



**IMPROVEMENT PLAN
2013-14**

FOR

Logie Durno School



Aberdeenshire Council Education, Learning and Leisure Service Vision

“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.”

Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”

Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

"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

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential"

Standards in Scotland's Schools etc Act 2000, Section 2

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."

Improving Scottish Education, HMle, 2006

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."

Ambitious, Excellent Schools, HMle, November 2005

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities

10. Overview of Factors which Informed the School Improvement Priorities 2013 - 2014

School Improvement Priorities 2013 / 2014

How have this session's priorities been identified?

Action Plan No.	Improvement Priority	2012 / 2013 Continued Development	National Priority	HMle Action Point	Cluster Priority	QA Visit	Staff Consultation / Audit	Stakeholder Consultation
1	<u>Curriculum for Excellence</u> Outdoor Learning						✓	Pupil, Parents, Staff and Wider Community involvement
2	<u>Curriculum for Excellence</u> Literacy	✓	✓ Aberdeenshire priority		✓		✓	
3	<u>Curriculum for Excellence</u> Technologies						✓	Staff consultation
4	GIRFEC	✓					✓	
5	Self Evaluation	✓					✓	Pupil, parent & staff questionnaire



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Key Development and Entitlement	Desired Impact	Expected Completion Date
Curriculum for Excellence: Outdoor Learning Coherent 3-18 Curriculum Environmental Experiences	<ul style="list-style-type: none"> Develop use of school grounds to encourage and support curriculum experiences through free play opportunities Enhance learning experiences Achieve silver eco award and begin working towards Green Flag 	June 2014

How will we get there?	When will we get there?	Who will be involved?
Audit of school grounds and develop playground area	June 2014	Learners, staff, parents
Participation in In-Service training	February 2014	Teaching staff
Collegiate development work to share good practice	June 2014	Teaching staff
Introduce residential ski trip	February 2014	Learners and HT
Gardening and Eco action groups to participate in development work	June 2014	Learners within action groups, HT Relief and PSA
Fundraising activities in collaboration with the Parent Council	ongoing	Parents, staff, learners and local community



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Half day visit from Creative Star- Outdoor Learning (September 2013)	£175	1 afternoon
Participation in cluster in-service event at Haddo (February 2014)	Tbc	1 day
Visits to other schools to observe good practice	Cover costs	Half day visits
	Total Cost	

Evidence of Success	How will we find out?
Grounds are used for play and regular learning experiences; children enjoy the space and have access to opportunities for natural play with minimal adult intervention. School achieve silver eco award	Parent and pupil questionnaires; teachers' plans; observation; collegiate discussion School receive award



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Key Development and Entitlement	Desired Impact	Expected Completion Date
Curriculum for Excellence: Literacy Implementation of Active Literacy (Phase 2- Meldrum Cluster) programme to support the teaching of language skills through active learning approaches Coherent 3-18 Curriculum	<ul style="list-style-type: none">• Raised attainment in Language and Literacy• Cohesive and progressive active learning approaches across all stages• Build staff confidence in planning and assessing active learning• Increased motivation and enjoyment in relation to literacy and language	Phased implementation over three years Phonics and spelling introduced into P1 and 2 (Term 1 2013/14) Reading introduced terms 2 and 3(2013/14) P4-7 begin with spelling and reading in 2014/15 Both classes to implement writing in 2014/15



How will we get there?	When will we get there?	Who will be involved?
Staff to attend all relevant training opportunities offered and collaborate with cluster colleagues	Ongoing	All staff
Staff engage with and organise new resources as they arrive in school; review current resources and approaches and align with new programme	Ongoing	All Staff
School implementation to be reviewed at regular intervals with evaluation and next steps identified.	Ongoing	All staff



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Active Literacy Manuals, Benchmarking kit, Books -Nelson (P1-3) selected novels (P4-7), stickers, magnetic phonics sets, whiteboards	£0- provided by Aberdeenshire Council	CPD time used to familiarise and understand programme
Training days- JB- HT Awareness; MB and JB 2x P1-3 (Phonics and reading); ME reading P4-7	CPD budget	Days organised through Aberdeenshire Events
Collegiate work undertaken in cluster and particularly within Small Schools	£0	Collegiate time
	Total Cost	

