

SCHOOL IMPROVEMENT PLAN

SESSION 2019/20

Summary: Key School Improvement Priorities Summary: Key School Improvement Priorities. The priorities selected should be drawn from the possible improvement activities identified in the Standards and Quality Report.

Improvement Priority Title	Relevant QI(s) and Theme(s)
Embed Creativity Across Learning	3.3 Creativity and Employability, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 2.7 Partnerships, 3.2 Raising attainment and achievement, 1.3 Leadership of Change
Sustainability – Global Citizenship, 1+2 Languages and International Education, Outdoor Learning and skills for life and work (<i>Year 2 – continued from last year</i>)	1.2 Leadership, 2.2 Curriculum, 2.7 Partnerships, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement, 3.3 Increasing creativity and employability
Expressive Arts	2.2 Curriculum, 2.3 Learning, teaching and assessment, 2.7 Partnerships, 3.2 Raising attainment and achievement, 3.3 Creativity and Employability

In depth action plan #1

Improvement Priority title: Embed Creativity across learning

'Creativity is very clearly at the heart of the philosophy of Curriculum for Excellence and is fundamental to the definition of what it means to be a 'successful learner' in the Scottish Education system.' Creativity Across Learning 3-18 (Sept 2018; Forward) Education Scotland

Linked to QI/Theme: 3.3 Creativity and Employability, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 2.7 Partnerships, 3.2 Raising attainment and achievement, 1.3 Leadership of Change

Linked to National Improvement Framework Priority (check all that apply):

- 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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

Children will:

- Be more motivated and ambitious, calling upon and applying prior knowledge (successful learners)
- Understand their own capabilities and attributes in relation to creativity skills and have further developed these (successful learners)
- Able to express their own viewpoints articulately and ask questions (confident individuals)
- Able to apply the creative process to a variety of contexts and situations (successful learners)
- Able to lead and work well with others (effective contributors)
- Be adaptable and inventive, rising to challenges set (effective contributors)
- Be able to generate ideas, think imaginatively and explore a variety of options (effective contributors)
- Be able to problem solve (effective contributors)
- Understand how creativity links to the world of work (responsible citizens)
- Have increased resilience, self-confidence and perseverance (confidence individuals)
- Be able to evaluate and plan/implement next steps (successful learners)
- Have developed their thinking skills (successful learners)

Success criteria (how will we know if the change has been an improvement?):

- Creative self, environment and partnerships
- Staff have a shared understanding of activities that enable creativity and are working to implement creative teaching and learning strategies and methodologies.
- Rich learning environments
- Pupils are actively involved in the design and creation of displays which demonstrate pupil ownership and the learning process.
- Creative teaching and learning in the school is characterised by innovation, experimentation and risk taking.
- Staff make full use of digital technology and look for opportunities to make creative use of this across the curriculum.
- Pupils are aware of their creative strengths and interests.
- Parents and families are aware of ways in which they can support the development of pupils' creativity.
- Pupils enjoy a broad range of opportunities to discover creative skills through carefully planned and structured activity including play.
- Increase in creative skills; self-expression, enquiry (questioning and challenging), problem solving, creative thinking (making connections and seeing relationships, envisioning what might be & exploring ideas), information processing, reasoning, evaluation (reflecting crucially on ideas, actions and outcomes), communication.
- Children are co-participants in learning – taking responsibility for planning and managing their own learning.
- Increased use of external partnerships to broaden and enhance learning experiences.
- Enquiry based learning – open-ended challenges and problems

Identified partners:

