

## Gracemount High School – School Improvement Plan – Session 1819

### Strategic priorities and key outcomes – 3 year cycle

Our core improvement priorities are highlighted above and our Vision of Excellence highlights what we are working towards to achieve within each of the priorities. These feed directly into the NIF priorities, which are reflected into the outcomes below.

#### Year 1 (Session 2018/19)

- To raise attainment for all in literacy and numeracy
- To continue our focus on improving L&T and approaches to inclusion which includes maintaining a sustained drop in exclusion figures.
- To effectively allocate our PEF resources to raise attainment in our at risk/most disadvantaged pupils.
- To embed a rigorous and robust attendance tracking system to facilitate supported intervention and improve attendance figures.
- Implement a specific pathway support structure, including enhanced levels of parental engagement.
- Implement opportunities for wider achievement accreditation through regularly reviewing our curriculum (including a focus on key skills).
- Develop pupil confidence and skills through enhancing our approach to pupil leadership including a continued focus on RRS.
- Implement key strategies for our DYW agenda including more work that is effective with partners/employers.
- Develop effective moderation and self-evaluation strategies across all faculties.

#### Year 2 (Session 2019/20)

- Continue to embed our focus on raising attainment in literacy and numeracy
- Implementation of our L&T policy to further improve L&T experiences with a continued focus on inclusion. Includes sustained drop in exclusion figures.
- Relentless focus on closing poverty related attainment gap by utilising PEF resources and using rigorous tracking and monitoring.
- Embed approaches to tracking and supporting attendance.
- Embed support pathways with a specific focus on pupils with an identified ASN.
- Embed wider achievement accreditation and enhance our work on developing key, identified skills.
- Embed our approach to developing confidence and skills through our Pupil Leadership Team.
- Work towards target of 93% (National Benchmarking) of pupils in post-school positive destination < 7 % unemployed (seeking or not seeking)
- Continue to develop our approach to moderation and rigorous self-evaluation for self-improvement across all faculties.

#### Year 3 (Session 2020/21)

- To achieve the following levels of literacy and numeracy (National Benchmarking – school leavers)
  - Level 3 Literacy 100% Level 3 Numeracy 100%
  - Level 4 Literacy 96% Level 4 Numeracy 96%
  - Level 5 Literacy 80% Level 5 Numeracy 55%
- Our L&T policy is fully embedded with inclusive approaches at the heart of our work within classrooms and across the school. Includes sustained drop in exclusion figures.
- Use of monitoring and tracking systems to focus on closing poverty related attainment gap to ensure improving attainment for all bottom 20% achieve a minimum of 5 qualification on leaving school with a minimum complimentary tariff points score of 150 (National Benchmarking).
- To continue to embed attendance procedures ensuring all years groups are 92% or above.
- Improve outcomes for young people with identified ASN (improving attainment for all) – to be in line or above virtual comparator.
- Continue to embed wider achievement opportunities and accreditation (including pupil leadership) with a focus on developing key skills.
- Work towards target of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking)
- Ensure valid and reliable moderation occurs at all levels and rigorously self-evaluate our work, measuring the impact for our young people.

<b>NIF Priority 1 – Improvement In Attainment, Particularly In Literacy And Numeracy.</b>	<p style="text-align: center;"><b>QIs/Themes</b></p> <p style="text-align: center;"><b>1.1 Self-evaluation for self-improvement</b></p> <p style="text-align: center;"><b>1.2 Leadership of Learning</b></p> <p style="text-align: center;"><b>1.3 Leadership of change</b></p> <p style="text-align: center;"><b>2.2 Curriculum</b></p> <p style="text-align: center;"><b>2.3 Learning, teaching and assessment</b></p> <p style="text-align: center;"><b>2.4 Personalised Support</b></p> <p style="text-align: center;"><b>3.2 Raising attainment and achievement</b></p>
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Priority 1a	To raise attainment for all in literacy and numeracy at levels 3, 4 and 5.					Overall Responsibility	R Hunter
Outcomes	Our stretch aim (by 2021) is to achieve the following (by time left school):						
	Level 3 Literacy 100%		Level 3 Numeracy 100%				
	Level 4 Literacy 96%		Level 4 Numeracy 96%				
	Level 5 Literacy 70%		Level 5 Numeracy 50%				
Tasks	School Priority	NIF Driver HGIPS (4) QI	By Whom	Resources <span style="background-color: #00ff00; color: black;">(PEF)</span> <span style="background-color: #00ffff; color: black;">(INCLUSION)</span>	Time	Impact/ Progress/Evidence <i>NIF DRIVER</i>	
<p>Further develop role of Literacy, Numeracy and H&amp;W working groups – Key focus:</p> <ol style="list-style-type: none"> <li>Upskill staff</li> <li>Improve confidence of staff in delivering.</li> <li>Supporting staff to make skills explicit</li> </ol>	<p>Learning and Teaching</p> <p>Curriculum</p>	<p>Teacher Professionalism</p> <p><b>1.2 Professional engagement and collegiate working</b></p> <p><b>1.3 Implementing improvement and change</b></p>	<p><b>Literacy</b></p> <p>B Gordon</p> <p>Literacy – focus faculties (English, Mod Lang, Social)</p> <p><b>Numeracy</b></p> <p>L Purdie / A Koturbasz</p> <p>Numeracy – focus faculties (Science,</p>	<p><b>SIG meetings</b></p> <p>8 x 1 hour meetings that are built into WTA.</p> <p><b>Jan Inset</b></p> <p>(part of 8 hours above)</p> <p><b>Faculty meeting times</b></p>	<p>Working Groups created by first week September 2018.</p> <p>Meetings scheduled as per WTA.</p>	<p><b>Progress</b></p> <p>A whole school literacy (English, Languages and Social), Numeracy (Maths, Technologies, and Science) and H&amp;W (PSL, Exp Arts and H&amp;W – year 2) approach which will developed:</p> <p>This will include a literacy and numeracy focus under headings of T&amp;L (how we deliver literacy and numeracy)</p>	

