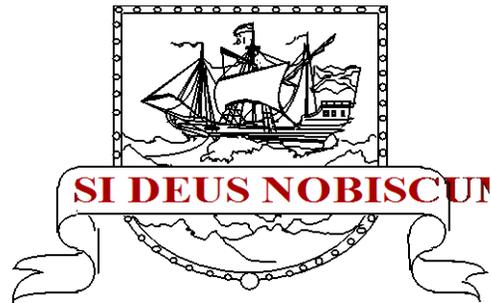


Kirkwall Grammar School



School Improvement Plan

2014-15

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Introduction

The School Improvement Plan has been produced following discussions with staff, pupils and parents. Note that there are two authors involved in this plan. The audit of plan 2013-14 was conducted and completed by the previous headteacher Mrs Sheila Dick. The Action Plan for 2014-15 was completed by G McDonald, Acting Head Teacher 2014-15.

Improvement needs have been identified through feedback from the recent HMIE Inspection, self-evaluation, the most recent Standards and Quality Report, annual audit of staff views, National Priorities and the OIC Education Service Improvement Plan.

Aiming High

Kirkwall Grammar School is a successful school. However, we always strive to do better.

The aim of this document is to explain the priorities for improvement for KGS over session 2014/15 and beyond, how they will be achieved, and what impact they are expected to have.

Our vision for KGS is that **"All members of the school community are encouraged and enabled to be the best they can be"**.

The School and the Community

Kirkwall Grammar School is a six-year comprehensive school serving the town of Kirkwall, the East Mainland of Orkney and all of the north and south isles with the exception of the island of Graemsay. The school is an ancient one, first mentioned in a royal charter in 1486 but probably considerably older.

We are delighted to be in our new building. The move took place in December 2013 and the staff, pupils and other members of our community have quickly adapted to the first class facilities provided.

The school population reflects the increasing diversity of local society, economy and industry. Agriculture and fishing have been traditional industries for many years, but these have been supplemented by a growth in tourism, the oil terminal at Flotta and a growing 'renewables' sector.

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The school enjoys excellent relations with local businesses and industry with many senior pupils taking advantage of the opportunity to take part in work experience programmes.

In recent times we have established exchange links with schools in Norway, Italy, Canada, Romania and Switzerland and e-twinning links have been established with other schools in Europe and beyond.

Approximately 70 pupils are resident in the new Papdale Halls of Residence and the school needs to be particularly sensitive to the needs of pupils who are separated from their families and from their island communities.

From the mainland primary schools and from the smaller islands, pupils transfer from P7 into S1. The larger islands - Westray, Sanday and Stronsay- have Junior High Schools from which pupils usually transfer at the end of S4 but can come at other times at parental requests. This system is well-established but requires a close degree of co-operation by school management and at departmental level.

In Kirkwall Grammar School we are very proud of the wide range of extra-curricular activities and opportunities for wider achievement available to our pupils. These include supported study, a variety of short courses such as textiles, renewable energy, media studies, wood craft, portraiture, sports leadership as well as other sporting activities such as football, netball, hockey, rugby, volleyball, climbing and octopush (in which we are the number one school in the UK).

Debating continues to be very successful and popular with the pupils while the carol service in St Magnus Cathedral is always a highlight of the school year. Traditional music, KGS Big Band and school orchestra are among the activities offered by the Music Department. An extremely successful production of the musical "Grease" was performed by our pupils in the magnificent new theatre associated with the school.

The present roll of Kirkwall Grammar School is 738 (17/09/14), of whom 240 are in S5 and S6. We continue to see excellent "post 16" staying on rates at the school.

Section A - Aims

The way that the process of learning and teaching happens at Kirkwall Grammar School is firmly based on the aims of the school as described below:

1. To establish an atmosphere in which every member of the school community feels valued regardless of who they are, where they come from, their beliefs, the colour of their skin or their academic ability.
2. To create a secure, caring environment in which all pupils have the opportunity to grow intellectually, socially and emotionally and to develop as far as possible their individual strengths and abilities.
3. To encourage pupils to think for themselves and to become increasingly confident as independent learners.
4. To encourage members of the community of Orkney to participate in education and learning either in their capacity as parents or guardians of pupils or as learners themselves.
5. To enable pupils to develop their potential and leave school equipped with skills which will allow them to play a full and responsible part as members of the community and society at large.
6. To encourage pupils to take a pride in their own achievements, in the school and in their community.

