



**Kinlochleven 3-18 Campus**

**ESTABLISHMENT IMPROVEMENT PLAN**

SESSION 2022.23

**Contents**

*(Delete yellow guide text throughout and anything optional or not required in your establishment)*

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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](https://docs.google.com/document/d/1Occ6YWZCMgr2xB89mP6PwE-uUP0p9NkH/edit?usp=sharing&ouid=101946458387621747709&rtpof=true&sd=true) * 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 | |
| **Strategic Priorities 3 Year Cycle** | | | | | | | |
| 2022.23 | | 2023.24 | | | 2024.25 | | |
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| **Strategic 3 Year Overview (hyperlink to content - optional)** | | | **2022 - 2025** |
| **Performance Information** | **Key Priorities** | **School Leadership** | |
| [NIF Priorities](https://education.gov.scot/parentzone/learning-in-scotland/national-improvement-framework/#:~:text=It%20has%20four%20priorities%3A,young%20people's%20health%20and%20wellbeing)  [THC Priorities (Raising Attainment Action Plan)](https://docs.google.com/presentation/d/1acW3-KO2JX6iTCiwW3gX4p4-ttCuRd58VdlJcOt7Nr0/edit#slide=id.p)  [SI Presentation (Inservice - 16th August 2022)](https://docs.google.com/presentation/d/1r9YISt6VCnk3M37mGesvkN5WF6rgs6-9S2GlXo9BJqc/edit#slide=id.g142f12249ed_0_36)  Documents/Data - Priorities/Trends  [Kinlochleven Campus PEF Plan (2022 - 23)](https://docs.google.com/document/d/1_BnqWFzTCc2mcFPLCyCpArAr81JSCa_5/edit)  [Senior Phase Attainment Information 2021/22](https://docs.google.com/document/d/1Po3TUwDF01edMrbvqc3CgVCSRFKl1VNP/edit)  GL Assessment Results (used ‘in house’) can be shared if required.  Awaiting release of new SNSA interface to facilitate training. | 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](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  [HGIOURS (Part 1)](https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf)  [HGIOURS (Part 2)](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | **Focus**  Leadership of Change  Standard for Headship (I2H Successfully completed by AHT)  Distributed Leadership  Teacher Leadership  Opportunities to Lead  [Effective Timetabling (DHT to attend)](https://media.ed.ac.uk/media/Introduction+to+Effective+Timetabling+-+Grant+Whytock/1_xwnefhf4) | |
| **School and ELC Improvement** | Graphic showing the six priority key areas of School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement and Performance Information | **Teacher and Practitioner Professionalism** | |
| Detailed plan below  A3 summary of Campus Improvement Priorities for the next 3 Years to follow. | Teacher Efficacy  Teacher Leadership  Opportunities to Lead  PRD  CLPL  [Education Endowment Foundation Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)  [Moving forwards, making a difference](https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312)  [A planning guide for schools 2022-23 (EEF)](https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312) | |
| **Curriculum and Assessment** | **ASG Priority** | **Parent/Carer Engagement and Involvement** | |
| **Embed use of GL Assessments**  **Links to SNSA 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** | |

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| **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:**  The focus of this project is to involve all parties in the use of assessment data to improve attainment and achievement, while addressing issues highlighted by Insight data that places us lower than our virtual comparator in terms of literacy and numeracy in some areas(attainment information linked above). All staff to develop their data literacy and use of data to inform planning, teaching, learning and assessment. | | | | | | | | |
| **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 * Insight: Staff Training * SNSA: Staff Training * GL Assessments: Staff Training | * Student/Parent/Staff involvement in discussing the use of assessment data * Feedback from students on their understanding of assessment data * 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. | | * Evidence from training * Minutes from SLT/ELT/Faculty/Staff Meetings * Jamboards * Google Forms-Feedback * Intervention/levelling decision based on effective use of data * 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 | | **Learning**   * Students understand what their assessment results show * Students levelled/coursed effectively * Students choose appropriate options/career pathways * Staff feel more confident when judging student levels * Assessment/Data on the agenda at meetings * Improved awareness/knowledge of assessments (whole staff) * Improved awareness/knowledge of use of data * Increased confidence in use of data * Fostering a collegiate approach   Awareness  Knowledge  Attitude  Skills  Opinions  Motivations  Aspirations | **Action**   * 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 | | **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 * Consistent use of assessment data across the school   Social  Economic  Civic  Environmental |