4. Assess and moderate key skills		<p><b>2.3 Quality of teaching</b></p> <p><b>2.3 Effective use of assessment</b></p> <p><b>3.2 Attainment in literacy and Numeracy</b></p>	<p>Maths, Technologies, H&amp;W)</p> <p><b>Health and Wellbeing</b></p> <p>M Gregor –</p> <p>H&amp;W (Expressive Arts, PSE, H&amp;W)</p> <p>One member of staff to be the link from each identified faculty.</p>	Rep from SIG's to feedback to faculty.		<p><b>Impact</b></p> <p>Upskill all staff and increase levels of confidence in delivery of literacy numeracy and H&amp;W within S1/2 courses.</p> <p>Ensure there is more explicit literacy, numeracy and H&amp;W focus within BGE lessons</p> <p><b>Evidence</b></p> <p>Raised attainment levels within level 3 by end of S3</p> <ul style="list-style-type: none"> <li>90% achieved L3 Numeracy</li> <li>95% achieved L3 Literacy</li> </ul> <p>Self-evaluation (assessment and moderation of key skills) will take place and be reported on through EdICT database.</p>
Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources <b>(PEF)</b> <b>(INCLUSION)</b>	Time	Impact/ Progress/Evidence <i>NIF DRIVER</i>
Identification and implementation of intervention strategy for one S4 numeracy target group at levels (L3/L4/L5).	Self-Evaluation	<p>Performance Information</p> <p>Assessment of children's progress</p> <p><b>1.2 professional engagement for collegiate working</b></p>	<p><b>Led by:</b></p> <p><b>R Hunter and L Whale</b></p>	<p><b>PEF – Num DO post –</b></p> <p>5th teacher for S4 classes</p> <p>EdICT – T&amp;M System (S3 achievement of a level data and SNSA used to identify pupils).</p> <p>SFL Staff</p>	<p>Target groups to be established by August 2018.</p> <p>Intervention planning strategy to be in place by October 2018.</p> <p>Intervention strategy implemented from October 18.</p>	<p><b>Impact</b></p> <p>Targets for attainment in S4 at:</p> <p>L3 Numeracy - 95% (ambition referrals)</p> <p>L4 Numeracy - 85% (ambition referral)</p> <p>L5 Numeracy - 50% target (Allocated teaching time - 5th teacher for S4 classes allows bottom set and</p>

		<p>1.3 Implementing improvement and change</p> <p>2.3 Planning, tracking and monitoring</p> <p>2.4 targeted Support</p> <p>3.2 Equity for all learners</p>				<p>second set to be focussed on for support)</p> <p><b>Evidence</b></p> <p>Analysis of number of pupils in S4 to achieve numeracy levels.</p>
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b> <b>NIF DRIVER</b>
Use of 5th teacher for S5 maths	Teaching and Learning	<p>School Improvement</p> <p>2.3 Planning, tracking and monitoring</p> <p>2.4 targeted Support</p> <p>3.2 Equity for all learners</p>	<u>Led By: R Hunter</u>	<p>Maths DO – allocated teaching time for S5 class</p> <p>Increased teaching time from 4 – 6 periods</p>	June 18 – May 19	<p><b>Evidence</b></p> <p>5th teacher allocated will focus on S5 pupils who will sit N5 in one year having progressed from N4.</p> <p><b>Impact</b></p> <p>60% of entries in S5 at N5 to achieve National 5 Grade A-C.</p> <p><b>Evidence</b></p> <p>N5 A-C grades in S5 achieved.</p>
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b> <b>HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b> <b>NIF DRIVER</b>
Access to Success – literacy and numeracy focus - (S4)	Curriculum	<p>School Improvement</p> <p>1.3 Implementing improvement and change</p>	<u>Led By L Whale:</u>	<p>PEF – Senior DO</p> <p>SFL staff</p> <p>Time taken from core classes</p>	Aug18 – Dec 18	<p><b>Progress</b></p> <p>At risk pupil (those at risk of not achieving level 3 or 4 literacy and numeracy will be extracted from class in August – December.</p>

