learning and teaching to be a consistent feature in all classes across the school</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers June 2018</p>
<p>Teachers to ensure learning activities are differentiated to meet the varying needs of pupils in all areas of the curriculum.</p>	<p>Pupils are making progress in their learning through differentiated learning activities in all learning activities..</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers June 2018</p>
<p>All staff to take part in 'Visible Learning' CLPL and approach to be embedded into classroom practice.</p> <p>SLT to monitor the improvement in learning and teaching using this approach.</p>	<p>High quality learning and teaching is a consistent feature in all classes following the visible learning approach.</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers Junes 2018</p>
<p>Good practice in formative assessment needs to be adopted across the school.</p> <p>Lessons to be concluded with a structured plenary which will inform teacher's planning for next steps in learning.</p>	<p>Teachers provide learners with consistent high quality feedback to ensure they have an accurate understanding of their progress in learning and what they need to do to improve.</p>	<p>Lesson observations and learning conversations</p>	<p>SLT Teachers June 2018</p>



Improvement Plan

<p>SLT to ensure that consistent planning and feedback procedures are agreed and adhered to.</p> <p>Planning identifies what is to be learned and assessed.</p>	<p>Learners will experience high quality learning experiences at every stage as they move through the school.</p> <p>High quality learning and teaching will have a significant impact on pupil progress and attainment.</p>	<p>New approach to planning in place and used effectively across the school.</p>	<p>SLT Teachers February 2018</p>
<p>School to streamline its approaches to assessment to:</p> <ul style="list-style-type: none">• Reduce teacher workload• Allow teachers to make better use of assessment information to identify groups and individuals at risk if not attaining highly enough and intervene.• Feed systematically into whole school self-evaluation.• Ensure assessment information is reliable.	<p>Processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching.</p>	<p>Streamlined approaches to assessment in place and effective.</p>	<p>SLT Teachers June 2018</p>
<p>SIMD details to be included in schools tracking and monitoring system. IEP targets to be included in the school's tracking and monitoring system to provide evidence of progress at key milestones.</p>	<p>Tracking and monitoring is well understood and used effectively to improve outcomes for all learners.</p>	<p>Tracking and monitoring to reflect.</p>	<p>SLT Teachers November 2018</p>



Improvement Plan

<p>Enhanced Provision Balance of time between mainstream and the enhanced provision to be reviewed for some pupils. Pace and challenge to be reviewed and increased for some pupils with more opportunities to take responsibility to lead their own learning. The new framework for 'Supporting pupils with complex needs' requires to be fully embedded into the planning and assessment process.</p>	<p>Pupils are making progress in their learning through having access to the appropriate learning environment and curriculum to meet their needs with appropriate pace and challenge.</p>	<p>Tracking and monitoring of pupil progress.</p>	<p>SLT Teachers Pupils June 2018</p>
Evidence of Progress / Comments / Next Steps			
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Improvement Plan

Improvement Focus No.	3	Wellbeing, Equality and Inclusion		
Identified Theme (From S&Q / Self-Evaluation)		Ensuring wellbeing, equality and inclusion QI: 3.1		
Actions		Intended Outcome/ Impact	How will you measure success?	By whom and When?
Raise awareness of the school's vision with pupils, staff and parents in classrooms and around the school. Pupil Voice Groups to take initiative forward and develop pupil leadership skills.		The school's vision of children being 'happy, challenged, encouraged, supported and heard' is embedded in the life of the school and is evident in classroom practice.	Observation in classrooms, learning conversations with pupils.	SMT Teachers All staff Pupils January 2018
Pupils to be made aware of the wellbeing indicators through learning and teaching. Pupils to have greater opportunities to reflect on their learning, wellbeing and development through use of the indicators.		Staff and pupils know, understand and use the wellbeing indicators as an integral feature of school life. Pupils have developed an understanding of themselves and can identify the qualities and behaviours required to improve.	Observation in classrooms, learning conversations with pupils	SMT Teachers All staff Pupils June 2018
Review behaviour management and anti-bullying policies and approach through consultation with pupils, staff and parents. Revised policies to be put in place and shared with all stakeholders.		Consistent approach used by staff in dealing with incidents of bullying and disrespectful behaviour of pupils.	Revised policies in place. Evidence of consistent approach across the school.	SMT Teachers All staff Pupils January 2018
Playground buddies and Peer Mediators to be in place. Pupils Voice groups for all pupils in P4-7 to be involved with opportunity for choice. Pupils to be involved in leading the groups to make decisions to improve the school and wider community.		Pupils have the opportunity to engage in the corporate life of the school and assume leadership responsibilities to promote the values of the school.	Self-evaluation and evidence of group achievements.	SMT Teachers Pupils June 2018



