



Argyll and Bute Council: Community Services: Education
Annual Standard and Quality Report and Establishment Improvement Plan

Establishment	Campbeltown Grammar School
Area	MAKI
Session	2018-2019



CONTENTS

1. Our Establishment Context
2. Our Vision, Values and Aims
3. Summary of our Self Evaluation Engagement Process
4. Review of our Progress for Session 2017-2018
5. Our Evaluation of our Capacity for Continuous Improvement
6. Our Priorities for Improvement in Session 2018-2019
7. Our Action Plans for Improvement
8. Action Plan Summary for our Stakeholders



SIGNATURES			
Head of Establishment		Date	18/6/18
Education Officer		Date	

1. Establishment Context

Campbeltown Grammar School is a comprehensive non-denominational school and is located in a 'remote small town' with a population of less than 10000.

The school role is 336.

SIMD data in June 18 (S2-S6): Decile 1 0% Decile 2 13.4% Decile 3 13.1% Decile 4 0% Decile 5 26.8% Decile 6 24.4% Decile 7 21.4%

We have been allocated £19200 PEF funding for session 18/19 and have a carryover of £9815 from session 17/18.

Education Scotland carried out an inspection in January 2018. We moved into our new building on 21 February 2018. The Head Teacher has been in place since 23 April 2018.

The Education Scotland report identifies strengths in the range and quality of learning experiences for those who require support with their learning and the willingness of staff, learners and partners to work together to improve outcomes for young people. The report also highlights our need to revise the school vision, values and aims, to develop strategic leadership across the school, to develop our curriculum and to improve attainment. The report outcomes were as follows,

1.3 Leadership of change - weak

2.3 Learning, teaching and assessment - weak

3,1 Raising attainment and achievement - weak

3.2 Ensuring wellbeing, equality and inclusion – satisfactory

Improvement priorities from the SIF and self-evaluation of 2017-18 SIP are included in the SIP for 2018-19

2. Our vision, values and aims

The Inspection Report states, "The school's brief statement of vision has been in place for a number of years. '...to help each young person in our care to achieve success whatever his or her individual goals might be.' The statement does not fully capture or articulate the school's unique identity in a way which underpins the school values and gives overall direction to its work." The report also states that the school should, "Take the opportunity provided by the move to the new building to revise the school vision, values and aims, involving young people, parents and staff, to provide the school and its partners with a clear sense of direction."

Our next step is therefore to ensure that partners are actively involved in reviewing our vision, values and aims. This is a key priority in the SiP for 2018-19. Throughout session 2018-19, senior leaders, together with young people, staff and partners, will focus on ensuring that our vision, along with the school's values, is understood by every learner and supports continuous change and improvement. Our vision, values and aims will be aspirational and reflective of OFTC vision and strategy and national expectations.

We have already consulted with partners during the Open Evening on 22 May 2018 and will follow this up with online questionnaires to young people, staff, parents and partners. The results of this consultation will be shared with our Rights Respecting Steering Group, who are currently working on a school charter which will reflect our vision, values and aims.

3. Summary of our self-evaluation engagement process

Participants	Engagement Details
Staff (teaching and non-teaching)	<ul style="list-style-type: none"> • On-going process of departmental reviews, self-evaluation calendar and Improvement Planning with action points from collated feedback • Consultation on Vision, Values and Aims <p>Colleagues working together to lead activities as follows</p> <ul style="list-style-type: none"> • Pupil support staff leading awareness raising session on barriers to learning • Reporting and assessment committee leading workshop on differentiation • Continuing to embed homework policy – including Show My Homework, improving the system and expanding use of Grade Book
Parent Council	<ul style="list-style-type: none"> • Annual discussion regarding attainment and achievement • HT report at each meeting with opportunity for questions • Consultation on vision, values and aims
Pupils	<ul style="list-style-type: none"> • Student Council meets weekly • Rights Respecting Schools Steering Group (RRSSG)
Volunteers working in school	<ul style="list-style-type: none"> • Third Sector Initiative staff working in school to promote Saltire Awards for Volunteering • Campbeltown Youth Café staff running sessions on personal safety • Opportunities for all forum – supporting pupils towards sustained positive destinations • Curriculum delivery including ASDAN, personal safety and Health and Wellbeing • Curriculum enhancement - raising awareness on equalities and response to events/issues as these arise • Partnership with other agencies to promote PSHE (including Health and Well Being in BGE) • Youth Café and KYES (Equality and Diversity, Substance Misuse; Personal Safety; Internet Safety) and individual emotional support • Waverley Care (Equality and Diversity and Sexual Health) • TESSA provides a general well-being programme; specialist support in sexual health and specialist ASN support regarding sexual health • Curriculum enhancement - raising awareness on equalities and response to events/issues as these arise

