

Quality Improvement Framework (formerly School Comparison Project): Recommendation 1.

Four Year Strategic Local Authority Action Plan for Further Improving Attainment in Shetland

Action	Method	Impact measure	By whom	Implementation date
<p><b>1. Decide upon and implement in schools a common and effective approach to Shetland’s monitoring, tracking and moderation for the Broad General Education, for ages 3 -15.</b></p>	<p>Develop a Shetland Strategy Document for monitoring, tracking and moderation, which includes guidelines and examples of good practice.</p> <p>In developing that strategy the following will be considered:</p> <ul style="list-style-type: none"> <li>• Evidence from QIO QA visits on attainment and achievement in BGE</li> <li>• The new National Improvement Framework, with standardised testing to be implemented in primaries 1, 4, 7 and S3.</li> <li>• The PAM initiative (Plan-Assess-Moderate)</li> <li>• Education Scotland’s</li> </ul>	<p>Trends in attainment/achievement over time are used to identify where improvements are required. Strategies for improvements are implemented to address these.</p> <p>Staff and pupils moving between schools are using similar systems based on the agreed strategy or common approach.</p> <p>The Quality Improvement Team monitors progress towards raising attainment.</p> <p>The Scottish Government’s <b>Stretch Aim 1</b> is: To ensure that 85% of children within each school cluster have</p>	<p>In consultation with the National Improving Attainment Advisor.</p> <p><i>Standardised Testing:</i> Representatives from both the Primary and Secondary Sector.</p> <p><i>Strategy Document:</i> Primary Head Teacher</p>	<p>Draft document by June 2016. Implementation in schools during 2016/17. Review of document by June 2017. Final strategy by August 2017.</p>

	<p>self-evaluation toolkits for 3 to 15</p> <ul style="list-style-type: none"> <li>• The use of SEEMIS in tracking</li> </ul>	<p>successfully experienced and achieved CfE Second Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for Secondary School by 2016.</p> <p><b>Stretch Aim 2:</b></p> <p>To ensure that 85% of children within each school cluster have successfully experienced and achieved CfE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2019.</p> <p>Shetland's Education and Families Committee reviews information provided on pupil performance between P1-S3. To adequately challenge Schools Quality Improvement Service.</p>		
<p><b>2. To use nationally and locally collected data and knowledge to evaluate the</b></p>	<p>Make decisions about the areas of Insight that can be used as a baseline to demonstrate improvements.</p>	<p>The information data on Insight shows that the actions taken by secondary settings demonstrate an</p>	<p>Quality Improvement Officers</p> <p>MIS officers</p>	<p>September 2015 and annually.</p> <p>Evaluative report on achievement in</p>

<p><b>performance of Shetland’s pupils in national qualifications, and to set annual actions that will improve the specific areas where performance is weaker.</b></p>	<p>Use Insight to evaluate data and set appropriate and specific improvement targets and actions that can be monitored annually. Use analysis and evaluations from Term 3 QIO Quality Assurance visits on the Senior Phase.</p> <p>Investigate issues around the validity of the Scottish Index of Multiple Deprivation (SIMD) in order to improve the attainment of lower attainers, relative to higher attainers.</p> <p>Rigorously monitor the national Qualifications data using the Scottish benchmarking tool, INSIGHT</p> <p>Develop further actions to support raising attainment in the Senior Phase with respect to those listed in the “Report of the Working Group on the First Year of the New Qualifications” by</p>	<p>improvement in the Positive Destinations, Relative Values and Wider Achievement information on Insight by 2018</p> <p>Improved performance of Qualifications in the lower-performing areas.</p> <p>Shetland’s Education and Families Committee reviews information provided on pupil attainment at S4-S6, to adequately challenge the Schools’ Quality Improvement Service.</p> <p>The Scottish Government’s stretch aim 3 is: To ensure that 95% of young people within each school cluster go on to positive participation destinations on leaving school by 2018.</p>	<p>Suggest a Secondary Head Teacher as a short secondment, but to include:</p> <p>SQA co-ordinators in schools School management teams. Every secondary teacher.</p> <p>In consultation with the National Improving Attainment Advisor.</p>	<p>qualifications is presented to members annually.</p>
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	<p>the Curriculum for Excellence Management Board.</p> <p>Fully assess the potential long-term impact on attainment and wider achievement of budget reductions.</p>			
<p><b>3. Scrutinise and record at Local Authority level, pupils' performance in Wider Achievement.</b></p>	<p>QIO visits on attainment and achievement should contain a coordinated approach to gathering and recording information on:</p> <ul style="list-style-type: none"> <li>• the range of wider achievement in schools.</li> <li>• the levels of pupil participation</li> <li>• the outcomes they achieve.</li> <li>• the efficient use of resources provided for Wider Achievement.</li> <li>• procedures in schools to formally recognising the achievements of their pupils.</li> </ul> <p>Work with schools to</p>	<p>Use the co-ordinated approach to identify any links between Attainment and Wider Achievement.</p> <p>Work with schools to exemplify impact of Wider Achievement opportunities.</p> <p>Shetland's Education and Families Committee reviews information provided on pupil's performance in wider achievement to adequately challenge the Schools' Quality Improvement Service.</p>	<p>To be led by: Secondary Head Teacher, as part of a secondment.</p>	

