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| **Establishment** | **Campbeltown Grammar School** |
| **Area** | **MAKI** |
| **Session** | **2019-20** |

**Annual Improvement Establishment Plan**

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| **SIGNATURES** | | | |
| **Head of Establishment** | **David Fyfe** | **Date** | **5/9/19** |
| **Education Officer** | **Simone McAdam/Wendy Brownlie** | **Date** | **5/9/19** |

| **Our overall evaluation of our establishment’s capacity for continuous improvement:** | | | |
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| **Quality Indicator** | | **School** | **Inspection** |
| **1.3** | **Leadership of change** | 2 | 2 |
| **2.3** | **Learning, teaching and assessment** | 2 | 2 |
| **3.1** | **Ensuring wellbeing, equity and inclusion** | 3 | 3 |
| **3.2** | **Raising attainment and achievement** | 2 | 2 |
| **1.1** | **Self-evaluation** | 3 | N/A |

**Gradings**

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| **Excellent** | **6** |
| **Very Good** | **5** |
| **Good** | **4** |
| **Satisfactory** | **3** |
| **Weak** | **2** |
| **Unsatisfactory** | **1** |

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| **OCTF – KEY OBJECTIVE 1 - Raise Educational Attainment and Achievement for all** | |
| **NIF Priority:** **Improvement in attainment, particularly in literacy and numeracy** | **Quality Indicator: 3.2** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. Embed the new curriculum structure from June 2019, giving pupils more choice and additional qualifications in the Senior Phase. Increase from 5 subject column choices to 6. 2. Improve attainment at National 5 and Higher and continue with the 100% pass rate at National 4 across all subjects. The new curriculum structure has increased the number of N5 entries from 310 in 2018/19 to a possible 452 this session and from 144 Higher entries to a possible 184. Maintain the number of National 5 qualifications being studied in Session 2019-2020, currently 3.7 (previously 2.7), aiming to get closer to the national average of 4.1. 3. Improve attainment, assessment and moderation in Numeracy Across the Curriculum. 4. Continue to improve attainment, assessment and moderation for Literacy Across the Curriculum. 5. Effective use of differentiation to ensure that individual needs are catered for. 6. Embed our whole school learning, teaching and assessment policies to increase the consistency of pupils’ learning experiences. 7. Increase wider achievement opportunities for all our young people. Gather and collate the wider achievements and progress of all young people to raise awareness of the range of abilities and successes of our young people. This will help celebrate achievements within the school community and help increase confidence and self-esteem.   We know this from:   * SQA results and INSIGHT data, SNSA data at S3, CAT testing, SEEMIS tracking and monitoring data and formal observations, ABC Further Update Progress Report. | |
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| We have planned to:   1. Review curriculum structure through Curricular Group and consult with all stakeholders to improve options process and progression pathways for our Young People. 2. Continue to use successful intervention strategies and utilise careful Pupil Support teacher support. Use Personal Support periods to holding regular 1:1 discussions about pupil progress. Monitor performance through regular tracking and deploy appropriate interventions where required. The new curriculum, for example, allows Maths and English teachers to offer S5/6 pupils tutorial sessions to address areas of weakness. 3. Deliver training to staff on SEEMIS and Progress and Achievement application to use data such as SIMD to make classroom strategies. Review of SNSA performance Vs SIMD by June 2020 through whole school tracking of all pupils will identify specific interventions resulting in timely and appropriate support in classes. We will measure this through pupil questionnaires, teacher feedback, SLT tracking/data conversations.   Numeracy - Use successful strategies from Literacy as a benchmark to improve processes with Numeracy Across the Curriculum. Increase moderation activities in Literacy and Numeracy within CGS and with South Kintyre Cluster schools and take part in extended transition activities. Provide more CPD opportunities with Maths department and encourage links with other schools. Develop role of a numeracy coordinator with regular meetings with PT Maths. Create numeracy spreadsheet to map Benchmarks and share with staff. Improve tracking and monitoring of Numeracy using Progress and Achievement XBRA and department spreadsheet, to be shared with whole school. Increase Parental Engagement with Maths department by reviewing homework and pupil work being sent home and participating in parental support evenings.   