



ARRAN HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN

Session: 2011-2012

HEAD TEACHER:

Mr Douglas Auld

DATE:

September 2011



NORTH AYRSHIRE
COUNCIL

ARRAN HIGH SCHOOL: VISION AND AIMS

Our Aims are underpinned by the values of Wisdom, Justice, Compassion and Integrity.

In common with the stated purposes of a Curriculum for Excellence (CfE), it is our aspiration that all of the young people in our care - and our staff - should be supported in becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Arran High School aims to be a place where all individuals should..

Achieve their Potential:

We aim to deliver a balanced, planned curriculum deploying a range of teaching approaches and acknowledging different learning needs, which will enable each person to continue to develop as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

in a...

Happy Environment:

We aim to present a learning climate, which is engaging, motivating and challenging for our young people within a support framework, which encourages them to reach their potential both in their learning and their personal development.

through...

Successful Partnerships:

We aim to foster respectful and constructive relationships where tolerance and individual responsibility are modelled by adults and encouraged in our young people.

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The School Improvement Plan is split into three key sections:

1. **Table 1:** Improvement Agenda: *summarising key priorities this session*
2. **Table 2:** Elaboration of Improvement Agenda Items: *detail pertaining to Table 1*
3. **Table 3:** Development/Maintenance Tasks: *covering a three year period*

TABLE 1: IMPROVEMENT AGENDA: SESSION 2011-2012

PRIORITY 1:	IMPLEMENTATION OF A CURRICULUM FOR EXCELLENCE		
OBJECTIVE:	HGIOS QI	SUMMARY OF PROPOSED OUTCOME AND IMPACT	<u>MONITORING AND EVALUATION:</u> SUMMARY OF EVIDENCE
To continue with the development and implementation of a Curriculum for Excellence in line with national advice.	1.1 2.1 3.1 5.1-5.4 9.4	<ul style="list-style-type: none"> CfE implemented in S2 building on the successful start made in S1; S3 course planning and preparation undertaken; CfE design principles fully considered where a broad general education inclusive of inter-disciplinary learning are central to our courses; Preparation for introduction of new qualifications and Senior Phase underway; Full implementation of Literacy, Numeracy and Health and Wellbeing policies across all curricular areas (S1 and S2); Agreed standards applied rigorously through a range of moderation activities. 	<ul style="list-style-type: none"> Ongoing classroom observations; Department/SMT/Staff meetings and minutes; Working Group feedback/minutes; Subject courses/programmes and associated materials; Attendance at local and national training events and feedback; Collegiate working at school/cluster/authority level; Use of Local and National Assessment Resource (LAR/NAR).
PRIORITY 2:	IMPROVEMENT THROUGH SELF-EVALUATION		
OBJECTIVE:	HGIOS QI	SUMMARY OF PROPOSED OUTCOME AND IMPACT	<u>MONITORING AND EVALUATION:</u> SUMMARY OF EVIDENCE
To use a wider range of evidence to inform improvement including greater sampling of and action on pupil views, with close monitoring of the impact of new approaches to learning and teaching.	2.1 5.1-5.4 5.7 5.9	<ul style="list-style-type: none"> Pupils in all curricular areas engaged in self-evaluation activities; Formulation and implementation of year group focus meetings to monitor the impact of new approaches to learning and teaching. 	<ul style="list-style-type: none"> Department/PT/SMT/Staff meetings, discussion and minutes; Questionnaire responses and analysis; Focus group feedback and records.

PRIORITY 3:		DEVELOPMENT OF "PUPIL PROFILES"		
OBJECTIVE:	HGIOS QI	SUMMARY OF PROPOSED OUTCOME AND IMPACT	<u>MONITORING AND EVALUATION:</u> SUMMARY OF EVIDENCE	
To develop - using SEEMIS and Cognitive Abilities Test (CAT) data as a basis - individual "Pupil Profiles" to monitor and track attainment and achievement throughout a young person's school career.	2.1 4.1 5.2-5.5 5.8 8.4	<ul style="list-style-type: none"> • "Pupil Profile" on SEEMIS developed and in use; • CAT testing of all S1 and S2 pupils complete; • Evidence gathered and class teacher' records in place pertaining to young people's progress in learning; • Engagement with Youth agencies to learn of wider pupil achievement in the local and wider community (records in place); • Twice yearly one-to-one meetings between Guidance/Mentor to help young person reflect, record and evaluate their progress in acquiring a range of skills and confidence across the four capacities undertaken. 	<ul style="list-style-type: none"> • "Pupil Profile" developed and in use; • CAT testing complete; • CAT test data captured and analysed. Comparisons made within school and against national data; • Pupil feedback; • Mentor feedback; • SMT/Guidance meetings and minutes. 	