Participants	Engagement Details
<p>Community Partners</p>	<ul style="list-style-type: none"> • Partnership with other agencies to promote PSHE (including Health and Well Being in BGE) • Youth Café and KYES (Equality and Diversity, Substance Misuse; Personal Safety; Internet Safety) and individual emotional support • Waverley Care (Equality and Diversity and Sexual Health) • TESSA provides a general well-being programme; specialist support in sexual health and specialist ASN support regarding sexual health • All pupils in S3 have the opportunity to qualify for a REHIS Food Handling Hygiene certificate; • Police Scotland (Equality and Diversity; Personal Safety, Choices for Life) • Police Scotland Youth Volunteers • Shopper Aide (local charity offering support to elderly/vulnerable people to assist independent living) providing opportunities for volunteering and Saltire Awards and helping to design a logo for the charity's Men's Shed. • NHS (<i>Safetalk</i> delivered to S6 pupils; Sexual Health) • Third Sector Initiative - Argyll Voluntary Action – Saltire Awards • Carradale Bikes and Buggies – cycling maintenance programme for targeted vulnerable pupils • Fire Service Scotland/Argyll and Bute Council – road safety workshops • Local Employers hosting workshops about employment opportunities and the skills required for success at work • Skills Development Scotland – input to workshops, careers classes, parents' meetings, transition week, one-to one support and participation in Opportunities for all forum

Participants	Engagement Details
Local Cluster	<ul style="list-style-type: none"> • Transitions programme including supported/extended transitions • Residential weekend at Ardentinney Outdoor Centre • Schedule of cluster meetings to discuss current initiatives, resources, sharing best practice and curriculum planning • Staff visits to Primary Schools • Burns Celebration • NHS Dental Hygiene event in Transition Week • Armistice Day Commemoration
Local Authority	<ul style="list-style-type: none"> • HT Meetings • CPD and PT Business Meetings • Education Officer visits • Staff taking part in working groups/consultations/ support and mentoring for NQTs across the Authority • Annual meeting on attainment/SQA results • DHT Pupil Support on MAKI Executive Group (GIRFEC) • Attainment and Achievement Presentation to Elected Members
Overall impact of stakeholder engagement	<ul style="list-style-type: none"> • Partnership working enhances our curriculum, raising awareness and providing education about personal safety, equalities and Health. • Our partnership with our SDS adviser is particularly strong working one to one with pupils and providing Careers education including My World of Work. Our Opportunities For All group tracks leavers' plans and prospects. • The Parent Council supports the work of the school – in particular this session, preparing to move to the new school building and respond to the Education Scotland Inspection.

4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of Change – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change

Establishment Priority – Leadership of Change

Progress and Impact:

Hold consultation on vision, values and aims

The inspection report found that staff, and to a lesser extent young people, share a commitment to some common values and aims but there is not a consistent, coherent adoption or articulation of core values and aims among staff or young people. Parents have been recently consulted as part of the school's review of its vision, values and aims but this process is incomplete. Staff are aware that young people have not yet been appropriately involved in offering views and are planning further consultation.

New School project

Senior staff have dealt well with the important practical implications of the school's imminent move to its new accommodation. The transition to a new school presents a unique opportunity to revise the school's vision values and aims, and to improve self-evaluation and improvement planning to reflect the 21st Century learning environment offered by the new accommodation.

Revise school self-evaluation statement

INSIGHT is used in whole school evaluation of attainment and by Departments in attainment reviews. HGIOS4 has been introduced over this session with Departments referring to it in Standards and Quality reporting. Senior staff have identified the need to improve the school's approaches to self-evaluation, to ensure the quality of evidence on which to base improvement planning. Staff show a willingness to reflect routinely on their practice, and have gained some important experience in previous self-evaluation approaches including observations of learning and teaching, and analysis of performance data.

Whilst the school has succeeded in identifying some appropriate priorities for its work, it has not been helped by overly bureaucratic procedures and documentation. That approach has limited staff's understanding and ability to take action on the school's key priorities. The school now needs to adopt a more evidence-based, streamlined approach to identifying its improvement priorities and ensuring focus on a small number of key targets.

