

School Improvement Plan

School Improvement Plan - Priorities and Outcomes What are the outcomes that you plan to achieve for your children, young people and families for this session?		
Improvement Outcome: Our staff, children and young people are leaders of learning and change		
NIF Priority: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged children; improvement in Children's and young people's health and wellbeing; improvement in employability and sustained positive leaver destinations for all young people	NIF Driver(s): School improvement; school leadership; parental engagement	HGIOS4 QI(s): 1.2, 1.3
School Lead: SP Hagney	Completion Date: April 2020	Review Date: May 2021
What impact will you measure?	How will you measure it?	Progress at Review Date
<ul style="list-style-type: none"> Using 2016/17 as a baseline, increase in parents/carers agreeing that 'The school takes my views into account when making changes' (45%) Using 2016/17 as a baseline, increase in parents/carers agreeing that 'The school is well led and managed' (82%), and increase in teachers and support staff agreeing with the same statement (85%) Using 2016/17 as a baseline, increase in pupils agreeing that the 'school listens to our views and takes them into account' (P: 59%; S: 30%) Using 2016/17 as a baseline, increase in teachers and support staff agreeing that they have 'regular opportunities to undertake leadership roles' (55%) 	<ul style="list-style-type: none"> Evidence arising from self-evaluation processes: questionnaires; plans; minutes; records. Stakeholder feedback Analysis of needs; collegiate programmes; feedback from all stakeholders, staff/ELT Meetings, SLT/PT Link Meetings, SIG and others Improving attainment, observations, feedback from staff and learners Evidence of learners planning and leading learning in a variety of ways and settings Feedback from stakeholders; evidence of innovation, creativity and practitioner enquiry; self-evaluation evidence of impact of change 	

<ul style="list-style-type: none">• Using 2016/17 as a baseline, increase in teachers and support staff agreeing that 'Children and young people have the opportunity to lead their learning' (75%)• Using 2016/17 as a baseline, increase in teachers and support staff agreeing that 'I am actively involved in the school's on-going self-evaluation' (87%)• Using 2016/17 as a baseline, we will increase teacher professionalism ERD targets (P: 63%; S: 86%)• Using 2016/17 as a baseline, we will increase teacher leadership ERD targets (P:50%; S: 62%)		
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School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Learning, teaching and assessment meet the needs of all learners		
NIF Priority: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged children; improvement in Children's and young people's health and wellbeing; improvement in employability and sustained positive leaver destinations for all young people	NIF Driver(s): Assessment of children's progress; performance information; teacher professionalism	HGIOS4 QI(s): 2.3
School Lead: SP Hagney	Completion Date: April 2020	Review Date: May 2021
What impact will you measure?	How will you measure it?	Progress at Review Date
<ul style="list-style-type: none"> Using 2016/17 as a baseline, increase in parents/carers agreeing that 'I receive helpful information about how my child is doing' (72%) Using 2016/17 as a baseline, increase in parents/carers agreeing that 'The school organises activities where my child and I can learn together' (33%) Using 2016/17 as a baseline, increase in parents/carers agreeing that 'I am satisfied with the quality of teaching in the school' (84%) Using 2016/17 as a baseline, increase in teachers and support staff agreeing that 'The school's arrangements for engaging parents in their children's learning are effective (64%) Using 2016/17 as a baseline, increase in secondary pupils agreeing that 'I am given the opportunity to influence what and how I learn' (61%) 	<ul style="list-style-type: none"> Questionnaires Observations, including Leuven scale; evidence of pupil voice; feedback from parents/carers Observations, feedback from all learners and parents/carers Plans, observations, professional dialogue, examples of effective practice, moderation/verification processes Tracking and monitoring of attainment and wider achievement in and out of school, including SIMD/ACORN data 	

