



**IMPROVEMENT PLAN
2015 - 2016**

FOR

Tarland 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."

Tarland School

Tarland is a safe and happy school
where everyone is treated fairly.
We feel valued and motivated to achieve.

Pupil Council 2014-15

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

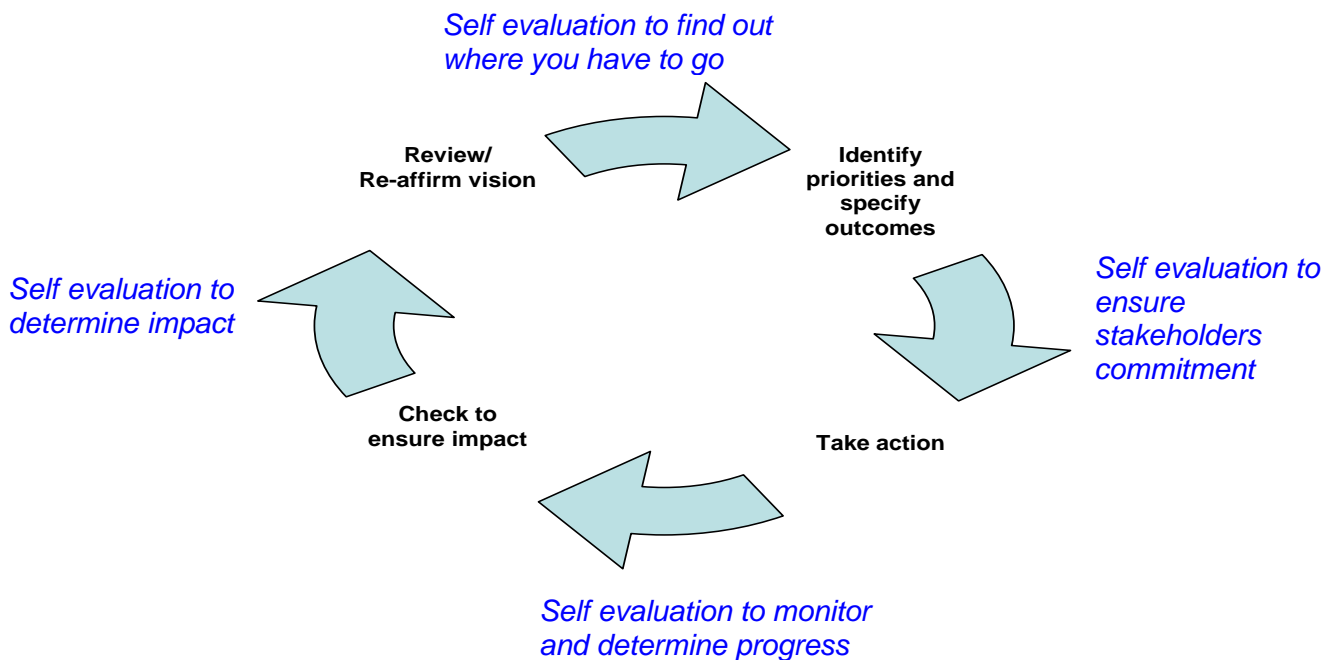
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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 – 16 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	Curriculum	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<ul style="list-style-type: none"> Create a rationale for our Curriculum which will reflect the 4 capacities of the Curriculum for Excellence. Develop the 7 principles for our Curriculum, respecting the entitlements of the pupils, staff and parents Develop agreed planning formats for Mathematics and Numeracy, Language, and Health and Well Being Enhanced status as a Rights Respecting School 		<p>All staff, pupils, parents and other stakeholders will work together to develop a Rationale for our Curriculum. HT will lead the building of our curriculum by using the Stepping Up tools from the Council. This will involve the use of workshops to gather contributions from all areas of our school community. Mrs Geddes will lead the school as we become a Rights Respecting School. Planning formats will be developed, using the Aberdeenshire frameworks to reflect the Rationale of the school. This year we will focus on Literacy and English, Numeracy and Mathematics, and Health and Well Being. The other areas will follow.</p>	<p>To Nov " " " " To June " " " " " Into next year</p>
How will you measure success?			
<p>Agreed rationale in place, Common use of language around the Curriculum, Clear Monitoring and Evaluation with staff and children Development of Teachers' repertoire for Maths' skills, Language Skills e.g. use of HOTS. Recognition of the 'record of commitment' award for our work as a Rights Respecting School.</p>			
Progress Check / Comments / Next Steps			
Date: January 2016			
Date: June 2016			



Improvement Plan

Improvement Priority No.	2	Self - Evaluation	
Intended Outcome (s) / Impact		Actions	Timescales
<ul style="list-style-type: none"> Developed use of high quality processes in order to meet Learners' needs Developed tracking and monitoring that takes in the views of children, staff, parents and other interested parties. Developed awareness of CPD opportunities for the staff as a whole 		<p>Staff make better use of tracking information on Seemis. Invest more time in to use of agreed assessments e.g. InCas and PiPs.</p> <p>Using the Frameworks, and developing our own frameworks for Literacy and English, Numeracy and Mathematics, and Health and Well Being, all staff will evaluate our practice to ensure that we engage in high quality Learning and Teaching in the school and community.</p> <p>Actively seek contributions from all staff, pupils, parents and other interested parties to ensure that we are raising attainment for all.</p>	<p>To June</p> <p>"</p> <p>"</p> <p>"</p> <p>To April</p> <p>"</p> <p>To June</p>
How will you measure success?			
<p>Raising of attainment recognised in PiPs, InCas, and School Assessments (recorded on Seemis). Teachers' use of Active Literacy materials and Big Writing techniques through moderation activities (HT and peers), Learner dialogue increased through target setting and peer work. Peer Teaching, using 'reflective partners' to enhance the Learning opportunities in classes.</p>			
Progress Check / Comments / Next Steps			
Date: January 2016			
Date: June 2016			





Improvement Plan

Improvement Priority No.	3	Developing People and Partnerships	
Intended Outcome (s) / Impact		Actions	Timescales
<ul style="list-style-type: none"> Developed a progression of outdoor learning skills for every level in the primary Up-skilled the staff, so that they feel empowered to deliver the programme Children capable of transferring their 'indoor' skills to the outside, and vice versa Raised confidence for all 		<p>Forge sustainable links with our partners; Deeside Forest Schools and the MacRobert Trust; training, collaboration and funding where necessary.</p> <p>Teachers will take part in training that will build skills, confidence, and knowledge of the outdoors. Teachers will develop a progressive programme for use in the school after this year's training. Set up a forest school site in the grounds of the school and in Muirton Woods.</p> <p>Children will work with partners OWLS to develop our forest school site in the Muirton Woods near the school.</p>	<p>To June</p> <p>"</p> <p>"</p> <p>To October</p> <p>"</p> <p>"</p> <p>"</p> <p>To June</p>
How will you measure success?			
Regular communication between all parties to ensure success. Securing funding for the programme to take place and continue. Eager participation in activities. Raised level of knowledge and skills. Raised confidence for teachers to deliver lessons unaided. Timetabled use of the forest school sites. Developed programme for a sustainable links to continue into next year.			
Progress Check / Comments / Next Steps			
Date: Dec 2015			
Date June 2016			

