

Cedars School of Excellence

School Improvement Plan: 2016 - 2019

Further to a review of the 2013 - 2016 Improvement Plan and taking full cognisance of the advice given to us during our recent visit from our designated HMIe inspector in 2015, and the guidance published in *How Good is our School? The Journey to Excellence, Part 4* (2015), we have identified the following key areas as a focus for the 2016 - 2019 School Improvement Plan.

Targets have been drawn up for each key area after a consultation and discussion process involving all staff. Parents, pupils and the wider school community have also been consulted through informal head teacher interviews, discussion groups and general feedback on the ongoing life and work of the school through blogs, email and parents' evenings.

Targets have then been linked into both the quality indicators as set out in *How Good is our School? The Journey to Excellence, Part 4* (2015) and the school aims. Both of these documents have been included as appendices to this School Improvement plan. Due cognisance has also been taken of the national priorities in education and the Curriculum for Excellence guidelines.

An Action plan has then been created detailing specific tasks, individuals responsible, resources, timescale, success criteria and monitoring. This action plan will be audited and reviewed on a yearly basis or as is appropriate.

Please note that throughout this document the term 'Parents' also refers to families, carers and guardians.

Cedars School of Excellence - School Improvement Plan: 2016 - 2019

ACTION PLAN

Section: Leadership and Management

Quality Indicator: 1.1 Self-evaluation for self-improvement

Theme: Collaborative approaches to self- evaluation

School Aims: 1

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---------------------|--------------------------------------|-------------|---|--|----------|
| <p>All staff are committed to a continuous approach to self evaluation and improvement. We will use the recording approaches integral to My GTC to ensure continuous improvement.</p> <p>We will offer opportunities for professional development and in-service training.</p> | Jennifer Offord | Technology, time, inservice training | 2016 - 2019 | The signing off of My GTC for individual staff. | Elaine Black and Jennifer Offord will conduct an annual staff development review meeting with follow up for every member of staff. | |

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Section: Leadership and Management

Quality Indicator: 1.5 Management of resources to promote equity (2.3, 3.3)

Theme: Management of resources and environment for learning

School Aims: 2, 4

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---------------------|----------------------|-----------|----------------------------|---|----------|
| Provide a full refresh of our computer hardware fleet to the latest technical standards. | Fraser Speirs | Finance, staff time. | 2016 | Fully deployed iPad fleet. | Fraser Speirs will continue to manage the system. | |

Section: Learning Provision

Quality Indicator: 2.1. Safeguarding and child protection

Theme: Arrangements for safeguarding, including child protection,
Arrangements to ensure wellbeing,
National guidance and legislation

School Aims: 1

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|--|--------------------------------------|--|--|------------|--|
| Implement the GIRFEC National Practice Model in line with the Children and Young Persons Act 2014. | Alison Speirs Fraser Speirs Elaine Black | Policy development time, staff time. | As announced by the Cabinet Secretary for Education. | Existence of wellbeing monitoring processes, child's plan and other components of the NPM. | | At the time of writing, the Children and Young Persons Act is undergoing significant revision following the August 2016 Supreme Court Judgement. The timescale and exact extent of this development strand is dependent on developments. |

Section: Learning Provision

Quality Indicator: 2.2 - The Curriculum,
2.3 - Learning, Teaching and Assessment

Theme: Development of the Curriculum,
Learning and Engagement

School Aims: 2

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---|--|---|--|--|----------|
| Following the review of curriculum provision, and to ensure refreshment and breadth, we will introduce new courses to ensure all learners have sufficient opportunities and challenge across the curriculum. These new courses will be at SCQF levels 2, 3, 4, 5, 6 and 7 (where available) and will be in the following subjects: Drama, Art & Design, French, Admin & I.T. Scottish studies, Lifeskill Maths, Environmental Science. | Appropriate subject teachers - Jenny Revolta, Lesley Rankin, Fraser Speirs, Andy Creighton, Jennifer Offord, Emma Rukin, Rosalind Creighton | Time, finance, staff training | 2016 - 17 2017 - 18 2018 - 19 | New courses successfully developed and implemented. Appropriate pupil success in these courses | Fraser Speirs will ensure successful implementation of courses | |
| To ensure children and young people have access to high quality learning in all areas of the curriculum, we will endeavour to raise attainment through a review of science provision from P7 - S2. | Jennifer Offord Kirsteen Bell | Time, additional materials as required | 2016-17 | Successful outcome of review process resulting in appropriate changes being made to courses. | Jennifer Offord will supervise review process on an ongoing basis. | |

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|--|--------------|--|---------|---|--|--|
| To ensure children and young people have access to high quality learning in all areas of the curriculum we will endeavour to raise attainment through developing resources and plans to support social subjects, particularly Geography. | Elaine Black | Time, finance, materials purchased as required, staff training | 2016-17 | Course planners and materials in place. An increase in attainment in Geography skills as appropriate. | Alison Speirs will regularly review progress and attainment. | |
|--|--------------|--|---------|---|--|--|

