



**IMPROVEMENT PLAN  
2014 - 2015**

**FOR**

**Kemnay 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."

# Kemnay Primary School

## Learning together to be the best

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

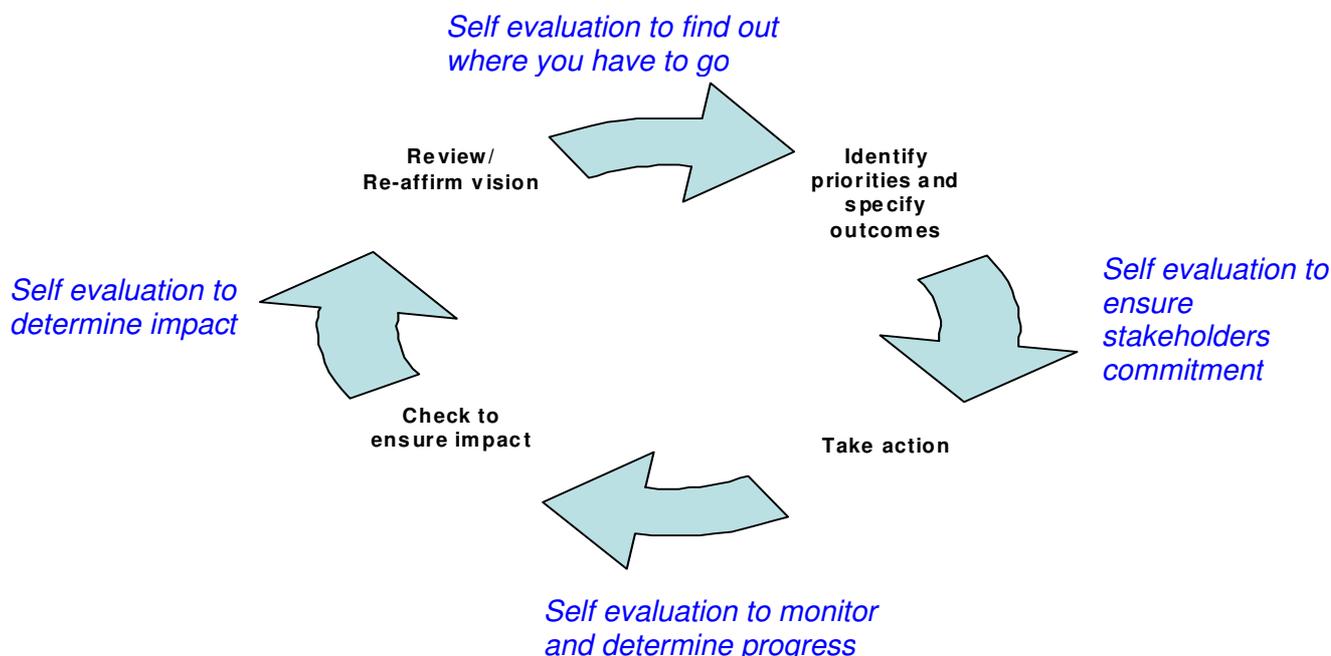
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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 | Delivery of Education 5.3 Meeting Learning Needs   |                     |
|--|---|--|---------------------|
| Intended Outcome (s) / Impact  |   | Actions / Lead member of staff   | Timescales          |
| <p>To improve systems and processes in identifying and meeting learning needs with a view to improving wellbeing and raising attainment and achievement.</p>   |   | <p>To improve communication with parents regarding supporting learning needs. This will include –</p> <ul style="list-style-type: none"> <li>&gt;Producing a leaflet outlining the range of additional support resources provided at Kemnay School and how these are accessed and deployed</li> <li>&gt;Communicating information regarding new Individualised Educational Plans with parents and reviewing and sharing Individual Learning and Group Learning Plans for children accessing additional support.</li> </ul> <p>To provide staff development in terms of supporting specific learning needs with a particular focus on Autistic Spectrum Disorder and Dyslexia.</p> <p>To re-organise, refurbish and resource our physical learning environment to further support pupils with specific learning difficulties.</p> <p><b><i>(Responsibility of all staff, with specific remits for SFL staff and SMT.)</i></b></p> | <p>By July 2015</p> |
| <b>How will you measure success?</b>   |   |  |                     |
| <ul style="list-style-type: none"> <li>➤ Parents will have a better understanding of the provision and deployment of additional support resources at Kemnay School.</li> <li>➤ Success will be documented via IEP, ILP and GLP formats.</li> <li>➤ Staff will have a better understanding of the resources available and will make use of these to identify and support learning needs.</li> <li>➤ Pupils with additional support needs will have a greater sense of wellbeing and achievement.</li> </ul> |   |  |                     |
| <b>Progress Check / Comments / Next Steps</b>  |   |  |                     |



