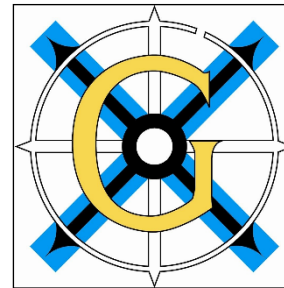


# Standards, Quality and Improvement Plan for Gracemount High School



***“Committed to Care and Excellence”***

“At Gracemount High School EVERYONE is committed to working together to achieve excellence. We embrace our young people as the heart of our community and through our culture of care, hard work and high

expectations for learning, ALL our young people will have the confidence, resilience and skills to embrace the opportunities and challenges of life and experience success”.

Standards and Quality Report for session: *Session 2014-15*

Improvement Plan for session: 2015-16

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# Standards and Quality Report

## 1. The school in context

Gracemount High School is a small non-denominational secondary school with a roll of approximately 610 which serves the community of South East Edinburgh. The school was founded in 1959 as a junior secondary school and since the late 1960s has been a fully comprehensive six year high school. Gracemount High School was built under PPP and opened in 2003. The school's management team comprise the Head Teacher, two Depute Head Teachers and a Business Manager. We have a complement of 53 teaching staff and 20 support staff.

The rapid change in the social demographics of our community presents the school with the significant challenges in supporting the diverse needs and aspirations of a complex and socially diverse community.

In line with Curriculum for Excellence we provide an exciting and relevant curriculum which would best support learner's needs. We have developed an approach based on personalisation and choice called "Building Pathways to Success" which is designed to ensure all our students have the opportunities to realise their full potential. Parents and students have been highly complementary of the new pathways approach which has improved the life chances of many of our youngsters. At Gracemount High School we value all of our students equally and provide them with a range of individualised education programmes which are designed to meet their needs and prepare them for the next stage of their journey when they leave school.

The school was inspected in December 2012 and received a very strong, positive report. This confirmed our commitment to providing the highest quality education for the young people in our community. One of the many positive areas of the school highlighted in our inspection report included our commitment to learning through ICT. As part of this commitment all our students in S3-6 have an iPad to support their learning both in school and at home. This exciting initiative enables our students to access the very latest resources and innovative learning methodologies and has led to the school being short-listed for an Education Scotland, Learning through Technologies award. The school was recently reviewed by a local authority team who confirmed that Gracemount High School continues to make significant progress and provides a "very good standard of education for its young people."

Recently the school embarked on looking at its Vision for 2020 and its core values. As a result we now have a clearly defined vision statement and set of values that are promoted in the school and across the community. The school's philosophy is reflected in these and in our motto which is "Committed to Care and Excellence". We believe in challenging all our students to achieve their full potential both academically and through realising their wider gifts and talents in sports, music and the performing arts. We are also committed to developing the qualities and values in our young people which ensure they become responsible citizens of which this community can be proud.

The school has a website which can be viewed at [www.gracemount.edin.sch.uk](http://www.gracemount.edin.sch.uk)

## 2. School's self evaluation

### 1.1 Improvements in performance

<b>Standards of attainment over time</b>	
<b>Overall quality of learners' achievement</b>	
<b>Impact of the school improvement plan</b>	
<b>What are we going to do next?</b>	

## 2.1 - Learners' Experiences

<p><b>Learners are motivated, eager participants in their learning.</b></p>	<p>The majority of our learners are motivated and eager participants in their learning. They are increasingly active in their own learning and development as we focus on them being able to show increasing skills as learners. High-quality and varied feedback has been a focus for staff and helps to make our students aware of their progress and strengths as learners. Almost all are responsible and contribute actively to the life of the school and the wider community. In our school we strive to ensure learners are treated with equality, fairness and respect.</p> <p>Most staff are using Active Learning strategies with confidence and cooperative learning is evident in some practice in most departments. Aspects of AIFL are mostly embedded across the school with several areas of excellent practice. Learning and teaching is discussed regularly and our 3 minute walkthrough programme is supporting helping us to identify and build on best practice whilst also support improvements in L&amp;T. Student feedback through the Head Teachers daily dozen has also been an integral part in shaping our improvement priorities. All of this is supporting improved student motivation in learning.</p> <p>The introduction of iPads in S3-6 ensures Information and communications technology (ICT) is used very effectively across a broad range of subjects and classes to enhance young people's experiences and we continue to focus on training staff to deliver high quality L&amp;T experiences for our students.</p>
<p><b>Learners make good progress in their learning.</b></p>	<p>Almost all, including those at risk of missing out and those who are vulnerable have progressed well and make very good progress from their prior levels of attainment and wider achievement.</p> <p>Attainment continues to improve within the majority of areas of the school with some aspects of excellence.</p> <p>Improved student tracking including tracking of vulnerable groups (e.g. LAC, EAL, lowest 20%) have demonstrated improvements.</p>
<p><b>Learners know their views are sought and acted upon. They feel valued.</b></p>	<p>The new Head Teacher introduced the "Daily Dozen" to systematically gather the views of the student cohort for key areas of the school. This is on-going and continues to shape the school improvement priorities. Feedback is regularly shared with staff and pupils via assemblies, pupil council meetings, Inset days and CAT sessions.</p> <p>The school also has a Student Voice Coordinator who works across the student body to provide opportunities for wider feedback from students. Our students know that their views are sought and acted on. They tell us that they are very satisfied with the school's provision, feel that they are valued, and appropriate opportunities to express their views which are taken into account in decision making are improving. The majority of our students feel successful, confident and responsible, and they contribute effectively to the school and its community, and to society more generally. Overall, young people enjoy strong, trusting and positive relationships with staff.</p>

