



School Improvement Plan 2018-19

Eyemouth High School

INTRODUCTION - School Improvement Planning 2018/19

National Improvement Framework

The four key priorities of the NIF are:

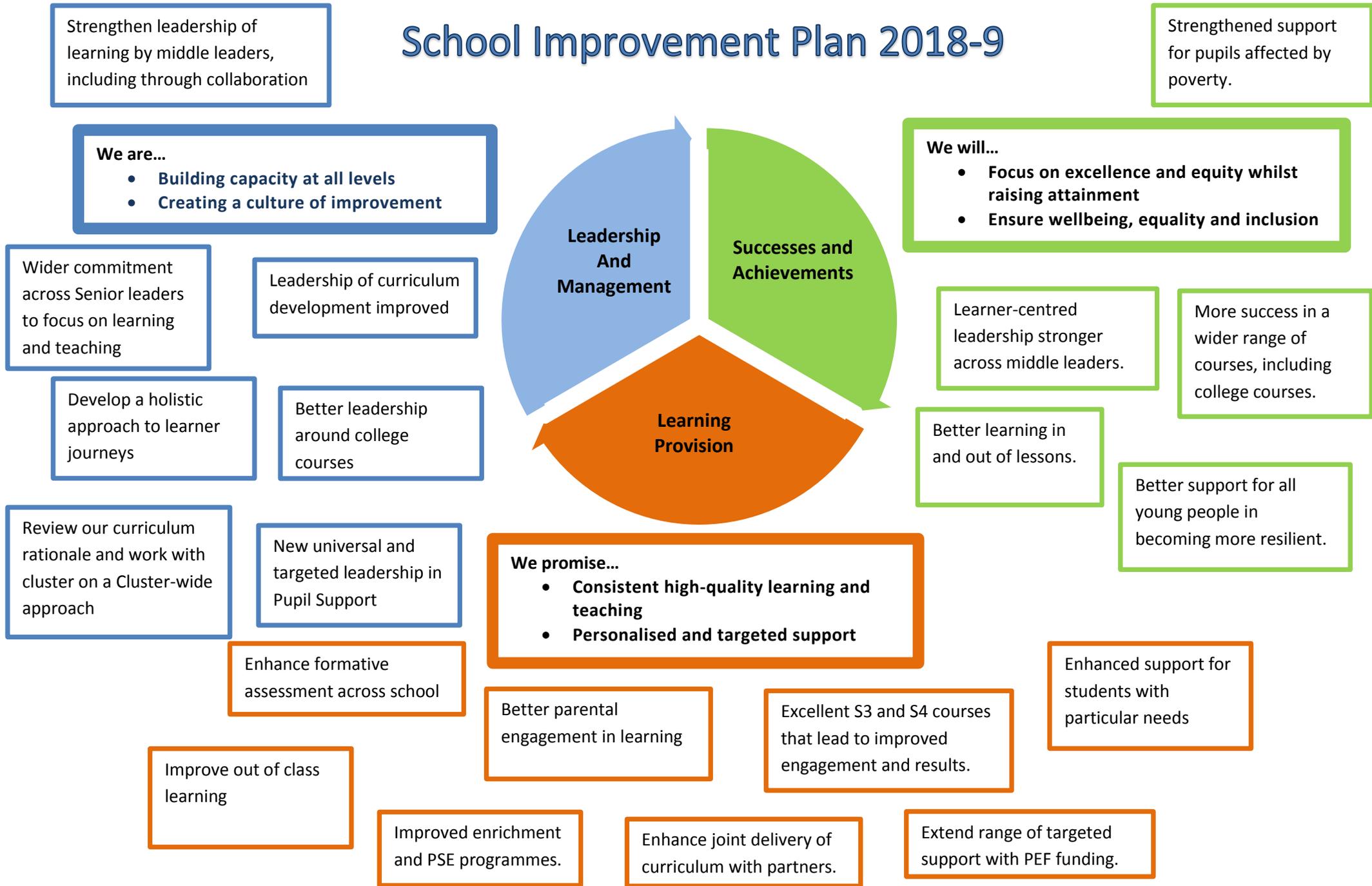
- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

School Improvement Plan 2018-9



Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2017-18 SIR	2018-19 SIP
Key Strengths	Key Areas for Improvement
<ul style="list-style-type: none">• We continue our strong focus on improving learning and teaching, with systems in place that support professional learning that is collaborative, reflective, targeted and effective in improving pupils’ learning experiences.• We have renewed our school vision values and aims, reflecting the warm and inclusive environment here which is underpinned by supportive relationships. This is recognised by staff, pupils, parents and partners.• The school is increasingly effective in enabling young people achieve positive outcomes, with an increasing range of subjects and pathways.	<ul style="list-style-type: none">• Continue to improve the quality of teaching and learning across the school.• Maximise attainment for all through embedding our curriculum changes effectively.• Align our universal and targeted resources to achieve the best possible outcomes for all our learners.

EHS Priority 1: Continue to improve the quality of teaching and learning across the school.