## Improvement Plan

|       |  |
|-------|--|
| Date: |  |
| Date  |  |



# Improvement Plan

|   |          |  |                   |
|---|----------|--|-------------------|
| <b>Improvement Priority No.</b>   | <b>2</b> | <b>Delivery of Education 5.1 The Curriculum</b>  |                   |
| <b>Intended Outcome (s) / Impact</b>  |          | <b>Actions / Lead member of staff</b>  | <b>Timescales</b> |
| To improve transitions in learning with a particular focus on Inter-Disciplinary Learning contexts in order for pupils to experience an appropriate breadth of learning with reference to Experiences and Outcomes, Entitlements and the Principles for Curriculum Design.  |          | <p>To review and revise the school vision, values and aims with staff, pupils and parents.</p> <p>Following consultation with staff, pupils and parents, to review and produce a revised IDL planning grid identifying and incorporating opportunities for Outdoor Learning, Citizenship, Rights Respecting Schools, Fair Trade, Rota Kids, Eco developments and Enterprise.</p> <p>To devise outcome led planning formats to improve breadth, challenge and application of learning in IDL contexts.</p> <p>To initiate “wider achievement and citizenship” across the school by establishing groups that enable all pupils to have leadership opportunities and contribute to the school and wider/global community.</p> <p><b><i>Responsibility of all staff.</i></b></p> | By July 2015      |
| <b>How will you measure success?</b>  |          |  |                   |
| <ul style="list-style-type: none"> <li>➤ Revised Vision, Values and Aims identified to underpin practice. These will be incorporated into school handbook and will be displayed throughout the school.</li> <li>➤ Pupils will experience a greater breadth of learning opportunities with increased opportunities for personal achievement.</li> <li>➤ Increased parental involvement in terms of “supporting wider achievement and citizenship” groups.</li> <li>➤ Gaining recognition/accreditation for work already underway e.g. Rights respecting Schools.</li> <li>➤ Use of Education Scotland’s Evaluating and Improving our Curriculum resource.</li> </ul> |          |  |                   |
| <b>Progress Check / Comments / Next Steps</b>   |          |  |                   |
| Date:   |          |  |                   |
| Date  |          |  |                   |





# Improvement Plan

|                               |                                |   |
|-------------------------------|--------------------------------|---|
| Improvement Priority No.      | 3                              | Delivery of Education 5.2 Teaching for effective learning 5.4 Assessment for Learning |
| Intended Outcome (s) / Impact | Actions / Lead member of staff | Timescales  |



## Improvement Plan

To improve learning and teaching in numeracy and maths with a view to raising attainment and achievement.

Also cluster development priority to improve P7/S1 transitions in Numeracy and Maths.

To implement revised planning paperwork which includes progression and assessment linked to developmental stages of learning.

To commit to partnership working with Education Scotland where a Numeracy Leader will be identified who will work with Education Scotland and authority partners to share best practice in Learning, Teaching and Assessment in Numeracy and Maths.

To include a Numeracy event for parents where current research and best practice will be shared.

To develop a shared understanding of key features/best practice in Learning and Teaching in Numeracy and Maths and demonstrate these in classroom practice.

This will include –

Using real life contexts for learning

Actively teaching problem solving and mental calculation strategies

Providing opportunities for active learning in individual and collaborative contexts

Using effective assessment approaches (sharing learning intentions and success criteria, providing quality feedback, planning next steps in learning based on pupil feedback and incorporating time for plenary sessions where learners have opportunities to clarify thinking).

To evaluate the use of resources based on learning value and purchase/introduce new resources where appropriate.

Ten Frames resources to be introduced in Early Years in order to improve visual representation of number to support understanding of early number bond processes.

To work with cluster schools to moderate learning teaching and assessment in Numeracy and Maths and produce an annotated guide for parents.

***Responsibility of all staff with specific remits for Numeracy Leader, Cluster PT and SMT.***

By July 2015



## Improvement Plan

### How will you measure success?

- Pips and INCAS data in 15 – 16 session in order for revised practice to become embedded.
- Observation of classroom practice will evidence improvement in learning and teaching.
- Learners will be more able to explain their thinking and will be less reliant on formal written algorithms.
- Parents will have a better understanding of their children's strengths and development needs in Numeracy and Maths.

### Progress Check / Comments / Next Steps

Date:

Date

