



**IMPROVEMENT PLAN
2015 - 2016**

FOR

TIPPERTY PRIMARY 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

be responsible

be respectful

be safe

work towards achievement

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

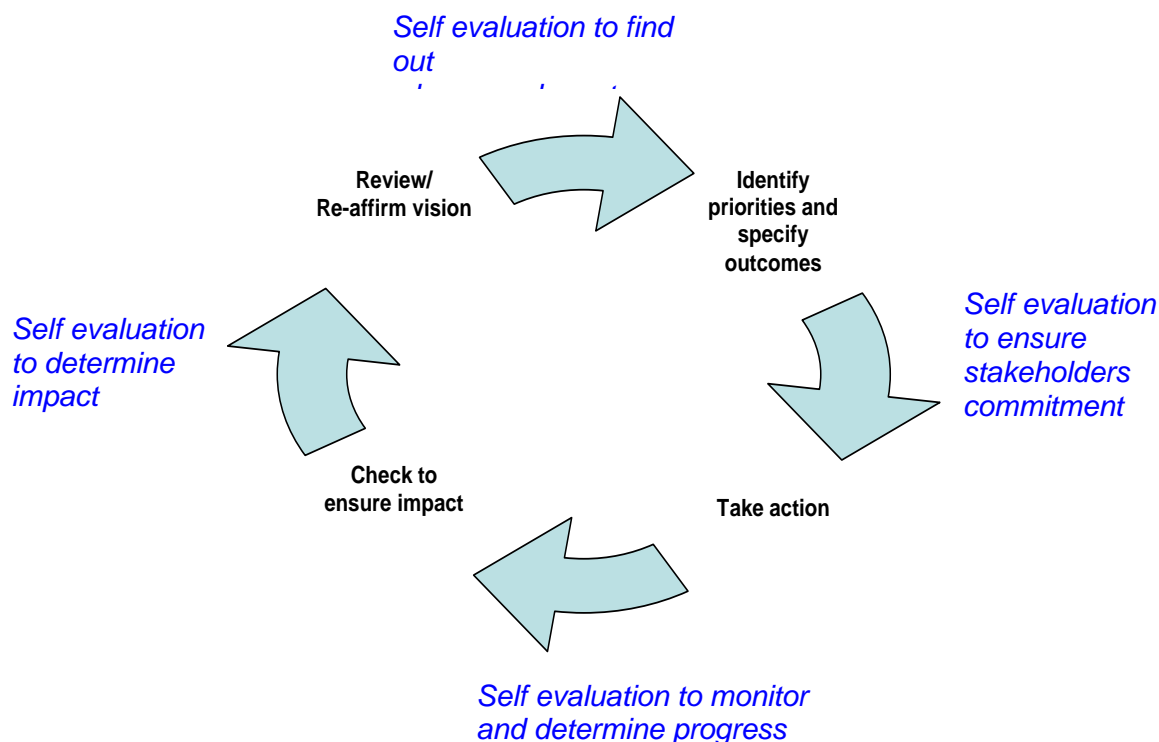
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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 2015 - 2016 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	Active Literacy - Reading	
Intended Outcome (s) / Impact	Actions / Lead member of staff		Timescales
<p><u>English Language & Literacy – Reading</u> Develop and implement integrated programme to support the teaching of reading skills through active teaching approaches.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> • Raised attainment and achievement in reading skills • Cohesive and progressive programme of active learning and teaching approaches in reading developed • Improved learning experiences for children • Increased motivation and enjoyment in reading • Professional discussion with colleagues from other schools 	<ul style="list-style-type: none"> • Use Aberdeenshire Progressive Programme in Reading and develop planning formats showing progression and assessment linked to stages of learning (teacher) • Attend Active Literacy – Reading training sessions run by Local Authority (teachers) • Use Benchmarking resources (teachers) • Attend Ellon CSN twilight sessions in Reading (teachers) • Attend INSET session with cluster schools to share good practice (teachers) • Share ideas/resources with small cluster schools (teachers) • Teachers to agree procedures for Reading and develop resources for Active Reading. Time to be given from CPD budget (teachers) • Information leaflet for parents of Active Reading activities – (discussion with teachers/Head Teacher to develop) • Plan reading workshop for parents – link with induction for Primary 1 parents (teachers) • Update reading policy (Head Teacher) • Evaluate progress of development 		<p>November 2015</p> <p>June – October 2015</p> <p>23rd Nov 2015 13th Jan 2016 November 2015</p> <p>By June 2016</p> <p>By June 2016</p> <p>May 2016</p> <p>May 2016</p> <p>June 2016 Ongoing/June 2016</p>



Improvement Plan

How will you measure success?

