The Highland Council
Comhairle na Gàidhealtachd

Kinlochleven 3-18 Campus

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2023.24

Respect   **A**spiration   **R**esilience   **E**quity

Contents

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional	2022 - 2025

National Improvement Framework Key Priorities
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework Key Drivers	HGIOS/HGIOELC	HGIOURS	Highland Council Education Priorities	GME Priorities
• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer engagement and involvement • Curriculum and assessment • School and ELC improvement • Performance information	• 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning	Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements	• We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. • We will maximise health and wellbeing for all children and young people to give them the best possible start in life. • We will ensure the highest quality of learning and teaching for each and every learner. • We will develop leadership skills at all levels of the system for now and the future.	• Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos • Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase • Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences • Activities to support Gaelic language and culture (arts, media, creative industries, workplace) • Local Authority Gaelic Language Plan priority

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Strategic Priorities 3 Year Cycle		
2022.23	2023.24	2024.25
See Campus Improvement Priorities 2022 - 2025 below.	See Campus Improvement Priorities 2022 - 2025 below.	See Campus Improvement Priorities 2022 - 2025 below.

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Campus Improvement Priorities 2022 - 25

The Highland Council
Comhairle na Gàidhealtachd

Kinlochleven Campus Improvement Priorities
2022 - 2025

Vision, Values and Aims		Promoting Positive Relationships		Raising Attainment and Achievement	
1 Vision, values and aims		**3 Positive Relationships**		**5 Raising Attainment and Achievement**	
1. School Vision Statement (3-18)	JAH	1. Positive Relationships Policy (3-18)	All staff	1. Shared Curriculum Rationale	SLT
2. Shared School Values (3-18)	All staff		JAH/LC	2. Shared Level/Course Plans	PTs/All staff
3. Clear aims for the school and our learners	Staff/Students	2. RRS Award - Campus	SLT	3. 3-18 Literacy Focus (Read Write)	DS
4. House System (3-18)	SLT/School Captains	3. Campus Equality Policy (3-18)	JAH/MdP/SR	4. 3-18 Numeracy Focus (MyMaths, Numeracy Catch Up)	GS
5. School Identity (3-18)	SLT	4. Anti-bullying focus	MdP/SR/JAH	5. 3-18 Wellbeing Focus (Nurture, PSE)	MMcN
➢ Website	SLT	5. MHWB focus	MMcN	6. Interventions	SLT/MMcN
➢ Social Media	JAH/LC	6. Registration in High School	All Staff	7. Data driven dialogue	All staff
➢ Branding		7. Build stronger House Identity (3-18)	All Staff	8. Enrichment Experiences	SLT
6. Campus Cohesion Policy (3-18)	JAH/LC	8. Rewards	SLT/Partners	9. Wider achievement Awards	SLT
		9. Support from partners to promote PR		10. Cost of the School Day	SLT
				11. Aspiration	All staff
Delivery		**Delivery**		**Delivery**	
➢ Updated vision statement from HT		➢ Whole Campus Relationships Policy		➢ Campus/ASG Moderation	
➢ School values embedded across campus/assemblies etc		➢ RRS (Bronze)		➢ Whole Campus Literacy Policy	
➢ Consult with students on aims		➢ Whole Campus Equality Policy		➢ Whole Campus Numeracy Policy	
➢ Further development of House System. Area on website.		➢ Anti-bullying Policy		➢ Whole campus MHWB Policy	
➢ Promotion of school values and events on website/social media		➢ Registration Consultation – Students/Parents/Staff/Partners		➢ Breakfast for All/Free Equipment Store	
➢ Produce Campus Cohesion Policy		➢ House Events		➢ Lit/Num/MHWB Interventions	
➢ Aligned Training		➢ Student Leadership meetings with SLT – Shared agenda		➢ Attainment Meetings/Pupil Progress Meetings	
➢ Aligned Events		➢ Postcards/Tokens/Cinema Afternoons/Vouchers etc		➢ Partnership working to deliver enrichment	
➢ Students mentors (High School support Primary School)		➢ Guest speakers/experiences to support PPR – ESAS/Kooth		➢ SQA Awards/Saltire etc	
				➢ Promote culture of aspiration through events/assemblies	

