**Hope Community School**

**Improvement Plan**

**2017/18**

[](http://www.vikingnewmedia.net/hope/wp-content/uploads/2014/04/Hope_School.jpg)

**Introduction**

As a school we are committed to continuous improvement and approach our developments in a systematic way. In 2015/16 we worked with pupils, in consultation with parents, to create a vision, values and aims for the school which underpin everything we do. Following this we embarked on a broad, general self-evaluation of the school, with input from pupils and parents, which helped us determine our direction of travel for the subsequent 9 years (page 3) as well as areas which will need to be maintained and reviewed. We are clear about where we are and where we are going. Our School Improvement Plan shows how we are going to get there year after year.

**Context of the school**

Hope Community School serves the island of South Ronaldsay and aims to help provide children with skills they need for learning, life and the world of work. The current school building opened in 1990. The school is an integral part of the community and the Parent Council are actively involved in the life of the school.

The current school roll is:

Nursery/Pre School: 12

P1/2: 19

P3/4: 21

P4 – 6: 22

P6/7: 21

We have one Head Teacher (shared with Burray Primary School), one Principal Teacher, 3 class teachers (2 work a job share) and one Probationer teacher.

Our support teams consist of one part time Support for Learning Teacher, one Early Intervention Nursery Nurse, one full time Support for Learning Assistant and one part time Support for Learning Assistant.

The Nursery is staffed by an Early Years Lead Practitioner and an Early Years Practitioner.

We have a part time Clerical Assistant, part time Auxiliary and a full time Janitor.

We have specialist teachers for Art, Music and PE. The class teachers provide another hour of Physical Education each week. Selected pupils receive strings tuition every week during our allocated time. Guitar and percussion tuition are provided for selected pupils using YMI funding.

**Hope Community School Improvement Framework**

**HGIOS 4 2.2 – CURRICULUM**

**HGIOS 4 2.3 – LEARNING, TEACHING AND ASSESSMENT**

**HGIOS 4 2.4 – PERSONALISED SUPPORT**

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| **Area** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2021/22** | **2022/23** | **2023/24** | **2024/25** |
| **Focus** | Review and improve curriculum planning and architecture  Improve tracking and moderation procedures in order to support teaching and learning  Engage in broad self-evaluation exercise | Health and Wellbeing  (3 – 12)  Planning, tracking, benchmarking, monitoring, assessment and reporting  Social and emotional health | Numeracy and Maths  Enterprise Education  Dyscalculia  Down’s Syndrome  Review family learning | R.M.E.  Wider Achievement  Citizenship  A.S.D. | Social Subjects  Outdoor Learning  Learning for Sustainability  Review and moderation of Staged Intervention process with Education Service and other schools | Sciences and Technologies  ICT in Education  Review of IDL  Sensory impairment e.g. visual and hearing | Literacy and Languages  Philosophy in Education  Dyspraxia/motor skills  Dyslexia | Expressive Arts  Creativity  International Education  ADD/ADHD | Review progress within the curriculum, rationale and design  Rights Respecting School  Peer Education  Highly able children | Health and Wellbeing (3 – 12)  Review planning, tracking, benchmarking, monitoring, assessment and reporting  Collaborative/co-operative learning |
| **Local/**  **National**  **Development** | Named Person legislation, Child’s Plans and review meetings | 1 + 2 Languages | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment | 1 + 2 Languages  National Assessment |
| **Impact Review** |  |  | Health & Wellbeing | Numeracy and Maths | R.M.E.  Family Learning | Social Subjects | Sciences and Technologies | Literacy and Languages | Expressive Arts |  |
| **General/**  **Maintenance** | Vision, Values and Aims  National Improvement Framework  Self-evaluation  (broad, general audit)  HGIOS 4 | Building the Curriculum  HGIOELC  Moderation of literacy, numeracy and health and wellbeing | Building the Ambition  Moderation of literacy, numeracy and health and wellbeing | Vision, values and aims review  Moderation of literacy, numeracy and health and wellbeing | Moderation of literacy, numeracy and health and wellbeing | Moderation of literacy, numeracy and health and wellbeing | Vision, values and aims review  Moderation of literacy, numeracy and health and wellbeing | Self-evaluation (broad, general audit)  Moderation of literacy, numeracy and health and wellbeing | Moderation of literacy, numeracy and health and wellbeing |  |

