

The Nicolson Institute: SIP



COMHAIRLE NAN EILEAN SIAR

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

Introduction

Section 1 - School vision and aims

We seek to build a school community based on respect, hard work and fairness, in which all members are safe and secure.

Through high quality teaching and learning, we aim to challenge and motivate all learners to fulfil their potential, whether in academic or vocational study, sport, culture or service to others.

We value our heritage, our community and our environment, and strive to prepare our pupils for the world beyond school and the challenges of the 21st century.

Section 2 – Audit/review of projects from previous session (2014-15)

Project	Outcome	Evidence of impact on learners
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Project 1 Active Learning	<ul style="list-style-type: none"> • Inset Days • Learning Journals • Questionnaires • DIPs • IDLs 	<p>Improved pupil engagement as evidenced in observations; prelim results point to improved results at Nat 5; improved PIEs and PIMs; greater focus on learning and teaching; improved professional dialogue</p> <p>GOOD</p>
Project 2 Leadership	<ul style="list-style-type: none"> • Tutor time • Charity Work • Interact • Wider achievement • Positive Behaviour Awards Ceremonies • Assemblies • Scripture Union • Prefects • Buddy System • Junior librarians • Trips • S6 responsibility • PTs role • Quality Assurance • SQA Groups • Referrals • Development of new courses • Pipe band/Big Band • Learning Journals • Social Committee • Planning with partner agencies • Trips • Sports • Press reports/website 	<p>Staff and pupils being given/taking responsibility across board; sense of involvement and engagement; improved behaviour- exclusions down again; improved ethos in senior school; wide variety of experiences on offer; positive parental and pupil comment, although after school activities needed wider advertising; Nicolson Notes and website seen as positive by stakeholders; very positive feedback from partners at Gaelic events.</p> <p>VERY GOOD</p>
Project 3: Use of Data	<ul style="list-style-type: none"> • All teaching staff took part in Insight training • All departments completed comprehensive analysis of SQA results 	<p>Strong analysis, leading to planning for improvement; analysis shared across PTs and SMT, ensuring resilience; enhanced staff understanding of process, leading to increased responsibility; reviews of choice from in light of data; new courses</p>

	<ul style="list-style-type: none"> • SMT links conducted prelim analysis • Tracking/monitoring calendar followed with no slippage • Targets reviewed regularly • House Meetings monitored target groups • Focus on transitions through VSE • Individualised programmes planned through use of data • PIEs/PIMs/CATs used 	<p>introduced; time lines altered in response to data; level changes completed earlier; parents aware of issues at earlier stage; continued positive destinations</p> <p>GOOD</p>
<p>Project 4 : Pupil Voice</p> <p>Maintenance Project</p>	<ul style="list-style-type: none"> • Pupil led assemblies • Child Protection liaison input • Questionnaires and Focus Groups • Lead role in Christmas Socials • HSAP questionnaires • Referendum Debate 	<p>Pupils have enhanced sense of importance of their voice in school</p> <p>GOOD</p>
<p>Project 5:</p> <p>Learning Wall</p> <p>Maintenance Project</p>	<ul style="list-style-type: none"> • On-going revamp of Learning Wall • Learning Journal session for all subjects to introduce new format • Session held for partners 	<p>Further embedded in planning</p> <p>GOOD</p>
<p>Project 6:</p> <p>Curricular Review</p> <p>Maintenance Project</p>	<ul style="list-style-type: none"> • Introduction of New Highers and National 4/5 in S5/6 • Introduction of tutor time • Review of Nat 4/5 implementation • Staff Meeting focus on BGE Toolkit • Restructure of Choice Forms in light of review • Introduction of Aqua Culture course Partnership with LCC to deliver new course in Social Care 	<p>Sharing of good practice leading to curricular innovation, culture of new ideas and sharing of standards</p> <p>VERY GOOD</p>
<p>Project 7: Health</p>	<ul style="list-style-type: none"> • LA Working Group 	<p>Almost all pupils are positive about pastoral provision; staff ethos is positive</p>

<p>and Well Being</p> <p>Maintenance Project</p>	<ul style="list-style-type: none"> • Anti-Bullying policy review • HWB Policy review • HWB week: staff and pupils • HSAP questionnaires • Lunchtime club for vulnerable pupils • CP training for all staff and some senior pupils • Healthy working Lives project continued • DHT attended Substance Abuse event • 2 x PTGs attended Cool 2 Talk update • RAFA project agreed 	<p>GOOD</p>
<p>Project 8: GME</p> <p>Maintenance Project</p>	<ul style="list-style-type: none"> • Joint work on PGDE course with UHI • Engagement with wide range of partners in course and elective delivery • Range of subjects maintained • First presentations at SQA level • Increased presentation at SQA level • Careers Event • Well attended transitions event • iPad pilot • IDL; WW1/Fiold G • After School Club: Home Ec/Gaelic • Additional Staffing • Debating 	<p>Pupil engagement through use of technology; route to sustainable staffing levels through PGDE course; transitions form Primary enhanced; Careers event positively received; SQA certification for first time; involvement in national competitions leading to pupil confidence; nomination for SQA award; positive relationships with partners and parents</p> <p>VERY GOOD</p>

