Campbeltown Grammar School

School Improvement Plan

2014 – 15

Argyll and Bute Council

Our Council is forward looking and ambitious, continuously improving our relationship with our partners, customers and employees to ensure that we deliver the right services, by the best people in the best way.

Our values, shown below are informed by our partners, customers and employees. Our values underpin what we do and how we do it.

- **We involve and listen to our customers and communities.**

- **We take pride in delivering best value services.**

- **We are open, honest, fair and inclusive.**

- **We respect and value everyone.**

Argyll and Bute Council

Our key principles are that:

- No-one is disadvantaged because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

- The differences between people are valued and good relations between groups are promoted.

- People are treated fairly and with equal respect.

- Informed assessments are made on the impact of policies and services.

- People are involved in the decisions that affect them and encouraged to participate in public life.

We carry out equality impact assessments for policy and service development to make sure no-one is adversely impacted.

Argyll and Bute Council

Our Vision – Achieve: Together We Can

The Education Service is forward looking and ambitious, continuously improving the quality of provision through self-evaluation for all children and young people in Argyll and Bute.

Our values underpin what we do and how we do it:

· We involve listen to and respect our children and young people; their parents and carers, our staff and communities.

· We take pride in delivering a quality education service securing best value.

· We are open, honest, fair and inclusive.

Campbeltown Grammar School

Our School Community Vision

Our Vision for Campbeltown Grammar School is that

- every pupil should be happy, safe and successful

- every parent should be involved and interested

- all staff should be supported and respected in doing their best

- everyone in partnership should seek the best for all.

Campbeltown Grammar School

Our School Community Aims

Our Principal Objective

As a school our over-riding aim is very simple - to help all our pupils to achieve success whatever their individual goals might be, by developing fully their capacity to be successful learners, confident individuals, responsible citizens and effective contributors.

- · To foster in all pupils the highest standards of work and achievement.

- · To provide a broad and balanced education which gives emphasis to the aesthetic, creative, practical, social and moral aspects of life as well as literacy, numeracy and academic studies.

- · To promote genuinely equal opportunities for educational progress, regardless of age, ability, gender, race, social status, economic or geographical disadvantage.

- · To create an orderly and disciplined environment for sound learning in which every pupil feels valued, while being responsive to the maturity of individuals and the development of personal responsibility.

- · To encourage the involvement of parents as partners with us in the education of their children.

- · To recognise the skills and professionalism of every member of staff and to provide opportunities for these to be effectively employed and further developed.

- · To provide appropriately for the health and well-being of every member of the school community.

- · To equip students with the knowledge, skills and resourcefulness which they need for employment, training, or continuing education and the desire to remain in contact with education throughout their lives.

- · To seek to ensure that every pupil can look back positively on his/her school experience.

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/2015

Whole School

Priority No. 1 CfE Curriculum Implementation

Title
· To continue to develop the curriculum in line with Curriculum for Excellence (CFE)

Expected Outcome(S)
· Consolidation of National courses following first presentation in 13/14 · Development of National 3 courses · Development of new Higher courses · Working on the structure within BGE to establish greater consistency between S1/2 and S3

Who?	When?	Resources (including finance)
SLT/ELT Staff Pupils Parents External partners	Session 2014-15 with early attention to development of courses with presentation for the first time at the end of session	Development Time Resource implications (including finance) per department National materials

Measurable impact/success criteria
· Presentation for new courses and awards in 2015 · Curriculum plan for 2015/2016 in place

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/2015

Whole School

Priority No. 2 Self-Evaluation

Title
Improvement through self-evaluation

Expected Outcome(S)

Expected Outcome(S)
· Respond to *Increased Expectations* document (HMIE) on Q.I. 5.9
· Establish Self-Evaluation plan for Session 2014/15 based on
  1) Learning and Teaching
  2) Curriculum
  3) Partnership working
· Establish working group to share in leadership of self-evaluation and to monitor progress

Who?	When?	Resources (including finance)
HT to lead and co-ordinate overall HT/DHTs as per areas of remit Working Group All staff	2014/15 – early priority	Time Relevant CPD CPD in *Increased Expectations* document (HMIE)

Measurable impact/success criteria
· Self-evaluation calendar · Activities seen to completion with impact on current and future practice · Report from working group at close of session

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/15

Whole School

Priority No. 3 Learning and Teaching

Title
Implement the whole school statement on learning and teaching

Expected Outcome(S)
· Evidence of consistent approach to learning and teaching across the school based on the principles of the learning and teaching statement
· Increasing awareness of the learning and teaching statement with parents via the school website
· Increasing awareness of the learning and teaching statement with pupils in classes and tutor groups
· Include assessment as part of learning in the learning and teaching statement