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| **Priority 1: Raise attainment in numeracy and mathematics** | | | | | |
| **NIF priorities**  Improvement in attainment, specifically in reading, writing and numeracy  Closing the attainment gap between the most and least disadvantaged children  **NIF drivers**  Assessment of children’s progress | | | **HGIOS4 Quality Indicators**  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | |
| **Outcome for learners** | **Identified responsibilities** | **Implementation strategies/methods of change** | **Timescales** | **Measures of success** | **PEF (TOTAL £3600)** |
| ***Children’s attainment in numeracy and mathematics will improve***  ***Children’s confidence in their mathematical abilities will increase***  ***Children will be engaged in their learning***  ***Children will be able to assess their progress and identify the next steps in their learning***  ***Children will have increased opportunity for interventions more targeted to minimise the impact of their barrier to learning***  ***Teachers will track progress and use results to inform planning to ensure consistently good***  ***progress***  ***Teachers and support staff will have skills enhanced which will have impact on attainment*** | All staff (HT, teaching and support)  All children  Lynda Keith | Sign up to Numicon website  Invest in additional Numicon resources  Input on use of Numicon from Angela Hancock for support staff  Develop Number talks across the school from Nursery to P7  Maths input from Lynda Keith  Engage families in activities for National Maths Week  (11th – 15th September)  Moderation activities with colleagues from Burray School  Hub updates/input from KTo  Five minute boxes – invest in training for teachers and support staff to aid in delivery of maths recovery  Develop staff confidence, understanding and skill in supporting children with barriers to learning in numeracy  Sign up to sumdog.com for children to work on individually | August 2017  August 2017  1 x staff afternoon  2 x staff meetings  2 x INSET days in October  1 x staff meeting for follow up  1 x staff meetings  2 x staff meetings  2 x staff meetings  1 x staff training day | PIPS data, teacher’s CfE tracking and pupil self-assessments  Feedback from parents, children and staff  Planning which is clearly differentiated and focused  ***Assessments – New Zealand, Maths anxiety, Highland, Northern Alliance***  Moderation results  Evidence in Learning Journeys  Recordings of Number Talks  Teachers and support staff are up-skilled | £100  £1500  £250  £500  £300 |

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| **Priority 2: Raise attainment in reading** | | | | | |
| **NIF priorities**  Improvement in attainment, specifically in reading, writing and numeracy  Closing the attainment gap between the most and least disadvantaged children  **NIF drivers**  Assessment of children’s progress | | | **HGIOS4 Quality Indicators**  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | |
| **Outcome for learners** | **Identified responsibilities** | **Implementation strategies/methods of change** | **Timescales (reference WTA)** | **Measures of success** | **PEF (TOTAL £3600)** |
| ***Children’s attainment in reading will improve***  ***Children’s confidence in their reading abilities will increase***  ***Children will be engaged in their learning***  ***Children will be able to assess their progress and identify the next steps in their learning***  ***Children will have increased opportunity for interventions more targeted to minimise the impact of their barrier to learning.***  ***Teacher’s will track progress and use results to inform planning to ensure consistently good***  ***progress***  ***Teachers and support staff will have skills enhanced which will have impact on attainment*** | All staff (HT, teaching and support)  All children  Lynda Keith  Northern Alliance –  Amy McCracken | Invest in dyslexia friendly jotters  Input from Lynda Keith throughout the year  Involvement in Northern Alliance phonics project  Moderation activities with colleagues from Burray School  Involve parents – Book Week Scotland (27th November - 3rd December)  Paired/shared reading between older pupils  Invest in some reading recovery resources  Develop staff confidence, understanding and skill in supporting children with barriers to learning in literacy | August 2017  August 2017  PP attending meetings throughout the year – cover provided by Ed Dpt  1 x staff meeting  PP attending meetings throughout the year – cover provided by Ed Dpt  1 x staff meeting  1 x staff meeting  1 x staff meeting  Training as soon as possible  2 x staff meeting | PIPS data, teacher’s CfE tracking and pupil self-assessments  Feedback from parents, children and staff  Planning which is clearly differentiated and focused  ***Assessments – Northern Alliance phonological awareness***  Moderation results  Evidence in Learning Journeys  Teachers and support staff are up-skilled | £200  £250  £400 |

