



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

## Communities (Education Services)

### Arran High School

### Improvement Plan 2020-2021

School logo



## Vision, Values and Aims

**Ambition    Belonging    Compassion    Trust**

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

## Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

### Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

### Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

## National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

## **Principles**

- Health & safety – including: ongoing physical distancing; continued need for good hand hygiene and public hygiene; following public health advice; limiting the number of people in confined spaces at the same time; understanding how this virus spreads through institutions and adapting our environments as a result.
- Nurturing approaches – supporting the transition back to school, including support to reconnect
- Wellbeing & resilience – ensuring all in the school community are supported to cope with new contexts and new means of educational delivery
- Equity & fairness – providing an educational experience that is inclusive, particularly given the SIMD profile of North Ayrshire
- Learning – continuing to develop skills and knowledge to maximise attainment and achievement
- Rights of the child – safeguarding the UNCRC right to education
- Collaboration & collegiality – partnership working, openness and transparency to develop trust and confidence in the decision-making process and ensure quality in recovery plans

## **Initial Priorities**

Establishments are asked to consider the following elements within their own contexts:

- supporting pupil and staff health and wellbeing
- transitions at all levels
- the impact of COVID-19 in communities
- identifying gaps in learning
- a renewed focus on closing the poverty related attainment gap

## Strategic Plan 2020-21: Arran High School

<p><b>School Priorities</b></p>	<p>We will continue to develop the quality of teaching and learning across the campus, <b>with particular focus on blended learning contingencies</b></p>	<p>We will further improve the quality of our self – evaluation system, processes and procedures, including tracking and monitoring of achievement and identifying gaps in learning</p>	<p>We will work with our parents, students, partners and the wider community to further support the health and well-being of our school and community</p>	<p>We will continue to support our young people to reach positive and sustained destinations by further improving our approaches to develop skills for learning, life and work</p>
<p><b>High Level Objectives</b></p>	<ul style="list-style-type: none"> <li>• Continuation of our Visible Learning Action Plan and aim that all pupils will make at least one year's progress for one years input</li> <li>• Effective and robust blended learning contingency in place for all faculties</li> </ul> <p>Upskill teachers in IT (in particular Microsoft Teams and Google Classroom) and support creation of faculty specific blended learning contingencies</p>	<ul style="list-style-type: none"> <li>• Involve all staff in refining approaches to self evaluation and moderation within the context of Visible Learning and SQA estimating, including the development of a faculty specific and whole school policy</li> <li>• Refined, more robust self evaluation of wider achievement</li> </ul> <p>Consistent use of assessment data across all year groups to support decision making</p> <p>Support faculties to improve the quality of their attainment through a targeted approach, reflecting on relevant SQA/BGE data and the curriculum</p>	<ul style="list-style-type: none"> <li>• The continued development of a consistent 'joined up approach' to the promotion and support for health and wellbeing both within the school and with partners in the community</li> </ul> <p>To continue to support and create professional learning opportunities for all staff and for the wider island community that takes account of restrictions caused by Covid 19.</p> <p>Further develop understanding and practice of the principles of Nurture for both staff and learners Continue to promote opportunities for positive physical, emotional and</p>	<ul style="list-style-type: none"> <li>• Enhanced support to be provided as appropriate for senior phase pupils to ensure that they achieve a positive destination, particularly in light of the impact of Covid19</li> </ul>

Creation of a tracking and monitoring procedure for wider achievement in all stages to target disengaged learners.

mental health with a particular focus on the positive impact of physical activity and being in the outdoors

## Strategic Plan 2020-21: Aran High School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

*Develop the capacity of teaching staff by using research data to inform and improve teaching practice*

Increase further levels of literacy by continuing to implement Accelerated Reader programme across our cluster primary schools and in Arran High School, with a particular focus upon those with the greatest need

## Detailed Action Plan 2020-21: Arran High School

School Strategic Priority:							Linked to Directorate Priority: <span style="color: red;">1</span>
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<p>Continuation of our Visible Learning Action Plan and aim that all pupils will make at least one year's progress for one year's input. Cognisance of how this will be incorporated in to Blended Learning contingencies.</p> <p>Support all staff in their understanding of literacy and numeracy levels and expectation within their subject</p> <p>Effective and robust blended learning contingency in place for all faculties</p>	<p>Improvement in learning, teaching and attainment</p> <p>HGIOS 4 2.3, 3.2,1.3</p> <p>HGIOS 4 2.3, 1.3 3.2.3.1</p>	Y	<p>Teachers will undertake benchmarking to ascertain what learners have missed/lost during lockdown and put appropriate strategies in place to support progress</p> <p>Faculties will continue to amend courses, resources and skills progressions to promote the delivery of Visible Learning, <b>ensuring that they are appropriate for a 'blended learning' model of delivery.</b></p> <p>All teachers to use learning dispositions in learning conversations.</p> <p>Teachers to focus on ensuring that feedback is effective</p> <p>Faculties will audit courses to ensure that opportunities for interdisciplinary working in L &amp; N are identified and highlighted. Support to be provided by Maths/English faculty as appropriate</p> <p>Faculties will continue to develop resources and strategies to support blended learning approaches</p> <p>Upskilling of staff in IT provision</p> <p>School to liaise with NAC to ensure that all pupils are digitally enabled</p>	<p>Ongoing – all courses to be finalised by June 2020 (VL) (all FLs, VL group mentors, DHT learning and teaching)</p> <p>Audit by December 2020- support as identified (FIs DHT link)</p> <p>Inservice days 2020 TBA (led by members of staff/HT/SLT In place for all Faculties by Dec 2020</p> <p>Inservice - August 2020 and TBA Ongoing By September 2020</p>	<p>All of our learners will be able to apply characteristics of an assessment capable learner and, with the support of their teacher, will be able to understand and be empowered to take the steps they need to take to progress in learning</p> <p>Learners will be able to make connections with literacy and numeracy and have consistent support from all teachers</p> <p><b>All</b> of our learners will be able to continue to progress with their learning in a planned, supported way using IT as appropriate.</p>	<p>Attainment data, classroom observation, analysis of feedback, routinely gathered pupil voice</p> <p>Both direct and indirect communication with teaching staff; analysis of classwork, homework; feedback from learners and parents; assessment data</p>	