1. Continue to follow QAMSO’s Assessment and Moderation (whole school) Forward Plan for 2019/2020. For example, collegiate meeting on 19 August 2019 to showcase good group discussion. One writing event at INSET 25 November 2019 to look at BGE borderline written work level 2 into 3 from across the curriculum with focus on subjects other than English. 2. Include differentiation to show how tasks can be made more accessible to all learners by offering Collegiate or INSET time on differentiation. Support for Learning teachers and classroom assistants to be coordinated to work closely with departments to increase the effectiveness and create differentiated resources across the curriculum. Develop the role of Learning Support teachers to collaborate with subject departments to increase the effectiveness of differentiation across the curriculum. AA policy for CGS created with clear deadlines and instructions to be followed. 3. Increase pace and challenge within BGE courses across all subjects to ensure pupils are more prepared for a progression route into National 5. Encourage pupils to study at Level 5, raise aspirations, remove levels on options forms,   Training on new progress and achievement tracking in BGE. Follow up at collegiate meeting. Staff using the new criteria in first tracking report given to parents on 23rd of September shows understanding of the new Progression and Achievement system. This data will be used to monitor progression and any pupils underachieving in comparison with other subject areas. ACEL data will also be used to track and monitor pupils’ progress to date.  Expand whole school talk assessment and moderation, peer assessment for future use by all subjects.  Learning and Teaching Working Group will focus on improving the quality and consistency of learning and teaching throughout the school. Encourage professional development through sharing educational research, developing good practice and exploring active learning strategies through collegiate meetings, email information drops, learning rounds, SLT learning visits, PT learning visits (feedback on 12 ingredients of a good lesson, focus on themes). Evidence based practice shared by the Learning and Teaching working group on a regular basis once a term. Sharing good practice at Departmental meetings is a regular feature.  Embed whole school and departmental self-evaluation/quality assurance calendars with an expectation for all staff to participate in learning rounds. At least 1 collegiate session or INSET used to develop consistent format for learning round reports. Focus on active learning and group discussion to improve quality of learning and teaching. We will see evidence in the form of DM minutes, lesson plans, QA calendars produced and in formal observations. PT’s to have completed an observation of each department teacher each term. SLT to observe most teachers within link department per term.   1. Extend and formalise leadership roles for young people in the Senior Phase through Ambassador roles in various aspects of the life and work of the school. These roles reflect responsibility and allow seniors to act as positive role models. These include sports leaders, house captains and a range of student ambassadors recording the participation in the roles to allow us to compare for future years. These will be reviewed using pupil focus groups and curriculum group for 2020. Extend roles in throughout the school including Pupil council, junior and senior – led by pupils with support from PT Guidance.   . | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. All staff. 2. K Fletcher, SLT 3. E McGeachy, D Hamilton, SLT. 4. SLT, PTs, QAMSO 5. K Fletcher, M Walker 6. Learning and Teaching Working Group 7. K Fletcher and C Miller. PTs. SLT. | 1. June 2019. Initial review October 2019. 2. Ongoing review. 3. June 2019, Review April 2020. 4. June 2019, Review April 2020. 5. October 2019. 6. June 2019 7. October 2019. Review May 2020. |
| **What actually happened? What improvement(s) were achieved?**  **How do you know? What evidence do you have?** | |
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| **Next Steps** | |
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| **OCTF – KO2 – Use Performance Information to secure improvement for children and young people** | |
| **NIF Priority: Closing the attainment gap between the most and least disadvantaged children.**  **Improvement in attainment, particularly in literacy and numeracy** | **Quality Indicator: 1.1, 3.2** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. By June 2020 whole school tracking of all pupils will help identify specific interventions resulting in timely and appropriate support in classes. We will measure this through pupil questionnaires, teacher feedback, SLT tracking/data conversations. 2. Staff need to continue to receive training around use of Insight with a third training event planned for November. This training has ensured that class teachers are better informed of the information and data available from Insight. Principal Teachers are accessing their subject data and are beginning to use this to inform improvements. SLT are now more confidently able to use Insight to look at performance against virtual comparator.   We know this is an improvement activity from the Inspection feedback in SIF, SNSA data, SQA results and INSIGHT data, ABC Further Update on Progress Report, SEEMIS tracking, DM Minutes and learning walks. | |
