

Kirkwall Grammar School

Whole School Development Plan

August 2019



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

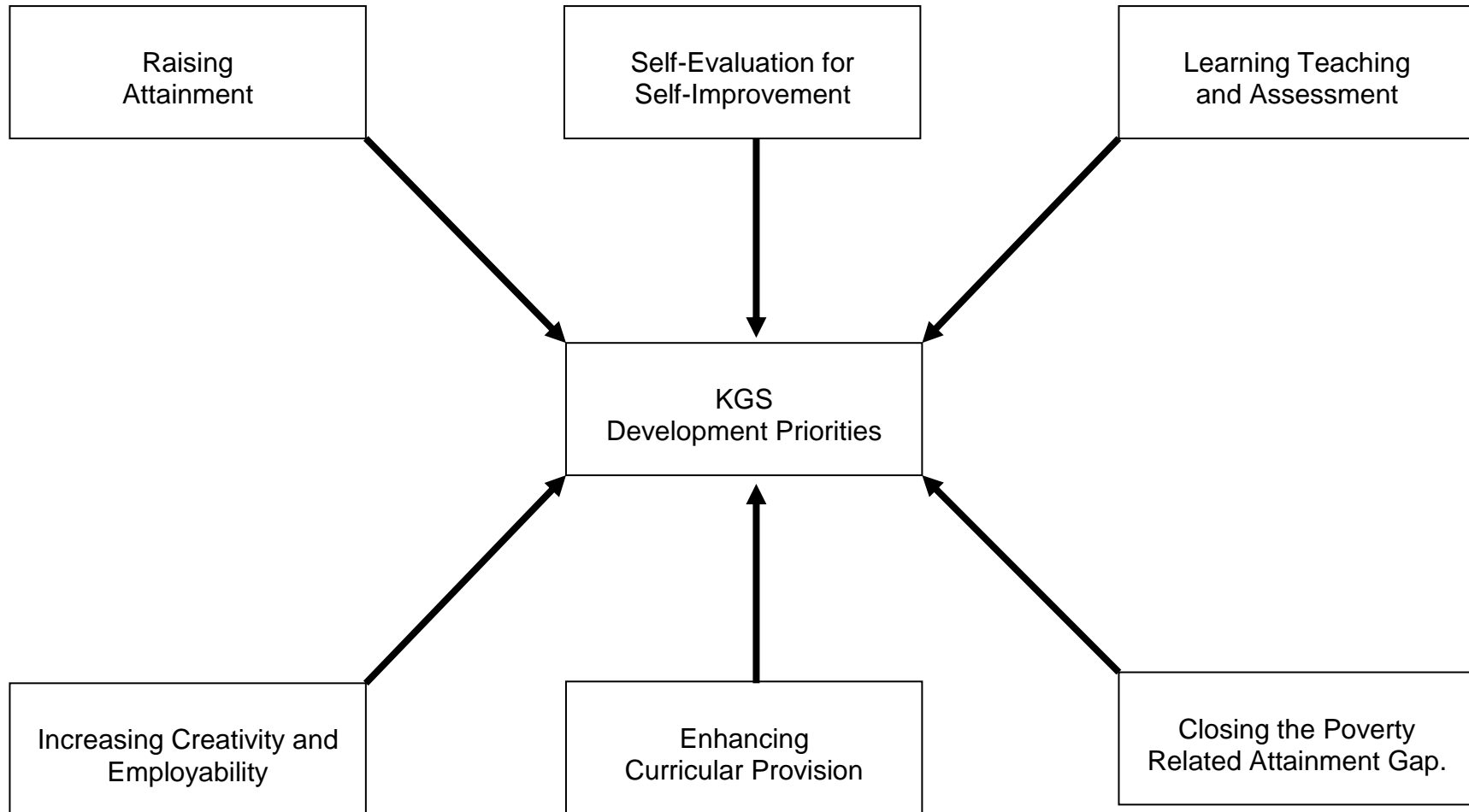
Wisdom

Compassion

Integrity

Justice

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

The main focus for developments in KGS over the next year will be;

Effective use of data for self evaluation and self improvement
Raising the attainment, achievement and aspiration of our young people
Focus on effective learning, teaching and assessment
Improved use of tracking and monitoring in the BGE and senior phase

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Features of highly effective practice:

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.

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>All staff can show that they have used data to inform professional practice during session 2019 - 2020.</p> <p>Surveys and feedback will show that parents and pupils have contributed to the life and work of the school.</p>	<p>What are we going to do? How are we going to do it?</p> <p>Staff will receive input on what data is available</p> <p>Staff will be given input into how to access the data</p> <p>DM agenda item - how are we using data and what data are we using.</p> <p>There will be pupil and parent Focus Groups to look at and discuss issues they feel are important to the life and work of the school.</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Attainment data. Moderation / cross marking activities</p> <p>Departmental meetings should regularly include self-evaluation activities and professional discussion.</p> <p>Staff will be using insight, CfE Results Machine, MidYIS, TMR</p> <p>The pupil voice will be used to inform self evaluation.</p> <p>Group membership and minutes of meetings. Focus group findings will be linked to improvements.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Improved tracking & monitoring to challenge and support pupil attainment.</p> <p>Pupil attainment in BGE and senior phase</p> <p>Self-evaluation and reflection of teaching practice is embedded into our work and is an ongoing feature of school life.</p> <p>Parents and pupils contribute to the life and work of the school informing school improvement planning.</p>

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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

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>Teachers will use the learning conversations to reflect on their learning and teaching to improve the learning experience and attainment of pupils in their classes.</p>	<p>What are we going to do? How are we going to do it?</p> <p>We will regularly engage learners in conversations about their next steps.</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Pupil evaluation in leading the curriculum and learning and teaching. Learning Walks. Department discussion at DM. DHT / PT meetings,.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Pupils will feel challenged to take responsibility for their learning and achievement.</p>

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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

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p>	<p>What are we going to do? How are we going to do it?</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p>
<p>Staff, pupils, parents and partnership evaluations will show that senior leaders have provided good leadership to enable strategic planning for continuous improvement.</p>	<p>SLT will strengthen links with principal Teachers. SLT will strengthen links with parents and pupils and look to involve them in whole school development groups.</p>	<p>Working group memberships Staff Focus Groups Pupil focus groups Feedback from pupils, parents and staff.</p>	<p>A school with a focused aspirational vision for the staff, pupils and community it serves.</p>

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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

Outcome	Interventions	Measures	Impact
<p>What do we want to improve / change? Who is the target group? By when??</p> <p>Pupil feedback will show that learners experiences are appropriately challenging and enjoyable.</p> <p>Departments will have evidence of moderation for BGE levels.</p>	<p>What are we going to do? How are we going to do it?</p> <p>We use a wide range of teaching approaches to promote curiosity, independence and confidence to enable higher order thinking skills in all learners</p> <p>Moderation activities at DMs</p>	<p>How will we measure this? What does 'better' look like? How will we recognise better when we see it?</p> <p>Improve triangulation process of measuring progress</p> <p>Learning walk feedback, learning conversations with staff and pupils.</p> <p>Observed L&T practice and follow up discussion with staff on the observation.</p> <p>Evidence to support BGE TMR levels based on moderation and cross marking.</p>	<p>What was successful? Ongoing challenges? Future planning and actions?</p> <p>Staff sharing good practice and involved in learning walks out of their subject area.</p> <p>Consistency in learning experience leading to raised attainment and achievement.</p> <p>Data based evidence to show rigor of BGE levels for literacy and numeracy.</p>

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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.

Outcome What do we want to improve / change? Who is the target group? By when??	Interventions What are we going to do? How are we going to do it?	Measures How will we measure this? What does 'better' look like? How will we recognise better when we see it?	Impact What was successful? Ongoing challenges? Future planning and actions?
KGS will provide a climate where children and young people feel safe and secure Staff and partners will model behaviour which promotes and supports the wellbeing of all.	Raise awareness to use OTB to provide and share information so that staff are aware of the needs of the individual leading to a more inclusive school for every child. Continue our work on becoming a Silver Rights Respecting School.	5 a day pupil interviews PTG pupil Interviews Pupil Council feedback	

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

Outcome What do we want to improve / change? Who is the target group? By when??	Interventions What are we going to do? How are we going to do it?	Measures How will we measure this? What does 'better' look like? How will we recognise better when we see it?	Impact What was successful? Ongoing challenges? Future planning and actions?
We will improve our attainment across all levels of SQA national Qualifications	<p>Staff will monitor their TMR data and measure attainment against MidYis and course progress to challenge pupils in their attainment and achievement.</p> <p>Senior and department leaders will use data evidence to work with colleagues to lead and drive improvement in L&T to raise attainment and achievement.</p> <p>Improve our focus on measuring progress in lessons not just coverage of course.</p>	<p>Using MidYis, Results Machine and Insight together with comparator data to inform dialogue with PT's and teaching staff.</p> <p>Data to be used with learners to promote increased levels of learning and aspiration.</p>	

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Outcome What do we want to improve / change? Who is the target group? By when??	Interventions What are we going to do? How are we going to do it?	Who & when	Cost	Impact What was successful? Ongoing challenges? Future planning and actions?
Improved confidence and attainment in numeracy skills	Support liaison between secondary and primary colleagues to develop a shared language and confidence in numeracy skills.	Led by PT Maths	£15,000.00	£15,000.00
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	£25,000.00
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	£26,500.00
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	£15,000.00	£41,500.00
Employ H&WB Support Worker to work with the Guidance Team and Home Support Worker to 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	£10,000.00	£51,500.00
Partnership with CLD to support a group of pupils from KGS to attend the accredited 10 week Fire Skills Course running in partnership with The Scottish Fire & Rescue Service.	Working to raise attainment and also be provide at the end of the course evidence of improved outcomes based on SHANARRI.	Led by CLD and PT Head of Guidance	£1000.00	£52,5000.00

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