



**IMPROVEMENT PLAN  
2016 - 2017**

**FOR**

**St Combs 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"



### St Combs School – Our Vision



At St Combs School we aspire to create an environment which is happy, safe and welcoming.

We encourage everyone to be responsible by taking pride in, and becoming actively involved with, the school and the wider community.

There is a commitment to provide diverse and challenging learning experiences which foster independence, enabling all learners to achieve their goals.

September 2014

### 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

<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and Management (HGIOS4)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	HGIOS4: Q.I. 1.3 Leadership of Change Aberdeenshire Council: Leadership National Improvement Framework (NIF): School Leadership and Teacher Professionalism		
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<p>Completion of a School Rationale, incorporating vision, values and aims. Continuation of celebrating the 4 capacities through Wall of Achievement. Creation of a planned timescale for the development of curricular progressions: (Literacy: Spelling, Science, Expressive Arts: Dance/PE and Technologies.) Continue to share Improvement Plans with Staff and Parents/Carers. Within HT Cluster, create working groups to focus on Literacy and Numeracy Curricular Frameworks. Build in Moderation. Further development of Cluster approach e.g. Literacy/Numeracy Frameworks and Progressions and Improved Reporting Approaches. Involvement in the implementation of the Named Person Scheme. Increased awareness of other cultures and customs, using Pupil Voice Group platform.</p>		<p>Clearer understanding and awareness of the way forward for St Combs School.</p> <p>More robust and consistent approach to curricular progressions.</p> <p>Greater collegial working and sharing of excellent practice.</p>	<p>Shared knowledge and understanding of 'the way forward'.</p> <p>Increased involvement and awareness for stakeholders.</p> <p>Developing curricular progressions which inform planning, both short and long-term.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			
Date			
Date			
Date:			
Date			





## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions) (HGIOS4)</b>		
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 2.3 Learning, Teaching and Assessment and Q.I. 2.6 Transitions Aberdeenshire Council: Learning Provision National Improvement Framework (NIF): Assessment of Progress		
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success</b>	
<p>Continue to use Authority 3-18 curricular guidance and entitlements, developing progressions utilising Aberdeenshire’s Progression Frameworks.            Look to utilise Glow as it provides opportunities to enhance learning and teaching.            Train in the use of SEEMiS Wellbeing Application.  <i>Implementation of 1+2 Languages initiative (Cluster Focus), with training, planning and self-evaluation.</i>  <i>Review Spelling Progression to ensure challenge and enjoyment.</i>  <i>Look to develop use of technology for Listening and Talking e.g. i-pads, Easi-Speaks, Microphones.</i>  <i>Develop Literacy Approach for multi-composite classes (P1-4 and P5-7), incorporating Book Studies.</i>  <i>Aim to focus to develop personalisation and choice throughout year e.g. ‘Magic’ Writing – free choice writing 1x term.</i>  <i>Develop and refine Quality Assurance calendar with set whole-school focus areas e.g. presentation and handwriting.</i>            Continue to identify individual needs and plan accordingly to meet them e.g. SfL time, visual timetables, extended transition periods. (GIRFEC)            Further develop whole-school IDL opportunities e.g. Inventors and Inventions. (Term 3)            Enable pupils to work cooperatively and take more responsibility for their own learning.            Improve Reporting Approaches for Parents (Cluster Focus) e.g. Learning Journey Jotters (LJJ).            Widgets have been displayed throughout school but we need to continue to develop Read, Write Gold and the Dyslexia-Friendly Classroom.            Become a Dyslexia-Friendly, Autism-Friendly and Nurturing School.            Fairtrade Approach.</p>		<p>Improved attainment as well as coverage of the curriculum.</p> <p>Delivery of a well-balanced, varied curriculum.</p> <p>Children who are supported well on their learning journey e.g. dyslexia-friendly resources.</p> <p>Improved reporting calendar for parents/carers.</p>	<p>Enthusiastic and engaged learners.</p> <p>Learners keen to talk about their learning and identify their next steps.</p> <p>Greater knowledge and understanding, by parents, of their child’s learning path.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>				
Date:		Date		
Date:		Date		



