STROMNESS ACADEMY

SCHOOL
IMPROVEMENT PLAN

Contents

ORKNEY ISLANDS COUNCIL

SCHOOLS SERVICE

Vision and Values

Vision

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that the can 'be all that they can be' (and, indeed, maybe more).

Values

The work is underpinned by a set of core values:

- Enjoyment;

- Respect; Responsibility;

- Being healthy, being active, being safe;

- Being all we can be;

And the belief that:

- This is our community;

- We want the very best for everyone.

STROMNESS ACADEMY

VISION, VALUES and AIMS

In Stromness Academy we all co-operate to create a supportive learning environment which enables all learners to achieve their best through a wide range of opportunities. We strive to help everyone, pupils and staff, through mutual respect and positive relationships to participate in a healthy, active community in which everyone is valued.

The vision is based on the following values:

- Being respected and giving respect;

- Being valued and being tolerant;

- Participating in a supportive and challenging learning environment;

- Creating a mutually tolerant and caring school community;

- Contributing to the wider life of the community, both as individuals and as a school;

The school as a community is inclusive of pupils, staff, parents and others, who work together to help everyone to become:

- Successful learners
- Responsible citizens
- Confident individuals
- Effective contributors

Strategic Overview Statements

These statements represent a summary of the detailed School Improvement Plan (Pages 8-12)

1   Meeting Individual Needs

1.1   Supporting teaching and learning through pupil tracking
The progress of pupils will be monitored through the implementation of an amended tracking cycle. In all years Subject teachers will be commenting on all occasions when a grade of 'inconsistent' or 'poor' is given. This will give the Guidance teachers feedback on how the pupil is underperforming and assist in the support of the pupil. Tracking lessons are less of a feature in the BGE, with specific tracking lessons beginning in S3.

1.2   Supporting teaching and learning through staged intervention
Through the process of staged intervention staff are aware of the needs of individual pupils in their classes. This system was introduced two years ago and is now being embedded through the use of regular sessions in department meetings. A full programme of CPD runs in the school to support and underpin staff knowledge in the area of curriculum support and specific learning difficulties.

1.3   Engaging pupils in their learning.
A new working group for Celebrating Success was formed at the end of the last academic session. This group has representation from teaching staff, non-teaching staff and senior pupils. They have been tasked with overhauling the merit system and devising an alternative. This is the first time senior pupils have been asked to contribute in this way to the life of the school.

1.4   Staff evaluation of the impact of improvements.
Staff will regularly reflect on the progress of pupils and work with them, via tracking conversations, to help them achieve the best results possible.

2   Parental Involvement

2.1   Development of Website.
The school website will be updated more frequently throughout the year. The termly newsletter will be published on the website and paper copies available to parents who prefer and in the office for visitors. A blog news section on the home page will be established.

2.2   Engagement with parent council.
The school works well with its parent council and wishes to continue to do so. A review of parents' evenings will take place encompassing: timing; rooming; information to parents; engagement of the parent council. This will inform the planning for the next academic session.

2.3   Development of parental involvement in Tracking and Homework Support. Parents are keen to support their young people and information will be provided throughout the year and at parents evenings.

Staff Update

2.4   Implementation of GTCS staff update.
        All staff will begin to engage in the new system of staff update. CPD sessions will take place throughout the year to facilitate this. PTs will be able to fully support their staff.
2.5   Implementation of INSIGHT.
        Staff will be given training and allowed the time to develop their understanding of the new package that supports the understanding of the examination results.
2.6   The Tapestry project and formation of teacher learning communities will be a major development in staff CPD in all schools in Orkney for the next two years.
        Stromness Academy intends to allow all teaching staff to participate in the project. Not only will it be a great opportunity for staff to extend their knowledge and use of assessment is for learning techniques it is also a leadership opportunity as each TLC requires leaders.

3   Curriculum for Excellence

3.1   Teaching and learning of National 4 and National 5.
        In this second session of the National courses staff will be able to use the skills and knowledge gained from last year to ensure that the new S4 courses are fully developed. Using detailed feedback from the high numbers of nominees in the school staff will be able to prepare students for the various aspects of these courses.
3.2   Improvements in the course choice process to ensure that the focus is on pupil needs.
        As part of the tracking cycle subject staff will be able to comment on the recommended level of progression, this will inform the course choice process for both Guidance and parents. Parents evenings have been scheduled to support the course choice proess.
3.3   Assessment of Moderation relating to Literacy, Numeracy and Health and Well Being to ensure full coverage of all experiences and outcomes in the broad general education.
3.4   Leadership at all levels.
        Over the next year there will be many opportunities for staff at all levels to become involved in taking forward developments within the school. These include the Tapestry program, working groups and curriculum audits.

4   PT Restructuring

4.1   Management Structure within Stromness Academy.
        When the time is right the school will begin the process of looking at the staffing structure. It is recognised that since this process began there have been many changes to the school and that it is necessary to 'go back to the beginning on this one'. Due to the other developments within the school it must be recognised that this may not happen this session.