Improvement Plan

<p>Pupils views to be heard and recorded as part of multi-agency review and planning meetings. Parent's views are to be recorded on IEP's and other planning documents.</p>	<p>Staff and partners ensure pupils are active participants in discussions and decisions which affect their lives.</p>	<p>Evidence on MAAP minutes. IEP's and planning documents reflect parent's views.</p>	<p>SMT Teachers November 2017</p>
<p>Tracking and Monitoring of pupil progress to be reviewed and updated to ensure they are accurate. Pupils with protected characteristics to include those adversely affected by socio-economic factors to be identified. Plans developed to provide targeted support and challenge for all pupils.</p>	<p>Staff have developed a clear understanding of the school attainment gap and strategies have been identified to ensure appropriate support and challenge for all children.</p>	<p>Tracking and monitoring of pupil progress. Improved attainment and achievement. Impact made of closing the attainment gap.</p>	<p>SMT Teachers November 2017</p>

Evidence of Progress / Comments / Next Steps

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Improvement Focus No.	4	Success and Achievements
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Improvement Plan

Raising Attainment & Achievement QI: 3.2

Improve the use of attainment data

(Staff should improve approaches to assessing, tracking and monitoring children's progress to support them in improving children's attainment in the school and nursery.)

Identified Theme (From S&Q / Self-Evaluation)			
	Actions	Intended Outcome/ Impact	How will you measure success? By whom and When?
SLT to timetable regular pupil progress conversations with teachers which include: interventions for children who need support, challenge for more able learners, supports in place for LAC, EAL, and other vulnerable groups.	<p>Teachers have a sound understanding of the link between classroom practice and attainment.</p> <p>Teachers use attainment data to ensure an appropriate level of support and challenge for all learners.</p> <p>Teachers use attainment data to plan next steps in learning for groups and individuals</p>	Professional dialogue with teachers, tracking and monitoring.	SLT Teachers Nov, Feb, Apr, June
SLT to use Aberdeenshire/Education Scotland benchmarks to ensure the accuracy of assessments recorded on tracking system.	The consistent use and analysis of school data promotes effective self-evaluation at school and classroom level	Moderation of assessments and teacher professional judgement.	SLT PT Teachers June 2018
<p>Tracking and monitoring system to be reviewed and updated to include SIMD data and attainment gap target pupils.</p> <p>SLT to develop a whole school overview of pupil attainment.</p>	Senior leaders use data to support the allocation of staff and resources.	Tracking and Monitoring of school data and attainment.	SLT November 2017



Improvement Plan

<p>Collection, analysis and discussion of attainment data to be a key aspect of the school's self-evaluation calendar.</p> <p>Data from standardised assessments to be used more effectively to support teacher's professional judgement.</p>	<p>The effective use of school data contributes to the school's capacity to improve and staff have a good understanding of how data can be used to evaluate and improve the performance of a school.</p>	<p>Self-evaluation evidence. Assessment data</p>	<p>SLT Teachers March 2018</p>
<p>SLT to engage support of QIO to develop effective moderation processes to ensure accurate and confident teacher judgement of Curriculum for Excellence levels in literacy and numeracy.</p> <p>School to work with the cluster to develop effective moderation processes.</p>	<p>In school and across the cluster we have shared expectations for standards to be achieved and have arrangements for moderation across stages and the curriculum.</p>	<p>Moderated approach to assessment across school and cluster.</p>	<p>SLT December 2018</p>
<p>Listening & Talking</p> <ul style="list-style-type: none"> Whole school progression to be developed for listening and talking linked to Aberdeenshire Progression Framework and Education Scotland benchmarks. 	<p>Improved attainment levels in listening and talking/literacy where learners are confident and making good progress.</p>	<p>Assessment evidence, tracking and monitoring.</p>	<p>SLT Teachers June 2018</p>



Improvement Plan

Reading <ul style="list-style-type: none">• Reading progression to be reviewed in line with Aberdeenshire Progression Framework and Education Scotland benchmarks.• Reading Comprehension approach to be developed and supported by INSET Day on 'Reflective Reading'.• School Library to be developed and Pupil Voice Group to be set up to lead this improvements.• Develop links with Banff Community Library to encourage reading for enjoyment and provide access to a wider range of reading materials.• Accelerated Reader to be introduced for Pupil in P5-7.	Improved attainment levels in reading and comprehension/literacy where learners are making good progress.	Assessment data, tracking and monitoring demonstrates improved attainment.	SLT PT Teachers June 2018
Writing <ul style="list-style-type: none">• Writing progression to be reviewed in line with Aberdeenshire Progression Framework and Education Scotland benchmarks.• In Early stages pupils to be given a range of opportunities to develop independent writing.• Approaches to learning and teaching of grammar and spelling to be developed.	Improved attainment levels in writing/literacy where learners are making good progress.	Assessment data demonstrates improved attainment in writing.	SLT PT Teachers June 2018



