



**WHOLE SCHOOL IMPROVEMENT PLAN
2016 - 2019**

FOR

Turriff Academy



RESPECT◊AMBITION◊ACHIEVEMENT

Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Turriff Academy is a community which fosters Respect, Ambition and Achievement for All:
At Turriff Academy we value:

- Highest achievement for all
- Hard work and perseverance
- Trust, honesty and integrity
- Equality, fairness, diversity and inclusion
- Care for self and others

Care for the local and global environment

E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Focus No	1	Leadership and Management	
		Leadership of Change (1.3)	
Actions		Intended Outcome(s)/Impact	How will you measure success?
<p>Review and Develop collaborative approaches to self-evaluation in order to achieve validated self-evaluation status</p> <p>Focused attention on monitoring and evaluating learning and teaching and children's achievements.</p> <p>All stakeholders are involved in the self-evaluation and planning for improvement agenda</p> <p>Parents have regular opportunities to support improvement by participating in a range of formal and informal activities</p>		<p>Staff work effectively as a team. There is a strong ethos of sharing good practice.</p> <p>The whole school community has a shared understanding of the strengths and improvement needs of the school</p> <p>All staff have sufficiently high aspirations and expectations for all children and young people at the right level with the right support in place</p> <p>Parents are involved in improvement planning and self-evaluation processes</p>	<p>Professional Learning Activities for all staff are clearly identified as a results of self – evaluation and identified areas for improvement</p> <p>Leaders at all levels support reflections by individuals, groups of staff and with partners across our Learning Community. Use of focus feedback groups.</p> <p>A range of data and information is used to monitor and track progress for all learners</p> <p>All teachers have well developed skills of data analysis which are focused on improvement</p>
Evidence of Progress/Comments/Next Steps			
Date			
Date			
Date			



Improvement Plan

Improvement Focus No	2	Learning Provision (Including Improving Transitions)	
Identified Theme (From S&Q/Self-Evaluation)	Learning, Teaching and Assessment (2.3) Curriculum (2.2) Safeguarding and Child Protection (2.1)		
Actions	Intended Outcome(s)/Impact	How will you measure success?	
<p>Opportunities for teaching staff are provided to take part in professional dialogue and reflection on learning and teaching as part of the tapestry TLC programme during session 2016 /17 (Learning and Teaching Group Lead SLT (JB)</p> <p>Processes for assessment and reporting are manageable and very effective in informing learning and teaching (Management Team – SLT lead (DE)</p> <p>Learners play an active role in the school and wider community and regularly take on leadership roles including leading learning SLT Lead (KR)</p> <p>A 3 year plan to improve Digital Innovation and Digital Literacy including identification of need SLT Lead (LM/DE)</p> <p>Review the rationale and design of the current curriculum S1 – S3 and S4 – S6 to continue to develop DYW</p> <p>Unexplained, regular or long term absence is supported through a range of approaches and strategies in line with Aberdeenshire Council Policy</p> <p>The curriculum effectively promotes safeguarding and wellbeing across all stages.</p> <p>Safeguarding is an important thread running through the school's self-evaluation.</p>	<p>Staff access and apply relevant findings from educational research to improve learning and teaching for all</p> <p>Learners receive high-quality feedback and have an accurate understanding of their progress in learning and understand and demonstrate what they need to do to improve.</p> <p>Learners are able to give effective feedback to peers on their learning and suggest ways that they can improve</p> <p>Learners have opportunities to work on digital and non-digital solutions. They use digital technologies to develop their own ideas</p> <p>All stakeholders will enhance their knowledge of keeping themselves safe on line through participation in the Scottish Governments 360 Safe Scotland Programme on E Safety</p> <p>Learning pathways to meet the needs of all are in place</p> <p>Reduction in unexplained , regular or long term absence resulting in the removal of barriers to learning</p>	<p>Learning and teaching is of a consistently high standard across Turriff Academy including AFL, Visible Learning, Cooperative Learning, Active Learning and differentiation</p> <p>Assessment Approaches are matched to the learning needs of the learner and are used to support them to demonstrate where they are in their learning.</p> <p>Learning is enriched and supported by our effective use of digital technologies</p> <p>Resources and Infrastructure are in place to enable digital technology to enhance Digital Literacy and Digital Innovation</p> <p>Curriculum rationale reflects Turriff Academy's Vision, Values and Aims</p> <p>Less incidents of negative activity due to inappropriate digital use</p> <p>The curriculum provides flexible learning pathways which lead to raising attainment</p> <p>Improved attendance</p>	



Improvement Plan

Parents have regular opportunities to support improvement by participating in a range of formal and informal activities

Evidence of Progress/Comments/Next Steps

Date

Date

Date





Improvement Plan

Improvement Focus No	3	Success and Achievements	
		Improving Wellbeing, Equality and Inclusion (3.1) Raising Attainment and Achievement (3.2)	
Actions		Intended Outcome(s)/Impact	How will you measure success?
<p>All staff and partners model behaviour which promotes and supports wellbeing of all. Further roll out of Restorative and other approaches to help develop resilience including working as part of the MVP / Business Class Programmes</p> <p>Curriculum is developed to provide children and young people with opportunities to explore diversity and multi faith issues and to challenge racism and religious intolerance</p> <p>Staff, children and young people know and understand and use the wellbeing indicators as an integral feature of school life</p> <p>Outdoor learning spaces/ experiences are further developed and explored</p> <p>All staff and partners take account of the legislative framework related to wellbeing , equality and inclusion</p> <p>Enhanced cluster planning in Literacy, Numeracy and other curricular areas to ensure progression for all learners.</p> <p>Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements.</p> <p>Children and young people wider achievements are recognised and celebrated accordingly.</p>		<p>Consistent approach to behaviour management across Turriff Academy and Community</p> <p>Children and Young People are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.</p> <p>Using RRSA as a springboard the curriculum is developed to embed and encourage discussions around diversity etc. The whole community has a shared understanding of wellbeing and children's rights.</p> <p>GIRFEC</p> <p>Outdoor learning spaces/ experiences are in use to enhance learning and wellbeing</p> <p>Improved confidence, attainment and resilience.</p> <p>Children and young people are happy to celebrate their successes and achievements with each other.</p>	<p>Improved Attendance</p> <p>All staff understand their role and responsibility in supporting learners' health and wellbeing</p> <p>Improved active pupil participation by all</p> <p>Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and all stages</p> <p>The schools data demonstrates our current learners are making good progress</p> <p>Confident teacher judgements together with benchmarking and appropriate range of assessments are leading to improvements in attainment.</p> <p>Children and Young people are fully engaged in their learning and participate in decision making about their learning pathways and future career aspirations</p>



Improvement Plan

Evidence of Progress/Comments/Next Steps

Date	
Date	
Date	