	<p>The majority of departments have strategies in place to ensure Student Voice is heard and acted upon although this will have to be an area of focus for next session.</p>
<p><b>Learners feel safe, nurtured, healthy, achieving, active, included, respected.</b></p>	<p>Through the Daily Dozen, over 92% of our students asked told us they feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others.</p> <p>Almost all students commented on the positive relationships with staff and this is a real strength of the school. Students report that staff and students treat them with respect, that they can get help when they need it and that there are adults in school to whom they can speak if they are upset or worried about something. Most feel that staff make sure that young people behave well and students and staff have suggested a review of the behaviour policy is required. This is on-going and will be in place for the start of session 2015-16.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>• Continue to focus on reviewing and developing L&amp;T methodologies to deliver the highest quality L&amp;T experiences for our students.</li> <li>• Create a L&amp;T working group to focus on identified L&amp;T methodologies (co-operative learning, aifl and ICT to support our one to one policy).</li> <li>• Establish a clear focus on in-house support to build capacity and professional development amongst all our staff and create the highest quality learning and teaching experience.</li> <li>• Focus on the development of the Tracking &amp; Mentoring scheme in line with new CEC system and look at tracking skills through the BGE.</li> <li>• Ensure there is a clear focus on meaningful learning experiences which underpin the development of skills.</li> <li>• Enhance student leadership opportunities across the school.</li> <li>• Continue to plan opportunities for all students to feedback their views.</li> <li>• Develop the role of the pupil council.</li> <li>• Continue to make good use of PSE program and links with community partners to encourage good citizenship (e.g. bullying and anti-racial inputs)</li> <li>• Use self-evaluation to support high quality and consistent approaches to L&amp;T across the curriculum.</li> <li>• Establish a highly developed awareness of assessment practice and an effective assessment system that enables all learners to make significant progress in their learning.</li> </ul>

### 5.3 - Meeting Learning Needs

<p><b>Tasks, activities and resources</b></p>	<p>We aim to match learning activities to the needs of individual learners and have developed a highly intuitive system to keep staff updated on the diverse range of students needs. We plan carefully, often in association with partner agencies, to ensure all needs are identified and met. Our tasks, activities and resources provide appropriate support and challenge to enable all learners to maximise their progress. Our courses and programmes are continually being refreshed to meet the varying needs of learners. The pace of learning is a focus for improvement.</p> <p>We have introduced an Internal Exclusion programme to reduce school exclusions and are making significant progress with this. It serves as an alternative to temporary exclusion and prevents the need to formally exclude a student from school. We recognise that in many instances exclusion leads to little or no change in the behaviour of a young person. We feel it is important to keep those who are at risk of exclusion included in our school community and to work with them to share and instil GHS values and principles.</p> <p>Staff make good use of a range of approaches to ensure the learning is varied to keep young people interested in learning. Across the school, developing questioning and aifl techniques has been a real focus so we can encourage young people to think more deeply. This has been combined with a focus on developing higher order thinking skills to extend and challenge young people’s learning.</p> <p>Staff interact positively with young people. They give clear instructions and directions and use praise well to support and encourage young people in their learning.</p> <p>The use of ICT is a particular strength of teaching through the 1:1 iPad project. Staff make productive use of a range of technologies to enhance learning.</p>
<p><b>Identification of learning needs</b></p>	<p>We identify, review and evaluate learners’ needs including those whose needs are significantly different from those of their peers. We do this through working closely with our learners, their parents and partner services.</p> <p>Very good 16+ tracking is used to identify students in need of support towards positive destinations. Very good partnership working enables good prospects for our youngsters.</p> <p>The school works well with its partners to ensure early and effective identification of needs. Staff liaison with the associated primary schools is well established and effective, for example to support the enhanced transition programme which is provided for learners with specific needs. Support staff link well with staff across the school to gather current information and views of learners’ progress and needs. P6/7 pupils spend part of their week with Gracemount staff to deliver aspects of the level 2 curriculum and this enables staff to identify need. Good use of Literacy transition jotters enables English staff to make good judgements on progress.</p>



	<p>Staff across the school receive clear, helpful and up to date information about young people’s learning needs and strategies. The Curricular Leader of Support for Pupils shares key information with staff through SEEMIS, email and the staff server. Regular updates are also shared.</p> <p>An excellent Student Support Grid is in place to track student supports.</p>
<p><b>The roles of teachers and specialist staff</b></p>	<p>We take positive and proactive steps to ensure that factors such as the learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Learning support staff and partner agencies in our school provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs.</p> <p>Individualised educational programmes and additional support plans contain appropriate learning targets for our learners. We involve parents and learners well in reviewing learners’ needs and learning plans.</p> <p>Support for learning staff provide a range of effective, valuable services to young people and staff. Their contributions cover the full range of roles associated with good practice in support for learning.</p> <p>Support specialists have provided training for all school staff on key issues in support, including the role and function of additional support plans and IEPs.</p> <p>Support staff pay particular attention to the needs of vulnerable groups in the school, including those who are looked after. The progress and welfare of vulnerable groups is monitored carefully, and staff draw on a wide and effective range of provision, from within the school and involving a wider group of partners, to design programmes which are well matched to the learners’ needs.</p> <p>The schools staffing model is based around the needs of the current cohort of pupils and is adjusted accordingly.</p>
<p><b>Meeting and implementing the requirements of legislation</b></p>	<p>We ensure we meet the needs of all appropriate legislation. Where necessary we ensure staff are aware of their responsibilities and share any changes through our handbook, leaflets, and communications with parents and staff sessions. We make very good use of ICT to share our Staff Handbook through iTunes U which ensures staff are accessing the most up to date information regarding legislation.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>• Continue to use self-evaluation to support consistent approaches to effective L&amp;T.</li> <li>• Make use of our 1:1 project to support the development of all programmes and courses.</li> <li>• Continue to reduce exclusions and make best use of our in-house facilities.</li> <li>• Develop and deliver a customised S1 programme focussed on developing resilience.</li> <li>• Through our 16+ programme, links with partners and strategic use of our Developing Scotland’s Young Workforce money we will strive to ensure all our young people are provided with relevant opportunities to</li> </ul>