		<p>2.2 Learning pathways</p> <p>3.2 Equity for all learners</p>				<p><b>Impact</b></p> <p>Raised levels of attainment in literacy at levels 3 and 4 in S4</p> <ul style="list-style-type: none"> <li>• 100% L3</li> <li>• 95% L4 Literacy</li> </ul> <p><b>Evidence</b></p> <p>Number pf pupils passed or predicted to pass literacy and numeracy at L3 and L4.</p>
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Through Access to Success we identify BGE target groups for numeracy and literacy intervention. Pupils at risk of not achieving level 3 by the end of S3.	Self - Evaluation	<p>Performance Information</p> <p>1.3 Implementing improvement and change</p> <p>2.2 Learning pathways</p> <p>3.2 Equity for all learners</p>		<p>Senior DO</p> <p>Maths DO</p> <p>STEM DO.</p> <p>SFL staff</p> <p>Timetabled periods for extraction</p>	Target groups to be established by August 2018	<p><b>Progress</b></p> <p>Extraction groups identified and working to achieve level 3 literacy and numeracy.</p> <p><b>Impact</b></p> <p>Increased levels of pupil confidence in Literacy and Numeracy and improved outcomes for identified learners.</p> <p><b>Evidence</b></p> <p>Raised levels of attainment at L3 by end of S3:</p> <ul style="list-style-type: none"> <li>• 90% achieved L3 Numeracy</li> <li>• 95% achieved L3 Literacy</li> </ul>
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Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources <b>(PEF)</b> <b>(INCLUSION)</b>	Time	Impact/ Progress/Evidence <i>NIF DRIVER</i>
Develop valid and reliable assessment and moderation approaches within BGE to support understanding of standards and expectations. .	Learning and Teaching  Self-evaluation.	Assessment of children's progress  <b>1.3 Implementing improvement and change</b>  <b>2.3 Effective use of assessment</b>	<b>Led By: R Hunter</b>	Education Scotland resources  - Moderation Cycle - National Improvement Hub  EdICT database  Access to QIO support	Faculty DM in advance of whole school CAT  November CAT  Faculty DM after November CAT.	<p><b>Progress</b> Staff Self-evaluation of 4 key questions – before and after session</p> <ul style="list-style-type: none"> <li>• How does the practice within your own establishment compare to the process in the Moderation Cycle?</li> <li>• Which aspects of the Moderation Cycle require a stronger focus within our faculty?</li> <li>• How confident are we in understanding the standards embedded within Experiences and Outcomes? How do we know?</li> <li>• How robust and reliable is teacher professional judgement within our own faculty?</li> </ul> <p><b>Impact</b> Increased levels of staff confidence in understanding moderation. Increased staff confidence at arriving in valid and reliable decisions in learners progress towards achievement of a level.</p> <p><b>Evidence</b></p>

						Faculties complete data entry into EdiCT database for S1-3 literacy, numeracy and H&W
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b> <b>HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b> <b>NIF DRIVER</b>
Introduction of INSIGHT overview	Self-Evaluation	Performance Information  <b>1.1 analysis and evaluation of intelligence and data</b>  <b>2.3 Planning, tracking and monitoring.</b>	<b>Led By:</b> R Hunter	INSIGHT overview calendar  INSIGHT CPD – CAT session 5th October led by Insight team.  A Koturbasz (Data post)	August to December	<b>Evidence</b> Much clearer whole school and faculty focus on areas for investigation – whole school and faculty.  <b>Progress</b> Faculty clear on priorities for improvement.  Intervention that is more effective planned around data use.  <b>Evidence</b> Faculty and whole school Insight reports
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b> <b>HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b> <b>NIF DRIVER</b>

<p>Professional develop for all teaching staff and PSA's on CEC literacy and dyslexia guidelines</p>	<p>L&amp;T</p>	<p>Teacher Professionalism</p> <p><b>2.3 Quality of teaching</b></p> <p><b>2.4 removal of barriers to learning</b></p>	<p><b>Led by:</b> <b>Additional Support for Learning Service</b></p> <p>Hilary Aitken and Fiona Grubb -</p>	<p>Literacy and Dyslexia guidelines</p>	<p>August Inset Day</p>	<p><b>Progress</b></p> <p>Staff are more aware of and able to implement key support strategies that are used to support pupils with dyslexia/literacy difficulties.</p> <p><b>Impact</b></p> <p>Teachers can teach more effectively in class and meet need of pupils with dyslexia.</p> <p><b>Evidence</b></p> <p>Teacher feedback will be collated after inset session.</p>
<p>Explore highly effective differentiation methods to share with colleagues.</p>	<p>L&amp;T</p>	<p>Teacher professionalism</p> <p><b>2.3 Quality of teaching</b></p> <p><b>2.4 removal of barriers to learning</b></p>	<p><b>Led by SLT L&amp;T</b></p> <p>L&amp;T SIG group</p>	<p>SIG time</p> <p>Highly effective differentiation professional reading.</p>	<p>SIG working group meetings</p> <p>January Inset</p>	<p><b>Progress</b></p> <p>Staff will engage with professional reading and implement strategies with class(es). Staff will then share strategies and examples shared with colleagues at January Inset day through workshop approach.</p> <p><b>Impact</b></p> <p>All teaching staff more aware of key strategies that can be used to support differentiation in classroom.</p> <p><b>Evidence</b></p> <p>L&amp;T minutes, evidence of workshops from staff and teacher feedback.</p>



						Pupil feedback from classes where differentiation methods have been tried.
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b> <b>NIF DRIVER</b>
Development of the use of HOTS in LI and SC – consistent practice embedded across the school	L&T  Self-Evaluation	Teacher Professionalism  <b>2.3 Quality of teaching</b>	SLT lead – L&T  L&T SIG	SIG allocated time  Jan Inset day (time allocated)	Curriculum development time allocated though WTA  January Inset day	<b>Progress</b> To be developed across all faculties with all teachers. 3 volunteers from L&T SIG take part in CCPL looking at impact on: <ol style="list-style-type: none"> <li>1. Learner engagement</li> <li>2. Pupil understanding of learning (rather than doing)</li> <li>3. Impact on learning of pupils in class</li> <li>4. Confidence in selected skills.</li> </ol> Staff will share experiences during Jan Inset. <b>Evidence</b> Use of approach in classroom observations. Focus for TACL and 3 minute walkthrough's. Pupil feedback.

