Aberdeenshire
C O U N C I L

EDUCATION & CHILDREN'S SERVICES

IMPROVEMENT PLAN
2014 - 2015

FOR

Old Rayne 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."

<div style="border: 1px solid black; text-align: center;">

<u>Old Rayne School</u>

Our school aims and values inform our overall vision:

"Working Together and doing our Best for Success"

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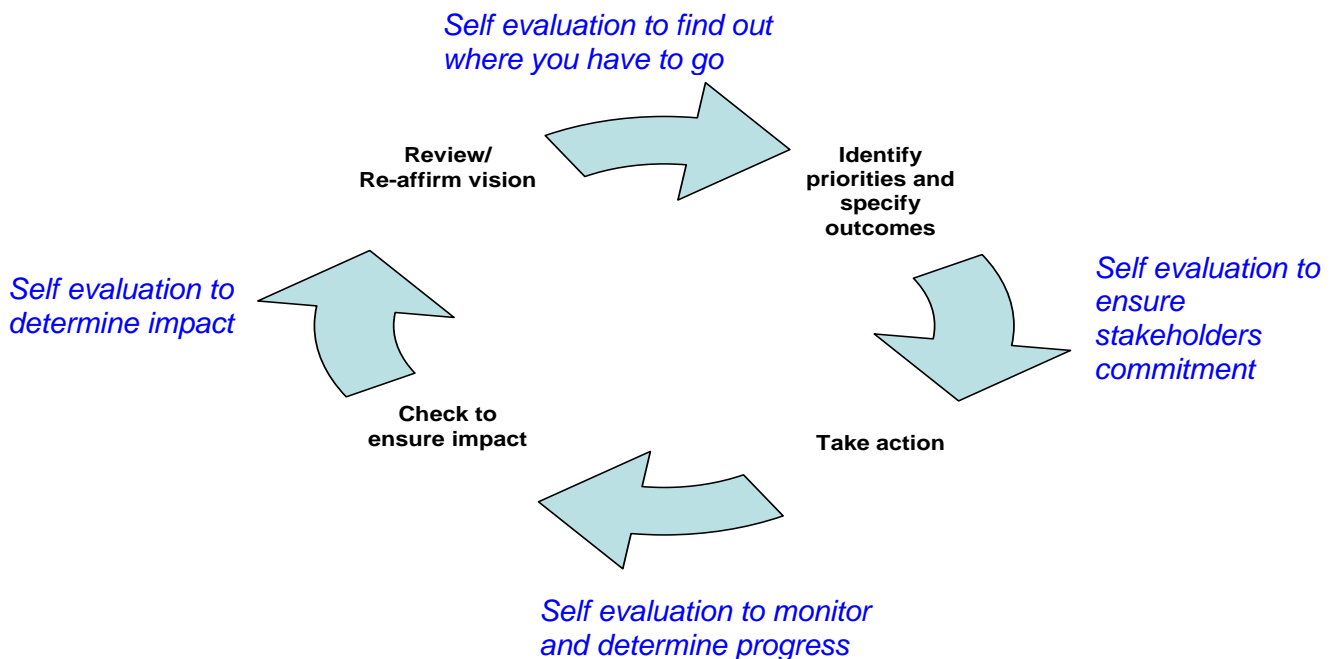In Old Rayne School our vision is the driving force behind all our improvement activity.

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 ensure stakeholders commitment

Self evaluation to determine impact

Check to ensure impact

Take action

Self evaluation to monitor and determine progress

The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.

Improvement Plan

Improvement Priority No.	1	The Curriculum - The rationale & design of the curriculum, programmes & courses

Intended Outcome (s) / Impact	Actions / Lead member of staff	Timescales
Old Rayne's curriculum design meets the needs of all of our learners. Planning for learning experiences is based on the design principals and learners' entitlements.	In consultation with all stakeholders, produce a high level curriculum plan which captures learners' experience at Old Rayne School and maps out our proposed journey linked to entitlements and design principals.	Session 2014-2015. Monitoring and evaluation of progress by June 2015
Raised attainment and achievement in literacy and numeracy through improved planning, assessment and methodologies. Improve learning experiences for all learners	Numeracy – Implement new planning and tracking formats to ensure Es&Os are planned for and assessed in a robust way providing a clear progression pathway for knowledge & skills development. Literacy –Embed Big Writing approach in P4-7 to raise attainment in writing and continue to embed active learning & teaching approaches at the P1-3 Stage.	
The design principals are used to plan and deliver interdisciplinary learning which allows for meaningful connections to be made to different curricular areas.	Pilot a new 'Context for Learning' planning & recording document which ensures learners are learning beyond subject boundaries and can make connections between different areas of learning. The design principals are used to inform learning & teaching	

