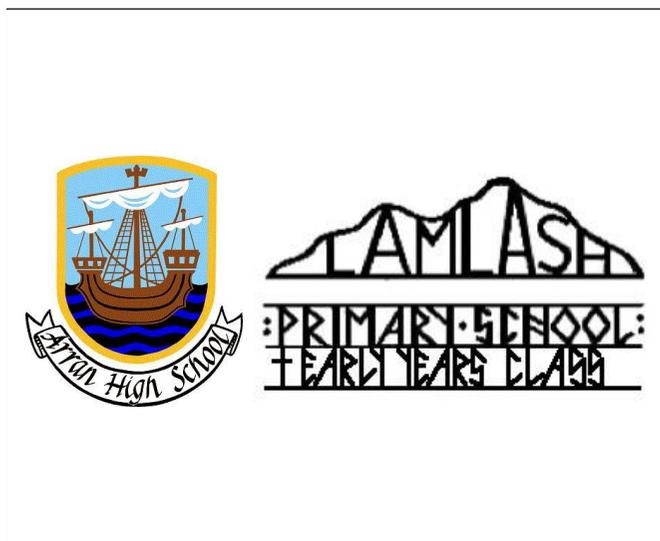




**North Ayrshire Council  
Education and Youth Employment**

**Arran High School,  
Lamlash Primary School  
and Early Years Class  
School Planning 2015-18**



## Vision, Values and Aims

After a consultation process which took account of the views of all learners, staff, parents and our wider community, during session 2014-15, we have identified the following as the core values of our school campus.

**Ambition**

**Belonging**

**Compassion**

**Trust**

Our school exists to provide a safe, happy, aspirational learning environment for every young person and to uphold our school values in all aspects of the curriculum. In doing so we provide the opportunity for each individual to express their unique skills, attributes and capabilities and to achieve at the highest level in all of their endeavours.

## **Council Priorities**

**The five Council strategic priorities for 2015-2018 are detailed below:**

- **Growing our economy, increasing employment and regenerating towns**
- **Working together to develop stronger communities**
- **Ensuring people have the right skills for learning, life and work**
- **Supporting all of our people to stay safe, healthy, and active**
- **Protecting and enhancing the environment for future generations**

# Directorate Priorities

## Education and Youth Employment Directorate

### 5 Key Priorities 2015-2018

1. We are reducing inequalities and delivering improved outcomes for children and young people

2. High quality learning and teaching is taking place in all our schools

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

4. Levels of attainment and achievement are improving for all learners

5. High numbers of our young people are entering positive and sustainable post-school destinations

## Education and Youth Employment Directorate

### Associated High Level Actions

1.1 Continue to develop nurturing approaches to promote inclusion across all education establishments.  
 1.2 Through new legislative initiatives and effective assessment and planning, continue to provide targeted support for vulnerable children and families.  
 1.3 Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.  
 1.4 Encourage and support active collaboration and engagement with parents in supporting their child's learning.  
 1.5 Through our Accessibility Strategy, ensure that all young people have equality of access to the curriculum.  
 1.6 Develop approaches across our schools to support the well-being of our children, teachers, parents and carers in partnership with North Ayrshire Health and Social Care Partnership.

2.1 Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.  
 2.2 Develop our approaches to the curriculum in the BGE to provide a foundation for progression and further specialisation in the Senior Phase.  
 2.3 Support and strengthen the professional capacity of staff through leadership development.

3.1 Broaden and extend our approach to self-evaluation to ensure a consistency of rigour which will support the ongoing cycle of review and improvement planning in all education establishments.  
 3.2 Support all education establishments in developing effective approaches in the analysis of data to inform action on improving teaching and learning.  
 3.3 Further develop reporting of management information to inform policy and practice.  
 3.4 Maintain a financial management framework which effectively supports the business objectives of Education and Youth Employment.

4.1 Provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups.  
 4.2 Continue to develop the Senior Phase to ensure our young people are given the best opportunity to achieve qualifications and awards at the highest level.  
 4.3 Provide learners with opportunities to participate in activities which provide a vehicle for wider achievement.  
 4.4 Develop and implement a strategy to reduce the extent to which inequality and deprivation constrains educational outcomes and life chances.

5.1 Continue to develop partnership links and collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.  
 5.2 Further develop the curriculum to maximise school leavers' access to further and higher education and to training experiences and employment.  
 5.3 Continue to support young people with additional support needs (ASN) to secure a sustainable destination that meets their needs.

