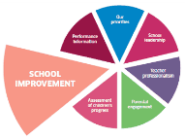
Improvement Plan Kinellar 2019-20

How good is our leadership and approach to improvement?

Key QI: 1.3 Leadership of Change **Other Relevant QIs:** 1.2 Leadership of Learning 1.1 Self-evaluation for self-improvement 1.4 Leadership and Management of Staff	**NIF Priority** All Priority Areas	**NIF Drivers** 

Overview

Change is ambitious but carefully planned. All staff are empowered and have the capacity to lead and make decisions on learning and wellbeing. Staff understand that Self -Evaluation and collaboration drives improvement. Leadership is underpinned by the school vision and values. Staff are actively involved in research and QA.

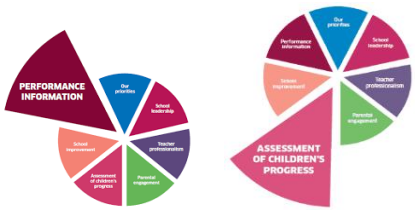
Level of Quality: Good

Strengths	**Areas for Development**
Strong Vision and Demographic Knowledge Professional trust is promoted in the school culture and staff have creative licence and autonomy to find solutions and are supported by colleagues and leaders. CLPL is central to Improvement Self- Evaluation is structured, embraced and valued.	Stakeholder Engagement in SE Collaborative working across cluster. That Pedagogy is embedded in the professional practice of all teachers through critical enquiry and focus groups. CLPL tackles areas for development The impact of Self-Evaluation
Impact	**Action/Evidence**
Increased leadership capacity in teaching and non-teaching staff CLPL impacts Teaching and Learning and is evident in QA Secure professional judgements leading to effective progression and planning for learning. Pedagogy is central to Teaching, Learning and Problem Solving Stakeholders input is reflected upon Self- Evaluation drives improvement	Practitioner Enquiry Presentations Evidence form SLCs Middle leadership reviewed in PDRS / Learning logs QA calendar events and evidence -focus on 1.3 CLPL and Collegiate Activity highlight the importance of pedagogy in leading learning and improvement Tracking and Monitoring meetings and data from ST Management Discussions and Reviews Relational Trust Wheel

On the horizon… TSIS, School Policies Review

Improvement Plan Kinellar 2019-20

How good is the quality of care and education we offer?

Key QI: 2.3 Learning, Teaching and Assessment **Other Relevant QIs:** 3.2 Raising Attainment and Achievement 1.1 Self- Evaluation for Self-Improvement 2.2 Curriculum 2.4 Personalised Support 3.3Increasing Creativity and Employability	**NIF Priority** Improvement in attainment, particularly in literacy and numeracy	**NIF Drivers** 

Overview

Staff are beginning to use/interpret data to directly influence the teaching and learning. Benchmarking and Moderation are used collaboratively to ensure sound professional judgements. Tracking is robust and informs decisions about learners. Staff are committed to improving learning and teaching.

Level of Quality: Good/Very Good

Strengths	**Areas for Development**
Strong Vision, Values and Aims Lesson Design, differentiation and Assessment Learning is profiled effectively but without excessive workload Tracking is detailed and reflects the learning and wellbeing of individuals, groups and year groups. Embedded ASL reviews take account of qualitive and quantitative data. Literacy is taught creatively and resources for comprehension and L&T are developing	Moderation, Data Analysis and Class Reviews impact on Learning and Teaching Digital Learning Spelling, grammar and writing lessons need rigour Making Thinking Visible and HOTS Thinking culture in the school Experiences and Outcomes – Analysis of delivery ASL targets different 'tiers' of learners and impact is carefully analysed
Impact	**Action/Evidence**
Reviews and data discussions demonstrate areas for development and strategic solutions Close the attainment/ behavioural gaps evident in specific year group Teachers will be more knowledgeable in how to implement theoretical and practical techniques of thinking routines Literacy and Numeracy is taught using sound pedagogy including some of the underpinning theory of reading and writing. Digital Literacy is taught consistently with a progression skills.	Classroom observations, learning conversations and teacher, pupil and parent learning circles. In-service target on spelling, grammar and writing. Benchmarks and Es and Os are evident in planning and evaluation. Pedagogy underpinning learning will be evident in planning and learning walks. PDRS and GTCS show evidence of professional learning and its impact. Digital Literacy Planning Samples of Holistic Assessments

On the horizon… Alternative Pathways, Creativity, RME, Tracking Achievements out-with

Improvement Plan Kinellar 2019-20

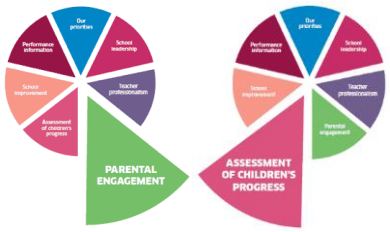
How good is the quality of care and education we offer?

