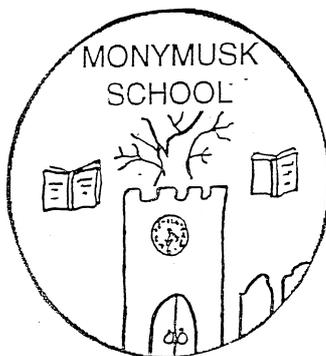




IMPROVEMENT PLAN 2015 - 2016

FOR

Monymusk 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."

Monymusk School

Vision Statement: Do our best!

This vision is based on the following values: Respect, Effort, Careful Thinking, Fairness, Inclusion, Kindness and Honesty, with the Child at the Centre at all times.

We aim to: try as hard as we can, think about how what we do affects ourselves and other people, make everyone feel welcomed and a valued part of the school, listen to each other and understand we all have rights, have equal opportunities for all and help others be happy.

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

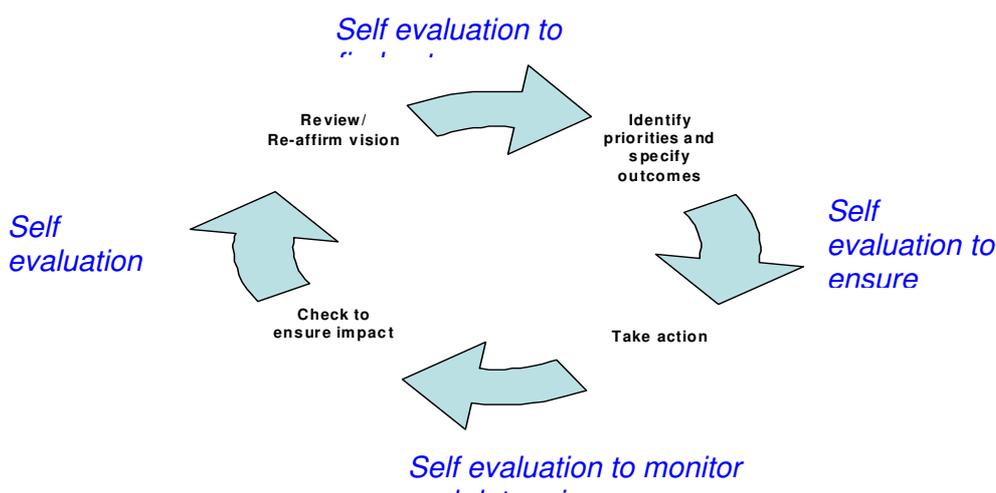
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all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



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	UNRC Articles 3, 12, 13 23, 28, 29	Planning, Learning, Teaching and Assessment: Raising Attainment and Achievement		
Intended Outcome (s) / Impact			Actions	Staff involved	Timescale
<ul style="list-style-type: none"> ➤ Rationale and Curriculum Design in place. ➤ Tracking and monitoring framework in place. ➤ Literacy & Numeracy: Further development of active learning, to further raise attainment. ➤ School community developing as 'Thoughtful Learners', using Higher Order Thinking skills. ➤ Further enhancement of learning, through the increased use of Technology across the school. ➤ Increased attainment and achievement across the school. <p><i>Entitlements: A coherent 3- 18 curriculum</i></p>			Whole school to identify the Rationale and Curriculum Design of Monymusk School. Draft to be shared with Parent Council and parents before finalising document.	Staff and pupils	Term 2
			Staff to formalise a tracking and monitoring framework.	Teaching Staff	Term 3
			Literacy: Staff will attend Active Literacy training, where appropriate. In addition staff will work collegiately to ensure consistency of approach throughout the school.	Teaching Staff	Ongoing
			Numeracy: Staff will attend 'Developing Number Sense to Raise Attainment' training.	Teaching Staff	Terms 1 & 2
			Staff will review a variety of Higher Order Thinking approaches.	Whole School	Term 2
			All classes will engage with Higher Order Thinking skills' practice.	Teaching Staff	Terms 3 & 4
			Audit use of Technology in class, review technology available in school and ensure all pupils are benefitting.	Teaching Staff	Terms 2
Identify additional technology that would enhance learning further and implement across the school.	Teaching Staff	Terms 3&4			



Improvement Plan

How will you measure success?

Professional dialogue re:

- Motivated and engaged pupils, who are able to use a wide range of skills and strategies to solve problems and tasks..
- Pupils will be achieving and attaining
- Rationale and Curriculum Design documents will be in place and referred to by the whole school community.
- There will be a Tracking and Monitoring framework in place, being used by all teaching staff.
- Breadth, depth, challenge and progression of learning across the curriculum, evidenced in achievements and attainment.
- All classes will be beginning to use Higher Order Thinking skills.
- Enhanced learning through technology will be evident.