## Three Year Strategic Priority Overview – Arran High School, Lamlash Primary School and Early Years Class

Directorate Priorities	2015/16	Directorate Priorities	2016/17	Directorate Priorities	2017/18
2.1, 2.3, 4.1	We have excellent learning and teaching taking place in every classroom.				
4.1, 4.2, 2.1, 2.3	We are raising attainment levels for <b>all learners</b> .				
2.2, 4.2, 4.3, 4.4, 5.2, 1.4	Our curriculum takes account of the needs of all our learners and reflects our unique context.				Begin to implement a phased approach to the 1+2 agenda.
3.1, 3.2, 3.3, 2.3	Our self-evaluation processes and procedures are regarded as being 'excellent' and lead to improvements in performance.				
1.1, 1.2, 1.3, 2.2, 5.3	We collaborate together as a school community campus and with our				

	associated primary schools to deliver a coherent approach to improving learning outcomes from 3-18.				
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## Strategic Plan – Arran High School, Lamlash Primary School and Early Years Class

**Anything in Green – Main focus of Lamlash Primary school this session (2015-16)**

**Anything in Blue – Arran High School (but many will also impact upon primary)**

<b>Strategic Priorities</b>	We have excellent learning and teaching in every classroom.	We are raising attainment levels for all learners.	Our curriculum takes account of the needs of all our learners and reflects our unique context.	Our self-evaluation processes and procedures are regarded as being 'excellent' and lead to improvements in performance.	We collaborate together as a school community campus and with our associated primary schools to deliver a coherent approach to improving learning outcomes from 3-18.
<b>High Level Objectives</b>	Develop further the culture of learning and reflection amongst teaching staff, through a	Through a 'Growth Mindset' approach, all staff create an appropriately	Review the curriculum (3-15) to ensure it meets the needs of all learners,	Continue to improve our approaches to the intelligent use of data, ensuring that	Improve attainment in Numeracy by building capacity

	<p>systematic approach to classroom observation which leads to improvement.</p> <p>Develop further the professional learning team approach amongst teaching staff to improve pedagogical approaches, based upon research evidence and current thinking.</p> <p>Develop further our approaches to assessment in the BGE and Senior Phase to ensure that assessment is used, in every case, to improve outcomes for all learners. <b>[2016-17]</b></p>	<p>supportive and challenging learning environment for learners, based upon trusting relationships and a belief that every child and young person has the capacity to learn and achieve beyond their perceived 'potential'.</p> <p>Ensure that all learners aspire to the highest levels of achievement and that they are engaged and motivated in their learning.</p> <p>Develop further the quality of judgements made about progress and next steps in learning, ensuring that they are based on reliable evidence, sound professional judgement and a consistency of</p>	<p>and reflects the CfE principles of curriculum design, as well as reflecting our school values and vision.</p> <p>Develop further our approaches to engaging with parents, carers and our wider community, to support learner experiences within our curriculum.</p> <p>Improve, in particular, the quality of programmes and courses in Literacy, Numeracy and Health and Wellbeing from 3-18 and ensure that all teaching staff understand and deliver on the expectations with respect to these.</p>	<p>any such approaches are not overly bureaucratic and lead to improved outcomes for learners.</p> <p>Refine existing self-evaluation systems and engage with the NAC Quality Improvement Framework for our own context, to support further improvement.</p>	<p>through a collective 'cluster' approach.</p> <p>Embed the principles of Getting It Right For Every Child for all learners 3-18 in our campus.</p>
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		approach across the school.			
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## Improvement Plan – Arran High School, Lamlash Primary School and Early Years Class

Strategic Priority: We have excellent learning and teaching in every classroom.				
High Level Objectives	HGIOS	How will we achieve this?	Outcomes for children and young people	Measurement
Develop further the culture of learning and reflection amongst teaching staff, through a systematic approach to classroom observation which leads to improvement.	2.1, 5.3, 5.9	<p><b>DHT(Learning and Teaching)</b> in collaboration with relevant staff Clear observation protocol established.</p> <p>Focus for action based on findings of whole school classroom observations which took place in June 2015.</p> <p>ADES Raising Attainment paper used to guide the focus of 'learning rounds' type observations. (In particular, ensuring the needs of <b>all learners</b> are being met and how we know this is the case.)</p> <p>Use of 'Visible Learning' and Sutton Trust (Educational Endowment Fund) resources to inform practice.</p>	<p>Better learning experiences, better learning.</p> <p>Needs of individuals being clearly met.</p>	<p>Observation feedback from staff.</p> <p>Views of young people.</p> <p>Insight data – improved performance.</p> <p>Standardised assessment data (primary).</p> <p>Evidence of improvement from classroom observations.</p>
Develop further the professional learning team approach	5.3, 2.1	<b>Faculty Leader (M Gosman) &amp; Improvement team</b>	Staff who focus upon improving the quality of the learning experiences in their classroom will generate better learning experiences for young people.	Feedback from professional learning team members.

