

What data / evidence informs this priority?	Outcomes (Detail targets % etc. 18/19, 19/20, 1921)	Intervention (s)	Expected impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative – short / medium / long term data)	Actual Impact
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<p><b>QI 1.3 Leadership of Change</b> HMle Report 24/4/18 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.”</p> <p>The school is recommended to, “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.”</p>	<p>Vision values and aims to be revisited, consulted, shared and understood.</p> <p>This document shared throughout June 2018 to provide:</p> <p>Clear direction of improvements understood by all members of staff –</p> <p>Increased consultation with parents and young people to increase understanding of the direction of improvements.</p> <p>Increased partnership working and consultation to increase understanding of the direction of improvements.</p>	<p>Open Evening on 22 May 2018 for all parents, school partners and members of the community to meet the HT, tour the school and begin consultation exercises.</p> <p>Set up a Rights Respecting Schools Steering Group (RRSSG) consisting of young people, parents, staff and school partners – set up May 2018.</p> <ul style="list-style-type: none"> <li>• RRSSG uses information from the consultation during summer term to consult staff and young people on a draft RSS Charter - by 15 June 2018.</li> <li>• RRSSG produces an Action Plan for achievement of Bronze Award setting out action points and timescales for achievement of Silver Award.</li> </ul>	<p>School stakeholders participate in consultation exercise and begin to develop common vision, values and aims. This will increase understanding of the direction of improvements.</p> <p>All stakeholders will have a common understanding of the school’s vision and core values.</p> <p>Development of Pupil Voice.</p> <p>Young people experience an increase in enterprising and ambitious leadership opportunities.</p> <p>Improved relationships and behaviour.</p> <p>Improved engagement in learning.</p>	<ul style="list-style-type: none"> <li>• Information gathered from consultation during the Open Evening.</li> <li>• 50% attended and 50% of attendees contributed to the consultation exercise.</li> <li>• 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. More than 80% will have a common understanding of the school’s vision and core values and the construction of the School Improvement Plan.</li> <li>• 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.</li> </ul>	<p>Consultation process started on 22 May 2018 and engaged pupils, parents, staff and partners in discussions about vision, values and aims of the school, the curriculum and what we could be doing better. Evidence of impact will increasingly be seen throughout session 2018/19.</p>
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		<ul style="list-style-type: none"> <li>• RSSSG communicate draft CGS Charter for feedback from all stakeholders – by end June 2018.</li> <li>• CGS Charter is finalised and adopted, incorporating the school’s vision and core values and articulating its unique identity – August 2018.</li> <li>• CGS Charter widely publicised across the community and evident in all classrooms, school paperwork, social media etc. – by end August 2018</li> <li>• CGS Charter is reviewed - end June 2019.</li> <li>• CGS Charter is fully embedded and referred to in the everyday life and work of the school – end June 2020.</li> </ul>		<ul style="list-style-type: none"> <li>• Surveys of staff in December 2018 will indicate more than 95% saying they had a voice in the development of the school’s Vision, Values and Aims. 100% will indicate they have a shared understanding of how the SIP is constructed.</li> <li>• Every day practice – how young people and adults behave and communicate with each other. Surveys in December 2018 will indicate more than 80% believe relationships have improved since June 2018.</li> <li>• By December 2018 – more than 80% young people say they are more engaged in their learning.</li> <li>• By June 2019 – 10% reduction in bullying, exclusions and referrals.</li> <li>• By June 2019 – 10% improvement in attendance.</li> </ul>	

