

Insch School Improvement Plan 2019 - 2020



Insch School Vision: Reach for the Stars

Our Values:

Aiming High, Being Safe, Showing Respect, Valuing our Community

3 Year Improvement Priorities 2018-21

2018-19	2019-20	2020-21
<p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Collaborative approaches to self evaluation <p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy 	<p>1.2 Leadership for Learning</p> <ul style="list-style-type: none"> Professional engagement and collegiate working Early level N/P1 Curriculum Coverage/ Curriculum Programs Staff led training sessions leading to consistency <p>2.6 Transitions Collaborative planning and delivery</p>	<p>1.5 Management of resources to promote equity</p> <ul style="list-style-type: none"> Nursery build
<p>2.2 The Curriculum</p> <ul style="list-style-type: none"> Development of the curriculum <p>1.2 Leadership for Learning Professional engagement and collegiate working</p> <p>2.3 Learning, teaching and assessment (Numeracy)</p> <ul style="list-style-type: none"> Effective use of assessment <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> Removal of potential barriers to learning 	<p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> Quality of teaching (Writing & general curriculum coverage review) feedback etc. Effective use of assessment <p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Collaborative approaches to self-evaluation (TRIO) HGIOURS <p>1.2 Leadership for Learning Professional engagement and collegiate working</p> <p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy <p>1.5 Family Learning</p>	<p>2.2 The Curriculum</p> <ul style="list-style-type: none"> Skills for learning, life and work <p>2.6 Transitions Collaborative planning and delivery</p>
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy Equity for all learners 	<p>3.1 Improving wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing <p>1.2 Leadership for Learning 1.3 Leadership of Change Professional engagement and collegiate working (Paul Dix)</p> <p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Collaborative approaches to self-evaluation (TRIO) HGIOURS 	<p>3.1 Improving wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and our community 	<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Strategic planning for continuous improvement 	<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Implementing improvement and change

<p style="text-align: center;">School Improvement Priorities for 2019-20</p> <p style="text-align: center;">National Improvement Framework Drivers: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information.</p>	<p style="text-align: center;">National Improvement Framework Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>
<p>1. Staff will be proactive in leading learning across the school leading to increased consistency of shared expectations across the school. This will be exemplified in very effective practice.</p> <ul style="list-style-type: none"> • Confident staff who readily lead staff training sessions and quality assurance activity with pupils. • High standards of professional dialogue across the school leading to shared understanding of expectations across the school. • Shared approach of our Early level curriculum which is reflective in the high quality play based learning experiences for our youngest learners. 	
<p>2. Children will make continuous progress across all aspects of their learning and development.</p> <ul style="list-style-type: none"> • Staff will implement recently refreshed curriculum changes leading to quality skills progression for our learners i.e. Health and wellbeing, technology and curriculum bundles. • Continued focus on assessment at planning stages will drive numeracy and literacy attainment forward. Moderation work within school and across the Cluster will further develop a shared understanding of standards by all staff. • Staff will lead curriculum coverage development work to ensure shared understanding across the school of required curriculum coverage for each area. Expectations on quantity of pupil output will be set high. • All staff will use data to track and monitor individual progress. All teachers will then target support groups, coasters and challenge focus We aim to further increase pupil attainment. • Staff will ensure there is appropriate balance of technology that enhances learning and teaching. • Staff will develop questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. • Nursery and school staff will conduct TMR 3 times a year. Attainment conversation to focus planning of individual learners. 	
<p>3. Our school community has a shared understanding of wellbeing. All our staff, pupils and partners feel respected, valued and supported.</p> <ul style="list-style-type: none"> • All stakeholders promote a climate where children feel safe, respected and secure. We will do this through adult lead learning and building a culture of respect between adults and pupils across the school. • The impact of our relationships work will be evaluated by the Authority Validated Self Evaluation model. 	

Impact and Outcomes

Priority 1:- Staff will be proactive in leading learning across the school leading to increased consistency of shared expectations across the school.

This will be exemplified in very effective practice.

