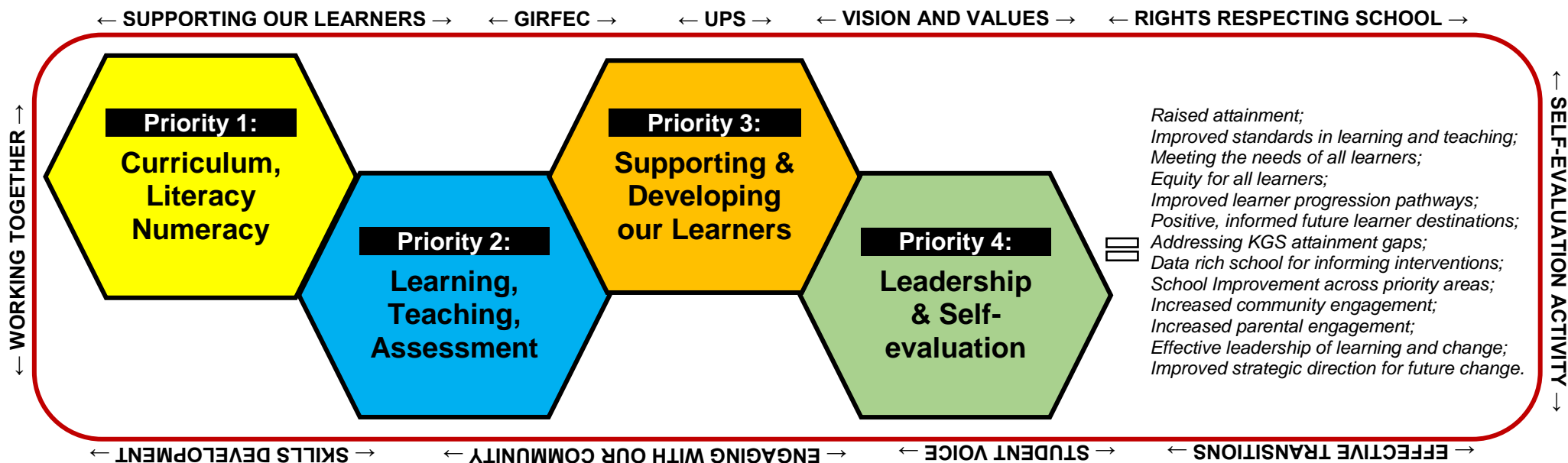




Keith Grammar School: Strategic School Improvement Plan

SESSION OVERVIEW: 2018-2019



[Please note: a glossary of abbreviations/terms used is contained in the table on the last page]



Improvement Priority 1: Curriculum including Literacy and Numeracy

Making the link:	Main Actions: <i>what do we need to do to successfully fulfil this priority?</i>	Led by...	Due by...	Outcome(s): <i>what will change and be better for our learners?</i>	Evaluation of Impact: <i>how will we know we have been successful?</i>
HGIOS4 QIs: 2.2, 1.2-1.5, 2.3-2.7, 3.1-3.3 NIF Drivers: School Improvement; Assessment of children's progress; School Leadership UNCRC Articles: 28, 29, 17, 23, 30, 42 School Values: Aspirational; Healthy; Responsible GIRFEC: Achieving; Included; Active; Responsible	<ul style="list-style-type: none"> Curriculum rationale and structure further developed with shared understanding of what progression looks like in practice Continued development of Literacy, Numeracy, HWB, creativity, digital and employability skills across the curriculum, with progression, and 1+2 Languages Revise Choice Process and Design Continued focus on partnership working (<i>College, Employers, Providers</i>) for DYW and achievement 	HT CWG DHT1 PTML SLT PTG DHT2	Dec 2018 May 2019 Dec 2018 March 2018	<ul style="list-style-type: none"> Curriculum structure developed embraces CfE Design principles (<i>BtC5</i>), raising attainment Curriculum provides equity of opportunity for all learners Curriculum takes account of four contexts of learning, allowing for success and achievement Strong outcomes for all learners, facilitating learner progression pathways to sustainable positive destinations Learners have opportunities for breadth, challenge and application in learning in familiar and unfamiliar contexts; skills, knowledge developed 	<ul style="list-style-type: none"> Universally agreed curriculum vision and rationale matched to uniqueness of school profile and context Tracking of Literacy, Numeracy and HWB indicate positive achievement of learners Partner engagement with sustainable pathways planned involving partners Self-evaluation findings including: views of learners, staff, partners, parents; lesson observations; WG feedback



