

**ULLAPOOL HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN 2014-17
YEAR 3 (16-17)
FINAL VERSION**

ULLAPOOL HIGH SCHOOL

OUR SCHOOL PRIORITIES <small>Please link the improvement priorities from your Standards and Quality Report.</small>	OUR IMPROVEMENT PROJECTS <small>I = Implemented C = continued E=evaluated</small>			WHAT DIFFERENCE WILL WE MAKE?
	Year 1- 2014/15	Year 2 – 2015/16	Year 3 – 2016/17	
How well do young people learn and achieve? (Authority Priorities) Improve the quality of assessment <i>for</i> learning Improve the quality of assessment <i>of</i> learning				
1.1 (Imp in performance) and 2.1 (Learners' experiences)	Further develop and improve tracking, monitoring and sharing progress across the School			Pupils, parents and teachers will know: <ul style="list-style-type: none"> Where they are Where they want to be How to get there
How well does the school support young people to develop and learn? (Authority Priorities) Ensure pupils receive a coherent and progressive curriculum from 3-18 Support the development of new Qualifications and ensure learner pathways lead to positive destinations Supporting schools to meet the needs of all learners through universal and targeted support				
5.1 (Curriculum) and 5.3 (Meeting Learners Needs)	Develop, consult and review the curriculum- with regard to Senior Phase and BGE Further develop the provision for meeting all Learner Needs with a focus on transitions and sharing SfL expertise	<div style="text-align: center;">  Learning for Sustainability Equalities Training  </div>	<div style="text-align: center;">  </div>	Deliver full entitlement for BGE linking to Senior Phase including: <ul style="list-style-type: none"> Specialisation and breadth Range of pathways articulated Access to appropriate levels at National exams Provision and development of New Higher On-going Review of Nationals Promote sustainable practice and equity throughout the school Youngsters will experience: <ul style="list-style-type: none"> Coherent progression at each stage More individualised learning where appropriate. Staff will have: <ul style="list-style-type: none"> Opportunities for training Guidance and discussion around specific pupils Better understanding of how to fully utilise the skills and expertise within SfL
How well does the school improve the quality of its work?				

(Authority Priorities)

Continue to develop and ensure impact of self-evaluation systems

Develop leadership capacity and provide a strategy for supporting Head teachers

5.9 (Self Evaluation)

Further develop a climate and culture that fully utilises qualitative self-evaluation with the focus on improving outcomes for all learners



The school will gather evidence from many sources and further develop their responses to this by making evidence based decisions that have a positive impact on classroom practice and overall achievement. In particular:

Staff will develop shared understanding of:

- SPBT/Insight
- Qualitative language and processes
- Links to PRD and Update
- Professional judgement on BGE levels

School and Departments will produce:

- Shared Standards and Quality Reports
- Focus and plan on specific areas of classroom practice
- QA calendar
- System for ensuring links to cycle of Improvement
- Opportunity for external validation

Additional Priorities

Government initiatives: 1+2 languages, PE target, Early Years Collaborative.

Using systems and processes: GLOW and MIS training

School: Equalities Training, Learning for Sustainability, Shared Vision, SOSAs

Closing the attainment gap, Developing Scotland's Young Workforce, Professional Update, National Improvement Framework, Pupil device roll-out

Development project title: Further develop and Improve Tracking, Monitoring and Sharing Progress Across the School

Linked to QIs: 1.1, 2.1 (4.1, 9.1, 9.3)

What difference will it make for learners? (why are we taking this forward?)

- **Looking inwards:**

Evaluation of Learning Logs had shown a way forward to further develop profiling, learner conversations. Strong reporting episodes with very good parental returns in the BGE. Engagement not as high in Senior Phase (attendance at parents' night, comments on reports).

Parental returns on new Tracking and Monitoring (Senior Phase) are very positive. Interventions need to be developed.

Use of SOSAs data satisfactory. Use of Progression Frameworks/SAL's at early stage but with some significant progress in some depts. This now leads to sharing standards. Primary school curricular links and standards needs development. HT and Authority analysis.

VSE identified developing a monitoring and tracking approach to attainment and achievement, this now to be taken to BGE.

Profiling has developed and is strong, further work to link with Primaries.

- **Looking outwards:**

Expectation from HC and Nationally that progression in BGE is monitored.

