



**IMPROVEMENT PLAN
2015 - 2016**

FOR

MARYKIRK 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."

Marykirk Primary School – Vision, Values and Aims

At Marykirk Primary School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others (UN Convention on the Rights of the Child)

Effective Contributors

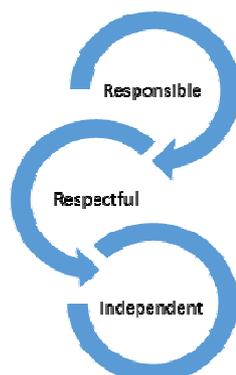
- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others (Article 12, UNCRC)

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning (Article 28, UNCRC)

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenges
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing (Article 29, UNCRC)



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

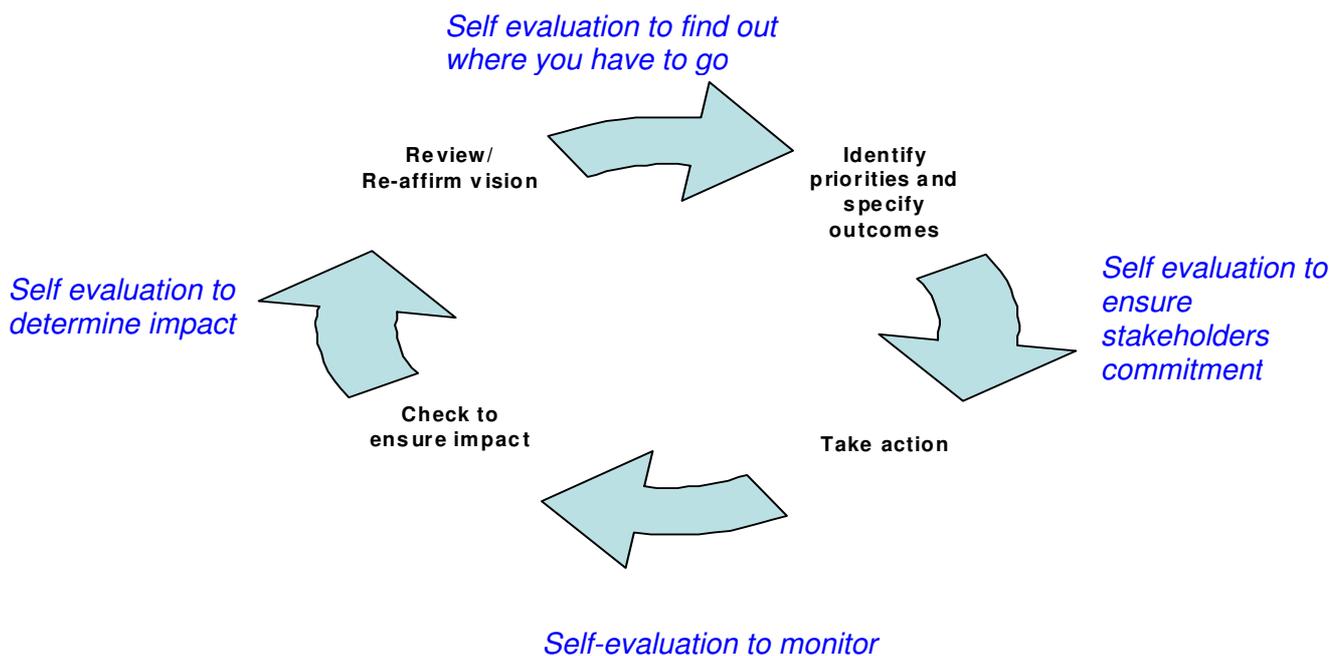
Education & Children’s Service’s Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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, HMLe, 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	Learning Provision	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<ol style="list-style-type: none"> 1. Improve learning and teaching and the quality of the Curriculum. 2. Ensure that children are actively engaged and challenged in their learning using a range of strategies and approaches in imaginary and real life situations. 		<ul style="list-style-type: none"> • Staff to undertake personal reading and professional learning around the key principles that underpin learning in Aberdeenshire schools, e.g. <ul style="list-style-type: none"> - Visible Learning (ref: John Hattie) - Making Thinking Visible (HT to attend Master class training day) - Cooperative Learning – refresher/professional dialogue/peer observation - Active Literacy - Active Numeracy (Staff to attend twilight/Inset training on ‘Developing Number Sense to raise attainment’) - Creative Learning • Introduce Aberdeenshire’s Curriculum frameworks as a resource to ensure progression across all stages. (FT) • Develop further how children make choices within their learning providing more opportunities for independent learning. Support children to pursue their own interests through discovery and enquiry. Staff to re-familiarise themselves with ‘Asking better questions’. See also publications in staffroom (Creative Learning/From Vacant to engaged etc) 	<p>Sep 2015 – Jun 2016</p> <p>Sep 2015</p> <p>Sep/Oct 2015</p>