## Improvement Plan

<b>Improvement Focus No.</b>	<b>2 contd.</b>	<b>Learning Provision (Including Improving Transitions) (HGIOS4)</b>		
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I.2.6. Transitions National Improvement Framework (NIF): Parental Engagement		
<b>Actions</b>		<b>Intended Outcome (s) Impact</b>	<b>How will you measure success?</b>	
<p>Continue to develop use of Pupil Passports – ‘I can’ – OneNote– for all pupils For Academy Transition, continue to complete profiles to aid this process. Continue to take part in successful Pastoral Transition from P7 to S1. Plan to work more closely with Academy to strengthen the Curricular Transition. HT on sub-group. Use Transition Paperwork between classes to ensure a continuous education. Continue the ‘Transition Week’ format whereby all pupils have the opportunity to ‘move on’ but with a clear focus on N-P1 and P7-S1. Look for improvements/enhancements to this process e.g. Pupil DVD. Continue P1 Teacher Nursery Visits, new P1 Induction sessions, Parent/Carer Information Session and look to strengthen dialogue between sectors. Continue to support ‘Work Experience’ week for potential future teachers. Continue to develop our Career Focus Sessions in February. Develop the Mainstream link between St Combs and Westfield.</p>		<p>Further opportunities to ‘share the learning’.</p> <p>More robust curricular information sharing between primary and secondary.</p> <p>Continued commitment to liaise with colleagues during periods of transition.</p>	<p>Use of e-profile tool, One Note, to aid sharing of learning.</p> <p>Stronger links with the Academy as well as a clearer understanding of the ‘road ahead’ as well as the ‘progress made so far.’</p> <p>Increased opportunities to explore the ‘world of work’.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>				
Date				
Date				
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# Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<b>Success and Achievements (HGIOS4)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 3.2 Raising Attainment and Achievement Aberdeenshire Council: Outcomes for All National Improvement Framework (NIF): School Improvement and Performance Information	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<p>Continue to improve the current levels of performance and attainment, through Professional Judgement, ePIPS and InCAS and SfL Testing.</p> <p>Provide robust evidence to National Improvement Framework (NIF) and 'Close the Gap'.</p> <p>Audit school improvement plans to inform next steps. Evaluate regularly.</p> <p>Use HGIOS4 to self-evaluate and identify improvements, through challenge questions.</p> <p>Engage with Professional Update for all teaching staff, enabling reflection.</p> <p>Develop Professional Dialogue, in particular, prior to the November Parents' Evening.</p> <p>Collegiate sessions planned for cross-stage moderation within collegiate sessions e.g. writing.</p> <p>Explore the possibility of 'streaming' for reading, writing and maths.</p> <p>Track children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall)</p> <p>Continue to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements.</p> <p>Increase awareness of R.I.C.E. (Respect, Integrity, Compassion and Empathy) – link with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS.</p> <p>Continue on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.</p>		<p>Attainment levels rising with a robust evidence base.</p> <p>Increased understanding about, and awareness of, HGIOS4.</p> <p>Development of personal qualities e.g. 4 Capacities in all of our pupils, through a variety of learning experiences.</p>	<p>Attainment levels through school data and standardised data.</p> <p>Regular focused collegiate discussion around the HGIOS4 Challenge Questions.</p> <p>Professional dialogue opportunities in school and within the cluster and local authority.</p> <p>Regular celebrations of success, both in and out of school.</p> <p>Ability by pupils to share their learning within a range of contexts.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			
Date		Date	
Date		Date	