Authority TMA plan.

NIF expectations around Literacy and Numeracy reporting (HC requirement).

Progression Frameworks/SAL's have been developed across Scotland in all curricular areas via Ed Scotland and HC, now need to be further embedded in practice.

Tapestry TLC model looking at improving teacher professional judgements.

- **Looking forwards:**

Concept of Value added, target grades, working grades become even more understood and used by staff, parents and pupils. Continue to develop language of skills for pupils through profiling. Pupils more engaged in where they are and how they learn, work on resilience to be developed to tackle teacher views that pupils are still being 'driven' and not taking full ownership. Develop parents understanding. Everyone knows where they are, what the next steps are and how to get there.

Criteria for success

Profiles are built on regularly-explicit reference to skills development in classes. Further development of learner conversations based on profiles. Promotion of profiles to encourage dialogue with staff/pupils, parents/pupils and staff/parents with evidence that this is happening.

Use of INSIGHT/SPBT and SOSCA's data that is referred to in SQR for departments and informs qualitative SQR produced by all departments. (Link with self-evaluation) SEEMIS use developed, particularly for departmental monitoring. BGE process, which includes qualitative judgements on progress implemented and understood widely.

Evidence that parental/pupil engagement with learning has increased.

Resilience training

What are we going to do and when (How will we take this forward?)	Who will do this?
Evaluation and next steps of school based profiling process (Aug-)	AI, Guidance, Depts
Evaluation of skills sheet(s) developed by depts. to feed into profiling above(Aug-Apr)	Depts
Insight(SPBT) analysis (Aug-)/ stripped back versions to be produced and used, based on last year's evaluations	HT, SMT and depts
SQR produced by depts. (Oct 16) utilising INSIGHT	Depts
Tracking and monitoring/reporting (BGE) consulted, implemented, evaluated. Resilience Training (Nov 16)	HT, DHT, all staff R.O'I

<p>Monitoring and evaluation procedures (evidence of success) (How are we going to do this and when?) Profiling – monitoring of process by depts./guidance - Dec 16 and Apr 17, Evaluation (Dec) INSIGHT analysis-Meeting with all depts., feed into SQR report –Oct 16 SEEMIS training for PT's by Oct 16 Tracking and Monitoring Design BGE(before Oct 16), Implement (Oct 16-Mar 17), Evaluate (Ongoing)</p>	<p>Who will do this?</p> <p>AI+Guidance HT, DHT HT + Office HT + DHT</p>
<p>Expected Resource Needs</p> <p>SEEMIS Training Tracking and Monitoring Training (Authority/school) SQR templates Website training INSIGHT training In-house Profile WTA Live'n'learn resilience training</p>	

What difference will it make for learners? (why are we taking this forward?)

- **Looking inwards:**

School now meets the requirements at both a National and Council level (Highland Steer)

School has moved to a 3+3 model, this year genuine senior phase is operational. Evaluation plus development still needed

Need to ensure all courses provide specialisation and breadth S3

Continue to develop learner pathways, good start this year with College applications up from 6 to 29 (school pupils) and Foundation Apprenticeship in Computing.

Look to develop Cookery and Business with WHC, after positive discussions.

Good work by DYW staff, look to get more of these opportunities running.

Develop use of Progression Frameworks/SAL's and other tracking mechanisms for aiding coursing decisions, build on teacher Professional judgement through TLC's

Anecdotal evidence of youngsters unable to experience full, coherent timetable in S5/6. Further develop certificate courses appropriate to learners' needs

- **Looking outwards:**

Work with Colleges/employers and Universities on Learner Pathways (Developing Scotland's Young Workforce, CITB, Uni entry requirements)

HMIE BGE toolkit used to assist evaluation of courses in BGE. Tapestry TLC to share standards. Highland Council Workforce Planning Strategy and Action Plan.

Learning for Sustainability agenda. Pupil device (Google Chrome?) agenda. Career Education Standard Entitlements.

- **Looking forwards:**

School meets the requirements of Highland Steer and National expectations. School provides an entitlement for pupils that will ensure smooth progression from P7 to their intended destination. The school will work on developing these pathways and will monitor the pupils' progress through to positive, sustained destinations. The school will work with partners to ensure that we can offer as many opportunities as we can. Including an exploration of open learning/ video conferencing opportunities. Pupil device to become part of day to day working.

