IMPROVEMENT PLAN
2015- 2016

FOR

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.
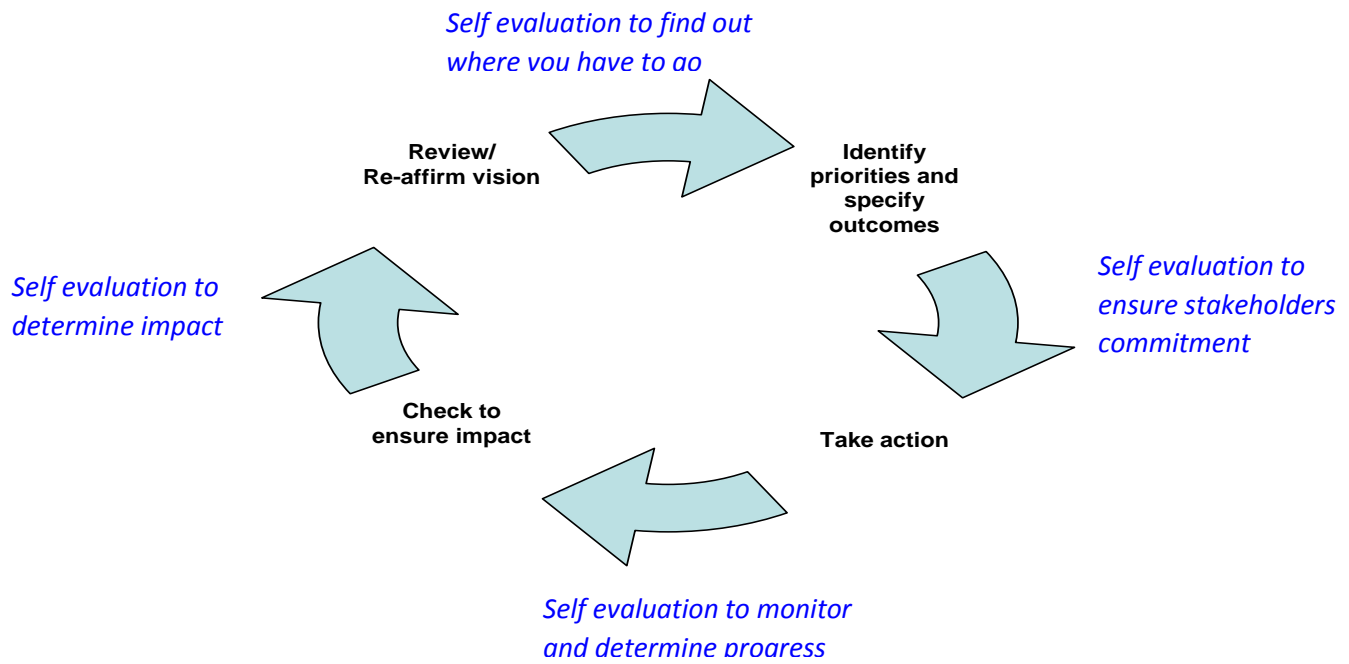

In Banff Primary School our vision is the driving force behind all our improvement activity.

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

Self evaluation to find out where you have to go

Review/
Re-affirm vision

Identify priorities and specify outcomes

Self evaluation to determine impact

Self evaluation to ensure stakeholders commitment

Check to ensure impact

Take action

Self evaluation to monitor and determine progress

The priorities for improvement contained in the Improvement Plan for 2015 – 16 reflect this process and the priorities identified locally and nationally.