| **CONTEXT/CONDITIONS OF YOUR WORK** | | | | | | | | |
| We have been working on our tracking, monitoring and reporting over the course of the past year in school and we have made some real progress in this area. Nonetheless, we now require more robust data on which to make our judgements, hence the nature of this project. Furthermore, our learners and parents/carers are entitled to be more involved in the process.  More work is required on utilising the assessment data at our disposal. As an example, our GL assessments were used sparsely this year and this is an area of real focus, as there are powerful reports that can be used with staff, students and parents, which is aligned with the 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. Gather tangible evidence of the current position through surveys and self evaluation exercises at the beginning of the session. | | | SLT Lead  Students, staff and parents participate | August 2022  (In-service) | | Surveys  Jamboards  Google Forms  HGIOS4 | How much do we know an=bout the data that is out there? What do we use? What do we need to improve? Results of self evaluation collated and synthesised by SLT, shared at ELT meetings and cascaded to staff. | |
| 1. GL assessments timetabled for the year. | | | SLT | August 2022  (In-service) | | GL Assessments | Assessment planned from August for P4-S4.  Benchmark assessment organised by SLT. | |
| 1. Introductory session on the use of SNSA/Insight/ GL Assessment data/ Highland Literacy and Numeracy assessments. | | | SLT  All staff to participate | August 2022  (In-service) | | GL/SNSA/Insight/ Highland assessments. | Outline for staff of what we hope to achieve by focusing on the use of data. Raising awareness of GL assessments/SNSA/Insight/Highland assessments and promoting their use with students, staff and parents. | |
| 1. Calendar of self evaluation activities relating to the improvement project, as costed in WTA. | | | SLT/ELT | August 2022 | | Calendar of activities. | Clear indication on calendar of the aspects of 2.3/1.1 that will be discussed at each self evaluation session. Evidence recorded on jamboards or surveys. | |
| 1. Assessment and moderation training with The Highland Council. | | | SLT/Staff | August 2022 | | Attend training session | Colleagues to attend the session and cascade to all staff to develop a Campus and ASG approach to assessment and moderation. | |
| 1. Staff training session on SNSA data with Fiona Jamieson. If Fiona is unable to accommodate, SLT will lead the training. | | | FJ/SLT | September 2022 (Date TBA - pending SNSA platform update)) | | SNSA Assessments. Presentation.  Group tasks | Session on SNSA Data. Presentation from THC Collaborative Lead for LTA. | |
| 1. Insight training for staff. Request for Fiona Lawrence to support. If not, SLT to run (hands on!) training. | | | FL/SLT | September 2022 | | Insight Resources  FL. | Training on Insight data. Hands on tasks for staff to identify areas for development in their subject area. | |
| 1. Self Evaluation on use of assessment data. The story so far… | | | SLT/ELT | September 2022 | | HGIOS 4 Challenge Questions from 2.3 LTA  Jamb  oards  Short term test of success survey | Results collated by SLT/ELT and compared with feedback from earlier in the year. | |
| 1. GL Assessment diet for all students. | | | SLT  P4-S4 | September 2022 | | GL Assessments | The first diet of the academic year. The second diet is in May. | |
| 1. ELT to lead discussion on the use of Individual/Parental Reports from GL assessments. | | | ELT | October 2022 | | GL Assessment Reports from last term. | PTs to discuss the use of GL assessments in faculty meetings. Strengths and caveats. Encourage use of data to assess pupil progress/identify hidden potential/refer for interventions. | |
| 1. Assembly on the use of assessment data for S1-S4 students and how it can support them in making progress with their learning. | | | SLT | October 2022 | | Presentation  Survey  Jamboards | Presentation on Individual GL Assessment Reports and what it means for students. Able to identify own gaps in learning etc, allow them to make more rapid progress. Q&A/Feedback Session. | |