Next Steps

- Complete consultation on vision, values and aims through consultation with young people, parents and other stakeholders.
- Improve self-evaluation and improvement planning to reflect the 21st Century learning environment offered by the new accommodation.
- Develop young people's capacities for critical reflection on their learning, as a key source of information for self-evaluation.
- Produce an Action Plan in response to the inspection report that focuses on a small number of key targets.

4. Review of Progress for Session 2017-2018 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, Teaching and Assessment – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

Establishment Priority – Learning, Teaching and Assessment

Progress and Impact:

Devise and implement revised school statements on Learning & Teaching and Assessment

The Learning and Teaching statement has been revised to focus more clearly on priorities and to set expectations for all lessons. However, the requirements outlined in the statement are not consistently implemented in practice. Staff have undertaken career-long professional learning on pedagogy, the impact of which is not yet evident across the whole school. In the majority of classes, teachers share learning intentions and success criteria with young people. In a few lessons, success criteria are discussed and negotiated with learners and are clearly linked to assessment. In too many classes, learning activities are overly teacher-led and directed at the whole class. In too many classes, the level of challenge is pitched too low and the pace is slow. In a few examples, young people are engaged in active learning which is motivating and meaningful.

Improve information on pupil progress for parents/carers through tracking and monitoring process

In the broad general education, the school is beginning to engage with the Benchmarks in order to support teacher judgement. Tracking and monitoring is taking place within subject departments but this information is not being consistently used to inform next steps in learning for all young people. Nor is there a whole-school overview which robustly ensures appropriate interventions, support and challenge for all learners. In the majority of departments teachers are following programmes of work without taking full account of information gathered from ongoing monitoring and classroom interaction.

Next Steps

- Teachers need to make greater use of success criteria to effectively differentiate outcomes for learners
- Appropriately differentiated learning activities will ensure that young people have sufficient support and appropriately high levels of pace and challenge. Young people will be engaged in active learning which is motivating and meaningful.
- Effective planning by teachers and well organised lesson structures are required to ensure all learners have opportunities to progress.
- Tracking and monitoring information to be consistently used to inform next steps in learning for all young people.
- Use data to make targeted interventions to improve teaching and learning.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring Wellbeing, Equity and Inclusion – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input checked="" type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of children's progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing <input type="checkbox"/> Fulfilment of statutory duties <input checked="" type="checkbox"/> Inclusion and equality

Establishment Priority – Ensuring Wellbeing, Equity and Inclusion

Progress and Impact:

Staff's ambition is for young people to achieve success. They place a high value on providing young people with a range of opportunities to support their wellbeing. Young people experience progression through a personal and social education (PSE) programme that covers the curricular organisers. The programme is responsive to what is important to the local context and the young people. A few young people perceive PSE to be repetitive.

Young people in the senior phase benefit from leadership roles in which they show responsibility and present as positive role models. These include senior buddies, paired readers, sports leaders, house captains and a range of student ambassadors. For most of the time, young people enjoy respectful relationships with their teachers and peers. They value how people are similar and different. Young people's attendance is improving and exclusions are declining.

Effective primary to secondary transition pastoral and support programmes are in place across the cluster. Young people with a range of additional support needs benefit from enhanced transition arrangements from P6. These experiences help them to feel more confident, secure and optimistic about what they can achieve. Likewise, children in P7 enjoy participating in a transition residential outdoor experience which provides them with an opportunity to build relationships with their peers, secondary staff and to feel part of the school.

PEF funding has enabled the creation of a PT Raising Attainment who has worked closely with all pupils identified as being economically disadvantaged. Ben Robinson visited the school for two days and discussed a range of health and well being issues with all year groups.

Next Steps

- Senior leaders should set a strategic direction to guide, manage and have an overview of wellbeing.
- Young people would benefit from there being a shared understanding of wellbeing, with clarity on how well their entitlements are being met and measured.
- Begin to use the Benchmarks and wellbeing indicators to make robust assessments and professional judgements of young people's progress, and set targets for improvement in all aspects of health and wellbeing.
- Young people should be given a greater voice in evaluating PSE.
- Further analysis onto the gaps that exist in Campbeltown Grammar School to ensure PEF is appropriately targeted and used to maximum effect.