How good is our Kinlochleven 3-18 Campus?		Delivering on Creativity and Employment		Enhancing Professional Learning	
2 Self Evaluation & School Improvement		**4 Creativity for Employability**		**6 Policy, Research and Teacher Professional Development**	
1. HGIOS 4	SLT/All staff	1. Creative Timetabling	SLT	1. GTCS Standards	SLT/PTs
2. HGIOURS	SLT/Captains/Students	2. Partnership working	JAH	2. Local/National Networks & Resources	All staff
3. How good is our ELC?	LC	3. Skills for learning/life/work	All staff	3. Policy	SLT
4. Evidence/Measurement of Impact	SLT/PT/All staff	4. Learner Journeys	PTs	4. Research	All staff
5. "You Said, We Did!" launched	SLT	5. Family Learning	SLT	5. CLPL	All staff
6. SIP – input from whole school community	JAH	6. Innovation Room (Primary)	LC		
		7. Community support in delivery	JAH		
		8. Work Experience	JAH/DYW/SDS		
Delivery		**Delivery**		**Delivery**	
➢ Timetabled self-evaluation sessions		➢ Timetable to maximise options for students		➢ GTCS standards discussed in observations/PRD meetings	
➢ QIs revisited regularly		➢ Incorporate HVA/WHC options		➢ Middle Leaders Network opportunities	
➢ HGIOURS self-evaluation sessions run with students		➢ Work with DYW/SDS on tailored outcomes for students		➢ Northern Alliance/EdScot training	
➢ HGIOELC self-evaluation led by LC		➢ Embed CES through whole staff training		➢ ScotGov/THC aims shared with all staff	
➢ Quality Assurance Calendar		➢ Focus on SFLLW		➢ Regular digest on current education policy	
➢ Focus on measurement of impact for SI priorities from SE		➢ Support individual learner journeys		➢ Use of research to enhance L&T. eg Edscot/EEF	
➢ You Said, We did boards for staff/students/parents		➢ Whole Campus Homework Policy – input from all stakeholders		➢ Support CLPL opportunities for staff	
➢ School Improvement input at SI sessions to ensure input from all students/staff/parents/carers/partners		➢ Drop in sessions for parents		➢ Professional Library in Staffroom	
➢ Survey everyone in school community		➢ Parents/Carers to support with after school clubs/revision sessions		➢ Professional Learning Groups	
➢ SI Evenings to allow input for all stakeholders		➢ Tailored work experience opportunities for students			

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Strategic 3 Year Overview (hyperlink to content - optional)		2022 - 2025
Performance Information (Include links to our plans)	**Key Priorities**	**School Leadership**
NIF Priorities THC Priorities (Raising Attainment Action Plan) ScotGoc/THC Stretch Aims Data - Insight/GL/NSA/Internal Priorities/Trends Kinlochleven Campus PEF Plan 2023/24 Senior Phase Attainment Information 2021/22 Data driven dialogue supported by Internal/GL/NSA/Insight/Attendance/Stretch Aims	1.1 Self Evaluation for Self Improvement 1.3 Leadership of Change 2.3 Learning Teaching and Assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement HGIOS4 HGIOURS (Part 1) HGIOURS (Part 2)	**Focus** Leadership of Change Standard for Headship (I2H Successfully completed by HT) Professional Learning/Pedagogy Distributed Leadership Teacher Leadership Opportunities to Lead Effective Timetabling Completed by SLT
School and ELC Improvement		**Teacher and Practitioner Professionalism**
Detailed plan below		Teacher Efficacy Teacher Leadership/Working Groups Opportunities to Lead Lesson Evaluation Toolkit PRD/CLPL Education Endowment Foundation Toolkit Moving forwards, making a difference A planning guide for schools 2022-23 (EEF)

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Curriculum and Assessment	ASG Priority	Parent/Carer Engagement and Involvement
Embed use of GL Assessments Links to NSA Data Insight Training Internal monitoring and tracking	Moderation - Consistent awarding of levels Assessment and Moderation Training (THC)	Parental Engagement Evenings Parental Surveys Parent Drop In Evenings Social Cafe Community events in School

Note: SLT = Senior Leadership Team	ELT = Extended Leadership Team (SLT + PTs) PST - Pupil Support Team	PT = Principal Teacher

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Improvement Project 1: 3.2 Raising Attainment and Achievement. Focus on the use of assessment and data to improve the attainment and achievement of all pupils.

Purpose:
We have made real progress in our use of assessment data in the year 2022/23 and it is our intention to build on the progress we have made in 2023/24. We will be introducing cycles of meetings where data will be a key feature with 16+ meetings also being introduced to support our students into positive destinations in the senior phase. We will once again use the variety of data at our disposal to focus on data driven dialogue to ensure that we are at least on a par with virtual comparator in terms of attainment. The stretch aims from both ScotGov and The highland Council will again be utilised with us focusing on key groups to lend our support to delivering on these targets.

Priorities

NIF Priority:
Improvement in attainment, particularly in literacy and numeracy
NIF Driver:
Curriculum and assessment

HGIOS/HGIOELC Quality Indicator:
3.2 Raising Attainment and achievement
HGIOURS Theme:
Theme 2 Our learning and teaching
Theme 5 Our successes & achievements

Highland Council Priority:
We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.

GME Priority (for GME and Secondary)**:**
- Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
- Staff: Teachers/PSAs/CSWs - Time: Staff/Students/Parents/Carers - Looking outward: School visits - Money: GL Assessments purchased P4-S4 - SNSA Data - Insight Data - Research - Partners: Parents/Carers	- Student/Parent/Staff involvement in discussing the use of assessment data - Pupil Progress Meetings Introduced across the school. - Students are involved in discussions with their class teacher about their own attainment/achievement. Records	- Pupil Progress Meeting Records - Attainment Meeting minutes/records 16+ Meeting minutes - Evidence from training - Minutes from SLT/ELT/Faculty/Staff Meetings - SDS/DYW Input - Jamboards - Google Forms-Feedback	**Learning** - Students more aware of their own achievements, attainment and what they must do to improve - Students understand what their assessment results show - Students levelled/coursed effectively - Students choose appropriate	**Action** - Students encouraged to reflect and be involved in discussions on how to improve. - Establish good habits of working independently for the long term - Increased student awareness of what they are achieving/can achieve	**Conditions** - Reduce the poverty related attainment gap - Improved prospects for all students, and in particular PRAG students - Boost to the local economy - job sector - Improve standards of literacy, numeracy and H&W