| 1. Pupil progress meetings based on assessment data. | | | SLT  Primary Teachers | October 2022 | | Pupil Progress Form | From meetings, teachers are fully aware of student targets and how to fully support their attainment and progress.  Improvement in assessment data, termly. | |
| 1. GL Assessments presentation for parents. | | | SLT/ELT/Parents | October 2022 | | Presentation  Survey | Presentation for parents on the GL Parental Report. Q&A. Feedback. | |
| 1. SIP Focus Session. What and how is assessments/data being used in faculties? | | | Whole staff | November 2022 | | Evaluation resource  Jamboards | Establish what formative/summative/low stakes assessment opportunities are being offered in faculties. Is there a calendar of assessment activities? Regular use of assessment data? eg. Insight/GL/SNSA/Internal | |
| 1. Faculties to look at embedding assessment opportunities in course plans. | | | PTs/Faculties | December 2022 | | 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. | |
| 1. SIP Focus. Embed assessment opportunities in course and curriculum plans. | | | Whole staff | January 2023 | | Course Plans  Curriculum Plans  Assessments | PTs to support faculty colleagues.  DHT (Primary) to support primary colleagues. | |
| 1. Use of data to inform student pathways for the following academic year. | | | Whole Staff | January 2023 | | Assessments/Meetings | Staff to hold learning conversations with students to inform choices for the following academic year. Assessment data to inform conversations. | |
| 1. Self-evaluation. Where are we now? | | | Whole staff | February 2023 | | HGIOS4 Challenge Questions  1.1SESI  2.3LTA | Self-evaluation exercise to establish current progress. | |
| 1. Reintroduction of S3 Assessments | | | Whole Staff | March 2023 | | Assessments | Students in S3 to sit formal S3 exams in each subject. | |
| 1. Survey of students on use of assessment data. | | | Students/Staff | April 2023 | | Assessments/Learning conversations documentation | How well is our assessment data being used with students? Survey to establish if assessment data is being used to enhance learning through learning conversations/GL assessment reports etc. | |
| 1. Where are we now? | | | Whole staff | May 2023 | | Whole staff/Self-evaluation questions? | Whole staff review on data? Where are we now? Has our confidence improved in the use of data? Have we used the data to inform judgements? Have we used data effectively to enhance student progress? Have we improved over the course of the year? | |
| **Evaluation:** | | | | | | **Evidence:** | | |
| Challenge questions from HGIOS  [HGIOS4](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  [HGIOURS (Part 1)](https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf)  [HGIOURS (Part 2)](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | | | | | | 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 and teaching pedagogyto enhance learning and teaching across the campus with a particular focus on feedback, metacognition, self-regulation and homework. | | | | | | | | |
| **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 * Education Endowment Foundation Toolkit * EEF Effect Sizes * Time - faculties * Looking outward for best practise: school visits * CLPL * Guest Speakers * Training | * Workshops * Meetings -SLT/ELT/Faculty * Observations * Learning Walks (including students) * Presentations * Develop resources * Encourage development opportunities * Sharing best practise * ASG Moderation * Training * Rosenshines Principles of instruction | | * Learning Walks Feedback * Observations feedback * Student Feedback * Staff feedback * Regular HGIOS 2.3 Tasks * Attainment data * Positive destination data | | **Learning**   * Increased engagement * Improved learning experiences * Improved self-regulation * Begin experimenting with metacognitive strategies * Improved homework from independent learning | **Action**   * Strong teacher efficacy * Improved attainment * Improved behaviour * Improved self-regulation * Improved standards in literacy/numeracy * More confident, highly skilled staff * Well rounded citizens | | **Conditions**   * Improved outcomes for students * Enhanced education, training and employment opportunities * Boost to local/national economy * Reduction in poverty related attainment gap * More skilled workforce |
| **CONTEXT/CONDITIONS OF YOUR WORK** | | | | | | | | |