4. Review of Progress for Session 2017-2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners
Establishment Priority – Raising attainment and achievement			
<p>Progress and Impact:</p> <p>Curriculum change in S3 to increase personalisation & choice and to increase depth of learning in the final year of BGE</p> <p>The new S3 curriculum has increased personalisation and choice. In 2016 by the end of S3 the majority of young people achieved third curriculum level in listening and talking, reading and writing. Most young people attained third curriculum level in numeracy. This was lower than the local authority and national averages.</p> <p>In 2017 the school reported that most young people achieved third curriculum level in reading and writing and almost all young people achieved third curriculum level in listening and talking and numeracy. Staff are aware that this data requires further work to ensure its reliability.</p> <p>Senior leaders have recently introduced an increased focus on moderation and collaborative working across the school, supported by the use of the Benchmarks. This is beginning to support the development of teacher confidence in making robust professional judgement regarding achievement of a level.</p> <p>The inspection held the view that there is headroom for improvement in young people's attainment in numeracy.</p>			

Senior Phase

Leavers

Literacy: The percentage of leavers achieving an award in literacy is in line with the VC at SCQF level 3 or better and SCQF level 4 or better. Performance at course level at SCQF level 4 or better is also in line with the VC. The percentage of leavers achieving an award in literacy is significantly lower or much lower than the VC at SCQF Level 5 or better, as part of a course award at SCQF level 5 and at SCQF level 6. Performance over the five-year period is often lower or much lower than the VC in literacy.

Numeracy: The percentage of leavers achieving an award in numeracy at SCQF Level 4 or better and as part of a course at SCQF level 4 or better has improved over the past five years and is mostly in line with the VC. The percentage of leavers who achieved SCQF level 5 or better, and at course level at SCQF level 5 or better in numeracy, improved in 2016 and is in line with the VC. However in the previous four years the percentage of leavers who achieved SCQF level 5 or better and as part of a course award at SCQF level 5 or better in numeracy is significantly much lower than the VC. In the last three years the percentage of young people who achieved SCQF level 6 or better is significantly lower or much lower than the VC.

As they move through the senior phase

The data on literacy and numeracy is a mixed picture. There are some promising indicators but this is balanced out by measures which are declining or poorer than they should be.

Literacy: The percentage of young people in S4 attaining literacy at SCQF level 5 or better is in line with the VC over the past five years. The percentage of young people achieving a literacy award at SCQF level 5 or better shows an overall improving trend. By S5, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 shows an overall improving trend. The school is broadly in line with the VC at these levels for the past five years. By S6 the school is in line with the VC for the percentage of young people attaining literacy at SCQF level 5 or better and SCQF level 6.

Numeracy: The percentage of young people in S4 attaining numeracy at SCQF level 3 or better has fallen in the latest year and is significantly lower than the VC. At SCQF level 4 or better the school is significantly lower than the VC in the latest year, but in line with the VC for SCQF levels 4 and 5 or better as part of a course award. By S5 the school is significantly lower than the VC for the latest year at SCQF level 4 as part of a course award. There is an improving picture at SCQF level 5 or better, and at SCQF level 6 in numeracy and the school is broadly in line with the VC. By S6 the percentage of young people achieving at SCQF level 5 or better shows improvement in the latest year and the school is in line with the VC. At SCQF level 6 there is a declining five-year trend.

Attainment over time

Broad General Education

Senior leaders recognise that the school cannot as yet provide data for attainment over time. Staff are at the early stages of collecting information about progress over time on attainment in the broad general education. Senior leaders need to put in place robust systems which support the tracking and monitoring of cohorts of young people. This should also support the provision of appropriate learning pathways for all and therefore support raising attainment and closing the gap. Teachers are very keen to have opportunities to collaborate with colleagues from across Argyll and Bute to develop further their understanding of the standards involved in achieving a level within their subject.

Senior phase

Leavers: The average complementary tariff score for all leavers has either been significantly lower or much lower than the VC for the past three years. Attainment of the lowest 20% of leavers has been in line with the VC for the past five years. The attainment of the middle 60% of leavers has been significantly much lower than the VC in the past three years. Attainment of the highest attaining 20% of leavers is much lower than the VC in 2013/14 and significantly lower than the VC in 2014/15. In the latest year attainment for this group is in line with the VC.

Cohorts: In the S4 cohort and by S5 the average complementary tariff scores are in line with the VC for the highest attaining, middle attaining and lowest attaining groups in the latest year. By S6 the lowest attaining group is significantly higher than the VC in the latest year and the middle attaining group is improving over five years, although not as much as the VC.

