

**Education and Youth Employment**

**Haysholm School**

**Improvement Plan 2018-19**



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**Vision, Values and Aims**

**Our Vision** *(as created and agreed by staff, parents and our partners)*

‘To Get It Right for Every Child’

We are committed to providing our learners with a happy and high-quality teaching and learning environment to develop their strengths, skills and talents to achieve the best that they can. We will work in partnership with parents and our partners to deliver a curriculum that enables our learners to reach their full potential and to be as functionally independent as possible. It is our aim to ensure that our pupils are fully included, accepted and where possible can contribute to the community in which they live and learn.

**Our Values**



**Aims**

1. To promote successful learners by:-
   * Developing skills and independence within a variety of relevant, active and real contexts in small, progressive steps.
   * Developing language and communication.
2. To promote effective contributors by:-
   * Developing citizenship skills in all contexts.
   * Developing the use of problem solving skills.
   * Participating in enterprise, expressive arts, eco and health promoting activities.
3. To promote responsible citizens by:-
   * Encouraging appropriate social behaviour and awareness of others in all contexts within school and the wider community.
   * Making informed choices.
   * Developing awareness of the local community, Scotland and the wider world.
4. To promote confident individuals by:-
   * Encouraging participation in all activities.
   * Developing appropriate interaction with others in a wide variety of contexts and environments.
   * Developing leadership skills.
5. To plan professional development that enhances staff skills and effective learning and teaching approaches to meet the needs of our pupils.

6. To nurture an ethos of equal opportunities.

**Council Priorities:**

The five Council strategic priorities for 2015-2019 are detailed below:

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

* 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
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**Strategic Priorities 2018-2019**

“Ensuring people have the right skills for learning, life and work”

**Education and Youth Employment Directorate**

**National Improvement Framework Priorities 2017:**

1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in attainment, particularly in literacy and numeracy

3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

**5.** **High numbers of our young people are entering positive and sustained post-school destinations**

* Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
* Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
* Ensure our young people leave school with the skills employers need.
* Work towards embedding national career and work placement standards.
* Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

**4.** **Levels of attainment and achievement are improving for all learners**

* Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
* Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
* Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
* Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

**3.** **Self-evaluation and performance improvement are embedded throughout our schools and central support teams**

* Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
* Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
* Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

**1.** **We are reducing inequalities and delivering improved outcomes for children and young people**

* Embed and extend nurturing approaches to advance inclusion across all education establishments.
* Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
* Ensure effective implementation of Children & Young People (Scotland) Act 2014.
* Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
* Develop and implement a coherent mental health strategy and intervention framework.
* Continue to implement our plans for early years expansion to 1140 hours by 2020.
* Ensure our school estate provides high quality learning environments

**2.** **High quality learning and teaching is taking place in all our establishments**

* Develop and implement a strategic vision for learning and teaching for all of our learners.
* Evaluate and enhance our curriculum from early level to Senior Phase.
* Support and strengthen the professional capacity of staff.
* Implement a framework to ensure we develop high quality leaders of learning.

**Service Priorities 2018-2019**

**Strategic Plan 2018-19: HAYSHOLM SCHOOL**

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| **School Priorities** | **To continue to embed and develop creative, active and communication rich approaches to teaching and learning.** | **To continue to develop effective approaches to moderation of BGE developing staff’s understanding of assessment and shared standards.** | **To continue to enrich the quality of learners experiences and raise attainment in literacy, numeracy and health and wellbeing.** | **To strengthen partnership links and collaborative arrangements for positive post-school destinations.** |
| **High Level Objectives** | To continue to embed communication rich and active pedagogies in all classes ensuring consistency across the school.  Support and strengthen the professional capacity of staff and support parents in embedding communication approaches at home. | To further develop and embed effective processes for tracking, monitoring and evidencing progress. | To ensure planning of literacy/communication and numeracy is coherent across the curriculum and ensures appropriate personalised pathways for learners and breadth of experiences. | To continue to develop partnership links and collaborative arrangements with FE sector, employers, commerce and the third sector. |