| The pandemic has resulted in the loss of many development opportunities for staff due to government restrictions. This is now a good time for us to focus on an area that regularly comes out on top in research as having the most positive impact on learning and teaching; collective teacher efficacy. It has been some time since we have had the opportunity to work collegiately on improving learning and teaching through enhancing our own practice using evidence based approaches. The Education Endowment Foundation has some fantastic resources in their toolkit, which we will use to support us in this endeavour, among other resources.  A few notable areas that we will focus on will be feedback, self-regulation, metacognition and homework. These areas will be an ongoing part of the 3 Year Campus Improvement Strategy, as highlighted in our Campus Improvement Priorities Document. It is not expected that all areas will be covered in one year, but rather that our initial focus will be on feedback. The priority is to ensure that we tackle each area well to ensure that it is embedded in our practice. | | | | | | | | |

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| **In-Depth Action Plan 2** | | | | | | | | |
| **Implementation Process** | | | **By whom** | **Time scale and Progress** | | **Resources** | **Monitoring** | |
| * + - 1. 1. School Improvement Priorities shared with all staff. Particular focus on teacher efficacy and learning and teaching pedagogy using effect sizes etc. | | | SLT | August 2022 | | Presentations  EEF Toolkit | Currently at the introductory stage for school improvement priorities. RAG of our Campus Improvement Priorities. Monitoring not required at this stage. | |
| * + - 1. 2. Presentation/Workshop tasks for all staff based on what makes a fantastic lesson.       2. Form teaching sprints groups for 2022/23 | | | SLT/All staff | September 2022 | | What makes a fantastic lesson? Task  Teaching Sprints video, books and booklets | 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 | |
| 3. Observations | | | SLT/ELT | October/November 2022 | | Staff | SLT/Staff to conduct observations gathering evidence on current T&L practice. Elements from previous discussion on what makes a fantastic lesson. Feedback in focus. Identify good practice to share. | |
| 4. SIP Focus Session | | | All staff | November 2022 | | Evidence from observations | Good practice observed during observations shared with colleagues. Feedback focus this session. Good practice on our own feedback shared followed by presentation on evidence based effective feedback with a view to embedding evidence-based strategies in our practice. Teaching Sprints planning followed by a sprint this term. | |
| 5. Learning Walks | | | SLT/ELT/Students | November 2022 | | Staff/Students | Collating/Sharing/Evidencing good practice/areas for development. Jamboards. | |
| 6. SIP Focus Session | | | All staff | December 2022 | | Staff | Evidence of good practice shared with particular focus on metacognitive/self-regulation strategies observed. Presentation on strong, evidence based self-regulation/metacognitive strategies to embed. Teaching sprints feedback from groups. | |
| 7. SIP Focus Session - Teaching Sprints | | | All staff | January 2023 | | Staff | Trios to organise teaching Sprint for this term | |
| 8. Self-Evaluation Session (HGIOS) | | | All Staff | February 2023 | | Evidence from observations. HGIOS questions. | Discussion to evaluate our progress on improving L&T.. How have we improved? What strategies have we adopted? Collate/Present/Record evidence Challenge questions. | |
| 9. Self-evaluation (Students) | | | Students/SLT/ELT | February 2023 | | HGIOS questions | How good is our L&T sessions (HGIOLT!)  Students to complete HGIOURS questions relating to L&T from 2.3. | |
| 10. Learning Walks | | | Students/Staff | March 2023 | | Students | Evidencing good practice/areas for development. Jamboards. Observation records. Focus on feedback/self-regulation/metacognition. | |
| 11. Observations | | | Staff | April 2023 | | Staff | Collating evidence of good practice. Jamboards. Observation records. Focus on feedback/self-regulation/metacognition. | |
| 12. SIP Focus Session | | | Staff | May 2023 | | Staff | Evidence of metacognitive strategies from observations/learning walks. Presentation on effective metacognitive strategies. | |