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<p>The report also highlights, “[...] Staff do not share a common understanding of how the school improvement plan [SIP] is constructed. They are not, for example, aligning priorities in different areas of the curriculum with whole-school priorities.”</p>		<p>Encourage the active involvement of young people, staff, parents and partners in the construction of the SIP using surveys in June 2018 and additional meetings to follow up on 22 May 2018 event.</p> <p>Share a draft version of the School Improvement Plan and this Action Plan with staff. Seek feedback from individuals and through Departmental Meetings – by end June 2018</p> <p>Create a summary version of the SIP to be used during consultation meetings with the RSSSG, Pupil Council and Parent Council. Use online Google Forms to obtain feedback from pupils, parents and partners – by 13 June 2018.</p> <p>Pupil Focus Group BGE &amp; SP – own survey</p>	<p>Stakeholders will develop a shared understanding of how the SIP is constructed.</p> <p>Staff will align priorities in different areas of the curriculum with whole school priorities.</p>	<ul style="list-style-type: none"> <li>• All staff will align priorities in different areas of the curriculum with whole-school priorities</li> <li>• Departmental Improvement plans will reflect priorities in the school improvement plan – August 2018</li> </ul>	<p>By August 2018, Staff share a common understanding of how the SIP is constructed. Staff align priorities in different areas of the curriculum with whole-school priorities.</p> <p>By December 2018, improvement items identified through parental and pupil surveys.</p> <p>Staff involvement in SIP development throughout session 2018/19 and into 2019/20. SIP is a standing agenda item during departmental meetings and link SLT / PT meetings.</p> <p>Young people consulted on SIP development through regular Pupil Council meetings and focus groups.</p>

