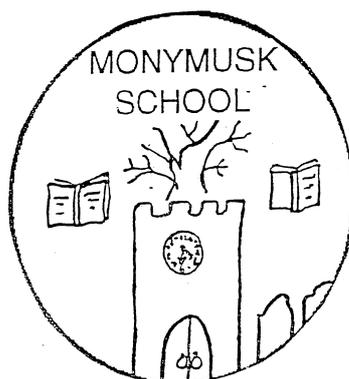


IMPROVEMENT PLAN 2016 - 2017

FOR

Monymusk 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"

Monymusk School

Vision: *Do our best!*

Values: Respect, Effort, Careful Thinking,
Fairness, Inclusion, Kindness and Honesty,
Child at the Centre at all times.

Aims: *Try as hard as can.*
Think about what we do affects ourselves and other people.
Feel welcome and a valued part of the school.
Listen to each other and understand that we all have rights.
Have equal opportunities for all.
Help others be happy.

UNCRC Article 19, 23, 24, 28, 29

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 2016 – 17 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Leadership and Management UNRC Article 3, 12, 13, 29

Improvement Focus No.	1		
Identified Theme (From S&Q / Self-Evaluation)		1.1 Self-evaluation for self-improvement. 1.2 Leadership of Learning	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p>Self-evaluation for self-improvement: HGIOS4: Staff to engage with audit tool</p> <p>Tracking and Monitoring: update and implement.</p> <p>Rationale and Curriculum Design: Continue to review and evaluate.</p> <p>Aberdeenshire Curriculum Frameworks: engage with, and evaluate against existing programmes, identifying next steps. Focus: Literacy, 1+2, Numeracy, Technologies</p> <p>Sustainability Framework: Using Learning for Sustainability document, create Sustainability Framework for Monymusk School.</p> <p>Moderation and Quality Assurance: continue to embed across the school and beyond.</p> <p>Leadership of Learning: Audit current practice. Develop leadership across the whole school: highlight existing practice and investigate further opportunities to develop leadership skills across the school (pupils, staff and parents). Identify CPD/training, if required. Individuals/groups take leadership roles in different aspects of school life.</p>		<p>Staff are familiar with HGIOS 4, using the tool to inform self-evaluation</p> <p>Learner's achievements are tracked and monitored. Gaps are identified and learners supported to develop skills and knowledge.</p> <p>Our curriculum rationale is ambitious and relevant, as our curriculum evolves and changes.</p> <p>Using the 1+2 self-evaluation and planning tool, we will be considered to be at the 'embedding' level (see document for details).</p> <p>Literacy, Numeracy and Technologies progression frameworks in place.</p> <p>Learning for Sustainability is embedded. Children and staff have a deep understanding of the Global Sustainable Goals and their impact on society.</p> <p>Cycle of moderation in place, including a variety of approaches.</p> <p>Areas of strength and areas to be developed identified. Distributive leadership across the school. Increased confidence across the school community, individually and as a whole. Increased resilience amongst the school community.</p>	<p>Use of HGIOS 4 impacts on improvements for learners and identifies next steps</p> <p>Evaluation of tracking system Feedback from pupils, staff and Parents</p> <p>Evaluate using the 'Stepping Up' tool</p> <p>Tracking attainment data. Learning conversations with pupils and staff.</p> <p>Professional discussion</p> <p>Learning conversations.</p> <p>Tracking attainment data. Feedback from staff, pupils, parents.</p> <p>Next steps identified. Distributive leadership will be evident across the school. Discussion with staff, pupils, parents.</p>