Section 3 – Priorities/projects for next session (2015-16)

Project 1	<i>Learning and Teaching: Preparing our pupils for the world beyond school</i>
Business Plan Link	Key priority 1
HGIOS Key area & relevant QIs	2.1/5.1/5.9
Improvement Targets	<ul style="list-style-type: none"> ▪ DSYW working group will be established to draw up implementation strategy ▪ Work Experience provision will be reviewed in order to support DSYW implementation ▪ All courses at all levels will make appropriate links to the world of work, and learning for and about work

What will be the impact on learners?	<ul style="list-style-type: none"> ▪ Pupils at all levels will have the opportunity to learn for and about work ▪ Pupils will have the opportunity to engage in Work Experience and be accredited for this in more flexible arrangements where possible ▪ Levels of pupils entering positive destinations will be maintained
What are we going to do?	<ul style="list-style-type: none"> ▪ Implement DSYW ▪ Review curricular areas to ensure learning for and about work is central ▪ Review Work Experience provision
Timescale	<ul style="list-style-type: none"> ▪ Establish working group in August 2015 to engage in DSYW review throughout session ▪ All staff to attend DSYW Inset in August ▪ Focus on DSYW agenda during lesson observations ▪ Review Work Experience arrangements for implementation in 2016/17
Who will be involved?	<ul style="list-style-type: none"> ▪ FM ▪ FCC ▪ PTs ▪ Working Group members ▪ All staff
Resources	<ul style="list-style-type: none"> ▪ Working Group meeting time- SNC Agreement ▪ Inset provision (CNES) ▪ Learning Journal session ▪
How will progress be monitored –	<p>During:</p> <ul style="list-style-type: none"> ▪ Observations with focus on DSYW ▪ Pupil focus groups

during and following implementation?	Thereafter: <ul style="list-style-type: none"> ▪ Certification ▪ Positive Destinations
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Project 2	<i>Learning and Teaching: Review and revision of curriculum</i>
Business Plan Link	Key priority 1
HGIOS Key area & relevant QIs	1.1/2.2/5.1/.9
Improvement Targets	<ul style="list-style-type: none"> ▪ Consolidate implementation of N5 and Higher courses and implement new AH courses ▪ Review BGE arrangements in light of experience of new courses ▪ Focus on Primary/Secondary curricular transitions, particularly with reference to 1+2 implementation ▪ Review assessment strategy, ensuring that ‘hot spots’ are addressed ▪ Implement Tutor time arrangements in S1- S3
What will be the impact on learners?	<ul style="list-style-type: none"> ▪ Consistently high standards of teaching and learning at all levels and in both BGE and Senior Phase ▪ 1 + 2 entitlements in place ▪ Improved curricular transitions between Primary and Secondary ▪ Coherent assessment strategy in place, ensuring that ‘hot spots’ are managed ▪ Meaningful experiences in Tutor time, benefitting pupils and their learning
What are we going to do?	<ul style="list-style-type: none"> ▪ Consolidate N5 and Higher implementation ▪ Implementation of AH and some new Highers ▪ Review of BGE ▪ Implementation of 1+2 ▪ Enhanced transition policy drawn up ▪ Evaluation of assessment strategy

	<ul style="list-style-type: none"> ▪ Tutor time programme
Timescale	<ul style="list-style-type: none"> ▪ Establishment of Working Group (1 +2), August 2015 ▪ Focus on BGE Evidence folders and Tutor time at Staff Meeting, August 2015 ▪ Review of assessment arrangements throughout session ▪ Focus on Curricular transitions (April-June 2016)
Who will be involved?	<ul style="list-style-type: none"> ▪ EMD ▪ MML ▪ FCC
Resources	<ul style="list-style-type: none"> ▪ Time for Working Group meetings ▪ Time for meeting Primary colleagues ▪ Departmental time for moderation activities ▪ Tutor time materials
How will progress be monitored – during and following implementation?	<p>During:</p> <ul style="list-style-type: none"> ▪ Programme of observations ▪ Focus Groups <p>Thereafter:</p> <ul style="list-style-type: none"> ▪ Insight Reviews ▪ Subject uptake

