



COMHAIRLE NAN EILEAN SIAR



Sgoil Lionacleit

School Improvement Plan

Session: 2016-2017

Section 1 – A Statement of our Vision, Values and Aims

In Sgoil Lionacleit we **trust, respect** and **care for each other**. We encourage pupils to show **ambition** and **self-belief** in everything that they do. We take **responsibility** for our own actions and our learning.

We aim to deliver an education of the highest quality in Sgoil Lionacleit by:

Enabling our young people to be confident individuals, successful learners, responsible citizens and effective contributors;

Treating all people equally and ensuring equality of opportunity and provision for all pupils;

Providing a varied curriculum to help pupils achieve their full potential;

Providing a stimulating, enjoyable and effective learning atmosphere;

Creating an ethos in which hard work is valued and self-discipline and respect for others are evident;

Striving continually to raise levels of attainment and achievement for all;

Developing an awareness of real-life issues and skills to prepare young people for life;

Working in partnership with parents, carers and our community to promote excellence; and

Developing self-esteem, nurturing a sense of community responsibility and so creating a concern for others.

Section 2 – Overview of Whole School Priorities and Values

Number	Improvement Priority	Targets
1	Assessment and Moderation – Progression Planning in Numeracy and Mathematics.	<ul style="list-style-type: none"> Learners will have a clear understanding of their strengths and next steps, based on Progression Framework learner statements. Staff will have a clear understanding of standards at each level. Staff will engage learners in assessment and moderation, including planning of assessment evidence.
2	Improve Young People’s Health and Wellbeing through a programme of e-safety measures	<ul style="list-style-type: none"> Learners will have a clear understanding of their strengths and next steps, based on Progression of Framework learner statements. Staff will have a clear understanding of the standards at each level. Staff will engage learners in the assessment and moderation, including planning of assessment evidence.
3	Improve Young People’s Health and Wellbeing.	<ul style="list-style-type: none"> To raise attainment through the use of mentoring interventions Develop a culture of peer support Develop the use of mentoring as part of the school’s transition programme
4	Review of Broad General Education. Does the Broad General Education adequately prepare young people for the Senior Phase?	<ul style="list-style-type: none"> To ensure that all pupils are offered curriculum with breadth, depth and personalisation. To ensure that there is a cohesive structure that continues progression in Senior Phase
5	Improve systems to track and monitor pupil progress in senior phase and in broad general education	<ul style="list-style-type: none"> Implement our Monitoring and Tracking Policy.

We believe that by achieving these targets we will improve educational provision in the school and provide long term benefits for all of our pupils.

A full copy of our Standards and Quality Report June 2016 and the School Improvement Plan 2016-17 is available to parents and other interested parties on the downloads section of Sgoil Lionacleit website: www.sgoillionacleit.org.uk

Project 1	Assessment and Moderation – Progression Planning in Numeracy and Maths
Business Plan Link: Local Outcome	3.1.2 Ensure the children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.
HGIOS 4 Key QI	2.3 Learning, teaching and assessment
Improvement Targets	<ul style="list-style-type: none"> Learners will have a clear understanding of their strengths and next steps, based on Progression Framework learner statements. Staff will have a clear understanding of standards at each level. Staff will engage learners in assessment and moderation, including planning of assessment evidence.
What will the impact on learners?	<ul style="list-style-type: none"> Learners will be able to use the ‘language of learning’ (i.e Learning Intentions and Success Criteria) routinely to assess their own and others’ learning Learners will be actively involved in planning their learning, including identification of evidence of learning Learners will be more confident in assessing their own and others learning, through routine use of annotated exemplification
What are we going to do?	<ul style="list-style-type: none"> Carry out baseline measure i.e brief questionnaire to establish current understanding of standards – learners and staff. What do they know/understand about the skills and knowledge required in a SAL at their current level (learner) or all levels (staff)? Agree common approach across school and inform all learners and parents Involve learners in planning their learning, including how they will evidence their learning (i.e following identification of significant aspects of learning and theme, discuss/agree with learners the learning activities, timescales and assessment evidence) Common approaches to include: daily/weekly use of progression framework to plan and measure learning; use of learner statements as success criteria; daily/weekly self and peer evaluation; regular reflection and review sessions to evaluate own learning evidence against annotated exemplars Carry out follow-up task (same as baseline) to measure impact
Timescale	<ul style="list-style-type: none"> June – baseline data analysed – results from Progress in Mathematics (PiM) 11, Scottish Survey of Literacy and Numeracy Term 1 Numeracy project Term 3 Writing moderation project May – follow-up measure, which will provide data for SQR and SIP audit
Who will be involved?	<ul style="list-style-type: none"> Learners Teachers and Support staff Parents
Resources	<ul style="list-style-type: none"> Numeracy and Maths Progression Framework Professional Learning Paper: Assessing Progress and Achievement in Numeracy and Maths Significant Aspects of Learning Annotated exemplification ‘Evidence of achievement of a level’ document SSLN Professional Learning Resources (Numeracy and Literacy) Numeracy and Literacy Strategies (CNES)
How will progress be monitored – during and following implementation?	<ul style="list-style-type: none"> Focus groups – to monitor understanding and use of progression framework and to check their involvement in planning their own learning, including assessment evidence Work sampling – to monitor quality of self and peer assessment Sampling range of assessment evidence – to check that learners have had choices