**Strategic Plan 2018-19: HAYSHOLM SCHOOL**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

**Detailed Action Plan 2018-19: HAYSHOLM SCHOOL**

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| **School Strategic Priority:1** | | **To continue to embed and develop creative, active and communication rich approaches to teaching and learning.** | | | | | **Linked to Directorate Priority:** *2* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| To continue to embed communication rich and active pedagogies in all classes ensuring consistency across the school. | 1.2  1.4  2.3  1 | Yes | ELKLAN trainers to deliver ELKLAN training to classroom assistant staff in ‘Communication with Children with Severe and Complex Communication Needs’.  Teaching staff given time to revisit and assimilate aspects of ELKLAN in depth and embed ELKLAN pedagogies into their teaching and learning for children with severe and complex additional support needs.  Selected staff to undertake Makaton enhancement training and Safeguarding training to be delivered by Speech and Language Therapy Service  Digital Technology Quality Improvement Team to develop the use of Virtual Reality Headsets within the school providing training and ideas for use in classes | 6 planned sessions over Term 1,2 & 3  Term 1 & 2  Collegiate x 2 per term  Term 1 & 2  ½ Inservice day and 4 Collegiate session  Allocated collegiate sessions and QIT meetings | Classroom Assistants better able to recognise stages of communication development in order to support learners who have severe and complex additional support needs.  Teaching staff more confident and skilled in use of appropriate pedagogies to meet the needs of learners with severe and complex additional support needs.  Consistency of approaches across all staff teams. Staff will have a wider repertoire of signs to support verbal language/understanding for learners  Consistent use of Makaton across staff teams is continuing to develop learner’s receptive communication skills and for some learners improve their ability in being able to express themselves.  Improvement in access to digital technology for all learners.  Improvement in engagement in learning through use of technology for our children and young people. | Most Classroom assistant staff will gain in-house ELKLAN training.  Evidence of impact gathered through observations of learning contained within staff learning portfolios.  Raised attainment in literacy, evidenced in reporting, target tracking, annual review minutes and assessment evidence files.  Observations of learning (formal/informal) and whole school feedback  Learning Round findings  IEP’s  Makaton display board  Displays of learning  Observations of learning | |

**Detailed Action Plan 2018-19: HAYSHOLM SCHOOL**

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| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Support and strengthen the professional capacity of staff and support parents in embedding Total communication approaches at home. | 1.2  1.4  2.3  1  1.2  1.4  2.3  1 | No  Yes | Selected staff to undertake Rebound Training level 1 & 2 (4 staff)  Selected staff to undertake Rebound Plus Training and improve current curricular programme updating Visual resources for the Smartboard  Input from communication hub and Speech and Language Therapy assistant to deliver training on Total communication approaches  External Training sourced and paid for by PEF money where appropriate.  Targeted support for new parents (primary 1) in using and applying Total Communication approach at home.  HT to work with lead Speech and Language Therapist and Total Communication team to update literacy/communication policy and agree a set criteria that the school and staff should achieve to ensure a Communication Friendly approach is well embedded. | 2 Inservice days  August  Ongoing  Weekly hub meetings  Set aside dev. time | Meeting pupils needs by promoting health and wellbeing, inclusion in PE and communication and social integration.  Pupils will benefit from a consistency of approach by all trained Rebound Therapists and gain certification from Winstrada programme.  Pupils will benefit from Visual resources that meet their learning needs and further enhance their literacy/communication skills through the Rebound programme  Less experienced staff better equipped to meet learning needs through increased knowledge of communication pedagogies (PECS, Visual Structure, Makaton etc)  Enriched communicative environments across home and school to help support the development of receptive, expressive and social communication skills.  Parents are able to better communicate with their children at home. Learners have increased opportunities to transfer and generalise communication skills in the home and community contexts.  All staff will have a shared understanding of communication needs and use communication pedagogies consistently to ensure our children and young people can engage well in their learning using their preferred mode. | Winstrada evidence sheets  Evidence of impact gathered through observations of learning, IEP’s, target tracking, annual review minutes and assessment evidence files.  Parent Surveys  Records of PPD/PRD discussions  Individual Case Studies | |