<b>NIF Priority 2 – Closing the attainment gap between the most and least disadvantaged children</b>	<b>QIs/Themes</b> <b>1.1 Self-evaluation for self-improvement</b> <b>1.2 Leadership of Learning</b> <b>1.3 Leadership of change</b> <b>1.5 management of resources to promote equity</b> <b>2.2 Curriculum</b> <b>2.3 Learning, teaching and assessment</b> <b>2.4 Personalised Support</b> <b>2.5 Family Learning</b> <b>3.2 Raising attainment and achievement</b>
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<b>Priority 2</b>	To improve attainment and achievement levels for our most disadvantaged children.				Overall Responsibility	L Whale
<b>Outcomes</b>	By 2021 we aim to ensure our most disadvantaged pupils (lowest 20%) achieve a minimum of 5 qualifications at level 4 by the time they leave school. (National Benchmarking – improving attainment for all – 150+ tariff points)					
Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Identification of most disadvantaged /at risk pupils (Access to Success)	Pupil Support Self-Evaluation	Assessment of children’s progress  <b>2.4 Targeted support and removal of barriers for learning</b>	<b>Led By: L Whale</b> SFL Leaders PSL’s	<b>Senior DO post</b>	Time allocated to senior DO	<b>Progress</b> SLT and whole staff will be much more aware of targeted groups of pupils. Identification will facilitate planning for each pupil to maximise 4 pillars of inclusion.  <b>Evidence</b> Identification and tracking of identified groups will take place at SLT meetings and information will be shared with staff.

Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Access to Success – (S4) Implementation of programme of alternative provision / flexible approaches for identified at risk groups.	Pupil Support	School Improvement  1.5 management of resources to promote equity  1.3 Implementing improvement an change  2.4 Targeted support and removal of barriers for learning	<u>Led By L Whale</u>  SFL staff  Partners (facilitated by inclusion monies)	Senior DC  Inclusion monies	Sep 18 to June 19	<b>Impact</b> Pupils will be more supported by specific package of support delivered by school and partners.  <b>Evidence</b> 1. Improved levels of Attendance 2. Higher levels of participation/engagement 3. Improved attainment and achievement – minimum of 5 qualifications / achievement awards by end of S4.
Tasks	School Priority	NIF Driver	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Learning to Learn mentor programme	Pupil Support	School improvement	<u>Led by L Whale: Senior DC</u>	PEF – identified mentors  5 x learning to learn mentors – training time for mentors.	S4 (25 pupils) identified by end of August 2018	<b>Impact</b> Pupils will be supported throughout session by mentor programme. Look to impact on

		<p>1.1 Analysis and evaluation of intelligence and data</p> <p>1.2 Children and young people leading learning</p> <p>2.4 Targeted support</p> <p>2.4 Removing barriers to learning</p> <p>2.5 Engaging families in learning</p> <p>3.2 Equity for all learners</p>			Mentor meeting scheduled throughout session plus meetings with parents.	pupil motivation, attendance, engagement and attainment.  <b>Evidence</b>  Tariff points compared to SIMD and wider achievement accreditation. Levels of Inclusion (Attendance/participation/Achievement/Support)
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b>
STEM Development Officer	Pupil Support  Curriculum	School Improvement  2.2 skills for learning, life and work	<u>Led by R Wallis</u>  STEM Development Officer	Allocated Timetable classes.	Aug18 – May 19.	<b>Impact</b> Deliver Design Engineer and Construct course – awarding body TQUK – deliver N3 Science / N4 units / Skills for work (Lab Science).  <b>Evidence</b>

		3.2 quality of learners achievements				Increased levels of qualifications for identified pupils
STEM Development Officer	Pupil Support  Curriculum	School Improvement  3.2 quality of learners achievements	STEM Development Officer	Extraction classes and Go 4 Set	Sept – May  2 x periods per week	<b>Impact</b> Extraction classes aimed at supporting the development of science based numeracy for identified pupils.  <b>Evidence</b> Improved levels of numeracy for targeted group – achievement of a level.
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b>  <b>HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b>
Inclusive classroom – structure and routines evaluation	L&T	Teacher professionalism  1.2 professional engagement and collegiate working 2.3 Learning and engagement and quality of teaching	<u>Led by R4L SLT Link</u>  Relationships for Learning SIG.	Circle Resource – P50-53 structures and routines  When Adults Change Everything changes – key book. Chapter 5 reading for staff.	Faculty DM’s to complete self-evaluation – (before January).  Faculty DM time – focus on this	<b>Impact</b> Staff more aware of high levels structures and routines that promote an inclusive classroom environment. Begin to implement action plan.  <b>Evidence</b> Each faculty Identifies areas of strength and areas to develop that makes our classroom more inclusive. 3 point action plan – keep doing, stop doing, start doing.