	<ul style="list-style-type: none">• Learning logs – to monitor the quality of learners through their learning logs• Observations – to check the quality of learner involvement and active engagement in their learning and assessment• Test Results from PiM 13
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Project 2	Improvement in children and young people’s Health and Wellbeing through a programme of e-safety measures.
Business Plan Link: Local Outcome	<i>4.1.3 Work with partners in the interest of better physical and mental wellbeing.</i>
HGIOS 4 Key QI	1.1 Self-Evaluation for Improvement 2.3 Learning, teaching and assessment
Improvement Targets	<ul style="list-style-type: none"> • Learners will have a clear understanding of their strengths and next steps, based on Progression of Framework learner statements. • Staff will have a clear understanding of the standards at each level. • Staff will engage learners in the assessment and moderation, including planning of assessment evidence.
What will be the impact on learners, Staff and Parents?	<ul style="list-style-type: none"> • Learners, with the support of the school community are beginning to operate effectively and safely in social media communities. • Learners are aware of the need to protect themselves and respect others. • E-Safety group will monitor and evaluate progress on a termly basis.
What are we going to do?	<ul style="list-style-type: none"> • Carry out Baseline survey to establish current understanding of e-safety. • Create a planned e-safety education programme (taking cognisance of baseline data) which provides progression and opportunities are made available for effective assessment and moderation. • Integrate e-safety programme into the curriculum to ensure there is a holistic approach with a clear focus on Health & Wellbeing and Technologies (Digital Literacy). • As part of the annual Child Protection training all staff will engage in additional e-safety training and plan collegiately with partner agencies. • Analyse data from June 2016 and May 2017 survey. From this further targeted interventions will be planned to improve outcomes for key groups of learners.
Timescale	<ul style="list-style-type: none"> • June 2016 – Baseline Survey to establish current knowledge and understanding of e-safety (pupils, staff & parents). • Termly E-Safety meeting • May 2017 – survey to measure impact of e-Safety programme.
Who will be involved?	<ul style="list-style-type: none"> • Learners • All Staff • C.S.E Group • Parents & relevant Partners
Resources	<ul style="list-style-type: none"> • Child Sexual Exploitation Group • Child Sexual Exploitation resources • 360° Safe • GIRFEC • Curriculum for Excellence • How good is Our School 4? • Professional Learning Paper: Assessing Progress and Achievement in Health & Wellbeing & Technologies.
How will progress be monitored – during and following implementation?	<p>During:</p> <ul style="list-style-type: none"> • June 2016 – Baseline Survey to establish current knowledge and understanding of e-safety (pupils, staff & parents). • The E-Safety group – meet termly to monitor and evaluate progress and plan next steps. • Learner’s conversations- to monitor and assess learner’s engagement with

