

The New School Butterstone Improvement Plan 2017/2018

Leadership and Management of Staff

Q1 1.1 Self-evaluation for self-improvement

Action	Process	Personnel	Timescale	Resources	Staff Development	Success Criteria/ Quality Indicators
Involvement of all staff in looking at how we improve our school.	Feedback and analysis of school procedures and student support in the form of: <ul style="list-style-type: none"> Teachers meetings Care Team meetings Professional Development Reviews/Staff Appraisal Parent Council Student Council Classroom visits Staff supervision Governance processes 	Leadership Team All staff	June 2018	HGIOS Health & Social Care Standards 4.23 – 4.27	Professional discussions including feedback and 360° appraisal	Robust assessment procedures in place to inform quality standards in order to maximise educational achievement. <u>HGIOS</u> 1.1 Collaborative approaches to self-evaluation Ensuring impact on learners' successes and achievements.
Further development of teachers' Professional Review and Development cycle	SCIS programme: School Leadership training SCIS Coaching and Mentoring training Establishment of clear process of PRD as part of Self-Evaluation calendar. Registered staff to update GTCs personal records of PRD.	M Elmer, Head of Education Registered teaching staff.	Continuing 2017/2018	Course fees Existing PRD paperwork/proforma	Development of skills specific to development of other staff, teacher performance review and development.	<u>HGIOS</u> 1.1 Self-evaluation for self-improvement: Collaborative approaches to self-evaluation 1.4 Leadership and management of staff: Building and sustaining a professional staff team. Staff wellbeing and pastoral support.
Appraisal of Care Staff according to SSSC guidelines.	C Holmes, A Gordon, Senior Residential Care Workers, managed team in place.	CMT	Supervisors to begin appraisals on a cascade model.	Collation of training needs and performance analysis. Health & Social Care Standards 4.23 – 4.27 SSSC Codes of Practice	Staff and managers develop clear action plans.	<u>Care Inspectorate Quality Statements:</u> <ul style="list-style-type: none"> Quality of staffing Quality of management and leadership Quality of care
To continue with enabling care staff to obtain appropriate qualifications: HNC and SVQ 3/4	Supervisors to help and support, identify staff working toward accreditation	A Gordon, Head of Care Senior Residential Care Workers	Ongoing, as and when new staff commence	Continue to encourage staff to apply for funding to support course fees. Health & Social Care Standards 3.14 & 4.27	As TNS develops and grows new opportunities for people to apply for promoted or specialist posts will help improve retention of staff.	<u>Care Inspectorate Quality Statements:</u> <ul style="list-style-type: none"> Quality of staffing Quality of management and leadership, Quality of care

Learning Provision

QI 2.2 Curriculum

Action	Process	Personnel	Timescale	Resources	Staff Development	Success Criteria/ Quality Indicators
Design of curriculum to meet specific needs of young people needing The New School approach. Emphasis on creative learning and breadth of curriculum.	Collaborative working between young people, teaching and care staff alongside colleagues from Local Authorities in order to provide qualitative data on individuals upon which to build the curriculum.	Head of Education Teaching Staff Care Staff	May 2018	Validated assessment processes Health & Social Care Standards 2.22, 2.27, 2.9, 2.10, 2.11, 2.12, 2.1, 2.2, 2.5, 1.27, 1.25, 1.30, 1.31, 1.32, 1.19,1.20, 1.22, 1.23, 1.24	Training in the use of assessment tools	A balanced curriculum which meets the requirements of the QI and equips young people with the broad education and skills for the future. <u>HGIOS</u> 2.2 Development of the curriculum Learning pathways Skills for learning, life and work <u>Care Inspectorate Quality Statements:</u> 1.1 We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service. 2.1 We ensure that service users and carers participate in assessing and improving the quality of the service.
Teaching staff to continue to develop National 4, 5 and Higher course as appropriate. Work with SQA to ensure our evidence for students' Additional Support Needs is collated and presented appropriately.	Personal study Education Scotland website and documents Networking with subject specialists in other schools. Working with SQA to ensure evidence for ASN variations is collected, collated and presented appropriately. Collection of evidence for ASN variations.	Identified subject specialist teachers SQA co-ordinator	Session 2017/2018	Education Scotland materials and website/ GLOW Course text books Colleagues from other schools SQA training opportunities	Attend subject specific national courses Arrange visits to other schools, or meetings with colleagues.	<u>HGIOS</u> 2.2 Development of the curriculum 2.3 Learning, teaching and assessment: Planning tracking and monitoring 2.4 Personalised support: Removal of potential barriers to learning <u>Care Inspectorate Quality Statements:</u> 1.2 We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