# Improvement Plan

Improvement Focus No.	B	CLUSTER IMPROVEMENT: 1+2 LANGUAGES		
<div data-bbox="201 300 526 419" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>How effective are our approaches to collegiate learning? (Q11.2)</i></p> </div> <p data-bbox="241 464 499 496"><b>Identified Theme</b></p>		<div data-bbox="701 300 2011 472" style="border: 1px solid black; padding: 5px;"> <p><i>To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels ... and effective learning and teaching? (Q12.6)</i></p> <p><i>To what extent does our curriculum provide opportunities for support and induction in to the next phase of learning? (Q12.6)</i></p> <p><i>How effective are our transition arrangements in raising the attainment of children and young people? (Q12.6)</i></p> </div> <p data-bbox="651 488 1379 520"><b>Enquiring, Emerging, Engaging and Embedding</b></p>		
Actions		Intended Outcome (s) / Impact		How will you measure success?
<p>1+2 Development work features in cluster plans. 1+2 is a regular agenda item for Cluster meetings. A Cluster approach to transition is being developed. Regular Cross sector leadership meetings / discussions take place. There are clear communication pathways to ensure dissemination of information and opportunities. Cluster collegiate calendar reflects appropriate engagement with 1+2 professional learning for Primary. Transition projects / events take build on prior learning. Transition projects / events are jointly planned for and resourced across sectors. Discussions about L3 models across the cluster are moving forward thinking at school level.</p>		<p><i>Progression from 'Emerging' to 'Engaging'</i></p> <p>Opportunity for cluster colleagues to share good practice, as well as resources and lesson ideas. Shared understanding of the role of the Modern Languages VS within 1+2 and consideration of cluster wide support. Liaison with Secondary through Primary/Secondary Curricular Transition group and outline of implications within BGE. Opportunities for joined up working/projects. Built in training opportunities for Ambassadors and Class Teachers, both in cluster and authority. (Power Language Platform) Plans within each school for L3 made. Use of 1+2 Glow Group for resources/feedback.</p>		<p>Cluster Meeting Minutes. Increasing confidence within the implementation of 1+2. Collegiate time ring fenced for 1+2. Attendance at the training opportunities e.g. twilights for P1-4 staff, 6—week language course. Willingness to share resources in school, within cluster and the Authority. Pupil, Parent and Staff feedback. Pupil Passports. QIV.</p>
Evidence of Progress / Comments / Next Steps				
Date				
Date				