Donald Paterson

Tracy Sinclair, Tarradale Primary

OWL- link with Outdoor learning

Aberdeen University course on Philosophy to be explored

Creative Scotland – Moving Image education

Eden Court

Drama Box

Highland Literacy – Reading Comprehension training – stimuli and links to texts

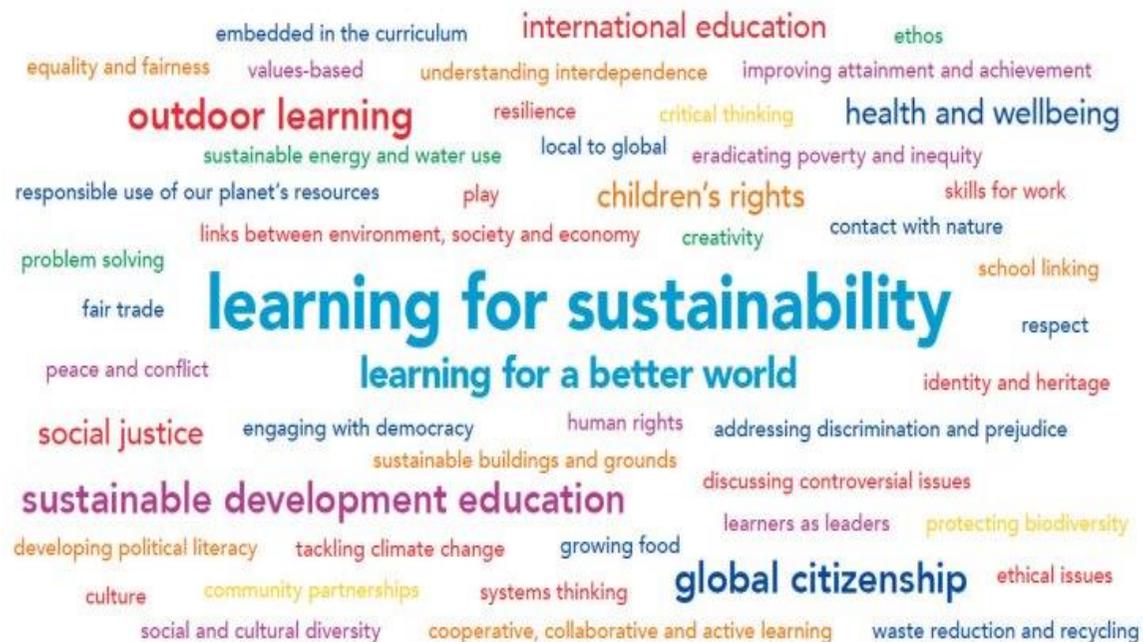
In depth action plan #2

Improvement Priority title: Sustainability – Global Citizenship, 1+2 Languages and International Education, Outdoor Learning and skills for life and work continued.

'Learning for Sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.' (HGOIS 4 2015 p.59)

'Learning for Sustainability is learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society. It is essential for the well-being of all and is an international priority.' (UNESCO, 2013)

"The professional actions, values, skills and knowledge of Learning for Sustainability are embedded within the Standards for Registration, Career-Long Professional Learning and Leadership and Management, recognising that all teachers should be confident in their knowledge and understanding of the challenges facing society locally and globally." (GTCS 2013).



Linked to QI/Theme: 1.2 (Leadership), 2.2 (Curriculum), 2.7 (Partnerships), 3.1 (Ensuring wellbeing, equality and inclusion), 3.2 (Raising attainment and achievement), 3.3 (Increasing creativity and employability)

Linked to National Improvement Framework Priority:

- 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 ☒

Linked to National Improvement Drivers:

- School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☐ Assessment of Children's Progress ☒ School Improvement ☒ Performance Information ☒

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

Children will:

- Have further developed skills for life, learning and work and know their next steps in relation to the school's progression pathway for these. (successful learners)
- Have increasing awareness of the Rights of the Child and how these link with our school vision, values and aims and the wellbeing indicators. (responsible citizens)
- Know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere. (responsible citizens)
- Children will develop their understanding of inter-relationship of environment, society, economy and inequity, of the ecological limits to development and the interdependence of ecological and human wellbeing. (responsible citizens)
- Display enhanced learning and motivation, increased confidence and readiness to learn. (successful learners/confident individuals)
- Children's vocabulary will have increased through use of targeted 1+2 Language (P1-7 French and P5-7 Gaelic also) (successful learners)
- Have gained a greater cultural understanding of France. (responsible citizens)
- Have increased understanding of themselves as global citizens. (responsible citizens)
- Experience a wider variety of teaching approaches and will hear the targeted languages spoken by native speakers more often. (successful learners)
- Collaborative, active learning leading to increased motivation and engagement as well as developing skills in leading and interacting with others. (effective contributors)
- Development of higher-order thinking skills: predicting, hypothesising, analysing, making conclusions, enquiring, questioning as well as, critical thinking skills through exploration and discovery within a variety of contexts. (successful learners)
- By increasing outdoor learning opportunities;
 - Children's development of active and healthy lifestyles will be supported (successful learners)
 - Opportunities for physical activity, freedom and movement will be increased (confident individuals)
 - Sense of confidence and wellbeing will be promoted (confident individuals)
 - Positive relationships will be fostered (effective contributors)
 - Increased challenge, abilities to assess risk and skills to manage difficult situations (successful learners)
 - Opportunities for imagination, inventiveness and resourcefulness (successful learners)
 - Develops creativity and problem solving skills (successful learners)
 - Increases understanding of natural world and sustainability (responsible citizens)
- All children in P7 will leave school able to cook a week's worth of meals. (Food Project) (successful learners/effective contributors/responsible citizens/confident individuals)

