



**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2017 - 2018



National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
<ul style="list-style-type: none"> To ensure that 85% of pupils have successfully experienced and achieved CfE Third Level Literacy, Numeracy and Health and Wellbeing outcomes in preparation for the Senior Phase by 2020. To ensure that 65% of leavers at S4/5/6 exit points achieve Level 5 Literacy and Numeracy by 2020. To ensure that 95% of leavers at S4/5/6 exit points reach a sustained positive destination by 2020. To provide leadership for the implementation of Attainment Challenge and Pupil Equity Funding interventions towards meeting the priority to close the attainment gap between the most and least disadvantaged children. 		

National Improvement Framework Key Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 				Collaboration and consultation (list stakeholders): <ul style="list-style-type: none"> PTs - DIPs Improvement Planning Committee Parent Council Pupil Council Learning Community Schools 	
National Improvement Framework Key Drivers		HGIOS 4 and Early Learning and Childcare Indicators		SLC Education Resources Themes	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 		<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 		Transform Learning and Teaching/Implement CfE	
				Meeting the Needs of all Learners’, GIRFEC and Statutory Duties	
				Skills for Learning, Life and Work	
				Professional Learning	
				Leadership (Change and Improvement)	
Strategic Priority	PEF £k	Intended Impact	Measures of Success	Actual Impact	
Raising Attainment/ Recognising Achievement		<ul style="list-style-type: none"> To ensure that 83% of pupils have successfully experienced and achieved CfE Third Level Literacy outcomes in preparation for the Senior Phase by 2018. To ensure that 78% of pupils have successfully experienced and achieved CfE Third Level Numeracy outcomes in preparation for the Senior Phase by 2018. 	<ul style="list-style-type: none"> Literacy & Numeracy assessment data S3 Literacy & Numeracy attainment figures (informed by NSA). BGE tracking data Senior Phase tracking data SQA results data Insight data 		

		<ul style="list-style-type: none"> To ensure that 65% of leavers at S4/5/6 exit points achieve Level 5 Literacy and Numeracy by 2018. 		
Meeting Learners Needs		<ul style="list-style-type: none"> To ensure that 80% of pupils have successfully experienced and achieved CfE Third Level Health & Wellbeing outcomes in preparation for the Senior Phase by 2018. 	<ul style="list-style-type: none"> BGE tracking data NIF H&WB data 	
Skills for Learning, Life and Work		<ul style="list-style-type: none"> To ensure that 95% of leavers at S4/5/6 exit points reach a sustained positive destination by 2020. 	<ul style="list-style-type: none"> Pupil uptake into Senior Phase 'vocational courses'/college Pupil evaluations of IDL/STEM activities Pupil accreditation including CoWR, plus complementary accreditation routes such as Saltire, DoE, Cosmetology, and Caritas and a wider range of Senior Phase options. Insight Positive Destination data 	
Professional Learning		<ul style="list-style-type: none"> Further develop leadership opportunities for both staff and pupils. Further develop our culture for self-evaluation for improvement. Positive impact on learning and teaching. 	<ul style="list-style-type: none"> Delivery of in-house CLPL programme Staff feedback/engagement with self-evaluation activities Pupil feedback No. of staff undertaking SCQF11+ qualifications 	
Leadership (Change & Improvement)		<ul style="list-style-type: none"> A culture of self-evaluation which promotes professional values and commitment, which in turn contributes to personal and whole school improvement. Leadership opportunities for all staff will contribute to their professional knowledge and their capacity to effectively contribute to improving the quality of teaching and learning experiences for our pupils. 	<ul style="list-style-type: none"> Self-evaluation against GTCS/HGIOS/NIF. Staff engagement with WS working groups. Data collated from QA activities is triangulated and provides evidence of impact. Engagement with CLPL, including SCQF11+ qualifications. PRD feedback. Stakeholder feedback. Revised Leadership Map. 	
Developing in Faith: Celebrating & Worshiping		<ul style="list-style-type: none"> A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes. 	<ul style="list-style-type: none"> Staff and pupil experience and evaluations Collation of whole school experiences for SCES 	