	<p>access positive and sustained destinations.</p>
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- Build on existing programmes funded through our access to education fund to support our most vulnerable learners.

## 5.1 The Curriculum

<p><b>The rationale and design of the curriculum</b></p>	<p>Our curriculum has a clear rationale based on shared values. It is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning for all students. The curriculum takes account of our local circumstances and of local and national advice. It leaves scope for teams and individual teachers to introduce well-considered innovations to meet the needs of learners.</p> <p>Our S1-3 courses have been developed to be stimulating, challenging, relevant and enjoyable. Timetabling supports progression within curriculum areas in all years. Teachers are planning activities which develop learners’ Literacy, Numeracy and Health &amp; Wellbeing skills as appropriate to the curriculum area. Coordinators in all 3 areas continue to support this development.</p>
<p><b>The development of the curriculum</b></p>	<p>In Gracemount High School we aim to develop and refresh our curriculum on a regular basis, involving all staff in the process and taking account of the views of our learners and parents. We have reflected in staff working groups on the range and quality of experiences for learners, the impact of these experiences on learners and the outcomes they achieve. Through rigorous consultation we have planned our Curriculum for Excellence in line with national advice through Building the Curriculum. We continue to evaluate its effectiveness and continue to look carefully at how our BGE curriculum has impacted on learners in order to continue to develop our new curriculum to best effect. We plan carefully and in consultation with stakeholders in making curriculum innovations, adaptations to meet the needs of learners, and opportunities for choice and, where appropriate, for specialisation.</p> <p>Our Senior Phase is in place provides a breadth of opportunities for students across N3 – Advanced Higher plus Wider Achievement options. Pupil attainment is being positively affected by the new pathways available through the curriculum and in to certification.</p>
<p><b>Programmes and courses</b></p>	<p>Our programmes and courses are stimulating, challenging, relevant and enjoyable. We respond to, and meet the needs of, learners. Timetabling supports progression within curriculum areas and links between areas of learning. Teachers develop learners’ Literacy, Numeracy and Health &amp; Wellbeing skills across the curriculum. Our curriculum promotes wider achievements very well and learners grow as citizens.</p> <p>We have developed our courses and programmes in line with Curriculum for Excellence. They provide relevant options for all our learners. Students and parents have fed back positively about our Pathways to Success and our student tracking demonstrates this is supporting youngsters towards successful positive destinations.</p> <p>Supported pathways, courses and programs are available to support vulnerable learners including National 2 options</p>

	as appropriate.
<b>Transitions</b>	<p>In the senior phase, students have the opportunity for personalisation and choice through their curricular options. These enable students to build on prior learning and to gain a series of qualifications and wider achievement opportunities. The number of students going into a positive and sustained post school destinations increased by 6.8% to 95%, 1.9% about the city average.</p> <p>Students continued to plan their own learning using Personal Learning Planning. This was incorporated into a Tracking &amp; Mentoring scheme which enabled students to discuss their progress with their teachers.</p> <p>We have developed very effective transition arrangements at key stages throughout the school (P7/S1, S3, leaving school) including enhanced support for the most vulnerable through enhanced transition groups and alternative pathway initiative, enhanced transition to the world of work through JET and alternative pathway and to HE through LEAPs. We use the transition toolkit, 16+ strategies and tracking to support this. P6/7 pupils spend part of their week with Gracemount staff to deliver aspects of the level 2 curriculum and this enhances transition. Good use of Literacy transition jotters enables English staff to make good judgements on progress. Robust strategies are in place to aid transition for the larger numbers of pupils we enrol out of catchment.</p> <p>We have a recently developed cluster improvement plan which will focus on developing and improving a shared understanding of good practice in relation to Literacy and Numeracy as well as a focus on developing the resilience of our learners.</p>
<b>What are we going to do next?</b>	<ul style="list-style-type: none"> <li>• Revisit our curricular rationale to ensure we can best deliver relevant, meaningful and enjoyable experiences which fully develop the 4 capacities in our learners.</li> <li>• Consider our curricular structure to facilitate improved attainment, personal support, wider achievement and core entitlements.</li> <li>• Review the BGE experience across the 4 contexts for learning to ensure progression for all learners.</li> <li>• Have a highly developed awareness of the progression pathways and further develop partnerships with employers, CLD, colleges and other community partners to enhance curricular opportunities and further enhance positive and sustained destinations.</li> <li>• Plan interdisciplinary learning opportunities with a particular focus on skills. The main focus will be resilience in S1 and STEM in S2.</li> <li>• Continue to take forward the development of Literacy and Numeracy.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Develop new on-line S3 Profiling system based on iPad project within S1-3</li></ul> |
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## 5.9 Improvement through self-evaluation