PRIORITY 4:		PARTNERSHIP WORKING FOR IMPROVEMENT		
OBJECTIVE:	HGIOS QI	SUMMARY OF PROPOSED OUTCOME AND IMPACT	<u>MONITORING AND EVALUATION:</u> SUMMARY OF EVIDENCE	
To continue partnership working development with parents and outside partners through evaluation of the work of the school.	2.2 4.1 5.7 8.1	<ul style="list-style-type: none"> • Parents' views embraced; • Outside partners' views embraced; • GLOW rolled out to Parent Council and the wider Parent Forum. 	<ul style="list-style-type: none"> • Feedback from parents/carers; • Feedback from Parent Council and minutes; • Questionnaire results and analysis; • Feedback from outside partners; • Partnership agreements – Careers officer, Educational Psychologist; • Cluster meeting feedback and minutes; • Parental GLOW "hits". 	

TABLE 2: ELABORATION OF IMPROVEMENT AGENDA ITEMS: SESSION 2011-2012

(see [Table 1](#) for overview of each priority)

PRIORITY 1:		IMPLEMENTATION OF A CURRICULUM FOR EXCELLENCE		
Tasks	Timescales/Milestones (where appropriate)	Who is responsible?	Success criteria and expected impact	Monitoring and Evaluation/Evidence
1. Implement CfE in S2, building on the successful start made in S1. Prepare for S3 courses [ensuring CfE design principles reflecting a broad general education including interdisciplinary learning are noted in all planning/development].	<u>Ongoing from:</u> June 2011	SMT PTs Teaching Staff	<ul style="list-style-type: none"> ☛ S1 and S2 fully engaged in CfE; ☛ S3 planning in place. 	<ul style="list-style-type: none"> ☛ Classroom observations and records; ☛ Written/verbal feedback from pupils, parents and staff; ☛ Department meetings and minutes; ☛ Staff meetings/minutes; ☛ Working group feedback/minutes;
2. Prepare for the introduction of new National Qualifications and the Senior Phase.	<u>Ongoing from 2010 Senior school models:</u> January 2012		<ul style="list-style-type: none"> ☛ PTs and class teachers familiar with New Qualification documents; ☛ Draft senior phase model developed and agreed. 	<ul style="list-style-type: none"> ☛ Subject courses/programmes and associated materials; ☛ Consultations with staff/pupils/parents/NAC.
3. To fully implement Literacy, Numeracy and Health and Well-being policies across all curricular areas in S1 and S2.	<u>Ongoing from 2010 Completed by:</u> Easter 2012	SMT L/N/HWB Coordinators PTs Teaching staff Quality Improvement Service	<ul style="list-style-type: none"> ☛ Increased pace of change in implementing policies; ☛ Implemented policies. 	<ul style="list-style-type: none"> ☛ Policies implemented; ☛ SMT/Department/Working group minutes; ☛ Classroom observations and records.
4. To ensure that agreed standards are being applied rigorously through a range of moderation activities.	<u>Ongoing from:</u> September 2011		<ul style="list-style-type: none"> ☛ Moderation activities in place (with use of LAR/NAR); ☛ Consistent application of assessment criteria. 	<ul style="list-style-type: none"> ☛ Moderation activities at school, cluster and NAC level; ☛ Inset day feedback; ☛ Department/SMT minutes; ☛ Attendance at local and national training events.

PRIORITY 2:		IMPROVEMENT THROUGH SELF-EVALUATION		
Tasks	Timescales/Milestones (where appropriate)	Who is responsible?	Success criteria and expected impact	Monitoring and Evaluation/Evidence
1. Pupils in all curricular areas to be engaged in self-evaluation activities to assist with continuous improvement across departments.	<u>Ongoing to:</u> May 2012	Link SMT PTs Class teachers	<ul style="list-style-type: none"> ☛ Consistency across all departments in use of self-evaluation tools; ☛ Pupils' voice is appropriately influential in departmental planning; ☛ Pupil awareness of resulting improvements. 	<ul style="list-style-type: none"> ☛ SMT and Department meetings and minutes; ☛ Department records; ☛ Written/verbal feedback from learners; ☛ School Council feedback and minutes; ☛ Questionnaires/analysis.
2. Introduce Year Group focus meetings to monitor the impact of new approaches to learning and teaching.	<u>Twice yearly meetings</u> with focus groups	DHTs	<ul style="list-style-type: none"> ☛ Pupils' voice is appropriately influential in school planning; ☛ Pupil awareness of resulting improvements. 	<ul style="list-style-type: none"> ☛ Minutes of focus group meetings; ☛ SMT Minutes.