Improvement Priority 2: Learning, Teaching and Assessment

Making the link:	Main Actions: <i>what do we need to do to successfully fulfil this priority?</i>	Led by...	Due by...	Outcome(s): <i>what will change and be better for our learners?</i>	Evaluation of Impact: <i>how will we know we have been successful?</i>
HGIOS4 QIs: 2.3, 3.2, 1.1-1.4, 2.2, 2.4, 2.7, 3.1, 3.3 NIF Drivers: Teacher professionalism; Assessment of children's progress; School Improvement; Performance Information UNCRC Articles: 28, 29, 12, 13, 17, 23, 27 School Values: Aspirational; Healthy GIRFEC: Active; Respected; Responsible; Included; Healthy; Achieving	<ul style="list-style-type: none"> Increased learner voice in learning – learning conversations – developed at classroom level, using intelligent data Technology used to support learning In-house programme for L&T development Development of T&M procedures (<i>including planning, assessment and moderation</i>) Further staff training in smart use of data for interventions to support/challenge Senior Phase – raising attainment focus using targeted attainment interventions Skills development (DYW & CMS) for employability mapped across curriculum and beginning to embed in planning 	Dept DHT1 LTWG DHT3 DHT3 SLT Dept	Sept 2018 May 2018 Nov 2018 March 2018	<ul style="list-style-type: none"> Improved quality of learning and teaching, raising learner attainment Language of learning further embedded in classroom culture to support learner aspirations and achievement GLOW/SMHW supports learning of all Improved attainment for all, gaps identified and targeted Improved learners' experiences with appropriate interventions to support and challenge learners Early intervention to support learners (BGE-Senior Phase) Staff confidence in L&T approaches leads to raised learner attainment 	<ul style="list-style-type: none"> Self-evaluation findings favourable regarding targeted improvements Raising attainment mechanisms (<i>targeted mentoring, UPS, SLT focus groups</i>) highlight improvements in performance (BGE T&M and Senior Phase attainment) Staff confidence in use of T&M data leading to timely interventions Staff/learner confidence in learning and teaching approaches: increased pace, challenge, appropriate differentiation and questioning; L&T Policy embedded Improved pedagogy observed by SLT/PTs Insight/other data informs improvement ASG working supports improvements



Improvement Priority 3: Supporting and developing our learners

Making the link:	Main Actions: <i>what do we need to do to successfully fulfil this priority?</i>	Led by::	Due by::	Outcome(s): <i>what will change and be better for our learners?</i>	Evaluation of Impact: <i>how will we know we have been successful?</i>
<p>HGIOS4 QIs: 2.1, 2.4, 2.6, 2.7, 3.1-3.3, 1.1, 1.3, 1.5</p> <p>NIF Drivers: School improvement; Teacher professionalism; Parental engagement; Assessment of children's progress</p> <p>UNCRC Articles: 3, 4, 17, 23, 24, 28, 29, 37</p> <p>School Values: Aspirational; Respectful; Healthy; Responsible</p> <p>GIRFEC: SHANARRI</p>	<ul style="list-style-type: none"> • UPS course review and development, including subject choice procedures • Varied accreditation schemes investigated and embraced; partnerships initiated • Personal achievements included in profile, developing wider skills, knowledge • Approaches to recognising and celebrating success reviewed; refreshed • Revising approaches to profiling and reporting, linking to T&M/MC guidance • Relational Policy developed linked to RRS/GIRFEC • Family Learning through PEF FSW; interventions for closing the gap and raising attainment 	<p>DHT2 SOLWG</p> <p>Dept</p> <p>UPST</p> <p>DHT2</p> <p>UPST SLT</p> <p>SOLWG</p> <p>ASG DHT1</p>	<p>Dec 2018</p> <p>Dec 2018</p> <p>Feb 2019</p> <p>May 2019</p> <p>Oct 2018</p> <p>June 2019</p> <p>Nov 2018</p>	<ul style="list-style-type: none"> • Raised aspirations and attainment • Equity and inclusion for all learners • UPS/AAA supports wider wellbeing and early support interventions • Gaps in skills and knowledge addressed for improved learning pathways and life chances for all learners • Improved target setting and intervention, raising learner attainment • Parents more able to support learners through streamlined and accessible profiling and reporting • Increased learner resilience, self-awareness and employability • Positive ethos of achievement 	<ul style="list-style-type: none"> • UPS has favourable impact on learners and positive self-evaluation review • Clear learner pathways with appropriate knowledge/skills development and positive destinations; attainment, SDS positive destination data • PPB Policy leads to reduction in referrals and RRS self-evaluation indicates improvement in ethos/respect • Positive feedback on interventions to support learning and remove barriers • Self-evaluation evidence informs positive progress; GIRFEC • Partnership working leads to improved engagement with school