<i>What is your self-evaluation telling you in relation to this priority?</i>	LEADERSHIP & MANAGEMENT	LEARNING PROVISION	SUCSESSES & ACHIEVEMENT	IMPACT OF IMPROVEMENT
<p>Teaching and learning across the school is 'good' and continues to improve.</p> <p>In-school systems and activities (self-evaluation, professional learning, quality assurance and improvement planning) are making a positive impact on teaching and learning in classrooms.</p> <p>Leadership of teaching and learning improvement at senior and middle levels is good.</p> <p>Our professional learning culture is good and continues to develop.</p> <p>Time and competing priorities remain barriers to the pace of improvement.</p>	<p><i>What aspects need to improve in order to develop this priority?</i></p> <p>Consistency of approach to leading teaching and learning improvement in the Middle Leadership Team.</p> <p>Collaboration in the middle leadership team.</p> <p>Shared understanding of what constitutes very good teaching and learning across the Extended Leadership Team.</p> <p>Commitment across the Senior Leadership Team to focusing on teaching and learning improvement (including steam-lining competing priorities).</p>	<p><i>What aspects need to improve in order to develop this priority?</i></p> <p>Formative assessment:</p> <ul style="list-style-type: none">• Ensuring students know what they are meant to be learning (LET 1 & 2);• Finding out what students have learned (LET 3, 9, 12 & 20);• Providing feedback that improves student learning (LET 10);• Having students help each other learn (LET 9 & 11);• Developing students' ability to monitor and assess their own learning (LET 12 & 19). <p>Out-of-class learning and support.</p> <p>Parental engagement in student learning.</p>	<p><i>How outcomes will be improved through the development of leadership and learning.</i></p> <p>Learning-centred leadership will be stronger across the Extended Leadership Team.</p> <p>Teaching and learning in lessons will be improved as a result of improved leadership.</p> <p>Student learning out-with lessons, including through the support of parents, will be improved.</p>	<p><i>Publish in 2018-19 SIR, with reference to NIF priorities.</i></p> <p>Leadership improvement (NIF 1).</p> <p>Attainment improvement (NIF 2).</p>

Priority	HGIOS?4 QIs	Whole-school priority area(s)	<i>Intended outcome: What, specifically, are you aiming to achieve within this priority?</i>		
1	1.1, 1.2, 1.3, 1.4, 2.3	Teaching and learning	Continue to improve the quality of teaching and learning across the school.		
Process				Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>The impact made to date and how we know.</i>	Date reviewed	
1.	<p>What are we going to do? Improve teaching and learning in lessons, with a particular focus on formative assessment (LET 1-3, 9, 10, 11, 12, 19&20).</p> <p>By formative assessment, we mean:</p> <ul style="list-style-type: none"> Ensuring students know what they are meant to be learning (LET 1 & 2); Finding out what students have learned (LET 3, 9, 12 & 20); Providing feedback that improves student learning (LET 10); Having students help each other learn (LET 9 & 11); Developing students' ability to monitor and assess their own learning (LET 12 & 19). <p>Teachers should think about formative assessment in terms of taking place at the following points:</p> <ul style="list-style-type: none"> Minute-by-minute e.g. via questioning, show-me boards and 'active assessment' methodologies, such as true/false statements, odd-ones-out and deliberate mistakes; Lesson-by-lesson e.g. via show-me boards, traffic-light colours and exit passes; Week-by-week e.g. via in-class quizzes and homework; 	BR LTIG SMT PT T&L	May 2019	<ul style="list-style-type: none"> Student ratings on Learning Surveys From focus group discussions Through informal and formal observations Reflected in Departmental self-evaluation across a range of measures. Tied into improved examination results. 	

	<ul style="list-style-type: none"> • Topic-by-topic e.g. via end of topic assessments and examinations (including Prelims), used formatively. 				
	<p>Why we need to do it. In the 2017-18 session, we have self-evaluated that, in general and measured against the relevant QI in HGIOS?4, the quality of teaching and learning in the school is ‘good’. We are now aiming to improve this so that it become ‘very good’. This is in keeping with our continuous improvement mind-set.</p> <p>There is a consistency in educational research* that it is through a focus on high quality formative assessment that we will see improvements in attainment for all and a narrowing of the attainment gap.</p> <p>*John Hattie effect size research; Dylan Wiliam (e.g. Creating The Schools Our Children Need); Education Endowment Foundation.</p>				
2.	<p>What are we going to do? Improve student learning out-with lessons <i>e.g. via Knowledge Organisers, homework, independent study and flipped learning.</i></p> <p><u>Knowledge Organisers</u></p> <ul style="list-style-type: none"> • Knowledge Organisers should be developed for all courses, S1-6. • For S1-3 courses, these should be informed by national Benchmarks; • For S4-6 courses, these should be informed by SQA Course Specifications. • There should be staff, student and parent training on how to make best use of Knowledge Organisers, e.g. for self-quizzing. <p><u>Homework</u></p>	BR PTs	May 2019	<p>We will see improvement through the following:</p> <ul style="list-style-type: none"> • Knowledge organisers in place. • Evidence in students planners about homework. • Parent and Student ratings on Learning Surveys • From focus group discussions • Through informal and formal observations • Reflected in Departmental self-evaluation across a range of measures. <p>Tied into improved examination</p>	