## Improvement Plan

<b>Improvement Focus</b>	<b>C</b>	<b>CLUSTER IMPROVEMENT: NATIONAL ATTAINMENT AGENDA, MODERATION &amp; ASSESSMENT</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>QI 2.3 Learning, Teaching and Assessment</b>	<b>QI 2.6 Transitions</b>
		<b>QI 3.2 Raising Attainment and Achievement</b>	
<b>Actions</b>		<b>Intended Outcome (s)/Impact</b>	<b>How will you measure success?</b>
<p>Engage with Stepping Up Assessment &amp; Moderation Tool - Training and documentation to support National Attainment Agenda</p> <p>NIF (National Improvement Framework) Engagement.</p> <p>Self-Evaluation using the 'Stepping Up' tool and HGIOS4 to identify where we are, plan next steps and support staff development.</p> <p>Moderation activities: Primary/Secondary Collegiate working used to ensure shared professional judgments are made regarding standards and expectations.</p>		<p>Effective, manageable and sustainable monitoring and tracking processes are implemented providing valid, up-to-date information, to support learning and professional dialogue.</p> <p>Staff development needs are identified and planned next steps are clear to support Assessment &amp; Moderation to include learners.</p> <p>Standards and expectations for Assessment &amp; Moderation are agreed between Primary/Secondary.</p> <p>Increased Staff confidence in professional judgement about learner's progress.</p> <p>Raise attainment and achievement.</p>	<p>Monitoring &amp; Tracking in place support with Professional Dialogue.</p> <p>Staff and learners' discussions.</p> <p>Cross sector moderation approach in place.</p>
<b>Progress Check / Comments / Next Steps</b>			
Date		Date	
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<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>	
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<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I.2.6. Transitions National Improvement Framework (NIF): Parental Engagement		
<b>Actions</b>		<b>Intended Outcome (s) Impact</b>	<b>How will you measure success?</b>	
<p>Continue to develop use of Pupil Passports – ‘I can’ – OneNote– for all pupils For Academy Transition, continue to complete profiles to aid this process. Continue to take part in successful Pastoral Transition from P7 to S1. Plan to work more closely with Academy to strengthen the Curricular Transition. HT on sub-group. Use Transition Paperwork between classes to ensure a continuous education. Continue the ‘Transition Week’ format whereby all pupils have the opportunity to ‘move on’ but with a clear focus on N-P1 and P7-S1. Look for improvements/enhancements to this process e.g. Pupil DVD. Continue P1 Teacher Nursery Visits, new P1 Induction sessions, Parent/Carer Information Session and look to strengthen dialogue between sectors. Continue to support ‘Work Experience’ week for potential future teachers. Continue to develop our Career Focus Sessions in February. Develop the Mainstream link between St Combs and Westfield.</p>		<p>Further opportunities to ‘share the learning’.</p> <p>More robust curricular information sharing between primary and secondary.</p> <p>Continued commitment to liaise with colleagues during periods of transition.</p>	<p>Use of e-profile tool, One Note, to aid sharing of learning.</p> <p>Stronger links with the Academy as well as a clearer understanding of the ‘road ahead’ as well as the ‘progress made so far.’</p> <p>Increased opportunities to explore the ‘world of work’.</p>	
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# Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<b>Success and Achievements (HGIOS4)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 3.2 Raising Attainment and Achievement Aberdeenshire Council: Outcomes for All National Improvement Framework (NIF): School Improvement and Performance Information	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<p>Continue to improve the current levels of performance and attainment, through Professional Judgement, ePIPS and InCAS and SfL Testing.</p> <p>Provide robust evidence to National Improvement Framework (NIF) and 'Close the Gap'.</p> <p>Audit school improvement plans to inform next steps. Evaluate regularly.</p> <p>Use HGIOS4 to self-evaluate and identify improvements, through challenge questions.</p> <p>Engage with Professional Update for all teaching staff, enabling reflection.</p> <p>Develop Professional Dialogue, in particular, prior to the November Parents' Evening.</p> <p>Collegiate sessions planned for cross-stage moderation within collegiate sessions e.g. writing.</p> <p>Explore the possibility of 'streaming' for reading, writing and maths.</p> <p>Track children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall)</p> <p>Continue to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements.</p> <p>Increase awareness of R.I.C.E. (Respect, Integrity, Compassion and Empathy) – link with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS.</p> <p>Continue on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.</p>		<p>Attainment levels rising with a robust evidence base.</p> <p>Increased understanding about, and awareness of, HGIOS4.</p> <p>Development of personal qualities e.g. 4 Capacities in all of our pupils, through a variety of learning experiences.</p>	<p>Attainment levels through school data and standardised data.</p> <p>Regular focused collegiate discussion around the HGIOS4 Challenge Questions.</p> <p>Professional dialogue opportunities in school and within the cluster and local authority.</p> <p>Regular celebrations of success, both in and out of school.</p> <p>Ability by pupils to share their learning within a range of contexts.</p>
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# Improvement Plan

