



## IMPROVEMENT PLAN 2016 - 2017

### St Fergus Primary School

Creating the Potential  
to Succeed



Pupils will Exceed  
Expectations

HAPPY CONFIDENT

ACHIEVING CREATIVE

**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"

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to Succeed



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## 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)		<u>How good is our leadership and approach to improvement?</u> QI 1.3 ~ Leadership of change    QI 1.2 ~ Leadership of learning	
Actions		Intended Outcome (s) / Impact	How will you measure success?
<p><b>Issue 1 created term 2. Issue 2 created term 3 and early term 4.</b> To establish a parent/pupil/staff working group for magazine. Create deadline timelines Create roles and responsibilities Market research for what people would like to see in magazine. Decisions on format. Include references to HIGIOS 4 throughout. – HT, Mrs Robertson and Miss Warrander. Pupil Participation Group (PPG)</p> <p><b>Sept 2016.</b> To establish a parent/pupil/staff working group to begin research of the website. Agreements with business and secondary links. Issues questionnaires on interests. – Miss Cantlay Mrs Robertson P7 Secondary wider achievement group</p> <p><b>End of term 1.</b> Establish Computer Science Club. Club timetable and overview with clarity on roles and responsibilities. Develop club programme. PPG HT</p> <p><b>Nov 2016.</b> Decide on website functionality. Pupils to explore ideas and create website. P7</p> <p><b>Feb 2017.</b> Piloted and amendments made to go live in February. Pupils update website weekly with support from business secondary pupils and staff. P7 Miss Cantlay Mrs Robertson</p> <p><b>Mar 2017.</b> P7 train P6 on how the website functions and jointly populate website and train in running of Computer Science Club. - Mrs Robertson and Miss Cantlay</p> <p><b>August 2016.</b> New agreements to parents/pupils/staff issued. New procedures/protocols for reporting concerns implemented. <b>08.09.16.</b> E-Safety group meeting PPG Parent Group HT</p> <p><b>Jan 2017.</b> E-Safety fortnight planned and implemented. – All Staff PPG Parent Group HT</p>		<p>A school magazine to be issued twice a year which is relevant to HGIOS 4. This to be created through a working group with pupil/parent and staff representation.</p> <p>A new website and computer science club with collaboration from parent/pupil/secondary working group.</p> <p>The E-Safety work from last session will be increased to a fortnight focus this session. To bring forward results of new 360 audit. To issue new e-safety agreements. Digital Literacy leaders established for Computer Science and E-Safety.</p>	<p>Deadlines are met and magazine, website and Computer Science Club are up and running. Feedback gauged through focus groups and evidenced through observation of how P7 can become Learning Leaders in training P6. A tracking system will be in place to ensure that as many children as possible get access to the club, encouraging more girls to take part in digital literacy and computer science.</p> <p>An improved rating in E360 safe Scotland audit at year end. Pupils confidently delivering knowledge on E-Safety issues and putting this into practice.</p>



## Improvement Plan

### TACKLING BUREAUCRACY

Audit procedures and paperwork/expectations presently in use.

Discuss value of these.

Create a way forward for

- Weekly plan
- CCT plans

All of the above to be focused on Significant Aspects of Learning and skills development.

**August – Christmas 2016 use old formats. Nov in-service create new formats. New formats used from Jan 2017. All teaching staff**

**Feb in-service.** Review of tracking of SAL. – All Staff

**March 2017.** Ask how are we using frameworks?

What are practical ways to be able to use them in planning and assessment? All staff

**Ongoing.** To use benchmarking for moderation activities. All staff

Streamline any paperwork procedures to tackle bureaucracy.

Use frameworks for areas where there are no progressions in school.

Streamlined, purposeful, manageable paperwork structures in place to support progression of pupils learning.

HT monitoring and dialogue to gauge whether staff feel expectations are purposeful and manageable.

### 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)		<u>How good is the quality of the care and education we offer?</u> QI 2.3 ~ Learning, Teaching and Assessment    QI 2.5 ~ Family Learning QI 2.2 ~The Curriculum	
Actions		Intended Outcome/ Impact	How will you measure success?
<p><b>August 2016.</b> Introduce French from P1-7. Class teachers to implement, becoming familiar with Power Language Platform online resource. -collegiate and CPD. All CT Mrs Leys staff rep</p> <p><b>Ongoing.</b> Awareness raising at Family Learning Days. - HT</p> <p><b>September 2016.</b> Include discussion about CLPL needs as part of PRD/EAR meetings with staff. Facilitate staff attendance at authority training events. All staff HT</p>		<p>A consensus of understanding of the Scottish Executive's 1 plus 2 programme and begin to embed the learning and teaching of French in everyday lessons.</p> <p>Outcome/Impact</p> <ul style="list-style-type: none"> <li>• Better understanding of the Scottish Executive's 1 plus 2 programme.</li> <li>• Pupils, staff and parents beginning to use simple vocabulary and phrases in French.</li> </ul>	<p>Through learning visits, learning conversations with pupils, professional dialogue with staff.</p>



