MORAY COUNCIL SCHOOL: Speyside High school SCHOOL IMPROVEMENT PLAN 2018 - 19

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| School Vision/Values: Healthy, Ambitious, Respectful, Responsible, Dedicated and Achieving – Happy, Healthy and High Achieving |
| School Priority 1: Building Positive Relationships |
| NIF Priority: Improvement in Health and Wellbeing | HGIOS?4 QI: 2.4, 3.1, 3.2,  |
| NIF Driver: Teacher Professionalism School Improvement, Raise attainment, Improve children’s attainment | Moray Priority: All and RA strategy |
| Actions | Outcomes for learners | Timescales | Responsible | Measures of success |
| * Implement appropriate findings from Positive Relationships questionnaire – related to nurture and restorative approaches.
* Develop use of value definitions to ensure positive relationships Introduce agreed learning charter.
* Ensure focus on excellent learning and teaching
* Continue to develop opportunities for staff to develop personally and professionally.
* Develop the use of Global Goals as a structure for Building Positive Relationships
 | * Improved relationships will lead to an improved learning and teaching experience for young people
* Learners will experience a consistent approach in every lesson
* Pupils receive feedback and can act upon this to ensure positive progress
* Improved learning and teaching experience through positive staff wellbeing. Learning conversations being reflected on in UPS.
* Improved understanding of our place in the world around us
 | August 2018 onwardsAugust - OctoberAugust 2018 onwardsAugust 2018 onwards | All/ DHT leadHWB Working groupSLT/Colleagues/learnersAllAll | * Quality Assurance calendar embedded
* Annual pupil questionnaire increase in percentages
* Departmental returns show improved use of tracking
* Continued low transfers
* Quality Assurance – observation calendar
* Feedback from Pupil Senate/pupil focus groups
* Feedback from PEF Mentors
* Parental Feedback
* School for the Future visit
* Reduction in HW referrals. Less pupils becoming stressed.
* Reduction in reported/recorded incidents.
* Review of classroom and corridor management procedures – reduction in corridor incidents and low levels behaviour issues (demerits).
* Improved consistency of experience for pupils.
* Increased use of Solution Orientated and Restorative practice.
* Increased awareness of the importance of mental wellbeing and a continued focus on improving the mental wellbeing of pupils and staff.
* Increased use of differentiated material.
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| Evidence to support reduced bureaucracy/workload of teachers: Reduced number of priorities and actions within priorities, Staff well being supported  |

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| School Priority 2: Appropriate Learner Pathways |
| NIF Priority: Improve Attainment | HGIOS?4 QI:1.1, 2.2, 1.3, 2.2, 2.7 |
| NIF Driver: School improvement, teacher professionalism, assessment of children’s progress | Moray Priority: Raising AttainmentMoray Skills framework |
| Actions | Outcomes for learners | Time Scales | Responsible | Measures of success |
| * Develop and ensure whole school understanding of curriculum rationale.
* Develop transparency and clarity of subject choice process
* Ensure appropriate curriculum pathways followed by all young people
* Embed use of moderation to ensure appropriate levels achieved
* Reporting developed to include tracking reports and pupil voice
 | * Better pathways developed in relation to school context
* Pupils more aware of DYW opportunities
* Improved learner pathway within constraints of agreed timetable
* Appropriate levels achieved in all curricular areas particularly Literacy and Numeracy
* More opportunities to engage with local employers/growth sectors
* Learners constantly aware of progress in relation to attainment targets in all curricular areas.
* Learners understand their learning and can write and talk about this
 | August- December 2018Session 2018/19Session 2018/19 | DHT/Pathway planning working group/Pupil/Parents/PartnersSkills based ROA working groupSLT/Teaching colleagues/pupils/parentsSLT/Learner Pathways group/pupils/Assessment and Reporting working group | * Improved Literacy and Numeracy achievements
* Embedding of further NPAs, Nat 2s and 3s Level 5 Skills for Work and sections of these
* Improved attainment results as above, but in relation to complimentary tariff points
* Positive feedback from BGE related to Moray Skills Pathway engagement
* Positive destination percentages increase.
* Higher percentage of pupils sitting National 5 subjects in 2019-20
* Pupils able to understand where they are and how they can improve to gain the highest attainment
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| Evidence to support reduced bureaucracy/workload of teachers: improved reporting process through UPS and Driving Attainment |