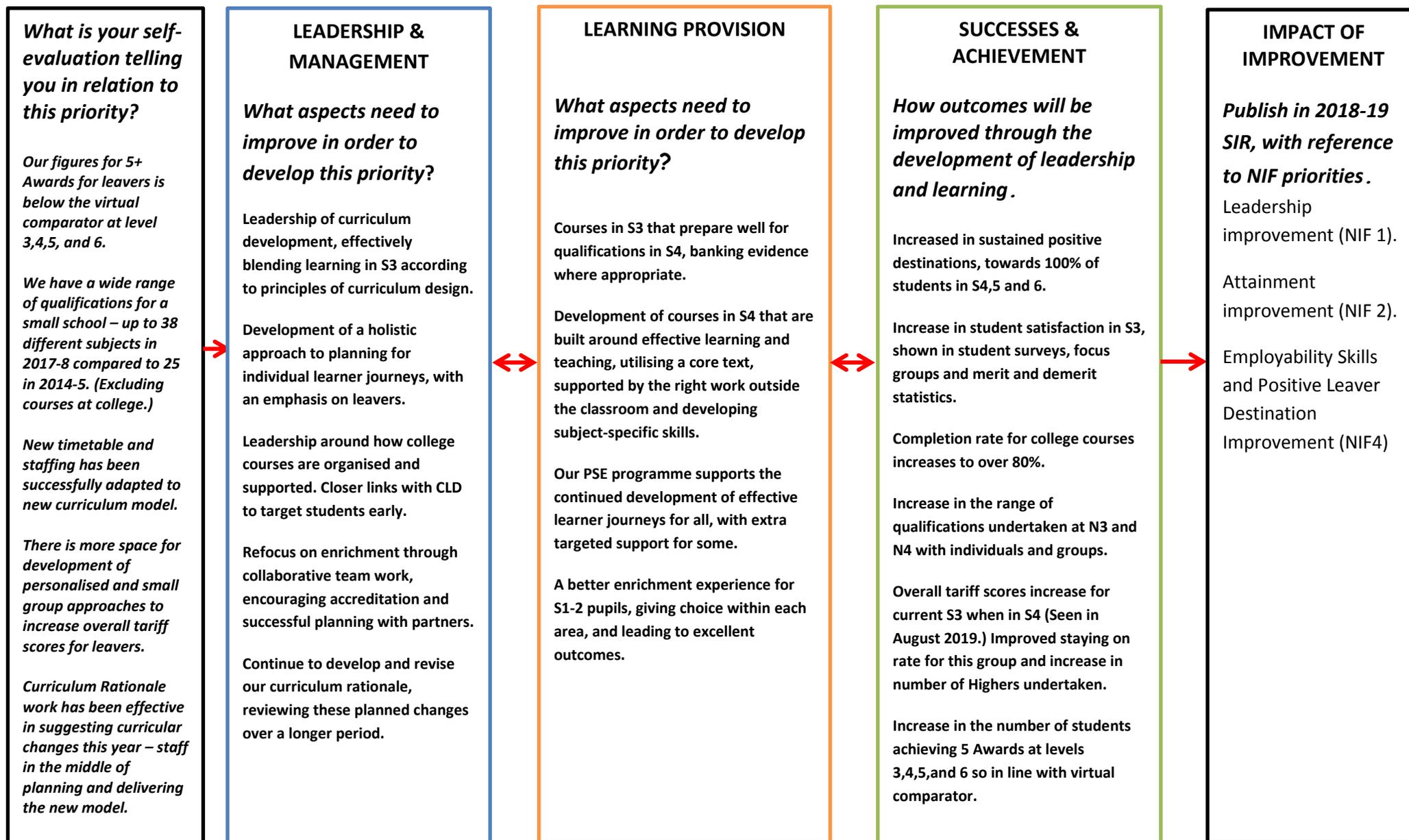
<ul style="list-style-type: none"> • All faculties should have in place a clear homework policy for all courses (which they may wish to refer to as “home learning”). • Student Planners should evidence homework that is being set for all courses. • The percentage of students who report that they rarely or never get homework should fall below 10% for all faculties and across all year groups. <p><u>Independent study</u></p> <ul style="list-style-type: none"> • No senior student should be seen socialising during the timetabled day. • All faculties should have in place systems for out-of-class support for all students. These will be communicated with students and parents via student Planners and the school website. <p><u>Flipped learning</u></p> <ul style="list-style-type: none"> • Faculties should be encouraged to trial this approach, guided by research on this area and examples from other schools. Preferably, impact will be reported via a Practitioner Enquiry approach. 			results.	
<p>Why we need to do it.</p> <p>In a 2017-18 S1-3 survey, of 200 respondents, 47% said that they rarely or hardly ever get homework.</p> <p>Educational research* indicates that homework – particularly in secondary education – has a relatively high effect size.</p>				

	<p>Observations of student behaviours around the school (particularly senior students) and anecdotal feedback from staff indicates that students could improve their learning out-with class time.</p> <p>*John Hattie effect size research; Education Endowment Foundation.</p>				
3.	<p>What are we going to do? Improve parental engagement in student learning. By parental engagement in learning, we mean:</p> <ul style="list-style-type: none"> • How we communicate key information about our curriculum and assessment; • How we communicate student progress, including concerns about progress; • How we support parents to support and encourage student learning at home. <p>Strategies to achieve this will include via:</p> <ul style="list-style-type: none"> • Re-designed student Planners; • Course information via a new school website; • <i>Assessment Calendars</i> for all courses. 	<p>BR</p> <p>PTs</p> <p>Parent Council</p>	<p>May 2019</p>	<p>We will see improvement through the following:</p> <ul style="list-style-type: none"> • Parental feedback in Surveys and Focus Group activity. • Production of materials and feedback about them. 	
	<p>Why we need to do it.</p> <p>Improving parental engagement in learning is a local and national priority.</p>				
4.	<p>What are we going to do? Further develop our collaborative self-evaluation and professional learning cultures.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Engaging with <i>How Good Is OUR School?</i>; • Encouraging staff use of Practitioner Enquiry; 	<p>BR</p> <p>LTIG</p> <p>SMT</p>	<p>May 2019</p>	<ul style="list-style-type: none"> • Figures around staff engagement in professional learning. • Improvements shown through self-evaluation tools, for example the <i>Learning Centred</i> 	