QI 2.4 Personalised Support

Action	Process	Personnel	Timescale	Resources	Staff Development	Success Criteria/ Quality Indicators
<p>All young people receive the support which is required in order for young people too be able to access education. Support is delivered in a positive, non-stigmatising way.</p>	<p>Care plans will identify the support needed in order to ensure a young person is able to attend classes and contribute effectively.</p>	<p>Teaching Staff Health & Wellbeing Workers Learning Support Assistants Head of Education Head of Care</p>	<p>June 2018</p>	<p>Information from previous School(s), assessments prior to admission, care plan Care Plan covering Health & Social Care Standards 1 - 5 (see index of Care Plan)</p>	<p>Fine-tuning of assessment skills Multi-disciplinary working</p>	<p>Young people feel supported, cared for, their needs are being met and they are attending classes.</p> <p><u>HGIOS</u> Targeted Support Removal of barriers to learning</p> <p><u>Care Inspectorate Quality Statements:</u> 1.2 We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential. 1.3 We ensure that service users' health and wellbeing needs are met. 1.5 We respond to service users' care and support needs using person centred values</p>
<p>To further develop the assessment process for potential/new students in order to create a clear and formal picture of need and to track development.</p>	<p>Exploration of existing assessment schemes. E.g. Boxall Profile Speaking with other professionals e.g. NAS reviewers</p>	<p>M Elmer initially, other staff to carry out testing once methods established.</p>	<p>2017/2018 Session</p>	<p>Internet, possible purchase of software/ books.</p>	<p>M. Elmer to work with teaching staff when process established.</p>	<p><u>HGIOS</u> Learning Provision: Personalised support: Targeted support, Removal of potential barriers to learning.</p>

Successes and Achievements

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Action	Process	Personnel	Timescale	Resources	Staff Development	Success Criteria/ Quality Indicators
<p>The New School continues to work to reinforce the community identity as a supportive welcoming and challenging environment.</p> <p>Young people are valued as part of the community and are able to participate and contribute to everyday life and longer term development. Staff understand their roles and responsibilities in developing the School community and fulfilling their statutory duties to young people.</p>	<p>Adults model positive behaviour in order to reinforce the learning community concept and promote active learning. Planning for children/young people is formalised and includes the use of the "wellbeing wheel". Young people's views form part of planning for learning and life in the wider community.</p>	<p>All adults across The New School community model positive behaviour and courage/support the educational paths of our students. Form Tutors and Keyworkers lead the planning process with active participation of young people. Equalities are at the centre of practice within the School, enabling an inclusive educational experience.</p>	<p>April 2018</p>	<p>Equality Policy Transitions Policy Care Systems implemented:</p> <ul style="list-style-type: none"> - Induction Pack - Allocations - Supervision <p>All of the above train staff to support young people in order for them to achieve and thrive where possible</p>	<p>Children & Young People's Rights training Transition Planning</p>	<p>Young people demonstrate positive change and are able to access education. Young people participate in The New School Community and feel valued as individuals. The School is recognised as an inclusive organisation which values difference and removes barriers.</p> <p><u>HGIOS</u> Wellbeing Inclusion and equality</p> <p><u>Care Inspectorate Quality Statements:</u> 2.4 The accommodation we provide ensures that the privacy of service users is respected. 3.3 We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice. 3.4 We ensure that everyone working in the service has an ethos of respect towards service users and each other. 4.1 We ensure that service users and carers participate in assessing and improving the quality of management and leadership of the service. 4.2 We involve our workforce in determining the direction and future objectives of the service. 4.3 To encourage good quality care, we promote leadership values throughout our workforce. 4.4 We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.</p>