How will you measure success?
HT to monitor progress by engaging all staff and stakeholders in the Improvement Planning Process. Focused classroom observations/visits by HT and Class Teachers. Sampling pupils work and scrutiny of planning documentation. Collegiate and professional dialogue with a focus on improving learning & teaching. Stakeholder questionnaires and ongoing self-evaluation. Staff, pupils and parent focus groups discussions. Tracking and monitoring of attainment & assessment evidence.

Progress Check / Comments / Next Steps
Date:
Date

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Improvement Plan

Improvement Priority No.	2	Assessment for Learning – Assessment approaches & use of assessment information

Intended Outcome	Actions	Timescales
Assessment approaches will be evident in planning documentation with assessment information used to evaluate learning & teaching.	Assessment opportunities identified in planning documentation with results and evaluation informing future learning & teaching. TACLAN & NAR Flowchart used as a key resource.	Session 2014-2015
Learners take responsibility for their own learning through reflection and dialogue to judge and monitor their own progress.	AiFL strategies used across all curriculum areas to involve learners in identifying achievements and next steps.	
Staff use comparative data judiciously to reflect on, and take action to improve the learning of all pupils, analyse the gaps in individual, groups and/or whole school & Identify key areas of strength to inform teacher planning.	Standardised assessment results are analysed to evaluate learner's progress. Staff engage in professional dialogue to plan next steps and actions for individuals.	
Learners' attainment is rigorously tracked and discussed regularly to ensure every individuals learning is progressing at an appropriate pace.	Manageable arrangements for tracking learners' progress to be further developed and embedded in Literacy & Numeracy.	
All learners' and parents use formative assessment strategies to review progress and identify next steps.	Develop the use of 'Learning Journeys' as a profiling tool to involve learners and parents in setting targets for learning and track progress.	

How will you measure success?

HT to monitor progress by engaging all staff and stakeholders in the Improvement Planning Process. Focused classroom observations/visits by HT and Class Teachers. Sampling pupils work and scrutiny of planning documentation. Collegiate and professional dialogue with a focus on improving learning & teaching.   Staff, pupils and parent focus groups discussions. Tracking and monitoring of attainment & assessment evidence.

Progress Check / Comments / Next Steps

Date:	
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Improvement Plan

Improvement Priority No.	3	Improvement through Self Evaluation – Management of evaluation and improvements.

Intended Outcome	Actions	Timescales
Staff use the Quality Indicators to reflect on their own and others practice in order to develop and improve learning & teaching. Evidence from a range of evaluations activities are used to improve learning & teaching with clear audit trails identifies.	Continued familiarisation with key self-evaluation QIs from HGIOS3 by carrying out broad and focused audits. Staff to engage in self-evaluation and peer evaluation of classroom practice to identify strengths in learning & teaching and areas of development to inform future improvement priorities. Focused monitoring of classroom practice and planning documentation will be linked to the quality indicators. Staff to be involved in setting priorities to improve the school by contributing to the School Improvement Plan.	Session 2014 -2015
Stakeholders are actively involved in all stages of review and implementation. Stakeholders have an awareness of the school's strengths and areas for development and how these can be further developed.	Further engagement with all stakeholders through range of evaluation methods e.g. focus groups, questionnaires, discussions, performance data	

How will you measure success?

HT to monitor progress by engaging all staff and stakeholders in the Improvement Planning Process. Collegiate and professional dialogue with a focus on improving learning & teaching.   Staff, pupils and parent focus groups discussions. Minutes of collegiate meetings. Minutes of meetings with stakeholders, questionnaires, surveys

Progress Check / Comments / Next Steps

Date:	
Date	