	<ul style="list-style-type: none"> • An increased focus on Learning Rounds; • A rolling in-house teacher workshop programme. 			<p><i>toolkit.</i></p> <ul style="list-style-type: none"> • Engagement in Practitioner Enquiry and the associated impacts on student learning. 	
	<p>Why we need to do it.</p> <p>Our culture of self-evaluation and professional learning - supported by the Learning and Teaching Improvement Group and resources such as the <i>Lesson Evaluation Toolkit</i>, <i>Professional Learning Plans</i>, <i>Learning and Teaching Calendars</i> and <i>Learning-Centred Leadership Toolkits</i> – is becoming increasingly strong.</p> <p>A next step is to engage with the newly produced <i>How Good Is OUR School?</i> document (for students), so that the student voice in teaching and learning improvement is strengthened.</p> <p><u>Practitioner Enquiry</u> is being used successfully in schools across Scotland as a means to evaluate impact of activities on outcomes and experiences of students. Building Practitioner Enquiry into the work practices of staff in Eyemouth High School will further strengthen our cultures of self-evaluation and professional learning.</p> <p>The Learning and Teaching Improvement Group has recently discussed our arrangements for teachers observing each other and believe that, based on participation data and feedback from staff, an increased focus on <u>Learning Rounds</u> offers a good way to engage teachers in peer observation.</p>				
5.	<p>What are we going to do?</p> <p>Continue to improve middle and senior leadership of teaching and learning improvement, including via:</p> <ul style="list-style-type: none"> • Sharing of practice and increasing collaboration between faculties (e.g. minutes of meetings, action plans, joint- 			<ul style="list-style-type: none"> • Records around observations • Focus group and PT 1-2-1 Meetings • Engagement with key 	

	<p>faculty meetings and joint-lesson observations);</p> <ul style="list-style-type: none"> • Use of resources such as <i>Learning and Teaching Calendars</i> and <i>Learning-Centred Leadership Toolkits</i>; • Engagement with <i>Leadership Matters</i> by Andy Buck, additional professional reading and discussion; • Use of the Leadership Matters website, including as a 360 evaluation tool; • Joint lesson observations. 			<p>resources.</p> <ul style="list-style-type: none"> • Use of the 360 tool and feedback about it. • Greater engagement in observations and subsequent discussions, e.g. Learning Rounds. 	
	<p>Why we need to do it.</p> <p>Improving leadership is <i>National Improvement Framework</i> driver.</p> <p>We have made significant progress in the past 12 months in developing a collaborative culture in the Extended Leadership Team. The strategies identified in this plan are designed to further strength this culture.</p>				

Priority 2: Maximise attainment for all through **embedding our curriculum changes** effectively.