Criteria for success

Continued development of BGE and evaluation of courses
 New Higher courses evaluated
 Two staff continue training in Learning for Sustainability- staff to be briefed on initiatives
 Departments explore courses for pupils at all levels
 SAL's/Progression Frameworks and tracking of progression fully utilised at all levels in school
 Partners' engaged with school over provision of courses
 Youngsters have chance to lead and support in school
 Pupil device training and implementation (depending on roll-out)

What are we going to do and when (How will we take this forward?)

Continued monitoring of courses at dept. level (Aug 16-), evaluations (under HGIOS4) May 17
 Depts. explore course provision (Aug-)
 Two staff members on HC training for Learning for Sustainability-produce briefing for staff Apr 17
 Professional Judgements-sharing standards through TLC(via CAT, INSET) (Aug -)
 Further develop Careers and pathways planning, linking with partners, leading to a coherent structure (Aug-)
 Development of Senior Pupil Leadership model YPI (Aug -)
 Staff training on Google Chrome (as appropriate)

Who will do this?

Depts. PT
 Depts. PT
 AI, JM
 SMT + DM, IW, PMc
 HT, DHT, DYW, Guidance
 RO'L
 MS

Monitoring and evaluation procedures (evidence of success)

(How are we going to do this and when?)
 Monitoring of courses at dept. level recorded in minutes, overseen by SMT (Aug-), evaluations (under HGIOS 4) produced by depts. (May 17)
 Depts. explore course provision, recorded in minutes. Resource requests to HT(Aug-)
 Progress Reports on Learning for Sustainability
 Professional judgements (via CAT, INSET), Use of these in reporting
 Further develop Careers and pathways, involvement of partners at senior phase parents' evening – Course Options Booklet (Feb17), Review Mar 17
 Senior Pupil Leadership , training by Aug 16, (YPI)...presentation (Dec)
 Staff begin to use Google Chrome and utilise within class (When appropriate)

Who will do this?

PT
 PT/SMT/HT
 AI, JM; HT
 All staff
 HT/DHT/DYW/Guidance
 RO'L
 All staff

Expected Resource Needs

Visits/materials – other schools/Colleges, Ed Scotland research, QIO meetings, parents events, (new) CADO input, WTA, pupil training, LFS Masters Accreditation Training/HMIE link, YPI training, In-house + authority pupil device training, HGIOS4.

Development project title: Further develop the provision for meeting all Learner Needs with a focus on transitions and sharing SfL expertise

Linked to QIs: 5.1, 5.3 (9.3)

What difference will it make for learners?

- **Looking inwards:**

Very good work/training and strong ethos of inclusion within SfL and school. Great provision of SfL staff. Evidence that staff skills are being better utilised in many areas though not all (SfL feedback). Great success noted in the work with pupils with complex needs.

PE probationer again this year allows strong HWB links with Primary

Need to further develop sharing standards around BGE, this has been discussed at ASG with shared training days identified.
PT(Maths) remit around Closing the Gap.

- **Looking outwards:**

Literacy, Numeracy Health and Well-being agenda. New exam provisions. On-going need to adapt to the needs of pupils as they arrive (with whatever SEBN they bring, autism a specific focus this year). Legislative requirements. Named adult model. ASG projects on Literacy/Numeracy and Health and Well-Being phasing in. Closing the Attainment Gap-HC priorities in mentoring, parental engagement and Literacy. Trends in Eng/Maths, identified pupils (INCAS, SOSCAS).

- **Looking forwards:**

Continued development which enables all staff to share in the expertise gained by SfL. Meeting learner needs continues to be seen as the role of all staff.

Criteria for success

Training opportunities continue to be taken up and then shared with all staff
Staff attend specific 'updates' for specific children
More evidence of Classroom assistants being used to facilitate different types of learning, especially with Literacy
Evidence of class teacher and SfL dialogue being a regular feature of practice
Levels and progression enter discussion for all pupils
Focus on closing the attainment gap centres around identified pupils
Food for Thought programme developed for HWB link to Primaries
Close link with ASG around levels in BGE, staff in dialogue that is sustained

What are we going to do and when (How will we take this forward?)