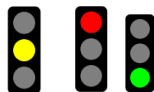
<b>Commitment to self-evaluation</b>	<p>A comprehensive self-evaluation calendar is in place and shared widely. Self-evaluation is embedded in all practice and contributes fully to the schools planning and strategic direction.</p> <p>Our self-evaluation focuses on key aspects of learners' successes and achievements. It draws on a wide range of advice and evidence and is rigorous, systematic and transparent. Our teams reflect on current practice and evaluate any new initiatives, ideas and changes we have introduced. Where appropriate, we use accreditation schemes as a sound basis for improvement. We clearly identify strengths and areas for improvement. We share good practice regularly.</p> <p>We make transparent and evidence-based decisions on the allocation of resources to target key agreed objectives and achieve best value.</p> <p>Our Curriculum Leaders and Senior Leadership Team demonstrate that they are committed to learning by making class visits, modelling good practice, giving appropriate feedback, sharing insights widely and stimulating self-evaluation. This has been actively promoted through the introduction of the 3 minute walkthrough programme which has been evaluated and will be reviewed for next session. We actively reinforce a culture where staff feel able and confident to take lead roles within and beyond the classroom. Our approach to leadership is consultative and collegiate, securing shared commitment.</p> <p>We are committed to planning and implementing strategies for improvement. We understand the need for support and challenge, have demanding targets, manage change effectively and use best practice in self-evaluation to improve learning. Improvement in our school takes account of our capacity for improvement and staff have time to consider and embed changes.</p> <p>Through our consultation sessions we have developed a shared vision, set of school values and agreed core priorities. We aim to plan improvements in line with our vision, values and core priorities. Results of our self-evaluation exercises are routinely used to consolidate what we do well and to share good practice. Opportunities for teams of staff to work together have been created, for example CL's worked in 3's to look at best practice reading feedback over prelim results.</p>
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<p><b>Management of self-evaluation</b></p>	<p>Our school community are all involved in our self-evaluation. Improvements in self-evaluation have ensured all stakeholders are genuinely involved in leading the school and shaping our new vision and direction. Some of our evaluation exercises are listed below:</p> <ul style="list-style-type: none"> <li>• Regular classroom visits by SLT and CLs – 3 minute walkthrough programme and drop-in.</li> <li>• Fixed “sharing good practice” agenda items</li> <li>• Student, parent and staff forums and focus groups</li> <li>• Student, parent and staff questionnaires</li> <li>• SQA and Prelim exam performance analysis</li> <li>• SEEMIS tracking and monitoring of all students (attainment &amp; attendance)</li> <li>• Evaluation against the QIs on departmental and whole school basis</li> <li>• Monthly review of faculty and whole school improvement plan</li> <li>• Strong SLT links to faculties</li> </ul> <p>All departments have self-evaluation folders to assist involvement. In addition whole school folders are maintained and widely referenced to enable improvement actions to be taken as a result of our self-evaluation across the community. We regularly feedback to parents, staff and students via parent’s events, email and our newsletter.</p> <p>Continuous improvement and successes and achievements for learners are central to our school’s strategic direction. We have ensured that Learning and Teaching is the central focus of our improvement plans, and that improvement priorities are linked to classroom practice. Through consultation groups, emails, presentations and summary leaflets we have communicated a clear view of our school’s aims so that the whole school community are clear and committed to their part in achieving them and aware of the implications for what happens in the classroom.</p> <p>As individuals and with colleagues, we evaluate our own classwork as reflective practitioners and make improvements. We work as a school community and with partner agencies to evaluate provision in order to secure continuous improvement, including major change where this is needed. We have very effective systems to gather the views of staff, parents, learners, partners and others about the quality of our work. We work in active partnership with other services for children to secure improvement. Our vision, values and aims are used as the basis for reviewing our work.</p>
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<p><b>School improvement</b></p>	<p>Our school community takes a joined-up approach to improvement across all that it does. We are committed to acting on the results of self-evaluation and can show clear evidence of improvement based on our actions as part of our self-evaluation. Our improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners.</p> <p>Our annual Staff Health Survey and Improvement Planning Consultation Sessions have shown that we have developed a supportive work environment in which people share a sense of responsibility to ensure successes and achievements for learners. Our working relationships are built on trust and a genuine concern for staff and partners. We help people tackle challenging problems, share information and deal with difficulties. We reinforce an atmosphere of collective responsibility and mutual support across the school community. Everyone is encouraged to recognise and celebrate their achievements. We encourage staff leadership and development and have a high number of staff undertaking additional personal study each year as a result.</p> <p>Self-evaluation is key to our shared leadership and is used effectively to gain a shared understanding for the vision and direction of the school.</p>
<p><b>What are we going to do next?</b></p>	<ul style="list-style-type: none"> <li>• Continue to provide meaningful opportunities for staff to be involved in regular and systematic self-evaluation.</li> <li>• Provide staff with time and guidance on positively engaging with the GTC standards with a focus on professional learning to the benefit of our staff and young people.</li> <li>• Continue to develop leadership across the school community and to provide opportunities for self-development.</li> <li>• Continue to explore opportunities to enhance partnerships across the school community.</li> <li>• Actively seek new learning partners from across authorities and establish sharing good practice.</li> <li>• Actively seek partnerships with agencies, local businesses and community groups to further enhance the school provision</li> <li>• Continue to improve parental engagement in the school in general and self-evaluation exercises.</li> <li>• Remain committed to tackling bureaucracy and ensure time for professional dialogue is available for all staff.</li> <li>• Ensure self-evaluation activities focus on key information required to support and secure improvement.</li> </ul>



