



Isobel Mair Improvement Plan 2019/2020

At Isobel Mair School we support the Education Department's vision of
'Everyone Attaining, Everyone Achieving through Excellent Experiences'

Our vision at Isobel Mair is simply
'Empowered'

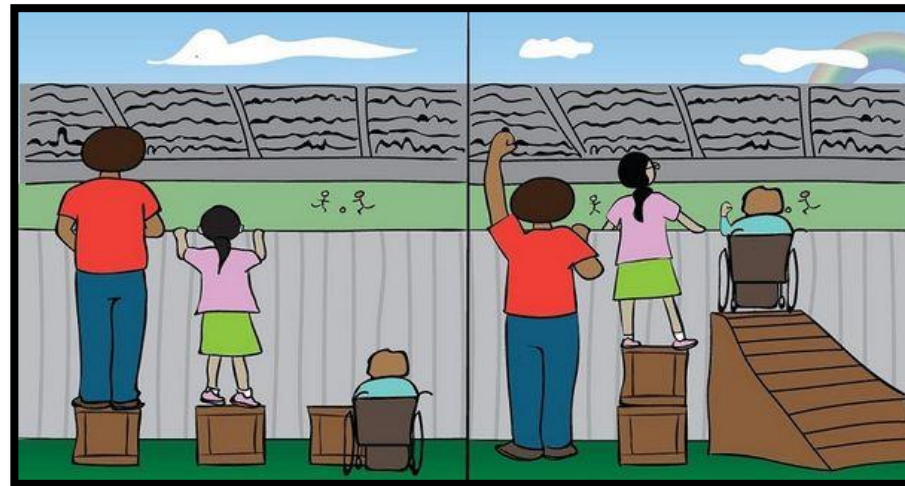
Definition of empowered - VERB

empowered (past tense) · empowered (past participle)

1. give (someone) the authority or power to do something.

Our vision is to support, children, young people and their families, staff and the school community to reach their potential through empowerment.

The picture demonstrates our goal to ensure that **every** young person is supported to achieve their potential.



School Improvement Priorities for 2019/2022

	2019-20	2020-2021	2020-2022
1	Empower children and young people to make informed choices about their next phase of learning, including preparation for ongoing transitions, further education, the world of work and future careers.		
2	To develop teaching and learning approaches in literacy and English to raise attainment across the BGE and Senior Phase		
3	Develop a skilled and confident workforce within a culture of professional enquiry with partners and colleagues within the school, cluster, LA and RIC		
4	Teacher judgment will be strengthened through assessment and moderation practices and use of the learning pathway toolkit		
5	Improve and develop the service provided to the young people who attend our Inclusion Support Service (Corrie House)		
6	To lead change in the IMS FC to a fully ASN provision		

Priority 1: Empower children and young people to make informed choices about their next phase of learning, including preparation for ongoing transitions, further education, the world of work and future careers.

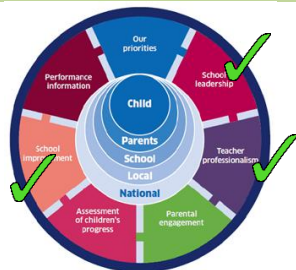
NIF PRIORITY:

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

QIs:

- 2.4 Personalised support
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.3 Increasing creativity and employability

NIF DRIVERS:



LIP:

Outcomes and Impact:

Everyone Attaining, Everyone Achieving through Excellent Experiences
 Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Improved safeguarding systems will provide personalised support focusing on key transition points.	We will make improvements to the timescales regarding micro and macro transitions: FC - P1, P7-S1, S3- senior phase, college and work experiences in preparation for post school destinations, post school placements to ensure that pupils and families feel prepared for the next phase of learning.	SLT, Educators, EP, SW, Parents, Pupils,	Session 2019 2020	Ongoing Boardmaker licenses. Social Stories. Staff allocated time to undertake transition visits. School Improvement Group / Collegiate time.	Pupil feedback Parent feedback
To improve support for pupils with sensory processing difficulties by identifying sensory processing challenges for individual pupils. These difficulties often manifest differently in different environments. The three integrated rating scales assesses sensory processing, praxis and social participation in schoolchildren 5-12 years old.	Sensory Profiling – using the Sensory Processing Measure (SPM) to record a complete picture of children's sensory functioning at home /school and in the local community.	SLT, Educators, EP, SW, Parents, Pupils,		Possible Professional Enquiry theme transitions.	