| 13. RAG of improvement priorities/Next steps | | | Staff | May 2023 | | Staff/Campus Improvement Priorities/HGIOS 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](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  [HGIOURS (Part 1)](https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf)  [HGIOURS (Part 2)](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | | | | | | Surveys/Jamboards/Minutes/Assessment results/Training records/Observations/Learning Walks/Challenge Questions | | |
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| Establishment/Cluster wide action | ELC based action | Primary based action | | | Secondary based action | | | School specific action (if cluster) |

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| **Improvement Project 3:** 3.1 Ensuring Wellbeing, Equality and Inclusion | | | | | | | | |
| **Purpose: INCLUDE: COTSD/FREE EQUPMENT STORE/INTERVENTIONS/BREAKFAST FOR ALL/PUPIL VOICE/HGIOURS/ESAS/HOUSE SYSTEM/TRIPS/EMPLOYMENT OPPORTUNITIES/CSW**  *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. There are elements of all of the NIF priorities running through this project. The project will include the following:*   * *Children’s Service Worker (12 hours)* * *Cost of the School Day – Breakfast for All – Whole School* * *Equally Safe at School initiative – Whole School* * *HGIOURS to improve student voice* * *House System* * *Working with partners/employers to increase employment opportunities for all students – students decide.* | | | | | | | | |
| **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  Improvement in attainment, particularly in literacy and numeracy  **NIF Driver:**  School and ELC improvement | | **HGIOS/HGIOELC Quality Indicator:**  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  [2.3 Learning, teaching and assessment](https://docs.google.com/document/d/1Occ6YWZCMgr2xB89mP6PwE-uUP0p9NkH/edit?usp=sharing&ouid=101946458387621747709&rtpof=true&sd=true)  2.4 Personalised support  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  **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 | | **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 | |
| **RESOURCES** | **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  Food  Equipment  CSW  HGIOURS | Conduct  Whole Campus Breakfast Club  CSW Interventions  Literacy/Numeracy Interventions  Meetings  DYW/SDS/PST/Employers/ESAS  Assemblies  Workshops  ESAS  HGIOURS/HGIOS | | 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 | **Action**  Improved Attendance  Improved attainment  Improved MHWB  Reduction in exclusions  Positive destinations  Improved community involvement | | **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** | | | | | | | | |
| 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 initiative will attempt to reduce any socio-economic disadvantages in relation to having a breakfast routine and a positive start to the day, while improving 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 Childrens Service Worker will support us with interventions, such as Seasons of Growth, together with working with vulnerable young people dealing with other barriers to achievement. We will 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. They will tell us the opportunities that they feel would be of benefit and we will work with all of the aforementioned partners 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. Given the variety of sub-projects involved in this area, the initiatives will be listed sequentially, as opposed to being in date order.  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 | | | | | | | | |

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| **In-Depth Action Plan 3** | | | | | | | | |
| **Implementation Process** | | | **By whom** | **Time scale and Progress** | | **Resources** | **Monitoring** | |
| 1. Recruit CSW for whole Campus (12 hours) PEF Funded. | | | HT | September/October 2022 | | Staffing Recruitment  CSW | HT to recruit CSW for whole campus | |
| 2. CSW Meeting | | | SLT/PST/PT SFL | October/November 2022 | | CSW | Meeting with new CSW to discuss/implement remit | |
| 3. CSW record keeping | | | SLT/ELT/CSW | October/November 2022 | | Staff | CSW to work with colleagues in school to ensure detailed record keeping in relation to interventions in order to evidence impact. | |
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| 1. Breakfast for All (COTSD) – Contact local/national businesses to ask for donations/financial support. | | | SLT/Staff/Students | August/September 2022 | | Time  Emails/Calls | HT to contact supermarkets to ask for support with our Breakfast for All Initiative. Contact already made with Coop. Donations required. | |
