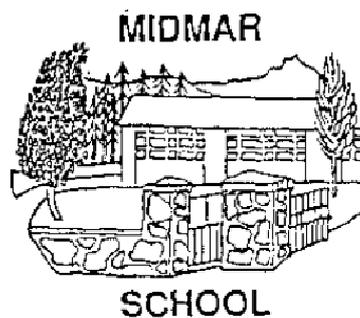




**IMPROVEMENT PLAN
2016 - 2017**

FOR

Midmar 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"

Midmar School

Vision: We will lead happy healthy lives as active citizens and life-long learners

Values: 'a thirst for learning the 3Rs;

- **L**earning
- **T**rust
- **H**onesty
- **E**quity
- **R**esponsibility
- **R**esilience
- **R**espect

Aims: Our learners will be happy, safe, included and inspired in school to develop knowledge, skills, attitudes and qualities so they become:
Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors

UN Convention on the Rights of the Child Articles 19, 24, 28 and 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

Improvement Focus No.	1	Leadership and Management	
Identified Theme (From S&Q / Self-Evaluation)	1.1 Self – Evaluation for Self-Improvement 1.2 Leadership of learning 1.3 Leadership of Change		
Actions	Intended Outcome (s) / Impact	How will you measure success?	
<ul style="list-style-type: none"> • Staff to engage with HGIOS 4 audit tool • Create a 3 year rolling programme using focus Qis • Create a long-term strategy for pace of change • Review tracking and monitoring of wider achievements of learners • Create an audit tool for learners' achievements • Further develop opportunities for children to take ownership of their learning and progress, identifying next steps (also links to 2.4) • Create opportunities for staff to moderate pupils work 	<ul style="list-style-type: none"> • Staff are familiar with HGIOS 4, using the tool to inform self-evaluation • Evaluation of the work of the school is planned and impacts on attainment and achievement • There is a programme in place for school improvement for the next 3 years • Learner's achievements are tracked and monitored. Gaps are identified and learners supported to develop skills and knowledge. • Teachers actively engage in discussion with children about their next steps in learning and plan learning pathways to meet their needs • Staff engage in professional dialogue and agree levels of attainment 	<ul style="list-style-type: none"> • Use of HGIOS 4 impacts on improvements for learners and identifies next steps • Effectiveness of programme on self-evaluation and improvement • There is time for developments to impact on learners • Evaluation of tracking system • Feedback from pupils, staff and parents • Feedback from pupils and teachers • Impact on attainment • Staff dialogue • Evidence of attainment 	
Evidence of Progress / Comments / Next Steps			





Improvement Plan

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?	
<ul style="list-style-type: none"> • Continue to review and evaluate the impact of our Curriculum Rationale • Engage with Aberdeenshire Curriculum Frameworks and review learning pathways in Science, Technology, 1+2 languages, Social Studies and Health and Wellbeing • Develop international education by creating international links • Creating a planned programme to focus on Global Sustainable Goals • Develop outdoor learning by re-establishing our Forest Classroom 		<ul style="list-style-type: none"> • Our curriculum rationale is ambitious and relevant as our curriculum evolves and changes • Teachers are using the Frameworks to support learning, teaching and assessment • International links are established, enabling learners to have an understanding of life in other parts of the world • Children have a deep understanding of the Global Sustainable Goals and their impact on society • Children use the forest to develop knowledge, skills, attitudes and qualities for learning, life and work 	<ul style="list-style-type: none"> • Impact of our curriculum rationale on the purpose and design of our curriculum • Tracking of attainment data, learning conversations with staff, pupil attainment • Pupils' work • Pupil and teacher evaluations • Learning conversations with pupils • Pupils' work • Observation of pupils • Skills development • HWB development 	





Improvement Plan

Actions	Intended Outcome/ Impact	How will you measure success?
<ul style="list-style-type: none"> Continue to develop systems for sharing learning with parents by reviewing our Reporting Calendar, profiling and reporting systems Continue to develop robust personal learning planning systems for pupils Continue to develop digital technologies, including the use of Book Creator app for profiling Review transition of pupils attainment and achievement data, between year groups, pre-school into P1 and P7 to S1 Review transition arrangements to support learners and their families 	<ul style="list-style-type: none"> Learning is shared in a variety of ways with parents Book creator reports are manageable for pupils and staff Annual summative report addresses Tackling Bureaucracy Learners have time planned for discussions about their learning Learners have a clear understanding of their learning journey –what they have achieved and their next steps in learning All pupils can use the Book Creator app Digital technology improves learning outcomes for children There is a progression of digital literacy skills (also 3.3) All children have an understanding of computer science and can apply it There is continuity and progression in learning across all curricular areas at all stages of learning Teachers plan collaboratively Tracking and monitoring systems, profiling and personal learning planning support pupils Systems are in place to support learners and their families 	<ul style="list-style-type: none"> Feedback from parents, pupils and staff Impact of revised systems on attainment and achievement Record of learning conversations Progress made to meet learning targets Improvements in attainment Evaluate use of Book Creator Evaluate impact of digital technology on attainment and achievement Digital literacy progression identifies next steps in learning Classroom visits, learning walks Teachers' evaluations Feedback from learners Feedback from parents Tracking and evaluating attainment and achievement Evaluation of systems and their effectiveness



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		
Actions	Intended Outcome/ Impact		How will you measure success?





Improvement Plan

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| <ul style="list-style-type: none">• Review our Anti Bullying Policy and Procedures• Review our RME, Social Studies and HWB programmes to ensure there are opportunities to explore diversity, multi faith issues, discrimination and intolerance• Continue to develop systems for sharing learning with parents• Continue to develop digital technologies, including the use of Book Creator app for profiling• Continue to develop systems for sharing learning with parents• Continue to develop digital technologies, including the use of Book Creator app for profiling• Continue to develop systems for sharing learning with parents• Continue to develop digital technologies, including the use of Book Creator app for profiling• Staff CPD – local and national legislation affecting children’s rights, wellbeing and inclusion• Identify staff training needs in First Aid, Child Protection, Food Hygiene and use of epipens | <ul style="list-style-type: none">• Policy is relevant and impacts on pupils and the ethos of the school• Programmes address issues giving children an understanding of the issues• Children have informed discussions around the issues• Use of P4C as a tool to support discussion• Changes in legislation are identified and shared with staff• Staff can implement legislation• All staff training needs are met• Learners are safe, healthy, achieving, nurtured, active, responsible, resilient and included• Learners are successful, confident, responsible and contribute to the life of the school, the wider community and as global citizens• Learners have achieved a range of skills and attributes• There is equity of success and achievement | <ul style="list-style-type: none">• Feedback from learners• Feedback from staff• Learning walk – school ethos• Classroom visits• Discussions with pupils• Observation of pupil actions and dialogue• Feedback from staff• Climate for Learning• School ethos• Feedback from pupils, parents, staff• Evidence from training calendar• Feedback from pupils, parents and staff• Learners’ progress• Evidence collected on the Impact on school and wider community |
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Improvement Plan

Evidence of Progress / Comments / Next Steps

Date	
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