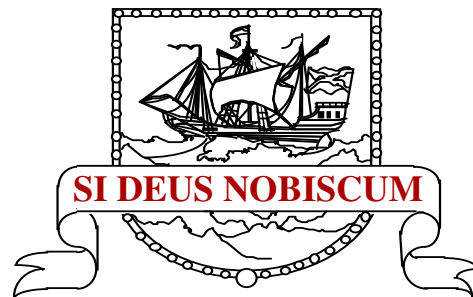


Kirkwall Grammar School



School Development Plan

2009 - 2010

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What do we mean by success?

Success manifests itself in many different ways and in many different forms.

Success is about realising potential, about achieving.

'Achievement is not about soft options, it is about becoming fit and healthy and feeling good about yourself, about learning to achieve in sporting activities. Success is about developing creative skills: in problem-solving, in technical activities, in music, art, design, media and drama. It is about being enterprising, about becoming productive. It is about learning to work effectively on your own or with others in groups. Success is also about learning to express yourself, becoming confident and assured, believing that the contribution you make to society is valuable and will be valued. It is about making thoughtful decisions and choices. It is about feeling included and responsible for yourself and for others and about learning to care about other people. It is about learning to care about the world and wanting to make it a better place now and for future generations. For some, success will mean high attainment levels: in SQA results, in 5-14 levels, in class assessments, in tasks completed. And attainment is important for all young people. It can have a significant influence on the 'life chances' of our young people. It opens doors'.

(How Good is our School? The Journey to Excellence. HMIE 2006)



KGS Rugby

values

skills
3

qualifications

Introduction

The School Development Plan has been produced following discussions in the Senior Management Team and the School Development Group and consultation with staff, pupils and parents.

Development needs have been identified through self-evaluation, the Standards and Quality Report, annual audit of staff views in addition to a consideration of National Priorities and the OIC Education Service Improvement Plan.

The OIC SIP priorities are:

Vision, Values and Aims

Vision

This is our community. We want the very best for everyone.

Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being safe
- Being healthy
- Being active
- Being all we can be

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as **active**, **healthy** individuals who take **responsibility** for their own learning and **enjoy** learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, **respected** and **safe** by providing a tolerant, understanding and caring environment. We want everyone to do their **very best** in all that they do and we celebrate their successes individually and collectively.

The key aim of the Education and Recreation Service is:

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Quality Assurance

The Quality Assurance Strategy is the means by which the school monitors and evaluates its performance and progress.

Quality assurance is undertaken at three levels - whole school, department and classroom.

At whole school level, quality assurance involves the Senior Management Team, teaching and non-teaching staff, pupils, parents and other stakeholders including the OIC Education Department.

The strategy contains four main elements:

1. Faculty Heads

All members of the Senior Management Team (SMT) are designated Faculty Heads for a number of departments. Through regular attendance at Departmental Meetings, visits to classrooms, review of pupil work and homework planners and consultation with pupils and staff, an ongoing process of monitoring and evaluation will take place.

2. Senior Management Team

The SMT meets weekly and through its agenda of discussion, consultation, debate and audit of the quality framework, we conduct an ongoing process of review and evaluation. The quality framework is described in the HMI document 'How Good is our School' which provides clear guidelines for the process of self-evaluation under the following headings:

- Successes and achievements
- Work and life of the school
- Vision and leadership

Self-evaluation at whole school and departmental level involves:

- A broad view of performance within the quality framework using 30 Quality Indicators
- A closer look at specific areas or QI's viewed as successful or causing concern

The stimulus to take a closer look could derive from:

- An issue identified during the broad view
- The three year development planning cycle
- A national priority
- An issue arising from a survey of pupils or parents views
- An HMIE inspection

3. Analysis of Pupil Performance in National Examinations

- Results in SQA National Examinations are collated and analysed by SMT
- This analysis on a subject by subject basis includes a review of actual attainment and trends for:
 - Presentation Levels
 - Standard Grade Awards - Credit; General; Foundation
 - National Qualifications - Higher, Intermediate, Access
 - No Awards
 - A comparison is made with MidYIS predictions.
- A comparison is made with national results.
- Details of outline subject results will be circulated to all departments for their views, comments and action points.
- Detailed discussion takes place with Faculty Head and Departmental Staff from which action points and departmental targets are agreed.
- The overall analysis will be carried out using a format agreed following discussions between KGS PTs and the Assistant Director of Education (Quality Improvement).