STROMNESS ACADEMY

SCHOOL IMPROVEMENT PLAN 2014-15

No	HGIOS	Main Point of Action	Implementation Strategies	Staff/Dept Responsible	By (date)	Resources needed	Evidence/Evaluation
1. MEETING INDIVIDUAL NEEDS							
1.1	1.1 2.1 5.2 5.5	Supporting Teaching and Learning through Pupil Tracking	• Re-establishment of Tracking Working Group	DHT	October	Admin	Tracking Scheme; Tracking Reports
			• Further Implementation of whole school scheme S1-3 and S4-6	PT and Subject Staff	October	Admin	Department Minutes, Pupil conversations
			• Materials to parents	DHT	Oct-Dec	Admin	Letters/Reports
1.2	1.2 5.3 5.6	Supporting Teaching and Learning Staged Intervention	• Embedding classroom intervention	PT and Subject staff	Ongoing	PT Meeting	Class Observations and Department Minutes
			• CPD on learning difficulties	MC/DS	Aug-June	Training Sessions	CPD Schedule
			• Embedding of Pupil Review processes (Stage 3 and above)	HT/PTs/SFL + Guidance	Ongoing	Staff Meeting	Staged Intervention statements in Departments
1.3	2.1	Engaging pupils in	• Celebrating Success Working Group	JH/MC	Aug-Dec	Admin	Minutes of WG. Implementation of

No	HGIOS	Main Point of Action	Implementation Strategies	Staff/Dept Responsible	By (date)	Resources needed	Evidence/Evaluation
	5.5 5.7	their learning					recommendations, replacement to merit system
1.4	5.7 5.8 5.9	Staff Evaluation of impact of improvements	• Pupil engagement in study and homework	All Teaching Staff	Aug-April	CPD	Evaluation, Effective Systems
2. PARENTAL INVOLVEMENT							
2.1	5.7 8.1	Development of Website	• Full implementation of home study material on website	SMT/Technician	Sept	Technician Time	Website
			• More information for parents on website	SMT/Technician	Dec		
2.2	2.2 5.7 5.5 5.4	Engagement with Parent Council Development of Parental Involvement in Tracking and	• Full Parent Council • Review of Parents Evenings	SMT	Ongoing	Photocopying Time	Newsletter. Parent materials at Parents' Evenings. Letters and documentation for parents
			• Further development of Parents' Evenings as ways	All Staff	Oct-May	2 Dept	Minutes of Parent

No	HGIOS	Main Point of Action	Implementation Strategies	Staff/Dept Responsible	By (date)	Resources needed	Evidence/Evaluation
		Homework Support	of engagement with parents			Meetings	Council.
3. STAFF UPDATE							
3.2	7.3 7.2 9.4	Implementation of GTCS Staff Update	• Support for line managers and teachers to ensure successful implementation • All staff to engage in PU this year	MC/SMT/PT/All Teaching Staff	Dec	Training Sessions	Staff Review Documentation
3.3	1.1	INSIGHT	• Training for PTs	SMT/PT	Oct	Training Sessions	Minutes of Faculty discussions
3.4	5.2 5.5 9.3	Tapestry	• Development of Teacher Learning Communities	Teaching Staff	Aug-June 2016	Masterclass Teacher Learning Communities Groups	Staff participate in teacher learning communities
4. CURRICULUM FOR EXCELLENCE							
4.1	5.1	Teaching and Learning of Nat 4	• Subject Group discussions and outcomes collated and acted on	HT/PTs	Aug	SMT Meetings	Nat 4/5 Programme

No	HGIOS	Main Point of Action	Implementation Strategies	Staff/Dept Responsible	By (date)	Resources needed	Evidence/Evaluation
	5.2 5.4 9.4 5.4 5.7	and 5 Implementation of revised Higher	• Verification /Moderation processes • CPD	All Teaching Staff	Sept-Mar	Orkney Subject Group liaison	Verification Statements Subject Group Meetings. Participation at SQA CPD
4.2	5.3 5.5 5.7 6.1	Improvements in Course Choice processes to ensure the focus is on pupil needs	• Evaluation with pupils and staff as required • Implementation of course choice/parents evenings S2/6	HT/Year Heads/PTG	Oct	PSE Time	Evaluations. Updated documentation
			• Implementation of course choice/parents evenings S2/6	All teachers	Feb		Revised procedure
5.5	5.3 5.7 6.1	Assessment of Moderation relating to Literacy, Numeracy and HWB to ensure full coverage of all Es	• Development and implementation of assessment of cross-cutting themes	HTs/SMT/PTs/RB		Staff Meeting	Cross-cutting themes. Assessment statements.

No	HGIOS	Main Point of Action	Implementation Strategies	Staff/Dept Responsible	By (date)	Resources needed	Evidence/Evaluation
		and Os in BGE	• Es and Os Audit	PT/RB	Aug-Mar		Es and Os Audit
5.1	9.1 9.3 9.3 9.4	Leadership at all levels	• Leadership opportunities available to all • Support and training as required	All staff	Ongoing	Time	Meeting minutes
5. PT RESTRUCTURING							
3.4	3.1 9.2 9.3 9.4	Management Structure within Stromness Academy	• Reviewed Management Structure of Stromness Academy	HT/SMT/Staff	May	SMT Meeting OIC Staff	Proposal Committee. Minutes.
			• Identification of CPD support for staff relating to change and improvement	HT/SMT/PTs	Aug-June	Training Sessions	CPD Schedule
			• Leadership Development	HT/SMT/PTs	Oct-June	SMT/PT Meeting. Training Sessions.	Leadership Programme

BH PH / 10 10 14