School Improvement Plan 2014 - 2015

Summary of Priorities

- ❑ **QI 2.1 Learners' Experiences**
 - ❑ Develop Active Learning Pedagogy, including learner-led planning (See QI 5.9 Professional Update)
 - ❑ Tracking, Monitoring and Target Setting S1-6
 - ❑ Further develop whole school strategy and embed Literacy, Numeracy, HWB and IDL
 - ❑ Improve consistency in learning and teaching across all areas
 - ❑ Further develop IT in Learning and Teaching

- ❑ **QI 1.1 Improvements in Performance**
 - ❑ Further improve attainment at all levels, especially at Level 3, 4 and S6
 - ❑ Improve tracking of high level whole school figures and impact: progression rates; staying on rates; S1-3 from P7
 - ❑ Further develop whole school strategy and embed Literacy, Numeracy, HWB (See QI 1.1)

 - ❑ Identify more clearly all staff roles and responsibilities in School Improvement Plan
 - ❑ Identify more clearly intended outcomes and impact in School Improvement Plan
 - ❑ Training and induction for new staff
 - ❑ Continue to develop Leadership opportunities for Staff and Pupils

- ❑ **QI 5.3 Meeting Learning Needs**
 - ❑ Develop pedagogy to improve learning and teaching in line with Curriculum for Excellence
 - ❑ (See QI 1.1) (See QI 5.9 Professional Update)
 - ❑ Continue implementation of Staged Intervention policy
 - ❑ Consolidate Professional Learning on GIRFEC, Shanarri Indicators etc.
 - ❑ Clarification of roles and responsibilities of all staff
 - ❑ Further develop IEPs and CSPs, including pupil involvement
 - ❑ Further develop Tutor Time and evaluate to show impact on meeting learners' needs

❑ **QI 5.1 The Curriculum**

- ❑ Implementation of Senior Phase
 - ❑ Development and implementation of new Highers
 - ❑ Working with partners for delivery of courses and other opportunities
 - ❑ Consider timetabling strategy for S4-6
 - ❑ S4 provision for RME and wider achievement opportunities
- ❑ Continue review of curriculum
 - ❑ Evaluation of S3 curriculum
 - ❑ Review courses S1-4; tutor time; Core; mapping (CfE Machine) ; IDL
- ❑ Develop achievement agenda including recording, skills mapping and progression
- ❑ Continue development of whole school strategy for Literacy, Numeracy, HWB and Inter-disciplinary learning (See QI 2.1)
- ❑ Develop learner led planning and learning intentions/success criteria. (QI 2.1)
- ❑ Continue implementation of Staged Intervention (QI 5.3)
- ❑ Develop input of Librarian to learning and teaching

❑ **QI 5.9 Self Evaluation**

- ❑ Professional Update/ Professional Learning:
 - ❑ Learning and teaching priority; impact of Personal Learning; recording of Personal Learning
 - ❑ Improve Communication between all stakeholders
 - ❑ Develop Communication strategies
 - ❑ Further develop IT systems
 - ❑ Establish Teacher Learning Communities
 - ❑ Review shared Vision and Values
 - ❑ Review House system for 2015-16
 - ❑ Further Develop Tracking, Monitoring and Target Setting (QI 1.1)
- ❑ Further develop skills in analysis of impact for 'Insight' (Senior Phase Benchmarking Tool), Departmental Analysis; Departmental Improvement Plans
- ❑ Further develop Verification and Moderation, including Orkney Subject Groups and SQA.

MAINTENANCE

- ❑ Continue to develop Staff and Pupil Leadership through Pupil/ House Councils and School Working Groups
- ❑ Continue to implement/embed Rights Respecting School Award
- ❑ Continue to develop Community Partnerships and the 16+ agenda
- ❑ Continue to improve Attainment at all levels and for all Performance Indicators.

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Section B - Audit of 2013 - 2014 Improvement Plan