<p>amongst teaching staff to improve pedagogical approaches, based upon research evidence and current thinking.</p>		<p>In-service sharing of initial findings from professional learning team and building upon these.</p> <p>Use of research on Teaching and Learning to inform areas of focus for action research. Education Scotland, MyGTCS, Sutton Trust, Visible Learning professional learning resources.</p> <p>Further use by the learning team of professional learning library. Creation of staff generated resources based of previous action research projects.</p> <p>Learning Team provides leadership opportunities for Faculty Leader (leading the team) and unpromoted staff (sharing learning).</p>	<p>Use of data and research led interventions leads to more effective interventions and more positive outcomes.</p>	<p>Evidence of an 'improvement culture' developing through collaboration between staff from different faculties/sectors.</p> <p>Views of staff.</p> <p>Views of young people.</p> <p>Evidence of a wider range of staff taking on leadership roles in relation to school improvement.</p>
<p>Develop further our approaches to assessment in the BGE and Senior Phase to ensure that assessment is used, in every case, to improve outcomes for all learners.[2016-17]</p>	<p>2.1,5.1, 5.3</p>	<p>Faculty Leaders review the use of assessment (formative and summative) in their faculty and share with colleagues. (Areas of interesting practice identified)</p> <p>Whole school assessment calendar created to ensure no 'bottlenecks' for students in the senior school.</p> <p>Review of programmes and courses to ensure assessment is planned as part of teaching and learning and supports an understanding of progression and next steps in learning for our learners.</p>		

**Strategic Priority: We are raising attainment levels for all learners.**

High Level Objectives	HGIOS	How will we achieve this?	Outcomes for children and young people	Measurement
<p>Through a 'Growth Mindset' approach, all staff create an appropriately supportive and challenging learning environment for learners, based upon trusting relationships and a belief that every child and young person has the capacity to learn and achieve beyond their perceived 'potential'.</p>	<p>1.1, 2.1</p>	<p><b>HT/SLT/Improvement group</b> Growth Mindset principles shared with staff during session 2015-16. Programme of internal Professional Learning opportunities created around Growth Mindset/Coaching concept.</p> <p>Target-setting at all stages takes account of prior learning and is challenging and aspirational whilst remaining 'cautiously optimistic'. 'Stretch targets' established by SLT for whole school attainment. <b>[HT/DHT (Tracking and monitoring)]</b></p> <p>Improvement group established to consider how school values can become part of the day-to-day life and work of the school. <b>[HT/DHT (Ethos and Relationships)/Improvement group]</b></p> <p>Young people and parents are central to developing our approach to supporting all learners to achieve beyond what they may think is possible. Consideration of how the 'Growth Mindset' approach can be shared with and supported by parents.</p>	<p>Young people develop an understanding of success through effort and deliberate practice and ultimately are able display the attributes of a Growth Mindset as they meet challenges in their learning.</p> <p>Young people and staff are aware of relevant targets and how they can be achieved, both for individual learners and for the school as a whole.</p> <p>Young people, staff and parents understand their rights and responsibilities in relation to the school values and how they support a happy and successful school.</p>	<p>Views of young people.</p> <p>Views of staff.</p> <p>Tracking and target setting data (and analysis).</p> <p>'Interventions' information and the outcomes of this.</p> <p>Insight data analysis by individual staff and faculties.</p> <p>Views of young people, staff and parents.</p> <p>School Ethos and Relationships policy.</p> <p>Improvement group meeting minutes.</p>
<p>Ensure that all learners</p>	<p>1.1, 2.1, 5.9</p>	<p>Data about prior learning is used intelligently to inform target-setting with</p>	<p>Young people (staff and parents) are aware of their short and long term</p>	<p>Evidence of target setting and analysis of its impact.</p>