Who?	**When?**	**Resources (including finance)**
HT lead All colleagues Parents/pupils/ partners	2014/15	Time CPD (internal, Education Scotland)

Measurable impact/success criteria
· Self-evaluation of learning and teaching shows implementation and impact of statement
· Development of assessment as part of learning is included in the statement and in practice

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/15

Whole School

Priority No. 4 Transition

Title Develop a cluster based approach to assessment, tracking and monitoring at transition in partnership with associated primary schools

Expected Outcome(S) · Review assessment information currently shared at transition and evaluate how effectively this is used · Develop a shared understanding of progress through experiences and outcomes · Share information on levels of achievement across the curriculum · Use of the P7 profile with our S1 profile arrangements · Use of the P7 profile in planning learning and teaching in S1

Who?	When?	Resources (including finance)
· HT/JF/AM · PTs · Teaching staff	· Session 2014/2015	· Time for joint working · Relevant CPD

Measurable impact/success criteria · Shared information increasing teacher awareness of prior learning · Shared approach to Tracking and Monitoring throughout the cluster

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014-15

Whole School

School Priority No 5 Pupil profiles

Title Establish use of pupil profiles in S3 and in senior phase
Expected Outcomes · Select and implement format/system of S3 profile · Select and implement format/system of senior phase profile ·
Measurable impact/success criteria · S3 profile compiled throughout Session 2014/15 (learning, skills, achievements and targets) · Use of S3 profile in recognising achievement as basis for an 'end of BGE' learning/skills statement · Use of S3 profile in recognising achievement as basis for an 'end of BGE' ceremony/'graduation' · Senior phase profile compiled throughout Session 2014/15 (learning, skills, achievements and targets)

Who?	When?	Resources
· HT · Pupil support teachers · Tutors · Teaching staff	· Throughout 2014/2015	· Time · Supporting materials

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014-15

Whole School

School Priority No 6 Policy Review and Development

Title Review CGS policies – revising existing policy and devising new as required

Expected Outcomes Policy revision · Revise Anti-bullying policy · Revise Behaviour policy · Entry to S6 (brief revision once reviewed in practice) Devise new policy as required including · Assessment as part of learning (may take form of developing the learning and teaching statement) · SQA course Verification · Class composition (e.g. master-classes, changes to sections) · Self-harm · Tutor Groups · Anti-bullying · Pupils who have left school who then present with requests to return
Measurable impact/success criteria · Policies in place and being followed in practice

Who?	When?	Resources
· SLT · J MacGregor · J Bryce · Working groups	· Early in session · Complete by end December 2014?	· Time · Support from Education Scotland

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014-15

Whole School

School Priority No 7 Leadership and Management

Title Review Leadership and Management across the school		

Expected Outcomes

- ·   Review remits – including HT/DHTs, PTs and commissioned posts
- ·   Consider the role of PTs in the context of the reduction in SLT which enables our current number of PT posts
- ·   Administration review – office management, staffing and the deployment of the Attendance Officer
- ·   Use WTA in the implementation of the School Improvement Plan – particularly with reference to planning Red Mondays
- ·   Increase distributed leadership/sharing of responsibilities across the school

Measurable impact/success criteria

- ·   Remits in place
- ·   Implementation plan in place – taking forward the School Improvement Plan and policy development
- ·   Increased leadership capacity across the school
- ·   Attendance Officer post established

Who?	When?	Resources
· All colleagues	· Throughout 2014/2015	· Time · Input from Local Authority as required · Input form Education Scotland as required

School Priority No 8

Title
· There are agreed standards and expectations of reporting(content and structure) throughout the school;

Expected Outcomes
· There is consistency of reporting standards across the school; · Our reporting structure accurately reflects assessment procedures throughout the school; · Our reporting structure improves Teaching and Learning experiences.

Measurable impact/success criteria
· Reporting and Assessment committee leads awareness raising sessions on reporting content, format and standardisation; · Reporting systems reflect school, local and national policy (on reporting and assessment); · Evaluation of reporting structures feeds into whole-school evaluation for period 2015-16

Who?	Who?	Who?
· Reporting and Assessment Committee · Pupils · Parents · Teaching Staff · SLT	· Reporting and Assessment Committee · Pupils · Parents · Teaching Staff · SLT	· Reporting and Assessment Committee · Pupils · Parents · Teaching Staff · SLT

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/15

Whole School - ICT

Priority No. 9 ICT

Priority 1 Staff and pupils to make greater use of ICT within classes, having a positive impact on learning and teaching

2.1 – Learners' Experiences; the extent to which learners are motivated and actively involved in their own learning and development.