Respect   Aspiration   Resilience   Equity

• Insight: Staff Training • SNSA: Staff Training • GL Assessments: Staff Training • Staff/Faculty Meetings	are kept. Student will populate document based on discussions with teachers. • Staff training on different types of data/effective use of data • Feedback from meetings • Self Evaluation form calendared WTA SE/SIP sessions • Assessment/Use of data for training/moderation • Google forms/Jamboards/Meetings. • Tap into local specialist colleagues/resources • Reach out to ASG colleagues to foster a consistent approach to assessment.	• Intervention/levelling decision based on effective use of data/data driven dialogue • Evidence from parental drop in sessions • Baseline survey vs End of year survey (Using HGIOS challenge questions and indicators) to evidence impact (students, staff and parents) • Updated assessment policy • Parent Council Feedback • Research findings Meetings Plans Events Topic Areas Articles Participation Community involvement	options/career pathways • Staff feel more confident when judging student levels • Assessment/Data on the agenda at meetings • Data driven dialogue across the school • Improved awareness/knowledge of assessments (whole staff) • Improved awareness/knowledge/use of data • Increased confidence in use of data • Fostering a collegiate approach Awareness Knowledge Attitude Skills Opinions Motivations Aspirations	• Increasing confidence in making level/grade judgements, underpinned by data • Confident use of data to identify students requiring interventions, especially in relation to those affected by poverty, particular focus on numeracy, literacy and H&W • Increased buy-in from staff • Accurate ACEL Data produced Behaviour Practice Decision making Policies Social action	• Consistent use of assessment data across the school Social Economic Civic Environmental

CONTEXT/CONDITIONS OF YOUR WORK

Respect **A**spiration **R**esilience **E**quity

Last year we made significant progress in terms of our use of assessment data and encouraging data driven dialogue across the school. We must now focus on embedding and enhancing the developments we have been working on, which will include cycles of meetings that focus on attainment and data driven dialogue. Despite strong improvements this year, there are areas that require development, such as pupil progress meetings, 16+ meetings and our use of standardised assessments. As an example, NSA data has not been a huge feature of our practice over the course of the last year and this is an area we will address.

The areas chosen below come from our own self-evaluation processes, which tell us that we need to further develop our use of data and the sharing of that data with all stakeholders, which is in line with NIF and THC priorities in ensuring that students and parents are fully involved in decisions relating to raising attainment and achievement.

We should focus on accessing the support available to us at local and national levels, through The Highland Council and Education Scotland respectively. We will look inward to evaluate our own progress, look outward to identify good practice, before looking forward and implementing the best practice that is matched to our setting.

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In-Depth Action Plan 1

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Survey all stakeholders in school for baseline information on how we are performing as a school. EdScot Inspection Questionnaires to be used to encourage consistency of responses and allow comparison across months/years.	SLT Lead Students, staff and parents participate	August 2022	Surveys Jamboards Google Forms HGIOS4	Results to be compared with previous surveys from 2022/23 to highlight strengths/identify areas for development.
2. Presentation/Workshops for staff on the data we will be using. Focus on GL/SNSA/ SOFA data in this session.	SLT	August/September 2023	GL Assessments/SNSA Assessments/Presentations	GL Assessments timetabled for all pupils. Data regular feature at meetings. Staff/Faculty/PST/ELT/Pupil Progress/Attainment/16+
3. Calendar cycle of pupil progress, attainment and 16+ Meetings for Senior Phase	ELT/All Staff	August 2023	Calendar of events	Records/minutes from meetings. Interventions and decisions taken based on data driven dialogue.
4. Calendar cycle of pupil progress/attainment meetings for BGE (including Primary)	ELT/All staff	August 2023	Calendar of events	Records/minutes from meetings. Interventions and decisions taken based on data driven dialogue.
5. Yearly assessment schedule for Primary.	SLT/ All staff	August 2023	Calendar of events	Assessment schedule monitored termly by SLT.
6. GL/ SOFA Assessment diet for all students.	SLT P4-S4	September 2023	GL and SOFA Assessments	The first diet of the academic year. The second diet is in May.
7. Training organised for all staff on Highland Literacy/Numeracy.	PT SFL/SLT PT from English/Maths/ All staff	Ongoing 2023 - 24	Highland Literacy/Numeracy	Monitor impact on all students with particular focus on pupils below expectations.
8. Use of Insight Data by all staff/THC/ScotGov Stretch Aims shared with all staff	SLT/ All Staff/Support from THC Insight Team	Ongoing 2023 - 24	THC Training	Improved staff confidence in use of Insight Data. Reflected in data driven dialogue across the school. Inform interventions, such as catch up programmes/Literacy & Numeracy Policies