aspire to the highest levels of achievement and that they are engaged and motivated in their learning.		<p>teaching staff and young people. <b>[DHT (Tracking and Monitoring)/Faculty Leaders/Teachers]</b></p> <p>We regularly seek the views of young people with regard to their achievement, motivation and engagement with their learning. We take action at the earliest point to ensure young people have every opportunity to achieve beyond their perceived 'potential'.</p>	<p>targets in learning. They can articulate what they are aiming for and how they will get there.</p> <p>Robust procedures exist to ensure that young people know if they are 'on track' in their learning and they are supported appropriately if not.</p> <p>Motivation improves as youngsters are more engaged in and responsible for their learning.</p>	<p>Policy and procedure on T&amp;M</p> <p>Faculty Leader/PT attainment meetings.</p> <p>Views of young people.</p> <p>Evidence of improved attainment.</p>
Develop further the quality of judgements made about progress and next steps in learning, ensuring that they are based on reliable evidence, sound professional judgement and a consistency of approach across the school.	1.1, 2.1, 5.3, 5.9	<p>We regularly engage in professional dialogue about assessment, achievement and learning with colleagues. <b>[HT/DHT (Learning and teaching)]</b></p> <p>Every classroom teacher understands the progression of skills and knowledge in their curricular area and plans assessment as part of learning and teaching. <b>[Link DHTs/Faculty Leaders/PTs/Teaching staff]</b></p> <p>We have a common understanding at classroom, faculty and whole school level of the kinds of assessment information and professional judgement being used to support learning.</p>	<p>Evidence of collegiate and collaborative working leading to improved teacher confidence and consistency of approach. This in turn will lead to improved outcomes for young people.</p>	<p>Evidence of improved attainment.</p> <p>In-service (September) and collegiate learning sessions.</p> <p>Views of young people.</p> <p>Views of teachers.</p>

**Strategic Priority: Our curriculum takes account of the needs of all our learners and reflects our unique context.**

High Level Objectives	HGIOS	How will we achieve this?	Outcomes for children and young people	Measurement
Review the curriculum (3-15) to ensure it meets the needs of all learners, and reflects the CfE principles of curriculum design, as well as reflecting our school values and vision.	5.1	<p><b>[HT/DHT (Curriculum)/Teaching staff]</b> We have a clear curriculum rationale for learning 3-18 in our unique campus.</p> <p>Programmes and courses provide clear pathways for progression in learning for all learners, with a particular focus upon literacy and numeracy. (Curriculum Audit) [Primary Focus during session 2015-16]</p>	<p>Young people follow clear, coherent programmes of learning which are challenging and support the highest standards of attainment.</p> <p>Learning can be tracked more effectively.</p>	<p>Curriculum rationale (3-18) document.</p> <p>CfE achievement data.</p> <p>Standardised assessment data.</p> <p>Views of young people.</p> <p>Views of parents about how their child is being supported to achieve the highest possible standards.</p>
Develop further our approaches to engaging with parents, carers and our wider community, to support learner experiences within our curriculum.	5.1	<p>We plan with partners for the delivery of discrete aspects of the curriculum. (Active Schools, Forest Schools, AOEC, Argyll College....) <b>[DHT (Curriculum)]</b></p> <p>We communicate clearly with parents and partners to help them understand our vision, curricular rationale and to help engage them with the learning of the young people. <b>[DHT (Ethos and relationships)/School values improvement group]</b></p>	<p>Young people experience a wide and varied curriculum which ensures that all of the entitlements to a Broad General Education are being met.</p> <p>Parents are engaged in school improvement through supporting us embed our school values and therefore are more engaged with the learning of their children.</p>	<p>Curriculum audit.</p> <p>Views of young people.</p> <p>Parental views.</p> <p>Evidence of parental engagement activities.</p>
Improve, in particular, the quality of	5.1	Specific focus of <b>DHT (Curriculum), Faculty Leaders of Literacy and English, Numeracy and Maths, HWB and Principal</b>	Better quality courses will mean an improved learning experience with	<p>Views of young people.</p> <p>CfE attainment data.</p>

programmes and courses in Literacy, Numeracy and Health and Wellbeing from 3-18 and ensure that all teaching staff understand their responsibilities with respect to these.		<b>Teacher(Primary) and primary teaching staff</b> , through their review of the current Numeracy, Literacy and HWB curriculum. Reflect upon and engagement with the latest Education Scotland advice and support relating to raising attainment in Literacy and Numeracy (eg. SSLN resource)	greater pace and challenge for young people.	Tracking data.  Staff engagement with professional learning resources and their feedback upon how effective this has been for their learning/confidence.
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**Strategic Priority: Our self-evaluation processes and procedures are regarded as being ‘excellent’ and lead to improvements in performance.**