Improvement Plan

Improvement Priority No.	1	CfE – Numeracy

Intended Outcome (s) / Impact	Actions / Lead member of staff	Timescales
Improve attainment across all stages	Introduction of new maths planning format across all stages	Term 1
		Term 1
Consistency of practice	Resources accessible on shared drive	
	New policy shared with parents	Term 1
Appropriate balance between active and written work		Term 2
	Establishment of Working group to lead developments / evaluate progress/identify issues	
Focus on improving mental maths and problem solving skills	Guidance issued to teachers	
		Term 1/2
	Identify group to attend Authority Numeracy course focused on improving Learning and Teaching approaches	
Evidence of active work undertaken by children		Term 2
Improved progression and pace		Term 1
	Focused Monitoring / Sampling of work	
Evaluation of progress		Term 1
	Introduction of Pupil Maths Evaluations	
		Term 3
	Introduction of Pupil Learning Conversations	
		Term 4
	Identify changes needed and next steps	

How will you measure success?

Class observations / Sampling of work / working group feedback / Evidence of pupil maths evaluations / Evidence of Pupil Learning Conversations

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Improvement Plan

Progress Check / Comments / Next Steps	
Date:	
Date	

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Improvement Plan

Improvement Priority No.	2	CFE – Other Curricular Areas

Intended Outcome	Actions	Timescales
Literacy Improved attainment in writing More consistent approaches Improved differentiation	Consolidate Big Writing Establish Working Group to monitor / identify next steps Ensure use of Learning Intentions and Success Criteria to reflect appropriate learning for individual pupils.	Term 1-4 Term 2 Term 1
ICT - Develop whole school overview	Identify progression framework	Term 3
Modern Languages	Begin to progress 1+2 planning. In line with cluster – all staff to begin delivering French. Resource pack and training to be provided by ML specialists and PT ML (Banff Academy)	Term 3

How will you measure success?
Observation, sampling of work, InCAS results, Collegiate Logs

Progress Check / Comments / Next Steps	
Date:	
Date	

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Improvement Plan

Improvement Priority No.	3	Self Evaluation	

Intended Outcome	Actions	Timescales
Pupils more able to talk about their learning and identify their next steps	Introduction of termly learning conversations	Term 1
Improve learning and teaching by focused reflection and peer support. (Teachers)	Introduction / consolidation of Collegiate Logs.	Term 1
Increased involvement of teachers in school developments.	Introduction of working groups to lead school improvement plan priorities.	Term 1
Evidence of assessment in classes.	Consolidation of Assessment folders to improve tracking and monitoring information.	Term 1
Increased use of standardised testing data (InCAS and EPiPs) to inform next steps	Collegiate Activity Session held to introduce use of data to staff.	Term 3
Development of Curriculum Rationale and Design	Series of CAT meetings to foster professional dialogue around improving learning and teaching	Term 2
Share and display Vision Value Aims developed last session		Term 1

How will you measure success?
Evidence of assessment folders, record of learning conversations and collegiate logs. Term Calendars detailing CAT meetings

Progress Check / Comments / Next Steps	
Date:	

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Date	

Improvement Priority No.	4	GIRFEC	
Intended Outcome (s) / Impact		**Actions / Lead member of staff**	**Timescales**

Improvement Plan

Improve Autism Awareness throughout school and achieve reaccreditation as an Autism friendly school	More Ask Autism Training – to include PSAs In service / staff development sessions	Term 1
	Lead by PT. Self evaluation and Improvement plan made.	Term 1-4
Increased pupil involvement in supporting peers	Embed training for Peer mediators/Playmakers and playground buddies	Term 1
Improved inclusion	Increased mainstream access for pupils in enhanced provision classes (based on individual needs)	Term 1-4
	Introduction of Learning Stage approach (P1-4 P5-7 based on team teaching approach)	Term 1 -4
	Most pupils to be registered in mainstream class	Term 1-4
	Target cards based on IEPs to be introduced to support pupils accessing mainstream	Term 2
	Trial more access to enhanced provision support for identified mainstream pupils to allow better access to the curriculum	Term 2-4
	Total Communication approach throughout school (Wiget and visual timetables)	Term 1-4
	Continue to complete Sensory Profiles for children with ASD	Term 1-4
	Issue and monitor use of Sensory support boxes for each stage	Term 1-4

How will you measure success?

Class observations / Sampling of work / Playground observations /Evidence of timetables

Progress Check / Comments / Next Steps
Date: