School Improvement Plan 2015/16

Improvement Priorities 2015/16 - Summary Page

Curriculum	Improvement Through Self-evaluation	Building Community/ Ethos	Other Key Areas of Specific Focus
Assessment capture in BGE – track progress & support pace and challenge. System revised and implemented 15/16.	Whole school Quality Assurance principles *in action – evidence consistency* in all faculties.	Consistent, planned capture of parental voice – review approaches and breadth of capture with PTN.	Sustained commitment to further strengthening cluster partnership working through Learning Community plan actions.
Further review S1-3 experience – focus on Significant Aspects of Learning and pace & challenge.	QA calendar for class visits *in action* – focus on quality of learning experiences and discourse.	Review Awards Ceremonies and wider celebration of success – implement revisions in assemblies and ceremonies 15/16.	Homework procedures developed through working group engaging with pilot of online system in 15/16 for impact 16/17.
Further develop S3 Profile & Learning Community transition from P7-S1 with digital profile.	Consistent, planned capture of pupil voice – learners' experiences – led by Pupil Ambassadors.	Eco schools re-cycling regeneration continued through Eco group and Science BGE – *sustainability*.	PRD processes and procedures further reviewed and implemented – move to online GTCS profile by end of 15/16 for all.
Continue to review Senior Phase courses and implement CfE Advanced Highers.	Continue to focus on revised QA of reporting standards – especially in the BGE linked to clear *progress* in S1-3.	Focus on further strengthening relationships with all partners, with a specific focus on Developing the Young Workforce.	Employability and positive destinations focus – skills for work and partnership with SDS.
Further develop shared responsibility for Literacy, Numeracy & Health and Wellbeing across the curriculum.	Improvement in performance focused on through QA and rigorous results analysis (Tony Conroy data & Insight analysis).	Strong focus through working together, staff development and partner working on *high aspirations* and *positive language*.	Learning Support re-design to focus on maximising impact of resources on individual pupils and the most effective model for in-class support.
Strong focus on Developing the Young Workforce. BGE and Senior Phase plans implemented.	Mentoring groups related to pupil performance sustained – *targeted intervention* is key here.	Partnership working with catering service on promoting healthy eating and good choices.	Focus on extending strong work with Young Carers into an embedded programme.

Improvement Priority: Curriculum

Target: Continue to develop the curriculum to suit the needs of *all* learners in light of BGE and Senior Phase improvements

Key Priority	Q.I.	Steps to Success (what we will do)	By Whom?	By When?	CPD & Resource Implications	Evaluation
Assessment capture in BGE – track progress & support pace and challenge. System revised and implemented 15/16.	1.1/5.1/ 5.3/5.4	Work with FMs and PTs PS to agree on key consistent Level capture points across Experiences and Outcomes to track progress. System to monitor and record standardized.	DH/HR/FMs PTs PS/ All staff	Oct 15 & ongoing thereafter	Meeting time/ tracking docs created	
Further review S1-3 experience – focus on Significant Aspects of Learning, pace & challenge.	1.1/2.1/ 5.1/5.9/ 6.1/6.3	All individual subject areas supported by Faculty and SMT links to review and revise courses in line with progression S1-3 in key skills and knowledge towards the Senior Phase.	DH/GC/FMs/ All Staff	Dec 15 & ongoing thereafter	Inset/ Faculty meeting time/ new texts/copying etc	
Further develop S3 Profile & Learning Community transition from P7-S1 with digital profile.	1.2/2.1/ 5.1/5.3/ 5.5/5.7	S3 Profiling procedures further developed with support of GC/PTs PS/ DYW team. Reviewed and adapted after 1st year of primary experience. Transition to S1 and develop through BGE.	DH/PTs PS/ DYW/ Relevant teachers	Ongoing development 15/16	ICT resources/ class time/ staff CPD/ system costs	
Continue to review Senior Phase courses and implement CfE Advanced Highers.	2.1/5.1/ 5.2/5.3/ 5.5/5.9	FMs to lead subject teams in preparing for new AH courses this year and reviewing year one of CfE Highers. HR to provide SQA support and DH curricular overview.	DH/HR/FMs/ All staff	Ongoing – full review following first two years of presentations	Inset/ Faculty meeting time/ new texts/copying etc	
Further develop shared responsibility for Literacy, Numeracy & Health and Wellbeing across the curriculum.	1.2/2.1/ 5.1/5.3/ 5.6/5.8	Coherent, structured programme of HWB input through TG/Assembly/class & partner input developed through HWB team. Lit & Num best practice shared and further developed through Inset/ TLC working.	CD/ DH / PTs PS/ DN/IM/PP	Review by Dec 15 – action throughout 15/16	Inset/ Faculty & PS meeting time/ staff CPD/new resources/ TLC time	
Strong focus on Developing the Young Workforce. BGE and Senior Phase plans implemented.	4.1/4.2/ 5.3/8.1	Work of DYW Acting PTs and Business team on auditing and planning DYW input and impact in BGE and Senior Phase now extended into key action points in 15/16.	PS/PG/A Mc/ DH/HR/ Relevant teachers & partners	Implement throughout 15/16 – review Easter 16	Inset/ Faculty and PS meeting time/ transport and resource costs	

Improvement Priority: **Improvement Through Self-Evaluation**

Target: **Improve pupil experience, attainment and achievement through more consistently effective and rigorous self-evaluation**

Key Priority	Q.I.	Steps to Success (what we will do)	By Whom?	By When?	CPD & Resource Implications	Evaluation
Whole school Quality Assurance principles *in action – evidence consistency* in all faculties.	1.1/2.1/ 5.9/6.3/ 9.1/9.4	Ensure that agreed whole school principles capture consistent approaches to QA procedures and that individual faculty/subject procedures lead to genuine impact on learning and performance.	DH/SP/ FMs/All staff	Sep 15 & implementation ongoing	Meeting time/ copying/ ICT systems	
QA calendar for class visits *in action* – focus on quality of learners' experiences and discourse.	2.1/3.1/ 5.2/5.3/ 9.4	Whole school calendar supports consistent and regular focus on, and review of, learning and teaching. Focus on impact here.	DH/SMT/ FMs/ All staff	Sep 15 & implementation ongoing	Meeting time/ visit time/ peer discourse time	
Consistent, planned capture of pupil voice – learners' experiences – led by Pupil Ambassadors.	2.1/5.2/ 5.3/5.7/ 5.9/9.3	Review whole school focus group & individual subject capture of pupil voice to allow a fuller evaluation of pupil feedback on L&T. Taken forward by Pupil Ambassadors 15/16.	SP/GC/ PTs PS/ FMs/ All staff	Develop with Ambassadors by Dec 15 – implement Feb 16	Meeting time/ copying/ ICT systems	
Continue to focus on revised QA of reporting standards – especially in the BGE linked to clear *progression* in S1-3.	1.2/2.2/ 5.4/5.5/ 5.7/5.9	Reporting formats and QA procedures reviewed in line with new curriculum and assessment arrangements. Focus on BGE progression and ensuring this is communicated clearly.	SMT/ PTs PS/ FMs/ All staff	Further review by Oct 15 and implemented 15/16	Meeting time/ reporting systems/ CPD	
Improvement in performance focused on through QA and rigorous results analysis (Tony Conroy data & Insight analysis).	1.1/3.1/ 5.5/5.9/ 6.3/9.4	T Conroy data analysis provides starting point of specific individual pupil focus on attainment and consequent mentoring teams. Develop knowledge of Insight analysis to inform school targets and quality of self-evaluation.	SP/HR/ FMs/PTs PS/ All staff	Aug 15 and ongoing thereafter	T Conroy fees/ meeting time/ Insight CPD	
Mentoring groups related to pupil performance sustained – *targeted intervention* is key here.	1.1/5.3/ 5.7/6.3/ 8.4/9.2	HR to lead focus on T&M of performance through SQA and assessment data S4-6. C Downie to lead S. Phase mentoring teams and target key pupils to maximise achievement.	HR/CD/ FMs/PTs PS/ All staff	Oct 15 and ongoing thereafter	Meeting time/ ICT usage/ CPD	

Improvement Priority: **Building Community/ Ethos**

Target: **Continue to focus on shared values and relationships as essential to achievement for *all***

Key Priority	Q.I.	Steps to Success (what we will do)	By Whom?	By When?	CPD & Resource Implications	Evaluation
Consistent, planned capture of parental voice – review approaches and breadth of capture with PTN.	2.2/5.7/ 5.9	Continue to develop parental voice by establishing survey/ discussion groups to evaluate & feed into improvement plan. Focus on PTN leadership of this.	SP/ SMT/ PTN	Jan 16 capture & evaluate April 16	Meeting time/ postage	
Review Awards Ceremonies and wider celebration of success – implement revisions in assemblies and ceremonies 15/16.	1.1/2.2/ 4.1/5.5/ 5.6/9.1	Review number of S6 Awards in Graduation. Review Junior and Senior Awards in format and link to wider achievement assemblies. Consider awards recognised on an ongoing basis and those awarded at Awards Ceremonies.	DH/GC/PTs PS/ FMs/ Staff awards team	Dec 15 and implement for 15/16 ceremonies	Meeting time/ catering & prize costs etc.	
Eco schools re-cycling regeneration continued through Eco group and Science BGE – *sustainability.*	1.2/4.2/ 5.8	Re-generation of Eco recycling in main pupil social areas to continue. Further evaluate work of Eco Group and integration of elements of this into Science IDL as part of sustainable impact on environment.	GR/Eco Group/ SP	Aug 15 and ongoing	Re-cycling resources	
Focus on further strengthening relationships with all partners, with a specific focus on Developing the Young Workforce.	2.2/3.1/ 4.2/5.7/ 8.1/9.3	Prudential partnership developed further in line with new curriculum and teams. Review and development of pupil experiences continued in all areas. Focus on S4 through second year of Forth Valley College SCOTS course and DYW plan.	PS/PG/AMc/ SMT/Link Prudential staff/ SBC	Ongoing	Meeting time/ copying/CPD	
Strong focus through working together, staff development and partner working on *high aspirations* and *positive language*.	3.1/5.5/ 5.6/7.2/ 9.1	Staff CPD and discourse through Inset opportunities and meetings focuses on continuing to develop culture of aspiration and positive language (J Jones).	SP/ All staff	Ongoing	Inset/ meeting time/ text resources	
Partnership working with catering service on promoting healthy eating and good choices.	1.2/ 5.7/5.8	Utilise HWB team and Pupil Ambassador feedback to continue to review and improve uptake of catering service in school and promotion of healthier options.	Catering team/ HWB team/ Pupil Ambassadors	Ongoing 15/16	Meeting time/ cost of revised options	

Improvement Priority: Other Key Areas of Specific Focus

Target: Combine to impact positively on learners' experiences and performance

Key Priority	Q.I.	Steps to Success (what we will do)	By Whom?	By When?	CPD & Resource Implications	Evaluation
Sustained commitment to further strengthening cluster partnership working through Learning Community plan actions.	4.1/5.3/ 6.3/8.1	Working with nursery and primary cluster partners on shared priorities of cluster plan to continue to strengthen transitions and partnerships in the Learning Community.	SP/GC/JC/ CM/JE/RW	Aug 15 and throughout session	Meeting time/ Profiling software costs	
Homework procedures developed through working group engaging with pilot of online system in 15/16 for impact 16/17.	2.2/5.3/ 5.7/9.3	Homework group to continue to Review homework experienced by pupils across the school to inform parents & HW principles. Focus on piloting Show My Homework system.	DH/ Homework team/ FMs/ All staff/ PTN	Jan 16 and ongoing thereafter	Copying/ meeting time/ system costs	
PRD processes and procedures further reviewed and implemented – move to online GTCS profile by end of 15/16 for all.	3.1/7.3/ 8.1	Prudential coaching model continues to inform FM and SMT model for PRD discourse. Recording format reviewed 15/16 in line with GTCS online system.	DH/All managers/ All staff	Easter 16 for June 16 implementation	Meeting time/ copying/ CPD	
Employability and positive destinations focus – skills for work and partnership with SDS.	2.1/5.1/ 5.3/8.1	Focus on continuing to develop employability schemes and partnerships to facilitate work experience and readiness for work. Key focus on partnership with SDS and pos. destinations	SMT/SDS PS/PTs PS	Oct 15 and ongoing thereafter	Meeting time/ Temp PT role/ cover	
Learning Support re-design to focus on maximising impact of resources on individual pupils and the most effective model for in-class support.	2.1/5.3/ 5.9	Learning Support time working in partnership with wider staff in review of implementation on LS referral system and effective model for in and out of class support for youngsters on staged intervention.	JC/GC/ LS team/ All staff	Aug 15 – ongoing thereafter with review May 16	Resource provision/ Meeting time	
Focus on extending strong work with Young Carers into an embedded programme.	2.1/5.3/ 5.8	Young Carers programme to be reviewed and sustained plan of support to be implemented throughout session through timetabled weekly support sessions and curriculum input.	A Mc/ LD/ SH/ PS staff	Aug 15 – ongoing thereafter	Financial support for curriculum and events – transport etc.	