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	2	UNRC Article 3, 12, 13 23, 28, 29	Planning, Learning, Teaching and Assessment: Reporting Progress and Achievement to Parents/Carers		
Intended Outcome		Actions		Staff/people involved	Timescale
<ul style="list-style-type: none"> • An improved process of reporting learners' progress and achievement to parents/carers implemented in school. <i>ie an identified and clear, on-going process with regular information sharing.</i> • Increased pupil involvement in the reporting process. • Increased parental involvement in their children's learning. • An increased understanding for parents of their child(ren)'s progress and achievement. 		<p>Working as part of the Authority group, Developing Improved Approaches to Reporting</p> <ul style="list-style-type: none"> • Liaise with Year 1 schools and development officer • Use Audit (2014-2015 term 4) of parents/carers to inform next steps for 2015 – 2016. • Continue to develop improved ways of sharing information of learners' progress and achievement within the curriculum for excellence. <i>(ref: BtC5 Recognising Achievement, Profiling and Reporting)</i> • Update annual calendar to reflect the reporting year. • Implement calendar, continue to trial new, agreed improved ways of working which ensure that pupils and parents/carers are more actively involved. • Establish a Parent Group, who will offer input and feedback during the creation of documents/leaflets. • Evaluate and review progress throughout the year. (including staff, parents and pupils) • Regularly update Reporting pilot group. 		<p>HT</p> <p>Staff & parents</p> <p>All staff</p> <p>HT and Staff</p> <p>All staff Pupils/ Parents</p> <p>Parents</p> <p>Staff/Pupils/ Parents</p> <p>HT/SMT</p>	<p>ongoing</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>All year</p> <p>December, March June</p> <p>Meeting dates</p>





Improvement Plan

How will you measure success?

- Dialogue with learners re their progress and achievement
- Dialogue with parents re improvements in reporting process and their children's progress and achievement
- Dialogue with staff re improved process

Through

- an audit/survey of parents and pupils at end of reporting year
- an audit/survey of staff – ongoing and at end of reporting year

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	3	UNRC Article 3, 12, 13, 28, 29	HWB: Learning for Sustainability		
Intended Outcome		Actions	Staff involved	Timescales	
<ul style="list-style-type: none"> • Sustainable, consistent ethos/approach throughout the whole school. • ‘Sustainability’ Framework in place to support consistency throughout the school in the following areas: Emotional Literacy, Global Citizenship, RRSA, Cooperative learning, Restorative Practice and Transitions. • RRSA Level 2 awarded. • Sustainable link between Monymusk School and Kolol School. • Emotionally literate pupils. • Pupils identified for Peer Mentor training. • Framework (focussing on planned progression of skills and experiences) in place for Expressive Arts <p><i>Entitlements: A coherent learning experience across the curriculum, rich in health and well-being, environmental, vocational, creative and enterprising experiences.</i></p>		Draft guidance for current/supply/new staff (to be included in staff handbook) on the school’s ethos, tools used and approach to learning.	All staff	Term 2	
		Emotional Literacy: Continue to empower pupils with strategies and vocabulary to support increased emotional literacy across the school, leading to training Peer Mentors.	Teaching staff	Ongoing	
		Global Citizenship: Continue to nurture links with Kolol School, Kenya.	Teaching staff	Ongoing	
		Staff to complete Global Citizenship audit and attend training at Craigievar School (28/10/15)	Teaching staff	Term 2	
		RRSA: Continue to include RRSA principles and UNRC articles in all aspects of school life and apply for RRSA Level 2 status	All staff	Term 2/3	
		Cooperative Learning: whole school to consistently use cooperative learning as a tool across all curricular areas.	All staff	Ongoing	
		Transitions: Whole school to identify transitions made and what each transition requires.	Teaching staff	Term 3/4	
		Draft and finalise framework for Expressive Arts (Music) across the school: planned progression of skills and experiences (Art/Drama/Dance in 2016/17 – 2017/18).	GW (draft) Teaching staff (finalise)	Term2 Term3	
		Staff to attend CPD for all the above, as and when CPD opportunities arise.	All staff	Ongoing	



Improvement Plan

How will you measure success?

- Dialogue with pupils
- Dialogue with parents
- Dialogue with staff
- Dialogue with RRSAs Level 2 assessors

Through

- Whole school audit/survey: Pupils, Parents, Staff
- RRSAs Level 2 report and feedback comments

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	4	UNRC Article 2, 3, 12, 13, 29	Leadership and Management		
Intended Outcome			Actions	Staff involved	Timescales
<ul style="list-style-type: none"> Distributive leadership evident across the school. Increased confidence across the school community, individually and as a whole. Increased resilience amongst school community. 			<ul style="list-style-type: none"> Develop distributive leadership across the whole school: identify existing practice and investigate further opportunities to develop leadership skills. <ol style="list-style-type: none"> Audit current practice. Identify opportunities to further develop leadership within the school. Identify and undertake CPD/training, if required. Individuals/Groups take leadership roles in different aspects of school life. 	All staff	<p>Term 2</p> <p>Term 2</p> <p>Term 2/3</p> <p>Term 2 - 4</p>
How will you measure success?					
<ul style="list-style-type: none"> Dialogue with staff Dialogue with pupils Dialogue with parents <p>Through</p> <ul style="list-style-type: none"> ➤ Whole school audit/survey: Pupils, Parents, Staff 					





Improvement Plan

Progress Check / Comments / Next Steps		
Date:		
Date		