	identify costs associated with the provision of Wider Achievement opportunities and identify cost-benefits and efficiencies.			
<b>4. Provide support and structure to the existing Subject Development Groups (SDG)</b>	<ul style="list-style-type: none"> <li>• Work with the current chairs to discuss the format and the impact of SDGs, and create a Position Paper for our SDGs.</li> <li>• Consider an annual training plan and action plan for each group.</li> <li>• Use SQA nominees and staff involved in SQA procedures to lead training in understanding standards</li> <li>• Consider time allocation for chairing the group and administrative support.</li> <li>• Consider a central link for each subject chair, encouraging professional dialogue.</li> <li>• Consider subject specific training.</li> <li>• Establish a “lead</li> </ul>	<p>More motivated teachers impact on motivation of pupils.</p> <p>Teachers being supported by each other.</p> <p>Teachers are confident in the latest developments in their specialist areas, enhancing pupils performance in these areas.</p>	<p>Led by a Quality Improvement Officer and a secondary Head Teacher with input from:</p> <ul style="list-style-type: none"> <li>• Training and development officer.</li> <li>• Quality Improvement Officers.</li> <li>• Current SDG chairs.</li> </ul>	Implementation of principles by August 2016.

	subject specialist” who can link between local teachers and a Senior Education Officer with Education Scotland.			
<b>5. Create a longer-term plan to create the conditions for improved pupil motivation and engagement</b>	<p>Research recent national and international studies on motivation and engagement.</p> <p>Gather examples of existing good practice in Shetland.</p> <p>Plan practical systems for gathering information from Shetland schools.</p> <p>Emphasis on training of all school staff (see training section).</p> <p>Sharing of practice – teacher meet.</p>	<p>Continue to monitor attendance, lateness and exclusions.</p> <p>Number of children who require support due to behaviour shows a decrease.</p> <p>Improved attainment of all pupils.</p>	<p>To be led by: Seconded secondary teacher working with:</p> <ul style="list-style-type: none"> <li>• Training and Development Officer,</li> <li>• Headteachers and teaching staff,</li> <li>• Opportunities for All Co-ordinator,</li> <li>• Home-Link teacher,</li> <li>• Behavioural support section,</li> <li>• Bridges,</li> <li>• Educational Psychologist</li> </ul>	<p>The plan developed during 2016 and implemented during 2016/17/18.</p>
<b>6. Develop a strategy for professional learning that centres around feedback from the</b>	<p>The strategy will include the following:</p> <ul style="list-style-type: none"> <li>• options for team/cluster based professional</li> </ul>	<p>Well-trained, well-qualified teachers understand pupil motivation and have the potential to get the best from young people, thus</p>	<p>To be led by the Training and development officer. Supported by Quality Improvement Officers and other central staff.</p>	<p>Strategy to be developed January to June 2016 for implementation during session 2016/17 and onwards.</p>

<p><b>Professional Review and Development process, and provides leadership development and pathways at all levels.</b></p>	<p>learning approaches, subject specific professional learning, the development of a bi-annual training plan and regular reviews of the Professional Review and Development process</p> <ul style="list-style-type: none"> <li>• Consideration of a different model for October in-service.</li> <li>• Confidence-building in teachers to share practice across schools clusters</li> <li>• Development of mentoring and peer support opportunities in schools</li> <li>• Development of a systematic approach to partnerships with universities for the provision of qualifications such as “action research projects”, “into Headship” and masters level learning.</li> <li>• Development of Head Teachers’ Development Days to</li> </ul>	<p>raising attainment.</p> <p>Well-trained, well-qualified leaders are able to identify strategies for raising attainment and lead school staff to achieve them.</p> <p>The Scottish Government Stretch Aim 4 (RAFA) is: To provide the leadership for improvement, both nationally and locally, across the Raising Attainment for All Programme.</p>	<p>In consultation with the National Improving Attainment Advisor.</p>	
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	<p>replace Head Teachers' business meetings.</p> <ul style="list-style-type: none"> <li>• Development of secondment opportunities for teachers at all levels which provide development and leadership opportunities.</li> <li>• Development of a leadership development and induction programme for staff new to or aspiring to be in a management role</li> </ul> <p>Investigate the viability of and conditions applied to financially supporting teachers to qualify to teach a second subject.</p> <p>Engage with universities to explore a Middle Leadership Programme, and identify costs associated with this.</p>			
<p><b>7. Increase the skills of and strategies</b></p>	<p>Use the resource pack: "Harnessing Parent</p>	<p>Schools are able to report an increasing level of</p>	<p>To be led by the Quality Improvement Officer with</p>	<p>By 2017.</p>

<p><b>used by teachers and Parent Councils to increase the level of Parental Engagement in children's learning.</b></p>	<p>Power"at:</p> <ul style="list-style-type: none"> <li>• Head Teachers' Development Day;</li> <li>• Workshops for teachers in clusters;</li> <li>• Workshop for Parent Councils at Bi-annual PC meeting;</li> <li>• Reinforce the Parental Involvement Strategy;</li> <li>• Continue probationers' sessions on Parental Involvement.</li> </ul> <p>Develop and issue guidance to Head Teachers on communicating exam results from <b>Insight</b> analysis with <b>Parent Councils</b>.</p> <p>Reinforce the requirement for all schools to have a Parental Involvement action, agreed by their Parent Council, on their annual School Improvement Plan.</p> <p>Work with Parent Councils and Parent Forums</p>	<p>Parental Involvement that has a positive effect on pupils' attainment.</p>	<p>responsibility for Parental Involvement, supported by Community Learning and Development Officer, and Shetland's representative on the National Parent Forum of Scotland (NPFS).</p>	
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	<p>around evolving secondary curriculum, especially around the Senior Phase.</p> <p>Develop a framework for a home learning policy.</p>			
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