Priority 2 : Improved teaching and learning approaches in literacy and English will be developed to raise attainment across the BGE and Senior Phase

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QIs:

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.2 Raising attainment and achievement



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Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Improved communication skills throughout BGE and Senior Phase, with regards to talking and listening. This will strengthen learners’ ability to communicate their needs/wants and improve their understanding across the curriculum.</p>	<p>Use of Makaton, communication boards, Tobii eyegaze, and AAC individualized for each pupil.</p> <p>Parent drop-in sessions to refresh skills in Makaton , PECS, P.O.D.D., and other AAC</p> <p>Regular Learning conversations between Educators and Speech and Language Therapists to update on any training needs or individualised needs.</p>	<p>SLT, PECS champions, Makaton Champions, P.O.D.D Champions, AAC group, Educators, Support Staff, Parents</p>	<p>Session 2019 2020</p>	<p>Ongoing Clicker training for staff</p> <p>5 min box</p> <p>Makaton sessions (trainer time out of class to attain trainer status)</p>	<p>Training evaluations</p> <p>Parent feedback</p>
<p>To improve the range of reading resources available for all of our young people. This will raise attainment in reading across the school.</p>	<p>A review of reading resources and related strategies will be undertaken to develop a school reading policy that will raise staff awareness and skills in the teaching of reading.</p>	<p>School Improvement Group (SIG)</p> <p>Educators</p>	<p>Session 2019 2020</p>	<p>Reading Resources</p> <p>Staff knowledge and expertise</p>	<p>Clicker resources</p> <p>Boardmaker</p>

Priority 3: Develop a skilled and confident workforce with a culture of professional enquiry throughout the school with partners and professional colleagues within the school, cluster, LA and RIC

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QIs:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.4 Leadership and management of staff
- 2.7 Partnerships

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EP will work in partnership with the school to undertake professional enquiry with a focus on supporting young people with additional support needs Parents, Pupils and Staff	Guidelines and resources will be created for enquiry, which will empower Staff and Parents; equipping them with the skills and knowledge required to support the mental health of our young people with ASN.	EP (Depute Principal) CT (Learning Support, Eastwood High) PT (HM)	Session 2019 2020	EP Time for PT and CT to meet regularly Training sessions for staff	Resources Staff / Parent Feedback
Session 2019 - 2020 sees the launch of the Eastwood Cluster Improvement Collaborative (ECIC). The vision of the collaborative is to empower practitioners across our cluster and sectors, to participate in professional inquiry collaboratives that are purposeful, engaging and targeted; that enable us to take forward Education Scotland’s empowerment agenda. The cluster will make a long-term commitment to working towards a cluster approach to collegiality.	Launch our ‘Open Space’ event. Practitioners across the cluster will have an opportunity to share possible themes of inquiry, explore some of them during the In-service event and sign up to preferred inquiry focus for this next academic year.	SLT, Educators, Educators from Cluster schools.	August Day 1 inset school year 2019/2020	8 Collegiate hours	CMG

Priority 4 : Teacher judgment will be further strengthened through assessment and moderation practices and use of the learning pathway toolkit

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QIs:

- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement



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<p>Staff will feel empowered to make better-informed judgements through regular moderation across classes/collaborative work with other ASN schools. Collaborative learning in the West Partnership is a flexible approach that encourages a wide range of collaborative activities that suit the context and experience of the schools and participants involved.</p>	<p>Through professional engagement within the West Partnership Collaborative, we will identify a school with which to undertake collegiate approaches to learning, teaching and assessment and strengthen teacher judgments through shared assessment and moderation events.</p> <p>In-house moderation of tracking using the learning pathway toolkit, benchmarks and ERC skills planners will continue and more opportunities for this will be provided.</p> <p>A parent friendly guide and discussions with parents at drop-in clinics will inform them of why and how we track pupil progress.</p>	<p>SLT, Educators, Parents, QIO West Partnership school</p>	<p>Throughout the year</p>	<p>Collegiate time set aside for Assessment and Moderation</p> <p>Teacher Practitioner time to meet with the West Partnership school Participation in the RIC Collegiate Improvement Collaborative</p> <p>School Improvement Group</p>	<p>Staff feedback Parent feedback West Partnership collaborative feedback Moderation events</p>

Priority 5: Improve and develop the service provided to the young people who attend Inclusion Support Service (Corrie House) from across the Local Authority

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QIs:

- 1.5 Management of resources to promote equity
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion

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<p>Increased attainment and achievement, which will lead to a wider variety of choices in school (choosing learning pathways) and increase positive post-school destinations.</p>	<p>Identify suitable range of National Qualifications to be included in the learning pathway for ISS@IMS young people.</p>	<p>HT / Secondary DHT / SDS SLA CT</p>	<p>Aug-September</p>	<p>Data from ERC secondary schools</p> <p>Young people</p> <p>DYW Careers standard 3-18</p> <p>SDS</p>	<p>Track post-school destinations</p>
<p>Increased focus on independent living skills and development of friendship groups will lead to positive experiences for young people across ERC schools.</p>	<p>To empower young people to take greater ownership of their learning.</p>	<p>HT / Secondary DHT CT</p>	<p>Session 2019 2020</p>	<p>SDS</p>	<p>Pupil feedback, attainment, wellbeing plans</p>

Priority 6: To lead change in the IMS FC to a fully ASN provision

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QIs:

- 1.5 Management of resources to promote equity
- 2.5 Family Learning
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion

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<p>By developing our centre into a fully Additional Support Needs setting we will meet the needs of young people across ERC who are referred via the EYIC</p>	<p>Develop our centre into a fully Additional Support Needs setting. We will provide a service across three playrooms for children with a wide range of additional support needs.</p>	<p>Staff across the FC</p> <p>Support from ERC facilities management and property and tech</p>	<p>Throughout 2019/2020</p>	<p>Cost associated with modification</p>	
	<p>Develop a CLPL plan alongside EP to support and upskill staff.</p>	<p>DHoC, SCDO and EP</p>	<p>Throughout 2019/2020</p>	<p>Meeting with EP CLPL Plan</p>	
	<p>We will continue to pilot 1140 hours.</p>	<p>All staff</p>	<p>Throughout 2019/2020</p>	<p>DHoC to attend EYIG/1140 admissions panel</p>	
<p>Outdoor learning has proven to have a positive effective on child development Each child has had access to a suitable range of resources and experiences both inside and outdoors to build on their awareness of their natural environment. For example daily outdoor access, woodland adventures and local community walks.</p>	<p>Staff have been working at making adaptations to ensure the outdoor area is fully accessible to all of our children</p>	<p>Outdoor working group – Lorraine Kerr, Colette Graham, Melissa Dorran and Diane Higgins</p>	<p>Throughout 2019/2020</p>	<p>Cost associated with modification Look into specific grants/funds.</p>	
	<p>Implement the use of Muddy Movers/Loose parts strategies in every day play PSA's and CDO's across the school and family centre.</p>	<p>PSA's and CDO's across the school and family centre. Focus month on Outing Learning/Muddy Movers and Loose Parts</p>	<p>May 2020</p>	<p>Collegiate time – Staff Cover</p>	