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<p>Involve all staff in refining approaches to self evaluation and moderation within the context of Visible Learning and SQA estimating, including the development of a faculty specific and whole school policy</p> <p>Refined, more robust self evaluation of wider achievement</p>	HGIOS 4 – 3.2.2.3	N	<p>Use of a variety of assessments (<b>standardised?</b>) Accelerated Reader and SQA data will provide evidence to support teacher judgement and differentiation in learning and teaching.</p> <p><b>All faculties to collate and moderate robust evidence to support estimates for SQA</b></p> <p>All faculties will be able to articulate what one year's progress (in skills, knowledge and understanding) looks like in BGE and what benchmarks they will use to demonstrate this progress.</p> <p>SLT to brief FLs on school evaluation, processes/procedures and T&amp;M calendar</p> <p>Collate trips information and extra curricular registers</p> <p>all wider achievement activities to be recorded and recognition to be sought</p>	<p>DHT Tracking and monitoring; FLs; VL mentors – review December 2020</p> <p>All faculties Review December 2020</p> <p>All faculties March 2021</p> <p>August 2020/FLs (DHT T&amp;M)</p> <p>(Admin/FL Pupil Support)When C19 restrictions are lifted</p> <p>appropriateStaff/admin team/FL Pupil Support/partners as appropriate From August 2020</p>	<p>Improved pupil attainment, particularly in literacy.</p> <p>Learners will understand exactly where they are with learning and what they have to do to improve – <b>will be fully supported in event of contingency procedure by SQA</b></p> <p>Learners will understand and be able to articulate where they are going with learning and how they will get there</p> <p>Manageable, planned programme of self evaluation activities for all staff will lead to improved outcomes for learners.</p>	<p>Attainment data, classroom observation, analysis of feedback, routinely gathered pupil voice analysis of classwork, homework; feedback from parents</p> <p>Tracking and Monitoring Calendar negotiated and in place</p> <p>Collated data; regular meeting with partners; questionnaires; newspaper and success board regularly updated</p>	

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The continued development of a consistent 'joined up approach' to the promotion and support for health and wellbeing both within the school and with partners in the community	HGIOS 4 – 3.1;32.	N	<p>Redesign and enhancement of our wider achievement programme delivered as part of our curriculum in a planned, structured way</p> <p>Introduction of Active Minds programme</p> <p>Peer mentor programme to be set up and led by senior prefects</p>	<p>From August 2020 (DHT /appropriate staff/partners)</p> <p>PE staff/DHT – September 2020</p>	<p>Learners engaged in structured and purposeful learning/learners benefit from opportunities afforded by outdoors and the school community</p> <p>A further focus on mental health and nurturing practice for learners</p> <p>Learners' awareness of the importance of mental health backed up with sustainable and consistent support</p>	<p>Questionnaires/achievement data /feedback form student voice/ numbers participating in physical activity</p> <p>As a SHINE school, the mental health and wellbeing survey will allow us to inform strategy going forward.</p>	

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Enhanced support to be provided as appropriate for senior phase pupils to ensure that they achieve a positive destination, particularly in light of impact of Covid 19.	HGIOS 4 – 2.6 2.2; 2.7 2.3 3.3	N	<p>Review of options process to ensure that all pupils are coursed appropriately and choices allow progression</p> <p>Review of senior PSE course to ensure that students understand and have the tools to negotiate the employment challenges caused by C19</p> <p>Regular engagement with SDS and other partners as appropriate to ensure that all students are given the fullest possible support (virtual?)</p> <p>Review of wider achievement opportunities to ensure that pupils achievements are formally recognised</p> <p>Developing further links with Argyll College re. apprenticeship opportunities</p>	<p>By November 2020(SLT/FL pastoral support)</p> <p>Ongoing/by October 2020(Link DHT/FL pastoral support)</p> <p>By September 2020</p>	<p>Pathways to further and higher education, training and employment are clearly and timeously identified and form a part of the options process for all learners.</p> <p>Students have more awareness of challenges and develop strategies and resilience to move forward to a positive destination</p> <p>Learners are given more opportunities to engage with the island college</p>	<p>Continued review of learner positive destination</p> <p>Student voice</p> <p>Student/parent/partner evaluation of provision</p> <p>Staff feedback in relation to increased confidence in identifying and being explicit about learning pathways</p>	