- Evaluate PIPs and INCAS results for P1, P3, P5, P7
- Evaluate Jolly Phonics Assessment for P1 and P2
- Monitor tracking of children's progress
- Monitoring of learning and teaching (classroom visits)
- Professional conversations with teachers
- Talk to the children about their learning
- Evaluate parental sessions

Progress Check / Comments / Next Steps

Date:



Improvement Plan

Improvement Priority No.	2	Numeracy / Maths	
Intended Outcome		Actions	Timescales
<p><u>Numeracy/Maths</u> Develop and implement integrated programme of numeracy/maths using Aberdeenshire Progression of numeracy/maths as a guide</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> • Raised attainment and achievement in numeracy and maths • Cohesive and progressive learning programme for all children • Improved learning experiences for children • Improved motivation and enjoyment in numeracy and maths • Pupils can apply numeracy/maths skills in everyday contexts 		<ul style="list-style-type: none"> • Audit use of Big Maths Mental and review implementation (teachers) • Look at Aberdeenshire Progressive programme and develop planning formats showing progression and assessment linked to stages of learning (teachers) • Attend numeracy Twilights led by Aberdeenshire (teachers) • Attend INSET Numeracy Day (teachers) • Develop a shared understanding of key features/best practice in learning and teaching in Numeracy/Maths implementing into classroom practice. This will include <ul style="list-style-type: none"> ➤ Using real life contexts for learning ➤ Actively teaching mental calculation strategies ➤ Opportunities for active learning individually/collaboratively ➤ Effective assessment approaches (teachers) • Work with cluster schools to moderate learning teaching and assessment in numeracy/maths (teachers) • Update Maths/Numeracy policy (Head Teacher) • Evaluate progress of development (teachers) 	<p>Sept 2015</p> <p>Sept 2015</p> <p>Sept 2015 Nov 2015</p> <p>Nov 2015</p> <p>By June 2016</p>





Improvement Plan

How will you measure success?

- Evaluate PIPs/INCAS results for P1, P3, P5, P7
- Monitor tracking of children's progress
- Monitoring of learning and teaching (classroom visits)
- Evaluate Big Maths results
- Professional conversations with teachers
- Talking to children about their learning
- Evaluate parental sessions

Progress Check / Comments / Next Steps

Date:



Improvement Plan

Improvement Priority No.	4	Rights Respecting School	
Intended Outcome		Actions	Timescales
<p><u>Outcome</u></p> <ul style="list-style-type: none"> • School uses RRSA to underpin its vision for School Improvement • Promote values and principles of CRC to pupils, parents and community <p><u>Impact</u></p> <ul style="list-style-type: none"> • Children staff and parents learn the values and principles of the CRC to help create a safe and healthy environment • Achievement of Level 1 of RRS 		<ul style="list-style-type: none"> • Visit cluster school and discuss progress they made in RRS. • Plan CRC into assemblies with support of school chaplain (Head Teacher) • Promote values of the conventions of the rights the Child (CRC) to pupils, parents through Parent council, Newsletter, GLOW and school website (teachers) • Display RRS in school library (teachers) • Classes to review class charter • Playground/school charters to be reviewed (Head Teacher) • Set up RRS group • Develop policy to promote values and principles of CRC (Head Teacher) 	<p>September 2015</p> <p>October 2015</p> <p>October 2015</p> <p>Ongoing</p> <p>October 2015</p> <p>October 2015</p> <p>December 2015</p> <p>December 2015</p>
How will you measure success?			
<ul style="list-style-type: none"> • Recognition of achieving Level 1 of RRS • Improved attitudes of children of RRS • Charter displayed and children can talk about them 			
Progress Check / Comments / Next Steps			



Improvement Plan

Date:

--	--