Improvement Focus No.	B	CLUSTER IMPROVEMENT: 1+2 LANGUAGES	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>How effective are our approaches to collegiate learning? (Q11.2)</i></p> </div> <p><b>Identified Theme</b></p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels ... and effective learning and teaching? (Q12.6)</i></p> <p><i>To what extent does our curriculum provide opportunities for support and induction in to the next phase of learning? (Q12.6)</i></p> <p><i>How effective are our transition arrangements in raising the attainment of children and young people? (Q12.6)</i></p> </div> <p><b>Enquiring, Emerging, Engaging and Embedding</b></p>		
Actions	Intended Outcome (s) / Impact	How will you measure success?	
<p>1+2 Development work features in cluster plans. 1+2 is a regular agenda item for Cluster meetings. A Cluster approach to transition is being developed. Regular Cross sector leadership meetings / discussions take place. There are clear communication pathways to ensure dissemination of information and opportunities. Cluster collegiate calendar reflects appropriate engagement with 1+2 professional learning for Primary. Transition projects / events take build on prior learning. Transition projects / events are jointly planned for and resourced across sectors. Discussions about L3 models across the cluster are moving forward thinking at school level.</p>	<p><i>Progression from 'Emerging' to 'Engaging'</i></p> <p>Opportunity for cluster colleagues to share good practice, as well as resources and lesson ideas. Shared understanding of the role of the Modern Languages VS within 1+2 and consideration of cluster wide support. Liaison with Secondary through Primary/Secondary Curricular Transition group and outline of implications within BGE. Opportunities for joined up working/projects. Built in training opportunities for Ambassadors and Class Teachers, both in cluster and authority. (Power Language Platform) Plans within each school for L3 made. Use of 1+2 Glow Group for resources/feedback.</p>	<p>Cluster Meeting Minutes. Increasing confidence within the implementation of 1+2. Collegiate time ring fenced for 1+2. Attendance at the training opportunities e.g. twilights for P1-4 staff, 6—week language course. Willingness to share resources in school, within cluster and the Authority. Pupil, Parent and Staff feedback. Pupil Passports. QIV.</p>	
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<b>Improvement Focus</b>	<b>C</b>	<b>CLUSTER IMPROVEMENT: NATIONAL ATTAINMENT AGENDA, MODERATION &amp; ASSESSMENT</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>QI 2.3 Learning, Teaching and Assessment</b>	<b>QI 2.6 Transitions</b>
		<b>QI 3.2 Raising Attainment and Achievement</b>	
<b>Actions</b>		<b>Intended Outcome (s)/Impact</b>	<b>How will you measure success?</b>
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<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and Management (HGIOS4)</b>		
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 1.3 Leadership of Change Aberdeenshire Council: Leadership National Improvement Framework (NIF): School Leadership and Teacher Professionalism		
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>	
<p>Completion of a School Rationale, incorporating vision, values and aims. Continuation of celebrating the 4 capacities through Wall of Achievement. Creation of a planned timescale for the development of curricular progressions: (Literacy: Spelling, Science, Expressive Arts: Dance/PE and Technologies.) Continue to share Improvement Plans with Staff and Parents/Carers. Within HT Cluster, create working groups to focus on Literacy and Numeracy Curricular Frameworks. Build in Moderation. Further development of Cluster approach e.g. Literacy/Numeracy Frameworks and Progressions and Improved Reporting Approaches. Involvement in the implementation of the Named Person Scheme. Increased awareness of other cultures and customs, using Pupil Voice Group platform.</p>		<p>Clearer understanding and awareness of the way forward for St Combs School.</p> <p>More robust and consistent approach to curricular progressions.</p> <p>Greater collegial working and sharing of excellent practice.</p>	<p>Shared knowledge and understanding of 'the way forward'.</p> <p>Increased involvement and awareness for stakeholders.</p> <p>Developing curricular progressions which inform planning, both short and long-term.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>				
Date				
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Date				





## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions) (HGIOS4)</b>		
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 2.3 Learning, Teaching and Assessment and Q.I. 2.6 Transitions Aberdeenshire Council: Learning Provision National Improvement Framework (NIF): Assessment of Progress		
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success</b>	
<p>Continue to use Authority 3-18 curricular guidance and entitlements, developing progressions utilising Aberdeenshire’s Progression Frameworks.            Look to utilise Glow as it provides opportunities to enhance learning and teaching.            Train in the use of SEEMiS Wellbeing Application.  <i>Implementation of 1+2 Languages initiative (Cluster Focus), with training, planning and self-evaluation.</i>  <i>Review Spelling Progression to ensure challenge and enjoyment.</i>  <i>Look to develop use of technology for Listening and Talking e.g. i-pads, Easi-Speaks, Microphones.</i>  <i>Develop Literacy Approach for multi-composite classes (P1-4 and P5-7), incorporating Book Studies.</i>  <i>Aim to focus to develop personalisation and choice throughout year e.g. ‘Magic’ Writing – free choice writing 1x term.</i>  <i>Develop and refine Quality Assurance calendar with set whole-school focus areas e.g. presentation and handwriting.</i>            Continue to identify individual needs and plan accordingly to meet them e.g. SfL time, visual timetables, extended transition periods. (GIRFEC)            Further develop whole-school IDL opportunities e.g. Inventors and Inventions. (Term 3)            Enable pupils to work cooperatively and take more responsibility for their own learning.            Improve Reporting Approaches for Parents (Cluster Focus) e.g. Learning Journey Jotters (LJJ).            Widgets have been displayed throughout school but we need to continue to develop Read, Write Gold and the Dyslexia-Friendly Classroom.            Become a Dyslexia-Friendly, Autism-Friendly and Nurturing School.            Fairtrade Approach.</p>		<p>Improved attainment as well as coverage of the curriculum.</p> <p>Delivery of a well-balanced, varied curriculum.</p> <p>Children who are supported well on their learning journey e.g. dyslexia-friendly resources.</p> <p>Improved reporting calendar for parents/carers.</p>	<p>Enthusiastic and engaged learners.</p> <p>Learners keen to talk about their learning and identify their next steps.</p> <p>Greater knowledge and understanding, by parents, of their child’s learning path.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>				
Date:		Date		
Date:		Date		