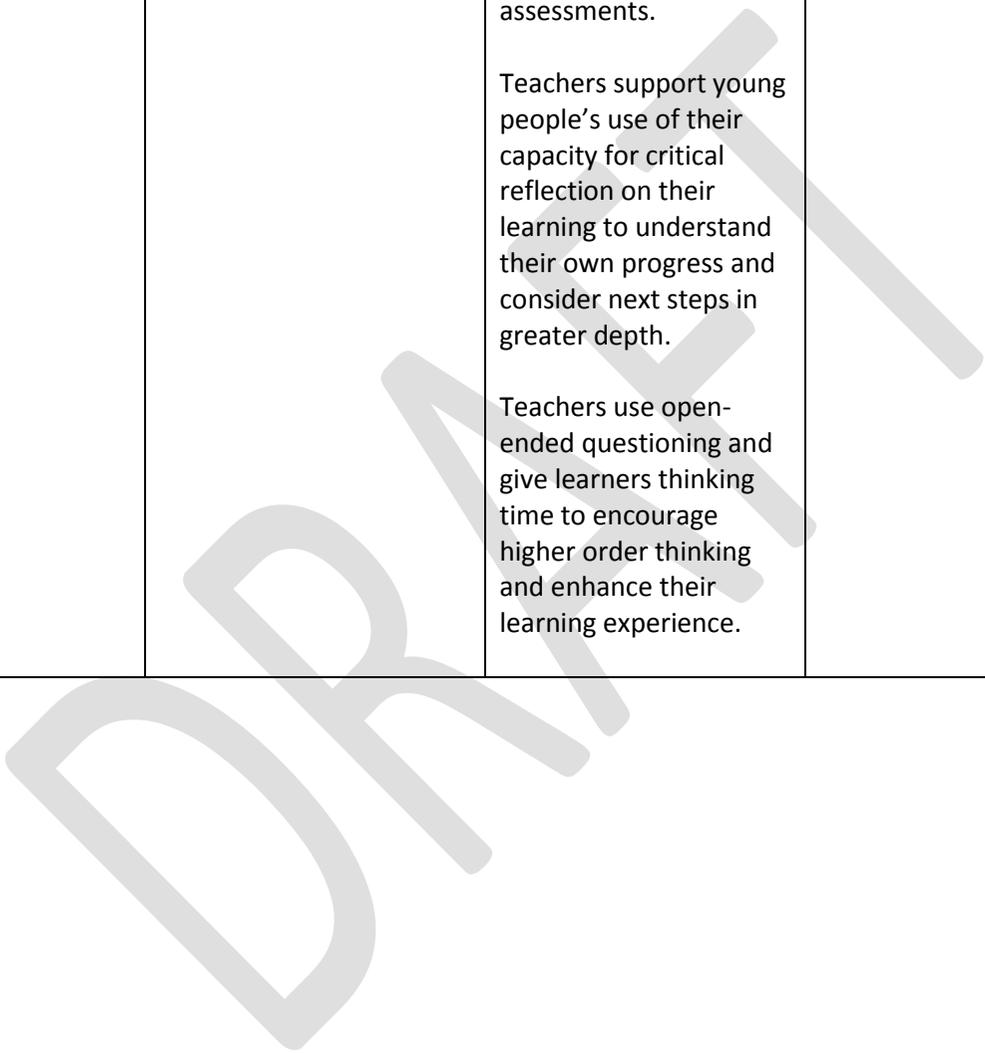
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<p>HMIE Report 24/4/18 identifies a need to, “Improve the quality and consistency of the school’s approaches to self-evaluation, informed by rigorous use of data and effective planning to improve outcomes for young people.”</p> <p>“Effective self-evaluation does not yet feature as an established aspect of staff’s professional work day to day, or over longer periods of time.”</p>	<p>Insight data and HGIOS to be used to identify trends, areas for improvement and targeted interventions to improve outcomes for young people.</p> <p>Creation of self-evaluation improvement group to develop effective whole school strategies and procedures to ensure that self-evaluation is an established aspect of all staff’s professional work – by end June 2018.</p> <p>Production of whole school Quality Assurance Calendar with agreed timings of effective self-evaluation to ensure consistency of quality across the school – by end June 2018.</p>	<p>Training for staff on use of Insight from D Fyfe and A MacDonald – June 2018.</p> <p>Agreement upon a Whole School Quality Assurance Calendar with timings of effective self-evaluation activities and adopted as part of the Working Time Agreement.</p> <p>Discussion between PT and Link PTs on progress with BGE course planning, moderation and assessment. Shared with all staff – June 2018.</p> <p>Monthly discussions between SLT and link PTs based upon latest data with clear action points to address any areas for improvement identified.</p>	<p>Staff are confident in the analysis of Insight data and use of HGIOS to identify trends and areas for improvement. Targeted interventions improve outcomes for young people.</p> <p>A consistent staff approach to self-evaluation leads to improved learning experiences for young people. More accurate assessment and detailed moderation.</p>	<ul style="list-style-type: none"> <li>• Ability and confidence of staff to navigate and utilise Insight is increased.</li> <li>• Analysis papers produced by PTs for use in PT / Link SLT / HT post SQA Exam analysis meetings – August 2018.</li> <li>• Consistent approach to self-evaluation amongst all staff.</li> <li>• Evidence from moderation and assessment activities within departments and across the school.</li> <li>• Evidence of improved learning experiences – wider range of methodologies, increased pace and challenge.</li> <li>• More than 80% of young people report an increase in teachers using a range of methodologies and more engaging, enjoyable and challenging lessons.</li> <li>• Learning rounds and QA learning visits record improved learning experiences for young people.</li> </ul>	<p>Effective self-evaluation features as an established aspect of staff’s day to day professional work and over longer periods of time.</p> <p>Staff drive self-evaluation approaches to improve quality and consistency, informed by rigorous use of data and effective planning to improve outcomes for young people.</p> <p>Improved learning and teaching, including planning, active learning, differentiation, self /peer assessment, pace and challenge.</p> <p>Staff use young people’s critical reflection on their learning as a key source of information for self-evaluation.</p>

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<p>“Staff need to develop young people’s capacities for critical reflection on their learning, as a key source of information for self-evaluation.”</p>	<p>Development of young people’s capacity for critical reflection on their learning.</p>	<p>CPD session in August 2018 to help teachers develop young people’s metacognitive skills through Growth Mindset and the use of learning conversations with questions around planning, monitoring and evaluating.</p> <p>Opportunities taken to reinforce Growth Mindset message through regular assemblies, PSHE and across the curriculum throughout session 2018/19.</p> <p>Young people are provided with ‘reflection sheets’ to complete during PSHE lessons throughout session 2018/19.</p> <p>A common framework of skills development is agreed by August, 2018.</p>	<p>Young people take greater control of their own learning and understand their progress and consider next steps in greater depth.</p>	<ul style="list-style-type: none"> <li>•Over 80% of young people say their understanding and ability to describe their learning and progression has increased – June 2019.</li> <li>•Over 80% of young people say their resilience and willingness to move out of their comfort zone has increased – June 2019.</li> <li>•Reflection sheets indicate pupils using terminology &amp; understand key aspects of their own learning – June 2019.</li> <li>•Pupils have a shared understanding of skills and the terminology of skills development.</li> </ul>	<p>Young people’s capacities for critical reflection on their learning is developed and is an embedded feature of learning conversations and teaching strategies throughout the school – June 2019.</p>