Action	Process	Personnel	Timescale	Resources	Staff Development	Success Criteria/ Quality Indicators
<p>Develop staff training in Care and welfare of students:</p> <p>a Child Protection Training across school.</p> <p>b CALM accreditation (trainers and staff)</p> <p>c First aid training for selected staff</p>	<p>a. All staff undergo CP training</p> <p>b. Two staff to provide CALM training</p>	<p>A Gordon and C Holmes</p> <p>J. Nicol S. Thorne</p> <p>CALM trained staff to be re-accredited</p>	<p>a. CP training undertaken November 2017, all staff informed of PKC online CP and invited to undertake</p> <p>b. Calm Trainer accreditation: Autumn 2016</p>	<p>a. CP information and CP trainer</p> <p>b. CALM team, Menstrie.</p> <p>CALM manuals</p> <p>Training Matrix for all staff across departments</p>	<p>a. Further in-service training on CP for all staff and opportunities to attend external courses.</p> <p>b. Cross-team training and collaborating opportunity (CALM)</p> <p>c. Cross-team training and collaborating opportunity</p>	<p><u>HGIOS</u> 3.1 Ensuring wellbeing, equality and inclusion-fulfilment of statutory duties.</p> <p><u>Care Inspectorate Quality Statement</u> 1.3 We ensure that service users' health and wellbeing needs are met. 1.5 We respond to service users' care and support needs using person centred values 2.2 We make sure that the environment is safe and service users are protected. 2.3 The environment allows service users to have as positive a quality of life as possible.</p>
<p>Development of Named Person Role within the school.</p>	<p>Named person to take specific training opportunities.</p> <p>Named person to devise suitable way of collecting, collating, recording and tracking relevant information in accordance with GIRFEC guidelines.</p> <p>Named person to liaise with other agencies as appropriate.</p>	<p>M Elmer Principal teacher</p>	<p>2017/2018 session</p>	<p>Training opportunities:</p> <p>SCIS Named Person training (tbc)</p> <p>PKC Named Person training: (tbc)</p> <p>PKC: Chronology of significant events (tbc)</p>	<p>Mel Elmer to develop knowledge and skills in this area in order to be ready to take Named Person process forward when it is formally launched.</p>	<p><u>HGIOS</u> 3.1 Ensuring wellbeing, equality and inclusion: Wellbeing, Fulfilment of statutory duties, Inclusion and Equality.</p>

Learning Provision

QI 2.2 ‘Curriculum’

Proposed Curriculum Development

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Background

Planning for the academic session 2017/18 followed the pattern of previous years. Reflecting the shrinking school roll the number of individual classes moved from five to four. Contractions to staff contracts of 10% across the school were reluctantly rolled out.

From September 2017 it became increasingly clear that there were new challenges to be faced within the school. The number of incidents between pupils rose sharply and teachers reported increasing difficulties in motivating and challenging pupils within classes. Through discussions across the school it appeared that five things had happened:

- A high number pupils left TNS in June 2017 at the end of their time at the school. With hindsight it appeared that these leavers collectively performed an important role within the school – being a core of learners who had become motivated, positive and well-disposed towards the community ethic of the school. By and large this group were also experiencing success academically and had stretched the curriculum as they stretched themselves. When they left the school lost a motivated ‘centre’ of influential and positive role-models for learning.
- The average age of students dropped sharply. Many of the newer students had patchy or negative experiences of school. Most had spent long periods out of education altogether and often found cooperation difficult. Increasingly teachers were focusing not on learning per se but on creating the classroom conditions within which learning could begin to take place.
- Rapidly changing dynamics within the school were having an effect on those pupils in the school who were settled and had enjoyed the relative calm of the previous academic session.
- The awful events of early 2017 and the deaths of two young people close to the school were still influencing life at TNS. This influence, while difficult to pinpoint, was affecting pupils within the school in different ways. Moreover it was affecting staff across the school, some of whom were profoundly shaken by events and were still working through issues of grief and shock. These effects were impacting on our ability to manage change effectively.
- Since March 2017 we were operating without Mel Elmer, Head of Education and HWB specialist, who was recovering after a major road accident. This loss was shocking and required change where continuity would have been more helpful. In a small school the loss of a single influential staff member can have far-reaching effects.

Through these three motors change was taking place which was being felt across the learning community. In some ways the changes had been anticipated and are natural within a small school such as TNS. However in other ways the changes appeared to tip into a qualitative change which in itself had not been anticipated and was in fact new.

Rationale

In planning to deal with this change in the school we want to reflect some of the core values of the school:

- Learning is cooperative We learn from and with others. Good relationships are key to this.
- Learning happens when we are happy and feel valued.
- For some students learning *how* to learn is an important part of the learning process.
- Literacy, Numeracy, computer-literacy and Health and Well-being are central to the learning we do in school.
- Every student is different and has different needs and wants which must be respected within the curriculum.

Planning

From September staff at TNS were discussing how best to address the new circumstances we were experiencing. Changes were made to classes, individual student timetables, individual support protocols, communication protocols, management structures, staffing arrangements etc. in an effort to better meet the needs of the learners within the school. Communication between the school and parents increased considerably. All of these changes had small positive effects.