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| **Priority 3: Enterprise education** | | | | | |
| **NIF priorities**  Improvement in sustained school leaver destinations for all young people  **NIF drivers**  School leadership  Assessment of children’s progress | | | **HGIOS4 Quality Indicators**  3.3 Increased creativity and employability  **Career Education Standards Entitlements**   * experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities; * develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these; * develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity. | | |
| **Outcome for learners** | **Identified responsibilities** | **Implementation strategies/methods of change** | **Timescales (reference WTA)** | **Measures of success** | **PEF funding (if applicable** |
| ***Children will develop an enterprising approach to their learning***  ***Children will develop skills needed for learning***  ***Children will develop skills necessary for life***  ***Children will develop skills necessary for the world of work***  ***Children will be involved in activities which will help them meet the standards laid out in Developing the Young Workforce - Career Education Standard (3-18) (September 2015)*** | All staff (HT, teaching and support staff)  All children  Local people (parents, business owners etc) | Visits from local business owners and parents/grandparents from the school visit to talk about their world of work and career pathways  Staff to develop their understanding of enterprise education and what it entails  Enterprise project linked to topic work on farming which will culminate in a Dragon’s Den activity which parents will be invited to attend | Term 3  2 x staff meetings  Term 3 | Children involved in planning process  Children involved in organising the event  Feedback from parents, children and staff  Evidence in Learning Journeys | N/A |

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| **Priority 4:** Evaluate where we are re. family learning in preparation using a consultative approach with a view to further development in 2018/19 | | | | | |
| **NIF priorities**  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people’s health and wellbeing  **NIF drivers**  Parental involvement | | | **HGIOS4 Quality Indicators**  2.5 Family learning | | |
| **Outcome for learners** | **Identified responsibilities** | **Implementation strategies/methods of change** | **Timescales (reference WTA)** | **Measures of success** | **PEF funding (if applicable** |
| ***Children and their families***  ***will be actively engaged in***  ***their learning***  ***Children will be impacted in***  ***a positive way by having***  ***their families actively***  ***involved in their learning*** | All staff (HT, teaching and support)  Parents and carers  All children | Carry out self-evaluation of QI 2.5  Questionnaires for families to determine level of engagement and how it can be increased.  Focus group of parents invited to discuss 2.5 with HT  Determine ways we can progress with this QI (using feedback from families) before reviewing fully in 2019/20 | 2 x staff meetings  Term 3  Term 3  Term 3 | Approaches developed to engage families in learning  Families and school work together to identify and support children who have barriers to learning  Stronger home-school links are developed which improve outcomes for children  Self-evaluation results  Professional dialogue  Feedback from families  Actions taken after discussions | N/A |

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| **Priority 5:** Nursery outdoor area | | | | | |
| **HGIOELC Quality Indicators**  2.2 Curriculum | | | | | |
| **Outcome for learners** | **Identified responsibilities** | **Implementation strategies/methods of change** | **Timescales (reference WTA)** | **Measures of success** | **PEF funding (if applicable** |
| ***Children will have a stimulating and exciting outdoor space to play in***  ***Children will be able to take part in activities which help develop both gross and fine motor skills***  ***Children will be able to take part in activities which involve an element of problem solving and risk***  ***Children will have the opportunity to be outside in all weathers***  ***Children’s health and wellbeing will be improved through fresh air and physical activity*** | HT, PT and EYLP  Parents  Nursery children | Evaluate outdoor area using HGIOELCC 2.2  Create an action plan for year ahead  Involve parents and children in creating spaces  Comments book placed in foyer for parents, visitors and staff to comment on outdoor area progress | Throughout the school year  8 x HT/EYLP meetings | Outdoor area is used more frequently by children  Feedback from parents, children and staff  Observations of children at play documented in Learning Folders  Professional dialogue  Feedback from central Nursery team and Care Inspectorate | N/A |