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<p><b>QI 2.2 Curriculum: Learning and development pathways</b></p> <p>HMIe Report 24/4/18 identifies a need 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. [...]”</p> <p>“Currently there are no interdisciplinary learning opportunities.”</p>	<p>All young people leaving CGS will have achieved a national qualification in Literacy and Numeracy at a level appropriate to their level of ability - by August 2019.</p> <p>S4 pupils have an increased number of subject options - by March 2019.</p> <p>Interdisciplinary learning opportunities developed, building on previous IDL models - by March 2019.</p> <p>Improved curriculum that meets the needs of all pupils - by March 2019.</p>	<p>Ensure English and Mathematics are compulsory subjects for all S4 pupils – in place April 2018.</p> <p>Wholesale evaluation and consultation with all stakeholders on curriculum model and pathways on offer – by end June 2018. Curriculum Group will look at a range of options and a selection will put out to staff, pupils, parents and partners – by end August 2018. Feedback will inform decision taken – before end October 2018.</p>	<p>All pupils leave school with Numeracy and Literacy Qualifications</p> <p>A curriculum that meets the needs of all pupils with a range of possible pathways and promotes equity, particularly in STEM.</p> <p>Interdisciplinary learning opportunities developed to enable young people to apply their learning in different contexts.</p> <p>Teachers link learning to real-life experiences and future career opportunities across curricular areas and make use of the Career Education Standards to support this process.</p>	<ul style="list-style-type: none"> <li>•By August 2019, 100% young people leaving CGS will have achieved a national qualification in Literacy and Numeracy at a level appropriate to their level of ability.</li> <li>•Surveys indicate that over 80% pupils and parents are satisfied with the options available.</li> <li>•Surveys indicate that over 80% pupils have been able to follow their chosen learning journey.</li> </ul>	

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<p><b>QI 2.3 Learning and Teaching</b></p> <p>HMle Report 24/4/18 “[...] This should include improving learning and teaching across the school to ensure an appropriate level of pace and challenge.”</p> <p>“Further teacher engagement with the learning and teaching statement, including a shared understanding of what makes a good lesson, will enable teachers to explore a wider variety of teaching strategies. Appropriately differentiated learning activities will ensure that young people have sufficient support and challenge. In a few examples, young people are engaged in active learning which is motivating and meaningful. Effective planning by teachers and</p>	<p>All teachers have a shared understanding of what makes an excellent lesson - inset CPD, sharing good practice throughout 2018/19.</p> <p>Improved learning and teaching, including planning involving young people, use of a wider variety of teaching strategies, active learning, differentiation, self /peer assessment, increased pace and challenge.</p>	<p>Creation of Learning and Teaching group to evaluate the impact of Learning Rounds and staff visits. Use information and data gathered to produce a comprehensive and user friendly CGS Learning and Teaching Policy – September 2018.</p> <p>Introduction of Learning Rounds – initially with volunteer teaching staff. To be expanded to all staff and pupils as familiarity with the process increases – beginning June 2018 and throughout 2018/19.</p> <p>Opportunities identified for teaching staff to visit other departments within CGS, Argyll &amp; Bute and other local authorities to share good practice – throughout session 2018/19</p>	<p>Pupils experience high quality lessons with active learning, differentiation, self /peer assessment, increased pace and challenge.</p> <p>Teachers link learning to real-life experiences and future career opportunities across curricular areas and make use of the Career Education Standards to support this process.</p> <p>Teachers use digital technology to provide learners and their parents with feedback on the work of the young people, as well as with materials to support their learning.</p> <p>Young people further develop and use their digital skills and knowledge across the</p>	<ul style="list-style-type: none"> <li>• Improved learning and teaching, including planning, use of a wider variety of teaching strategies, active learning, differentiation, self /peer assessment, increased pace and challenge.</li> <li>• Sharing good practice is embedded in everyday practice. Teachers regularly visit one another’s classrooms.</li> <li>• 90% of pupils in focus groups indicate improved pace and challenge and more engaging lessons.</li> <li>• 90% of plans provide evidence of improved planning involving young people</li> <li>• Learning rounds identify examples of good practice throughout the school.</li> <li>• 90% of quality assurance activities within departments and whole school confirm the above improvements are being achieved.</li> </ul>	

