



**ABERDEEN CITY COUNCIL
EDUCATION AND CHILDREN'S SERVICES
HIGH LEVEL IMPROVEMENT PLAN – KINGSWELLS SCHOOL 2016-2017**

LIO Priority	IMPROVEMENT PRIORITY	FOCUS QIs 'Improving Outcomes for Learners Through Self Evaluation'	SUMMARY OF POINTS FOR IMPROVEMENT	PREDICTED TIMESCALE			LEAD PERSON/ TEAM/ DEPT/ FACULTY
				Y1	Y2	Y3	
Priority 1 How good is our leadership and approach to management?	Embed newly established school aims effectively in all aspects of school life.	1.3	Focus on embedding newly created school aims into everyday school practice.	√	√	√	
			Ensure all staff to have a clear understanding of our areas for development. Promote opportunities for evaluating the impact of improvements.	√	√	√	
	Encourage further distributive leadership.	1.2	Staff are given opportunities to lead learning at school level and beyond. Pupils are given opportunities to lead their own learning and that of others.	√	√	√	
			Staff will support learners to initiate questions about their own learning and progress.	√	√	√	
	Staff to engage with HGIOS4, looking at pertinent challenge questions, improving	1.1	Staff to better understand their responsibility in improvement through self-evaluation.	√	√	√	
				√			



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<p>Priority 2 How good is the quality of the care and education we offer?</p>	skills in self-evaluation.						
	Develop the remits of SMT following appointment of new DHT.	1.4	Support new DHT to settle into role. Discuss remits and make effective use of full capacity.	√			
	Repeat strategy for sharing child protection policy with parents.	2.1	Parents who work regularly with pupils in school should be actively encouraged to engage with child protection policy.	√	√		
	Develop more meaningful pupil participation.	2.3	With support from the Curriculum Development Officer actively develop pupil participation in the life of the school.	√	√		
	Tracking pupil achievements.	2.3	Pupils in P6 and P7 to participate in JASS to track achievements in and out of school.	√	√	√	
	Personal learning planning will continue to be developed.	2.3	Pupils to develop skills in using feedback to understand what they need to do to improve their learning. This will be written up as personal learning targets.	√	√	√	
	Develop application of learning in different contexts.	2.3	Develop a consistent standard in for application of learning in real life contexts, demonstrating creativity and higher order thinking skills.	√	√	√	
		Develop opportunities for staff to promote creativity and enquiry through	√	√			



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			outdoor learning.				
	Co-operative Learning	2.3	Continue to embed into practice to develop consistently high quality teaching	√	√	√	
	Use technologies to enhance the quality of learning approaches.	2.3	Audit current use of digital technologies. Create an action plan for improvement. Improve progression throughout school.	√	√		
	School staff will engage with parents to improve sharing of information about pupil's progress in learning.	2.3	Better explanations for parents around how we share progress in learning, audit if we are becoming more successful. Remind parents of strategies already in place. Review reporting calendar.	√	√		
	Develop pupil resilience	2.3	Coaching in how best to support and develop resilience.	√			
	Curricular improvements	2.2	Pilot planning format for social subjects, Science and Expressive Arts outcomes	√	√		
Maths language			√				
Pilot 3 rd Level Literacy planners			√	√			
Scots language progression			√	√			
LGBT			√				
			Review RME progression	√			



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<p>Priority 3 How good are we at ensuring the best possible outcomes for all our learners?</p>	<p>Learning for sustainability.</p>	<p>2.2</p>	<p>1 + 2 Modern Languages including Scots Language Progression.</p> <p>Audit of construction resources and make improvements to resources.</p> <p>Engage with new Eco School's Programme. Use this to develop a sustainability programme throughout our curriculum.</p>	<p>v</p> <p>v</p>	<p>v</p> <p>v</p>		
	<p>Continue ASfL strategy as planned for this session.</p>	<p>3.2</p>	<p>Provide effective interventions to ensure progress for those who need extra help to meet their potential. Engage with parents so they are clear of how they can support their child better. The above will be dependent on having ASfL teacher.</p>	<p>v</p> <p>v</p>	<p>v</p>		
	<p>Continue to use improved tracking system to ensure impact on pupil learning.</p>	<p>3.2</p>	<p>Continue to make effective use of tracking system making improvements in line with standardized assessment changes planned for next session.</p>	<p>v</p>			
	<p>Create solutions to better balance maths coverage with pace for most able learners.</p>	<p>3.2</p>	<p>Develop a strategy to improve pace of learning and encourage pupils to lead learning.</p>	<p>v</p>	<p>v</p>		
	<p>Further support moderation in teacher</p>	<p>3.2</p>	<p>Teachers to further engage in moderation activity, considering local and national benchmarks.</p>	<p>v</p>			



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Health and Safety	judgement.					
	Moderation around Child's Plans across the ASG	3.1	Further evaluate the effectiveness of Child's Plan work started last session. Moderate practice across the ASG to support pupils with needs through interventions identified in Child's Plans.	v	v	
		1.5	Rebuild climbing wall in the playground.	v		
		1.5	Improve the access to the chutes in the playground by building an alternative access.			
		1.5	Capacity issues at the school with a delivery of a portakabin.			
		2.2	Improve the storage for technology resources so they are more easily accessible for teachers.			

Head Teacher: _____

Date: _____



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Officer: _____

Date of Agreement : _____

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