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**Campbeltown Grammar School**

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Establishment Maintenance Improvement Planning

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional** | | | | Session: **2021/22** |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
| * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children's Progress * School Improvement * Performance Information | 1.1 Self Evaluation for Self-Improvement  1.2 Leadership for Learning  1.3 Leadership of Change  1.4 Leadership and Management of Staff  1.5 Management of Resources to Promote Equity  2.1 Safeguarding and Child Protection  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement/Securing Children's Progress  3.3 Increasing Creativity and Employability/Developing Creativity and Skills for Life and Learning | | | * Raise educational attainment and achievement for all; * Use performance information to secure improvement for children and young people; * Ensure children have the best start in life and are ready to succeed; * Equip young people to secure and sustain positive destinations and achieve success in life; * Ensure high quality partnership working and community engagement; * Strengthen leadership at all levels. |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2021-2022: | | 2022-2023: | 2023-2024: | |
| 1. **Improve the quality and consistency of the school’s approaches to self-evaluation.** 2. **Raising of attainment through the development of curriculum and learning, teaching and assessment.** 3. **Implementation of approaches to wellbeing which support our young people.** 4. **Development of Strategic and Sustainable Leadership at All Levels.** | |  |  | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | Session: **2021/22** | | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people's health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | **Collaboration and Consultation** | | |
| **Who?** | **When?** | **How?** |
| Learners | Regular reviews as part of quality assurance calendar. | Pupil Focus Groups;  Evaluations |
| Staff | Regular reviews as part of quality assurance calendar. | Ongoing annual consultation regarding SI Priorities;  Via Whole School, PT and Departmental Meetings as well as Meetings of SIG Groups;  Evaluations. |
| Parents/Carers and Partners | Regular reviews as part of quality assurance calendar. | Evaluations;  Parent/Carer Focus Groups;  Partner Focus Groups |

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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **Argyll and Bute Education Key Objectives** |
| * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children's Progress * School Improvement * Performance Information | 1. 1.1 Self Evaluation for Self-Improvement  1.2 Leadership for Learning  1.3 Leadership of Change  1.4 Leadership and Management of Staff  1.5 Management of Resources to Promote Equity  2.1 Safeguarding and Child Protection  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement/Securing Children's Progress  3.3 Increasing Creativity and Employability/Developing Creativity and Skills for Life and Learning | * Raise educational attainment and achievement for all; * Use performance information to secure improvement for children and young people; * Ensure children have the best start in life and are ready to succeed; * Equip young people to secure and sustain positive destinations and achieve success in life; * Ensure high quality partnership working and community engagement; * Strengthen leadership at all levels. |
| **Priorities** | **Proposed Impact** | **Measures** | **Linked to PEF** (Y/N) |
| **Improve the quality and consistency of the school’s approaches to self-evaluation.** | A clear calendar of self-evaluation activities involving all key stakeholders leading to improved outcomes for all. | Almost all stakeholders engage in self-evaluation activities and they recognise the impact of their contribution. | N |
| **Raising of attainment through the development of curriculum and learning, teaching and assessment.** | Improved attainment against benchmarked levels. | Taking account of the current context, increased attainment across the BGE and Senior Phase. | N |
| **Implementation of approaches to wellbeing which support our young people.** | Young people have a shared understanding of their own progress and wellbeing. | Improved attendance, attainment and achievement of our young people. | Y |
| **Development of Strategic and Sustainable Leadership at All Levels.** | Increased capacity of leadership at all levels (SLT, Middle Leadership Team, Teaching Staff and Young People) | Greater confidence and capacity of all in being able to fulfil their focussed roles, remits and responsibilities. | N |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: **2021/22** |
| **Strategic Priority 1:** | Title: **Improve the quality and consistency of the school’s approaches to self-evaluation.** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; and * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **Argyll and Bute Education Key Objectives** |
| * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children's Progress * School Improvement * Performance Information | 1.1 Self Evaluation for Self-Improvement  1.2 Leadership for Learning  1.3 Leadership of Change  1.4 Leadership and Management of Staff  1.5 Management of Resources to Promote Equity  2.1 Safeguarding and Child Protection  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement/Securing Children's Progress  3.3 Increasing Creativity and Employability/Developing Creativity and Skills for Life and Learning | * Raise educational attainment and achievement for all; * Use performance information to secure improvement for children and young people; * Ensure children have the best start in life and are ready to succeed; * Equip young people to secure and sustain positive destinations and achieve success in life; * Ensure high quality partnership working and community engagement; * Strengthen leadership at all levels. |

