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 onwards  August - October  August 2018 onwards  August 2018 onwards | | All/ DHT lead  HWB Working group  SLT/Colleagues/learners  All  All | * 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. |
| 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 Attainment  Moray 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 2018  Session 2018/19  Session 2018/19 | | DHT/Pathway planning working group/Pupil/Parents/Partners  Skills based ROA working group  SLT/Teaching colleagues/pupils/parents  SLT/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 |
| Evidence to support reduced bureaucracy/workload of teachers: improved reporting process through UPS and Driving Attainment | | | | | |