**Detailed Action Plan 2018-19: HAYSHOLM SCHOOL**

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| **School Strategic Priority:2** | | **To continue to develop effective approaches to moderation of BGE developing staff’s understanding of assessment and shared standards.** | | | | | **Linked to Directorate Priority:** *4* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| To further develop and embed processes for tracking, monitoring and evidencing progress. | 2.3  3.2  1 | No | Head Teacher to attend Education Scotland working party days focussing on Milestones to support learners with complex additional support needs  Teaching staff to participate in Education Scotland pilot ‘Milestones to support learners with complex additional support needs.  Collegiate Sessions to focus on the Moderation Cycle:   * Planning and Tracking of learning using Milestones/Benchmarks. * Planning of learning intentions and success criteria * Moderation of learning journey and NQ files * Reviewing current planning paperwork and assessment evidence files * Ongoing Learning conversations with staff teams * Arrangements for reporting * Participation of learners in reviewing their own learning   Psychologist to provide ½ day in-service on; Continuum of Engagement linking it to Engagement Profile and Scale and use of video to assess.  Educational Psychologist to provide ½ day in-service to raise Classroom Assistant’s awareness of ‘Engagement in Learning’ of children with complex needs | Collegiate sessions Term 1 and  Ongoing throughout year  1 x Inservice day  (Sep) | New Teacher Guidance from Education Scotland will be implemented and pupils skills will be more accurately tracked (P1 to S6) through Continuum of Engagement and Support levels against the Milestones and Benchmarks  A body of evidence focussing on core skills will be formally tracked over time – leading to improved planning of next steps in IEP’s based on prior learning and evidence of achievement.  Regular moderation of learning will ensure standards are shared and the body of evidence collected to support assessment judgements reflects evidence of impact on children and young people.  Teachers will more confidently produce improved reports in terms of their quality with more consistent use of evaluative language ensuring that parents/carers understand their child’s progress.  Teaching staff will have a shared understanding of the Continuum of Engagement for learners with complex needs – this will lead to improved assessment of and for learning. | IEP’s  Reporting to Parents  Review minutes  Assessment Evidence Files  Notes of Internal moderation  Moderation across similar schools  Formal Observations of learning  Survey to Parents re; Quality of Reporting | |

**Detailed Action Plan 2018-19: HAYSHOLM SCHOOL**

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| **School Strategic Priority:3** | | **To continue to enrich the quality of learners experiences and raise attainment in literacy, numeracy and health and wellbeing.** | | | | | **Linked to Directorate Priority:** *3* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| To continue to develop (a clear rationale) for the planning of literacy/communication and numeracy across the curriculum ensuring appropriate personalised pathways for learners and breadth of experiences. | 2.2  3.2  1 | No | All teaching staff to familiarise themselves with and embed the use of Education Scotland milestones for learners with severe and complex needs to support planning of learning in literacy and numeracy.  Numeracy lead and quality improvement team to:   * Update numeracy policy * Improve numeracy framework * Plan Numeracy week   James McFarlane/Haysholm staff to continue to work collaboratively to refresh 3 year Interdisciplinary theme planner reflecting opportunities for discrete delivery of literacy/numeracy across the BGE. | Planned collegiate sessions  QIT meetings and designated Collegiate sessions  Set aside dev. time  2 x 1 day over the session | All staff will have a better understanding of milestones in literacy and numeracy for children with severe and complex additional support needs and use these to plan more effectively to scaffold next steps in learning.  Learners will experience appropriate and relevant numeracy experiences leading to increased motivation and engagement across the curriculum.  An IDL theme planner will reflect entitlement to a broad general education and ensure breadth and coherence. This will further enrich learner’s experiences. | Monitoring of IEP’s and curriculum planning  Reports, target tracking and assessment evidence in learning journey files.  Whole school feedback from class observations (formal/informal) | |

**Detailed Action Plan 2018-19: HAYSHOLM SCHOOL**

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| **School Strategic Priority:4** | | **To strengthen partnership links and collaborative arrangements for positive post-school destinations.** | | | | | **Linked to Directorate Priority:** *5* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| To continue to develop partnership links and collaborative arrangements with FE sector, employers, commerce and the third sector. | 2.6  3.2  4 | No | DHT to continue to engage with FE sector curriculum managers in order to increase opportunities for senior pupils  DYW coordinator to continue to engage with Ayrshire Chamber/SDS to establish further opportunities for skills for learning, life and work through an appropriate work placement.  To establish link with 3 Towns Growers site in Ardrossan to access opportunites for learners to grow and sell their own food produce (Social Enterprise)  To embed opportunities for participation in National 1 and 2 units linked to employability | Ongoing throughout the session | Learners will experience a wider range of qualifications, learning in a different environment and with others.  Learner’s experiences will support them in transitioning into adult services. Service providers and employers will be able to engage with local young people to shape future service provision.  Learners will participate in enriched experiences that will promote their wellbeing and provide them with essential skills for learning, life and work.  Learners will have increased opportunities to improve communication and life skills through working with the wider community  Learners will experience the World of Work in a meaningful and practical way ensuring that each activity and placement is personalised to their needs | Wider range of certification achieved by pupils.  NQ folios  ASDAN folios and accreditation  Sustained attendance and participation in college and work placements. | |