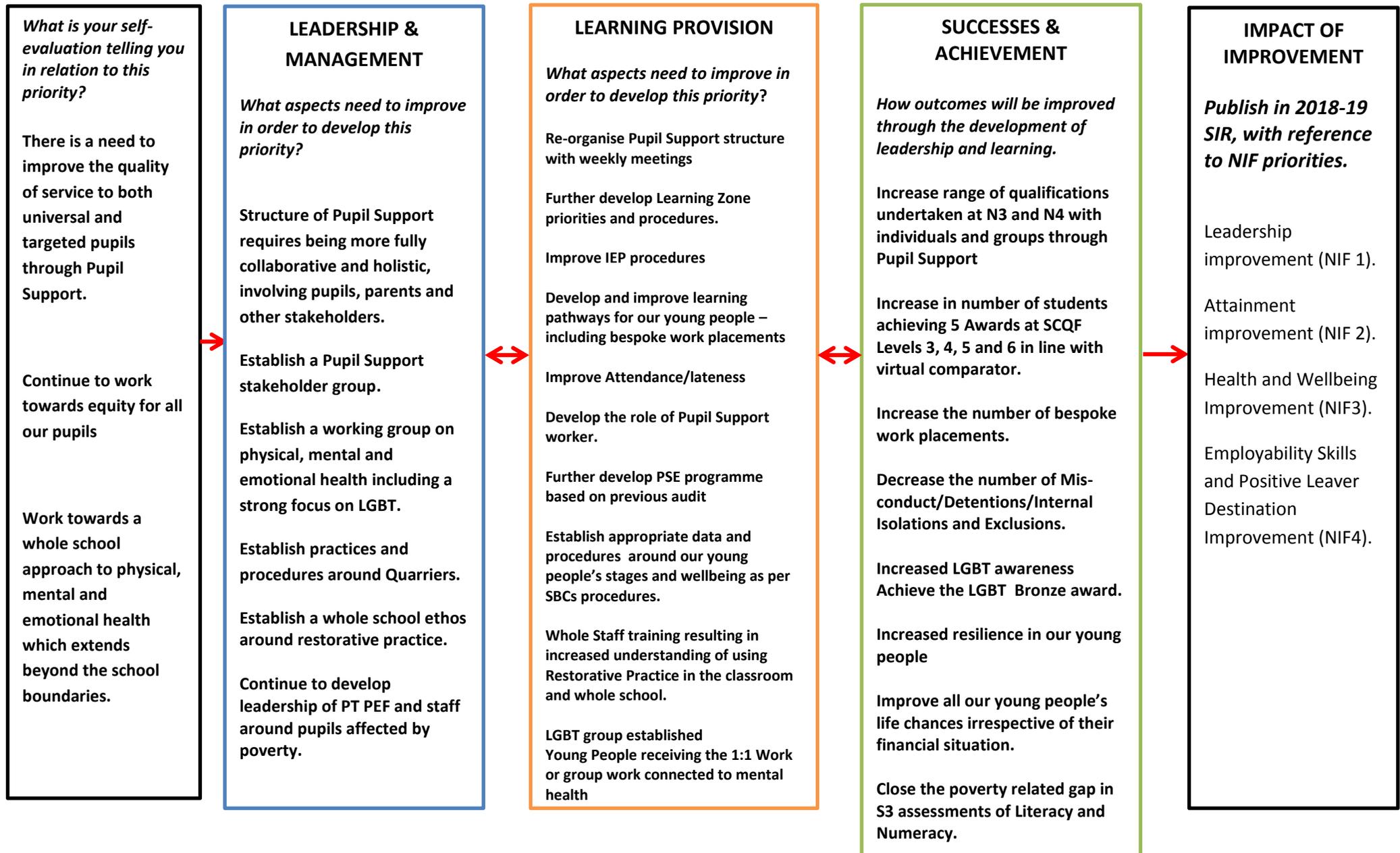


Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>		
2	1.1 1.2 1.3 2.2 2.3 3.2	School Leadership, School Improvement, Children's Progress.	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.	Maximise attainment for all through embedding our curriculum changes effectively.		
Process				Progress Tracker		
No. (Add/delete stages as necessary)			Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do.		SMT PTs Curriculum PT Additional Needs PTs Pastoral Teachers Pupils	Ongoing through the year	We can measure pupil feedback through our established BGE and Senior Surveys, combined with focus groups. We would want to see an increase in pupil satisfaction over a range of measures.	
	Why we need to do it.				We see evidence of the development of knowledge organisers and curricular frameworks across the range of subjects (see L and T plan.)	
	<ul style="list-style-type: none"> Fully embed the curriculum changes we have made to S3 and S4 courses. Monitor carefully how students are progressing and take appropriate action where issues arise. 				Pupils' choices from S3 to S4 are straightforward and fit well into the S4-6 curriculum.	
	<ul style="list-style-type: none"> We are in the middle of major restructuring of courses, blending S3 learning into an increase in courses in S4. We need to consider these courses carefully and evaluate their impact as we go through. 				Pupils are banking their learning in S3, and able to provide evidence which can be used later on in S4 if appropriate.	

2	<p>What we are going to do.</p> <ul style="list-style-type: none"> College courses – we are going to strengthen our ties with Borders College, exploring new ways of working together and supporting students involved in college courses. CLD will support this process. 	<p>RC/SMT Borders College Mark smith - CLD</p>	<p>Enhanced support in August/September.</p> <p>Regular reviews through the year.</p> <p>Ongoing communication with college.</p>	<p>After an initial period of induction, our engagement rate will remain high for students studying with Borders College.</p> <p>The Psychology project will run successfully, with students engaged and enjoying their learning (shown in student surveys).</p> <p>Success is reflected in data from leavers going on to progress at Borders College.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> Our drop-out rate from college courses is high, and we need to reduce this. Engagement which includes three hours of travel is challenging, and we need to support students in their learning. We need to develop new digital solutions, e.g. the new Psychology course delivered digitally here. 				
3	<p>What we are going to do.</p> <ul style="list-style-type: none"> We will streamline enrichment to S1 and S2. We will create four focussed teams, each with a co-ordinator. We will monitor carefully the quality of learning and teaching going on. 	<p>RC Co-ordinators of enrichment Enrichment staff Key Partners</p>	<p>Ongoing planning, development and delivery through the year.</p> <p>Regular evaluation activities.</p>	<p>Student evaluations will be high around the enrichment courses.</p> <p>There will be regular meetings to discuss the different aspects and how they are progressing.</p> <p>We will develop ways of accrediting students' learning, be that through school certification, or using various awards.</p> <p>We will celebrate success through social media and other media channels.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> Our self-evaluation tells us that enrichment has been very successful in some areas, and we want to build on successful strategies that we have developed. 				
4	<p>What we are going to do.</p> <ul style="list-style-type: none"> The background information surrounding our curriculum rationale will be updated, and this will inform new developments over the next 3 years. We will work with the cluster to develop a cluster curriculum rationale alongside a set of 	<p>RC/SMT Cluster Heads CLD Key partners/ stakeholders</p>	<p>August to October – Curriculum Rational work</p> <p>November</p>	<p>Ann updated curriculum rationale will be in place, reflecting changes in our area.</p> <p>Our cluster will develop and communicate their Vision, Values and Aims across the local community.</p> <p>Plans will be in place for further development based on</p>	

	cluster vision, values and aims. (see Cluster plan)		to April – Work on Vision, Values and Aims.	this work.	
	Why we need to do it. <ul style="list-style-type: none"> • Our curriculum rationale was completed in 2016, and will need to be updated with the latest information about Eastern Berwickshire. • Cluster schools need to examine data and work together to establish what is unique about our offer. 				

Priority 3: Align our universal and targeted resources to achieve the best possible outcomes for all our learners.

