



School

Improvement

Plan



Our school vision, values and aim were last revised 5 years ago, and will be a priority for focus this academic session. The vision sets out our aim to deliver the highest quality education for each learner, delivering strong professional learning for all staff, so that all members of our school community are supported to learn and improve. It is based on a collegiate approach with all members of our school community taking a positive and proactive approach to improving outcomes, and ensuring we exemplify the highest expectations in every aspect of our work.

Our island context provides us with some unique opportunities and challenges. Our pupil support team provide an excellent service to our young people and working very effectively with external colleagues including DYW (Developing the Young Workforce), SDS (Skills Development Scotland) and CLD (Community Learning and Development) to meet their needs.

Staffing recruitment, retention and absence remains the key priority for our school and council. Orkney Islands Council recently worked with a team from Investors in People to identify and then begin work on key recommendations. These included:

- Recruitment
- Induction
- Recognition and Reward
- Resilience and Wellbeing
- Leadership Capability
- Talent Development
- Improving Support (Corporate Support Functions)

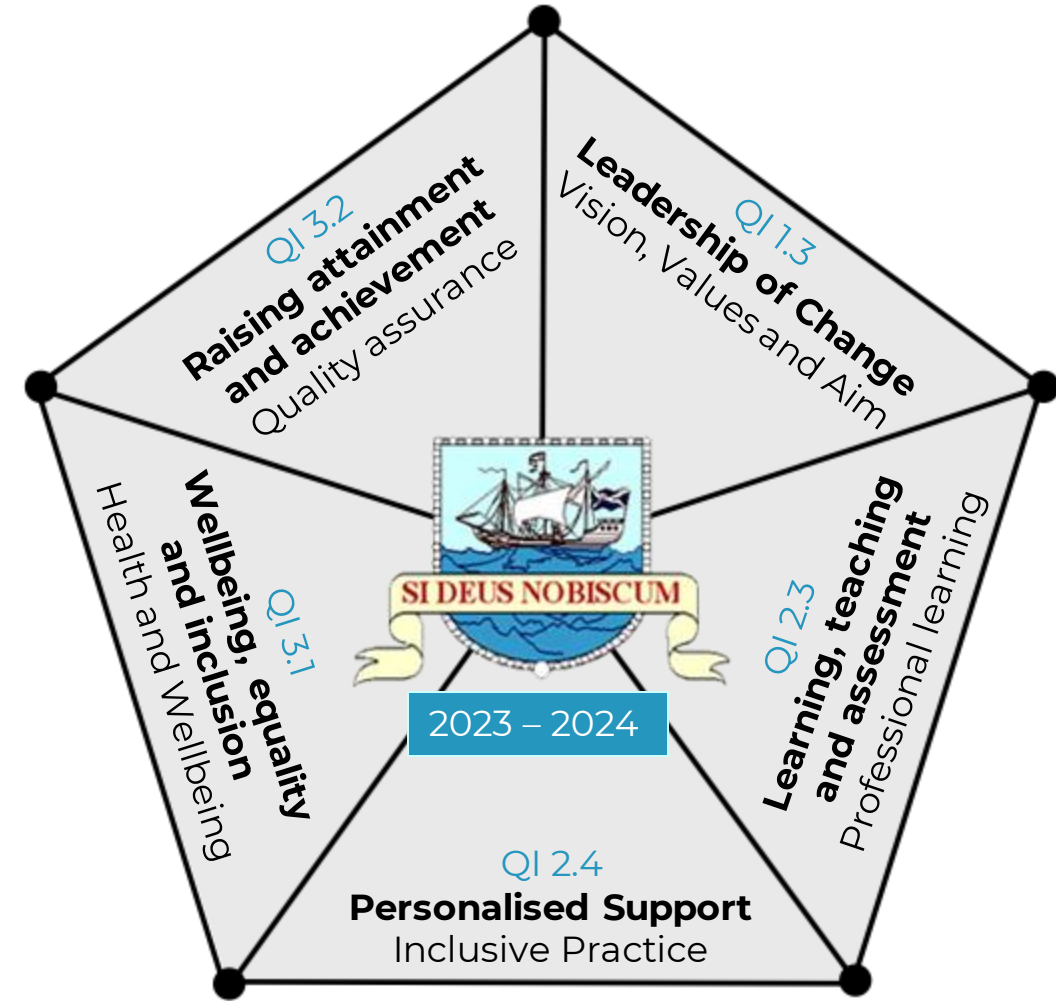
Key areas across the school have been significantly impacted by not being able to fill vacant posts, or cover for absences, meaning leaders and teachers have had to prioritise the immediate operational matters. Staff remain committed to the school's improvement journey, but their capacity to focus on these areas has been hampered by the recruitment challenges.

This year we have been working with learners to get them back into the routine of in-school learning. Our wider pupil support teams, along with the recently established PET (Pupil Engagement Team), have supported pupils' wellbeing, particularly prioritising their feeling of being included. Attendance continues to be a focus for the school, alongside providing additional support for those who are attending school but not lessons.