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9. Develop whole campus Literacy/Numeracy Policy	SLT/PT English/Maths/ All staff	Ongoing 2023 - 24	Highland Literacy/Nume racy	Consistent use of policy across the board. Monitored through ELT/Faculty/PST/Staff meetings
10. Assessment and moderation exercise. Whole campus.	SLT/Staff	Autumn 2023	Sample of work from English/Maths across the campus	All staff to be involved in moderation/awarding of a level. Work in mixed groups - high school/primary.
11. Assessment and moderation training with The Highland Council.	All staff	Ongoing 2023 - 24	Attend training session	Colleagues to attend moderation offering from THC in their subject area.
12. High Quality Assessment task training by QAMSO.	BGE Staff	September 2023 - 24	Attend training session	All BGE staff to attend training. Monitor impact in follow up session when creating high quality assessment tasks.
13. High Quality Assessment tasks created and moderated termly.	SLT and Primary staff	Ongoing 2023 - 24	QAMSO to lead.	Moderation meeting minutes.
14. Moderation of High Quality Assessment Tasks across ASG.	SLT and Primary Staff	Autumn 2023	QAMSO to lead.	Moderation meeting minutes.
15. ELC staff to attend or complete floor book training from Sharepoint.	ELC Staff	August 2023	Book training or use training from Sharepoint.	Moderation of floorbooks after training is put into place in ELC.
16. ELC staff to visit schools to share best practice with a focus on floor books.	SLT and ELC Staff	Autumn 2023	Organise visits with Childcare Manager	Notes, minutes from meetings and photos from visits to various nurseries.
17. Moderation of ELC floor books and learning journals across ASG.	SLT and ELC staff	Spring 2024	Floorbooks and learning journal examples from ELC.	Moderation meeting minutes.
18. Ongoing use of HGIOS/HGIOURS during collegiate time to identify strengths and highlight areas for development.	All staff	Ongoing 2023 - 24	HGIOS 4 Challenge	Records kept from sessions/tasks/workshops to inform campus improvement priorities.

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			Questions from 2.3 LTA Jamb oards	
19. The data we use in school. Drop in session for parents	SLT/ELT/Parents	Ongoing 2023 - 24	Presentation for parents. Jargon busting session.	Parental questionnaires reflect improved parental knowledge on data used in school.
20. Curriculum PTs to promote the use of data at all faculty meetings as a standing item. GL/SNSA/Insight/Internal/Attendance	ELT	Ongoing 2023 - 24	Minutes of meetings/Attai nment meeting records	Encourage use of data to support pupil progress/identify hidden potential/refer for interventions/inform level judgements
21. Assembly for all students on what data we use in school and how it is used. Mainly, how it supports them/us in making progress with their learning.	SLT/ELT	Ongoing 2023 - 24	Presentation for students	Pupil knowledge of their own progress reflected in questionnaires and survey results.
22. Pupil progress/Attainment meetings - ongoing review.	All staff	Ongoing 2023 - 24	Minutes of meetings/Attai nment meeting records	All staff aware of current pupil progress and learners/teachers aware of how to support pupils to improve.
23. SIP Focus Session. What and how is assessments/data being used in faculties?	Whole staff	Ongoing 2023 - 24	Evaluation resource Jamboards	Establish what formative/summative/low stakes assessment opportunities are being offered in faculties. Is there a calendar of assessment activities?
24. Faculties to look at embedding assessment opportunities in course plans.	PTs/Faculties	Ongoing 2023 - 24	Jamboards	PTs to lead discussion on embedding regular assessment in course plans. Ensure that assessment opportunities are regular and meaningful. What time is required to support with planning/embedding. Set time aside during a future SIP Focus session.
25. Reintroduction of S3 Assessments	Whole Staff	March 2024	Assessments	Students in S3 sit formal S3 exams in each subject. Inform options choices for the coming academic year.

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26. Use of data to inform student pathways for the following academic year.	Whole Staff	March 2024	Assessments/Meetings	Staff to hold learning conversations with students to inform choices for the following academic year. Assessment data to inform conversations. 16+ Meetings
27. RAG Activity of action Plan 1	Whole staff	May 2024	Digital copies of SIP action plans.	Evaluation exercise to identify what has been achieved and what requires further development.
28. Survey of all stakeholders on how we have progressed as a school throughout the course of the year. Use of EdScot Questionnaires for consistency. Have we improved in comparison to the surveys at the beginning of the year?	Pupils/Parents/ Partners/Whole Staff	May 2024	Questionnaire from EdScot issued to all stakeholders on GForms.	How do our results compare to the beginning of the academic year/previous years? Results to inform SIP.

Evaluation:	Evidence:
Challenge questions from HGIOS HGIOS4 HGIOELC HGIOURS (Part 1) HGIOURS (Part 2)	Surveys/Jamboards/Minutes/Assessment results/Training records/Observations/Learning Walks/Challenge Questions

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

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Improvement Project 2: 2.3 Learning, Teaching and Assessment

Purpose:
Use of current learning, teaching and assessment pedagogy to enhance learning and teaching across the campus with a particular focus on professional learning. The key themes will be staff professional development, adopting researched, evidence based pedagogy and establishing a learning culture in school for both staff and students. Each member of staff will be part of a working group of their choice to support SIP priorities.