Training on-going. Sharing with staff at INSET/ Staff forum and ad hoc (Aug -)
SfL/Guidance will hold communication meetings as and when necessary for individual pupils (Aug -)
SfL to link with Depts to discuss Literacy provision(Aug-)
Sharing Standards link with ASG-shared work via Tapestry model
Closing the Gap – pupils known and interventions as necessary (mentoring?)
Development of SEEMIS information on meeting needs
ASG calendar and Tapestry TLC model link. (May 16-)

Who will do this?

HT, RO'L
SfL/Guidance
SfL/Depts
SMT, TLC + identified staff
PT Maths + all staff
SfL/Guidance
HT

Monitoring and evaluation procedures (evidence of success)

(How are we going to do this and when?)
Count uptake and provision of training in school, evaluate quality – ongoing (HGIOS4)
Count, evaluate 'specific' meetings – ongoing
Evidence of different practice taking place-Apr 17 (HT observation, dept minutes)
Evaluate provision overall-report to HT (HGIOS4 by Easter 2017)
Closing the gap data produced, and record of interventions including dept minutes
ASG meetings plus dialogue produce consensus around prof judgements (ongoing)

Who will do this?

RO'L
RO'L
HT, Depts
RO'L, HT
PT Maths, RO'L, HT, PT's
HT

Expected Resource Needs

Meeting time, WTA, INSIGHT/SEEMIS training, NIF, HGIOS4, Tapestry

Development project title: Further develop a Climate and Culture that fully utilises qualitative self-evaluation with the focus on improving outcomes for all learners

Linked to QIs: 5.9 (3.1, 5.2, 6.1, 6.2, 6.3, 7.3, 9.4)

What difference will it make for learners? (why are we taking this forward?)

- **Looking inwards:**

Very good examples of strong self-evaluation in the school last year. QA calendar brings together existing good practice. All staff were involved in producing SQR for departments. Validated Self-Evaluation did not take place last year (no QIO), seek an episode this year. The Peer Observation-Classroom toolkit model was well received by staff and has produced many examples of positive changes in practice in many classes. Pupils responded very positively to being asked their opinion.

Engagement with PRD complete.

- **Looking outwards:**

Validated self-evaluation encouraged by Ed Scotland. Inspection due. GTC Update and PRD processes.

- **Looking forwards:**

Moving towards a consistent, shared cycle of improvement. This will link qualitative review of the school and depts., with the improvement plan and also with individual PRD. Further engagement with pupils, parents and staff to be identified and developed. HGIOS 4. Shared standards within BGE.

Criteria for success

QA calendar to be enacted and monitored

TLC link with ASG focus on formative assessment for sharing standards, SMT overview and observations

SQR produced by school and depts.

Further Validated Self-Evaluation episode to take place involving two other departments

Maintain momentum with PRD cycle all staff to have undertaken second episode by October.

Pupils regularly consulted and at least involved in one formal evaluation (5 a day, focus groups, pupil council)

Parental survey on another identified area to be carried out this year

HGIOS4 evaluation on identified Whole School Issue

<p>What are we going to do and when (How will we take this forward?)</p> <p>QA calendar enacted and monitored throughout year (Aug-) Sharing Standards TLC model(Sept 16) TLC/Classroom obs enacted with SMT monitoring(Sept-) Validated Self-Evaluation takes place for two depts. (by Feb 17) All staff to have undergone 'second' PRD(Oct 16) Parental Survey on aspects of the school, compiled by parent council (by Mar 17) HGIOS4 evaluation on identified issue completed and informing Improvement Plan for next year (by Apr 17)</p>	<p>Who will do this?</p> <p>(RO'L, AH) AH All staff, SMT HT, then selected depts. All staff HT, Parent Council HT/Working Group</p>
---	--

<p>Monitoring and evaluation procedures (evidence of success) (How are we going to do this and when?) QA progress updates to HT Dec 16, Apr 17 Tapestry training, TLC (Sept 16 -) SQR reports produced - Oct 16 VSE process enacted – By Feb 17 Check PRD register (Oct 16) Parent Survey circulated (by Mar 17) Staff Survey circulated (by May 17)</p>	<p>Who will do this?</p> <p>PT's AH +identified staff Depts QIO,HT AH HT/Parent Council HT/SMT member</p>
---	--

<p>Expected Resource Needs Meeting times, training, SQR sheets, Noticeboards, research time, WTA</p>
--