Staff at all levels are increasingly leading on school improvement initiatives. The impact of working groups has been stronger consultation with stakeholders and additional high-quality experiences for pupils. These working groups will continue into the new session, with additional ones created to ensure a collaborative approach to supporting progress against the agreed priorities.



- QI 1.3 Leadership of Change
Review and refresh our vision, values and aim with all stakeholders
- QI 2.3 Learning, teaching and assessment
Implement our professional learning toolkit and programme
- QI 2.4 Personalised Support
Develop our inclusive practice, initially our Structures and Routines
- QI 3.1 Ensuring wellbeing, equality and inclusion
Devise and implement our Health and Wellbeing strategy
- QI 3.2 Raising attainment and achievement
Develop our quality assurance processes

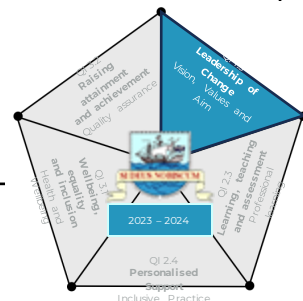




	June 2023	Term 1	Term 2	Term 3	Term 4
QI 1.3 <small>Leadership of Change</small>	Re-share vision, values and aim	Engagement strategy	Stakeholder sessions	Draft vision, values and aim shared	Vision, values and aim finalised
QI 2.3 <small>Learning, teaching and assessment</small>	Toolkit and professional learning programme agreed	Walkthrough 1	Professional learning	Walkthrough 2	Professional learning
QI 2.4 <small>Personalised support</small>	Structures and Routines evaluation Improvement plan	Professional learning inc. October INSET	Social Environment evaluation Improvement plan	Professional learning inc. Feb INSET	Planning for next year inc. Physical environment evaluation
QI 3.1 <small>Ensuring wellbeing, equality and inclusion</small>	Wellbeing indicators evaluation	Baseline learners' data Sharing information	Professional learning	Refresh learners' data	Planning for next year
QI 3.2 <small>Raising attainment and achievement</small>	Best practice examples Revised policy	SQA exams analysis Tracking achievements	Attainment meetings Home learning and revision strategy	Prelim / estimates analysis	Policy and procedures finalised

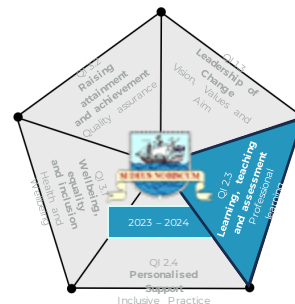


Improvement Outcomes	Measures of Success	Actions / Interventions	Timescales
Pupils experience success due to high quality learning experiences, inclusive practice, a strong wellbeing strategy, an exciting and relevant curriculum offer and close tracking of attainment and achievement.	Individual action plans for QI 2.3, 2.4, 3.1 and 3.2	<ul style="list-style-type: none"> Each SLT member is responsible for leading and tracking the success of their improvement plan. (*Guidance Manager and CS PT are temporarily covering for the vacant DHT position.) 	<ul style="list-style-type: none"> Plans finalised in August 2023 Weekly reporting in 121s and SLT meetings.
Our whole school community will have a shared vision of success for each learner.	Feedback from working group.	<ul style="list-style-type: none"> Revised vision, values and aim. Thematic assembly programme. Registration time programme. 	<ul style="list-style-type: none"> Vision, values and aim revised by June 2024. Assembly programme implemented and developed throughout academic session. Registration programme fully revised by June 2024.
Highly effective quality assurance procedures are in place to monitor our impact. All stakeholders have a voice in shaping change. Leadership capacity is developed at all levels.	<ul style="list-style-type: none"> Individual action plans for QI 2.3 and 3.2 Feedback about professional learning offer. Feedback from working groups. Parent and pupil council minutes. Leadership accreditations for pupils. 	<ul style="list-style-type: none"> Professional learning offer revised Working groups prioritising pupil feedback. SCQF Partnership Bronze Award Meetings focus on improvement priorities Accreditation available for all S5/6 pupils 	<ul style="list-style-type: none"> Professional learning programme published August 2023 SCQF Bronze award by June 2024



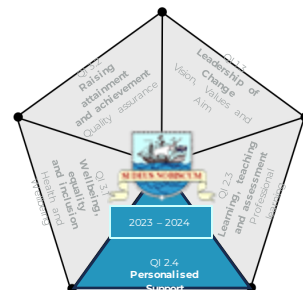


Improvement Outcomes	Measures of Success	Actions / Interventions	Timescales
<p>Learners experience appropriately challenging learning episodes which are well matched to their needs.</p>	<ul style="list-style-type: none"> Walkthrough analysis will evidence high quality experiences. Feedback from pupil focus groups. 	<ul style="list-style-type: none"> Lesson evaluation toolkit implemented and reviewed Walkthroughs in terms 1 and 3 focusing on S3. Pupil focus groups in all subjects. Whole school report and professional learning plan produced. 	<ul style="list-style-type: none"> Peer walkthrough in term 1. School report – end of September 2023) PT walkthrough in term 3. School report – February 2024) Lesson evaluation toolkit reviewed with version 2 implemented by June 2024
<p>Professional learning offer in place for staff matches their needs and interests. Professional learning supports the school improvement priorities.</p>	<ul style="list-style-type: none"> Walkthrough analysis will evidence high quality experiences. Updated professional learning plans (staff) Feedback from pupil, parent and staff focus groups / questionnaires. Assessment evidence throughout the year 	<ul style="list-style-type: none"> DHT and working groups lead the development of the professional learning programme. Learning and Teaching documentation reviewed and updated. 	<ul style="list-style-type: none"> Termly professional learning programmes Individual PLPs updated in terms 1 and 3 Termly focus groups