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children</p>	<p>1.2 Leadership for Learning</p> <ul style="list-style-type: none"> Professional engagement and collegiate working Early level N/P1 Staff led training sessions leading to consistency <p>2.6 Transitions <i>Collaborative planning and delivery</i></p>
<p>NIF Drivers: School leadership, Teacher Professionalism, School Improvement</p>	<p>LIP – Expected Impact & outcomes: A skilled and confident workforce Increased shared understanding among all teaching staff of our curriculum and expectations. Higher levels of play-based learning in P1 setting with smoother transition from nursery</p>

Impact & outcomes	Action	personnel	Timescale	resources	Monitoring & evaluation
<p>Staff will be proactive in leading learning across the school leading to increased consistency of shared expectations across the school. This will be exemplified in very effective practice.</p>	<p>PRD sessions in – SLT to discuss leadership roles of interest with staff and identify lead areas.</p>	<p>PSA staff Teaching Staff Nursery EYPs EYLPs</p>	<p>May/ June 2019</p>	<p>SLT notes</p>	<p>June 2019</p>
	<p>HT to create plan for CAT sessions to ensure consistency of expectations delivered across whole school. Sessions identified as noted.</p>	<p>Planning Expectations = <i>Vicki Grant and Charlotte</i> Sumdog Assessment = <i>Steph and Rachel</i> H&WB Progressions = Technologies Progressions = <i>SLT</i> ASD Awareness = <i>Lisa T</i> Emerging literacy = <i>Laura C.</i></p>	<p>By end Term 2</p>	<p>CAT Guide 2019/20</p>	<p>ongoing</p>
	<p>Staff to work collegiately with stage partners closely to support 6 new teaching staff members joining team. Focus areas: planning, assessment, moderation.</p>	<p>All teaching staff.</p>	<p>Fortnightly planning meetings as arranged by staff.</p>	<p>Planning and assessment folders</p>	<p>SLT monitor fortnightly</p>
	<p>P1 Early Level play-based approach reviewed and developed in partnership with nursery. Use practitioner enquiry model • identify an issue to be addressed • look at other resources and/or research literature to identify possible reasons and solutions • identify and implement a strategy to attempt to improve the issue • evaluate the changes made.</p>	<p>P1 teachers & EYLPs Sarah Bergin/ Laura Cartney/ Lisa T/ Leslie B/ Laura Pirie.</p>	<p>End of term 2 implement</p>	<p>Teacher own research material</p>	<p>June 2020 review impact on learner's attainment</p>

	Meet the Teacher – parental expectations communicated clearly by staff at beginning of year by teachers with follow up parental expectations guide handed out.	Class teachers at Mt T event Head Teacher/ SLT to create parental expectations guide for issue& upload onto school website.	Sept.		
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Impact and Outcomes

Priority 2 - Children will make continuous progress across all aspects of their learning and development.

<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p>	<p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> Quality of teaching (Writing & general curriculum coverage review) feedback etc. Curriculum Coverage/ Curriculum Programs Effective use of assessment <p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Collaborative approaches to self-evaluation (TRIO) HGIOURS <p>1.2 Leadership for Learning Professional engagement and collegiate working</p> <p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> Attainment in literacy and numeracy <p>1.5 Family Learning</p>
<p>NIF Drivers Assessment of children's progress School improvement Teacher professionalism Parental engagement</p>	<p>LIP – Expected Impact & outcomes</p> <p><i>An increase in attainment across literacy and numeracy due to increased expectations of quality and quantity of work expected as approp. by stage and ability of learners. Our effective TMR process will lead to increased attainment.</i></p> <p><i>The teaching and learning of skills delivered at Insch School will have greater progressive and follow a clear, designated path. Our curriculum will be make the most of our unique setting and teach our pupils about our place in the world and locally.</i></p> <p><i>Regular planned moderation activities will lead to increased shared understanding in planning and assessing pupils learning.</i></p>

