

# SCHOOL IMPROVEMENT REPORT 2018/19 and PLAN 2019-2020



## Part 1: Standards and Quality Report 2018/19

**School: GAIRLOCH HIGH SCHOOL**

**Head Teacher: Mr T Breen**

**Date submitted: June 2019**



### School Vision, Values and Aims:

We are **Ambitious** for and **Believe** in our pupils. We are a community committed to their **Care, Development, Education and Future.**

#### School Values

Learning and teaching is our core activity and striving to provide an excellent education will ensure all our pupils, staff, parents and partners have aspirations for lifelong learning. Our ambitions and beliefs for our pupils are to encourage them to become successful, confident adults. Regardless of their gender, race, sexual identity, disability, religious or political beliefs we will care for our pupils in a positive and supportive environment.

#### School Aims

We will provide a place of education which will:

- Create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.

- Provide a curriculum of excellence that supports and enables all pupils to achieve their full potential
- Enable pupils to develop a knowledge and understanding of the world.

- Create citizens who are informed about environmental, cultural and scientific matters.

- Communicate and work in partnership with teachers, pupils, parents and other agencies.

- Create a positive learning environment where everyone knows their views, talents, skills and opinions are valued and considered.

- Be a positive workplace environment for staff, where everyone feels supported in their work, encouraged to engage in a professional culture of collaboration and provide career-long professional learning opportunities.

## Summary of Standards and Quality Report/School Improvement Plan engagement process:

Participants	Engagement details
Teachers and other staff	Staff meetings timetabled throughout session and in particular Staff meeting on Monday 29 <sup>th</sup> April Extended Leadership Meeting 13 May 2019
Parents	Parent Council Meeting on 11 June 2019 specifically on School Improvement Planning, Parent Carousel completed and discussed.
Pupils	Learning Council Meetings throughout the session Pupil Survey/Carousel
Volunteers working in school (such as parents taking after-school activities, 3 <sup>rd</sup> sector engagement etc.)	Meetings held during HMIe Inspection Feb 2019
Other partners	Social Work partners, HLH partners, School Chaplains School chaplain meeting 13/6/19
Associated Schools Group	ASG Meetings on termly basis through session 2018/19  Discussed at ASG meeting 6/6/19

## Review of School Improvement Work against the National Improvement Framework Priorities

<p><b>What have we done to close the attainment gap?</b>            Relevant Improvement Priority title/ Pupil Equity Funding project/ Scottish Attainment Challenge additional funding project: Improving Mental Health leading to improved engagement of students</p>
<p><b>Impact and data</b></p> <ol style="list-style-type: none"> <li>1. Providing Specialist Children's worker to help students engage and provide support with mental health /anxiety issues. Leading to improved attendance and pupil engagement in their learning.</li> <li>2. Development of a transition project for P7/Junior Leaders programme for S2, linking in to Education Scotland Building resilient communities. Provide scaffolding to develop resilience strategies that may be required later in life when tackling assessment/other issues.</li> <li>3. Funding to promote and enhance activities to ensure inclusion for all pupils. S3 outward bound and S1 Cairngorm trip to provide leadership opportunities for all.</li> <li>4. Live-n-learn Growth mindset workshops for all year groups, with a specific targeted focus for S3 to provide support through examinations to increase success at all levels.</li> </ol>

## **What have we done to raise attainment, particularly in Literacy and Numeracy?**

**Relevant Improvement Priority title: Improved engagement with CfE levels of achievement in the BGE.**

### **Impact and data**

- 1. Reviewed BGE curriculum to ensure skills development a priority**
- 2. Improved discussion of learner Pathways, involving both pupils and parents**
- 3. Use of SNSA and other transition data to provide support in Numeracy and Literacy for those who are not achieving at 3<sup>rd</sup> Level.**
- 4. Targeted small group approach to support those who are underachieving**
- 5. Development of BGE tracking and monitoring termly to provide interim reports to parents and having learning conversations that allow pupils to engage with their levels and support strategies for success.**
- 6. Enrolment of teachers in Literacy leaders training.**
- 7. Targeting of pupils in S3 to complete their Numeracy and Literacy level 3/4 assessments.**
- 8. Improving Teaching and Learning in the classroom through increased awareness of sharing learning intentions and success criteria**
- 9. Peer observation of teachers to promote sharing good practice in lessons**
- 10. Programme of learning visits allowing feedback to all teachers in their delivery of the curriculum**
- 11. Working groups in both Literacy and numeracy, developing Literacy and numeracy tracking across the curriculum.**

