

## **Improvement Planning Guidance for Schools and Establishments 2019**

### **Developing a manageable, measureable annual improvement plan**

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

**A statement of the School / Establishments  
Vision, Values , Aims and Curriculum Rationale**

## **Vision**

To provide a learning environment where every young person feels happy, safe and is able to realise their potential.

## **Values**

We are **ambitious** for every child within our school and thus we have **high expectations** for all and we encourage our pupils to strive for **continuous improvement** not just in their educational endeavours but also in every aspect of their character. We prepare our pupils for an ever changing world beyond school and thus look for our young people to **embrace change** positively and look to make it work for them.

As a school community we endeavour to be **inclusive** in our approaches and expect our pupils to be similarly inclusive through affording **respect** to others and having respect for the school environment. We want our young people to have **compassion** for others and to be **tolerant** when confronted with attitudes and values that are at variance with their own.

Through inculcating these values in all that we do we hope to develop the essential character of our pupils so that they can achieve the specified aims of our national aspirations as a society.

## **Aims**

Through universal application of our values we aspire for all our young people to become **confident individuals** who will develop their intellectual capacities and become **successful learners**. We value the contribution of young people to our school community and we encourage them to be **effective contributors** both in school and beyond school so that they become **responsible citizens** of the 21<sup>st</sup> century.

	IMPROVEMENT PRIORITY	TARGETS
1	<p><b>Improvement in attainment with a focus on narrowing the gap between the most and least disadvantaged children</b></p>	<ul style="list-style-type: none"> <li>(a) Continued development of literacy/numeracy moderation to enhance consistency of teacher judgements.</li> <li>(b) Further development and improvement of differentiation approaches in the BGE to meet the needs of all learners.</li> <li>(c) Review and amend approaches to assessment in the BGE to ensure greater consistency across cognate groups and the wider school.</li> <li>(d) We will continue to develop greater consistency in the delivery of skills across the BGE.</li> <li>(e) Continue to improve our systems for tracking and interventions for young peoples across the BGE.</li> <li>(f) Implementation of approaches to meta-cognition and effective feedback across the school.</li> <li>(g) Continued development of senior phase curriculum pathways and enhanced vocational options across the school.</li> </ul>
2	<p><b>Improvement in children and young people’s health and wellbeing</b></p>	<ul style="list-style-type: none"> <li>(a) Continue to develop our Rights Respecting Schools programme.</li> <li>(b) Develop our approaches to ‘intentional character education’ through a pathfinder pilot.</li> <li>(c) Continue to develop and implement bespoke intervention and support strategies to meet pupils needs.</li> </ul>
3	<p><b>Improvements in the employability skills and sustained, positive leavers destinations</b></p>	<ul style="list-style-type: none"> <li>(a) Increase vocational opportunities for our Senior Phase pupils (See 1g)</li> <li>(b) Continued development of our Lenzie Academy Community Engagement (LACE) programme to strengthen further links between the school and the local community.</li> <li>(c) Improve the awareness of the Careers Standard and Work Placement Standard within the school.</li> <li>(d) To continue to build upon our existing partnerships with employers/colleges to develop more work based learning opportunities.</li> </ul>

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
<ol style="list-style-type: none"> <li>Improvements in attainment.</li> <li>Closing the attainment gap between the most and least advantaged.</li> </ol>	<ol style="list-style-type: none"> <li>Improvements in attainment.</li> <li>Closing the attainment gap between the most and least advantaged.</li> </ol>	<p>School leadership</p> <p>Teacher professionalism</p> <p>Assessment of children's progress</p> <p>Performance information</p>	EDC Education Service Plan (P5/6)	SLT

Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ....) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Continued development of literacy/numeracy moderation	June 2020	Time for teacher dialogue	DHT (S1-3)	Dept feedback and professional dialogue	
Development of differentiation to meet the needs of all learners	June 2020	Time for curriculum development	PTs Curriculum	DHT links at DMs and class visits	
Development of BGE assessment approaches	June 2020	Time for curriculum development	DHT (S1-3) + PTs Curriculum	DHT links at DMs and DPRs with HT	
Develop greater consistency in the delivery of skills across the BGE	June 2020	Time for curriculum development	DHT (S1-3), PT PEF + Skills Cttee	Skills audit and departmental plans	
Development and improvements in tracking/interventions in the BGE	June 2020	Changes to SEEMIS, time for training	DHTs (S1-3) PTs PEF	DHT links at DMs and DPRs with HT	
Development of meta-cognition across the school	By 2021	Time for training for all teaching staff	DHT (S1-3) PT PEF L/T Committee	Feedback from Osiris Educational Cosultants	