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<p>well organised lesson structures are required to ensure all learners have opportunities to progress.</p> <p>There is potential to use digital technology to provide learners and their parents with feedback on the work of the young people, as well as with materials to support their learning. There is scope for all young people to further use and develop their digital skills and knowledge across the curriculum including in assessments.</p>			<p>curriculum including in assessments.</p> <p>Teachers support young people’s use of their capacity for critical reflection on their learning to understand their own progress and consider next steps in greater depth.</p> <p>Teachers use open-ended questioning and give learners thinking time to encourage higher order thinking and enhance their learning experience.</p>		



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<p><b>3.1 Ensuring Wellbeing Equity and Inclusion</b></p> <p>HMIe Report 24/4/18 identifies a need to, “Set a strategic direction to lead developments and maintain an overview of young people’s wellbeing at Campbeltown Grammar School. This should include the development and implementation of approaches to wellbeing which support young people having a shared understanding of their own progress in wellbeing.”</p> <p>“There is clear scope for the school to replicate, in other key areas requiring improvement, the effective way that support staff have led important developments to achieve a direct positive impact on young people’s experiences and achievements.”</p>	<p>Develop and implement approaches to wellbeing which support young people having a shared understanding of their own progress in wellbeing.</p> <p>Mental health – improve resilience – preparation for exams etc.</p> <p>Personal Support – review remits and role of guidance - June 2018.</p> <p>PEF is appropriately targeted and used to maximum effect.</p> <p>Tracking and monitoring of wellbeing including the use of Benchmarks. Use the data gathered to effectively drive</p>	<p>Through PSHE and across the curriculum, develop learners’ awareness of their wellbeing entitlements.</p> <p>Ensure learners’ ability to identify how well they are doing and the relevance of HWB across the curriculum by making explicit links within lessons.</p> <p>CPD provision on GIRFEC wellbeing outcomes to enable teachers to make the relevance of each outcome explicit to their curricular areas.</p> <p>Work with partners to enhance HWB provision, TESSA, Young Carers, O4A, REACH</p> <p>Analysis of attainment, STEM and gender gaps and evaluation of the impact PEF has had on these.</p>	<p>Children and Young People have a clear understanding of their Wellbeing outcomes and how their learning in all areas of the curriculum contribute to these.</p> <p>Children and Young people have a shared understanding of their rights and how these are reflected in Wellbeing outcomes.</p> <p>Pupils have a shared understanding of their progress in the ABC skills of Employability, Leadership, Confidence, Self-Management and Learning.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In all Departments, the relevance of Wellbeing outcomes to Es &amp;Os and to the Rights of Children and Young People are plotted, displayed and are shared with Young People through Learning Intentions and Success Criteria.</li> <li>• Mental health being discussed.</li> <li>• Anxiety amongst young people is reduced – more prepared for moving onto positive destinations, examinations etc.</li> <li>• HWB Events.</li> <li>• Reflection Sheets.</li> <li>• Leadership opportunities for young people</li> <li>• Pupil Council minutes</li> <li>• Minutes from Focus Groups</li> <li>• Exclusion and attendance figures.</li> <li>• Insight data on Attainment and Disadvantage.</li> </ul>	<p>Improved ethos, more resilient, confident young people.</p> <p>Staff and young people are comfortable about discussing HWB issues.</p>
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<p>“Overall, young people are not given enough encouragement or opportunity to make enterprising, ambitious contributions to leadership in the school. Across the curriculum, young people have few opportunities to lead learning in the context of their different courses and programmes.”</p>	<p>forward improvements – throughout 2018/19.</p> <p>Young people participate in opportunities to contribute to leadership in the school through regular Pupil Council meetings, BGE and Senior Phase focus groups. June 2018 to August 2019.</p>	<p>Increased opportunities for wider and personal achievement.</p> <p>PSHE programmes in Health and wellbeing are revised and updated to reflect the Mental Health needs of Young People following consultation with all S5 and S6.</p> <p>In PSHE Children and Young People learn to relate their progress to ABC skills in Employability, Leadership, Confidence, Self-Management and Learning.</p> <p>Tutor Groups are introduced to support the delivery of a whole-school programme of self-evaluation and ABC skills (from June, 2019).</p> <p>A Health and Wellbeing period that is based on</p>	<p>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.</p> <p>Children and Young People with SEBD are supported to overcome their barriers to learning and experience greater inclusion.</p> <p>Young carers have a stronger voice in the school and are able to express their needs.</p>		