| **Outline your improvement activity/intervention** | |
| 1. Collect baseline data through primary information, GL Assessment, ACEL, SNSA, Moderation and Assessment data from departments. This will raise awareness of pupils’ strengths and areas for improvement to ensure all pupils are able to make progress and be appropriately supported as soon as they join new classes. 2. Update and implement a streamlined approach to tracking and monitoring in BGE (Progress and achievement) and SP with 3 reporting phases using ‘2 star and a wish’ to allow for consistent communication with pupils and parents. Provide informed feedback, next steps and how parents can support learning. 3. Develop a robust system for monitoring tracking and monitoring data and implementing timely strategies for early interventions. New Progress + Achievement through SEEMIS will provide more robust tracking in BGE. 4. Capture robust evidence of progress over time for all pupils using more detailed information provided by all subject areas in a whole school tracking and monitoring spreadsheet. After staff training, implement the use of myWOW to create pupil profiles and track improvements in learning and evidence the wider achievements of pupils. Learner conversations with Guidance and Personal Support teachers will help ensure equity and identify opportunities to close the attainment gap and make effective use of PEF. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. D Fyfe, SLT, M Walker, D Hamilton, J MacGregor 2. Reporting and Assessment Committee. 3. Reporting and Assessment Committee. 4. K Fletcher/SLT//R Wilson | 1. August 2019. Review October 2019. 2. September 2019. Review June 2020. 3. June 2019. December 2019 4. June 2020 |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
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| **Next Steps** | |
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| **OCTF – KO3 – Ensure children have the best start in life and are ready to succeed** | |
| **NIF Priority: Improvement in children and young people’s health and wellbeing** | **Quality Indicator: 3.1** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. Use of the Wellbeing App across Learning/Pupil Support for all Child’s Plans providing a more up to date and robust assessment of young people’s needs. 2. Develop a whole school nurture strategy including a period of Personal Support for all Pupils 3. Establish and implement policy and procedure for AAA 4. Establish procedures for tracking wellbeing of young people 5. Increase participation in outdoor education 6. Establish and implement maximising attendance/timekeeping procedure   We know this from:   * Education Scotland Report, Further Update of Progress Report, HWB committee Minutes | |
| **Outline your improvement activity/intervention** | |
| 1. All Guidance and Learning Support staff will move Child’s Plans over to the Wellbeing app at the point of review by June 2020. All Guidance Staff will receive a refresher training session led by link DHT on the Wellbeing App to increase their confidence by December 2019. This will ensure that our plans are in a nationally recognised format and stored safely and securely. Quality assurance of child’s plans will be carried out by link DHT each year to ensure clear links to health and wellbeing outcomes. 2. Carry out a baseline survey to establish how nurturing a school Campbeltown Grammar School is. Based on the findings of this survey we would aim to implement a Whole School Nurture Strategy. This will include a revised behaviour policy – “Positive Relationship Strategy”. This revised policy will be clearly linked to “Rights Respecting Schools”. Plan and implement the Personal Support period ensuring pupil voice is at the heart of this. Staff training will be led by Linden Hampton, child psychologist, at the implementation stages of this and then throughout the year at various points. Through increased involvement and support, all pupils will be encouraged to participate in the life and work of the school. 3. AAA policy and procedure to be implemented. Staff will receive information and guidance on this during the in-service day, with collegiate time being set aside throughout the year for gathering evidence. This will ensure that all pupils’ assessments needs are appropriately met and with sufficient SQA evidence of their needs. 4. Tracking attainment and wellbeing of learners including the use of benchmarks and wellbeing webs in PSE. Highlighting groups of learners where there are barriers i.e. young carers/LAC/SCIMD/Lowest 20%. These groups will be highlighted after tracking periods and highlighted with PT’s/Guidance Staff/Learning Support Teachers/House Heads with clear interventions. These interventions will be monitored to ensure improvement. 