Priorities

NIF Priority:
Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

Teacher and practitioner professionalism

HGIOS/HGIOELC Quality Indicator:
2.3 Learning, Teaching and Assessment
HGIOURS Theme:
Theme 2 Our learning and teaching

Highland Council Priority:
We will ensure the highest quality of learning and teaching for each and every learner.

GME Priority (for GME and Secondary):
Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
- Staff: Teachers/PSAs - Research - Current Pedagogy - Professional Library - Recommended reading list/guide for staff - Time - Costed in WTA - Meetings - Working Groups - Looking outward for best practise: school visits - CLPL	- Workshops - Meetings - SLT/ELT/Faculty - Observations - Learning Walks (including students) - Reading groups - Presentations - Develop resources - Encourage development opportunities - Sharing best practice - ASG Moderation - Training	- Learning Walks Feedback - Observations feedback - Sharing of good practice with colleagues - Student Feedback - Staff feedback - Regular HGIOS 2.3 Tasks - Attainment data - Positive destination data	**Learning** - Increased engagement - Improved learning experiences - Improved outcomes for students - Professional Development for staff - Improved self-regulation - Begin embedding latest evidence based pedagogy	**Action** - Strong teacher efficacy - Develop a culture of professional learning - Improved attainment - Improved behaviour - Improved self-regulation - Improved standards in literacy/numeracy	**Conditions** - Improved outcomes for students - Embedding a culture of professional learning and sharing of good practice. - Enhanced education, training and employment opportunities - Boost to local/national economy

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• Guest Speakers • Training			• Improved homework from independent learning	• More confident, highly skilled staff • Well rounded citizens	• Reduction in poverty related attainment gap • More skilled workforce

CONTEXT/CONDITIONS OF YOUR WORK
In all the evidenced based research that exists in education, it is widely accepted that teacher efficacy and professional development has the most direct impact on driving up student outcomes. Our intention is to develop a professional learning culture at the school, with staff having elements of personalisation and choice through working groups. There is broad agreement that we should work collegiately to share good practice for the benefit of all students. Having used Teaching Sprints previously, we feel that it is now time to move away from this approach to allow us to engage with wider evidence based research. Last year, our timings were too prescriptive, therefore, this year's approach will be on colleagues sharing regular updates in what they are working on throughout the course of the year during timetabled slots at SIP Focus Sessions.

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In-Depth Action Plan 2

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Staff Presentation on SIP Priorities. Reminder of the three action plans from the SIP. School Improvement Priorities Document - Copy provided for all staff. Particular focus on Professional learning and pedagogy. Professional learning reading time assigned during the day.	SLT	August 2023	Presentations SIPAction Plans Campus Improvement Priorities Document	Launch of new L&T action plan. MOnitoring not required at this stage.
2. Staff Working Groups established.	All staff	August 2023	Working groups	Working Groups established with choice for staff based on last year's self-evaluation tasks.
3. Document shared with all staff. What makes a good lesson? - The Essentials. Constructed in conjunction with staff input from last term.	SLT/All staff	August 2023	What makes a fantastic lesson?	How good is our Learning and Teaching session (HGIOLAT!). Group discussions relating to 2.3 on what makes a fantastic lesson. Evidenced based research presented and compared with our own ideas/practice. What do we need to work on? ELT to ensure learning and teaching is an area of focus at faculty meetings. Teaching Sprints groups allocated
4. Staff Professional Learning Library established in Staff Rooms. Recommendations from staff. School will cover the cost of the books.	SLT/all staff	August 2023	Books Bookshelves Recommendations from staff	Professional reading library established for staff. System required to borrow books.
5. Professional Book Club Established	All staff	August 2023	Professional Reading Library	This will be a voluntary club in the first instance. Colleagues will meet regularly to discuss their reading and research, particularly around pedagogy.
6. Professional Reading/Listening/Watching Guide produced for staff	All staff	Ongoing 2023 - 24	Professional Reading/Writing/Watching Guide	Campus Guide Leaflet to be produced and continually updated to allow colleagues to quickly and easily access powerful CPD opportunities.