Impact & outcomes	Action	personnel	timescale	resources	Monitoring & evaluation
<p>Children will make continuous progress across all aspects of their learning and development.</p>	<p>Staff to implement recently refreshed curriculum changes leading to quality skills progression for our learners in Health and wellbeing, technology & refreshed curriculum bundles.</p>	<p>All Teachers</p>	<p>As of August 2019.</p>	<p>H&WB progression Technology progressions Curriculum Bundles</p>	<p>SLT through planning discussions</p>
	<p>Curriculum Coverage Map to be designed by teachers. Map will outline expectation of coverage of all areas of the curriculum in terms of amount of time each area is to taught for. Expectations on quantity of pupil output will be set also.</p>	<p>P1 -3 teachers P4-7 teachers</p>	<p>CAT session Term 1</p>	<p>Develop HTs draft Curricular Coverage map.</p>	<p>SLT to monitor through planning discussions/ jotter sampling/ class visits/ weekly plans.</p>
<p>Further develop a shared understanding of standards by all staff.</p>	<p>Staff to regularly planning with stage partners (min. monthly). Focus on numeracy and literacy forward planning and assessments using benchmarks. Assess depth and application of learning. Staff to moderate 1 literacy and numeracy piece work each term.</p>	<p>All Teachers</p>	<p>As of August 2019.</p>	<p>Teacher plans Pupil Literacy and Numeracy work</p>	
	<p>Year 2 of Cluster Moderation work – Numeracy. Holistic assessment model and practitioner toolkit to be used to package moderation material for moderation purposes.</p>	<p>School and Cluster teacher</p>	<p>2 sessions CAT</p>	<p>Moderation Practitioner toolkit.</p>	

<p>Use TMR data to target support groups, coasters and challenge focus and further increase pupil attainment.</p>	<p>All staff to track individual progress using established TMR format. P1-7 Nov. March. June. Follow up attainment conversations with SLT. P1- 3 = Allison, P4-7 = Jenny</p> <p>Nursery pre-school Nov. June - Training provided by Mrs Stirling to Nursery team. Follow up Attainment Conversation = Mhairi .</p>	<p>Teachers</p> <p>Mrs Stirling All nursery team</p>	<p>Nov. March. June</p>	<p>Established school TMR system Nursery data included this year.</p>	
<p>Staff will develop questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p>	<p>Training session on higher order thinking skills delivered by DHT to teachers using Blooms Taxonomy.</p>	<p>DHTs to deliver to teaching staff/ Nursery Practitioners Early level / 1st Level Mhairi 2nd Level Jenny</p>	<p>CAT Session 3</p>		

Impact and Outcomes

Priority 3:- Our school community has a shared understanding of wellbeing. All our staff, pupils and partners feel respected, valued and supported.

<p>NIF Priority Improvement in children and young people's health and well being</p>	<p>3.1 Improving wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing <p>1.4 Leadership for Learning 1.5 Leadership of Change Professional engagement and collegiate working (Paul Dix) 1.1 Self-evaluation for self-improvement Collaborative approaches to self-evaluation (TRIO) HGIOURS</p>
<p>NIF Drivers School improvement, Excellent experiences Teacher professionalism</p>	<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Skills for life and learning

Impact & outcomes	Action	personnel	timescale	resources	Monitoring & evaluation
<p>Our school community has a shared understanding of wellbeing. All our staff, pupils and partners feel respected, valued and supported.</p>	<p>PRD sessions in – SLT to start to refer to Paul Dix with all staff & provide books for professional reading.</p>	<p>PSA staff Teaching Staff</p>	<p>May/ June 2018/19</p>	<p>When Adult Changes Everything Changes PEF funding</p>	
	<p>Insch School Action Plan created by SLT following our own reading of Paul Dix work. Identify clear expectations for all staff and guide produced to be launched at start of session.</p>	<p>Mrs Chalmers DHT Mrs Conner HT Mrs Stirling DHT</p>	<p>May/ June 2018/19</p>		
	<p>Staff launch session to set plan for culture change. Roleplay scenarios to be incorporated.</p>	<p>Whole school staff PSAs, Kitchen, admin, janitor, nursery, teachers.</p>	<p>INSET 19/8/19</p>	<p>EPS Service DHT, Mrs Chalmers</p>	
	<p>Launch of Child Friendly SHANNARRI characters to link with Golden Ticket.</p>				
<p>Effective approaches are used to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities.</p>	<p>VSE trio school partnership with Erick and Dunecht Schools. Use HGIOURS to plan and evaluate quality of relationships in school. Gather triangulation of evidence to validate evaluations: parents, staff and pupils.</p>	<p>HT Elrick & Dunecht Schools Pupil Focus Group Parent Focus Group Staff Focus Group</p>	<p>VSE set for Term 3 March 2020. Evidence gathered by that date.</p>	<p>HGIOURS – Relationships Evidence gathered from all stakeholders. VSE SE Plan (HT)</p>	<p>2 day VSE visit from authority 17/18 March 2020.</p>

