



**IMPROVEMENT PLAN  
2016 - 2017**

**FOR**

**Banff Cluster**



**Banff Primary  
School**

**Aberdeenshire Council Education & Children's Services**

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

## Banff Primary

### Our Vision

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

### Our Values

- Rights-respecting
- Equality and fairness
- Responsibility
- Honesty
- Pride
- Partnership

### Our Aims

- To aspire and achieve.
- To develop skills for life, learning and work.
- To accept and value difference.
- To be resilient and have a positive attitude.
- To make sure everyone feels included and valued.
- To create a safe environment and exciting learning experiences.
- To promote positive relationships with pupils, parents, staff and the wider community.

In Banff Primary, our vision is the driving force behind all our improvement activity.

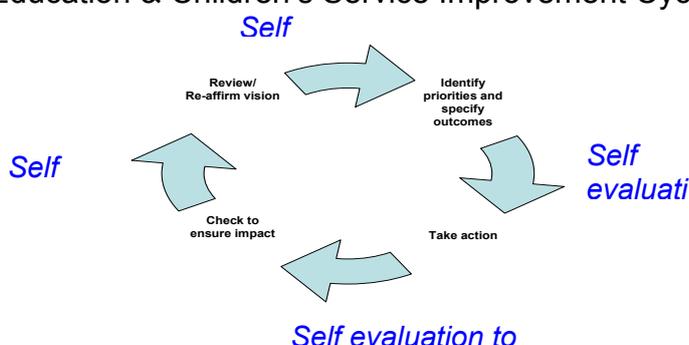
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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, HMIE, 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 & Children's Service 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

<b>Improvement Priority No.</b>	<b>1</b>	<b>Alternative ways of reporting and engagement</b>	
<b>Intended Outcome (s) / Impact</b>		<b>Actions / Lead member of staff</b>	<b>Timescales</b>
Improved and enhanced methods of reporting.		Each school in the cluster will have a calendar relating to enhanced methods of reporting to parents.	Term 1-4
Improved methods of continually engaging children in leading their learning journey.		Revisions to written reports Involve children in the planning and assessment of their learning. (say, make, write, do)	
Parent will be able to support children in their learning journey.		All staff will work collegiately to engage and inform parents about enhanced methods of reporting.	
		Increased Partnership with parents  Increase in parent engagement events	
<b>How will you measure success?</b>			
Learning conversations with children and young people. Feedback from parents relating to pupil progress. Quality of learning statements in pupil profiles. (Increased focus at P7 and S3)			
<b>Progress Check / Comments / Next Steps</b>			
Date:			
Date			





## Improvement Plan

<b>Improvement Priority No.</b>	<b>2</b>	<b>Curricular Frameworks (including MLPS 1+2)</b>	
<b>Intended Outcome</b>		<b>Actions</b>	<b>Timescales</b>
<p>Improve learning and engagement for children and young people.</p> <p>Improve the quality of teaching across the cluster.</p> <p>Effective use of assessment to support children and young people's learning.</p> <p>Raise attainment for all children and young people.</p>		<p>Create and implement cluster progression planning formats for all curricular areas.</p> <p>Teacher implementation of curricular frameworks to support more focused skills based learning intentions and effective feedback.</p> <p>Create and implement cluster assessment formats in line with curricular framework benchmarks</p> <p>Introduce a cohesive tracking and monitoring system in line with BXA performance management database.</p>	
<b>How will you measure success?</b>			
<p>All schools will have implemented the cluster progression planning frameworks.</p> <p>Teachers demonstrate increased confidence and knowledge of skills progression.</p> <p>Teachers will demonstrate effective lesson design, the link between learning intentions, success criteria and activities.</p>			
<b>Progress Check / Comments / Next Steps</b>			
Date:			
Date			