Improvement Plan

Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	



Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)	
Identified Theme (From S&Q / Self-Evaluation)		2.2. Curriculum 2.3 Learning and Teaching 2.4 Personalised Learning 2.6 Transitions 2.7 Partnerships	
Actions		Intended Outcome/ Impact	How will you measure success?
<p>Learning and Teaching policy (including homework policy): Review and update the</p> <p>Literacy: Create Progression Framework</p> <p>Reporting Progress and Achievement to Parents/Carers: continue to develop.</p> <p>Higher Order Thinking skills: Develop and implement the following strategies, as tools to facilitate effective learning: Multiple Intelligences, Mindfulness, Visible Thinking.</p> <p>Digital Literacy: further develop across school to enhance learning.</p> <p>Transitions: Continue to develop transitions across the school (playgroup to P1, P7 to S1). Identify ways to work more closely with playgroup and other schools.</p> <p>Partnerships Parents: Parent/family member support in school Community links: After School Club, Local landowner, Monymusk Arts Trust, Monymusk Church 850th anniversary Global community: Gathimba Edwards Foundation</p> <p>Cluster links: Facilitate learning communities for Mindfulness and French conversation.</p>		<p>The Learning and Teaching policy is relevant and reflects changes to the way pupils learn in school.</p> <p>Literacy Progression Framework will provide support a consistent approach in handwriting, spelling/phonics, grammar and reading comprehension.</p> <p>Pupils are confident, attaining and achieving.</p> <p>Learners are confident, ambitious, motivated, imaginative, open-minded, confident risk-takers appreciate issues from different perspectives and take ownership of their learning and thinking.</p> <p>Digital Literacy will be embedded across the school, used confidently by staff and pupils.</p> <p>Ongoing learning opportunities between playgroup and the school, as well as other schools (cluster and beyond).</p> <p>Continued/further developed active parental involvement.</p> <p>After School club established. Increased access to local land. Re-launch of Doric Sampler, or similar event Participate in local church's 850th celebrations GEF penpals</p> <p>Increased staff confidence in leading 1+2, as well as supporting mindfulness in school.</p>	<p>Staff will be confident and know what is expected in planning for learning, teaching and assessment.</p> <p>Feedback Completed tasks Observed lessons</p> <p>Audit of parents, pupils, staff</p> <p>Learning conversations Feedback from staff, pupils, parents</p> <p>Completed tasks, observed lessons, professional discussion and audit.</p> <p>Feedback from all involved. All pupils achieving positive transitions.</p> <p>Positive relationships evident across the school and wider community. Feedback from all concerned.</p> <p>Staff feedback</p>



Improvement Plan

Evidence of Progress / Comments / Next Steps

Date:	
Date:	
Date:	
Date	





Improvement Plan

Improvement Focus No.	3	Success and Achievements	
Identified Theme (From S&Q / Self-Evaluation)		3.1 Ensuring Wellbeing and Inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	
Actions		Intended Outcome/ Impact	How will you measure success?
<p>GIRFEC policy: amalgamate Positive Behaviour policy, ASN and other GIRFEC linked policies into one document.</p> <p>RRS Level 2: continue to embed RRS ethos.</p> <p>GIRFEC (Mental Health): Mindfulness, Multiple Intelligences, Higher order thinking skills, visible thinking (2 year plan)</p> <p>Creativity skills: investigate and plan next steps (3 year plan)</p> <p>GIRFEC (ASN): Continue to investigate and implement strategies, in order to better support pupils who have particular needs.</p> <p>Outdoor Learning: Continue to develop outdoor learning, including the possibility of additional land, animal husbandry.</p> <p>Digital Technology: Continue to develop.</p>		<p>The GIRFEC policy is robust, acknowledges the diverse needs within school and ensures equity for all children.</p> <p>Happy, caring, confident children. RRS Level2 award achieved.</p> <p>Learners are confident, ambitious, motivated, imaginative, open-minded, confident risk-takers appreciate issues from different perspectives and take ownership of their learning and thinking.</p> <p>Children are motivated, ambitious for change, confident in their capabilities and the validity of their own viewpoint, able to transfer their creativity skills to other contexts and able to lead and work well with others.</p> <p>ASN pupils are achieving and attaining, accessing the curriculum in a variety of ways, best suited to their needs.</p> <p>Pupils regularly experience high quality learning and teaching through outdoor learning, with a high level of engagement in all pupils.</p> <p>Digital technology is embedded in all classrooms. All staff and pupils confident in their use of digital technology.</p>	<p>Everyone is aware of and ensures that all aspects of the GIRFEC policy is adhered to.</p> <p>Learning conversations RRS Level 2 feedback.</p> <p>Learning conversations. Professional discussion.</p> <p>Learning conversations</p> <p>Tracking and monitoring Professional discussion</p> <p>Tracking and monitoring Learning conversations</p> <p>Learning conversations Profile folders Completed tasks</p>



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