



**IMPROVEMENT PLAN
2015 - 2016**

FOR

Portsoy Primary



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."

Wish it! Want It! Work for it!

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

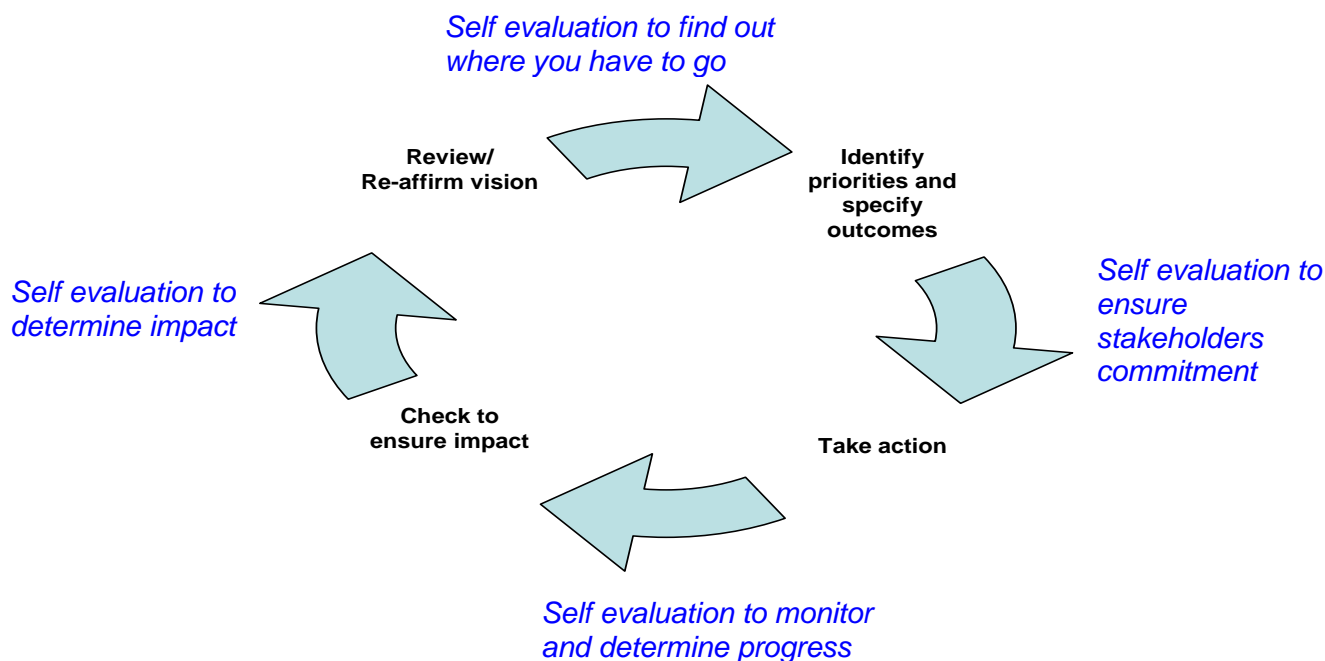
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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 2014 – 15 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	1 + 2 Modern Languages	
Intended Outcome (s) / Impact	Actions / Lead member of staff		Timescales
<p>All children from P1 – 7 will develop knowledge and skills in French (chosen Cluster language) through listening, talking, reading and writing.</p> <p>All children will have experience of a second language (doric/additional language) through a Broad General Education</p>	<p>With guidance from the HT, Teachers will access the authority progression and programme of work for French through twilight sessions.</p> <p>Teachers will implement the rationale and methodology approaches from the above resource.</p> <p>Teachers will plan and implement learning opportunities in an additional language through a variety of contexts.</p>		<p>August 2015 (progress to be evaluated in June 2016)</p>
<p style="text-align: center;">How will you measure success?</p> <ul style="list-style-type: none"> • Children’s attitudes, skills and enthusiasm for learning a modern language • Children’s ability to demonstrate knowledge, skill, and understanding of a modern language appropriate to their age and stage. • Through school self-evaluation processes, the opinions of all stake holders will be gathered and inform next steps in learning. 			
Empty space for additional notes or comments			





Improvement Plan

Progress Check / Comments / Next Steps

Date:	Dec 2015 – School evaluation - feedback from pupils and staff Comments/Next steps -
Date	June 2015 – School evaluation – feedback from all stake holders Comments/Next steps -



Improvement Plan

Improvement Priority No.	2	Developing Numeracy Strategies to Raise Attainment	
Intended Outcome	Actions		Timescales
Raise attainment in numeracy for all children from Nursery to P7.	Attendance of teachers at the authority training event 'Developing Number Sense to Raise Attainment' With HT guidance staff to fully implement authority progressions for Numeracy and Maths. School participation in the RAFA project focussing on mental maths.		Sept – Dec 2015 From Aug 2015 From Aug 2015
How will you measure success?			
<ul style="list-style-type: none"> • Through classroom monitoring there will be evidence of numeracy strategies being implemented consistently across all stages. • Learning and teaching plans (long and short term) will evidence implementation of authority progressions in Numeracy and Maths. • Findings from driver diagrams (RAFA project) will evidence an improvement in mental maths strategies. 			





Improvement Plan

Progress Check / Comments / Next Steps

Date:	Dec 2015 – School self-evaluation – classroom monitoring Comments/Next steps –
Date	June 2016 – School self-evaluation Comments/Next steps –





Improvement Plan

Improvement Priority No.	3	Implementation of Curriculum Frameworks (Numeracy, Literacy, Health & Wellbeing and the Broad General Education)	
Intended Outcome		Actions	Timescales
To ensure all children have consistent and appropriate progression of learning and teaching in the Broad General Education and specifically in Numeracy, Literacy and Health & Wellbeing.		<p>With HT support and guidance teachers will become knowledgeable and conversant with school and authority progression frameworks.</p> <p>Two Curriculum Development sessions per term will focus on curriculum frameworks and approaches to progression.</p>	<p>From August 2015 (specifically for Numeracy, Literacy and Health & Wellbeing)</p> <p>From Jan 2016 (specifically Health & Wellbeing and BGE)</p>
How will you measure success?			
<ul style="list-style-type: none"> • Children’s consistent development and application of knowledge and skills in Numeracy, Literacy and Health & Wellbeing as well as the BGE. (PIPS/ INCAS data, teacher assessments, children’s attitudes and enthusiasm and ability to transfer skills across other curricular areas) • Monitoring of plans, evaluations and learning and teaching. • Reflective and professional dialogue during curriculum development meetings. 			



Improvement Plan

Progress Check / Comments / Next Steps	
Date:	Dec 2015 – School self-evaluation – classroom monitoring Comments/Next steps –
Date	June 2016 – School self-evaluation Comments/Next steps –