High Level Objectives	HGIOS	How will we achieve this?	Outcomes for children and young people	Measurement
Continue to improve our approaches to the intelligent use of data, ensuring that any such approaches are not overly bureaucratic and lead to improved outcomes for learners.	5.9	Further refinement of T&M procedures, reduction of reporting time and greater focus on 'action plan' approach to reporting. <b>[DHT (T&amp;M)]</b>  Insight training for Faculty Leaders and teaching staff. Sept 2015.  Considered and effective use of Reading Diagnostic Assessment data (primary). Exploration of the use of Accelerated reader programme. <b>[DHT (Literacy)/PT (Primary)/Teaching staff]</b>	Young people know how well they are achieving and receive regular high-quality feedback about their achievements and next steps in learning. Young people can articulate their current strengths in learning and what they need to do to improve aspects in which they are not yet fully confident or successful.	Feedback from young people, including individual interviews and focus group data.  Tracking and monitoring data and ‘intervention’ outcomes for individual students.  Standardised assessment data (Reading and Numeracy).  Evidence of Faculty Leaders and teaching staff making effective use of Insight data to improve outcomes for young people in their faculty.

		Exploration of use of standardised assessments (primary) in Numeracy and Reading to provide benchmark data and support improved attainment. <b>[DHT (T&amp;M)]</b>		
Refine existing self-evaluation systems and engage with the NAC Quality Improvement Framework for our own context, to support further improvement and clarify the roles and responsibilities of all.	5.9	<b>DHT (Self-evaluation)</b> in collaboration with <b>Faculty Leaders</b> and <b>Principal Teacher (Primary)</b> to develop a consistent approach to self-evaluation which provides confidence that self-evaluation activities lead to improved outcomes for young people.	Young people's learning and achievement improves as the quality of learning, teaching, reflection and the intelligent use (analysis) of data improves.	CfE achievement data. Standardised assessment data. Views of young people. Views of staff. (Particular focus on the use of Insight data in secondary.) Prelim performance data. SQA achievement data. Evidence of overall ratings of self-evaluation procedures improving (ie from Good to Very good)

**Strategic Priority: We collaborate together as a school community campus and with our associated primary schools to deliver a coherent approach to improving learning outcomes from 3-18.**

High Level Objectives	HGIOS	How will we achieve this?	Outcomes for children and young people	Measurement
Improve attainment in Numeracy through a	1.1, 2.1	<b>DHT (Numeracy)/PT Primary/Faculty Leader (Mathematics and Numeracy)</b>	Improved confidence and attainment in Numeracy.	Lesson observation.

collective 'cluster' approach.		<p>Collaboration with cluster colleagues - Moderation opportunities - in-service and collegiate evenings (Wednesday afternoons.)</p> <p>Use of two in-service days during session 2015-16 (September and February) to support collegiate activities relating to Numeracy.</p> <p>Clear framework for progression established.</p> <p>Increased pace and challenge as appropriate to each learner.</p> <p>Develop consistency of assessment approaches, judgements and expectations.</p> <p>Tracking and monitoring - consistency of approach.</p>	<p>Greater understanding of how to tackle unfamiliar problems in Numeracy.</p> <p>More challenging activities promote greater ambition amongst young people.</p>	<p>Framework for progression clearly articulated and understood by staff and experienced by young people.</p> <p>Moderation activities taking place regularly (school and cluster).</p> <p>DHTs monitoring Faculty Leader/PT processes and they in turn monitoring classroom processes. Evidence of support and challenge.</p> <p>Views of young people.</p> <p>Views of staff.</p>
Embed the principles of Getting It Right For Every Child for all learners 3-18 in our campus.	5.3	<b>DHT (GIRFEC)</b> working with all staff to ensure legislative requirements are being met.	<p>All young people receive their entitlements around GIRFEC.</p> <p>Young people are safe, happy and achieving in line with, or beyond, expectations.</p> <p>All staff understand and carry out their responsibilities to support young people.</p>	<p>Self-evaluation procedures embedded and with <b>evidence</b> of them leading to improved outcomes for vulnerable young people.</p> <p>Views of staff, young people and parents.</p> <p>Views of partner organisations such as Social Work/ Police/HSIW.</p>

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