Improvement Priority 4: Leadership and self-evaluation

Making the link:	Main Actions: <i>what do we need to do to successfully fulfil this priority?</i>	Led by::	Due by::	Outcome(s): <i>what will change and be better for our learners?</i>	Evaluation of Impact: <i>how will we know we have been successful?</i>
<p>HGIOS4 QIs: 1.1-1.5, 2.5, 2.7, 3.2</p> <p>NIF Drivers: School Improvement; Teacher professionalism; Parental engagement; Teacher professionalism; Performance Information</p> <p>UNCRC Articles: 28, 29, 3, 4, 12</p> <p>School Values: Aspirational; Respectful; Responsible</p> <p>GIRFEC: SHANARRI</p>	<ul style="list-style-type: none"> • Maintain focus on VVA and RRS through regular revisiting, assemblies, activities • Staff and student leadership development – Professional Learning; Student Voice • Range of family engagement events • Self-evaluation activities to inform improvements (<i>processes to reflect HGIOS4</i>); intelligent data runs and use • Parental involvement - SLWGs 	<p style="text-align: center;">↑</p> <p style="text-align: center;">DHT3 SLT SLWG</p> <p style="text-align: center;">↓</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">May/ June 2019</p> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> • VVA/RRS leads to positive ethos development and raised aspirations • Leadership capacity development leading to school improvements • Increased learner voice directing improvements, improving ethos • Improved strategic leadership – clear direction (<i>following PL activities</i>) • Student Voice leads to further directed improvements in school (L&T focus) • Family engagement supports future family learning agenda • Improved attainment and experiences 	<ul style="list-style-type: none"> • Favourable school self-evaluation results • Improvements in ethos reported through RRSA questionnaire findings/self-evaluation focus groups • VVA/RRS leading to improvements in ethos and reduction in misbehaviour (referrals/reports) • Greater parental involvement in work of the school • Teacher leadership of school improvement items to positive end results; school and staff development • Student Voice – continued impact • Favourable feedback; PL activities

Glossary of terms (...and web links to further information as appropriate):

Term:	Elaboration:
ASG	Associated Schools Group – the group of schools making up the “Keith ASG” – Keith Grammar School, Botriphnie Primary School, Crossroads Primary School, Keith Primary School, Newmill Primary School, Rothiemay Primary School, St Thomas RC Primary School
BGE	Broad General Education (up to S3) http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatcanlearnersexpect/broaeducation.asp
BtC5	Building the Curriculum 5 http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp
CfE	Curriculum for Excellence - http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/
CfE Design Principles	Breadth, Progression, Depth, Challenge, Enjoyment, Coherence, Relevance, Personalisation and Choice http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/howisthecurriculumorganised/principles/
COs	Coordinators for “responsibility of all” across learning areas (Literacy, Numeracy, Health and Wellbeing...). Coordinators for Literacy (Ms McAllister), Numeracy (Miss Morgan) and Health and Wellbeing (Mrs Urquhart). Other areas ongoing development throughout the year including Digital Literacy (Mrs Allan). http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/index.asp http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/responsibilityofall/
CWG	Curriculum Working Group
DHT1, 2, 3	Depute Head Teacher; 1 – Mrs Bain, 2 – Mrs Buchan, 3 – Mrs Main (DHTs – all)
DYW	Developing the Young Workforce https://www.educationscotland.gov.uk/Images/DYWResponseYouthEmpl%20Strategy_tcm4-853595.pdf
Equity	Ensuring all young people have the same opportunities to achieve and progress, regardless of who they are or where they come from. http://scotlandfutureforum.org/assets/library/files/application/equity-slides-craig-munro-fife.pdf
Four contexts of learning	Life and ethos of the school as a community; Curriculum areas and subjects; Interdisciplinary learning; Opportunities for personal achievement http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/interdisciplinarylearning/about/contextforlearning.asp
GIRFEC	Getting It Right For Every Child – http://www.gov.scot/Topics/People/Young-People/gettingitright
GLOW	Scottish Schools’ National Intranet http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/glow/
HGIOS4	How Good Is Our School 4 th Edition – Quality Indicators, Scottish Education http://www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf
HT	Head Teacher – Mr Macpherson
HWB	Health and Wellbeing
IDL	Inter-Disciplinary Learning (see “Four contexts of learning”)
Insight	Senior Phase Benchmark/Tracking tool used for Senior Phase http://www.educationscotland.gov.uk/resources/i/insightbenchmarkingforexcellence.asp
KGS	Keith Grammar School
L&T	Learning and Teaching
LTWG	Learning and Teaching Working Group
Pedagogy	The theory and practice of learning and teaching
PL	Professional Learning – activities including courses, in-house CPD sessions, reading, Inset activities...
PPB	Promoting Positive Behaviour
PTML	Principal Teacher of Modern Languages
RRS/RRSA	Rights Respecting School/RRS Award - http://www.unicef.org.uk/rights-respecting-schools/
Senior Phase	The senior years of secondary school education (up to S6) http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatcanlearnersexpect/seniorphase.asp
SHANARRI	The GIRFEC eight indicators of Wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included – http://www.gov.scot/Topics/People/Young-People/gettingitright/background/wellbeing
SLT	Senior Leadership Team https://blogs.glowscotland.org.uk/my/keithgrammar/files/2016/01/Keith-Grammar-School_School-Handbook-2016_17.pdf
SLWG	Short Life Working Groups
SOLWG	Supporting Our Learners Working Group
T&M	Tracking and Monitoring – ensuring learner progress is tracked and monitored with interventions to support/challenge learning using tracking data and systems
TMC	The Moray Council
UPS	Universal Pupil Support http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/universalsupport/index.asp
UPST	Universal Pupil Support Tutors
VVA	Vision, Values and Aims (redeveloped following extensive consultation, session 2015-2016)
WG	Working Group – a group of staff (and as appropriate, pupils, parents, partners) who come together to advance a specific area of work for school improvement – e.g. Curriculum, Learning and Teaching, Supporting Learners

The glossary of terms above is provided to support interpretation of Improvement Priorities