4. Departmental Self Evaluation and Review

During each session all departments conduct an in-depth self-evaluation analysis using the Quality Indicators from 'How Good is Our School' and undertake a review of departmental performance.

In session 2008 - 2009, this evaluation was carried out using 'How Good is our School 3 - The Journey to Excellence'.

The combination of:

- Departmental self-evaluation
- Departmental development planning and evaluation
- Review of progress in Departmental Targets
- Examination performance review

provides the basis of the departmental review meetings conducted in May/June.

Review Meetings involve Principal Teachers, Faculty Heads and the Head Teacher.

Departmental Development Plans are drawn up in June following the departmental reviews. Progress in development plans is monitored monthly and considered in detail in April/ May prior to the Review Meetings.

The School and the Community

Kirkwall Grammar School is a six-year comprehensive school serving the town of Kirkwall, the east mainland of Orkney and all of the north and south isles excluding the island of Graemsay. The school is an ancient one, first mentioned in a royal charter in 1486 but probably considerably older.

The present building was opened in 1972. An imaginative and extensive addition was added in 1995. This has enhanced accommodation for Pastoral Care work in the school as well as providing social areas for pupils, an expanded Library, computer rooms and new administrative offices. More recently, further upgrading of the building has taken place to provide conference rooms, a fully refurbished dining and social area, a fitness suite and extensive Curriculum Support facilities. A completely new school building is currently being planned by OIC using funding made available by the Scottish Government, and is scheduled to open in 2012.

The school population reflects the increasing diversity of local society, economy and industry. Agriculture and fishing have been traditional industries for many years, but these have been supplemented by a growth in tourism and the oil terminal at Flotta.

The school enjoys good relations with local businesses and industry with many senior pupils taking advantage of the opportunity to take part in work experience programmes. Along with the five other secondary schools in Orkney, we are part of the Scottish Government's Schools of Ambition scheme. This has brought significant additional funding to the school and has enabled us to develop the following themes:

- Enhancing skills
- Connecting with others
- Transforming the curriculum
- Celebrating success

We currently have exchange links with schools in Germany, Norway, Italy and Canada and e-twinning links are being established with other schools in Europe and beyond.

The catchment area of the school comprises 13 associate primary schools located on several islands. This poses particular problems in maintaining close relationships with primary and Junior High Schools, in setting up curricular links, managing pupil transfer and also in maintaining good contact with parents. Approximately 70 pupils are resident in the Papdale Halls of Residence and the school needs to be particularly sensitive to the needs of pupils who are separated from their families and from their island communities.

From the mainland primary schools and from the smaller islands pupils transfer from P7 into S1. The larger islands - Westray, Sanday, Stronsay and Hoy - have Junior High Schools from which pupils transfer at the end of S2 or S4. This system is well-established but requires a close degree of co-operation by school management and at departmental level.

In Kirkwall Grammar School we are very proud of the wide range of extra-curricular activities which are organised for pupils. These include supported study and homework clubs as well as sporting activities such as rugby, volleyball, sailing, canoeing, climbing, badminton and octopush in which we are the number one school in the UK. The book club and debating continue to be very successful while the carol service in St Magnus Cathedral is always a highlight of the school year. Traditional music, wind band, swing band and school orchestra are among the activities offered by the Music Department and this year's outstanding drama production produced in partnership with the National Theatre of Scotland was a great credit to the staff involved and the pupils who took part .

The present roll of Kirkwall Grammar School is approximately 860, of whom over 200 are in S5 and S6. Numbers have been increasing in recent years with over 75% returning to S5 and S6.

The teaching complement of the school is 78.4 FTE.



Barcelona Trip



Drama pupils



S2 Options Information Evening



Senior Drama Trip to Edinburgh

School Development Plan 2010 - 2012
Overview of priorities

- **Raising attainment S4-S6**
 - 5+ awards at level 5 by end of S4
 - 5+ awards at level 6 by end of S5
 - Raising boys' attainment
 - Pupil tracking S1-S6

- **Developing leadership at all levels**
 - Staff
 - Pupils
 - Parents

- **A Curriculum for Excellence**
 - Cross cutting themes: literacy, numeracy, HWB
 - Curricular structure S1-S6
 - Cross-sectoral working

- **School Ethos**
 - Development of House system
 - Development of the role of the Group Tutor
 - Vision, values and aims - now and into the new school

