



**Education Resources  
Curriculum and Quality Improvement Service**

## **Establishment Improvement Plan**

**2018 – 2019**

*Draft v1.0 - 26/06/18*



National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	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"> <li>To ensure that 85% of pupils have successfully experienced and achieved CfE Third Level Literacy and Numeracy by the end of S3 in preparation for the Senior Phase by 2020. (June’16 – Lit: 69.9%, Num: 71.8%)</li> <li>To ensure that 85% of leavers at S4/5/6 exit points achieve Level 5 Literacy by 2020. (2016 – 74.4%)</li> <li>To ensure that 70% of leavers at S4/5/6 exit points achieve Level 5 Numeracy by 2020. (2016 – 58.3%)</li> <li>To maintain above 95% of leavers at S4/5/6 exit points reaching a sustained positive destination by 2020. (2016 – 94.1%)</li> <li>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.</li> </ul>		

<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people’s health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<p><b>Collaboration and consultation</b></p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>PTs</td> <td>Mar'18-May'18</td> <td>Self-Eval &amp; DIPS</td> </tr> <tr> <td>Imp. Planning Comm.</td> <td>May'18</td> <td>Planned meetings</td> </tr> <tr> <td>Pupil Council</td> <td>Jun'18</td> <td>Planned meeting</td> </tr> <tr> <td>Parent Council</td> <td>Jun'18</td> <td>Planned meeting</td> </tr> </tbody> </table>	Who?	When?	How?	PTs	Mar'18-May'18	Self-Eval & DIPS	Imp. Planning Comm.	May'18	Planned meetings	Pupil Council	Jun'18	Planned meeting	Parent Council	Jun'18	Planned meeting
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Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Raising Attainment/ Recognising Achievement		<ul style="list-style-type: none"> <li>To ensure that 84% of pupils have successfully experienced and achieved CfE Third Level Literacy and Numeracy by the end of S3 in preparation for the Senior Phase by 2019.</li> <li>To ensure that 84% of leavers at S4/5/6 exit points achieve Level 5 Literacy by 2019.</li> <li>To ensure that 75% of leavers at S4/5/6 exit points achieve Level 5 Numeracy by 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy &amp; Numeracy assessment data</li> <li>S3 Literacy &amp; Numeracy attainment figures (informed by NSA).</li> <li>BGE tracking data</li> <li>Senior Phase tracking data</li> <li>SQA results data</li> <li>Insight data</li> </ul>	<ul style="list-style-type: none"> <li>S3 June'17 – Lit: 81.4%, Num: 73.8%</li> <li>83.2% of 2017 leavers at S4/5/6 exit points achieved Level 5 Literacy.</li> <li>60.1% of 2017 leavers at S4/5/6 exit points achieved Level 5 Numeracy.</li> </ul>
Meeting Learners Needs		<ul style="list-style-type: none"> <li>Increase whole school attendance levels to meet / exceed SLC average attendance rate.</li> <li>Maintain exclusion rates lower than SLC exclusion rates.</li> <li>To raise the profile of house group identity within the school to improve the provision of pupil support across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance statistics</li> <li>Exclusion rates</li> </ul>	<ul style="list-style-type: none"> <li>2017 Attendance averaged 90.1%</li> <li>2017 had 38 exclusions incidents.</li> <li>Assemblies on House origins, colour and identity. Competitions regarding house logos.</li> </ul>
Skills for Learning, Life and Work		<ul style="list-style-type: none"> <li>To maintain above 95% of leavers at S4/5/6 exit points reaching a sustained positive destination by 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil uptake into Senior Phase 'vocational courses'/college</li> <li>Pupil evaluations of IDL/STEM activities</li> <li>Pupil accreditation including CoWR, plus complementary accreditation routes such as Saltire, DoE, Cosmetology, and Caritas and a wider range of Senior Phase options.</li> <li>Insight Positive Destination data</li> </ul>	<ul style="list-style-type: none"> <li>97.1% of 2017 leavers at S4/5/6 exit points reached a sustained positive destination.</li> </ul>
Professional Learning		<ul style="list-style-type: none"> <li>Further develop leadership opportunities for both staff and pupils.</li> <li>Further develop our culture for self-evaluation for improvement.</li> <li>Positive impact on learning and teaching by focusing on the L&amp;T experienced by pupils (e.g. Feedback, What Makes a Good Lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Delivery of in-house CLPL programme</li> <li>Staff feedback/engagement with self-evaluation activities</li> <li>Pupil feedback</li> <li>No. of staff undertaking SCQF11+ qualifications</li> </ul>	<ul style="list-style-type: none"> <li>2 PTs appointed to DHT/CL</li> <li>1 Secondment to SLC</li> <li>Range of inset/in-house CLPL provided.</li> </ul>
Leadership (Change & Improvement)		<ul style="list-style-type: none"> <li>A culture of self-evaluation which promotes professional values and commitment, which in turn contributes to personal and whole school improvement.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation against GTCS/HGIOS/NIF.</li> <li>Staff engagement with WS working groups.</li> <li>Data collated from QA activities is triangulated and provides evidence of impact.</li> <li>Engagement with CLPL, including SCQF11+ qualifications.</li> <li>PRD feedback.</li> <li>Stakeholder feedback.</li> <li>Revised Leadership Map.</li> </ul>	
Developing in Faith: Developing as a community of faith and learning.		<ul style="list-style-type: none"> <li>Increased parental engagement with the spiritual formation and well-being of targeted cohort.</li> <li>Potential to achieve more in life – engagement with school and learning – engagement with family learning – shared values.</li> </ul>	<ul style="list-style-type: none"> <li>Parents attending retreat experience</li> <li>Pre-post experience survey</li> <li>Parental evaluations/parent council</li> </ul>	