Professional reading focus for all staff	Ethos	Teacher professionalism  1.2 professional engagement and collegiate working  2.3 Learning and engagement and quality of teaching	<u>Led by R4L SLT Link</u>	When adults change everything changes – Chapters 1, 2 and 5. faculty  Faculty DM's – Ethos section – all staff engaged.	CAT Session – 5th October – Chapter 2 – when adults change.  January Inset day – Chapter 5	<b>Progress</b> Professional reading to impact on our classroom practice.  <b>Evidence</b> Feedback in faulty DM's.
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b>  <b>HGIOS (4)</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b>
Continue to embed use monitoring and tracking database (EdICT)	Self-Evaluation	Assessment of children's progress  2.3 Effective use of assessment	<u>Led by: R Hunter</u>	EdICT database  WTA – time associated to reporting  Year Yeam focus on reports and action.	Aug 18 – June 19	<b>Impact</b> Use of tracking data base to more effectively meet the needs of all leaners  Data used to evaluate impact of interventions.  <b>Evidence</b> EdICT database

		2.3 Planning, tracking and monitoring				
		3.2 Attainment over time				

<p><b>NIF Priority 3 – Improvement in children and young people's health and wellbeing</b></p>	<p><b>QIs/Themes</b></p> <p>1.1 Self-Evaluation for Self Improvement  1.2 Leadership of Learning</p> <p>2.1 Safeguarding and child protection  2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment  2.4 Personalised Support  2.5 Family learning  2.7 Partnerships</p> <p>3.1 Improving Wellbeing, equality and inclusion  3.2 Raising attainment and achievement</p>
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Priority	<ol style="list-style-type: none"> <li>1. To embed a rigorous and robust attendance tracking system</li> <li>2. To develop opportunities for wider achievement accreditation and the pupil leadership team</li> <li>3. Further develop parental partnerships to improve outcomes for families and young people.</li> <li>4. Develop a specific pathway support structure (sustained drop in exclusion figures)</li> </ol>				Overall Responsibility	M Gordon
Outcomes	<ol style="list-style-type: none"> <li>1 Improved attendance across the school with a particular focus on S2/3 (92% and above)</li> <li>2 Increased participation of pupils in the life of the school community and improvement in pupil's confidence and leadership skills.</li> <li>3 Wider achievement accreditation (see S&amp;Q report)</li> <li>4 Established Family Learning Programme</li> <li>5 Clarity of pathway supports</li> </ol>					
Tasks	School Priority	NIF Driver	By Whom	Resources <b>(PEF)</b>	Time	Impact/ Progress/Evidence

		HGIOS (4)		(INCLUSION)		
<p>Highlight attendance policy</p> <p><b>Test of Change:</b> Tracking and monitoring of attendance recording for S1/2</p> <p>Information launched to parent/ carers</p> <p>EMA – send information home regarding criteria</p> <p>Clearer role for register teacher in relation to monitoring and tracking attendance.</p> <p><b>Set up a reward system for S1-3</b></p>	<p>Pupil Support</p> <p>Self-Evaluation</p>	<p>Teacher professionalism</p> <p>Parental engagement</p> <p><b>1.1 Analysis and evaluation of intelligence and data</b></p> <p><b>3.1 Inclusion and equality</b></p>	<p><b>Led by: Pupil Support DHT and Sarah Ellis</b></p> <ul style="list-style-type: none"> <li>• PSLs</li> <li>• Office staff</li> <li>• All staff</li> <li>• EWO</li> </ul>	<p><b>August Inset</b></p> <p>Registration procedures are being shared with staff along with test of change model</p> <p><b>October Inset</b> update by S Ellis</p> <p>Allocated office staff dedicated to attendance every period.</p> <p>Office staff to work with Forrester office staff</p>	<p>Sept weekend will start to roll out for S1/2 Attendance responses from parent/ carers office staff</p> <p>October Inset update</p> <p>Reviews at SLT</p>	<p><b>Progress</b></p> <p>Staff more aware and proactive in monitoring and tracking attendance.</p> <p>Greater accuracy in attendance records and identification of support interventions</p> <p><b>Impact</b></p> <p>Attendance Figures – improvement in identified year groups (S1/2)</p> <p>Reduced truancy/ period anomalies</p> <p>Increased participation and reduction in lateness</p> <p><b>Evidence</b></p> <p>Attendance percentages Anomalies reports</p>
<b>Tasks</b>	<b>School Priority</b>	<b>NIF Driver</b>	<b>By Whom</b>	<b>Resources</b> <b>(PEF)</b> <b>(INCLUSION)</b>	<b>Time</b>	<b>Impact/ Progress/Evidence</b>



<p>Establish various platforms to foster pupil voice and leadership programmes</p> <ol style="list-style-type: none"> <li>1. Pupil Council</li> <li>2. L&amp;T</li> <li>3. HWB</li> <li>4. Creative Arts</li> <li>5. RRS</li> <li>6. Senior Pupil Leadership Team</li> <li>7. LGBT</li> <li>8. Charities Committee</li> </ol> <p>Complete a PLT booklet including various PLT opportunities and robust QA and data collection strategy</p>	<p>Ethos</p> <p>Self-Evaluation</p>	<p>School Leadership</p> <p>School Improvement</p> <p><b>1.2 Children and young people leading learning</b></p> <p><b>2.2 skills for learning, life and work</b></p> <p><b>2.3 Learning and engagement</b></p>	<p><b>Led by: DHT Support</b></p> <p>R Jones M Gregor DHT L&amp;T H Gridale L Whale A Fleming J McDonald</p>	<p>Time set aside for PLT groups.</p> <p>NEED TO DISCUSS</p>	<p>Aug 18 – April 19.</p>	<p><b>Progress</b></p> <p>More opportunities for pupils to be involved in pupil leadership opportunities</p> <p><b>Evidence</b></p> <p><b>Data</b></p> <p>Attendance – participation in PLT structure</p> <p>Engagement no: of opportunities offered and no: of events led and attended by PLT</p> <p>Achievement: level of achievement rewards and SQA qualifications</p> <p><b>Views</b></p> <p>Improved ethos - focus groups</p> <p>HWB indicators developed through greater confidence (HWB questionnaire)</p> <p>Staff evaluations – surveys</p> <p>Parent Council</p> <p><b>Direct Observation</b></p> <p>Implemented change - Celebration of success</p> <p>Increased attendance, participation and engagement in improving outcomes for young people through pupil voice</p>
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						Minutes of PLT meetings QA calendar
Tasks	School Priority	NIF Driver	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Parental Engagement - focus on family learning on key issues. Parents to be asked what they would like sessions to run on.	Ethos	Parental Engagement  2.5 Engaging families in learning  2.5 Quality of family learning programmes	<u>Led by: Parental Engagement Officer</u> DHT Support	Family Engagement Officer	Aug 18n – May 19.	<b>Impact</b> Family learning programmes – targeted on specific issues – such as: Cyber Bullying MWOW Subject specific sessions  <b>Evidence</b> Evaluations of each programme – parent/pupil feedback.
Family Learning – Communication – txt and facebook/ school website  Maintain and update official Facebook page	Ethos	Parental Engagement  2.5 Engaging families in learning	J Wilson Social Media group	Two PPW allocated to role Facebook page crated for sharing information.	Links on the school website	<b>Evidence</b> Facebook page  <b>DATA</b> : Likes, shares, survey monkey results . <b>VIEWS</b> Parent council Pupils focus groups Surveys for staff  <b>DIRECT OBSERVATION</b>