Success criteria (how will we know if the change has been an improvement?):

- Learning for sustainability will be interwoven into all curricular areas demonstrated in our Curriculum Rationale.
- The whole school community will be involved and aware of our work within Sustainability, further enhancing community spirit and the school's standing within the community.
- Outdoor learning will be a regular (at least weekly), progressive curriculum-led experience for all learners.
- Staff's confidence in delivering Modern Foreign Languages will have increased.
- Innovative approaches to teaching, learning and assessment will have developed.
- Glenurquhart Primary will have achieved Fairtrade, Fair Active Award.
- Glenurquhart Primary will have completed considerable volume of work towards Gold Rights Respecting Schools Award.
- Glenurquhart Primary will have achieved Connecting Classrooms, Foundation Level, International School Awards.
- Staff will work collaboratively to strengthen their understanding and implementation of key national policies including the Scottish Attainment Challenge, Developing Scotland's Young Workforce and Learning for Sustainability.

Identified Partners:

Ceaman Beaga – Gaelic Nursery

Siorbhas

Versailles School

Forestry Ranger

Woodland Trust

Native French speakers within village – to be identified

French student

1+2 Languages development officer

RSPB

Scottish Natural Heritage

Scotmid

RHET

In depth action plan #3

Improvement Priority title: Expressive Arts

'The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.' Expressive Arts – principles and practice p.1

Linked to QI/Theme: 2.2 Curriculum, 2.3 Learning, teaching and assessment, 2.7 Partnerships, 3.2 Raising attainment and achievement, 3.3 Creativity and Employability

Linked to National Improvement Framework Priority (check all that apply):

- Improvement in attainment, particularly in literacy and numeracy (Literacy mainly)
- 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

Linked to National Improvement Drivers (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):

Children will:

- Experience inspiration, enjoyment and increased motivation. (confident individuals/successful learners)
- Be creative and express themselves, their feelings, emotions and ideas in different ways (successful learners)
- Have developed their creative skills – linked with action plan #1 (successful learners)
- Increase confidence through performances participation and presentations. (confident individuals)
- Develop ability to reflect and evaluate expressive work through exploration. (successful learners)
- Understand the variety of careers open to them through the expressive arts. (responsible citizens)
- Have developed their self-awareness, health and wellbeing (confident individuals)
- Increased their cultural identify and knowledge and understanding of the expressive arts in relation to Scottish identity and those of other cultures. (responsible citizens)
- Enhanced their ability to work with others, use their initiative and lead (effective contributors)

Success criteria (how will we know if the change has been an improvement?):

- Children's learning profiles will show increased understanding of learning, progression and achievement within expressive arts and abilities to lead their own learning by setting relevant targets for next steps.
- Staff will have increased confidence in planning, teaching and assessing within expressive art subjects leading to increased attainment.
- Children will be able to link skills to possible future aspirations through their profiling.
- Questionnaires will demonstrate increased enjoyment and confidence in expressive arts.
- School will have built links with new partners and be aware of what they can offer to develop expressive arts.
- Increased working across the ASG will ensure consistent progression pathways and assessment for learners moving into Glen Urquhart High School.

Identified partners:

Feis Rois

Norman Bolton

Drama box

ASG Primaries

High School partners

Andy McKechnie

Active Schools

Eden Court Creative

APPENDIX 1: Glossary of terms

Attainment	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
Achievement	The totality of skills and attributes embedded within the four capacities of <i>Curriculum for Excellence</i> and developed across the curriculum in school and through learning in other contexts.
Creativity	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
Closing the attainment gap	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
Disadvantage	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
Equity	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
Family learning	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
Partners	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
Pupil Equity Funding	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
Safeguarding	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
School community	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
Volunteers	This means everyone who contributes to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.