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7. Agreed Lesson Evaluation Toolkit for observations/drop ins	SLT/ELT	August 2023	Staff KC L&T Toolkit Shared	Toolkit shared with all teaching staff. Observations/Learning visits/drop ins recorded throughout the year using the L&T Toolkit.
8. Create a monthly (pedagogy) focus	All staff	Ongoing 2023 - 24	Posters Advertising Assemblies Noticeboards	Create a monthly focus to show the whole school community what is in the spotlight for that month. Eg. Feedback, AFL, Differentiation.
9. Develop policy focused on raising attainment through literacy/numeracy	All staff	Ongoing 2023 - 24	Staff Resources Training	Create a shared approach to literacy/numeracy. Develop policy for literacy and numeracy. Document training opportunities taken.
10. SIP Focus Sessions	All staff	Ongoing 2023 - 24 (See Calendar)	Evidence from observations	There will be 90 minute SIP Focus Sessions throughout the course of the year. Colleagues will share the pedagogy they have been researching during this collegiate time. Working Group time set aside in SIP Focus Sessions.
11. Continue to develop ELC using The Curiorsty Approach focus on inside and outside of nursery.	SLT and ELC	August 2023	Audit of nursery.	Audit of nursery in termly. Minutes from meetings. Staff and parent surveys.
12. Training on The Curiosity Approach organised.	SLT and ELC	Autumn 2023	Training to be purchased.	Learning visits to evidence impact.
13. Share best practice with nurseries using a similar approach to The Curiosity Approach.	SLT and ELC	Spring 2024	Visits to other nurseries organised e.g. Ballachullish.	Notes, minutes from meetings and photos from visits to various nurseries.
14. Continue to evidence ELC improvements in 'ELC School Improvement Floorbook'.	SLT and ELC	Ongoing 2023-2024	Floorbook	Collating/Sharing/Evidencing good practice/areas for development.
15. Observations	All Staff	Ongoing 2023 - 24	Staff/Students KC L&T Toolkit	Collating/Sharing/Evidencing good practice/areas for development. Evidence gathered from students through HGIOURS.
16. How Good is OUR School questions used with students to capture student voice on learning and teaching.	All staff	Ongoing 2023 - 24	Staff HGIOURS	Questions issued to students regularly to capture their views on L&T. Results to be

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				discussed with students and staff to inform improvement priorities.
17. Self-Evaluation Sessions (HGIOS and HGIOELC)	All Staff	Ongoing 2023 – 24 (See calendar)	HGIOS and HGIOELC questions.	A variety of tasks to be carried out to evaluate our own progress. Collate/Present/Record evidence from Challenge questions and SE Tasks.
18. RAG of SIP/Next steps	Staff	April/May 2024	Staff/SIP/Campus Improvement Priorities/HGIOS / HGIOELC Questions	All staff to review our progress for the year and to identify next steps. RAG the year so far.

Evaluation:	Evidence:
Challenge questions from HGIOS HGIOS4 HGIOELC HGIOURS (Part 1) HGIOURS (Part 2)	L&T Toolkit Records/Surveys/Jamboards/Minutes/Assessment results/Training records/Observations/Learning Visits/Challenge Questions

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

Respect   **A**spiration   **R**esilience   **E**quity

Improvement Project 3: 3.1 Ensuring Wellbeing, Equality and Inclusion

Purpose: INCLUDE: COTSD/EQUIPMENT FOR ALL/INTERVENTIONS/PUPIL VOICE/HGIOURS/ESAS/HOUSE SYSTEM/TRIPS/EMPLOYMENT OPPORTUNITIES/CSW/CALENDAR HOUSE MEETINGS/POLICY REVIEW/FORMATION & GLASGOW MOTIVATION AND WELLBEING PROFILE.

This is an ambitious, wide ranging, multi-faceted project aimed at ensuring Wellbeing, Equality and Inclusion for all students while also contributing to reducing the poverty related attainment gap and Raising Attainment and Achievement. As such, our third action plan should be viewed as a series of smaller plans that feed into the success of the overarching objective. As with the other action plans, this is an ever evolving plan that is constantly updated based on successes, areas for development and input from all stakeholders. There are elements of all of the NIF priorities running through this project. The project will include the following:

- *Children's Service Worker (1.0fte)*
- *Cost of the School Day – Equipment for All*
- *Polytunnel for students – MHWB. Timetable individuals/groups*
- *Calendared Student House Meetings (Students contribute to agenda)*
- *Policies to be developed with students/parents – Anti-bullying & MHWB this year*
- *Equally Safe at School initiative – Whole School*
- *HGIOURS to improve student voice – Introduce Friday 5@5 or similar*

- *House System – Calendared meetings and events*
- *Working with partners/employers to increase employment opportunities for all students – students decide.*

- *Deliver RRS Bronze & start working toward Silver – (HS)*

- *Run equitable school trips – student/parent consultation required.*

Priorities

NIF Priority:
Placing the human rights and needs of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children and young people
Improvement in skills and sustained, positive school-leaver destinations for all young people

HGIOS/HGIOELC Quality Indicator:
1.5 Management of resources to promote equity
2.1 Safeguarding and child protection
2.3 Learning, teaching and assessment
2.4 Personalised support
2.7 Partnership
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement/Securing children's progress

Highland Council Priority:
We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.
We will maximise health and wellbeing for all children and young people to give them the best possible start in life.

GME Priority (for GME and Secondary)**:**
Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences

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Improvement in attainment, particularly in literacy and numeracy
NIF Driver:
School and ELC improvement

3.3 Increasing creativity and employability/Developing creativity and skills for life and learning
HGIOURS Theme:
Theme 1 Our relationships
Theme 2 Our learning and teaching
Theme 3 Our school and community
Theme 4 Our health and wellbeing
Theme 5 Our successes & achievements

RESORCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
Staff Students Volunteers Partners Parents Local businesses Time Money Research base - COTSD Materials Equipment CSW HGIOURS	Conduct Whole Campus Equipment Store CSW Interventions Literacy/Numeracy Interventions Meetings DYW/SDS/PST/Employers/ESAS Assemblies Workshops ESAS HGIOURS/HGIOS Anti-bullying Policy (Working Group) MHWB Policy (Working Group)	Attainment Achievement Resources HGIOURS HGIOS Feedback Surveys Attendance Data Spreadsheets (intervention evidence)	**Learning** Improved Attendance Improved MHWB Improved motivation Improved engagement Improved behaviour Reduction in referrals Improved sense of belonging Improved levels of resilience Community altruism Reduced instances of bullying	**Action** Improved Attendance Improved attainment Improved MHWB Reduction in exclusions Positive destinations Improved community involvement Reduced instances of bullying	**Conditions** Improved employment opportunities Boost to local economy Positive destinations Fully developed strong school ethos/Culture of belonging Improved aspiration Improved social cohesion Fully rounded citizens working in the local community and beyond. Strong pool of talent for local workforce. Regeneration of local area. Community based on respect, aspiration, resilience, equity and sustainability.

CONTEXT/CONDITIONS OF YOUR WORK

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This is an initiative that does not sit discreetly as one project, but rather there are several elements that are aimed at achieving the same objective, which is to ensure that all young people at Kinlochleven Campus have a sense of belonging in a community where they can positively thrive and prosper in the knowledge that any barriers to learning will be removed using evidence-based approaches, creating the conditions for them to enter the world of education and employment as well rounded citizens that will contribute positively to society. The Cost of the School Day initiatives, such as Breakfast for All and Equipment for All will attempt to reduce any socio-economic disadvantages that our pupils face, while fostering positive relationships by encouraging socialising with all members of the school community. There will also be a free equipment store for those that require it. Our Children's Service Worker will support us with interventions in relation to attendance and breaking down barriers to achievement, while also running interventions with individuals and groups. They will also be involved in supporting our families. We will continue to work with partners (parents, DYW, SDS, WHC, local businesses) to develop opportunities for our students. The opportunities will be developed in consultation with our young people through student voice with there being regular, calendared meetings where students contribute to the agenda. They will tell us the opportunities that they feel would be of benefit and we will work as a community to deliver these opportunities. There is wide ranging evidence and research to suggest that all of these projects have a significantly positive impact on the wellbeing and attainment of young people. Policies on Mental Health and Wellbeing and Anti-Bullying will be devised with input from all stakeholder. Our general approach to this action plan is to list items sequentially, as opposed to date order, as several items may be concurrently in development.

The beliefs we have about the program and the people involved, and the way we think the program will work. Assumptions underlie the decisions we make. Assumptions are principles, beliefs, and ideas about • Problem/ situation • Resources/ staff • Way the program will operate • Knowledge/research base • Participants: how they will learn, their behaviour, motivations, etc.
The environmental factors that influence a program's success. External factors may affect program implementation, participants and receipt of activities, the speed and degree to which change occurs, and staffing patterns or resources available e.g. New policy, COVID

In-Depth Action Plan 3

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Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Recruit CSW for whole Campus PEF Funded.	HT	August 2023	Staffing Recruitment CSW	HT to recruit CSW for whole campus
2. CSW Meeting	SLT/PST/PT SFL	August 2023	CSW PST Staff	Meeting with new CSW to discuss/implement remit and welcome to Pupil Support Team
3. CSW record keeping	SLT/ELT/CSW	August 2023	Staff	CSW to work with colleagues in school to ensure detailed record keeping in relation to interventions in order to evidence impact.
1. Consult with all stakeholders on Equipment for All Plan	Staff/Students/Parents	August 2023	Time/GForms	Seek views on the format of EFA, what stock is required, how it should be funded and who we can ask for support
2. Equipment for All (COTSD) – Contact local/national businesses to ask for donations/financial support.	SLT/Staff/Students	August/September 2023	Time Emails/Calls	HT to contact local businesses/trusts to support with Equipment for All. Encourage donations from students/parents that can afford it. Donations required.
3. Equipment Store Logistics	Whole school community	September 2023	Whole school community	Who will run the store? Volunteers? Staff? Pupils? Monitoring and supervision to be agreed.
4. EFA resourced for launch. Launch and purpose shared with the whole school community.	SLT/Staff/Students	September 2023	Staff/Presentation/Assembly	Presentation on the proposed plan for EFA during meetings.
5. Launch EFA	Whole school community	September 2023	Fully stocked EFA store. GForms	Ongoing monitoring to replenish stock etc. Monitor use by students using GForms. Seek parental feedback on COTSD initiatives. GForms.