<b>Continued development of Senior Phase Pathways</b>	<b>By 2021</b>	<b>Time for research and curriculum dev</b>	<b>DHT (S4) + PTs Curriculum</b>	<b>DHT links at DMs and DPRs with HT</b>	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Detail parent and learner involvement in tasks if relevant</i>					
<p><b>Leadership</b> – SLT will have strategic oversight and there will be significant leadership offered by PEF PTs in different areas.</p> <p><b>Learner engagement</b> – we will be utilising pupil voice in the following areas – differentiation strategies; BGE assessment; BGE Skills and approaches to meta-cognition.</p> <p><b>Parental engagement</b> – BGE assessment; BGE skills and meta-cognition strategies.</p>					
<b>Resource Requirements</b>	<b>Cluster/Partnership Funding – detailed breakdown</b>		<b>Professional Learning</b>		
	<b>PEF funding – detailed breakdown</b>				
<ol style="list-style-type: none"> <li>1. Literacy / Numeracy moderation.</li> <li>2. Development of differentiation.</li> <li>3. BGE Assessment.</li> <li>4. Development of BGE Skills.</li> <li>5. Improvements in tracking/interventions.</li> <li>6. Developments in meta-cognition.</li> <li>7. Development of S. Phase Pathways</li> </ol>	<ol style="list-style-type: none"> <li>1. PEF PTs (Scale Point 1)</li> <li>2. Not applicable.</li> <li>3. PEF PTs (Scale Point 1)</li> <li>4. PEF PTs (Scale Point 1)</li> <li>5. PEF PTs (Scale Point 1)</li> <li>6. £4500 allocated from PEF.</li> <li>7. Not applicable.</li> </ol>		<ol style="list-style-type: none"> <li>1. Professional dialogue at DMs and moderation events during Inset.</li> <li>2. Curriculum development and professional dialogue within and out with school.</li> <li>3. As above.</li> <li>4. As above.</li> <li>5. Time for staff training.</li> <li>6. Staff training at Insets; professional reading; selected staff work with Osiris and engage in professional dialogue with colleagues.</li> <li>7. DHT (S4) and PTs reviewing possible options through review of SQA and possible visits to other schools.</li> </ol>		

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility	
Improvements in children and young peoples' health and wellbeing	Improvements in children and young peoples' health and wellbeing	School leadership Parental engagement Performance information	EDC Education Service Plan (P7)	SLT	
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by ...) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Continue to develop our Rights Respecting School Programme	June 2020	Time for PT Citizenship	PT Citizenship	Meetings with HT Achievement of RRSA (Silver)	
Development of our approaches to the development of 'intentional character education'.	June 2020	Time at DMs Time for SLWG	DHT (S4) Character Ed SLWG	Meetings with HT Review by external consultants from Character Ed Scotland	
Continue to develop and implement bespoke intervention and support strategies to meet pupil needs	June 2020	Time for groups to be arranged	SLT Guidance / Support for Pupils	Ongoing review as part of internal systems for review, including Pupil Voice	

## Leadership and Parental and Learner Engagement Opportunities

*Detail parent and learner involvement in tasks if relevant*

**Leadership** – SLT will have a strategic oversight whilst there will be leadership opportunities for teachers and pupils, especially in targets 1 and 2.

**Learner engagement** - this will be fundamentally important in driving forward the Rights Respecting Schools Award. Pupils have also been involved and will be involved this year in the development of 'intentional character education'.

**Parental engagement** - the parental perspective is likely to be sought in all three areas cited above.

Resource Requirements	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
<ol style="list-style-type: none"> <li>1. There will be time required for the PT Citizenship to prepare for RRSA Silver Award.</li> <li>2. Time requirements for the SLWG will be necessary to take aspects of character education forward.</li> <li>3. Our 'Positive Intervention Room' will require resourcing from PEF monies.</li> </ol>	<ol style="list-style-type: none"> <li>1. There is a cost implication for the RRSA. Any associated costs will come from school funding (approx. £1100.00)</li> <li>2. There may be some limited costs incurred. Any associated costs will come from school funding.</li> <li>3. Exact costings at this stage are unclear but are likely to be approximately £2000.00.</li> </ol>	<ol style="list-style-type: none"> <li>1. RRSA documentation and associated professional tasks/duties to achieve the silver award will be undertaken.</li> <li>2. There will be professional reading, professional dialogue and collaboration required to enable this target to be met.</li> <li>3. The nature of bespoke interventions means that the detail of professional learning required is not quantifiable at present. It is likely to involve professional reading, professional dialogue and visits to learn from other schools both within and beyond EDC.</li> </ol>





## Leadership and Parental and Learner Engagement Opportunities

*Detail parent and learner involvement in tasks if relevant*

**Leadership** – SLT will have strategic oversight of developments

**Learner engagement** – Pupils have an active role in deciding on community engagement / charitable organisations that we work with etc.

**Parental engagement** – HT will engage with SDS to work with staff re increasing awareness of CES and WPS. SDS will also engage with the Parent Council to enhance awareness of their role in schools across 2019-20.

Resource Requirements	Cluster/Partnership Funding – detailed breakdown PEF funding – detailed breakdown	Professional Learning
<ol style="list-style-type: none"><li>1. Any new Senior Phase course will require appropriate resourcing.</li><li>2. Wider achievement accreditation will incur various costs.</li><li>3. DM time allocated in WTA.</li></ol>	<ol style="list-style-type: none"><li>1. Any funding required will come directly from school funds.</li><li>2. As above.</li><li>3. N/A.</li></ol>	<ol style="list-style-type: none"><li>1. PTS (Curriculum) and/or departmental staff will need time for professional reading and / or visits to other schools to engage in professional dialogue.</li><li>2. Time for PT Wider Achievement to explore opportunities for accreditation of our pupils for the work that they do.</li><li>3. Staff will need time to read the CES and WPS and reflect on how they can enhance and improve their role in line with national expectations.</li></ol>