PRIORITY 3:	DEVELOPMENT OF "PUPIL PROFILES"			
Tasks	Timescales/Milestones (where appropriate)	Who is responsible?	Success criteria and expected impact	Monitoring and Evaluation/Evidence
1. Develop "Pupil Profile" on SEEMIS.	<u>Draft created by:</u> end of October 2011	DF JMacb	<ul style="list-style-type: none"> ☛ Robust monitoring and tracking system (including "Pupil Profiles") in place. 	<ul style="list-style-type: none"> ☛ "Pupil Profiles" in place; ☛ Results of CAT tests, analysis and benchmarking, use of CAT test results; ☛ Written and verbal feedback from pupils, mentors, parents and PT Guidance; ☛ Mentor/pupil interview records; ☛ Personal Learning Plans developed; ☛ School Council discussions and minutes; ☛ SMT minutes; ☛ Guidance minutes; ☛ Feedback from CLD.
2. CAT testing of all S1 and S2 pupils.	<u>Completed by:</u> November 2011	DF	<ul style="list-style-type: none"> ☛ Raw scores, rankings and standard scores available for predictive use. 	
3. Class teachers gather evidence and record young people's progress in learning.	As per <u>Department Monitoring Calendars</u>	DF JMacb PTs Class teachers	<ul style="list-style-type: none"> ☛ Pupils' individual goals and targets for further attainment agreed, recorded and reviewed. 	
4. Engagement with Youth agencies to learn of wider pupil achievement in the local and wider community.	<u>Termly meeting with:</u> Community Learning and Development (CLD)	SG, DF JMacb	<ul style="list-style-type: none"> ☛ School records of pupil achievements out of school in place. 	
5. Twice yearly one-to-one meetings between Guidance/Mentor undertaken to help pupils to reflect, record and evaluate their progress in acquiring a range of skills and confidence across the four capacities.	<u>Ongoing from:</u> October 2011 to May 2012	DF JMacb Mentors	<ul style="list-style-type: none"> ☛ Personal Learning Plans established for S1 and S2 pupils. 	

PRIORITY 4:

PARTNERSHIP WORKING FOR IMPROVEMENT

Tasks	Timescales/Milestones (where appropriate)	Who is responsible?	Success criteria and expected impact	Monitoring and Evaluation/Evidence
<p>1. Take account of parents' views on the life and work of the school.</p> <p>2. Take account of outside partners' views on the life and work of the school.</p> <p>3. Roll out GLOW to Parent Council and parents.</p>	<p><u>S1 Parents morning:</u> September 2011</p> <p><u>S1-S6 Parents' Evenings:</u> November to May 2012</p> <p><u>Annual Parental Survey:</u> February 2012</p> <p><u>Ongoing from:</u> September 2011 e.g. Work Experience providers</p> <p><u>Parent Council from:</u> November 2011</p> <p><u>30% of Parent Forum by:</u> March 2013</p>	<p>SMT</p> <p>SMT JMacb LW</p> <p>NAC D Lambert</p>	<p>☛ Parents' views reflected upon and taken account of when formulating policy.</p> <p>☛ Outside partners' views reflected upon and taken account of when formulating policy.</p> <p>☛ Improved communication between school and parents.</p>	<p>☛ Questionnaires – results, analysis and action from parental responses;</p> <p>☛ Verbal and non-verbal feedback from parents and external partners;</p> <p>☛ Parent Council feedback;</p> <p>☛ Partnership agreements;</p> <p>☛ Number of GLOW "hits".</p>

TABLE 3: DEVELOPMENT AND MAINTENANCE TASKS: SESSION 2011-2012 AND BEYOND
 (inclusive of new initiatives)

SESSION:	ADDITIONAL IMPROVEMENT AGENDA ITEMS: MAINTENANCE AND NEW INITIATIVES:
2011-2012	<ul style="list-style-type: none">  To improve observance of school dress code;  To discuss and review the role of the Prefect;  To continue development of Enterprise Education activities;  To induct new Depute Head Teachers into Senior Management;  To move from discrete Principal Teachers of departments to Faculty Heads;  To improve CPD opportunities for all staff.
2012-2013	<ul style="list-style-type: none">  S1: implement CfE with changes following monitoring and evaluation of previous years;  S2: implement CfE with changes following monitoring and evaluation of previous year;  New S3: implementation of CfE courses;  S4-S6: continue with current courses and preparation for new courses and qualifications;  As determined by local and national initiatives.
2013-2014	<ul style="list-style-type: none">  S1-S3 - as per 2012-2013;  S4-S6: first cohort for new qualifications, implementation;  As determined by local and national initiatives.

MONITORING & EVALUATION

PROGRESS OF PRIORITIES AND TASKS

PRIORITY:		TASK:	PROGRESS (✓)			NOTES:
			COMPLETE?	ON TRACK?	INCOMPLETE?	
1	CURRICULUM FOR EXCELLENCE	1				
		2				
		3				
		4				
2	SELF-EVALUATION	1				
		2				
3	PUPIL PROFILES, MONITORING AND TRACKING	1				
		2				
		3				
		4				
		5				
4	PARTNERSHIP WORKING	1				
		2				
		3				