Next Steps:

- Improve attainment in literacy and numeracy in BGE and Senior Phase
- CPD activities on improving tracking, monitoring and reporting in the BGE with a particular focus on Numeracy.
- Develop approaches to assessment, including the monitoring and tracking of young people's progress, to ensure there is timely reliable data on the attainment of every learner.
- Rigorous analysis of data in Senior Phase with a focus upon SIMD and pupil performance data combined with an intervention programme developed with PT Raising Attainment.
- Use of Growth Mindset to help develop metacognition abilities through weekly assemblies. Opportunities taken to reinforce Growth Mindset message through PSHE and across the curriculum throughout session 2018/19.

5. Our overall evaluation of our establishment's capacity for continuous improvement:			
HGIOS?4	Quality Indicator	School self-evaluation	Inspection evaluation
1.3	Leadership of change	Weak	Weak
2.3	Learning, teaching and assessment	Weak	Weak
3.1	Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory
3.2	Raising attainment and achievement	Weak	Weak
1.1	Self-evaluation	Satisfactory	n/a

6.	Priorities for improvement in the current year	2018-2019
-----------	---	------------------

Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS?4 QI	Wellbeing Wheel	Partnership Working
1	Leadership and Management		✓	Themes 5 6	BO16 BO19 BO30	School Leadership Parental Engagement School Improvement	1.3	Respected Responsible Included	All Stakeholders
2	Learning Provision		✓	Themes 1 2 3 4	BO19 BO21 BO30 BO31	School Leadership Teacher Professionalism Assessment of children's progress School Improvement Performance Information	2.3	Achieving Included	Argyll College ASDAN

Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation School Review VSE	Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOS?4 QI	Wellbeing Wheel	Partnership Working
3	Successes and Achievements		✓	Themes 3 4 5	BO17 BO18 BO19 BO21	Teacher Professionalism Assessment of children's progress	3.1	Included Safe Healthy Nurtured Active Respected Responsible	SDS ASDAN DofE Active Schools Work Experience Providers Police Scotland NHS Saltire Volunteering
4	Raising Attainment		✓	Themes 1 2 3 4	BO19 BO30 BO31	Parental Engagement Teacher Professionalism Assessment of children's progress School Improvement Performance Information	3.2	Included Achieving	Parents SDS

7. Action Plan – Priority Number 1 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 1.3 Leadership of change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input type="checkbox"/> Developing a shared vision, values and aims relevant to the school and its community <input type="checkbox"/> Strategic planning for continuous improvement <input type="checkbox"/> Implementing improvement and change

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Vision, values and aims to be revisited. All members of the school community to be consulted and the outcome shared and understood.	Most stakeholders participate in the consultation process and have a clear sense of direction and understanding of the school's vision, values and aims. This will be evidenced by classroom displays, communication with parents and partners and through responses to online surveys.
2	Set up a Rights Respecting Schools Steering Group (RRSSG) consisting of young people, parents, staff and school partners to produce a CGS Charter for feedback from all stakeholders.	Existence of effective and well attended meetings of Rights Respecting Schools Steering Group (RRSSG) and a CGS Charter agreed upon and shared throughout the school community. Achievement of Bronze Award.
3	Encourage the active involvement of young people, staff, parents and partners in the construction of the SIP.	Most stakeholders will develop a shared understanding of how the SIP is constructed with an increased input to and ownership of its content. This will also provide the school and its partners with a clear sense of direction.

Action Plan – Priority Number 1 – Leadership and Management					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	D Fyfe	31 August 2018	28 June 2018 31 August 2018	Young people, parents, staff and school partners.	Departmental Meetings, Parent and Pupil Council Meetings, social media posts, collegiate meetings.
2	SLT	31 August 2018	28 June 2018 31 August 2018	L Rigney, young people, parents, staff and school partners.	RRSSG meetings, Departmental Meetings, Parent and Pupil Council Meetings, social media posts, collegiate meetings.
3	SLT	31 May 2019	Monthly throughout session 2018-19	Young people, parents, staff and school partners.	Departmental Meetings, Parent and Pupil Council Meetings, social media posts, collegiate meetings.

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	More participation of pupils in decision-making. Surveys in December 2018 will indicate more than 80% young people saying they had a voice in the development of the school's Vision, Values and Aims.
2	Surveys in December 2018 will show more than 80% of young people and adults believe relationships have improved since June 2018. Achievement of RRS Bronze Award by June 2019. By December 2018 – more than 80% young people say they are more engaged in their learning. By June 2019 – 10% reduction in bullying, exclusions and referrals. By June 2019 – 10% improvement in attendance.
3	Increased participation of young people in the construction of the SIP through regular Pupil Council meetings and focus groups. Online surveys in December 2018 will indicate that more than 80% of our young people have a common understanding of the school's vision and core values and the construction of the School Improvement Plan. Staff share a common understanding of how the SIP is constructed and align priorities in different areas of the curriculum with whole-school priorities as evidenced by Departmental Improvement Plans, Departmental Meetings and online surveys. More participation of parents in decision-making. Surveys in December 2018 will indicate more than 70% of parents saying they had a voice in the development of the school's Vision, Values and Aims. More than 70% will have a common understanding of the school's vision and core values and the construction of the School Improvement Plan.

