



**IMPROVEMENT PLAN
2014 - 2015**

FOR

Tipperty 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."

Tipperty School

SCHOOL VISION

Working Together for Success and Achievement

SCHOOL VALUES

At Tipperty School we will

- Be responsible
- Be respectful
- Be kind
- Be safe

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

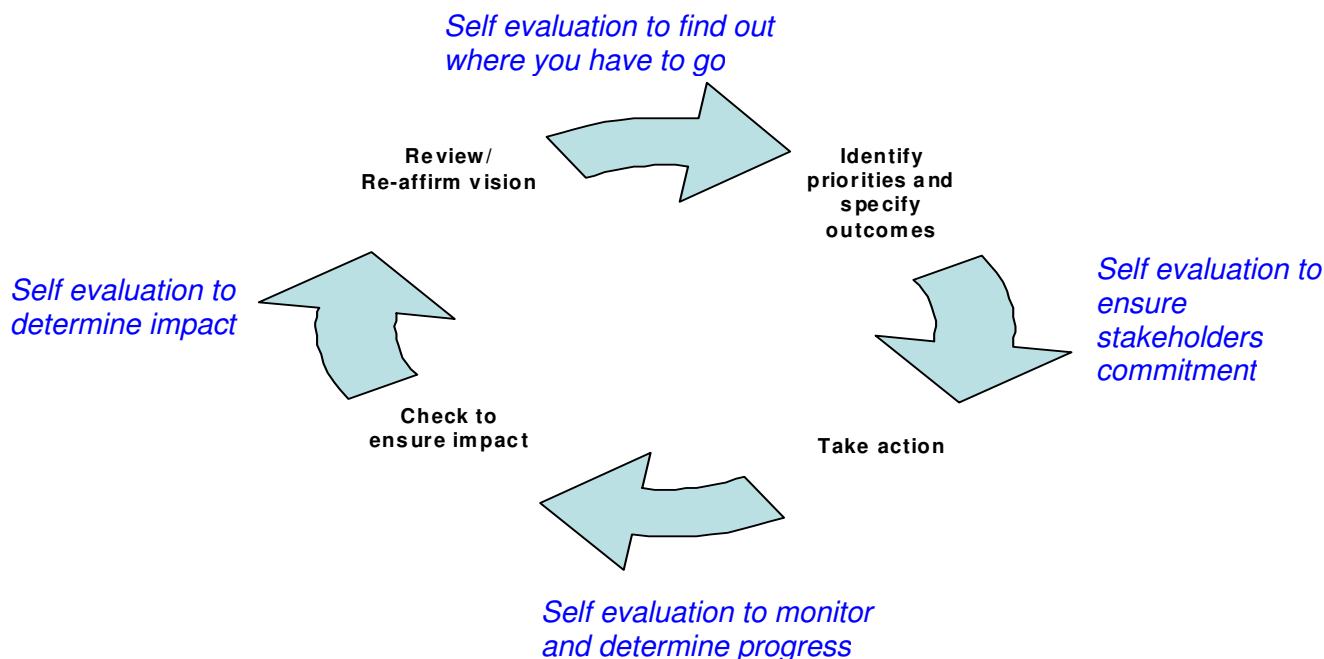
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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	Active Literacy	
Intended Outcome (s) / Impact	Actions / Lead member of staff		Timescales
<ul style="list-style-type: none"> • Raise Attainment and achievement in Literacy • Develop cohesive and progressive active learning and teaching approaches across all stages. • Build staff confidence in planning and assessing literacy. • Improved learning experiences for all pupils. • Increased motivation and enjoyment in literacy learning. 	<ul style="list-style-type: none"> • Head Teacher to attend awareness raising session on Active Literacy. • Teaching staff to attend Active Literacy session run by Aberdeenshire Council 1 Spelling/ Phonics 2 Reading 3 Writing • Audit and review current resources and align with new Active Literacy resources. • Awareness raising of benchmarking kit led by Nelson Thornes Rep (Cluster schools to be invited to join) • Head Teacher and teachers to agree implementation plan. • Parental workshops to be planned to share new ways of working and implementation timescales. (head teacher and teachers) • Parental leaflet to be developed by Head Teachers and teachers. • Parental Workshops – Number 1 • Teachers prepare resources for active Literacy. • Teachers to identify further training needs to be addressed by additional training sessions. • Jolly Phonics/ Grammar workshops to gather ideas for resources to develop Active Literacy. • Plan a Literacy week to share Active Literacy strategies with parents. • Head Teacher and teachers to review School Improvement Plan through self-evaluation and identify next steps. • Head Teacher and teacher to update literacy policy. • Literacy Policy shared with parents. 		<p>May 2014</p> <p style="text-align: center;">1</p> <p>May/June 2014 2/3</p> <p>Aug-Nov 2014</p> <p>Aug-Nov 2014</p> <p>Aug 2014</p> <p>Mar 2014</p> <p>Dec 2014</p> <p>Oct-Dec 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>Nov Inset 2014</p> <p>By June 2015</p> <p>By June 2015</p> <p>By June 2015</p>



Improvement Plan

How will you measure success?