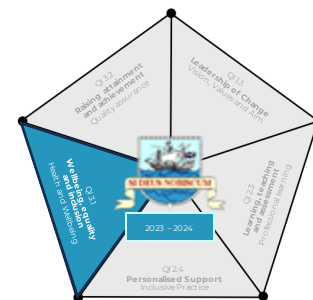


Improvement Outcomes	Measures of Success	Actions / Interventions	Timescales
<p>All pupils have barriers to learning removed and work within an inclusive learning environment.</p>	<ul style="list-style-type: none"> • Department plans (Structures and routines in terms 1 and 2. Social environment later in the year.) • Evidence of effective staff deployment and support in reviews for pupils on staged intervention levels. 	<ul style="list-style-type: none"> • Departmental plans monitored and reviewed • Monitoring of impact of child's plans • Specific professional learning for staff at all levels 	<ul style="list-style-type: none"> • Professional learning specifically in terms 1 and 3 • Termly monitoring of plans
<p>Relationships across the school community are positive and supportive. Pupils feel their voice is heard and they have a say in decision-making.</p>	<ul style="list-style-type: none"> • Working groups plans from Q1 3.1 • Positive relationships policy revised based on UNCRC principles • Guidance PTs monitor criteria and evidence improving trends 	<ul style="list-style-type: none"> • Review the positive relationships policy • Professional learning (particularly on UNCRC legislation) 	<ul style="list-style-type: none"> • Professional learning in terms 1 and 3 • Policy revised and implemented by June 2024





Improvement Outcomes	Measures of Success	Actions / Interventions	Timescales
Our school community has a shared understanding of wellbeing. Working groups focus on LGBT Charter, ESAS, Rights Respecting and See Me.	<ul style="list-style-type: none"> Departmental plans Working groups plans 	<ul style="list-style-type: none"> Departmental plans monitored and reviewed Professional learning plan 	<ul style="list-style-type: none"> Professional learning focus in term 2
All our pupils feel safe, healthy, achieving, nurtured, active, respected, responsible and included.	<ul style="list-style-type: none"> Pupil feedback data Guidance PTs monitor 'at risk' criteria and evidence improving trends 	<ul style="list-style-type: none"> Wellbeing questionnaires and interviews for all pupils Parental contact following interviews 	<ul style="list-style-type: none"> Questionnaires in terms 1 and 3
Staffing structure reviewed to support clear communication and strong support for all pupils and parents. Staff are confident in identifying and responding to child protection concerns.	<ul style="list-style-type: none"> Staff feedback Pupil feedback in terms 1 and 3 	<ul style="list-style-type: none"> Recruitment to post(s) Structure reviewed and revised Professional learning plan Safeguarding policy revised Information sharing procedures implemented 	<ul style="list-style-type: none"> Structure fully revised by June 2024 Professional learning plan devised in term 1 Policy devised by June 2024 to include information sharing procedures





Improvement Outcomes	Measures of Success	Actions / Interventions	Timescales
Literacy and numeracy levels improve with most achieving level 4 by the end of S3, and almost all leavers achieving level 5. Focus given to those with an ASN, entitled to FSM and CECYP.	<ul style="list-style-type: none"> CfE data SQA data (inline with VC) 	<ul style="list-style-type: none"> Data (including prior attainment) tracked on Ambitions document(s) Moderation activities in BGE 	<ul style="list-style-type: none"> Termly monitoring Exams analysis in term 1
Pupils experience a curriculum matched to their interests and prior attainment. Increased percentage of pupils achieving 5+ qualifications at key stages. Focus given to those with an ASN, entitled to FSM and CECYP.	<ul style="list-style-type: none"> SQA data (inline with VC) Pupil feedback SCQF Partnership award 	<ul style="list-style-type: none"> Ambitions document(s) Course and non-national awards tracked Information sharing with parents / pupils Presentation policy reviewed Exams analysis meetings 	<ul style="list-style-type: none"> Termly monitoring Exams analysis in term 1
Pupils understand their progress and next steps in their learning. Increased parental confidence in supporting their child with their learning.	<ul style="list-style-type: none"> Walkthrough and pupil focus group analyses evidence pupils benefiting from effective feedback Parental surveys and focus groups Parent Council minutes 	<ul style="list-style-type: none"> Curriculum maps and assessment calendars developed Tracking policy and procedures revised Home learning materials and sessions devised Parental feedback captured throughout year 	<ul style="list-style-type: none"> Map and calendars reviewed and implemented by June 2024 Policy and procedures implemented by June 2024 Home learning strategy in term 2 Termly parental feedback