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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Creation of a robust programme of self-evaluation which supports school improvement. | S. Stewart | Initial Review September 2021  Termly Review | * Shared understanding of and engagement with approaches to self-evaluation by all stakeholders. * Most stakeholders feel they have an opportunity to contribute meaningfully to school improvement. |
| Promote relevant opportunities for professional learning to support aspects of school improvement. | S. Stewart | Termly Review | * Improved staff confidence and motivation to contribute meaningfully to self-evaluation. |
| Develop consistent approaches to eliciting feedback from young people which informs self-evaluation, specifically in relation to their learning and wellbeing. | S. Stewart | Ongoing | * Opportunities for young people to engage in self-evaluation throughout the session which supports whole school self-evaluation. * Almost all young people feel they have an opportunity to contribute meaningfully to school improvement. |
| Further development of the BGE Tracking and Monitoring System to support meaningful analysis of data and to improve outcomes for learners. | R. Little | Initial Review October 2021  Ongoing | * Learners can articulate their progress and next steps. * Analysis of data informs planning of learning and teaching and the implementation of appropriate interventions. |
| Further development of the Senior Phase Tracking and Monitoring System to support meaningful analysis of data and to improve outcomes for learners. | B. Campbell | Initial Review October 2021  Ongoing | * Learners engage in consistent meaningful learning conversations across the school at tracking intervals. * Analysis of data informs planning of learning and teaching and the implementation of appropriate interventions. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: **2020/21** |
| **Strategic Priority 2:** | Title: **Raising of attainment through the development of curriculum and learning, teaching and assessment.** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **Argyll and Bute Education Key Objectives** |
| * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children's Progress * School Improvement * Performance Information | 1.1 Self Evaluation for Self-Improvement  1.2 Leadership for Learning  1.3 Leadership of Change  1.4 Leadership and Management of Staff  1.5 Management of Resources to Promote Equity  2.1 Safeguarding and Child Protection  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement/Securing Children's Progress  3.3 Increasing Creativity and Employability/Developing Creativity and Skills for Life and Learning | * Raise educational attainment and achievement for all; * Use performance information to secure improvement for children and young people; * Ensure children have the best start in life and are ready to succeed; * Equip young people to secure and sustain positive destinations and achieve success in life; * Ensure high quality partnership working and community engagement; * Strengthen leadership at all levels. |

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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Directed action regarding relevant and contextualised curriculum outlines and direction of development work. | All | Monthly Review | * Established accessible and high quality curriculum outlines across all departments. * Clear departmental improvement plans which outline the development needs of the department in terms of the curriculum. |
| Whole school self-evaluation of QI 2.3 to identify key areas of strength and development need in learning, teaching and assessment.  Use of collegiate time to support focussed professional learning around identified areas of development within our ‘12 Ingredients for an Excellent Lesson’ standard. | All | September 2021 | * Clarity in understanding of the strengths and development needs within learning, teaching and assessment which will inform future planning and professional learning. * Most lessons evidence high quality, active learning and teaching approaches evidenced through observations. * Most learners are motivated and engaged with their learning as a result of high quality verbal and written feedback. |
| Build upon the increased capacity and confidence of staff in provision of learning experience via online platforms. | R. Little | Ongoing | * Greater enhancement of learning and teaching experiences in the classroom and at home. * Staff confidence in the provision of high quality learning and teaching through digital platforms in the event of a return to blended learning. |
| Building on Senior Phase approaches to assessment and moderation developed through the ACM. | B. Campbell | May 2022 | * Increased confidence and reliability of teacher professional judgement. * Increased bank of exemplar materials which support future moderation activities. |
| Extending approaches developed through the ACM to support assessment and moderation across the BGE. | B. Campbell and R. Little | June 2022 | * Creation of a whole school moderation policy to be implemented Session 2022-2023. |
| Improvement in attainment as a result of focussed tracking, monitoring and intervention. | All | Monthly Reviews | * All teaching staff contribute to and understand the tracking and monitoring process. * Increased staff confidence in becoming data literate. * Targeted data driven interventions improve outcomes for individual learners. * Most learners are able to articulate their current working level and next steps. |
| Improvement in attainment as a result of learning undertaken in Personal Support in relation to the responsibilities of all – Literacy, Numeracy and HWB and self-directed reflection on learning. | K. Fletcher  Identified PTs  Personal Support Teachers | Termly Reviews | * Almost all learners value their learning and can articulate the impact of Personal Support on their learning and progress. * Improved staff confidence and facilitation of self-directed reflection on learning. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: **2021/22** |
| **Strategic Priority 3:** | Title: **Implementation of approaches to wellbeing which support our young people.** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **Argyll and Bute Education Key Objectives** |
| * School Leadership * Teacher Professionalism * Parental Engagement * Assessment of Children's Progress * School Improvement * Performance Information | 1.1 Self Evaluation for Self-Improvement  1.2 Leadership for Learning  1.3 Leadership of Change  1.4 Leadership and Management of Staff  1.5 Management of Resources to Promote Equity  2.1 Safeguarding and Child Protection  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family Learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring Wellbeing, Equality and Inclusion  3.2 Raising Attainment and Achievement/Securing Children's Progress  3.3 Increasing Creativity and Employability/Developing Creativity and Skills for Life and Learning | * Raise educational attainment and achievement for all; * Use performance information to secure improvement for children and young people; * Ensure children have the best start in life and are ready to succeed; * Equip young people to secure and sustain positive destinations and achieve success in life; * Ensure high quality partnership working and community engagement; * Strengthen leadership at all levels. |