- **Self-Evaluation**
 - Classroom
 - Department
 - Whole school

Section A - Aims

The way that the process of learning and teaching happens at Kirkwall Grammar School is firmly based on the aims of the school as described below:

1. To establish an atmosphere in which every member of the school community feels valued regardless of who they are, where they come from, their beliefs, the colour of their skin or their academic ability.
2. To create a secure, caring environment in which all pupils have the opportunity to grow intellectually, socially and emotionally and to develop as far as possible their individual strengths and abilities.
3. To encourage pupils to think for themselves and to become increasingly confident as independent learners.
4. To encourage members of the community of Orkney to participate in education and learning either in their capacity as parents or guardians of pupils or as learners themselves.
5. To enable pupils to develop their potential and leave school equipped with skills which will allow them to play a full and responsible part as members of society.
6. To encourage pupils to take a pride in their own achievements, in the school and in their community.



KGS & National Theatre Production

Section B - Audit of 2008 -2009 Development Plan

HGIOS 3	Impact on Learning and Teaching	Evidence	May 09 Evaluation	Next steps
1.1	There was an overall improvement in attainment in S4 and S5 although an issue remains with boys attainment.	The number of pupils attaining 5+ passes at level 5 increased from 33% to 42%. The number of pupils attaining 5+ passes at level 6 increased from 10% to 11%.	4	Raising attainment will remain the main priority in the three year Action Plan (2009 - 2012)
2.1	AifL approaches were one of the main points of focus in SMT and PT lesson observations within the overall structure of preparation, pace, purpose, positive ethos. AifL approaches are now employed widely in almost all departments, particularly with S1 and S2 pupils. All pupils participated in the Education Department ethos survey.	Observation, lesson feedback reports, Department meeting minutes, pupil questionnaires. Results of Ed Dept ethos survey not yet received.	4 (pre ethos survey results)	Teaching approaches will continue to be a major development priority within the context of the implementation of A Curriculum for Excellence.
2.2	Parent Council in place including representatives for each year group, isles parents, linked south isles parents and co-opted members. The Parent Council has met on a regular basis since its formation.		4	Continue to develop parental involvement in school life in accordance with the requirements of the Parental Involvement Act.
3.1	Staff have taken part in the Education Department ethos survey.		Awaiting results.	Awaiting results
4.2	Links have been developed with schools outside Orkney through <ul style="list-style-type: none"> • Rafiki • Comenius project (migration of populations) • Schools of Ambition 	Increased awareness of other cultures. Pupil survey responses to SoA questionnaires	5	Embed links with other schools at all curricular levels.

5.1	ACE strategy group established including representatives from all curricular areas. 2 nd ACE theme week arranged for S1 - S3 pupils. Audit of literacy, numeracy, HWB across the curriculum completed. Additional INSET days for staff planned and delivered. Recommendations for revised curriculum structure in S1 made to SMT.	SMT minutes; ACE strategy group minutes and reports; ACE week records.	4	See 2009 - 2010 School Development Plan.
5.5	House assemblies organised on a fortnightly basis. Inter-house competitions organised in a variety of sports and activities. House involvement in charitable activities extended. House pupil councils established. Group tutor meetings arranged on a regular basis.	Programme of assemblies; programme of staff meetings; school newsletters (reports of inter-house activities)	4 (pre-ethos survey results).	Continue to embed house system and activities in the life of the school. Carry out review of vertical tutor group system (staff and pupils).
5.6	ASN timetable in place June 2009.	Parental and staff response to timetabling arrangements.	4	Retain current arrangements for pupil completion of option choices to ensure all timetables are finalised by the start of the new session. Work with SEEMIS to streamline import of option choice/ timetable data.

Section C - Action

HGIOS 3	Current P'formance	Target P'formance 08/09	Action	Timeline	Staff	Impact	Budget	
1.1	4	5	<p>Continue target setting for all S4/S5/S6 pupils. This will be done twice this year in October and post-prelim. Targets will be discussed with all pupils, negotiated and recorded. The targets set will be for performance in the final exams. Arrangements will be put in place to introduce target setting for all S3 pupils. Tracking attainment for all S4/S5/S6 pupils will be continued with a particular focus on 5+ level 5 and 5+ level 6 pupils and all boys in S4. Boys' attainment in S3 and S4 will be monitored in relation to MidYIS predictive data. Departments will review methods of assessing progress in S1-S3 in relation to ACE.</p>	May 10	SMT/PTs	Improved attainment.	Photocopying	
							Materials	
							CPD	
3.1	5	6	<p>Continue planning for the implementation of staffing structure to include:</p> <ul style="list-style-type: none"> o Removal of subject commitment from PTs Pastoral Care. o Reduction in the number of subject PTs. <p>Develop the role of the house system in promoting opportunities for pupil achievement. Issue enhanced guidelines on the role of the Group Tutor and evaluate the effectiveness of the current Tutor Group system.</p>	June 10	IB/CB	Positive impact determined through ethos survey.	Photocopying	
							Materials	
							CPD	