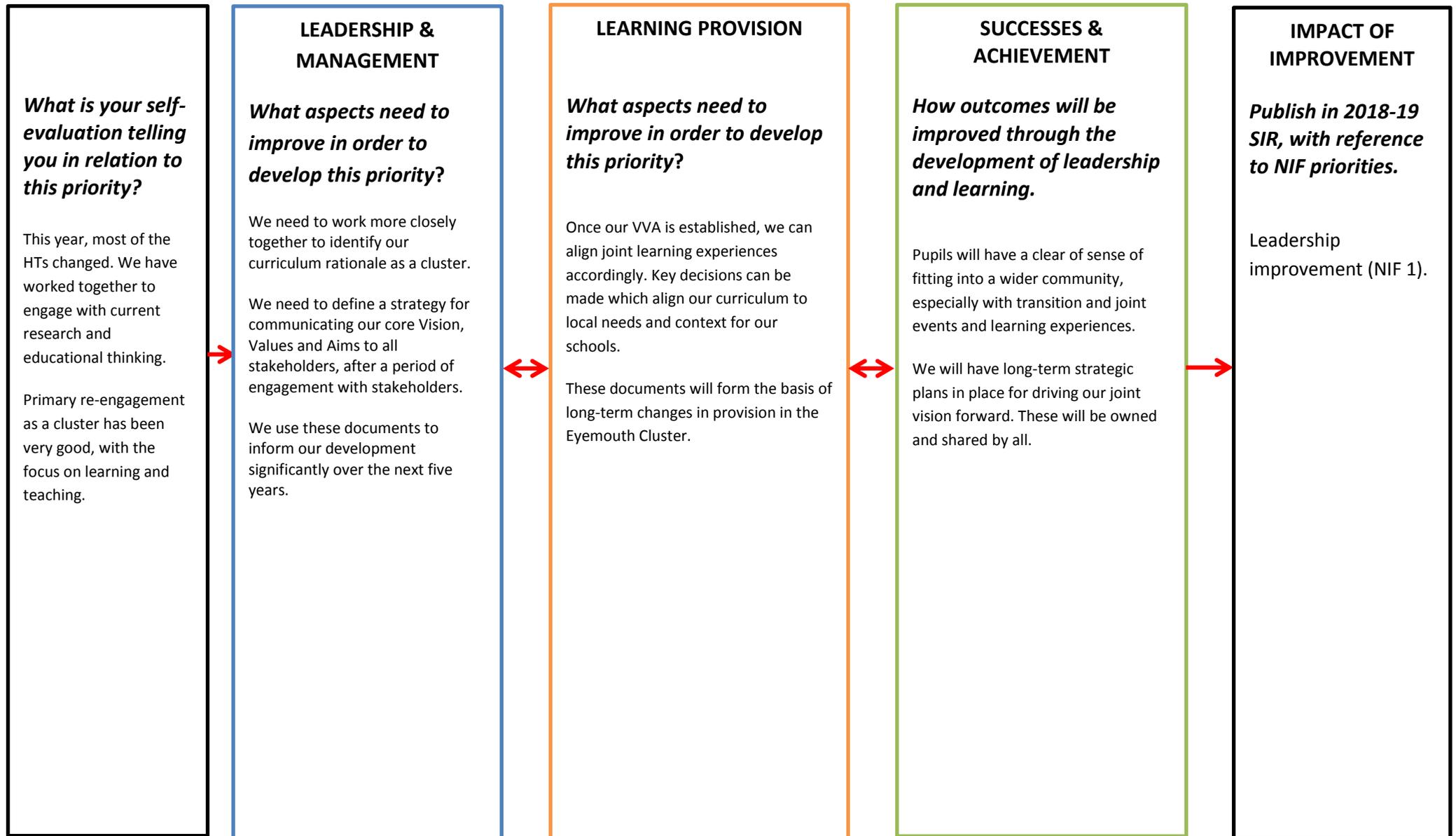


Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
3	2.7, 3.1, 3.2	School Leadership, School Improvement, Children's Progress.		Align our universal and targeted resources to achieve the best possible outcomes for all our learners.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. <ul style="list-style-type: none"> Structure of Pupil Support to become collaborative and holistic Establish a pupil support collegiate group that includes all stakeholders, including our PT Pupil Equity. (PEF) 	Guidance staff, SFL staff, Behaviour support staff, DHT's, Parent council. Pt PEF Group established	Ongoing development For completion end of session 2019	<ul style="list-style-type: none"> Staff report that there are fewer issues unattended by Pupil Support More pupils achieving the target of 5 plus awards at levels 3, 4, 5, and 6. PSE program better meeting the needs of all Improvements in lateness and attendance Appropriate data (as per SBC procedures) provides the information needed to support interventions. We see the effects of targeted support on the range of measures around the progress of young people affected by poverty. (PEF) 	
	Why we need to do it. <ul style="list-style-type: none"> Evidence suggests that a fully integrated pupil support structure best serves the needs of all young people by shifting the focus from those with a high level of need to all pupils – HMIE inspection reports of pupil support Changes in structure require an evaluation which reflects all users. Provide a high level of support for some – with a particular focus on those affected by poverty. (PEF) 		Oct 2018		

2	<p>What we are going to do.</p> <ul style="list-style-type: none"> Establish a whole school ethos around Restorative Practice. Key staff trained. All staff appropriately trained in the use of Restorative Practices through departmental ownership of the principals involved. 	<p>Kirsten McSwan, Colin Borthwick, DHT (pastoral), all Guidance staff, PT Faculty</p>	<p>December 2018</p>	<ul style="list-style-type: none"> Restorative practice becomes the “norm” in everyday interactions with pupils. This monitored by formal and informal observation. Decrease in the number of discipline measures. We see this restorative approach having a more significant impact on the on the range of measures around the progress of young people affected by poverty. (PEF) 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> Restorative practice is a well-established mechanism for increasing engagement by young people. 				
3	<p>What we are going to do.</p> <ul style="list-style-type: none"> Work towards a whole school approach to physical, mental and emotional health which extends beyond the school boundaries. Establish a working group for overall health and Wellbeing. Provide a short term focus on LGBT issues which extends into everyday practice. Establish strong links with Quarriers. Complete “Growing in Confidence” Training for Staff, Pupils and Parents. 	<p>Laura Feeney, Andrea Thacker, CLD, Quarriers, Pupil Support, DHT (Pastoral)</p>	<p>Ongoing development For completion end of session 2019</p>	<ul style="list-style-type: none"> Uptake by Quarriers through self-referrals and pupil support structure are sustained. Working group producing whole school initiatives that are accepted and put into action. Reduction in reports of issues around LGBT Achieve LGBT Bronze Award We record how young people affected by poverty and poor mental health are supported and improve. (PEF) 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> Health and Wellbeing is an identified responsibility for all schools. By addressing these issues it has been shown that overall achievement and attainment can be improved. Young people affected by poverty are more likely to suffer from poorer mental health. EF) 				