HGIOS 3	<i>Raising Attainment</i>	Timeline	Staff	Intended Impact	Expected Evidence of Impact	Resources (Budget, CPD, Photocopying etc.)	Audit Feb 2014
1.1 2.1	<p>Preparation for changes in SQA to enhance robust processes and raise attainment</p> <ul style="list-style-type: none"> • Arrangements for presentation levels, prelims, study leave, 'Fall-back' • Development of Scotbac <p>Development of attainment support and challenge:</p> <ul style="list-style-type: none"> • Mentoring systems, immersion days, including Health and Wellbeing, Emotional Resilience <p>'Maintenance'</p> <ul style="list-style-type: none"> • Further Development of Tracking, Monitoring and Reporting, including holistic approach to target setting • Meeting Learning Needs: tasks, activities, resources, Learning and Teaching Strategies, differentiation, AifL • Further development, monitoring and action on Attendance <p>Homework</p>	<p>Jan 13</p> <p>Mentoring by Nov 13</p> <p>Session 2013-14</p> <p>Session 2013-14</p> <p>Session 2013-14</p> <p>Session 2013-14</p> <p>Sept. '12</p>	<p>DHT SQA, all staff</p> <p>DHT Pupil Support (GB)</p> <p>DHT Curriculum (GM)</p> <p>DHT Pupil Support (GB)</p> <p>DHT Pupil Support (GB)</p> <p>GMcD</p>	<p>Confidence in arrangements/ support for those who may narrowly miss N5.</p> <p>Increased opportunity in Scotbac.</p> <p>Increased support for pupils.</p> <p>Improved Ethos and focus on Attainment.</p> <p>Improved consistency in TMR.</p> <p>Pupils more aware of attainment and achievement targets.</p> <p>Enhanced experience for all in learning and teaching.</p> <p>Early intervention with improved outcomes for children.</p>	<p>.</p> <p>Mentoring in place.</p> <p>Student Logbooks.</p> <p>CPD on E Resilience.</p> <p>Individual targets and how to achieve them.</p> <p>Classroom observation/ CPD</p> <p>Time</p>	<p>Resources (Budget, CPD, Photocopying etc.)</p>	<p>Achieved. Pupils well supported and parents kept informed.</p> <p>Study Leave to be reviewed.</p> <p>Scotbac not developed further</p> <p>Mentoring systems not developed.</p> <p>Work on HWB/Emot Resilience progressing.</p> <p>New TMR calendar trialled. Review to be undertaken.</p> <p>Carry forward TMR. Class Obs identified need for further work. Priority for 14-15</p> <p>Attendance monitoring developed: to be continued.</p> <p>Homework not progressed - not priority for 14-15 but to be taken up in due course under learning and teaching</p>

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5.1	<p>Ethos</p> <ul style="list-style-type: none"> • Rights Respecting School Award • Developing Communication Strategies • Developing House Systems, including Tutor Time, Pupil Council, capturing Wider Achievement • Year Group and House Assemblies <p>Maintenance</p> <ul style="list-style-type: none"> • Continued development of GIRFEC including positive behaviour policy • Community Partnerships 	<p>On-going</p> <p>On-going</p> <p>Aug 13</p>	<p>HT/SWG Ethos</p> <p>HT/GM/BSM /SWG IT</p> <p>DHT Pupil Support (GB)/Head of Guidance</p> <p>DHT Curriculum (GM) Heads of Year/DHT PS + Head of Guidance</p> <p>DHT Pupil Support (GB)</p> <p>HT/SMT/ Guidance/ Curriculum Support / All</p>	<p>Enhanced Ethos</p> <p>See under IT</p> <p>Enhanced support through Tutor time; clearer focus on attainment/ pupil voice/ achievement</p> <p>Clearer focus on Attainment/ Year Group identity</p> <p>Strategies to support learning for all in evidence.</p> <p>Community partnerships continuing to support pupils</p>	<p>Tutor survey</p> <p>Pupil Council Minutes</p> <p>Student Timelines.</p> <p>Assembly schedule</p> <p>Record of Assembly topics.</p> <p>Stable staffing in CS Dept. / Head of Guidance in place.</p> <p>Planning partnerships.</p> <p>Minutes of meetings</p> <p>Pupil involvement in Community.</p>		<p>RRSA moving forward: P7/S1 event.</p> <p>Communication: electronic media further developed. House and pupil councils further developed. 5 a day captured communication from pupils. (5 a day for staff??)</p> <p>Further work on Tutor time required although already improved this session. Year group and House assemblies now in place</p> <p>HOG/PT CS working well together. No movement on positive behaviour policy as yet.</p> <p>Community Partnerships strong – to work on pupil planning and further enhance partnerships.</p>
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8 9	New Build						
	<p>Immediate</p> <ul style="list-style-type: none"> Organisation for and after move to new build: Decant, Commissioning, Resources <p>Future</p> <ul style="list-style-type: none"> Engagement with school community with the 'Third Horizon' (How good can we be?) 	<p>June - October 2013</p> <p>Oct 13 - March 14</p>	<p>HT/PT Social Subjects and all staff</p> <p>HT/All</p>	<p>Least disruption possible to learning and teaching</p> <p>Invigoration of planning for future improvement.</p>	<p>Smooth transition for staff and pupils to new build.</p> <p>Faculty, pupil and parent consultation. Feeling of HWB</p>	<p>Moved in. Most systems working. Much improved environment. Very hard work. All love it.</p> <p>HMI inspection has given clear mandate for current direction of school improvement.</p> <p>Much more consultation of all stakeholders required.</p>	