# Improvement Plan



## Key areas for school improvement

<b>Priority 1 – Deliver the highest quality learning and teaching experience for all our learners.</b>	<b>Overall Responsibility</b> J Else	<b>QIs</b> 2.1 7.3 9.3
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Outcome A :

Priority 1 – 2.1 Learners Experiences				Overall Responsibility			QIs	
				R Hunter			2.1, 7.3 9.3	
<b>Deliver the highest quality learning and teaching experience for all our learners.</b>								
Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
Create L&T working group	A Other	Time on August Inset	By September 2015				Working group created and timings for meeting agreed for session.	Ensure high quality and consistent learning experiences are at forefront of development work across the school.
Focus on pace and challenge using 'Good to great' document	A Other Working Group SLT	Working group meeting times  L&T Inset  3 minute walkthrough	On-going – session 2015-16				Pace and challenge seen as key development area by staff.  Evident in observations by CLs and SLT – a key focus area for 3 minute walkthroughs.  Standing item on faculty agendas.	In every classroom pace and challenge is evident and young people are engaged in their learning.
Establish the habits of highly effective:	A Other	Working group	June 2016				Discussions facilitated with staff across the school – views	Increased awareness amongst all teaching staff and all PSA's regarding

1. Lesson 2. Teacher 3. Learner		meeting times.  Inset					sought.  Habits shared with staff at L&T Inset in January.  Habits evident in CL and SLT observations.  Captured in 2.1 return from faculties.	what "excellence" looks like.  A culture of high expectations is created where all young people are challenged, engaged and supported to achieve their full potential.  Habits evident in classroom practice through self-evaluation measures.
Begin to develop a strong focus on the identification and development of skills for life, work and learning and provide opportunities for staff to share best practice.	A Other & others	Time CPD	June 2016				Focus of 3 minute walkthrough to identify best practice.  Try it out Tuesday sessions available for staff to attend.  Pupil feedback.  Focus of S3 profile.	Best practice shared across school.  Skills in learning are more explicit.  Evidence of knowledge of skills gained in S3 profiles.
Delivery of L&T Inset day programme	A Other & working group.	Working group meeting times.  Inset Day	Jan 2016				Delivery of Inset day  Staff evaluations	Highly effective habits – shared.  Co-operative learning session delivered.  Pace and challenge issues highlighted and staff more aware of good practice.
Co-operative learning CPD session run by staff for staff  Implementation of co-operative learning strategies in classroom practice	T Neil and identified others	Co-op learning academy training - took place in May 2015  Inset time to deliver training for	Jan 2016 Inset  June 2016				Delivery of co-operative learning sessions.	In every curricular area our learners are more and more engaged in a collaborative and cooperative environment.

		staff						
Co-ordination of in-house CPD programme for L&T	A Other / T Neil  L&T working group	Working group meeting time.	On-going Session 2015-16				In-house CPD programme established in school and delivered to colleagues.	There is a clear focus on building capacity and professional development amongst all our staff to create the highest quality L&T experience.
Further develop the use of ICT in learning with regards to future technologies to develop skills for C21 learners.	S Whyte  R Hunter	One to one devices.  CAT  Inset  Other identified times - such as Try it out Tuesday.	On-going Session 2015-16				One to one policy sustained – pupils in S3-6 with one to one device.  CAT, Inset and professional development sessions evaluated by staff.  Pupil feedback on learning through technologies.  Evidence of effective use captured through 3 minute walkthrough observations.	Staff implement enhanced ICT skills for use of i-pad pedagogy.
Continue to implement effective assessment, moderation and verification processes to support the ongoing implementation of the new qualifications in Senior Phase	I Hutchison  S Mackenzie	CL Meetings  CAT	December 2015				Assessment doc. for N4-Higher in place and shared with staff and parents.  Internal verification and moderation policy agreed and shared with CLs .  Increased awareness of verification and moderation processes – staff feedback.	Assessment strategically planned to support raised attainment across curriculum.  Increased awareness of verification and moderation.  Successful verification reports from SQA with examples of good practice highlighted.
Implement effective assessment, moderation processes in the BGE in order to reform the reporting process using the	I Hutchison	CAT  Inset  CL meetings	March 2016				Reporting processes using new language embedded	Staff fully aware of reporting process and school meeting authority requirements regarding reporting. New language evident in reporting.

new language "achieving a level"								
Review implementation of new assessment and reporting calendar	I Hutchison	Time CL meeting	March 2016				Discussions on format of assessment and reporting calendar  Feedback from staff / parents / pupils	Assessment and reporting calendar to support young people and parents fully embedded.
Implement CEC guidance on planning, documenting and communication progress of a young person's individual learning journey.	L Sinclair	Time	March 2016				Profile created and developed for use in S3 and ready to roll out to BGE year groups for next session.	Young people increasingly aware of learning journey and establishing a clear portfolio of skills and qualifications.
<b>Next Steps – update throughout session</b>								