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		<p>needs identified by Young People is introduced for S5 and S6 pupils from June, 2018.</p> <p>The school adopts the Rights Respecting Schools Programme to raise awareness of children’s rights throughout the school and embed a strong pupil voice in all areas of the curriculum. A Rights Respecting School pupil leadership group is created in the school.</p> <p>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</p>			

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		<p>training on ACES at the August, 2018 Inset.</p> <p>A Young Carers Group is created in collaboration with Third Sector Agencies.</p> <p>The My Wow Ambassadors programme is rolled-out to S3 pupils to raise awareness of employability and career management skills.</p>			

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<p><b>QI 3.2 Raising Attainment and Achievement</b></p> <p>HMle Report 24/4/18 identifies a need to, “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.”</p>	<p>Rigorous analysis of data in Senior Phase. Target Grades and Working Grades entered in SEEMIS by all subject teachers used by all teachers to identify pupils who may require specific interventions.</p> <p>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.</p> <p>Increased moderation within South Kintyre cluster and reciprocal sector visits where staff cover permits throughout session 2018/19.</p>	<p>Initial Target grades entered into SEEMIS Tracking &amp; 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.</p> <p>Improved tracking and monitoring in the BGE - from June 2018.</p> <p>CPD activities with a particular focus on moderation and assessment of Numeracy – throughout session 2018/19.</p> <p>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.</p>	<p>Timely interventions to address any underperformance, anomalies or trends identified through more effective tracking and monitoring in BGE and Senior Phase.</p>	<ul style="list-style-type: none"> <li>● Improved attainment and outcomes for young people – August 2019.</li> <li>● Increased % of leavers achieving an award in literacy at SCQF Levels 3 and 4 – August 2019.</li> <li>● % 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.</li> <li>● % of leavers achieving an award in numeracy at SCQF Levels 3 and 4 will be in line with or better than VC – August 2019.</li> <li>● % of leavers achieving an award in numeracy at SCQF Levels 5 and 6 will increase and be closer to VC – August 2019.</li> <li>● Increased average complementary tariff score for most pupils</li> <li>● Increased number of pupils achieving 3+ qualifications across all SCQF levels.</li> <li>● Increased number of pupils achieving 5 qualifications across all SCQF levels.</li> </ul>	<p>Improved attainment.</p> <p>Effective and consistent approaches to assessment, including the monitoring and tracking of young people’s progress.</p> <p>Timely, reliable data on the attainment of every learner is used throughout the year to improve attainment and outcomes.</p>

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	<p>BGE data shared with primary colleagues to track anticipated progression of individual pupils.</p> <p>Mentor programme developed in conjunction with PT Raising Attainment.</p> <p>Confidence and resilience developed in all learners through use of Growth Mindset language and strategies at regular assemblies, in classrooms. Parental engagement with mindset to ensure reinforced at home.</p>			<ul style="list-style-type: none"> <li>Over 80% of young people say their confidence, resilience and willingness to move out of their comfort zone has increased – June 2019.</li> </ul>	