

SCHOOL IMPROVEMENT PLAN

SESSION 2020/21

Summary: Key School Improvement Priorities

Your key priority in the coming session will be in common with all Highland schools. We continue to recommend a maximum of three action plans, but since the first one is of such high importance, it is likely that it will form the one and only project for session 20/21. It may be that one of your projects from last year requires little further work so you may decide on to include further projects this year: alternatively you could postpone one project for completion in session 21/22. **However please note that you should only attempt completion of previous projects if your school capacity allows and in full consultation with your staff. The project “Recovery from Covid-19 School Closures” will be the main focus of all improvement activity in session 20/21.**

| Improvement Priority Title | What exactly are we going to do? |
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| <ul style="list-style-type: none"> • Recovery from Covid-19 School Closures: • Health and wellbeing • Recovery of learning, teaching and assessment • Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation) | <p style="text-align: center;"><u>Recovery of learning, teaching and assessment</u></p> <ul style="list-style-type: none"> • Regular assessment of pupils to identify gaps in learning and plan/develop appropriate interventions • Build opportunities to revisit missed learning into schemes of work • Develop opportunities for digital learning • Senior Phase Curriculum to be reviewed • SQA Changes – Identify gaps and raise attainment in line with SQA guidance • Revise Parental Engagement Opportunities (Online) • Pupils surveyed at various points to review progress • Strengthen relationship with DYW to address potential future issues in the employment market. Ensure pupils have the skills required to make them competitive in the jobs market • A more in-depth look at Homework across the campus to ensure homework is meaningful and appropriate, as there is now a greater reliance on digital learning and teaching • Continue with Read Write Inc 3-18 • Catch up Numeracy 3-18 • Exploration of Outdoor Learning Opportunities • Development of innovation room in conjunction with DYW (Primary) <p style="text-align: center;"><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Mindfulness training in school to support recovery • Mental Health First Aid Training – Staff/Pupils. MHF • Health and wellbeing IDL day in school • Focus on teacher wellbeing/mental health |

- Implement recovery curriculum in H&W
- Staff attend mental health training through the skills network
- Continue work with MHF Peer Education Network
- 3-18 Nurture Group to work toward removing social and emotional barriers, identifying gaps in learning/development as a result of the pandemic, and implementing appropriate interventions
- Nurture Group to have timetabled time, taking part in well planned activities, including outside learning to develop resilience
- Achieve Bronze Rights Respecting Schools Award (Primary)

Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

- Whole campus focus on identifying gaps/underachievement due to the pandemic and how to address these gaps appropriately in terms of implementation
- Implement recovery curriculum in literature and numeracy
- Introduction of GL assessments focusing on triangulation of data
- Moderating attainment and sharing good practice in school and across the ASG
- Additional targeted PSA support for numeracy
- Pupils progress meetings termly. Target setting focus with PTG/
- Whole campus mymaths subscription to address gaps and improve numeracy across the campus – additional PSA hours for targeted individuals
- Enhanced literacy lessons through talk for writing

Developing Positive Relationships, to ensure excellence in Inclusion, Equality and Diversity

Pillar 1 - Building Positive Relationships/Nurture

Pillar 2 - Inclusion, Rights, Equalities & A.S.N.

- Relaunch the schools' Vision , Values and Aims linking them to the importance of community in light of the Covid pandemic
- - Encourage student leadership on core values
 - More whole campus community events
 - PLP (PSE) lessons used in High School
 - To ensure that we changed this shared vision into a sustainable reality, we will work with staff to ensure that this ethos is embedded explicitly in classrooms, corridors and the wider school campus, encouraging all staff/pupils to come up with ideas on how to maintain/improve our mental health and positive relationships during the global pandemic
- Building Positive Relationships
- Relaunch/Rebrand Pupil Voice to give pupils ownership
- Involve pupils in discussion on how to rebuilt relationships damaged by the pandemic
- Consultation with pupils on what positive behaviour looks like

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| | <ul style="list-style-type: none"> • Work with partners to address attendance issues, being sensitive to covid related absences • Analysis of the barriers that prevent pupils achieving their full potential in any area so that we can accurately design and target interventions • Mapping volunteering activities so that staff, pupils and parents can better visualise wide range of opportunities available • Involve pupils in cultivating ethos of mutual respect and supporting each other • Learning/Pastoral conversations/meetings in school. Regular SLT attendance at faculty meetings • Mapping activities that celebrate diversity and achievement in all areas so that all feel included. Ask pupil council to work on this so that staff, pupils and parents are all involved in supporting recovery from the effects of the pandemic • Develop celebrations of success across the campus (poll pupils to find out what would be coveted.) • Focus on integration of the two schools. Peer support/Workshops/Mentoring etc • Create distributed leadership opportunities, which will be on a voluntary basis. Value and take action on staff opinions related to staff workload, WTA and long term sustainable planning. Once designed and deployed, monitoring and tracking approach for key outcomes |
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Please also use the table in Appendix 3 to help with planning for the monitoring and evaluation of improvement activity in terms of measuring impact.