## Improvement Plan

<b>Improvement Focus No.</b>	<b>2 contd.</b>	<b>Learning Provision (Including Improving Transitions) (HGIOS4)</b>		
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I.2.6. Transitions National Improvement Framework (NIF): Parental Engagement		
<b>Actions</b>		<b>Intended Outcome (s) Impact</b>	<b>How will you measure success?</b>	
<p>Continue to develop use of Pupil Passports – ‘I can’ – OneNote– for all pupils For Academy Transition, continue to complete profiles to aid this process. Continue to take part in successful Pastoral Transition from P7 to S1. Plan to work more closely with Academy to strengthen the Curricular Transition. HT on sub-group. Use Transition Paperwork between classes to ensure a continuous education. Continue the ‘Transition Week’ format whereby all pupils have the opportunity to ‘move on’ but with a clear focus on N-P1 and P7-S1. Look for improvements/enhancements to this process e.g. Pupil DVD. Continue P1 Teacher Nursery Visits, new P1 Induction sessions, Parent/Carer Information Session and look to strengthen dialogue between sectors. Continue to support ‘Work Experience’ week for potential future teachers. Continue to develop our Career Focus Sessions in February. Develop the Mainstream link between St Combs and Westfield.</p>		<p>Further opportunities to ‘share the learning’.</p> <p>More robust curricular information sharing between primary and secondary.</p> <p>Continued commitment to liaise with colleagues during periods of transition.</p>	<p>Use of e-profile tool, One Note, to aid sharing of learning.</p> <p>Stronger links with the Academy as well as a clearer understanding of the ‘road ahead’ as well as the ‘progress made so far.’</p> <p>Increased opportunities to explore the ‘world of work’.</p>	
<b>Evidence of Progress / Comments / Next Steps</b>				
Date				
Date				
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Date				





# Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<b>Success and Achievements (HGIOS4)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		HGIOS4: Q.I. 3.2 Raising Attainment and Achievement Aberdeenshire Council: Outcomes for All National Improvement Framework (NIF): School Improvement and Performance Information	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<p>Continue to improve the current levels of performance and attainment, through Professional Judgement, ePIPS and InCAS and SfL Testing. Provide robust evidence to National Improvement Framework (NIF) and 'Close the Gap'. Audit school improvement plans to inform next steps. Evaluate regularly. Use HGIOS4 to self-evaluate and identify improvements, through challenge questions. Engage with Professional Update for all teaching staff, enabling reflection. Develop Professional Dialogue, in particular, prior to the November Parents' Evening. Collegiate sessions planned for cross-stage moderation within collegiate sessions e.g. writing. Explore the possibility of 'streaming' for reading, writing and maths. Track children's personal achievements out with school by sharing and celebrating during Achievement Assemblies. (Tree of Success – in hall) Continue to develop the role of the Pupil Council, increasing responsibilities during the school year e.g. Memorial Mural, Golden Time, Playground Improvements. Increase awareness of R.I.C.E. (Respect, Integrity, Compassion and Empathy) – link with our School Aims and RRS, through Pupil Voice Groups: Eco, Global Citizenship and RRS. Continue on Rights Respecting Schools (RRS) Programme, through Pupil Voice Group, building in opportunities to share learning.</p>		<p>Attainment levels rising with a robust evidence base.</p> <p>Increased understanding about, and awareness of, HGIOS4.</p> <p>Development of personal qualities e.g. 4 Capacities in all of our pupils, through a variety of learning experiences.</p>	<p>Attainment levels through school data and standardised data.</p> <p>Regular focused collegiate discussion around the HGIOS4 Challenge Questions.</p> <p>Professional dialogue opportunities in school and within the cluster and local authority.</p> <p>Regular celebrations of success, both in and out of school.</p> <p>Ability by pupils to share their learning within a range of contexts.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			
Date		Date	
Date		Date	