	<p>the health and wellbeing programme.</p> <ul style="list-style-type: none">• Observations – to check the quality of learner involvement and active engagement in their learning and assessment.• Sampling range of assessment evidence.• May 2017 – survey to measure impact of e-Safety programme.
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Project 3	Improvement in children and young people's Health and Wellbeing
Business Plan Link: Local Outcome	<i>4.1.3 Work with partners in the interest of better physical and mental wellbeing.</i>
HGIOS 4 Key QI	2.4 Personalised Support
Improvement Targets	<ul style="list-style-type: none"> • To raise attainment through the use of mentoring interventions • Develop a culture of peer support • Develop the use of mentoring as part of the school's transition programme
What will be the impact on learners, Staff and Parents?	<ul style="list-style-type: none"> • Learners, staff and parents will be develop an understanding of the factors which affect health and wellbeing • Learners will develop strategies to address health and wellbeing barriers to learning • Learners will develop leadership skills by delivering mentoring interventions in the school • Learners will receive peer support in the form of mentoring to help them address barriers to learning
What are we going to do?	<ul style="list-style-type: none"> • Develop and deliver the SQA health and wellbeing qualification – deliver first section of the award of part of the core S6 programme • Provide high-quality mentoring training and support in conjunction with Cothrom • Develop a peer mentoring scheme in school, to be supported by Cothrom
Timescale	1 year
Who will be involved?	<ul style="list-style-type: none"> • T. Wright • A. Wilson • Cothrom – T. Fisher • Skills and Enterprise – T. Morrison
Resources	<ul style="list-style-type: none"> • SQA Health and Wellbeing award - documentation • Cothrom – Mentor Uist programme • Time – development of qualification
How will progress be monitored – during and following implementation?	<ul style="list-style-type: none"> • Investigation, review and evaluation are key skills in the Specification for the Wellbeing Award, and will feature prominently in regular review by pupil mentors, supported by local partner Cothrom, of mentoring sessions and in building assessment evidence for the qualification. • Sgoil Lionacleit will measure project outcomes on the indicators above: average tariff points, attendance rates and the Staged Intervention Register. The project partners will help measure outcomes. • Cothrom will help develop a Logic Model (as recommended by the Scottish Government's Social Research). The Educational Psychologist will gather evidence using frameworks like the Warwick-Edinburgh Mental Wellbeing Scale.

Project 4	Review of Broad General Education. Does our BGE curriculum prepare pupils for success in Senior Phase?
Business Plan Link: Local Outcome	3.1.2 Ensure the children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.
HGIOS4 Key QI	2:2 Curriculum 2:6 Transitions 3:2 Raising attainment & Achievement
Improvement Targets	<ul style="list-style-type: none"> To ensure that all pupils are offered curriculum with breadth, depth and personalisation To ensure that there is a cohesive structure that continues progression in Senior Phase
What will the impact be on learners?	<ul style="list-style-type: none"> Learners will have clearly identified pathways from Junior to Senior Phase Learners will be able to make more informed choices at key transition points Learners will be able to identify skills required at Senior Phase and have the opportunity to develop these skills in readiness for Senior Phase
What are we going to do?	<ul style="list-style-type: none"> Review of Data – comparison between Cats and Insight Evaluation of current system by: <ul style="list-style-type: none"> Staff Pupils Parents <p>Through either questionnaire or focus groups</p> <ul style="list-style-type: none"> Departments led by PTs/Faculty Heads review current curriculum and links between Junior and Senior Phase Departments to identify key skills and content required at Senior Phase in their own subject(s) area PTs/Faculty Heads to share findings at BOS SMT to review timetable SFL to review curriculum needs for SFL pupils
Timescale	<ul style="list-style-type: none"> Baseline data analysed by mid-September 2016 Focus Groups /Questionnaires met/issued and recorded by End December 2016 Departmental Tasks completed by October 2016 BOS meeting November 2016 Report and Recommendations issued end February 2017 Timetable reviewed in light of report
Who will be involved?	<ul style="list-style-type: none"> All Staff Learners and parents
Resources	CATS;PiE;PiM; Insight data HGIOS4 & Curriculum for Excellence
How will progress be monitored – during and following implementation?	Through: Departmental Minutes BoS Minutes Questionnaires and Focus Group Minutes Assessment of Evidence Final Report