Priority 2 – 1.1 Improvements in Performance & 5.3 Meeting Students Needs							Overall Responsibility I Hutchison / L Sinclair	QIs 1.1, 5.3 5.8
Raise Attainment & Achievement across all groups including across target groups (LAC and lowest 20%)								
Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
Establish Learning Partnerships with similar schools based on Insight data.	R Hunter	Insight	Sep 15				Learning partner(s) established with key focus on 1.1 and Insight data.	Sharing best practice on raising attainment across schools.
Create attainment tracking groups within Senior Phase based on SIMD data, 20-60-20, LAC, EAL, Young Carers	I Hutchison CL SFL	Time Insight	Sep 15				Groups identified.  Identify pupils who are on and off track  Regular discussion at SLT – Data meeting – action points agreed.	Increased awareness for all staff of pupils within targeted groups.
Review and develop tracking and learner conversations.	I Hutchison	Time	On-going				Learner conversations  Pupil feedback  Staff feedback	Effective target setting and increased levels of attainment.  Raised learner awareness of progress & understanding of development needs
Introduce diagnostic review pilot for 2 identified pupil groups e.g. LAC & top 20%	I Hutchison Identified mentors	Diagnostic review  Time for reviews	Sept 2015 – March 2016				Identified pupils met with and targets set.  Attainment monitored throughout session.	Increased levels of attainment for identified pupils.  Increased levels of support and intervention for identified pupils.  Increased level of parental communication.
Track pupils based on Standardised testing within BGE.	I Hutchison B Gordon L Purdie CL SFL	Time	Sep 15 – P7 and S3  March 16 – S2				Looked at individuals, identified anomalies, escalated to CL/SFL/PSL to investigate where appropriate.	Early intervention to support pupils at risk of being off track/disengaged.  Appropriate support strategies put in place.

							Pupil tracking reports and standardised testing used to identify pupil on and off track  Minimum level 4 Literacy & Numeracy unit achieved	Improved outcomes in Literacy in BGE  Improved outcomes in Literacy in Senior Phase  Improved outcomes in Numeracy in BGE  Improved outcomes in Numeracy in Senior Phase  Minimum 85% achieving a 3 <sup>rd</sup> level by end of S3 in Literacy & Numeracy
Make use of Access to Success to achieve success.	SLT  CL's	TT Staffing Resources for classes	On-going				Pupils are identified as needing extra support within subject areas – Access to Success programme from February onwards.	Increased levels of attainment.
Continue to increase number of young people who go onto positive destinations	M Yeoman  I Hutchison  PSL 16+  16+ partners	Time  Insight	April 2016				Tracking and identification of pupils at risk of not entering positive and sustained destination.	Minimum 95% of school leavers enter positive and sustained destination.
Implement system to identify and capture wider achievement for all young people.	C Wyllie	Time	On-Going				System in place to capture wider achievement using 6A's	Wider achievement of all pupils recognised, celebrated and valued. Improved ethos of achievement across school.
Review impact of new Study leave proposals and assessment calendar	I Hutchison  CL SFL	Time	June 2016				Staff and pupil feedback on dates and arrangements for formal assessment weeks and study leave	Ensure timing and arrangements for formal assessment and study leave weeks are appropriate.
A programme of observations looking at support for G&T pupils as well as bottom 20% will be	R Hunter  CL SFL	Time for observations	March 2016				Observations for identified pupils take place and are recorded and discussed at SLT.	Needs of most and least able pupils are evaluated and reviewed to ensure they progressing to best level possible.

established with SFL								
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**Next Steps – update throughout session**

<b>Priority 3 – 5.1 Curriculum</b>	<b>Overall Responsibility</b> I Hutchison	<b>QIs</b> 1.1, 5.1, 5.3, 8.1
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*Develop our curriculum and ensure all our learners are on a pathway to a positive and sustainable destination*

Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)	Evidence	Impact
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				Sep 15	Dec 15	Mar 16		
Develop a clear curricular rationale based on local and national guidance in order to best deliver relevant, meaningful and enjoyable experiences which fully develop the 4 capacities in all our learners	I Hutchison R Hunter	Time  DYW report  Visits to other school	Oct 2015				Curricular rationale consulted and agreed upon.	Rationale will provide clear direction for school in developing curricular innovations.
Review current structure of registration and consider move to "key adult" time.	I Hutchison	Time  Visits to other school	Jan 2016				Consultation with pupils, staff and parents.	Structure and purpose of key adult time established.  Enhanced levels support for pupils across school with focus on pastoral and academic support.
IDL rationale for S1 - S1 Resilience Programme	L Sinclair	Working group time.	On-going				S1 resilience programme implemented, reviewed and developed with clear link to outward bound programme.	Pupils more aware of resilience and able to articulate examples – direct link to school values.  Levels of engagement in class/school.
Development of S2 resilience programme	L Sinclair	Working group time  CPD	June 2016				S2 programme ready for launch in August 2016 – follow on from S1 programme.	Key concept of resilience in our learners becomes embedded across BGE.
S2 Elective Programme	I Hutchison	Time	Dec 2015				Delivery of elective programme for all S2 pupils.	Ensure personalisation, choice, enjoyment and the development of skills.
Review the broad general education experiences across the 4 contexts of learning with a specific focus on Review/audit of IDL provision in BGE and curriculum areas and subject.	I Hutchison	Time	Dec 2015				Awareness of IDL provision cross BGE.	Work towards a greater understanding of IDL to facilitate future planning.
Foster a highly developed awareness of the	I Hutchison	Summit meeting	June 2016				Vocational pathways are clearer within all faculty areas and	More relevant and meaningful curricular experiences are on offer