<p>Staff CPD relating to building positive relationships with parent/ carers and quality of feedback</p> <p>Send 'positive' texts – Celebrate success of our young people</p> <p>Staff are highlighted from different faculties and inform JW of positive impacts for S1-3 and text is sent home</p>				<p>CLPL programme 2018</p> <p>Group Call</p>	<p>Sept 2018 and Jan 2019</p> <p>Trial Oct - Dec 2018</p>	<p>Participation of parent/ carers at events</p> <p><b>Impact</b> Parental feedback on being informed of school events and successes.</p> <p>Increased information to parent/ carers</p> <p>Gathering views to inform future development in family learning programmes</p> <p>Support pupils with health and wellbeing such as building confidents, safety, feeling included. Raising attainment through subject specific family learning events</p> <p>Increased knowledge of quality feedback from staff at parents evening</p> <p>Increased engagement from parents due to improved quality of parents evening</p> <p>Pupils are recognised for their achievements</p> <p>Positive achievements of pupils are celebrated and communicated to parent/ carers</p>
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Tasks	School Priority	NIF Driver	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
<p>Develop an established role of the integrated support team</p> <p>Introduce Year Team structure and planned meetings</p>	Pupil Support	<p>Teacher professionalism</p> <p><b>2.7 Collaborative learning and improvement</b></p> <p><b>2.7 Impact on learners</b></p>	<p><b>DHT Support:</b> SFL leader/ PSLs DHT Support All Staff</p> <p>DHT, PSL, SFL, PSA</p>	House Team Meetings	Aug 18 – June 19	<p><b>Progress</b> Clarity on key roles within the support structure at GHS</p> <p><b>Impact</b> Increased focused on GIRFEC Increased consistency of universal, focused and targeted support</p> <p><b>Evidence</b> QA assurance on GIRFEC procedures</p>
Revised model of Team Around the Cluster	<p>Pupil Support</p> <p>Ethos</p>	<p>Pupil Support</p> <p><b>2.7 Impact on learners</b></p>	<p><b>DHT Support</b> Sfl Leaders/ PSLs Support staff at GHS Partner agencies</p>	TATC meetings	Aug 18 – June 19	<p><b>Progress</b> Clearer links with locality priorities and partner agencies.</p> <p><b>Impact</b> More focussed and targeted support for most at risk.</p>

						<p>Early intervention and identification for pathways 1 and 2</p> <p>Co-ordinated transition programme for P7 into S1 and 16+</p> <p><b>Evidence</b> TATC minutes Support for young people</p>
Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Recognising achievement	Ethos  Curriculum	<p>School Improvement</p> <p>3.2 Overall quality of learners achievements</p> <p>3.2 Equity for all learners</p>	<u>Led By J Grieg (PEF)</u>	PEF post		<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• YPI to be delivered in PSE</li> <li>• Personal development award to be delivered in PE for identified groups – option form for session 19/20.</li> <li>• AMBITION award launched for S1/2</li> </ul> <p><b>Impact</b> Increased levels of wider achievement for S5 pupils in YPI and personal development award.</p> <p>Increased levels of recognising achievement for</p>

						<p>pupils in S1/2 through ambition award.</p> <p>Evidence Number of pupils recognised in each category Pupil views of system.</p>
Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources <b>(PEF)</b> <b>(INCLUSION)</b>	Time	Impact/ Progress/Evidence
Review of our relationships for learning policy – particular focus on recognising success of pupils and award system	Ethos	<p>School improvement</p> <p>Teacher professionalism</p> <p><b>2.1 Arrangements to ensure wellbeing</b></p> <p><b>2.3 Learning and engagement</b></p> <p><b>2.4 Universal and targeted support</b></p>	<u>Led by SLT Link:</u>	SIG meeting times	Aug 18 – May 19	<p><b>Progress</b> Policy is reviewed and updated in-line with professional reading and staff feedback – Paul Dix.</p> <p><b>Evidence</b> Key data reviewed to inform supports and best practice. : On-call HOTSPOT Supported Interventions Internal Exclusion Exclusion</p> <p>Pupil and staff feedback.</p>

Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Set up school profile and use within PSE (possible use of profile developed by Skills Development Scotland).	Ethos Pupil Support Curriculum	Assessment of children's progress  <b>3.2 Overall quality of learners achievements</b>  <b>3.2 Equity for all learners</b>  <b>3.3 Increasing employability skills</b>	<u>Led by Michelle Gordon:</u>	School Improvement Group (SIG) – profiling and S3 development week.	Aug 18 – May 19	<b>Evidence</b> All pupils in S1-3 begin to access profile and develop within PSE. Clear link to CES and skills linked into schools of programme.  Clear link to S3 personal development week.  <b>Impact</b> Profile has a direct link to career education standards and pupils are much more aware of how they are developing key skills.