| 2. Breakfast for All (COTSD) – Produce estimate of annual cost. Some funding already in place from PEF. | | | HT | August/September 2022 | | Spreadsheets/Costs | HT to produce estimate of the cost of running a Breakfast for All Club. | |
| 3. HT to meet with Jo Kirby and Highland colleagues as part of a Breakfast for all Working Group. | | | HT | September/October 2022 | | Staff | Initial meeting of BFA Working Group. | |
| 4. Breakfast for All (COTSD) – Ask PC to support | | | SLT/PC | October 2022 | | PC Funds | HT to ask Parent Council to support the Breakfast for all initiative. | |
| 5. Staff consultation | | | SLT | October 2022 | | Staff/Presentation | Presentation on the proposed plan on the BFA plan. Consult with staff. Compile list of volunteers. | |
| 6. Parental consultation | | | SLT | October/November 2022 | | Staff/Parents | Presentation of the BFA plan. Compile list of volunteers. | |
| 7. Implement BFA for all students. | | | Staff/Parents/Puplis | December 2022 | | Staff/Parents/Pupils | Roll out of the BFA initiative across the campus. | |
| 8. Monitor/Evaluate/Develop | | | Staff/Parents/Puplis | Throughout 2023 | | Staff/Parents/Puplis | Ongoing monitoring/development/fundraising for the BFA initiative. | |
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| 1. No Questions Asked Equipment Store - Funding/Donations/Contributions | | | SLT/ELT | September 2022 | | SLT/ELT/Parent council | Contact made with businesses to establish support for the store. Stock. Financial donations etc. Fundraising. Parent council Contributions - fundraising. | |
| 2. Assembly on No Questions Asked Equipment Store | | | Staff/Pupils | October 2022 | | Staff/Pupils | Assembly explaining that the equipment store is part of our COTSD initiative, Success depends on only using it if you need it. Donations will also be welcomed to support replenishment. | |
| 3. Equipment Store Logistics | | | Staff | October 2022 | | Staff/Pupils | Who will run the store? Volunteers? Staff? Pupils? Monitoring and supervision to be agreed. | |
| 4. Acquire stock for the store | | | SLT/ELT | November 2022 | | Staff Pupils | Liaise with partners/Order stock | |
| 5. Equipment store launch! | | | Whole School | November/December 2022 | | Whole School | Launch Day TBA. | |
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| 1. Equally Safe at School Initiative - attend training | | | HT/PST | May 2022 | | HT/PST | Training on Equally Safe at School. Being trauma aware and trauma responsive. | |
| 2. School registers for Equally Safe at School Initiative | | | HT/PST | June 2022 | | Ht/PST | Registration to access resources for assemblies/lessons. | |
| 2. Equally Safe at School Assembly | | | PST/S1-S3 | September 2023 | | PST/S1-3 | Introduction to Equally Safe at School | |
| 3. Equally Safe at School Assembly | | | PST/S4-S6 | September 2023 | | PST/S4-S6 | Introduction to Equally Safe at School | |
| 4. Equally Safe at School to feature as a regular part of PSE lessons | | | PST | Throughout 2022/23 | | Records Kept | PST to work through the Equally Safe at School programme with all students. | |
| 5. Interim review of ESAS | | | HT/PST | January 2023 | | Self-evaluation  Student survey. | What has been covered so far? Impact? Feedback from students. | |
| 6. Review from Staff/Parents | | | Staff/Parents | February 2023 | | Survey for staff  Survey for parents | Are we seeing an improvement in relation to everyone feeling safe at school? How do we know? Survey parents. Survey staff. | |
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| 1. Student Voice - HGIOURS | | | SLT/Students | August/September 2022 | | Survey for students using HGIOURS | Survey pupils to ascertain students view on school. Questions taken from HGIOURS. | |
| 2. Establish a ‘You Said, We Did’ board for students. | | | SLT/ELT/Students | October 2022 | | Board required in prominent position in Foyer. | Create a You Said, We did board in school. | |
| 3. Establish regular student voice sessions | | | HT/S6 Students | September 2022 | | Creation of House System | Agree regular meeting times in school with SLT/ELT. Gather student views on how to elect school captains/house captains. | |
| 4. Re-launch the House System | | | SLT/ELT/Students | September 2022 | | Elect School/House Captains | Election to positions of School/House Captains | |
| 5. Each house to arrange 2 events per year (agreed with S6) | | | Staff/Students | September 2022 | | Event calendar | Students to create event calendar for the year.  Submit plan of the events to take place. | |
| 6. Buy in new ‘token system’ for each house as visual representation of points. | | | SLT | September 2022 | | Tokens etc. | Visual rewards system implemented. | |