<p>progression pathways and further develop partnerships with employers, Community Learning and Development and other providers to enhance curricular opportunities.</p>	<p>M Yeoman</p>	<p>Visits to other schools  Time</p>					<p>enhanced curricular opportunities are available for pupils in the Senior Phase. Increased links with colleges and employers.</p>	<p>within Senior Phase curriculum.</p>
<p>Profiling in BGE is established</p>	<p>L Sinclair</p>		<p>Profile in place for Dec 2015  Profiles completed by pupils – May 2016</p>				<p>Profile available for pupil to use and record learning and achievements.</p>	<p>Pupil in S3 have completed profile, supported by staff, which gives a reliable and full account of their cumulative progress. It should include a focus on what they feel are their latest and best successes.</p>
<p><b>Next Steps – update throughout session</b></p>								

Priority 4 – Ethos							Overall Responsibility	QIs 3.1, 6.1, 7.1
Work and learn in a safe, happy, inclusive, nurturing and respectful environment								
Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
Implement and monitor impact of new better behaviour, better learning better relationship policy	R Hunter Working Group	Working group time	On-going				Feedback from staff pupils, parents and partners	Improve standard of behaviour across school which will enable learning to flourish.
Further develop the approach to the use of restorative approaches across the school	L Sinclair Staff training group	CAT Session 23/10/15 Time	Oct 2015 On-going				CAT session takes place and all staff are given in-house training on restorative approaches.  Restorative handbook is created for staff to use to support implementation  Further staff are trained in use of restorative approaches.  All staff have access to 5 magic questions	Helps pupils and staff work together to maintain a positive, respectful and safe environment.  Changes inappropriate behaviour and supports pupils to be responsible citizens.
Share vision and values	R Hunter	Assemblies Class time	On-going				Vision and values clearly shared - all members of school community are aware of these.	Support ethos in school and improves standards of behaviour and attainment/achievement.
Achieve RRS level 1 award	S Rodger Working group	Working group time. Inset CAT	June 2016				RRS level 1 award achieved	All members of school community aware of RRS award and more aware of rights and responsibilities.  Enhanced ethos across school.  Improved relationships and culture of mutual respect. .
Investigate Investors in People Health and Well	R Hunter	Working Group Time	On-going				Engagement with Investors in People Health and Well Being	Align staff well-being and performance.

Being Awards for staff	Positive Behaviour working group	Inset CAT					Framework	Create a culture of care and respect for all staff.  Improve outcomes for all.
Review and revise established induction procedures for all new staff	L Sinclair S Mackenzie	Admin support IT Time	Start of session  On-going when staff join				Revised procedures in place	Staff feel welcome and supported and have access to school resources, policies and procedures
Regular opportunities are created for staff to give views regarding school issues.	Staff voice group	Time	On-going				Staff feedback via questionnaires	
Staff views raised regarding school issues will be addressed and acted upon – specific issues on behaviour, communication and leadership.	R Hunter	Time  CL Meeting  Faculty meetings	On-going				Staff meetings / feedback	Staff feel consulted and valued which aligns with staff well-being.
Pupil are given regular opportunities to give their views regarding school issues and learning.	Pupil Voice (L Flannigan)  Daily Dozen (R Hunter)  Depts. -	Pupil voice meetings  Daily Dozen  Dept. time	On-going				Pupil views collected.  Feedback from pupil voice.	Pupils feel consulted and valued over key issues in school.
Pupil views raised regarding school issues will be addressed and acted upon	SLT  Depts.	Time	On-going				Pupil feedback	Pupils feel consulted and valued which aligns with pupil well-being and feelings for the school.
Use self-evaluation calendar to engage with parents	SLT  CLs	Time	On-going				Parent feedback	Parents feel consulted, valued and supported in helping with young person's education.
<b>Next Steps – update throughout session</b>								

Priority 5 – 5.9 Self-Evaluation						Overall Responsibility	QIs 2.2, 5.9	
Demonstrate a relentless commitment to self-evaluation and continuous improvement								
Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
The 3 minute walkthrough programme will be further developed to focus on pace and challenge and HOTS.	SLT CL's Nominated teachers.	Time for observations and discussions	April 2016				3 minute walkthrough feedback is available for all faculty areas.	Pace and challenge and HOTS are discussed in detail across faculties and consideration to improving these areas is evident.
Drop-ins	SLT	Time	On-going				Drop-in programme  Class visits	All teachers see at least 1 member of SLT every week.  Contribute to good order across the school.  SLT have Evidence of high quality L&T.
Local assurance framework	R Hunter S McKenzie	Time	Jan 2016				Annual assurance statement completed and signed off	Any potential areas of risk are highlighted and agreed action to minimise risk is taken.
School negotiating committee	R Hunter	Meeting times	Jan 2016 – June 2016				SNC meeting take place.	WTA agreed and signed off by staff.
Impact folders	R Hunter	Impact folders	September 2015				Impact folders issued to all CL's	To enable CL's to collate and triangulate evidence of impact in their respective faculties/departments, linked to the whole school improvement process
Self-evaluation and quality assurance document issued and implemented for session 2015-16	R Hunter	QA doc.	Issued in August 2015				QA doc. issued to all faculties.	Clear QA calendar in place for all faculties linked in with authority deadlines  Faculties can reflect against key QI's - returns will inform school return to