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Section: Learning Provision

Quality Indicator: 2.2 - The Curriculum

Theme: Learning pathways

School Aims: 4

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|---|--|---------------------------------------|-----------------------|--|--|----------|
| To ensure that all our learning pathways are based on relevant experiences and outcomes, and underpinned by key curriculum design principles, we will endeavour to develop a programme of outdoor learning. We will change and develop the use of our building and playground to allow an ease of access to the outdoors. | Alison Speirs Lorna Speirs, Donna Atkinson | Finance, equipment, time and training | 2016 - 17 2017 -18 | Changes to building completed. Plan for outdoor learning in place. | Alison Speirs will regularly monitor progress and results. | |

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Section: Learning Provision

Quality Indicator: 2.3 Learning, teaching and assessment

Theme: Quality of teaching

School Aims: 1

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---------------------|---|--------------------|--|---|----------|
| To enhance the quality of teaching and learning, and to ensure the development of independence and confidence in learning, we will introduce a course in higher order thinking skills and study techniques for secondary pupils. | Emma Rukin | Time, training, timetable alterations, additional resources as required, staffing | 2016-17 2017-18 | Courses in place, appropriate changes made to the timetable and staffing, improvement in thinking skills across the curriculum | Fraser Speirs will regularly review progress and attainment and provide links to senior management. | |

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Section: Learning Provision

Quality Indicator: 2.7 Partnerships

Theme: The development and promotion of partnerships

School Aims: 3

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---|--|-------------|---|--|----------|
| Within the framework of joint working and shared learning, we will develop activities using external partners to improve the outcome for all learners. The specific areas we will develop are Go4set and the John Muir Award in science, and also the DoE award. | Jennifer Offord Kristeen Bell, Leah Marks | Time, training, timetable alterations, additional resources as required. | 2016 - 2019 | Go4set and John Muir Award and DoE qualifications / levels implemented as appropriate, certification and qualifications achieved. | Jennifer Offord, Kristeen Bell and Leah Marks will regularly review progress in each area. | |
| We will endeavour to develop our community involvement through partnership with local nursing homes and voluntary organisations to demonstrate commitment to improving outcomes for all learners. | Emma Rukin | Time, organisation, parental involvement | 2016-19 | Increased participation in community involvement. | Fraser Speirs will oversee the arrangements and assess their success. | |
| We will develop partnerships in the local community to further expand our work experience opportunities. These will develop skills for learning, work and life, and secure sustainable positive destinations. | Emma Rukin | Time, organisation, parental involvement | 2016-19 | Increased uptake of work experience opportunities, wider range of opportunities available. | Fraser Speirs will complete an annual review of work experience and uptake. | |

Section: Successes and Achievements

Quality Indicator: 3.1 Ensuring wellbeing, equality and inclusion

Theme: Wellbeing

School Aims: 3

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|---|---------------------|--|-----------|--|--|----------|
| <p>To ensure the wellbeing of all children and young people, and to improve outcomes for young people, we will develop a Health and Wellbeing programme of study.</p> <p>We will also implement rewards for sporting achievement.</p> | Owen Atkinson | Time, finance, materials purchased as required, staff training | 2016-19 | <p>Course planners and materials in place. An increase in attainment in PSD as appropriate.</p> <p>Reward system in place for sporting achievements.</p> | Alison Speirs will regularly review progress and attainment. | |

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Section: Successes and Achievements

Quality Indicator: 3.2 Raising attainment and achievement

Theme: Overall quality of learners' achievement

School Aims: 3

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|--|---|--|-----------|--|---|----------|
| As part of our programme to ensure that learners are successful, confident, and exercising responsibility, we will work with global partners - Aid for Education in Rwanda and the Barefoot College project in India - to facilitate the interaction of resources. | Jenny Revolta, Lesley Rankin Fraser Speirs External partners | Time, finances, resources as appropriate, parental / community involvement | 2016-17 | Successful expedition to Rwanda and transfer of resources to the Barefoot College. | Jenny Revolta, Lesley Rankin and Fraser Speirs will submit a review for the 2016-17 S&Q report. | |

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Section: Successes and Achievements

Quality Indicator: 3.3 Increasing creativity and employability

Theme: Digital innovation

School Aims: 1

| Target | Persons Responsible | Resources | Timescale | Evidence | Monitoring | Comments |
|---|--|--|-----------|--|---|----------|
| Extend opportunities to learn coding down the school to S1. | Fraser Speirs | Computer software, development time. | 2016-2019 | Implemented courses in computational thinking and practical coding skills. | Head teacher evaluation of forward plans. | |
| Adopt use of social media to enhance home-school communication and model positive uses of social media to pupils. | Lorna Speirs Owen Atkinson Elaine Black Emma Rukin Fraser Speirs | Computer hardware, software, staff training. | 2016 | Instagram accounts set up for primary classes and junior/senior secondary. | Fraser Speirs will monitor the accounts. | |