7. Action Plan – Priority Number 2 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 2.3 Learning, teaching and assessment – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning and engagement <input type="checkbox"/> Quality of teaching <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Introduction of Learning Rounds and creation of a Learning and Teaching group to evaluate their impact. Use of information gathered and performance data to produce a comprehensive and user friendly CGS Learning and Teaching Policy.	Improved learning and teaching, including planning, use of a wider variety of teaching strategies, active learning, differentiation, self /peer assessment, increased pace and challenge.
2	Review of curriculum model and consultation with all stakeholders to develop a curriculum which is relevant to the school's context, meets the needs of all learners and provides appropriate pathways and qualifications for all young people.	A curriculum that meets the needs of all pupils with a range of possible pathways and promotes equity, particularly in STEM. Interdisciplinary learning opportunities developed to enable young people to apply their learning in different contexts.
3	Creation of self-evaluation improvement group to agree upon a programme of effective whole school strategies and procedures to ensure that self-evaluation is an established aspect of all staff's professional work.	A consistent staff approach to self-evaluation leads to improved learning experiences for young people. More accurate assessment and detailed moderation.
4	Whole school sessions on moderation and assessment to improve teachers' confidence and ability to produce reliable data in BGE, literacy, numeracy. HWB and subject areas.	Evidence of effective and consistent approaches to assessment, including the monitoring and tracking of young people's progress.

Action Plan – Priority Number 2 – Learning Provision					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	SLT	28 Sept 2018	28 June 2018 31 August 2018	SLT, T&L group, Parent and Pupil Council	Time for T&L group meetings, collegiate time, departmental meetings.
2	D Fyfe	28 Sept 2018	28 June 2018 31 August 2018	SLT, Curriculum group, Parent and Pupil Council.	Time for Curriculum group meetings, collegiate time, departmental meetings.
3	SLT	28 Sept 2018	28 June 2018 31 August 2018	SLT, self-evaluation group, Parent and Pupil Council.	Time for self-evaluation group meetings, collegiate time, departmental meetings.
4	H Bombart SLT	31 May 2019	Monthly throughout session 2018-19	SLT, Teachers, A&B Education Officers	Collegiate time, Departmental Meetings

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	All teachers have a shared understanding of what makes an excellent lesson. Learning rounds identify examples of good practice throughout the school. Sharing good practice is embedded in everyday practice. Teachers regularly visit one another's classrooms. Teachers regularly using of a wide variety of teaching strategies, active learning, differentiation, self /peer assessment with increased pace and challenge. Focus groups of young people and quality assurance activities within departments and whole school evidence these improvements.
2	100% young people leaving CGS will achieve a national qualification in Literacy and Numeracy at a level appropriate to their ability. Surveys indicate that over 80% of pupils and parents are satisfied with the options available. Surveys indicate that over 80% pupils have been able to follow their chosen learning journey. Teachers linking learning to real-life experiences and future career opportunities across curricular areas and making use of the Career Education Standards to support this process.
3	Consistent approach to self-evaluation amongst all staff. Evidence from moderation and assessment activities within departments and across the school. Evidence of improved learning experiences – wider range of methodologies, increased pace and challenge. More than 80% of young people report an increase in teachers using a range of methodologies and more engaging, enjoyable and challenging lessons. Learning rounds and QA learning visits record improved learning experiences for young people.
4	Consistent approaches to assessment, including the monitoring and tracking of young people's progress being followed by all teachers. This will also be evidenced by moderation and assessment activities, learning rounds and QA learning visits.

7. Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.1 Ensuring wellbeing, equity and inclusion – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input checked="" type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Fulfilment of statutory duties <input checked="" type="checkbox"/> Inclusion and equality

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Through PSHE and across the curriculum, develop learners' awareness of their wellbeing entitlements.	Children and Young People are able to evaluate their progress in SHANARRI outcomes in PSHE and throughout the curriculum as these are embedded in self-evaluation and profiling processes across the school.
2	Personal Support – review remits and role of guidance.	Clear roles and remits for all guidance staff. Means of delivering young people's entitlement to Personal Support identified.
3	Young people participate in opportunities to make enterprising, ambitious contributions to leadership in the school.	Through Focus Groups and pupil leadership groups (Rights Respecting schools, My WoW Ambassadors, Leadership in Learning), the views of Children and Young People are taken into consideration throughout the school.
4	A nurturing approach to support children with SEBD, particularly those suffering from economic deprivation is developed. This includes a programme of mentoring and training for identified staff using 'The Decider' CPD programme. All staff receive training in Nurturing and further training on ACES.	All staff have a knowledge of how to support Children and Young People with SEBD. Children and Young People with SEBD are supported to overcome their barriers to learning and experience greater inclusion.

Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equity and inclusion					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	C Cameron & PTs Guidance.	Throughout Session 2018/19	Monthly throughout Session 2018/19	All Staff	Time for PTs Guidance to meet with C Cameron, development of PSHE courses.
2	C Cameron & PTs Guidance.	June 2018	June 2018	C Cameron, D Fyfe & PTs Guidance.	Time for PTs Guidance to meet with C Cameron.
3	SLT & L Rigney	Throughout Session 2018/19	Monthly throughout Session 2018/19	SLT, L Rigney, SDS, All Staff & young people.	Time for L Rigney to meet with RSS Group.
4	C Cameron	August 2018	Monthly throughout Session 2018/19	C Cameron, PT Raising Attainment & All Staff	Time during INSET in August 2018 and PEF funding for 'The Decider' CPD programme.

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	Over 90% of pupils indicate a knowledge of SHANARRI and what it means to them. SHANARRI outcomes are embedded in self-evaluation as evidenced by the young people's profile records.
2	Pupils. Parents and staff are clear about the roles and remits of all Guidance Staff.
3	Over 80% of young people indicate that they have had the opportunity to make enterprising, ambitious contributions to leadership in the school.
4	Individual interviews with children with SEBD and surveys indicate that over 90% feel supported to overcome their barriers to learning and experience greater inclusion.

7. Action Plan – Priority Number 3 – Successes and Achievements: Raising attainment and achievement

OCTF	NIF DRIVER	NIF PRIORITY	HGIOS?4 - QI 3.2 Raising attainment and achievement – Themes:
<ul style="list-style-type: none"> <input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children's progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people's health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attainment in literacy and numeracy <input type="checkbox"/> Attainment over time <input type="checkbox"/> Overall quality of learners' achievement <input type="checkbox"/> Equity for all learners

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Improve attainment. Develop approaches to assessment, including the monitoring and tracking of young people's progress, to ensure there is timely reliable data on the attainment of every learner.	Effective and consistent approaches to assessment, tracking and monitoring in BGE and Senior Phase. Effective and consistent use of data to trigger appropriate interventions to address any underperformance, anomalies or trends.
2	Rigorous analysis of data in Senior Phase with a focus upon SIMD and pupil performance data combined with an intervention programme developed with PT Raising Attainment and involving parents.	Initial Target grades entered into SEEMIS Tracking & Monitoring mid-September and again mid-November 2018. Use of data to analyse pupil performance and identify any anomalies and/or trends across all subjects that may require specific interventions.
3	CPD activities on improving tracking, monitoring and reporting in the BGE with a particular focus on Numeracy.	Effective and consistent approaches to assessment, including the monitoring, tracking and reporting of young people's progress in the BGE.
4	Use of Growth Mindset to develop metacognition abilities through weekly assemblies. Opportunities taken to reinforce Growth Mindset message through PSHE and across the curriculum throughout session 2018/19.	Over 80% of young people say their resilience and willingness to move out of their comfort zone has increased. Over 80% of young people say their understanding and ability to describe their learning and progression has increased. Reflection sheets indicate pupils using terminology & understand key aspects of their own learning.

Action Plan – Priority Number 4 – Successes and Achievements: Raising attainment and achievement					
Specific Action	Lead Responsibility	Timescale for completion	Monitoring and evaluation checkpoints	Those involved including partners	Resources including Pupil Equity Funding
1	H Bombart	Throughout Session 2018/19	Monthly throughout Session 2018/19	PT Raising Attainment, All Staff	Collegiate time, SLT & Departmental Meetings.
2	D Fyfe	Throughout Session 2018/19	12 September 2018 14 November 2018	SLT, PT Raising Attainment, All Staff	Collegiate time, SLT & Departmental Meetings.
3	C Miller & H Bombart	Throughout Session 2018/19	Monthly throughout Session 2018/19	SLT, PT Raising Attainment, All Staff	Collegiate time, Link SLT/PT Meetings & Departmental Meetings.
4	D Fyfe	Throughout Session 2018/19	Assembly dates throughout Session 2018/19	SLT, PT Raising Attainment, All Staff	Assemblies, PSHE course development.