In-depth action plan #1 - Recovery from Covid-19 School Closures

Linked to QIs/Themes

Linked to National Improvement Framework Priority

- 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 ☒

Linked to National Improvement Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒
School Improvement ☒ Performance Information ☒

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance ☒

Integration, inclusion and partnerships ☒

Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

What do we aim to improve for learners?

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure)
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Measurable targets for success

- 1) Establish targets for improvement based on initial surveys of children/young people and staff regarding how they are feeling, using the wellbeing indicators. Base targets on what appear to be the most vulnerable aspects of the wellbeing indicators.
- 2) Establish targets for adjusting classroom practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during the Covid-19 situation.
- 3) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc)

| What action will we take? | Who will lead on this? |
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| <p><u>Recovery of learning, teaching and assessment</u></p> <ul style="list-style-type: none"> • Regular assessment of pupils to identify gaps in learning and plan/develop appropriate interventions • Build opportunities to revisit missed learning into schemes of work • Develop opportunities for digital learning – staff and pupils • SQA Changes – Identify gaps and raise attainment in line with SQA guidance • Senior Phase Curriculum to be reviewed and Timetable to best meet the needs of our pupils • Revise Parental Engagement Opportunities (Online) • Pupils surveyed at various points to review progress • Strengthen relationship with DYW to address potential future issues in the employment market. Ensure pupils have the skills required to make them competitive in the jobs market • A more in-depth look at Homework across the campus to ensure homework is meaningful and appropriate, as there is now a greater reliance on digital learning and teaching • Continue with Read Write Inc 3-18 • Catch up Numeracy 3-18 • Exploration of Outdoor Learning Opportunities • Development of innovation room in conjunction with DYW | <p>SLT</p> <p>SLT</p> <p>Joe Hannaway</p> <p>Joe Hannaway</p> <p>Jemma Playfair/ Joe Hannaway</p> <p>SLT</p> <p>Jemma Playfair/Michelle Vind/Shona Ritchie</p> <p>Joe Hannaway /Michelle Vind/Shona Ritchie</p> <p>SLT</p> <p>Andy Heron/Jennifer Grant</p> <p>Andy Heron/Kim MacDougall</p> <p>Donald Smith</p> <p>Loren Crowley</p> |

Health and wellbeing

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| • Mindfulness training in school to support recovery | PTG's |
| • Mental Health First Aid Training – Staff/Pupils. MHF | PTG's |
| • Health and wellbeing IDL day in school | PTG's |
| • Focus on teacher wellbeing/mental health | Jemma Playfair |
| • Implement recovery curriculum in H&W | Loren Crowley |
| • Staff attend mental health training through the skills network | PTG's |
| • Continue work with MHF Peer Education Network | PTG's |
| • 3-18 Nurture Group to work toward removing social and emotional barriers, identifying gaps in learning/development as a result of the pandemic, and implementing appropriate interventions | Andy Heron/Shirley Grant |
| • Nurture Group to have timetabled time, taking part in well planned activities, including outside learning to develop resilience | Andy Heron/Shirley Grant |
| • Achieve Bronze Rights Respecting Schools Award (3-18 Campus) | Loren Crowley |

Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

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| <ul style="list-style-type: none"> • Whole campus focus on identifying gaps/underachievement due to the pandemic and how to address these gaps appropriately in terms of implementation | SLT |
| <ul style="list-style-type: none"> • Implement recovery curriculum in literature and numeracy | SLT |
| <ul style="list-style-type: none"> • Introduction of GL assessments focusing on triangulation of data | Loren Crowley |
| <ul style="list-style-type: none"> • Moderating attainment and sharing good practice in school and across the ASG | SLT |
| <ul style="list-style-type: none"> • Additional targeted PSA support for numeracy | Andy Heron/Kimberley Macdougall |
| <ul style="list-style-type: none"> • Pupils progress meetings termly. Target setting focus | All staff |
| <ul style="list-style-type: none"> • Whole campus mymaths subscription to address gaps and improve numeracy across the campus – additional PSA hours for targeted individuals | Joe Hannaway/Garry Simpson |
| <ul style="list-style-type: none"> • Enhanced literacy lessons through talk for writing | Loren Crowley |

Expected resource needs

PSA with responsibility for Nurture (PEF)
 PSA with responsibility for Read Write Inc (PEF)
 PSA with responsibility for Numeracy Intervention (PEF)
 Mymaths Whole Campus Subscription (PEF)
 H&W Surveys/Measurement tools/Resources

In-depth action plan #2) Improvement Priority Title – Building Positive Relationships

Linked to QIs/Themes

1.1, 1.3, 2.2, 2.3, 3.1,3.2

Linked to National Improvement Framework Priority

- 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

Linked to National Improvement Drivers

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress
School Improvement Performance Information

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance

Integration, inclusion and partnerships

Curriculum and pedagogy

Leadership and career-long professional learning

What do we aim to improve for learners?