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| **Maintenance Agenda** | | |
| **Area** | **Identified responsibilities** | **Timescales**  **(reference WTA)** |
| Review HWB programme (JIGSAW)  1 + 2 Languages – continue to embed L2 and look for opportunities for L3  National Assessments – keep abreast of developments and take action as necessary  Moderation activities with colleagues from Burray School | HT and all teaching staff  HT and all teaching staff  HT and all teaching staff  HT and teaching staff | 2 x staff meetings  2 x staff meetings  2 x staff meetings  6 x staff meetings (3 already documented in priorities 1 and 2) |

***APPENDIX 1 (6 PAGES)***

**HOPE COMMUNITY SCHOOL IMPROVEMENT FRAMEWORK**

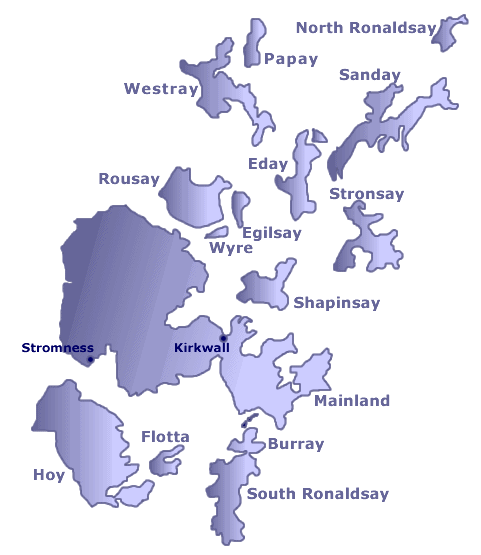






**SEP 2016**

**OUR CURRICULUM RATIONALE**



**To establish a strong sustainable community for Orkney’s future, our curriculum will provide opportunities for:**

* children and young people to become happy, healthy and resilient;
* children to become successful learners, confident individuals, effective contributors and responsible citizens;
* children to develop skills to succeed in an ever changing world.

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**We want the children at Hope Community School to:**

* be healthy, happy and resilient;
* be literate and numerate;
* experience success and achieve aspirations;
* show respect and care for others;
* take an active role in the life of the school and the wider community;
* understand Orkney’s unique location, culture and history to promote a sense of belonging;
* have an understanding and awareness of the wider world;
* develop a variety of skills to meet the demands of learning, life and work;
* have the confidence, awareness and information needed to help them make positive future life choices.

**VISIONS, VALUES AND AIMS**

**OUR VISION:**

*Good school, good work, good life*

**WE VALUE:**

Friendship

Kindness

Respect

Trust

Happiness

Sharing

Health

Learning

**OUR AIMS:**

* create a warm and welcoming school where achievement is valued and celebrated;
* provide a stimulating and engaging learning opportunities for all children which will help maximise their potential;
* provide children with opportunities to be successful learners, confident individuals, effective contributors and responsible citizens;
* support children in their learning by recognising and developing individual learning styles;
* equip children with skills they will need for life beyond school, including the world of work;
* listen to and consider all points of view.
* foster strong links with the local community and external agencies.

**What is the Hope Community School Improvement Framework?**

Our Improvement Framework aims to improve attainment and outcomes for all children in Hope School and to build on good practice already evident in our school. It will ensure that the provision in our school is constantly improving and that the children in our care are equipped with the skills they need for life, learning and the world of work. It has been created following a detailed self-evaluation exercise using the quality indicators from ‘How Good Is Our School 4’. This process included input from staff members, pupils and parents.

**What will it mean for pupils, staff members and parents?**

**Pupils will:**

* have staff members who ensure they learn, progress and are provided with the support they need;
* have the opportunity to give their views on their learning and their school;
* have opportunity to participate actively in determining next steps in their learning.

**Staff members will:**

* make judgements about children’s progress using a range of methods;
* design quality learning experiences influenced by judgements;
* actively seek to develop and enhance skills and professional knowledge.

**Parents will:**

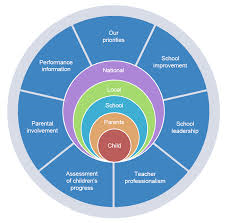
* be given information about their child’s progress throughout the year and how they can support them in their learning;
* have the opportunity to give their views on their child’s learning and their school.