# Improvement Plan

Improvement Focus No.	B	CLUSTER IMPROVEMENT: 1+2 LANGUAGES		
<div data-bbox="201 300 524 416" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>How effective are our approaches to collegiate learning? (Q11.2)</i></p> </div> <p data-bbox="241 464 497 496"><b>Identified Theme</b></p>		<div data-bbox="701 300 2011 472" style="border: 1px solid black; padding: 5px;"> <p><i>To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels ... and effective learning and teaching? (Q12.6)</i></p> <p><i>To what extent does our curriculum provide opportunities for support and induction in to the next phase of learning? (Q12.6)</i></p> <p><i>How effective are our transition arrangements in raising the attainment of children and young people? (Q12.6)</i></p> </div> <p data-bbox="651 488 1377 520"><b>Enquiring, Emerging, Engaging and Embedding</b></p>		
Actions	Intended Outcome (s) / Impact	How will you measure success?		
<p>1+2 Development work features in cluster plans. 1+2 is a regular agenda item for Cluster meetings. A Cluster approach to transition is being developed. Regular Cross sector leadership meetings / discussions take place. There are clear communication pathways to ensure dissemination of information and opportunities. Cluster collegiate calendar reflects appropriate engagement with 1+2 professional learning for Primary. Transition projects / events take build on prior learning. Transition projects / events are jointly planned for and resourced across sectors. Discussions about L3 models across the cluster are moving forward thinking at school level.</p>	<p><i>Progression from 'Emerging' to 'Engaging'</i></p> <p>Opportunity for cluster colleagues to share good practice, as well as resources and lesson ideas. Shared understanding of the role of the Modern Languages VS within 1+2 and consideration of cluster wide support. Liaison with Secondary through Primary/Secondary Curricular Transition group and outline of implications within BGE. Opportunities for joined up working/projects. Built in training opportunities for Ambassadors and Class Teachers, both in cluster and authority. (Power Language Platform) Plans within each school for L3 made. Use of 1+2 Glow Group for resources/feedback.</p>	<p>Cluster Meeting Minutes. Increasing confidence within the implementation of 1+2. Collegiate time ring fenced for 1+2. Attendance at the training opportunities e.g. twilights for P1-4 staff, 6—week language course. Willingness to share resources in school, within cluster and the Authority. Pupil, Parent and Staff feedback. Pupil Passports. QIV.</p>		
Evidence of Progress / Comments / Next Steps				
Date				
Date				



## Improvement Plan

<b>Improvement Focus</b>	<b>C</b>	<b>CLUSTER IMPROVEMENT: NATIONAL ATTAINMENT AGENDA, MODERATION &amp; ASSESSMENT</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>QI 2.3 Learning, Teaching and Assessment</b>	<b>QI 2.6 Transitions</b>
		<b>QI 3.2 Raising Attainment and Achievement</b>	
<b>Actions</b>		<b>Intended Outcome (s)/Impact</b>	<b>How will you measure success?</b>
<p>Engage with Stepping Up Assessment &amp; Moderation Tool - Training and documentation to support National Attainment Agenda</p> <p>NIF (National Improvement Framework) Engagement.</p> <p>Self-Evaluation using the 'Stepping Up' tool and HGIOS4 to identify where we are, plan next steps and support staff development.</p> <p>Moderation activities: Primary/Secondary Collegiate working used to ensure shared professional judgments are made regarding standards and expectations.</p>		<p>Effective, manageable and sustainable monitoring and tracking processes are implemented providing valid, up-to-date information, to support learning and professional dialogue.</p> <p>Staff development needs are identified and planned next steps are clear to support Assessment &amp; Moderation to include learners.</p> <p>Standards and expectations for Assessment &amp; Moderation are agreed between Primary/Secondary.</p> <p>Increased Staff confidence in professional judgement about learner's progress.</p> <p>Raise attainment and achievement.</p>	<p>Monitoring &amp; Tracking in place support with Professional Dialogue.</p> <p>Staff and learners' discussions.</p> <p>Cross sector moderation approach in place.</p>
<b>Progress Check / Comments / Next Steps</b>			
Date		Date	
Date		Date	

