

INDICATIVE SCHOOL IMPROVEMENT PLAN 2019-21



Goals

Self-evaluation guides our priorities so that all members of the school community have the very best:

- Attainment: The best qualifications for each learner which will support their employment pathways now and, in the future
- Achievements: A range of positive achievements and experiences both in school and beyond
- Skills: A range of skills that will help learning in school and beyond, in the workplace and which will support their health and wellbeing.

Core Q1 1.3 We will:

Develop **Ethos, Leadership and Self-evaluation** by staff, pupils and parents to enhance teaching, learning, pupil experiences and engagement of all in the school community



Communicate and promote high expectations and consistency of experience in relation to teaching, learning, qualifications and procedures to further develop a healthy, safe and inclusive learning environment for all



Promote, Develop and Deliver on our School Values across the school through individual leadership in respect of these and closely linked to our Outstanding Lesson, Skills, GIRFEC/Shanarri and Rules and Procedures' frameworks.

Core Q1s 2.3 & 3.2 We will:

Enhance **Teaching and Learning** approaches through evidence-based information (formal and informal assessment, BGE and Senior Phase Tracking, Monitoring, Interventions and Reporting systems, individual/group information) and rigorous self-evaluation



Provide Pace and Challenge and Differentiation for all in Teaching and Learning through delivery of appropriate courses, Visible Learning, Assessment is for Learning, Liaison with ASL and by ensuring pupils understand assessment, their progress and pathways



Embed Developing the Young Workforce in pupil learning and experiences through further development of:

- Our Skills Framework
- Course Planning
- Staff CLPL
- Pupil experiences in and out with school

Core Q1 3.1 We will:

Support **Getting it Right for Every Child** and the Well Being of all members of the school community through use of Well Being indicators (including Shanarri) and other qualitative and quantitative information (including workload) to further develop support systems.



Continue to deliver CLPL for staff so that they have the skills, capacity and knowledge to effectively carry out their work and to support young people and colleagues



Develop pupil resilience and parent/carer understanding of wellbeing issues.



Continue to develop clear, innovative and pupil-centred curricular pathways.