

Kirkwall Grammar School

Whole School Development Plan

September 2018



working together to raise aspirations and attainment by achieving excellence and equity

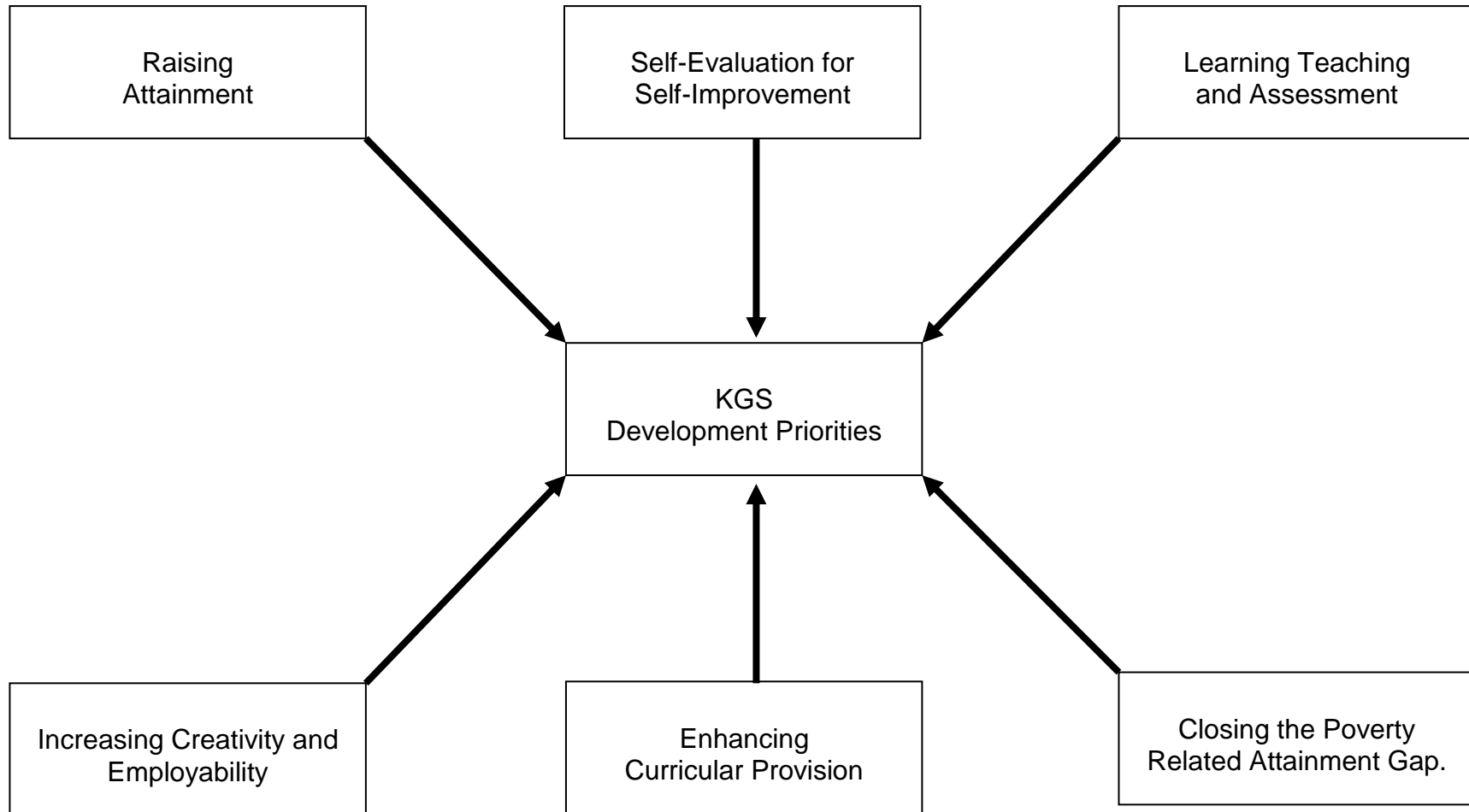
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Development Priorities



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Our Aims:

The aims of the school are to provide all pupils with the opportunities and experiences that will allow them to fulfil their potential as individuals, lifelong learners and contributors to society. A school that promotes respect for others and self within the school and the wider community.

Our Vision:

A school with a sense of community where every pupil is given every opportunity to achieve and attain their potential whatever positive pathway or destination they decide to take. A school that sets high expectations and whose focus is on learning and improving so that both teachers and pupils can achieve the remarkable.

The School improvement plan will take into account and include advice and guidance on the Scottish Government National Improvement Framework.