## What have we done to improve children and young people's health and wellbeing?

Relevant Improvement Priority title/ school project:

: Improving Mental Health leading to improved engagement of students

### Impact and data

1. Providing Pupil Support Worker to help students engage and provide support with mental health /anxiety issues. Leading to improved attendance and pupil engagement in their learning. This is to be increased to two days/week for session 2019/20.
2. Development of a transition project for P7/Junior Leaders programme for S2, linking in to Education Scotland Building resilient communities. Provide scaffolding to develop resilience strategies that may be required later in life when tackling assessment/other issues.
3. Funding to promote and enhance activities to ensure inclusion for all pupils. S3 outward bound and S1 Cairngorm trip to provide leadership opportunities for all.
4. Live-n-learn Growth mindset workshops for all year groups, with a specific targeted focus for S3 to provide support through examinations to increase success at all levels.
5. Nurture UK training for HT, 2 staff attended 2 day Nurture Group Training to help with the planning process for establishing a nurture timetable next year. Delivering Specialist CPD for improving Wellbeing in the classroom (arranged for September 19).
6. Decider skills training for 3 members of staff, to be rolled out in the S1 PSHE programme
7. -Dates for Solution-Focussed Meetings (two per term) were agreed by all partner professionals concerned (PLSY, ASNO, PMHW, EP) at the end of last session. This has enabled us to plan so that the right pupils have had an SFM and the actions then reviewed by all involved.
8. PE – Activities covered in class consider various elements of their wellbeing eg's include: Physical in being active and working on skills. Social, interacting and working together. Mental, concentration and decision making. Emotional, dealing with feelings of frustration, happiness in a PE context.
9. 'Zen Zone' mindfulness extra-curricular lunch time activities
10. Online safety awareness training with all yeargroups
11. Driving Ambition day to encourage safe road usage for our senior students.
12. Targeted RASASH workshops to look at exploring gender stereotyping and consent for all year groups

## What have we done to improve employability skills and help our children and young people achieve sustained, positive school leaver destinations?

Relevant Improvement Priority title/ school project: Increased Engagement of DYW

### Impact and data

1. DYW career Fayre at community hall, for all year groups, focusing on positive destinations for all students, through inviting around 30 employers to share. 6 Interactive workshops for with local businesses/employers for senior pupils on the morning of the careers fayre.
2. Youth Philanthropy Initiative engaging S3 pupils to improve community links, and develop leadership opportunities that will support young people in their lifelong career pathway.
3. Gaelic Medium Career day promoting positive career pathways in the GM sector.
4. Introduction of leadership awards for S5/6 pupils, and senior school SQA work placement units for some students.
5. provided support to Senior pupils to access the Hi-Hope database and gain long-term work experience placements.
6. Provided access to the My World of Work website in PSHE. As a result pupils have e.g. created CVs and identified their particular strengths which in turn has supported applications for jobs and college courses.
7. Interview day for all S5/6 pupils (how to write an application form, interview techniques, mock interviews)
8. Youth Development Officer worked with three S3 pupils who have been provided with an alternative pathway one day a week to complete a John Muir Discovery award
9. SQA sportsleader award for a group of S3 & S4 pupils
10. Through working in partnership with the West Highland College, HC Virtual Academy we have sought the introduction of Foundation Apprenticeships in a number of subjects, N5 hospitality and level 5 Early education and Childcare to the curriculum
11. Extra support to S6 pupils who are going for auditions including references (not in UCAS). Practise for interviews within the Arts.
12. Learning for sustainability – Global citizenship in S2 SMART Class.
13. Positive destinations – Engagement with SDS (Jennifer Teague) and by introduction of Career Management Skills in PSHE.
14. Supporting pupils in their applications to apprenticeship programmes.
15. Talks from colleges, universities and taking students to university Day in Inverness.
16. Alerting pupils to work opportunities relevant to their interests, close to home and further afield.
17. Outward Bound Loch Eil trip for S3 specific aim to work on employability and leadership skills
18. Arranged courses leading to environmental health certificates (REHIS) for pupils in S4, S5 and S6 for session 18/19
19. Arranged Higher Education Tour to visit Gairloch in first week of session 18/19
20. April 2019: SAAS workshop for S6 leavers, ensuring every applicant was correctly registered for student funding
21. Planning for S4 - S6 pupils to undertake an SQA Mental Health and Wellbeing Award (Level4) as part of PSHE classes in 2019- 2020.