4	<p>What we are going to do.</p> <ul style="list-style-type: none"> • Improve the provision of individualised learning. • Pupil Support to provide consultative role in prescribing the needs for all those who require an individualised curriculum as well as providing the necessary support to young people to achieve this. 	All staff	Ongoing development For completion end of session 2019	<ul style="list-style-type: none"> • Increase the range of qualifications undertaken and achieved at Nat 3,4. • Increased number of bespoke work placements • Pathways to attainment clearly prescribed by all departments and pupils understand these. • IEP's in place for those who require them. • We record the benefits of individualised learning on those who are affected by poverty. (PEF) 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • To allow all pupils regardless of needs to fulfil their full potential. • Young people affected by poverty are much more likely to need a personalised approach. (PEF) 				
5	<p>What we are going to do.</p> <ul style="list-style-type: none"> • Continue to support young people affected by poverty through the leadership of our PT PEF. • Identify a range of measures and monitor the progress of this group carefully. • Match the improved provision above to individuals. • Support includes – free breakfasts, literacy approaches, shared reading, numeracy support, EBD support, improving mental health support, poverty proofing, improving learning and teaching, small group counselling and more. A full plan is in place. 	All staff	Ongoing development For completion end of session 2019	<ul style="list-style-type: none"> • Identify progress across a range of measure for these young people. • Staff are confident in identifying and putting into place successful strategies that help those affected by poverty to begin to thrive. • Attainment of this group in the BGE is carefully monitored, especially in literacy and numeracy. • In S3, the gap in performance was as follows: <ul style="list-style-type: none"> ○ Level 4 – Literacy 31.7%, Numeracy 21.4% ○ Level 3+ - Literacy 10.9%, Numeracy 41.7% ○ We would want to see these percentage gap significantly reduce. 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • Young people affected by poverty need a personal approach that best uses the extra resources available. 				

Cluster Priority 1: Establish a clear Vision, Values and Aims for the Eyemouth Cluster.



