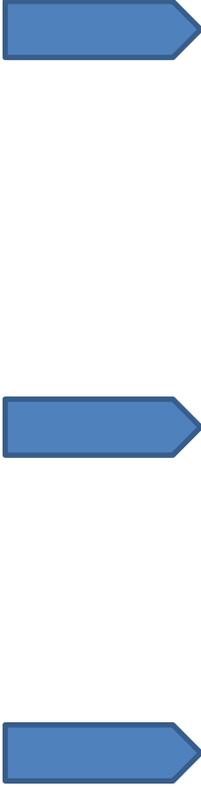


Kilchuimen Academy/Primary Improvement Plan 2014-2017
Year 2: 2015-16

	<p>& Higher, sharpening the focus on areas for improvement through Insight analysis. (C)</p> <p>Continue to develop, refine and review S1-3 BGE programmes to take account of IDL, Significant Aspects of Learning and Subject Milestones. (C)</p>	<p>Continue to raise attainment in identified subject areas at National, Higher and AH, sharpening the focus on areas for improvement through Insight analysis and in-house SQA review; put in place staff Insight training.</p> <p>In the light of Academy staffing changes, review S1-3 BGE programmes to ensure account continues to be taken of IDL, Significant Aspects of Learning and Subject Milestones; continue the work of 3-18 joint Working Groups on Literacy, Numeracy & HWB.</p> <p>Ensure continued engagement of staff with Learning Policy to improve learning experience for learners.</p>		<ul style="list-style-type: none"> • Probationer staff will be adequately supported to deliver the curriculum across the age range. • Pupils are guaranteed full entitlement to BGE (incorporating breadth, personalisation and choice) to underpin subject choices in Senior Phase. • Stimulating learning environment with well-paced approaches to teaching and high expectations in every classroom.
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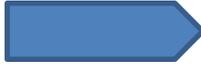
How well does the school support young people to develop and learn?

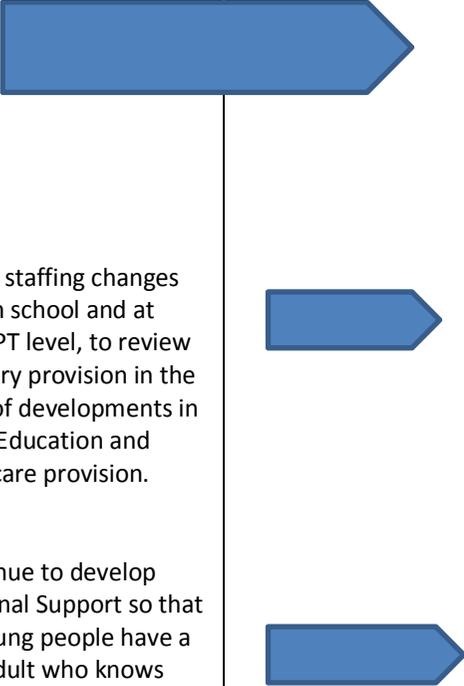
(Authority Priorities)

Ensure pupils receive a coherent and progressive curriculum from 3-18

Support the development of new Qualifications and ensure learner pathways lead to positive destinations

Supporting schools to meet the needs of all learners through universal and targeted support

<p>5.1 (Curriculum) and 5.3 (Meeting Learners needs)</p>	<p>Construct the timetable to accommodate better wider achievement. (I&C)</p> <p>Implement the new Higher in some subjects. (I&C)</p> <p>Appoint a new PT SfL with a 3-18 management remit to ensure ASN provision across the age and ability range. (I)</p>	<p>Further refine curriculum rationale and continue to review and develop BGE structure and Senior phase learners' pathways and promote additional opportunities for wider achievement (e.g. expanding outdoor learning in Primary and introduction of Arts Award in Academy). Implement the New Higher across all subjects; prepare for new AH courses; ensure training needs of staff are met.</p> <p>In response to the challenges of <i>Closing the Attainment Gap</i> and <i>Developing the Young Workforce (DYW)</i>, review SfL provision; further develop partnerships with parents, local businesses and other providers to</p>	 <p>Review Senior Phase provision.</p> 	<ul style="list-style-type: none"> Wider achievement will be embedded in the curriculum 3-18, encouraged and celebrated; pupils will have as wide as possible access to SQA courses at the appropriate level; wider achievement, beyond SQA exams, will be encouraged, celebrated and certificated. For pupils there will be targeted support and improved coherence to progression at each stage of the 3-18 developmental continuum; appropriate AAAs will be in place for ASN pupils in relation to new SQA courses. Pupils are better prepared for world of work. Effective partnership working with business & college partners and greater involvement of parents, as part of school's response to <i>Closing the Attainment Gap</i>. Record of 100% positive destinations for school leavers is maintained.
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	<p>Further develop use of Profiles/e-portfolios to build clear picture of children's progress in learning & achievement across all the contexts of learning. (C)</p>	<p>support the attainment and achievement of some of our most vulnerable pupils; identify a staff lead for DYW.</p> <p>Given staffing changes within school and at Area PT level, to review Nursery provision in the light of developments in Early Education and Childcare provision.</p> <p>Continue to develop Personal Support so that all young people have a key adult who knows them well and regularly discusses their progress across all aspects of learning, including the development of profiling.</p>		<ul style="list-style-type: none"> • Staff, pupils and parents develop better understanding of where pupils are in terms of their individual progression, what their next steps should be and how to get there; they will also understand how learners' pathways, particularly in Senior Phase, have changed from previous years. • Improved transition at Nursery/P1 and at all stages. • Young people will be supported in understanding their strengths and weaknesses.
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How well does the school improve the quality of its work?

(Authority Priorities)

Continue to develop, and ensure impact of self-evaluation systems

Develop leadership capacity and provide a strategy for supporting Head Teachers

<p>5.9 (Self Evaluation)</p>	<p>Continue to review and improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people. (C)</p> <p>Work towards a strong 3-18 structure. (I&C)</p>	<p></p> <p>Review new management structure; develop a more coherent 3-18 staffing policy, where possible e.g. to support PE provision and 2+1 languages in Primary.</p> <p>Ensure all staff are prepared for Professional Update.</p>	<p></p> <p></p>	<ul style="list-style-type: none"> • Clear focus for Lesson Observations in both Primary and Academy to inform future teaching. • Shared practice within the school and with other schools will validate teacher judgements. • Wider canvassing of views from pupil, parent and partner focus groups inform future planning. • Improved articulation between and amongst S&Q Report, SIP & DIP; streamlining of the school's QA Calendar. • Robust self-evaluation underpins future planning with effective systems in place to monitor and evaluate the quality of provision. • All staff develop a 3-18 dimension to their reflective thinking. • PU will refocus staff on Career Long Professional Learning.
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School Priority project planning areas for in-depth action

- 3-18 management strategy
- Primary
- SfL
- tracking & monitoring (use of SOSCA, InCAS, Click + Go, Insight)
- Wider Achievement
- evaluating BGE

- self-evaluation
- review of Early Learning and Childcare
- DYW
- Closing the Attainment Gap

Education Scotland Inspection Advice Note 2015-16

These updated expectations will apply from August 2015, and are in line with the CfE National Implementation Plan priorities for 2015-16:

- progression in learning and evaluating achievement 3-18
- supporting improvement
- literacy and numeracy including Scottish Survey of Literacy and Numeracy (SSLN)
- career long professional learning (CLPL)
- support for engaging parents and carers
- senior phase pathways
- developing the young workforce (DYW)
- using data to support improvement
- tackling bureaucracy
- supporting the new National Qualifications