| 7. 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. | |
| **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. | | |  |  | |  |  | |
| **Evaluation:** | | | | | | **Evidence:** | | |
| Challenge questions from HGIOS  [HGIOS4](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)  [HGIOURS (Part 1)](https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf)  [HGIOURS (Part 2)](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) | | | | | | 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) |

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| **Additional Tasks - Optional** | | **Session 22.23** |
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| **Additional Tasks** | **Responsibilities** | |
| Literacy/Numeracy Interventions Our interventions were 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. We have two dedicated PSAs delivering Read Write Inc and Catch Up Numeracy. These PSAs will work closely with our PT SFL/ASN to ensure that robust records are kept to evidence progress/impact and that there is regular consultation with all staff, using all of the data available to us, to ensure that no student slips ‘through the net’. | SLT/PT SFL/ASN/PSAs/ALL Staff  PEF Funded PSA hours contributing to the cost of these targeted interventions. | |
| Despite having strong positive destination figures, we are continuing to work closely with DYW, SDS and WHC to develop creativity and employment opportunities for our students to further enhance their opportunities for education and employment. I have already met with the Chief Executive of Lochaber Chamber of Commerce in August 2022, together with the Operations Director for DYW to develop employment opportunities for our students. We have agreed to survey the students on the opportunities that they would like to see both in school and beyond. When the survey is complete, we will meet with the students to develop an action plan going forward. I am delighted to report that Fraser Copeland, CEO Lochaber Chamber of Commerce is keen to support the school in developing opportunities going forward. The meeting with students will be attended by those students that put themselves forward to be involved, the Head Teacher, Fraser Copland (CEO LCC) and Jennifer Grant (Operations Director DYW).  In the meantime, the Head Teacher is Working closely with our DYW Coordinator to develop a calendar of opportunities for our students with events running throughout the year. Students will play a pivotal role in deciding on the events to take forward.  There is a maths week employers event in school on 29th September 2023 where we have a variety of employers coming into the school to run workshops for our students. Rather than being assigned groups, Students will choose two workshops to attend from the 10 employers that we have confirmed thus far.  We also have an employability week and visits from the Army and Navy planned.  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. | SLT/DYW/SDS/Staff/Students/LCC | |  |  |  |
| Toward the end of last term we started a whole community consultation on a new positive relationships policy with input from pupils, staff, parents and carers. This work will continue into the current academic year. There is a ‘pop up’ working group that has been working on the policy documentation, posters etc. In Primary, building on UNCRC we have created a class charter based on research from articles that will result in children becoming invested partners in the improved Positive Relationship Policy. This will then expand to a whole school pupil charter with a focus on pupil voice. | All Staff/ Students/ Parents | |
| As a campus, we will have a focus on outdoor learning. As we are a school in Lochaber which is the outdoor capital of the UK, we endeavor to be a school that pioneers in outdoor learning. Primary will have weekly outdoor learning lessons and our interventions will be driven by outdoor learning. To begin our journey, all stakeholders will be working together to create a vision for outdoor learning and the students will be the main drivers in this change. Following on, we will build and create an outdoor learning curriculum for Kinlochleven 3-18 Campus. Staff will complete relevant training to support our outdoor learning direction and share with all staff. | SLT/ Staff/ Students/ Parents | |
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| *\*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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