<ul style="list-style-type: none">• Using 2016/17 as a baseline, increase in pupils agreeing 'I am happy with the quality of teaching in my school' (P: 90%; S: 82%)• Using 2016/17 as a baseline, increase in pupils agreeing 'Staff help me to understand how I am progressing' (P: 71%; S: 73%)		
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School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Attainment and achievement is raised for all and the poverty related gap is closing		
NIF Priority: Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged children	NIF Driver(s): All	HGIOS4 QI(s): 3.2
School Lead:SP Hagney	Completion Date: April 2020	Review Date: May 2021
What impact will you measure?	How will you measure it?	Progress at Review Date
<ul style="list-style-type: none"> • Average attainment in P1, P4, P7 & S3 in literacy and numeracy across all components is increased, using 2015-16 as the baseline and the gap between SIMD 1&2 and 9&10 is reduced • In N4&N5 literacy and numeracy, VC for leavers' data is exceeded, and improve equity between most and least deprived cohorts • Average total tariff points compared to VC is exceeded for all, including for the most able 20%, and improve equity between most and least deprived cohorts • Exceed VC across all key leavers' breadth and depth indicators, and improve equity between most and least deprived cohorts • Exceed VC across all key breadth and depth indicators in S4, S5 and S5 (from S4 roll), and improve equity between most and cohorts • Using 2015/16 as a baseline, percentage of leavers with at least 1 Higher (62%) is increased, and the gap between SIMD 1&2 and 9&10 (27%) is narrowed 	<ul style="list-style-type: none"> • Improvements evidenced through CfE levels, SQA qualifications and standardised testing over time: focus on expressive language at Early Level and reading comprehension from P2–S3 • PKC attainment Suite • Improvements evidenced through CfE levels, SCQF and other qualifications, recording of achievements, standardised testing over time 	

- Using 2015/16 as a baseline, percentage of leavers with no Highers and no Vocational Qualifications (24%) is reduced and the absence of a poverty-related gap is maintained

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What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome: Our children and young people's wellbeing is ensured through equity and inclusion		
NIF Priority: Improvement in Children's and young people's health and wellbeing; improvement in employability and sustained positive leaver destinations for all young people	NIF Driver(s): All	HGIOS4 QI(s): 3.1; 3.3
School Lead: SP Hagney	Completion Date: April 2020	Review Date: May 2021
What impact will you measure?	How will you measure it?	Progress at Review Date
<ul style="list-style-type: none"> Percentage of children meeting the expected developmental milestones at the end of N5 from 2016-17 figure (90%) is increased and the closed gap between SIMD 1&2 and 9&10 is maintained (see Nursery Plan) Number of young people leaving school into positive destinations is above VC, reduced unknowns (2%) and improve equity between most and least deprived cohorts Increase the staying on rate using 2015/16 as a baseline (S4 to S5: 80%; S5 to S6: 59%; S4 to S6: 52%) and ensure that the poverty-related gap on staying-on rates is closed Using 2013/14 - 2015/16 figures as a baseline, exclusions reduced for all and gap between SIMD 1&2 and 9&10 reduced Increase P7 attendance from 2015/16 figures (94%), focusing on children attending less than 90% (8% in 	<ul style="list-style-type: none"> Tracking of wellbeing through the wellbeing web; participation rates in outdoor learning, Active Schools, enhanced curricular opportunities relating to HWB; teacher observations; child's plans; feedback and observations PKC attainment Suite Own data Positive leaver destination data and intervention data 	

<p>2015/16), and close the poverty-related attendance gap across the primary (1.5%</p> <ul style="list-style-type: none"> • Using 2015/16 as a baseline, improve attendance across each year group in secondary, and the attendance gap between SIMD 1&2 and SIMD 9&10 is reduced • Using 2015/16 as a baseline, attendance of all Young Carers, S2 (81%); S3 (75%); S4 (62%) is improved • Participation in Active Schools activities in school is improved, closing the gap (22%) in primary and maintaining the closed gap in secondary • Using 2016/17 as a baseline, increase in pupils reporting that 'I feel safe in school' (P: 63%; S: 74%) • Using 2016/17 as a baseline, increase in pupils reporting that 'Other pupils treat me fairly and with respect' (P: 50%; S: 48%) • Using 2016/17 as a baseline, increase in teachers and support staff agreeing that 'The school deals effectively with bullying' (64%). • Using 2017/18 secondary dept participation rates as a baseline, increase the percentage of school (internal: 35%); school (local: 38%); school (overnight: 33%); school (foreign: 36%) and monitor participation in community (local: 28%); community (overnight: 14%); community (foreign: 7%) to target greater future participation • Using 2017/18 secondary dept participation rates as a baseline, close the poverty related participation gap of school (internal: 8%); school (local: 3%); school (overnight: 31%); school (foreign: 37%) and monitor participation in community (local: 15%); community (overnight: 12%); community (foreign: 3%) to target greater future participation • Using 2017/18 as a baseline, maintain the level of parental engagement in the nursery (100%), and increase parental engagement in the primary (96%) and secondary (69%) • Using 2017/18 as a baseline, maintain the closed gap of parental engagement in the nursery (0%), and close the 		
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poverty related parental engagement gap in the primary (2%) and secondary (18%)

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