# Improvement Plan

<b>Improvement Priority No.</b>	<b>3</b>	<b>Monitoring and Tracking</b>	
<b>Intended Outcome</b>	<b>Actions</b>		<b>Timescales</b>
Adopt a consistent approach to tracking and monitoring across the Cluster.	Develop a performance management database for primary schools in the Banff Cluster.		Term 1-4
Secure improved outcomes for learners from 3 – 18 through effective interventions.	Implement the performance database to support professional dialogue and identify and track the impact of interventions.		Term 3
Develop a shared understanding of CfE Levels.	Agreed moderation activities for primary and secondary teaching staff, across our learning community.		Term 2 -3
Develop an appropriate curriculum for children with severe and complex needs.	ASL Teachers (EP/CRH) to consider other planning formats and adapt appropriately to suit local needs		
<b>How will you measure success?</b>			
More accurate and timely transfer of information across all stages from 3 - 18. Meeting Scottish Government targets. Agreed verification of CfE levels between staff.			
<b>Progress Check / Comments / Next Steps</b>			
Date:			
Date			





# Improvement Plan

<b>Improvement Priority No.</b>	<b>4</b>	<b>HGIOS 4 – Development and Promotion of Partnerships – Attendance policy</b>	
<b>Intended Outcome</b>		<b>Actions</b>	<b>Timescales</b>
Staff to engage with and implement HGIOS 4.		Staff will use challenge questions and exemplars during collegiate activity time.	<b>Term 1-4</b> <b>Term 1</b>
Implement the revised attendance policy.		Revise school procedures in line with the attendance policy and launch with parents (parent leaflet).	
Effective partnership working relating to attendance.		Liaise with social work and partner agencies regarding the implementation of attendance policy.  Engagement with local area Girfec Groups	
<b>How will you measure success?</b>			
Increased attendance. Increased attainment. Agreed approaches to implementing the attendance policy.			
<b>Progress Check / Comments / Next Steps</b>			
<b>Date:</b>			
<b>Date</b>			





# Improvement Plan

<b>Improvement Priority No.</b>	<b>5</b>	<b>Ongoing Improvement Priorities</b>	
<b>Intended Outcome</b>		<b>Actions</b>	<b>Timescales</b>
<p>Embed restorative approaches across the learning community.</p> <p>Rights Respecting Schools – All schools working towards next level.</p> <p>Supporting Literacy – Teachers will increase their confidence in effective use of literacy support boxes and the dyslexia toolkit.</p> <p>Improved health and Wellbeing outcomes</p> <p>ASL - increased capacity to improve meeting learner’s needs.</p>		<p>Revisit previous training for existing staff and provide training for new staff.</p> <p>Individual schools will create and follow their own action plans.</p> <p>Attending cluster training and implement strategies.</p> <p>Development of Daily Mile Development of newly acquired school allotment</p> <p>Mainstream teachers to regularly observe, team teach and liaise with ASL (EP/CRH) teachers Revised approach to mainstream ASL and use of teacher time/focus</p>	
<b>How will you measure success?</b>			
<p>Reduction in incidents resulting in negative behaviours. Children will demonstrate restorative approaches in their behaviour. Children will have a secure knowledge of their own rights whilst respecting the rights of others. Children will be more able to use literacy resources and strategies to access the curriculum.</p>			
<b>Progress Check / Comments / Next Steps</b>			
<b>Date:</b>			





## Improvement Plan

<b>Improvement Priority No.</b>	<b>6</b>	<b>Nursery Developments</b>	
<b>Intended Outcome</b>		<b>Actions</b>	<b>Timescales</b>
<p>Pupils have more access to outdoor learning</p> <p>Increased focus on literacy/reading to develop learner's skills and interest in text.</p> <p>Improved engagement with parents</p> <p>Cohesive planning developed, linked to school and cluster approaches for progression</p>		<p>Develop free flow from main nursery to outdoor area. Exploratory visits to Duff House being regularly planned and learning further developed from visits.</p> <p>Story Book Tree Revamped nursery lending library Daily stories incorporated into planning</p> <p>Share a sessions increased to termly Fly cup – parents with nursery group Focused question board – increased consultation</p> <p>Working group formed to begin development. Regular consultation with cluster partners. Focused attempt to reduce bureaucracy and unnecessary paperwork.</p>	
<b>How will you measure success?</b>			
<p>Increased confidence of children in outdoor environment</p> <p>More parental engagement in nursery</p> <p>Planning system, linked to assessment, created and trialled</p>			
<b>Progress Check / Comments / Next Steps</b>			
<b>Date:</b>			
<b>Date</b>			



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