<p><b>NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people</b></p>	<p style="text-align: center;"><b>QIs/Themes</b></p> <p style="text-align: center;">1.2 Leadership of learning 1.3 Leadership of Change 1.3 Self-Evaluation for Self Improvement 1.5 management of resources to promote equity.</p> <p style="text-align: center;">2.2 Curriculum 2.4 Personalised Support 2.5 Family learning 2.7 Partnerships</p> <p style="text-align: center;">3.2 Raising Attainment and Achievement 3.3 Increasing creativity and employability.</p>
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Priority 1a	To Implement key strategies to improve employability skills and awareness and support all young people to achieve a positive and sustained destination.		Overall Responsibility			
Outcomes	By 2021 achieve the target of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking)					
Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
<p><b>Key Strategy (1)</b> Work ready board.</p> <p>Develop work skills by introducing a guaranteed S5 mock job interview with focus on developing key skills of:</p> <p>Literacy, communication and leadership (confidence).</p>	<p>Ethos</p> <p>Pupil Support</p>	<p>School Improvement</p> <p><b>1.3 Implementing improvement and change</b></p> <p><b>2.4 Targeted Support</b></p> <p><b>2.7 Collaborative learning and improvement</b></p> <p><b>2.7 Impact on learners.</b></p>	<p><b>Dee Scott and DYW Officer</b></p> <p>Parents and Partners (work ready board)</p> <p>PSL support through PSE</p> <p>Family engagement officer</p> <p>SDS</p> <p>Career ready mentors</p>	<p>DYW officer</p> <p>Time in PSE</p> <p>Time for interviews</p> <p>Parents and partners to support.</p> <p>MWOW resources.</p>	<p>Aug – Oct –time for interviews to take place agreed upon and parents/partners/teachers contacted and confirmed.</p> <p>Pupils prepare mock application form in PSE and submit for review. Sept 2018</p> <p>Nov – Jan - Guaranteed interview takes place for all</p>	<p><b>Progress</b></p> <p>Every S5 pupil guaranteed a mock job interview from key adults (associated to the school).</p> <p><b>Impact</b></p> <p>Improves pupil skills and confidence and enhances levels of engagement with partners and parents.</p>



		<p><b>3.2 Equity for all learners</b></p> <p><b>3.3 Increasing employability skills</b></p>			<p>S5 pupils after Barclay's life skills programme and pupil receives 1:1 feedback on key skills.</p>	<p><b>Evidence</b></p> <p>Number of pupils interviewed.</p> <p>Pupil views gathered in development of key skills and levels of confidence.</p>
<p><b><u>Key Strategy (2)</u></b></p> <p>Self-evaluation using self-evaluation wheel for CES for all staff and work in faculties to audit work related Career Education Standards.</p>	<p>Self-evaluation</p>	<p>School Improvement</p> <p><b>1.1 analysis and intelligence of data</b></p> <p><b>3.3 Increasing employability skills</b></p>	<p><b><u>Led by Dee Scott and DYW officer</u></b></p>	<p>Whole school CAT</p> <p>Session time allocated</p>	<p>24th August – CAT session</p> <p>3-point action plan submitted to SLT link by end of August 18.</p>	<p><b>Impact</b></p> <p>Staff much more aware of CES</p> <p><b>Evidence</b></p> <p>3-point action plan from all faculties submitted about how they will engage with CES further in BGE and Senior Phase.</p> <p>See below.</p>
<p><b><u>Key Strategy (3)</u></b></p> <p>A reintroduction to the Market place for all staff with the view to creating a Market place link.</p>	<p>Curriculum</p>	<p>School Improvement</p> <p><b>2.7 Collaborative learning and improvement</b></p> <p><b>3.3 Increasing employability skills</b></p>	<p><b><u>Senior DHT DYW officer</u></b></p> <p>Neil Pedersen (DYW chamber of commerce)</p>	<p>Whole school CAT</p> <p>Session time allocated</p>	<p>24th August – CAT session</p>	<p><b>Progress</b></p> <p>Staff developed KU of Marketplace opportunities</p> <p><b>Evidence</b></p> <p>All staff signed up to market place and each faculty signs for minimum of 1 market place opportunity – 1 of key action points.</p>