Key QI: 2.5 Family Learning

Other Relevant QIs:
2.2 Curriculum
3.1 Improving Wellbeing, Equality and Inclusion
3.2 Raising Attainment and Achievement

NIF Priority
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers



Overview
Creative approaches are used to engage families and targeted learners. Staff are more confident about using GIRFEC as a framework to reflect on learners and family needs.

Level of Quality: Satisfactory

Strengths

We know learners/ families/ demographic and are responsive/ intuitive to their needs.

We are intuitive and responsive to families

Parents are supported to actively and meaningfully engage in their children's learning and life at school.

Our capacity to refer children and families to other services has increased with knowledge and engagement.

Targeted support for minority groups evident

Areas for Development
Emotion Coaching for Parents- EP

Staff knowledge of attachment, nurture and the measurement of impact

Family learning with a focus on Early Intervention

Roots of Empathy Training for IPT

Implement opportunities for nurture and extra-curricular activities beyond the school day

Continue to communicate frequently and creatively with parents and the wider community.

Impact
Early intervention and prevention will help to identify and support families.

Potential barriers to learning will be reduced.

Positive relationships between school and families.

Community resources are accessible to families

Work with children and families is effectively resourced

Targeted children have access to after school activities to build skills

Action/Evidence

Kinellar GIRFEC Overviews

Reporting feedback from learners and parents.

Responses to family learning engagement sessions.

Focus Class – Roots of Empathy

Survey Data

Level of Parental and 0-3 Engagement

On the horizon… Learning Beyond the School Grounds

Improvement Plan Kinellar 2019-20

How good are we at improving outcomes for all our learners?

Key QI: 3.1 Improving wellbeing, equality and inclusion **Other Relevant QIs:** 2.4 Personalised Support 1.5 Management of resources to promote equity	**NIF Priority** Improvement in children and young people's health and wellbeing	**NIF Drivers**

Overview
All staff and the majority of learners understand that wellbeing impacts directly on learning outcomes. Pupils could be more involved in the decision- making processes of the school and restorative practice.

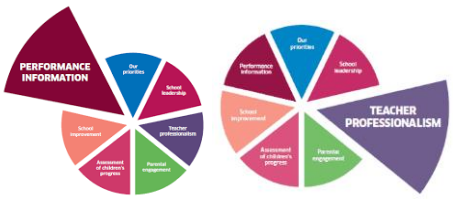
Level of Quality:

Strengths	**Areas for Development**
Staff understand the impact wellbeing has on learning and the 6 principles of nurture Nurture Training and 'Emotion Coaching' has been offered to all Staff Restorative Approaches are embedded to promote better relationship and better behaviour. We provide high quality inclusion and targeted support. ASL needs are identified, assessed and support is put in place and reviewed regularly. Regular GIRFEC reviews and ASL updates	The timely use of pastoral notes to record discussions and concerns. Pupil Voice and Leadership– School Council, Learning ambassadors, GIRFEC Group, Pupil Council, Head Pupils and House Captains Pupil understanding of the 4 Capacities Mental wellbeing, Pupil Support and I and P are tracked and reviewed regularly using the GIRFEC Overview Refresh for all staff on Restorative Approaches
Impact Pupil Support is responsive/ flexible yet manageable School is Restorative and Nurturing A culture that values thinking and learning Social groups and lunch clubs meet the needs of pupils throughout the school. The playground has structured and free flow / imaginative play. Pupil empowerment.	**Action/Evidence** Evaluation of the 4 capacities and GIRFEC Pupil leadership on GIRFEC. Wee HGIOS Assembly Focus on the 4 capacities Professional judgement Targeted support groups are evaluated Pupil Wellbeing and Ethos Questionnaire

On the horizon… Outdoor Learning, Measurement of Wellbeing on larger scale

Improvement Plan Kinellar 2019-20

How good are we at improving outcomes for all our learners?