**What will we use to help us in our improvements?**

The following documents and organisations will be used to help in our improvements:

* Curriculum for Excellence
* How Good Is Our School 4?
* How Good Is Our Early Learning and Childcare?
* The National Improvement Framework
* Education Scotland
* The General Teaching Council (Scotland)
* Orkney Islands Council
* NHS
* Partner agencies
* Stakeholders

**National Improvement Framework**



**(From The National Improvement Framework Pg 7)**

We believe that children must be central to our Improvement Framework and we adhere to the drivers of improvement set out in the National Improvement Framework, linked directly to the quality assurance frameworks of ‘How Good is Our School 4 and ‘How Good is Our Early Learning and Childcare’:

**School Leadership**

(HGIOS 4 QI 1.1 – 1.5 Self-evaluation for self-improvement, Leadership of learning, Leadership of change, Leadership and management of staff and Management of resources to promote equality)

**School Improvement**

**Teacher Professionalism**

**Assessment of Children’s Progress**

**Parental Involvement**

(HGIOS 4 QI 2.1 – 2.7 Safeguarding and child protection, Curriculum, Teaching, learning and assessment, Personalised support, Family learning, Transitions and Partenerships)

**Performance Information**

(HGIOS 4 QI 3.1 – 3.3 Ensuring wellbeing, equality and inclusion, Raising attainment and achievement and Increasing creativity and employability)

**SCHOOL LEADERSHIP**

* engage with the Framework for Educational Leadership when it becomes available in 2017;
* continue to provide opportunities for staff members to be involved in leadership within the school;
* determine clear definitions for leadership responsibilities for all;
* ensure everyone in the wider school community is involved in the school improvement process.

**SCHOOL IMPROVEMENT**

* regular broad and cyclical self-evaluation using the quality indicators in ‘How Good Is Our School 4’ and ‘How Good Is Our Early Learning and Childcare’;
* write annual School Improvement Plans linked to the National Improvement Framework and school seven year improvement overview;
* report annually on attainment using summative and standardised assessment data;
* regularly analyse attainment over time using standardised methods and moderated teacher judgement.

**TEACHER/STAFF PROFESSIONALISM**

* engage in professional learning activities provided locally, nationally and as determined by the individual’s personal action plan and the service and school’s improvement agenda;
* keep records of professional learning on the GTCS Professional Update site;
* set annual targets/goals during Professional Review and Development meetings.

**ASSESSMENT OF CHILDREN’S PROGRESS**

* engage with standardised assessments when they are introduced in 2017;
* continue use of standardised assessments to monitor and track children’s progress over time to identify next steps;
* keep robust records of progress in pathways of learning which will be discussed regularly with children.

**PARENTAL INVOLVEMENT**

* engage parents in annual self-evaluation programme about the life and work of the school and the school improvement agenda;
* ensure parents have opportunities to be involved in life and work of the school;
* engage with work of Parent Council;
* support families as they learn together.

**PERFORMANCE INFORMATION**

* produce annual Standards and Quality Report to report on school improvements;
* continue to use self-evaluation exercises to identify areas of strength and areas of development;
* report performance information to parents, wider school community and Education Service Management team.

***APPENDIX 2 (1 PAGE)***

Hope Community School Working Time Agreement 2017/18

|  |  |  |
| --- | --- | --- |
| Activity | Time Allocation (hrs) | On-site? |
| Class contact time  Teaching | 22.5 | Yes |
| Personal time (mainly classroom prep) | 7.5 | Yes |
| Totals | 30 |  |
| Remaining time | **195** hours (5 hrs x 39 wks) |  |
| Activity | Time Allocation (hrs) | On-site? |
| Staff meetings (including curriculum development, moderation sessions and administration) | 32 x 1.25 = 40 | Yes |
| Learning Journeys | 20 | Not always |
| Assessing and evaluating | 18 | Not always |
| Tracking progress | 18 | Not always |
| Forward planning | 30 | Not always |
| Consultation/ collegiate working | 15 | Yes |
| Communication with parents including parents evenings, letters, additional meetings | 15 | Not always |
| PRD/CPD planning meeting | 2 | Yes |
| School trips/ excursions planning, preparation and risk assessing | 12 | Not always |
| School performances | 10 | Yes |
| Flexibility, including after school activities | 15.5 | Not Always |
| Total Allocated | 195 |  |

Agreed and Signed:

Head Teacher

Teacher