5. Increase of participation in Outdoor Education for S2 and S3 year groups giving an opportunity for all BGE pupils to take part in an Outdoor Education experience by the end of S3. This curriculum is clearly linked to improving wellbeing outcomes for our learners. 6. Establish and implement maximising attendance/timekeeping procedure. This should be part of the set agenda for house meetings. This will ensure that all pupils with less than 90% are identified early and appropriate interventions such as parental contact are initiated promptly. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. K Fletcher/PT’s Guidance 2. K Fletcher/PT’s Guidance/Head of Houses 3. K Fletcher/M Walker/All teaching staff 4. SLT/PT’s/All teaching staff 5. K Fletcher/M Osborne 6. SLT/PT’s Guidance | 1. June 20/Reviewed Nov 19 2. June 2020/Reviewed Oct 19, Jan 20, May 20 3. Aug 19/Reviewed Jan 20 4. Sep 19/Reviewed Jan 20 5. Aug 19/Reviewed Jan 20, May 20 6. Sep 19/Reviewed Oct 19, Jan 20, May 20 |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
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| **Next Steps** | |
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| **OCTF – KO4 – Equip young people to secure and sustain positive destinations and achieve success in life** | |
| **NIF Priority: Improvement in employability skills and sustained positive leaver destinations for all young people.** | **Quality Indicator: 3.3** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. Ensure pupils and parents are informed and understand the increasing range of curriculum pathways, career advice and UCAS application process by June 2020. 2. Increase partnership working agreements with local businesses, colleges and partner agencies to help create more opportunities for Foundation Apprenticeships and college courses by June 2020. 3. Make more effective use of our MyWOW ambassadors to work with peers and associated primary schools to raise awareness of different career pathways and what skills and qualifications are required to follow these.   We know this is an improvement activity from inspection feedback in SIF, ABC Further Update of progress Report, feedback from parents and pupils. | |
| **Outline your improvement activity/intervention** | |
| 1. Appoint a Careers focused Guidance teacher to have responsibility over Careers, UCAS and pathways. Transition training with A Millar. Parental Engagement night – Supporting your child to Study workshops with teaching staff and parents working together to identify challenges and solutions. Continue to publicise information on careers through Facebook, Newsletters and regular emails to parents.      1. Continue to work with partners to develop more opportunities for Foundation Apprenticeships and college courses through regular meetings and part of the curriculum review. Links with employers exist to provide FA Business and Engineering and through discussions between Personal Support, Guidance teachers, pupils and parents, identify suitable candidates to take up these opportunities. Argyll College have introduced Beauty at our request and will build on this with N5 Cosmetology. Will begin option choice lessons through PSHE and Personal Support at an earlier stage to ensure all pupils and parents are aware of the opportunities available and to promote uptake. 2. Continue to develop the leadership role of the group of S4 pupils who were trained in S3 as MyWow Ambassadors. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. K Fletcher/C Miller/R Wilson 2. K Fletcher / R Wilson / Curriculum group 3. B Campbell | 1. Aug 19/Reviewed Jan 20 2. Oct 19/Reviewed Jan 20 3. Oct 19/ Reviewed Jan 20 |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
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| **Next Steps** | |
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| **OCTF – KO5 – Ensure high quality partnership working and community engagement** | |
| **NIF Priority: Improvement in Attainment** | **Quality Indicator: 2.5, 2.7** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. **I**ncrease engagement with parents and the local community. 2. Develop family learning opportunities. 3. Increase collaboration with our area community learning team to provide a broader range of learning opportunities for our young people.   We know this is an improvement activity from Inspection feedback in SIF, parent feedback, ABC Further Update of Progress Report and Partner Agency feedback. | |
| **Outline your improvement activity/intervention** | |