<p><b>Key Strategy (4)</b> review work placement protocols using revised work placement standards. The review will ensure a more targeted and flexible approach to providing work placements to S4 pupils.</p>	<p>Curriculum  Pupil Support</p>	<p>School Improvement  <b>1.3 Strategic planning for continuous change</b>  <b>3.3 Increasing employability skills</b></p>	<p><b>Senior DHT and PSL</b></p>	<p>Work Placement Standards  Time in PSE  Link with</p>	<p>Aug 18 – June 19</p>	<p><b>Progress</b> Work placements for all pupils in S4 arranged in line with work placement standards. More flexible and targeted approach.  SQA – Work placement unit introduced and delivered in PSE  <b>Evidence</b> Log of work placement experiences for S4 under work placement standards.</p>
<p><b>Key Strategy (5)</b> Through PLT further develop MwoW ambassador programme</p>	<p>Curriculum</p>	<p>School Improvement  <b>1.3 Strategic planning for continuous improvement</b>  <b>3.3 Creativity skills</b></p>	<p><b>DYW officer</b></p>	<p>Time to meet and develop role of MwoW ambassadors  Time to deliver to P7 and S1.</p>	<p>Aug 18 – April 19  Event 11th Sept – Holyrood HS</p>	<p><b>Impact</b> MwoW ambassadors develop leadership and confidence through leading initiative.  <b>Progress</b> Promote features and benefits of MwoW programme to targeted P7 transition and S1 pupils.  <b>Evidence</b> MwoW sign up and pupil engagement</p>
<p><b>Key Strategy (6)</b> Continued focus on delivering key skills for work through vocational options and Schools of programme in all faculty areas.</p>	<p>Curriculum</p>	<p>School Improvement  <b>1.3 Strategic planning for continuous improvement</b>  <b>2.2 Development of curriculum</b></p>	<p><b>Dee Scott</b></p>	<p>School Improvement group meetings  MwoW – lesson insets used to develop key skills focus.</p>	<p>Sept 18 – Curriculum meeting with CL's</p>	<p><b>Progress</b> Vocational options available in all faculties  Schools of programme running with staff aware of need to develop key skills</p>

Year 2 of schools of programme will be skills focussed with key skills identified by each School of.						for year (2) with a direct link to CES.  Key skills highlighted and developed further and shared with staff
<b>Key Strategy (7)</b> Development of pre-apprenticeship programmes with Apex and Costa	Curriculum	School Improvement  <b>2.7 The development and promotion of partnerships</b>  <b>3.3 Increasing employability skills</b>	<b>Dee Scott and DYW Officer</b>	Partnership with Apex and Costa.  Costa (flexible option)	Apex for full-year  Costa programme aimed at Christmas leavers. Aim to start fulltime in Jan 19	<b>Progress</b> Partnership with companies established.  <b>Evidence</b> Number of pupils engaged with both programmes – link to positive destination for candidates.
<b>Key Strategy (8)</b> Careers Event	Curriculum	School Improvement  <b>1.3 Implementing improvement and change</b>  <b>2.7 The development and promotion of partnerships</b>  <b>3.3 Increasing employability skills</b>	<b>Dee Scott and DYW officer</b>	DYW officer  Link with partners  MWOW	Jan 19	<b>Impact</b> Careers event takes place to raise awareness for pupil of destinations – linked to course choice.  <b>Evidence</b> Pupil, partner and parent engagement levels. Feedback from key stakeholder.
<b>Key Strategy (9)</b> Parental engagement events – universal and targeted for S4 leavers.	Ethos	School Improvement  <b>2.5 engaging families in learning</b>	<b>Led BY D Scott:</b>  DYW officer  Family engagement officer  Senior DO: S4 target group	SDS partnership	Feb 19  S4 target group – November 18	<b>Impact</b> Parents engage with SDS as a resource to increase awareness of function of SDS in supporting transition to positive destination.  <b>Evidence</b> Parent engagement and feedback

Tasks	School Priority	NIF Driver HGIOS (4)	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence
Community Partnership Approach	Curriculum	<p>School Improvement</p> <p><b>1.3 Developing a shared vision and values</b></p> <p><b>2.2 Development of Curriculum</b></p> <p><b>2.7 The development and promotion of partnerships</b></p>	<p>Led by Senior DO –</p> <ul style="list-style-type: none"> <li>Dunedin Canmore Youth projects</li> <li>Switch</li> <li>Positive realities</li> <li>Gracemount Garden</li> <li>Rathbone</li> <li>Cyrenians</li> <li>Other relevant partners</li> <li>Neil Peadersen/Leanne Banks (DYW)</li> </ul>	<p>Senior DO</p> <p>Inclusion monies</p> <p>Use of inclusion money to support flexible pathways for most at risk and disadvantaged pupils in S1-4.</p> <p>EdICT used to analyse projected attainment.</p>	Aug 18 – June 19	<p><b>Evidence/Impact</b></p> <p>4 pillars of inclusion:</p> <ol style="list-style-type: none"> <li>Present – attendance tracking of key pupils to ensure they are present at school – aim for 90% +</li> <li>Participation – pupil have voices heard and access to full range of opportunities in school. Participation rates carefully monitored.</li> <li>Achieving – access to a varied curriculum to meet individual needs. Attainment analysed through use of EdICT</li> <li>Support – supported to overcome barriers.</li> </ol>
Tasks	School Priority	NIF Driver	By Whom	Resources (PEF) (INCLUSION)	Time	Impact/ Progress/Evidence

STEM Development Officer	Pupil Support Curriculum	School Improvement <b>2.2 Development of Curriculum</b> <b>2.7 The development and promotion of partnerships</b> <b>3.2 Overall quality of learners achievements</b> <b>3.2 Equity for all learners</b>	<b>Led by R Wallis:</b> <b>STEM Development Officer</b> Careers education advisor	STEM development officer Career partners – links created.	Aug 18 – May 19	<b>Evidence/Impact</b> Deliver Design Engineer and Construct course at level 1 and level 2 - awarding body TQUK. Increased levels of pupil engagement and more awareness of career links.
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