- Rebuild relationships lost as a result of the pandemic
- Re-establish positive school routines/habits
- Stronger sense of inclusion across 3-18 campus with shared understanding of core values, aims and ethos of the whole campus
- Continued work on Positive Relationships and Paul Dix book to develop a strong sense of mutual respect between all
- Behaviour meetings/pastoral meetings within each faculty meeting, with a member of SLT attending ensures that staff feel better supported
- Greater understanding of United Nations Charter for the Rights of the Child, improving respect for ourselves and each other
- Pupils are more aware of volunteering opportunities and so there is greater participation to support building rapport/relationships

Measurable targets for success

- Improvement in student HWB across the campus. Measured through regular surveys/nurture room
- Everyone knows and is proud of our Vision, Values and Aims
- Staff and pupils feel better supported in terms of respectful relationships and positive behaviour
- Less referrals relating to classroom behaviour
- Less interrupted learning for our pupils
- Increase in the number of volunteering hours (Saltire Awards)

| What action will we take? | Who will lead this? |
|---|------------------------------------|
| <ul style="list-style-type: none"> • Relaunch the schools' Vision and Values linking them to the importance of community in light of the Covid pandemic | Jemma Playfair |
| <ul style="list-style-type: none"> ➤ Encourage student leadership on core values | Jemma Playfair |
| <ul style="list-style-type: none"> ➤ Build the Kinlochleven 3-18 School Identity | Jemma Playfair |
| <ul style="list-style-type: none"> ➤ More whole campus community events | Jemma Playfair |
| <ul style="list-style-type: none"> ➤ School Website to be relaunched | Joe Hannaway/Charlie Putton |
| <ul style="list-style-type: none"> ➤ PLP (PSE) lessons used in High School | PTG's |
| <ul style="list-style-type: none"> ➤ To ensure that our shared vision becomes reality, we will work with staff to ensure that this ethos is embedded in classrooms, corridors and across the campus, encouraging all staff/pupils to contribute ideas on how to maintain/improve our mental health and positive relationships during the global pandemic | Jemma Playfair |
| <ul style="list-style-type: none"> • Building Positive Relationships | SLT/ All staff |
| <ul style="list-style-type: none"> • Relaunch/Rebrand Pupil Voice to give pupils ownership | SLT/ Donald Smith/ Michelle McNeil |
| <ul style="list-style-type: none"> • Involve pupils in discussion on how to rebuilt relationships damaged by the pandemic | SLT |
| <ul style="list-style-type: none"> • Consultation with pupils on what positive behaviour looks like | Jemma Playfair/PTG's |
| <ul style="list-style-type: none"> • Work with partners to address attendance issues, being sensitive to covid related absences | SLT |
| <ul style="list-style-type: none"> • Analysis of the barriers that prevent pupils achieving their full potential in any area so that we can accurately design and target interventions | SLT/PTG's |
| <ul style="list-style-type: none"> • Mapping volunteering activities so that staff, pupils and parents can better visualise wide range of opportunities available | Jemma Playfair |
| <ul style="list-style-type: none"> • Involve pupils in cultivating ethos of mutual respect and supporting each other | SLT |

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| <ul style="list-style-type: none"> • Learning/Pastoral conversations/meetings in school. Regular SLT attendance at faculty meetings • Mapping activities that celebrate diversity and achievement in all areas so that all feel included. Ask pupil council to work on this so that staff, pupils and parents are all involved in supporting recovery from the effects of the pandemic • Develop celebrations of success across the campus (poll pupils to find out what would be coveted.) • Focus on integration of the two schools. Peer support/Workshops/Mentoring etc. • Create distributed leadership opportunities, which will be on a voluntary basis. Value and take action on staff opinions related to staff workload, WTA and long term sustainable planning. Once designed and deployed, monitoring and tracking approach for key outcomes | <p>SLT</p> <p>Jemma Playfair/ Loren Crowley/ PTG's</p> <p>Jemma Playfair/ Loren Crowley/ PTG's</p> <p>Jemma Playfair</p> <p>Jemma Playfair</p> |
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Expected resource needs

Resources/Plan expected to link closely with HWB aspect of recovery.

- Financial support to relaunch school uniform (in line with 3-18 School Identity)
- New School Website
- Effective Timetabling Course

Monitoring and evaluation procedures for the School Improvement Plan

Briefly note planned procedures for assessing the success of your In-depth action plans. Comments here may refer to individual plans or may cover more than one plan in one set of comments (this is especially likely in smaller schools). If you prefer, you could copy and paste this box after each In-depth action plan.

How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?

- a) Pupil, Staff, Parent/Carer feedback sessions to support Vision, Values and Aims
- b) Self-Evaluation Summary- “How Good is Our Kinlochleven 3-18 School?”
- c) Whole School Attainment Review

Who will lead this monitoring and evaluation?

- a) SLT will lead but will be supported by staff who want to lead a whole school initiative. Evaluations will be completed in PLP with pupils, in Department meetings with staff (1-1’s with SLT also on offer) and Parental Engagement Sessions with parents/carers. Completed by December 2020/ January 2021
- b) SLT and PT’s will lead on this. HGIOS4 ,How Good is **Our** School and How Good is Our Early Learning and Childcare will be used to support this work. Completed by May 2021
- c) SLT and PT’s will carry out attainment reviews to ensure gaps in learning have been identified and any areas of concern are addressed. Completed by June 2021