Improvement Plan

<p>3. Roll out of 1+2 Modern Languages Plan</p> <p>4. A more consistent approach to tracking, monitoring and assessing progress.</p>	<ul style="list-style-type: none">• Maximise Outdoor Learning opportunities by:- Planning for at least 1 outdoor activity each week and build on the experiences. (Class Teachers) Outdoor learning display wall. (CA?) In-service training to be organised ('Take 12') to give staff confidence to plan and lead a 12 Week block of outdoor lessons. (FT)• Cooperative and Collaborative learning – weekly, timetabled slot for whole school social skills groups• Develop the use of ICT to enhance learning – better wifi access in school.• French vocab to be integrated in daily routines and learning where possible. Staff to observe K Quinn as part of their CPD. Spanish to be introduced through Dayan Philips (Parent volunteer) in P5-7 in collaboration with class teacher (CO).• Develop tracking periods which enable staff and learners to effectively assess and evaluate progress.• Develop tracking formats to support effective assessment of curriculum progression frameworks	<p>Feb – Jun 2016</p> <p>ongoing</p> <p>Aug 2015 -</p> <p>Aug 2015</p> <p>Sep 2015-</p> <p>Nov 2015-Feb 2016</p>
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Improvement Plan

How will you measure success?

HT/SMT to monitor progress of implementation plan through improvement plan process.
Learning visits by HT
Peer learning visits by teachers
Pupil sampling and learning conversations
Collegiate professional dialogue focused on learning in literacy and numeracy
Staff, pupil and parent discussion groups
Evidence of outdoor learning in Forward Planning.

Progress Check / Comments / Next Steps

Date:	
Date	





Improvement Plan

Improvement Priority No.	2	Successes and Achievements	
Intended Outcome	Actions		Timescales
1. Wellbeing, Inclusions and Equality	<ul style="list-style-type: none"> • Ensure staff are up to date and confident in GIRFEC and Child Protection procedures. • Restorative Practice training (FT to deliver to staff) • Encourage staff to adopt a dyslexia and autism friendly approach – FT to look in to accreditation scheme for this. • Continue to promote Children’s Rights and encourage Responsible Behaviour, working towards RRSA, level 2. • Review Behaviour Management Policy • Use standardised data to track progress made and identify areas for targeted support. • Continue to bridge gaps in learning and allow opportunities for children to develop and apply their skills across the curriculum & beyond formal learning. • Enable opportunities for life skills to be developed and recognised both in school and through homework activities • Develop Creativity in our classrooms by encouraging curiosity, open-mindedness, imagination and problem solving. (see resources in staffroom and education Scotland website). • Look at how we plan, record, track and evaluate the development of skills for learning, life and work. • Pupil voice groups to continue and work collaboratively to create clear action plans for the session, encouraging input from all stakeholders. • Encourage regular involvement with the community through our Community Cafes/walks. 		Aug 2015
2. Raising attainment and achievement			Oct 2015
3. Increasing creativity and employability			Oct 2015 – April 2016
4. Improving outcomes through partnerships			Oct 2015-May 2016
		Sep 2015 –	
		Aug 2015 –	
		Sep 2015 -	



Improvement Plan

How will you measure success?

Positive behaviour evident in and around school/community.
Feedback from pupils, parents and other stakeholders.
Raised attainment evident in standardised assessments.
Positive views reflected by pupils and parents on their education and desire to learn at Marykirk School.
Cluster moderation exercises.
All stakeholders being given the opportunity to participate in self-evaluation process through a variety of different delivery strategies.

Progress Check / Comments / Next Steps

Date:	
Date	





Improvement Plan

Improvement Priority No.	3	Leadership and Management	
Intended Outcome	Actions		Timescales
1. Self-evaluation to contribute effectively to self and school improvement.	<ul style="list-style-type: none"> • Familiarisation with HGIOS 4, using the relevant Quality indicators to inform monitoring and evaluations. • Focused monitoring of plans and classroom practice and feedback designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators and improvement plan priorities. • Engagement with all stakeholders through a range of evaluation methods e.g. open afternoon; comments, compliments concerns slip; two stars and a wish etc • Compilation of action plans to demonstrate how self-evaluation informs improvement priorities in the school and leads to an impact for the learners. • Staff to keep up to date with professional learning/CPD opportunities through Aberdeenshire events. • Opportunities for staff and pupils to take leading roles in initiatives e.g. outdoor learning; numeracy development; pupil voice groups • Staff to look at collegiate working across stages/subjects • Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning. • EAR to be implemented for non-teaching staff. • All stakeholders involved in reviewing and evaluating our strategic plan (Cloud 10) • Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, PLPs etc 		Oct 2015
2. Leadership of learning			Aug – June
3. Leadership of change and collaboration			Aug- June
			Aug-June
			Oct 2015
			Sep-June
			Aug-June



Improvement Plan

How will you measure success?

All stakeholders being given the opportunity to participate in self-evaluation process through a variety of different delivery strategies.
Regular opportunities for moderation of curricular standards and professional development targets.
Quality Assurance evidence should reflect the developing improvements and impact on learners.
Evaluations by staff against QI 5.9 should highlight progress.
Evaluations in planning should be evidenced in next steps and future learning/teaching activities.
Evidence of shortened planning cycles with more learner involvement.

Progress Check / Comments / Next Steps

Date:	
Date	