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Equally Safe at School (ESAS)	Guidance/Whole School	Ongoing 2023 - 24	ESAS resources/Website/Surveys	This is an ongoing project in school that is being led by our Guidance Team who have been working closely with ESAS staff. Staff and Pupils have already been surveyed with input from the team at ESAS. They have supported us by providing lessons through Teams for our PSE classes. We are currently following the structure of the ESAS rollout.
1. Student Voice - HGIOURS	SLT/Students	August/September 2023	Survey for students using HGIOURS 5@5 Questions	Survey pupils to ascertain stunts view on school. Questions taken from HGIOURS. Introduce Friday 5@5 questions or similar
2. Establish a 'You Said, We Did' board for students.	SLT/ELT/Students	August 2023	Board required in prominent position in Foyer.	Create a You Said, We did board in school.
3. Calendar House Meetings (Pupil Voice)	HT/Captains	August 2023	Elevate status of House System	Agree regular meeting times in school with SLT/ELT. Elect School/House Captains
4. Establish a Pupil Voice Google Classroom to promote pupil voice in school. Regular questionnaires/surveys/tasks and collaboration to seek student views on school improvement. Pupils will also contribute to the running of the classroom.	Students/Whole Staff	August 2023	Google Classroom EdScot Questionnaires on School Imporvement HGIOURS questions	
4. Develop MH&WB Policy	PT SFL/Whole School Community	Ongoing 2023 - 24	Staff/Students/Parents/Partners Policy Documents Minutes	Develop policy in conjunction with all stakeholders. This policy is to be built from the ground up with students, staff, parents and partners.

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5. Introduce the use of Glasgow Motivation & Wellbeing Profile across the campus	PT SFL/Whole School Community	Autumn 2023	GMWP Resources/Staff Training	The GMWP (Glasgow Motivation and Wellbeing Profile) is a 20 item questionnaire that explores motivation and sense of wellbeing in the learning context. It elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.
6. Develop Anti-bullying policy		Ongoing 2023 - 24	Staff/Students/ Parents/Partners Policy Documents Minutes	Develop policy in conjunction with all stakeholders. This policy is to be built from the ground up with students, staff, parents and partners using the Anti Bullying Alliance guidance.
7. Each house to arrange 2 events per year (agreed with S6)	Staff/Students	September 2023	Event calendar	Students to create event calendar for the year. Submit plan of the events to take place.
8. Reward (Cinema) Afternoon for winning house each term	SLT/Students	Termly	Movies and Treats to be organised.	Reward afternoon in theatre for the wining house.
1. Trips for all consultation	Whole school community	Ongoing 2023 - 24	Students/Parents/Staff GForms	Consultation on school trips. Do we need a policy? What is affordable? How much advance notice for trips? How do we raise funds? etc
Note: this initiative will be ongoing throughout the course of the year and it is an ever-evolving process, therefore, it is not possible to chronologically timetable events that have yet to be agreed. Nonetheless, evidence of progress will be kept in the way of minutes/surveys/events calendar etc.				
1. Continue to develop outdoor learning curriculum plans.	SLT and Primary Staff	Autumn 2023	2022/2023 plans	Survey pupils on impact of outdoor learning on wellbeing.

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2. Continue to build partnership with Kinlochleven Community Trust to develop outdoor learning classroom in Kinlochleven.	SLT and Primary Staff	Ongoing 2023-2024	Survey	Seek views through surveys with Kinlochleven Community Trust, parents and campus staff.
3. Continue to build partnership with University of Highland and Islands to develop outdoor learning within our campus.	SLT, UHI staff and Primary Staff	Ongoing 2023-2024	Survey	Seek views through surveys with University of Highlands and Islands, parents and campus staff.

Evaluation:	Evidence:
Challenge questions from HGIOS HGIOS4 HGIOELC HGIOURS (Part 1) HGIOURS (Part 2)	Improved social interactions/Improved engagement in lessons/Improved student wellbeing/Improved attainment/Data/ Surveys/Jamboards/Minutes/Assessment results/Training records/Observations/Learning Walks/Challenge Questions

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

Additional Tasks - Optional	Session 23.24

Additional Tasks	Responsibilities
Literacy/Numeracy Interventions Our interventions were once again adversely affected by absences last year and although our students made progress in this area, they did not make the progress that we would like. It is our hope that our PT ASN/SFL will be in a position to upskill our PSAs to allow them to run interventions in literacy and numeracy. Capacity will be freed up from our CSW handling some of the caseload currently undertaken by our PT ASN/SFL.	SLT/PT SFL/ASN/PSAs/ALL Staff PEF Funded CSW hours
This initiative was partly achieved last year, although we would like to embed it as part of our annual offering to our students. Our current DYW Coordinator is leaving her post this year, although we are keen to maintain the momentum that we have gained in school this year by continuing to run the following events: Maths Week - Employability Event. Free choice to attend two workshops from S1 to S6. More of a Business Breakfast Vibe is required for this event. Calendar of Opportunities Created based on feedback from our students	SLT/DYW/SDS/Staff/Students/LCC

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We will also have an employability week and visits from the Army, Navy and BAE systems to name a few. We are also working with SDS on being proactive by identifying students at an earlier stage to ensure that they have a long term plan in place. Also, we have identified that there is quite a difference in our students' initial preferred destinations and their actual destinations by the time they leave school. The school and SDS will work in partnership with our students and parents to ensure that the opportunities that we provide for them are matched to their skills and aspirations. This will be further enhanced through our new 16+ meetings.	
Work with students to develop our awareness of the UNCRC	Pupil Support Team
Consultation is required on how we develop our Outdoor Learning opportunities	Whole School
This is a live document that details our School Improvement for the year. It will be updated to reflect the outcomes of our School Improvement and Self-evaluation sessions. Our school improvement data analysis is ongoing and more measurable targets will also be included following the outcome of these discussions.	

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