- Evaluate pupil attainment from PIPS Primary 1 (end of P1) and INCAS for P3, P5 and P7, comparing results with previous year.
- Head Teacher will monitor progress of improvement plan through Improvement plan process.
- Head Teacher will monitor classroom practice of Active Literacy and record.
- Professional dialogue focussed on learning in literacy with Head Teacher and teachers.
- Through the rigorous on-going self-evaluation and quality assurance process.
- Feedback from pupils/ parents – oral/questionnaires.

Progress Check / Comments / Next Steps

Date:

Date





Improvement Plan

Improvement Priority No.	2	The Curriculum	
Intended Outcome	Actions	Timescales	
<ul style="list-style-type: none"> Review programmes of work Programmes for Curriculum areas showing progression through the levels. Link with Active Literacy programme of work. Develop listening / talking skill progression from Early to Second level. Develop reading skill progression from Early to Second Level (link with Active Literacy). Develop writing skill progression from Early to Second level. Review Maths Progression and check experiences and outcomes covered in a progressive form from Early to Second level. Link experiences and outcomes to Health & Well-being programme. Link experiences and outcomes to Religious and Moral Education programme. 	<p>Take a Curricular area, look at experiences and outcomes and unpick these to show detailed progress from early – second level.</p> <ul style="list-style-type: none"> Listening Talking Reading Writing – including punctuation and grammar Maths Health & Well being Religious and moral education. <p>Head Teacher and Teachers to update policies and programmes and progression developed incorporating RRS information into policies.</p>	<p style="text-align: right;">June 2015</p> <p style="text-align: right;">March 2015</p> <p style="text-align: right;">March 2015</p> <p style="text-align: right;">Feb Inset 2015</p> <p style="text-align: right;">Nov Inset 2014</p> <p style="text-align: right;">By June 2015</p> <p style="text-align: right;">Oct 2014</p> <p style="text-align: right;">Oct 2014</p> <p style="text-align: right;">Feb Inset 2015</p> <p style="text-align: right;">Aug-Oct 2014</p> <p style="text-align: right;">Aug-Oct 2014</p>	
How will you measure success?			
<ul style="list-style-type: none"> Monitor teachers are using progressions to plan for children’s learning. Professional dialogue with teachers. Through the rigorous on-going self-evaluation and quality assurance process. 			



Improvement Plan

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Improvement Plan

Improvement Priority No.	3	Rights Respecting Schools (see RRS Action Plan for further details)	
Intended Outcome	Actions		Timescales
<ul style="list-style-type: none"> • School uses R.R.S.A to underpin its vision for School improvement. • Policies and practices reviewed with reference to the CRC • Promote values and principles of CRC to pupils, parents and community. • Use the CRC to inform and value work within the school, local, UK and Global communities. Help improve the lives of children locally and globally. • School leadership promotes global citizenship and sustainable development guided by the values and principles of CRC in assemblies and at least 2 curriculum areas. • Children, staff and parents learn the values and principles of the CRC help to create a safe and healthy environment. 	Include RRSA in Improvement plan 2014-2015		June 2014
	Review policies ensuring reference to Rights and responsibilities.		June 2015
	Promote values of the Conventions on the Rights of the Child (CRC) to the pupils and parents through Parent Council, Newsletters, GLOW and school website. Update RRS display within the school library. Promotion of CRC into Assemblies. Form class/playground/school charters and display.		Oct 2014 On going On going Sep 2014
	Maintain links with charities and in CRC Through review of HWB programme/ progression ensure CRC and RRS links.		On going Dec 2014
	Promote RRS through whole school working groups. Review use of suggestion boxes		On going On going
	Promote RRS through assemblies and an end of term service/ afternoon for parents and community.		March 2015





Improvement Plan

How will you measure success?

- Professional conversation with teachers.
- Through the rigorous on-going self-evaluation and quality assurance process.
- Feedback from pupils/ parents – oral/questionnaires.
- RRS display in library.
- Charters displayed and children able to talk about them
- Improved attitudes of children of RRS
- Recognition of achieving level 1 of RRS

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Improvement Plan

Improvement Priority No.	4	Standardised Assessment	
Intended Outcome	Actions		Timescales
<ul style="list-style-type: none"> • Increased understanding of impact of standardised assessment on learning and teaching. • Staff use comparative data judiciously to reflect on, and take action to improve the learning of all pupils. • Analyse the gaps in individual, groups and/or whole school which are highlighted by the results. • Identify key areas of strength to inform teacher planning. • Identify priorities for supporting learners. 	<ul style="list-style-type: none"> Use standardised assessment resource. Staff analyse data to inform planning, Professional Discussions with Head teacher/teachers, /Partners Share good practice amongst staff to build capacity, Use of teaching and support staff to meet level of need. 		<p>Following each set time for PIPS/INCAS testing</p>
How will you measure success?			
<ul style="list-style-type: none"> • Standardised data will confirm and/or match teachers' judgements • Teachers' plans will be informed by results and reflections of Standardised Assessment • Implementation of new/and/or programmes for supporting individual, groups and/or whole school • Through monitoring and professional discussion around results and trends • A revised programme to address identified priorities 			



Improvement Plan

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