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5.9	<p>Self-Evaluation</p> <ul style="list-style-type: none"> • Self-evaluation under Education Scotland advice; engagement with KGS Quality Improvement Policy; self-evaluation based on 5 QIs and impact • Preparation for Professional Update CPD / PRD Development, including sharing good practice • Engagement of school community with the 'Third Horizon' (How good can we be?) <p><i>Maintenance</i></p> <ul style="list-style-type: none"> • Wider Achievement: Student Timelines/ Profiles • Data analysis (STACS, STMR) / action and impact 	<p>To Oct 13 and on-going</p> <p>Oct 13 - June 14</p> <p>Oct 13 - March 14</p>	<p>HT/All</p> <p>HT/SMT/ PTs/All staff</p> <p>DHT SQA</p> <p>HT</p> <p>DHT Pupil Support (GB) DHT Curriculum (GM)</p>	<p>Self-evaluation further embedded in KGS culture.</p> <p>Further understanding by staff of requirements under Professional Update</p> <p>Feeling of empowerment among school community</p> <p>See Above</p> <p>Further enhanced skills for staff/ clarity in targeting pupils for support</p>	<p>Evidence gathered of reflective practice. ISIS</p> <p>OIC advice</p> <p>Staff Ethos survey</p> <p>See above</p> <p>SQA results 2014</p>		<p>HMI agree self-evaluation of school but still considerable improvements to be made to have real impact as classroom level in particular.</p> <p>Preparation for PU well underway. Professional Learning sessions improved and uptake also improving.</p> <p>Student timelines refreshed and in use – not consistent quality of engagement in every tutor group. Data analysis and action from this is improved. SPBT CPD in place for June 2014.</p>
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Section C - Action for 2014 - 2015

HGI OS 3	Current P'formance	Target P'form'ce 2014-16	Action Learners' Experiences	Timeline	Staff	Expected Impact and Evidence	Resources
2.1	3	4	Develop Active Learning Pedagogy, including learner-led planning (See QI 5.9 Professional Update)	2014-16	SMT (AH Lead) et al	Improved learners' experiences and improved attainment and achievement.	Photocopying
			Tracking, Monitoring and Target Setting S1-6	2014-15	SMT (AH Lead) + T&M Working Group	Improved tracking and monitoring and hence support for all pupils.	PL (Tapestry)
			Further develop whole school strategy and embed Literacy, Numeracy, HWB and IDL	2014-16	SMT (AH Lead) + Working Groups	Better integration and fluency of Lit, Num & H&WB across the curriculum	Time/Staff
			Improve consistency in learning and teaching across all areas	2014-16	SMT (AH Lead) et al	Pupils have consistency and clearer expectations in all subject areas	
			Further develop IT in Learning and Teaching	2014-15	SMT (NE Lead) + IT Working Group	IT is used in an appropriate way across all teaching areas.	

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HGI OS 3	Current P'formance	Target P'form'ce 2014-16	Action Improvements in Performance	Timeline	Staff	Expected Impact and Evidence	Resources
1.1	3	4	Further improve attainment at all levels, especially at Level 3, 4 and S6	2014-15	SMT (GMcD Lead) et al	Pupils attainment improves across the indicated levels as evidenced by statistical analysis of SQA results. Greater clarity and accessibility of high level school figures. Evidence develops of a greater integration of Literacy, Numeracy and Health and Wellbeing across all aspects of the curriculum. Teachers develop a greater understanding of their responsibilities concerning the delivery of core skills. Staff at all levels are fully aware of their responsibilities in delivering aspects of the SIP. Expected Impact and Evidence are identified in the SIP. An induction policy and programme is set up for all new staff to ensure seamless integration into working at KGS.	Staff
			Improve tracking of high level whole school figures and impact: progression routes; staying on rates; S1-3 from P7	2014-15	SMT (GMcD Lead)/Working Group		Time
			Further develop whole school strategy and embed Literacy, Numeracy, HWB (See QI 1.1)	2014-15	SMT (AH Lead)/Working Groups		Professional Learning
			Identify more clearly all staff roles and responsibilities in School Improvement Plan	2014-15	HT (GMcD)		
			Identify more clearly intended outcomes and impact in School Improvement Plan	2014-15	HT (GMcD)		
			Training and induction for new staff Continue to develop Leadership opportunities for Staff and Pupils	2014-15	SMT (GB Lead)		