| 1. Continue to work closely with Parent Council to develop relationships with parents and the local community. Use the ABC engagement audit tool to evaluate engagement within the school and implement strategies to improve. As part of the newly formed School General Purpose Fund and Fundraising committee, we aim to hold at least three events this session, such as a community school opening and fundraising to attract parents and the community into the new school building. 2. Create a School Parental Engagement Strategy to develop family learning opportunities by September 2019. Participate in Professional Learning in Parental and Family engagement to help create quality family learning opportunities such as Study Support Evening with Parents. Consult with parents, parent council, staff and area community learning team to develop further engagement activities such as open evenings, homework and supported study workshops to include parents and families by May 2020.      1. Develop programmes with our area community learning team to involve our S5/6 pupils working with adult learning by December 2019 to provide S5/6 pupils with opportunities to lead community projects. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. E McGeachy / SLT 2. E McGeachy / SLT 3. D Fyfe / SLT / R Wilson | 1. Aug 19/Reviewed Jun 20 2. End Oct 19/Reviewed May 20 3. End Nov 19/Reviewed June 20 |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
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| **Next Steps** | |
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| **OCTF – KO6 – Strengthen Leadership at all levels** | |
| **NIF Priority: Strengthen leadership at all levels** | **Quality Indicator: 1.2, 1.3, 1.4** |
| **What do you want to be better? How do you know this is an improvement priority?** | |
| 1. Develop a strong, positive school Ethos by embedding the vision, values and associated Charter is reflected across our school community through effective leadership at all levels. The Vision, Values and Charter is reflected upon yearly via the Pupil Council/RRS, staff and Parent Council. 2. All staff contributing to whole school working groups and committees, such as the Learning and Teaching Committee. Develop a plan of collegiate, in-service and DM’s to share expectations with all staff using GTCS standards. 3. From the beginning of session 2019/20, pupil leadership opportunities will be increased through leading Pupil Council meetings, Ambassador roles and fundraising activities.   We know this an improvement activity from Inspection feedback in SIF, ABC Further Update of Progress Report, Staff feedback, PRDs and pupil feedback. | |
| **Outline your improvement activity/intervention** | |
| 1. All staff will take every opportunity to remind the school community of our vision and values, for example assemblies, personal support lessons, PSHE, parents’ evenings etc. 2. All staff will have designated leadership roles within working groups within the school and work collaboratively with senior leaders on taking forward school priorities. Opportunities for sharing progress and impact of these will be part of our Collegiate Calendar and DM activities. We will work in partnership with our Primary cluster colleagues. 3. Pupil Council is re-established on a weekly basis and pupil voice is listened to, acted upon and fed back to the school community. This will ensure pupils routinely provide feedback on the quality of the curriculum and their experiences of teaching and learning. | |
| **Who is/are responsible for leading this?** | **Timescale(s)** |
| 1. All staff 2. All Staff 3. RRS Working Group. All staff. | 1. Reviewed by December 2019 2. Aug 19/Reviewed February inset 2020 3. October 2019. Reviewed May 2020. |
| **What actually happened?**  **How do you know? What evidence do you have?** | |
| **This will be completed within the parameters of the timescale(s)** | |
| **Next Steps** | |
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**Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners**

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| **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| **OCTF**  **Key Objective 1**  **Raise Educational Attainment and Achievement for all** | **Improved attainment** | **D Fyfe**  **SLT** | **June 2019,**  **review August 2020.** |
| **OCTF**  **Key Objective 2**  **Use Performance Information to secure improvement for children and young people** | **More robust and accurate information on pupil progress** | **B Campbell**  **SLT** | **August 2019,**  **review August 2020.** |
| **OCTF**  **Key Objective 3**  **Ensure children have the best start in life and are ready to succeed** | **Improved procedures to ensure the health and wellbeing of all pupils** | **K Fletcher**  **SLT** | **August 2019,**  **review January 2020** |
| **OCTF**  **Key Objective 4**  **Equip young people to secure and sustain positive destinations and achieve success in life** | **Increased range of curriculum pathways, including vocational opportunities** | **R Wilson**  **SLT** | **August 2019,**  **review January 2020** |
| **OCTF**  **Key Objective 5**  **Ensure high quality partnership working and community engagement** | **Increased participation of parents and partners in the life and work of the school** | **E McGeachy**  **SLT** | **August 2019,**  **review January 2020** |
| **OCTF**  **Key Objective 6**  **Strengthen Leadership at all levels** | **Increased leadership opportunities for all staff and pupils** | **SLT** | **August 2019,**  **review January 2020** |