The four key priorities of the National Improvement Framework are:

Improvement in attainment, particularly in literacy and numeracy;
Closing the attainment gap between the most and least disadvantaged children;
Improvement in children and young people's health and wellbeing; and
Improvement in employability skills and sustained, positive school leaver destinations for all young people.

The National Improvement Framework Key Drivers of improvement are:

1. School leadership,
2. Teacher professionalism.
3. Parental engagement,
4. Assessment of children's progress,
5. School improvement and Performance information

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The main focus of developments in KGS over the next year will be;
Self Evaluation for Self Improvement
Raising Attainment, Achievement and Aspiration
Learning, Teaching and Assessment
Improved Use of Tracking and Monitoring Data

Self-evaluation for Self Improvement. QI 1.1	NIF Drivers: 1, 2, 3, 4 and 5.
<p>Features of highly effective practice:</p> <p>All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement.</p>	

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
Self-evaluation and reflection of teaching practice is embedded into our work and is an ongoing feature of school life.	Staff to continue to use TMR, MidYIS, classroom progress and SQA results to interrogate and inform practice.	All Staff TMR as per school calendar Dept / Faculty Improvement Plans	DHT / PT Link meetings Insight, CfE Results Machine, MidYIS DHT Link discussions	Improved tracking & monitoring to challenge and support pupil attainment.
	Departmental meetings should regularly include self-evaluation activities and professional discussion.	All staff	Department minutes	Embedded good practice on self-evaluation in all departments.
Pupils, parents and partners become more involved in supporting and informing the life and work of the school.	Membership of whole school working groups and use of short life focus groups.	Pupil Focus Groups Parent Council, Parents forum as appropriate.	Group membership, minutes. Focus group findings and implementation of improvements	Parents and pupils contribute to the life and work of the school informing school improvement planning.

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Leadership of Learning. QI 1.2

NIF Drivers: 2 and 4

Features of highly effective practice:

Learning partnerships between pupils, parents and teachers developed and established
 Staff making use of CLPL to inform, build and sustain effective practice
 Learning conversations are embedded into class room practice
 Pupils have a greater opportunity to lead their own learning

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
Improved ethos of professional engagement and collegiate working with pupils, parent, employers and agencies.	Improved partnerships with pupils, parents, employers and other agencies Further develop the partnership working with CLD and other partners to provide a jigsaw of provision/experience for individual learners. Develop further links with business and establish further enterprise learning opportunities and to develop the young workforce.	HT, DHT, PT CS/SfL, PTG, DYW Officer, Chair Parent Council.	Increase in partnerships	Improved curricular provision for pupils leading to their positive destination.
To regularly engage learners in conversations about their next steps.	Support staff to improve their feedback and learning conversations with their students.	All Staff	Department minutes, Learning Walks, Pupil Council, Pupil Focus Groups	Pupils are challenged to take responsibility for their learning and achievement.
Teachers will reflect on their learning and teaching to improve the learning experience and attainment of pupils in their classes.	Planning and reflection of lessons will focus on specific aspects of teaching a) Differentiation b) Questioning c) Higher order skills/ experiences	All Staff	Learning Walks Department discussion at DM. DHT / PT meetings	Consistency in the learning experience of pupils in KGS leading to improved achievement and attainment

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Leadership of Change. QI 1.3

NIF Drivers: 1, 3 and 5

Features of highly effective practice:

A shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
<p>Senior leaders will provide leadership and direction to enable KGS and the wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement.</p> <p>Senior leaders lead and manage the strategic direction and pace of change.</p>	<p>SLT will strengthen links with principal Teachers.</p> <p>SLT will strengthen links with parents and pupils and look to involve them in whole school development groups.</p> <p>We will continue to improve the PT / SLT link with a focus on support and challenge, L&T and raising attainment.</p> <p>PTs will lead DMs with a focus on support and challenge, L&T and raising attainment</p>	<p>SLT / PTs</p> <p>SLT, PTs,</p> <p>SLT / PTs</p> <p>PTs,</p>	<p>Weekly strategic meetings Feedback from pupils, parents and staff.</p> <p>Working group memberships Staff Focus Groups Pupil focus groups</p> <p>Weekly strategic meetings</p> <p>DM minutes, pupil voice, SQA results</p>	<p>A school with a focused aspirational vision for the staff, pupils and community it serves.</p> <p>Improved partnership working between staff parents and pupils.</p> <p>Improved communication to share good practice for continuous improvement.</p> <p>Department meetings are strategic. They will support and challenge attainment and aspiration at all levels.</p>

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Learning Teaching and Assessment. QI 2.3

NIF Drivers: 2, 4 and 5

Features of highly effective practice:

Lesson Observations undertaken and embedded
 Improved consistency of pupils experiences of L&T
 TMR embedded into school calendar
 Moderation undertaken as part of Department Self Evaluation
 Further developed learner-led planning

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
We will ensure learners experiences are appropriately challenging and enjoyable.	We will use Feedback from learning walks Including student feedback on how to improve learning and planning for future learning.	PTs, SLT	Learning walk feedback, learning conversations with staff and pupils.	Staff sharing good practice and involved in learning walks out of their subject area.
We use a wide range of teaching approaches to promote curiosity, independence and confidence to enable higher order thinking skills in all learners.	Compare learner experiences across different curriculum areas. Improve triangulation process of measuring progress	PTs, SLT, Teaching Staff. PTs, SLT	Observed L&T practice, follow up discussion on observation. Learning walk feedback, learning conversations with staff and pupils	Consistency in learning experience leading to raised attainment and achievement.

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Features of highly effective practice:

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

Each child and young person is treated as an individual with his/her own needs, risks and rights.

All learners are included, engaged and involved in the life of the school.

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
KGS will promote a climate where children and young people feel safe and secure	All staff to ensure KGS is a place where all pupils and staff feel safe and secure.	All staff	5 a day pupil interview PTG pupil Interviews Pupil Council	Raised awareness of the needs of the individual with improved sharing of information using OTB.
All staff and partners model behaviour which promotes and supports the wellbeing of all.	All staff to ensure professional practice models behaviour which promotes and supports the wellbeing of all and are responsive to the wellbeing of each individual child and colleague.	All staff	Equalities working group Health and wellbeing working group	A school that values and supports all pupils to achieve and attain their potential and prepares them for their choice of positive destination.
Pupils are able to access appropriate levels of L&T support suitable to their needs.	Further develop individual learning programmes and look at introducing further flexible learning partnerships with CLD etc.	All staff	CS and PTG feedback CLD, SLT meetings Choices and available pathways	Pupils will develop a focus for their learning and achievement.
All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.	Staff are fully up to date with legislation affecting Child Protection, the rights, wellbeing and inclusion of all children and young people.	All Staff	Professional Learning In Service provision	

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Raising Attainment and Achievement. QI 3.2

NIF Drivers: 2, 4 and 5

Features of highly effective practice:

- Increased percentage of pupils achieving 5 N5 passes
- Increased percentage of pupils achieving 3 and 5 Higher passes
- Increased percentage of pupils achieving a positive destination when they leave KGS
- Effective recording of pupil attainment and achievement in S3

Objectives	How? Prioritised Tasks	Who & when	Evaluation	Impact
We will use data evidence to work with colleagues to lead and drive improvement for all.	Using MidYis, Results Machine and Insight together with comparator data to inform dialogue with PT's and teaching staff.	PTs, SLT	Attainment meetings with PTs, SLT	Improved use of data to support and challenge the aspirations of our pupils to maximise their chances of achievement and attainment.
	Data to be used with learners to promote increased levels of learning and aspiration.	All staff	Learning conversations with pupils	
Department to evaluate their current BGE provision to ensure effective progression into senior phase.	Increase precision of targeted intervention for identified students	CS, SfL, PTG, DHT	Procedure and practice	Improved use of data to support and challenge the pathways of pupils through the BGE to senior phase and positive destinations.
	Plan intervention strategies for individual pupils	CS, SfL		
	Review planning coherence and progression for the delivery of literacy, numeracy and HWB in subject areas.	All staff, PTs	Progression and progress mapped through the BGE.	
	Focus on measuring progress in lessons not just coverage	PTs	Records of attainment And achievement	

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Objectives	How? Prioritised Tasks	Who & when	Cost	Impact
Improved confidence and attainment in numeracy skills	0.5 FTE in Maths. PEF funding to support liaison between secondary and primary colleagues to develop a shared language and confidence in numeracy skills.	Led by PT Maths	£10,000.00	
Continue to ensure effective use of in school counselling service with Guidance, CS and Sfl staff in supporting all pupils.	PEF money to support in school counselling and support staff.	PT Curriculum Support, PTG, In School Counsellors.	£10,000.00	
Provide opportunities for pupils to access classical, contemporary and international productions to improve their understanding of language.	Using PEF money to level the field for all pupils S1 to S3 to access performances from the class room or comfort of their own home.	All students S1 to S3.	£1500.00	
Employ 0.5 FTE Home Support Worker to work with hard to reach parents and help remove barriers to learning experienced by some pupils.	PEF money to support Guidance and CS departments in improving family learning and parental / pupil engagement with the school.	Led by PT CS and PT Head of Guidance	£15000.00	

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