								authority
School has a highly developed and thorough calendar of self-evaluation activities which is well embedded in the school.	R Hunter	School evaluation exercise template	Issued September 2015 – process on-going throughout session				School evaluation exercise issued as part of impact folder.  All staff aware of self-evaluation exercises and are involved in the process.	All staff are clear about their role in self-evaluation.  We have very effective systems to gather views of staff, parents, learners and partners about the quality of our work.  We reflect on current practice and evaluate new initiatives  We clearly identify strengths and areas for improvement.  We show clear evidence of improvement based on our actions.
SIP monthly reviews	SLT / CL's	Time at SLT meetings	On-going				Monthly review of SIP takes place	Evaluate provision and work of school in order to secure continuous improvement.
Clear focus on data across the school to inform improvements	SLT	Monthly data meeting to be held	On-Going				Minutes of data meeting.  Details of follow up action points available.	Rigorous self-evaluation of data allows us to focus on priorities and improve achievement and attainment in all areas across the school.
The school involves parents in discussion about improvement and change	R Hunter	Time  Surveys	On-going –				Parent events Parent council meetings Phone surveys	Parents are consulted and feel informed about school improvement priorities
Staff demonstrate a strong commitment to career-long professional learning.	L Sinclair	PRD meetings and reviews	On-going				PRD meetings take place.  All staff have a clear plan reading professional learning and this is tracked through PRD monitoring systems in school.	PRD linked clearly to SIP and professional learning needs of staff.
Review & update policies & procedures in staff handbook.	SLT  Admin	Time	On-going				Policies updated and regularly reviewed.	Staff handbook up to date and accessible to all staff.

**Next Steps – update throughout session**

## 4. Cluster Improvement Plan

Cluster Priorities Numeracy Literacy Transition								
Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
Transition visits – timings to be agreed.	LS GD P7 staff	Staffing – TBC	Times for visits to be agreed in June				Visits in place for session 2015-16.	Young people feel supported, safe and secure. Enhanced learning opportunities in identified subject areas.
IDL project on resilience	LS and P7 staff	Staffing / Time for meetings	To be discussed at first review meeting in September 2015				Resilience programme to be in place for session 2016-17	Develop resilience skills in all young people.

**Cluster Priorities**

Numeracy

**Literacy**

Transition

Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				23 <sup>rd</sup> Sep 15	27 <sup>th</sup> Jan 16	1 <sup>st</sup> June 16		
Big writing – moderation	GHS – tbc GPS – Kirsten and Kate (P7 staff)	Literacy jotter –	To be issued in August.				3 pieces of work to be completed by June. 1) September 2) January 3) May  Evidence of visit and moderation activity.  Staff feedback on moderation activity.  Pupil feedback on transition process.  Evidence of visit taking place	<b>Pupils</b> Continuity of writing skills. Improved attainment - use Scottish Criterion Scale – to be included in literacy jotter. More meaningful transition process – pupil feedback. <b>Staff</b> Shared understanding of levels.
Big writing – sharing good practice		Arranged visits to establish good practice –  Time for visits between schools to observe	End of September 2015 and first week in February 2016.  September lesson and January				<b>Pupils</b> Enhanced transition experience – improved support for pupils <b>Staff</b> Shared understanding of	





**Cluster Priorities**  
**Numeracy**  
 Literacy  
 Transition

Tasks	By Whom	Resources	Timescale	Evaluation (traffic light)			Evidence	Impact
				Sep 15	Dec 15	Mar 16		
Moderation of levels and shared working groups for Numeracy.	GHS – Lesley Purdie GPS – Jessica Finlayson Rosie Turnbull.	Time for meetings.	May 2015 – further meetings to be agreed				Finished guidelines for significant aspects of learning.	<b>Pupils</b> Continuity of arithmetic skills. Improved attainment – CFE levels / standardised testing score. More meaningful transition process – pupil feedback. <b>Staff</b> Confidence in shared understanding of levels.
Develop an understanding of good practice of the SEAL programme.	Michelle Yeoman, Jessica Finlayson and Rosie Turnbull	Visits	TBC				Agreed visits and sharing of practice Staff feedback	<b>Pupils</b> Continuity of support. Improved attainment in numeracy for identified pupils. <b>Staff</b> Develop pedagogy to support delivery of Mathematics learning.
Tracking of attainment	Lesley Purdie. GPS - TBC	Time for meetings to discuss	Two meetings 1. Before Easter 2. After Easter				Feedback from meetings.	<b>Pupils</b> To ensure we meet the needs of all learners. Improve attainment for all pupils. <b>Staff</b> Shared understanding of attainment levels.

## 5. Summary of evaluations against key indicators

Evaluation key:

<b>Level 6</b>	<b>Excellent</b>	<b>Outstanding or sector leading</b>
<b>Level 5</b>	<b>Very Good</b>	<b>Major strengths</b>
<b>Level 4</b>	<b>Good</b>	<b>Important strengths with areas for improvement</b>
<b>Level 3</b>	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses</b>
<b>Level 2</b>	<b>Weak</b>	<b>Important weaknesses</b>
<b>Level 1</b>	<b>Unsatisfactory</b>	<b>Major weaknesses</b>

<b>QI</b>		<b>Evaluation</b>
1.1	Improvements in performance	4
2.1	Learners' experiences	4
5.3	Meeting learners' needs	5
5.1	The curriculum	4
5.9	Improvement through self-evaluation	4