By December a number of teachers were talking about embedding positive change into the curriculum by reviewing the school day. Over a series of meetings in early December it was decided that modelling could be done to try and achieve a curriculum which addressed the unique features of our school community. It was important that it did the following:

- Placed core learning at the start of the day when students are most alert and receptive. This we felt would raise attainment.
- Reinforced key messages about togetherness and community, bringing us closer together and promoting understanding. Doing this would help us address the additional needs presented by our students – particularly with reference to their different ASC characteristics.
- Provided for student choice and engagement with the learning they were doing. This might help students to find greater meaning in their learning.
- Allowed clearer focus on 'flow' activities, dynamic, creative and kinaesthetic learning. We know that these things reflect the learning styles of our students.

Over the Christmas holidays all of the strands of thinking and ideas generated by the staff were drawn together into a model curriculum. At a meeting on the 8th of Jan it was decided that we should press ahead and implement the new curriculum for a four-week trial period followed by an evaluation. It was felt that we should do this as early as possible allowing for proper consultation with students and communication with parents.

New Devised Curriculum

The structure of the school day is retained as at present to minimise confusion and change for students. The school day will look the same and will be made up of seven lessons – two before break, two before lunch and three in the afternoon.

Week A and Week B will be resolved into a single week which remains the same. This too will simplify things for students.

SQA N5 and Higher level students – These students will follow an academic timetable appropriate to their subject diet. This to run alongside the devised curriculum.

For all others:

Lessons 1 and 2 These lessons will be 'Literacy' each day of the week. All students will begin literacy lessons together in the English room. Teachers will teach in teams, supported by the full LSA team. Starter topics will change on a daily/regular basis to keep things fresh and motivating and will range across science, history, current affairs, art, religion, politics and social issues. Starters will be engaging, topical and motivating building on observed student enjoyment of assemblies – which are similar in style. Literacy materials based on the starter presentations will challenge students to read, write, think, talk, work individually and in groups, listen and create. Materials will be differentiated to support all of our students to develop their communication skill. Groups will break off into other work-spaces once starters have finished, joining back up with the main group at the end for a Plenary/Quiz.

Numeracy On Monday, Wednesday and Friday all students will study Maths at the same time during lesson 3. These lessons will be split across different locations and supported by different staff but all students will have time to spend with Les the Maths specialist. Les will retain responsibility for the progress of students. Les has developed a successful working practise with learners which is based on individual learning pathways supported by occasional teacher input, and this will be maintained.

Lessons 3 and 4 These lessons are timetabled and students will receive instruction in HE, Computing, Geography, Gym and Art in bespoke groups.

Lessons 5 and 6 These lessons will be choices made by students. Choices will be made for a 4-week period. Choices here include Drama, Swimming, Sport/Games, Outdoor Education, Model-Making, Crafting, Art, Rock-Band, D of E, Computing Projects, Horticulture, Building a Clay Oven, possibly Woodwork and so on. The aim here is to offer as wide and stimulating range of activities as possible, and to vary this according to student interest and aptitudes.

Lesson 7 Each day will end with a supported 'project'. The idea here is to find or build a passion for specific, extended activities which can deepen a pupil's skill in a specific area over time. All pupils will be supported to develop an activity which they wish to follow for a 4-week period, and they will be supported to resource their choice by a single, named member of staff who will be their 'monitor' – helping them along and perhaps learning alongside them on a daily basis. Activities can be anything from independent reading, music practice, or horticulture to blogging, film-making or photography.

- As a consequence of these changes classes as they are now will no longer exist. Each student will have a bespoke timetable reflecting their own choices.

Implementation

W/B 8/1/18	Decision taken to proceed with 4-week trial Teachers feeding ideas into planning Plan for student timetabling firming up
W/B 15/1/18	Consultation with Students regarding choices Information to parents Student/Teacher timetables developed and shared Meeting with students to distribute timetables
W/B 22/1/18	4-week timetable begins
W/B 12/2/18	It 3-week point evaluation can begin. Consultation with students/staff regarding the success of the project.

Evaluation

Evaluation at the three-week stage of the project will be for everybody to engage with. We will ask the question of students, staff and parents - 'is this better?' Are we enjoying school more? Are we learning better? Are there changes we can make to the system to suit people better? Were we better off before? What is being lost? What is being gained? It will be a 360 degree process and all options will be available to us.

Development

We will develop and refine as we go along. Subject to the result of the evaluative process we would hope to develop the system to incorporate various new activities and new curricular areas as time and weather move on. In particular we will seek to incorporate activities which will support students in their preparation for transition beyond the school and to link up activities with active volunteering, Scottish Enterprise, 'work-experience', the D of E scheme and the Saltire Awards.