5.1	4	5	Additional INSET day - consultation on proposed curriculum structures for introduction from August 2010. Consultation on transition arrangements P7/S1 and post 16. Develop procedures for cross-curricular working.	Jan 10/ June 10	All staff	Develop pedagogy in line with ACE requirements. Implementation of revised curriculum structure for S1.	Photocopying	
							Materials	
							CPD	
5.9	4	5	Complete self-evaluation programme for whole school/depts. This to include: <ul style="list-style-type: none"> o MidYIS attitudinal survey o Ethos survey o NA evaluation o Class observation (SMT/PTs) o Paired observation (staff) o Pilot department evaluation o Pupil focus groups o Class questionnaires 	June 10	SMT/PT/ All staff	Improve achievement/attainment.	Photocopying	
							Materials	
							CPD	
9.1	4	5	Continue consultation with pupils, parents and staff on shared vision, values and aims prior to transfer to new school building.	June 10	SMT/PCare PTs/ P Council		Photocopying	
							Materials	
							CPD	
9.3	4	5	S6 leadership programmes to be arranged through SoA. S6 pupils to develop leadership activities with S1 pupils. Staff leadership opportunities to be provided through ACE developments. Sharing good practice seminars to be organised throughout the year. Developments in school showcase to be the focus for February INSET.	June 10	All staff	Implementation of A Curriculum for Excellence.	Photocopying	
							Materials	
							CPD	

School Development Planning - Key Dates	2009 - 2010
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Aug - Feb	Monthly audit	Senior Management Team
October	1st interim audit	Faculty/ Parent Council
February	Interim audit Initial proposals 2010-2011	Faculty meetings
February	Discussion of initial proposals	Staff/Depts
March	Collation of initial proposals/ review of national/ local priorities	Management Team
March	Staff consultation/ annual audit	Faculty meetings
March	Initial discussion 2010-2011	Parent Council/ Pupils Council
April	ACE CT reps to SMT meeting	
April	1st draft to staff	
May	ACE CT/ staff consultation Parent Council/ Pupils Council consultation	Fac heads to dept meetings
June	Publication of School Development Plan 2010-2011	

Within this programme, provision has been made for consultation with:

- Staff, through questionnaire, department and faculty meetings.
- Parents, with information provided in the school handbook and through discussions with the Parent Council.
- Pupils, through involvement of the Pupils Council.

School Programme of Meetings and INSET arrangements 2009/2010		
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August	17	Staff Meeting PT Meeting Pastoral Care Meeting
September	9	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
	18	INSET
	29	Faculty Meetings
October	7	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
	22/23	INSET
November	11	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
	17	Staff meeting
December	9	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
January	13	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
February	10/11	Staff Meeting/INSET
	17	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
March	9	Faculty Meetings
	17	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
April	21	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
May	4	Staff Meeting
	12	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
June	9	Group Tutor Meetings (2.30pm-3.00pm) PT Meeting
	15	Faculty Meetings

Throughout the year the Management Team meet at 3.30pm on Mondays. Pastoral Care team meetings take place at 3.30pm on Wednesdays. Subject departments meet weekly on Wednesdays at 2.30pm. School Development Group and other working group meetings are arranged according to their remit.

values

skills

qualifications

Abbreviations used in the 2009/2010 School Development Plan

SMT - Management Team

QI - Quality indicator (From 'How Good is our School?')

CS - Curriculum Support

CPD - Continuing Professional Development

SRD - Staff review and development

CPD WG - Continuing Professional Development Working Group

PC - Pastoral Care

ACE - A Curriculum for Excellence

AifL - Assessment is for Learning

PPB - Promoting Positive Behaviour

SoA - Schools of Ambition

PCouncil - Parent Council

ACE LT - A Curriculum for Excellence Learning Team



Hoy Outdoor Education

values

skills

qualifications