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HGI OS 3	Current P'formance	Target P'form'ce 2014-15	Action Meeting Learners Needs	Timeline	Staff	Expected Impact and Evidence	Resources
5.3	2	3	Develop pedagogy to improve learning and teaching in line with Curriculum for Excellence (See QI 1.1) (See QI 5.9 Professional Update)	2014-15	SMT (GB Lead), MP, AB, AH	Improved learners' experiences and improved attainment and achievement.	Professional Learning
							Time
							Staff
			Continue implementation of Staged Intervention policy	2014-15	All Staff	The established Staged Intervention policy is used by all staff as evidenced by pupil profiles	
			Consolidate Professional Learning on GIRFEC, Shanarri Indicators etc.	2014-15	SMT (GB/AH Lead)	Staff demonstrate a greater understanding and knowledge of the principles behind GIRFEC and SHANARRI	
			Clarification of roles and responsibilities of all staff	2014-15	SMT (GB Lead), MP, AB	Staff across the school have a full understanding of their wider responsibilities in meeting learners' needs	
			Further develop IEPs and CSPs, including pupil involvement	2014-15	SMT (GB Lead), MP	Further progress the use of IEPs and CSPs and show evidence of more pupil involvement in their development.	
			Further develop Tutor Time and evaluate to show impact on meeting learners' needs	2014-15	SMT (GB Lead), AB	Staff and Pupils have a greater understanding and appreciation of the role of tutor time.	

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HGI OS 3	Current P'formance	Target P'form'ce 2014-15	Action Curriculum	Timeline	Staff	Expected Impact and Evidence	Resources
5.1	3	4	Implementation of Senior Phase Development and implementation of new Highers	2014-15	SMT (GMcD Lead, Working Group)	New Higher coursework and assessments are developed and implemented. Continuity of CfE learners experiences. New learning opportunities are introduced offering a broader and deeper learning experience. Exploration and consultation of the development of an S4 to S6 timetable cohort. RME provision will form part of this exercise. S3 curriculum is reviewed and revised as required. Better recording and mapping of pupils' wider achievement and progression. Evidence develops of a greater integration of Literacy, Numeracy and Health and Wellbeing across all aspects of the curriculum. Teachers develop a greater understanding of their responsibilities concerning the delivery of core skills. Staff engage in Tapestry Initiative The established Staged Intervention policy is used by all staff as evidenced by pupil profiles Role of the Librarian developed further, enhanced use of resources by pupils.	Staff
			Working with partners for delivery of courses and other opportunities	2014-16	SMT (GMcD Lead)		Time
			Timetabling Strategy for S4-6 (Senior Phase) ~ Examination of single cohort models with a view to implement in session 2016/17 S4 provision for RME and wider achievement opportunities. Explore introduction of Baccalaureate in Arts and Social Subjects. Evaluation of S3 curriculum	2014-16	SMT (GMcD Lead, Working Group (MP Lead))		Professional Learning
			Develop achievement agenda including recording, skills mapping and progression	2014-16	SMT (AH Lead)		
			Continue development of whole school strategy for Literacy, Numeracy, HWB and Inter-Disciplinary Learning (See QI 2.1)	2014-16	SMT (AH Lead, Working Group)		
			Develop learner led planning and learning intentions/success criteria. (QI 2.1)	2014-16	SMT (AH Lead)		
			Continue implementation of Staged Intervention (QI 5.3)	2014-15	SMT (GB Lead), MP, AB		
			Develop input of Librarian to learning and teaching	2014-16	SMT (AH Lead), HC		

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HGI OS 3	Current P'formance	Target P'form'ce 2014-15	Action Self Evaluation	Timeline	Staff	Impact	Resources
5.9	2	3	Professional Update/ Professional Learning: Learning and teaching priority; impact of Professional Learning; recording of Professional Learning (Use of My GTCS)	2014-15	SMT (AH Lead) et al	A comprehensive and systematic Professional Learning programme is in place to support Learning and Teaching. Staff use My GTCS to record PL.	Staff
			Improve Communication between all stakeholders. Develop Communication strategies.	2014-15	School Working Group (CJ Lead)		Time
			Further develop IT systems	2014-15	SMT (NE Lead), IT, Technicians		Professional Learning
			Establish Learning Community: Learning Rounds, peer observation.	2014-16	All Staff (GMcD Lead)		
			Review shared Vision and Values	2014-15	SMT (GMcD Lead) et al		
			Review House system for 2015-16	2014-16	SMT (GB Lead)		
			Further develop skills in analysis of impact for 'Insight', Departmental Analysis; Departmental Improvement Plans	2014-15	SMT, PTs		
			Further develop Verification and Moderation, including Orkney Subject Groups and SQA.	2014-15	All Staff		

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