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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Further embed the school’s vision, values and aims in their underpinning of the working and life of the school. | K. Fletcher | Ongoing | * Almost all young people demonstrate the four capacities in their daily life as evidenced through a range of data sources. * School policies have been reviewed and strengthened to support high and consistent expectations with clear and timeous communication with parents/carers. * Positive ethos and strengthened relationships as evidenced through observations, use of merit data and stakeholder views. |
| Further implementation of the CGS Promoting Positive Behaviour Policy. | K. Fletcher | Initial Review September 2021  Termly Review | * Continued positive behaviour as a result of consistent expectations and use of the PPB Policy including the revised merit system. * Improved relationships evidenced through tracking and monitoring on the SEEMiS Bullying and Equalities Module. * Improved relationships and inclusion as evidenced through exclusion data. |
| Clarifying of responsibilities within the CGS Guidance Team. | K. Fletcher | September 2021 | * Clarity for all regarding the remits of staff within this team. * Clarity in the strategic direction of areas of school improvement led by this team. * Increased collaboration resulting in improved outcomes for learners as evidenced through a variety of data sources. |
| Further develop staff understanding of their responsibility in identifying barriers to learning and supporting learners to overcome these identified barriers. | K. Fletcher | June 2022 | * Greater staff usage of the procedures in place to identify and support learners experiencing barriers to their learning. * Greater inclusion of young people with identified support needs across all departments. * All young people leave CGS with a minimum of five qualifications at Level 3 or above. |
| Strategic groups leading self-evaluation and developments to support the health and wellbeing of pupils and staff: Promoting Positive Behaviour and Recognising Achievement SIG and Wellbeing SIG. | A. Strathdee  K. Fletcher | Termly Review | * Young people and staff have a well-developed understanding of the wellbeing indicators. * The achievements of young people and staff are recorded and celebrated as evidenced through our Recognising Achievement database and through our social media platforms. |
| Rights Respecting Schools School Improvement Group to work towards gaining the Silver Award. | K. Fletcher | Termly Review | * The UN Convention on the Rights of the Child is increasingly embedded within school policy, practice and culture * Most young people are beginning to see themselves as rights respecting global citizens. |
| Further strengthening of relationships with partners to support improved outcomes for our young people. | K. Fletcher | Ongoing | * Programme of mid and end of session evaluative work undertaken which demonstrates positive impact of partnership working on outcomes for our young people. * Most partners feel they contribute to the strategic work undertaken within the area of wellbeing. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | Session: **2021/22** |
| **Strategic Priority 4:** | Title: **Development of Strategic and Sustainable Leadership at All Levels** | |
| **National Improvement Framework Key Priorities**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; * Improvement in children and young people’s health and wellbeing; * Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
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| **Key Actions (How)** | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Clarification with regard to remits and responsibilities of the SLT | S. Stewart | August 2021 | * Clear direction and stability established for all staff. |
| Building of capacity within the Senior Leadership Team through regular coaching conversations. | S. Stewart | Ongoing | * Greater confidence in the capacity of DHTs to undertake their remit responsibilities. * Strategic responsibilities are progressed as evidenced through DHT Action Plans. |
| Building of capacity within the Middle Leadership Team through consultation and regular opportunities to engage in professional dialogue to support school improvement. | SLT | Ongoing | * All middle leaders feel consulted and that their views have been considered, are valued and influence strategic change. * Middle leaders are empowered to lead self-evaluation and improvement within their departments/faculties. |
| Provide young people with opportunities to take on leadership roles. | A. Murray  A. Strathdee  B. Campbell  S. McQuaker | Ongoing | * Those young people engaging in leadership opportunities are empowered to carry out their responsibilities. * Increased participation of young people engaging in leadership opportunities. * Increased offering of leadership opportunities across the school. |

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| **Establishment Maintenance Improvement Planning – Optional** | | Session: **2021/22** |
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| **Key Actions (from previous plans):** | | |
| N/A | | |