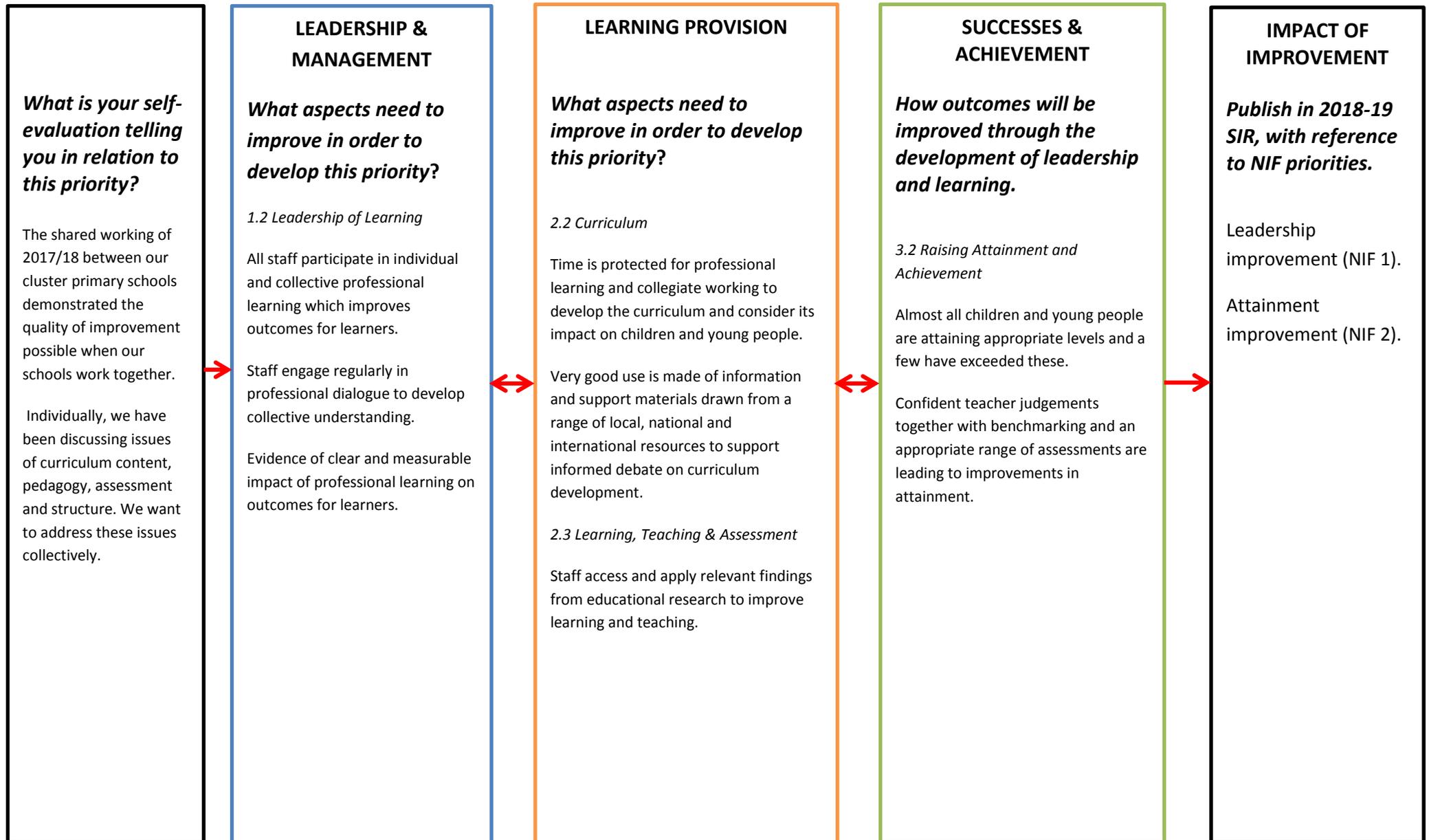
Action Planner

2018/19

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
1	1.1, 2.2, 2.7, 3.2	School leadership, School Improvement	1,2,3,4	We aim to improve our leadership by developing joint vision, values and aims as a cluster which will impact our community in the long term. From this work will come from key strategic and systems-level decisions which will lead to improved outcomes for all our young people across a range of measures.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Conduct exploration and research into key local issues and priorities. Engage with stakeholders and produce a joint curriculum rationale at a cluster level . Consider what this has to tell us concerning our joint vision, values and aims. We will meet to discuss the needs of the most vulnerable and implications for our curriculum. We will agree on the purposes of our curriculum.	Local planning partnership Parent Councils Key community and teaching staff Those working with vulnerable families. Pupils	Term 1 – August to October		
	Why we need to do it. We need to have a joint understanding of our context, job market, strengths and challenges as a community. This will inform how we can best meet the needs of the young people we educate. Writing this together is key to ensuring buy in from everybody.				

2	What we are going to do. Agree on our joint vision, values and aims . Ensure that we have a good strategy for communicating our ideas widely and effectively. Once in place, use our curriculum rationale and joint vision, values and aims to map out a five-year plan for our cluster working.	Local planning partnership	Term 2/3 – November to March.		
	Why we need to do it. Having a joint vision will give focus to our ongoing plans, a sense of community identity and help us to plan effectively for significant changes in the future.	Parent Councils Key community and teaching staff Pupils			

Cluster Priority 2: Developing our shared curriculum – purpose and powerful knowledge



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
1	1.2, 2.2, 2.3, 3.2	ii iv	1	Using our work on a joint curriculum rationale, we will work together to explore 'powerful knowledge' for each curricular area, agreeing broad curricular frameworks to focus on content that really matters. We will then be able to consider 'powerful pedagogies' and joint assessment tasks in 2019-20.	
Process			Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	<p>What we are going to do. Working collegiately, we are going to explore the concept of 'powerful knowledge' for each curricular subject, which will enable us to focus learning and teaching time on knowledge that we collectively prioritise. This will be expressed through agreed curricular frameworks, which will also reference the benchmarks.</p>	<p>All cluster teaching staff / SLT</p> <p>Curriculum subject groups (across sectors)</p>	<p>By May 2019 for key areas.</p> <p>Share other areas by December 2020.</p>	<p>For some curriculum subjects, we will have agreed the 'powerful knowledge' at Early, First, Second and Third Level. We will focus on Science, Numeracy and Literacy in particular jointly, using cluster resources to support developments.</p> <p>We will work on the other curricular areas at first in Secondary at Second and Third level, before working with Primary colleagues later on.</p>	
	<p>Why we need to do it. According to research, ensuring we expose our pupils to 'powerful knowledge' is essential in terms of equity and excellence. By agreeing the 'priority knowledge', we will be able to focus valuable learning time on content that really matters.</p> <p>Core text: 'Powerful knowledge'</p>				

2	<p>What we are going to do. Working collegiately, we are going to explore ‘powerful pedagogies’ – that is the pedagogical approaches that have the biggest impact on attainment. It is accepted that pedagogical approaches differ according to the age and stage of the pupils.</p>	<p>All cluster teaching staff / SLT</p> <p>Stage groups</p>	<p>By December 2019</p>	<p>We will have identified ‘powerful pedagogies’ that have the biggest impact on pupil attainment, appropriate to the age and stage of the learner. Our teachers begin to employ these approaches as part of their practice.</p>	
	<p>Why we need to do it. Research clearly states that certain pedagogical approaches, when delivered correctly, have a marked impact on attainment compared to other approaches.</p> <p>Core text: Nine pedagogical practices</p>				
3	<p>What we are going to do. Working collegiately, we are going to design a security task for an agreed curriculum component (Literacy and Numeracy) to help assess pupil attainment against the Benchmarks. We will then administer these security tasks and moderate the outcomes.</p>	<p>All cluster teaching staff / SLT</p> <p>Curriculum groups</p>	<p>By April 2020</p>	<p>We will have designed and administered agreed assessment tasks, the outcomes of which will facilitate cluster level moderation of Literacy and Numeracy.</p>	
	<p>Why we need to do it. We know that we need to improve our school and cluster level assessment and moderation practices. These tasks will enable us to moderate pupil learning.</p>				

HGIOS 4 Overview Cycle

This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle

Quality indicators from <i>How good is our school 4?</i>			Tick		
Key Aspects	Quality Indicator	Themes	2018/19	2019/20	2020/21
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data which ensure impact on learners 			
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children and young people leading learning 			
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement and implementation of change 			
	1.4 Leadership and management of staff	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional staff team : staff wellbeing and pastoral support 			
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 			
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 			
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale, design and development of the curriculum Learning pathways including skills for learning, life and work 			
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of teaching : effective use of assessment: planning, tracking and monitoring 			
	2.4 Personalised learning	<ul style="list-style-type: none"> Universal and targeted support Removal of potential barriers to learning 			
	2.5 Family Learning	<ul style="list-style-type: none"> Engaging families in learning: quality of family learning programmes Early intervention and prevention 			
	2.6 Transition	<ul style="list-style-type: none"> Arrangements to support learners and their families Collaborative planning and delivery : Continuity and progression in learning 			
	2.7 Partnerships	<ul style="list-style-type: none"> The development and promotion of partnerships Collaborative learning and improvement : Impact on learners 			
Successes and Achievements	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing : Inclusion and equality Fulfillment of statutory duties 			
	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment in literacy and numeracy : Attainment over time Overall quality of learners' achievement : Equity for all learners 			
	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> Creativity skills : Digital innovation ; Digital literacy Increasing employability skills 			