## Improvement Plan

<p><b>06.09.16.</b> Develop information power point explaining background to improved approaches to reporting. – HT</p> <p><b>14.09.16.</b> Invite parents to become involved in a working group. - HT Evaluate paper format choice through questionnaire. – HT <b>Parent Working Group</b></p> <p><b>Oct 2016.</b> Create calendar with a whole year overview. – HT, Staff and Working Group</p> <p><b>06.09.16.</b> Prepare classrooms for Meet the Teacher. Staff</p> <p>HT to do presentations for Family Learning Days, then staff to be working on the particular areas being focused on. <b>06.10.16 am Literacy</b> <b>23.02.17 am Numeracy</b> <b>24.03.17 pm Learning and Teaching</b></p> <p>Parent Evening appointments. Feedback from pilot at Open Evening from P7 pupils/teacher and parents. – HT and P7 teacher <b>02/03.11.16 17/18.05.17</b></p>	<p>New Family Learning opportunities established in school.</p> <p>Improved approaches to reporting progress and achievement to parents/carers.</p> <p>To have a consistent understanding of our reporting/profiling rationale which is shared with stakeholders explaining what reporting is and how it will be done at St Fergus.</p> <p>Parental involvement meetings/working group established to look at reporting methods discussing a way forward. Looking at paper formats.</p> <p>A parental involvement calendar issued which clearly outlines the timescales.</p> <p>An initial ‘Meet the Teacher’ meeting beginning this with a brief explanation of what we want to change and why.</p> <p>Family Learning Days established where parents are welcome to come into school and see their children in the classroom environment working on specific outcomes.</p> <p>Parental appointments modified to twice per session. Pilot P7 pupils being involved at appointments along with parent and teacher.</p>	<p>There is a consistent message to parents regarding opportunities to report.</p> <p>Parents feel that they have a clear picture of where there child is at and next steps for improvement.</p> <p>Issue a questionnaire at the end of the session asking for parental feedback.</p> <p>Record those attending the Head Teacher inputs to find out who attended and when for evaluation purposes.</p> <p>P7 pupil/parent/teacher feedback from meetings.</p>
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### Evidence of Progress / Comments / Next Steps

Date:



# Improvement Plan

Improvement Focus No.	3	Success and Achievements	
Identified Theme (From S&Q / Self-Evaluation)		<u>How good are we at ensuring the best possible outcomes for all our learners?</u> QI 3.2 ~ Raising Attainment and Achievement	
Actions		Intended Outcome/ Impact	How will you measure success?
<p><b>August 2016.</b> Initially, teaching staff to concentrate on key issues in 'Delivering Excellence and Equity in Scottish Education', 'NIF' and key drivers for improvement for St Fergus School, before filtering this to parents and the wider community. – HT All staff Cluster collegiate on 'Achieving a Level'. Identify moderation champions within school from Early, first and Second Level. <b>Nov Feb In-service.</b> Plan for critical enquiry observations and professional dialogue opportunities.</p> <p><b>Term 3.</b> Collegiate input on importance of feedback, looking at the three levels, task, process and self-regulation. - HT Audit feedback practices. – All staff Examples of quality practice. – All staff Initiate Learning Leaders initiative throughout school. – All staff</p> <p><b>August 2016.</b> Look at spelling scheme discrepancies. Look to purchase new scheme. – All Staff Use SWST to assess where pupils are at. Modify groupings and initially use scheme already in school until staff make decision on new scheme. – All Staff Changes reported to parents at Literacy Family Learning Day. <b>Week 3 Term 1.</b> Reading comprehension – introduce comprehension programme and discuss teaching strategies. – All Staff <b>Monitor term 2.</b> Implement new comprehension in line with reading assessments. – All Staff</p>		<p>A consistent confident teacher professional judgement through moderation of achieving a level.</p> <p>Continue with priority 1B from last session – feedback focus – develop school initiative Learning Leaders to give significance to pupils passing on learning to others.</p> <p>Literacy – to see a rise in attainment for spelling and reading. In spelling the ages in the Incas to be either the same or improved from the pupils previous Incas spelling result. For pupils to be transferring spelling rules across to other curricular areas after they have been taught. In reading a rise in the comprehension score in comparison to the word attack and decoding score in the Incas.</p>	<p>Teacher judgements are in agreement. Evidence in teacher reflections/evaluations of attainment in 19<sup>th</sup> December, 27<sup>th</sup> March and 29<sup>th</sup> May. Clear dialogue between staff and HT with justifications for judgements from a variety of sources.</p> <p>Consistency throughout all classes with regards to quality and timely feedback which will be measured through HT monitoring.</p> <p>Look at P3 and P5 Incas (P7 too early for impact), SWST and NAR attainment to measure attainment. Look for a further rise in overall attainment from 85% on or above the level in reading. Class teachers to monitor transfer of spelling rules to daily writing.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			