Evidence of Impact on learners (success measures) - How do we know that outcomes for learners have improved?	
1	Timely, reliable data on the attainment of every learner is used throughout the year to improve attainment and outcomes. Effective and consistent use of appropriate interventions to address any pupil underperformance, anomalies or trends across all departments.
2	Improved attainment and outcomes for young people – August 2019. Increased % of leavers achieving an award in literacy at SCQF Levels 3 and 4 – August 2019. % of leavers achieving an award in literacy at SCQF Levels 5 and 6 will be in line with or better than Virtual Comparator school (VC) – August 2019. % of leavers achieving an award in numeracy at SCQF Levels 3 and 4 will be in line with or better than VC – August 2019. % of leavers achieving an award in numeracy at SCQF Levels 5 and 6 will increase and be closer to VC – August 2019. Increased average complementary tariff score for most pupils Increased number of pupils achieving 3+ qualifications across all SCQF levels. Increased number of pupils achieving 5 qualifications across all SCQF levels.
3	Increased teachers' confidence in assessing achievement of levels in the BGE and in assessing target grades in the Senior Phase. Pupils understand their progress, what level they are at, where they need to go and how they are going to get there.
4	Over 80% of young people say their confidence, resilience and willingness to move out of their comfort zone has increased – June 2019.

8. Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership and Management	Vision, values and aims to be revisited. All members of the school community to be consulted and the outcome shared and understood.	D Fyfe	August 2018
		Set up a Rights Respecting Schools Steering Group (RRSSG) consisting of young people, parents, staff and school partners to produce a CGS Charter for feedback from all stakeholders.	SLT	
		Encourage the active involvement of young people, staff, parents and partners in the construction of the SIP.	SLT	
2	Learning Provision	Sharing good practice is embedded in everyday practice. All teachers regularly use of a wide variety of teaching strategies, active learning, differentiation, self /peer assessment with an emphasis on increased pace and challenge	SLT Learning and Teaching working group.	Throughout session 2018/19
		A curriculum that meets the needs of all pupils with a range of possible pathways and promotes equity, particularly in STEM	SLT Curriculum working group	November 2018
		A consistent staff approach to self-evaluation leads to improved learning experiences for young people.	SLT All teachers	Throughout 2018/19
		More effective and consistent approaches to assessment, including the monitoring and tracking of young people's progress.	SLT Self-evaluation working group.	Sept 2018 Nov 2018 Feb 2018
3	Successes and Achievements	Children and Young People are able to evaluate their progress in wellbeing outcomes in Personal, Social and Health Education. The wellbeing outcomes are embedded throughout the curriculum as these are embedded in self-evaluation and profiling processes across the school.	SLT Guidance PTs All teachers	Throughout session 2018/19
		Clear roles and remits for all guidance staff. Means of delivering young people's entitlement to Personal Support identified.	SLT Guidance PTs	June 2018
		Through Focus Groups and pupil leadership groups (Rights Respecting schools, My WoW Ambassadors, Leadership in Learning), the views of Children and Young People are taken into consideration throughout the school.	SLT All teachers	Throughout session 2018/19
		All staff have a knowledge of how to support Children and Young People with SEBD. Children and Young People with SEBD are supported to overcome their barriers to learning and experience greater inclusion.	SLT All staff	August 2018

4	Raising Attainment and achievement	Improve attainment. Develop approaches to assessment, including the monitoring and tracking of young people's progress, to ensure there is timely reliable data on the attainment of every learner.	SLT Guidance PTs All teachers	Throughout session 2018/19
		Rigorous analysis of data in Senior Phase with a focus upon SIMD and pupil performance data combined with an intervention programme developed with PT Raising Attainment.	SLT Raising Attainment PT Guidance PTs All teachers	Sept 18 Nov 18 Feb 18
		CPD activities on improving tracking, monitoring and reporting in the BGE with a particular focus on Numeracy.	SLT Numeracy Coordinator	Throughout session 2018/19
		Use of Growth Mindset to develop metacognition abilities through weekly assemblies. Opportunities taken to reinforce Growth Mindset message through PSHE and across the curriculum.	SLT All teachers	Throughout session 2018/19