Improvement Plan

Numeracy and Mathematics <ul style="list-style-type: none">• Numeracy and Mathematics progression to be reviewed in line with Aberdeenshire Progression Framework and Education Scotland benchmarks.• Approaches to learning and teaching of problem solving to be developed.• New Mental mathematics programme to be reviewed to include a focus on mental maths strategies.• All teachers to provide more opportunities for real life contexts when learning and teaching time, money, estimate and measure.• All teachers to regularly identify mathematics and numeracy in the context of everyday life and the importance of number in learning, life and work.• Learning to be regularly revisited to ensure consolidation and reinforcement of concepts.	Improved attainment levels in writing/literacy where learners are making good progress. Pupils understand the importance of mathematics and numeracy in everyday life.	Assessment date demonstrates improved attainment. Classroom monitoring Professional dialogue	SLT PT Teachers June2018
HT to develop a more robust approach to monitoring attendance. PEF money to be used to fund Pupil Support Worker to support attendance levels.	Attendance levels are closely monitored and there is evidence of improvement.	Tracking and monitoring of attainment	SLT June 2018



Improvement Plan

PEF funding to be used based on the analysis of the needs of children in school For: <ul style="list-style-type: none"> Barnardos Project Worker Visible Learning Nurture approach 	Improve attainment and achievement in closing the poverty related attainment gap.	Tracking and monitoring Evidence of closing attainment gap. Classroom monitoring	SLT June 2018
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Evidence of Progress / Comments / Next Steps

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Improvement Focus No.	5	Learning Provision		
Identified Theme (From S&Q / Self-Evaluation)		Curriculum QI: 2.2		
		Improve the curriculum in line with national guidance. <i>(Across the primary and nursery classes, staff should improve the curriculum in line with national guidance.)</i>		
Actions	Intended Outcome/ Impact		How will you measure success?	By whom and When?





Improvement Plan

<p>Develop a more detailed curriculum rationale in consultation with all stakeholders.</p>	<p>A clear curriculum rationale is in place to ensure that all stakeholders have a shared understanding of what the school is trying to achieve for its learners</p>	<p>Curriculum Rationale in place</p>	<p>SLT All staff & pupils Parents February 2018</p>
<p>SLT to allocate protected collegiate time is allocated to curriculum development. Revisit the Four Contexts, Seven Principles of curriculum design, Values for Scottish Society on which Curriculum for Excellence is based. Staff to revisit the understanding of interdisciplinary approaches to give a greater depth to the curriculum and increased application to children's learning.</p>	<p>Long term plans are in place to provide an overview of how learning will be organised and Experiences and Outcomes grouped over the course of the cycle (1/2/3 yr). Medium term plans are in place to demonstrate discrete learning and learning contexts/IDL approaches. The curriculum provided for pupils has been developed in line with national expectations.</p>	<p>Collegiate meeting minutes Revised planning Self-evaluation</p>	<p>SLT PT Teachers December 2017</p>
<p>The school's unique immediate environment will be investigated and used to develop the curriculum. DYW and skills for learning, life and work and creativity to be included across all stages of the curriculum.</p>	<p>The school's uniqueness is reflected in the development of the curriculum, which is relevant to the pupil's needs and developing skills for learning, life and work. The immediate environment is used to support contexts for learning. Learners are fully involved in planning the contexts for learning.</p>	<p>Collegiate/ curriculum development meetings. Working groups</p>	<p>SLT PT Teachers March 2018</p>
<p>SLT to lead rigorous self-evaluation activities to support the development and use of the Aberdeenshire Progression Frameworks. Use HGIOS 4 challenge questions and Education Scotland's Curriculum For Excellence – A Statement For Practitioners document.</p>	<p>Aberdeenshire Progression Frameworks are embedded within the whole curriculum context. Benchmarks are effectively used to ensure progression.</p>	<p>Observation, monitoring of planning and learning visits.</p>	<p>SLT PT Teachers June 2018</p>



Improvement Plan

Progression for mental maths to be further developed across the school. Curriculum development leaders to be identified to take this forward within a working group.	There is a strong focus on Literacy, Numeracy and HWB in a progressive way across the curriculum.	Working group established and development work progressed.	SLT PT Teachers February 2018
Class teachers to plan for all curriculum areas to have an appropriate entitlement over the session. SLT to use HGIOS 4 challenge questions and Education Scotland's Curriculum For Excellence – A Statement For Practitioners document.	Class timetables reflect that all curriculum areas have an appropriate entitlement over the term/ session.	Monitoring of class timetables.	SLT Sept 17, Nov 17, Jan 18, May 18
Key staff visit schools who have successfully developed their curriculum and feed back to colleagues.	Very good use is made of information and support materials drawn from a range of local and national resources to support our curriculum development.	Sharing of information at collegiate meetings.	SLT PT Nov 17 – Feb 18

Evidence of Progress / Comments / Next Steps

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