Evidence of Success	How will we find out?
<p>Pupils will be working more independently and collaboratively as part of a group</p> <p>Literacy rich learning environments with evidence of children’s work on display</p>	<p>HT – classroom visits; Peer visits to other schools</p> <p>Classroom visits and shared discussion</p>
<p>Routine in place which suits the class teacher and stages within; consistent and progressive teaching of literacy skills across the school</p>	<p>Teachers’ plans and shared discussion</p>
<p>Increased (and maintained) motivation for learning among children who will be able to share their success</p>	<p>Learning conversations with pupils</p>
<p>Application of enhanced literacy skills across the curriculum</p> <p>Increased confidence among staff in delivering the requirements of the programme</p>	<p>Learning conversations; evidence in jotters; teacher observations of pupils</p> <p>Dialogue among staff and colleagues in other schools</p>



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Key Development and Entitlement	Desired Impact	Expected Completion Date
Curriculum for Excellence- Learning through Technologies	<ul style="list-style-type: none"> Staff are more confident in integrating the use of technologies to enhance learning. Learners are given opportunities to use technologies to record their learning and to use technologies creatively as part of their regular learning experiences. 	June 2014

How will we get there?	When will we get there?	Who will be involved?
Visit from Jim McLean (Learning through Technologies Officer) to discuss existing arrangements and equipment.	October 2013	HT and class teachers
Use available budget to upgrade existing hardware (PCs), move towards more laptops (bigger than netbooks). Also purchase I-Pad for development of more creative learning.	March 2014	HT, CT, Parent Council?
Staff to read through Principles and Practice Technologies CfE document and discuss at In-service. Share plans to reflect increased use of ICT	November 2013	HT, CT
Conduct survey of use of technologies with children and parents. Ask for their ideas and suggestion as to how we can improve	November 2013	HT, CT, Learners and Parents



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Upgrade hardware Advice and support from Technologies development officers	TBC £0	
	Total Cost	

Evidence of Success	How will we find out?
Staff are more confident with their use of technologies and ICt is used more regularly by children to explore learning opportunities and record their learning.	Feedback sought from staff and children. Also review through Parent Council



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Key Development and Entitlement	Desired Impact	Expected Completion Date
GIRFEC- Dyslexia Friendly School	<ul style="list-style-type: none">The Dyslexia Friendly School benefits all learners at Logie Durno. Staff will be familiar with the advice and guidelines which support this and strategies will be put in place to support the needs of all children as they require themAs we build our shared vision, we ensure that children's rights are at the heart of our school. Learners, staff and parents will have a better understanding of the UNCRC	June 2014
Work towards becoming a Rights Respecting School		June 2014
Coherent 3-18 curriculum		





How will we get there?	When will we get there?	Who will be involved?
Complete "Dyslexia Friendly School" checklist	June 2013	All teaching staff
Work in collaboration with Ed Psych and SEBD, sharing ideas, reflecting on practice through professional dialogue	June 2014	All teaching staff, PSA (invited). Ed.Psych and SEBD
Create action group to take the Rights Respecting Schools award forward.	August 2013	JB and learners
Visit Old Rayne School to speak to children there about the work they have done.	October 2013	RRS Action Group
Complete audit and resulting action plan as per RRSA	December 2013	RRSA Action Group



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Dyslexia Friendly School	£0	2x collegiate meetings Part in-service
Unicef website and resources	£0	
	Total Cost	

Evidence of Success	How will we find out?
Increased awareness among staff of appropriate strategies to support all learners including those with dyslexia.	Review the Dyslexia Friendly School checklist and compare with previous results
Use of above strategies will improve attainment and success for key pupils identified by staff	Professional discussion; dialogue with learners and parents



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Key Development and Entitlement	Desired Impact	Expected Completion Date
Self Evaluation	<ul style="list-style-type: none">• To create a clear vision of what we want for Logie Durno School. We will create clear and concise values and aims to guide us. Involvement of all stakeholders ensures that we are all working together.• Establish regular opportunities for self-evaluation at all levels- staff independently, collegiately, with learners and parents	June 2014 June 2014



How will we get there?	When will we get there?	Who will be involved?
Creation of a school motto	June 2013	All stakeholders
Create vision for the school and re-write aims and values	December 2013	All stakeholders
Identify current strengths in self –evaluation and areas for development	October 2013	Teaching staff
Create calendar of regular self evaluation opportunities	October 2013	HT
Participation in GTCS Professional Updates pilot	June 2014	HT and teaching staff who wish to opt in



CPD, Journey to Excellence (5), Other Resources	Finance	Time Required
Journey to Excellence- Learning Together; Improvement through Self Evaluation Collegiate meetings	£0	4x collegiate meetings Part in-service day
	Total Cost	

Evidence of Success	How will we find out?
Staff and pupils have clear and shared aspirations for our school High quality learning and teaching which provides opportunities for children to achieve and succeed.	Professional dialogue; classroom visits; questionnaires;