Project 3	<i>Leadership: Building capacity across the school community</i>
Business Plan Link	Key priority 2
HGIOS Key area	1.1/5.9

& relevant QIs	
Improvement Targets	<ul style="list-style-type: none"> ▪ Improve leadership opportunities for staff and pupils ▪ Continued improvement in communication ▪ Planning for future Technology strategy ▪ Effective support for staff in professional learning ▪ Increased financial support for school activities ▪ Focus on school environment ▪ Charity strategy developed
What will be the impact on learners?	<ul style="list-style-type: none"> ▪ Leadership opportunities available across school at all stages, developing leadership skills ▪ Appropriate Technology strategy to meet changing needs to be developed ▪ Support for all in participation in extra curricular activities ▪ Improved school environment through pupil leadership in litter initiative
What are we going to do?	<ul style="list-style-type: none"> ▪ Continued improvement in communication ▪ Effective mentoring of probationers and students ▪ Development of new Technology strategy ▪ School fund raising ▪ Duke of Edinburgh implementation ▪ Charity work ▪ Anti- litter strategy
Timescale	<ul style="list-style-type: none"> ▪ Working Groups established in August 2015 and duties allocated ▪ Fund raising event in September 2015 ▪ Pupil involvement through Pupil Council form September 2015 ▪ Charity events throughout session
Who will be	

involved?	<ul style="list-style-type: none"> ▪ AML ▪ IR ▪ FC ▪ RD ▪ AMK/GW/CM/RF/FM
Resources	<ul style="list-style-type: none"> ▪ Meeting time ▪ Access to Media ▪ Access to outside agencies/charities ▪ Time for pupil/staff activities
How will progress be monitored – during and following implementation?	<p>During:</p> <ul style="list-style-type: none"> ▪ Focus Groups (Staff and pupils) ▪ Feedback sessions with partners <p>Thereafter:</p> <ul style="list-style-type: none"> ▪ School Fund audit ▪ DOE Awards

Project 4	<i>Use of Data: effective of use of data to drive improvement</i>
Business Plan Link	Key priority 3
HGIOS Key area & relevant QIs	1.1/2.1/5.3/5.9
Improvement Targets	<ul style="list-style-type: none"> ▪ Identify key areas for improvement following detailed analysis of SQA/Prelim results/CATS, PIMs and PIEs ▪ Ensure all staff are confident in using INSIGHT/SEEMiS ▪ Implement RAFA project, analyse data and roll out as appropriate
What will be the	

<p>impact on learners?</p>	<ul style="list-style-type: none"> ▪ Pupils will benefit from informed tracking, target setting and NQ advice ▪ Improved behaviour in RAFA group leading to less disruption of classes ▪ Greater engagement through reduction in exclusion ▪ Closure of attainment gap
<p>What are we going to do?</p>	<ul style="list-style-type: none"> ▪ Analyse SQA and Prelim results in detail ▪ Develop use of SEEMiS by all staff ▪ Analyse CATS/PIMs/PIEs and Literacy/Numeracy Data in detail ▪ Implement RAFA project with focus on behaviour of small group ▪ Monitor exclusion rates
<p>Timescale</p>	<ul style="list-style-type: none"> ▪ INSIGHT analysis meetings held by end September 2015 and actions identified ▪ SEEMiS training at staff Meetings throughout sessions ▪ RAFA project to be implemented from August ▪
<p>Who will be involved?</p>	<ul style="list-style-type: none"> ▪ FCC ▪ EMD ▪ MML ▪ PTs
<p>Resources</p>	<ul style="list-style-type: none"> ▪ Access to INSIGHT data/support materials ▪ Staff time for support of RAFA group ▪ Access to SEEMiS development materials and training ▪ Access to standardised test materials and results
<p>How will progress be monitored –</p>	<p>During:</p> <ul style="list-style-type: none"> ▪ Insight review meetings ▪ RAFA project data monitoring

during and following implementation?	Thereafter: <ul style="list-style-type: none"> ▪ Prelim results/ Standardised test results throughout session ▪ Exclusion/attendance data (RAFA group)
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Section 4 – Other planned work

Maintenance Areas and further work for next session		
	Area/aspect	Activity
1.	Health and well Being	<ul style="list-style-type: none"> • Implementation of new CNES policies on Bullying and HWB (FCC) • Fit for Girls initiative (FCC) • Monthly Mile initiative (FCC) • Implementation of Food for Thought (MMK)
2.	Gaelic	<ul style="list-style-type: none"> • Planning for and delivering school based elements of PGDE course in partnership with LCC/UHI (FC; AML; mentors) • Gaelic Plan (AML; DML)