Key QI: 3.2 Raising Attainment and Achievement **Other Relevant QIs:** 2.6 Transitions 2.3 Learning, Teaching and Assessment 2.2 Curriculum	**NIF Priority** Improvement in attainment, particularly in literacy and numeracy	**NIF Drivers** 

Overview

Staff are creative and learning experiences are now differentiated in a knowledgeable way. It has been identified that writing needs to be taught with more rigour and pace. Learners have increasing opportunities to manage their own pace and challenge within a maths lesson.

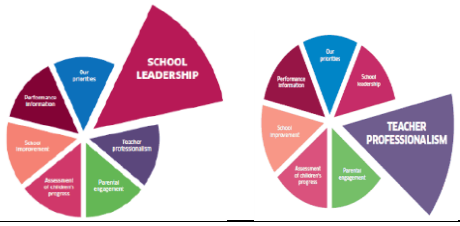
Level of Quality:

Strengths Learning reviews e.g. Year Group/ Individual used to discuss support and challenge Teachers engage with Frameworks and Benchmarks. These are used to support professional judgement and progression. Tracking system is robust, leading to accurate overall picture of CfE levels and Standardised Data. SNSA is analysed in order to identify areas of strength and areas for development within literacy and numeracy. Learning and Teaching expectations are high. Teachers deliver exciting and engaging learning experiences with careful consideration being taken to differentiate and support all learners.	**Areas for Development** Revisit key principles of Moderation Cycle In- Service workshops on Writing • Teaching Writing / Lesson Design/ Tools for Writing • Assessment and Moderation • Progression • Resources Continue to use Maths Boxes and resources to increase pace and challenge in numeracy. Explore the concept of mastery in numeracy and adopt aspects which are relevant to our setting. More transition liaison with Kemnay/Inverurie Academy staff re 3rd Level Maths and writing 2-3rd level
Impact Raised attainment in Writing, Grammar and Spelling. Differentiation ensures learning experiences are both challenging and meeting the needs of all. Staff are secure in current learning theory, moderation and research. Professional dialogue, tracking and moderation progress learning	**Action/Evidence** Class and year attainment reviews Tracking and monitoring LA, Cluster and School data QA jotter monitoring, planning feedback and professional dialogue Observation of Maths resources used across stages Visits and discussion on P7-S1 transition and sharing of data.

On the horizon… Concept of Mastery

Educational Psychology Planning and Improvement 2019-20

What is our capacity for continuous Improvement?

Key QI: 1.1 and 1.2 **Other Relevant QIs:** 2.2 Curriculum (IDL, Partnerships, skills for LLW) 2.3 Learning Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion 2.4 Personalised Support	**NIF Priority** All Priorities	**NIF Drivers – All** 

Overview

Level of Quality:

Strengths	**Areas for Development**
Positive Relationships between school staff and EP Clear expectations – what are we expecting to change? Delivery/ support to the school Shared understanding of the development needs of the school. Mutual respect allows for reciprocal professional challenge Shared constructs around inclusion	More use of Informal Consultation- directly with teachers Emotion Coaching continue from session 2018-2019 direct towards parents 05.03.20 Staff Emotion Coaching Feb In-Service Cognitive Skills – In-Service – All Levels Challenging Learning- teachers evaluate and modify Practice
Impact	**Action/Evidence**
Build capacity for teachers to be responsive to learning need and reflective/ make choices about their own practice. Teachers make active choices about their interaction and dialogue with learners. Overtly aware of the underpinning cognitive skills and apply these in different contexts Staff recognise and develop their own skills and can draw on their knowledge in order to foster positive relationships, help children develop skills for self-regulation and promote readiness for learning Restorative – links- feelings, emotions – rather than the behaviour or what's going on behind the behaviour.	Practitioner Enquiry Feedback Questionnaire – pre-task baselining Teachers understanding of thinking – comparison- beginning and end. Videos of children using the language in Learning conversations and during teaching e/g teachers using the language of thinking/ terminology EP to attend Practitioner Enquiry Feedback if desired Learners to complete own task analysis e.g. we are going to draw the still life – what skills do we need? School Data Review to inform next steps e.g. training, gather more information?

On the horizon…… Creativity and Belief Systems