## Part 2: SCHOOL IMPROVEMENT PLAN SESSION 2019/20

### Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Further develop approaches to tracking and monitoring across subjects from S1 to S3 to ensure that they achieve and attain as highly as possible.</p>	<ul style="list-style-type: none"> <li>• ASG will provide SNSA and SPP information/data at transition to inform about prior learning. May / June 2019</li> <li>• Pupils in the Broad General Education from S1 to S3 will be monitored within each curricular area and their progress recorded in terms of their working levels within CfE.</li> <li>• The monitoring periods are built into the school calendar and have been determined through a consultation process with staff. Tracking will be improved to secure more positive outcomes for pupils.</li> <li>• All staff will familiarise themselves with the National Benchmarks in order to make focussed assessment judgements. Sources of evidence used to support teacher judgements of achievements of a level include: <ul style="list-style-type: none"> <li>• Use of experiences and outcomes/benchmarks/National Frameworks</li> <li>• Sharing/Moderation</li> <li>• Whole School S1-S3 overview of data, trends, etc.</li> <li>• Profiles including pupil self-reflection</li> <li>• Students have opportunities to reflect on their current working grades regularly during Registration/PSHE, either individually or in consultation with their Tutor.</li> </ul> </li> <li>• S3 online national assessments in literacy and numeracy.</li> <li>• Learning conversations with pupils will take place on a regular basis in departments and during tutor time.</li> <li>• Parents' engagement with Tracking and monitoring, by offering information sessions about the Broad General Education/Pathways/school target setting toolkit.</li> <li>• Moderation will take place in departments and with other schools. This will involve holistic planning twice</li> <li>• Peer and self-assessment will take place in classes each term</li> <li>• All S1- 3 pupils will get one interim and one full report during the session.</li> </ul>
<p><b>Continuing to improve learning and teaching to ensure all young people experience consistently high-</b></p>	<ul style="list-style-type: none"> <li>• Differentiation of materials in lessons to support all pupils, regardless of level</li> <li>• Lesson plans shared in folders with all teachers</li> </ul>

<p><b>quality experiences which meet their needs</b></p>	<ul style="list-style-type: none"> <li>• Sharing good practice in departments/across the school to model good learning</li> <li>• Further development of AiFL/Co-operative learning strategies</li> <li>• Peer teacher visits</li> <li>• ELT lesson observation and relevant feedback</li> <li>• introduction of Key Skills in S3 to allow transfer into other subjects</li> <li>• Parents engagement with teaching and learning in the virtual school, to provide opportunities for parents to support their children in their learning.</li> </ul>
<p><b>Increasing attainment in Literacy &amp; Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Parent information sessions</li> <li>• Promote the use of National Numeracy HUB</li> <li>• Highland numeracy blog</li> <li>• In class one-to-one assessments</li> <li>• Develop planning of lessons based on assessments</li> <li>• moderation meetings with ASG</li> <li>• Following on from use of diagnostic assessments, targeting to be embedded in curriculum development</li> <li>• Share benchmarks with all staff</li> <li>• Share CFE learning principles and practice document</li> <li>• Share highland numeracy progression document</li> <li>• Moderation across departments</li> </ul>
<p><b>PEF: Health &amp; wellbeing across the curriculum</b></p>	<ul style="list-style-type: none"> <li>• INSET training for all staff about Wellbeing &amp; Nurture</li> <li>• Engage all partners including pupils in production of policies (wellbeing)</li> <li>• Pupil Support Worker to engage with families to ensure attendance improves and pupils are fully supported in their learning.</li> <li>• Development of a number of supported nurture Groups to ensure inclusion at all levels.</li> </ul>

## Monitoring and evaluation procedures for the School Improvement Plan

**How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**

- a. Traffic lighting of success criteria at Staff /ELT/SLT meetings
- b. Termly review of progress
- c. Collation of evidence relevant to the materials, eg, numeracy & Literacy improvements, Data analysis from SNSA/Insight,
- d. Parental survey and pupil voice
- e. Use of Boxall profile for Nurture to track progress of individual progress
- f. Use of Risk Matrix to inform RAG, then recording of progress in a level with targeted intervention pupils.
- g. Evidence of minutes from meetings where discussed

**Who will lead this monitoring and evaluation?**

- a. SLT- IN-depth Action Plan #1
- b. Numeracy and Literacy co-ordinator/working groups
- c. PT Pupil Support/Support for learning & Support Worker (PEF project)