5.2 – Teaching for Effective Learning

5.9 – Improvement through self-evaluation

Expected Outcome

Continuation of making ICT available to all pupils and staff to enhance learning. Staff will develop their ICT skills through sharing of good practice and training in order to use ICT more in class. Staff and pupils to enjoy using ICT and the ICT available should enhance learning and teaching. Aim to get more pupils access to ICT (including new developments such as tablets/ipads) within school to enhance their learning.

Who?	When?	Financial
ICT Committee	Session 2014/15	Development time
R Egan (installation and maintenance of ICT)	Inservice days	CPD courses
E McGeachy	Red Mondays	Invest in ipads/laptops/other technology
J Murdoch (pilot of ipads)		
Learning Support (ipad use)		

Measurable impact/success criteria

Continuation of rolling programme of installing new computers and laptops throughout school (and other technologies eg ipads). E McGeachy to investigate outcomes of pilot projects in ABC such as BYODs (in progress).

ICT committee and volunteers to deliver sharing of good practice opportunities and make staff aware of the technology and available ICT training – this will continue on a regular basis. CPD opportunity for all staff.

Pupil's learning experience is improved by using ICT – enjoyment, improvement and in assessment grades etc. The impact of improved use of ICT in classes could be evaluated through class observations, pupil and staff surveys and at ICT committee meeting discussions.

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/15

Whole School - ICT

Priority No. 10 ICT

Priority 2
Develop a user-friendly system so that all pupils and staff can easily access ICT resources. Systems and network running efficiently.

Expected Outcome
Accessible ICT resources for all staff and pupils (resource centre, i-arena, laptops available, digital assessments, organisation of public folders etc).
Public folders reorganised in easy to use manner. Old user accounts deleted from server on regular basis. School website updated regularly.

Who?	When?	Financial
ICT Committee (J Stewart and R Egan to work on server clear) EM to speak to staff and J Stewart on public folder reorganisation. LS School Office – school website	Server clear in summer 2013 Room Booking system now being set up through school Office	Possible purchase of hard drives

Measurable impact/success criteria
Clear and easy to use public folders (in progress)
Server has adequate space and backups working. All pupils and staff have easy and secure access.
A clear booking system in place for Resource Centre and other ICT facilities – continuing.

IMPROVEMENT PLAN SESSION 2014/15

Priority No 11 Enterprise

Priority 1
To strengthen the provision of vocational courses

Expected Outcome

- · Continue awareness raising pupils/parents of courses
- · Begin Option Choices in March
- · Review efficacy of wide course choice in wake of March choices
- · Deliver WEX during exam leave, paperwork undertaken February
- · Continue building positive relationships with local business/agencies
- · Bringing in external agencies/companies in relation to SfW courses

Who?		When?		Financial
RW CGS Extended Leadership Team External agencies Local business		Session 2014-15		**Transportation** **Enterprise budget**

Measurable impact/success criteria

- · Increased attainment / success
- · Successful reintroduction of WEX

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014-15

Whole School

School Priority No 12

Embedding of Literacy across all Learning in Campbeltown Grammar School.

Expected Outcomes

·   Optimum use of all Literacy initiatives across all learning fields as detailed below.

Measurable impact/success criteria

Optimum use of Correction Code (to be renamed Literacy Code) in evidence school-wide.

All S1,2 and 3 learners have a Pocket 'Punctuation' booklet and are encouraged to use it school-wide

All Learning Fields have a digital Literacy Policy (updated appropriately) and a copy of a Talk grid for S1,2 and 3 and there is evidence of the use of both

Awareness raising of Talk grids to our primary feeders

Literacy profile embedded school-wide through Literacy Wall, Literacy Competition,

Points Ahead, Assemblies and R2

Literacy section on web kept up – to - date

Ongoing visits from local librarian to S1 and S2 learners

Paired Reading strategies in place, utilizing both S6 learners and members of the local community as appropriate

Lunchtime Reading and Writing clubs in operation

Reading/Literacy 'slot' in Tutor groups (school-wide) - the construction of a pack of useful literacy materials / exercises for each learning field to utilize

'Literacy Handbook' for Learning Fields school-wide with a range of useful 'Literacy- based hints/exercises

Foundations of an 'Inclusion Strategy' in Literacy across Learning for pupils/carers and parents

Who? (Still to be confirmed)	**When?**	**Resources**
G. Baxter, C. Cameron, K. Coffield, D. Corr, J. Dessans, R. Henry and A. Millar	Time slot still to be arranged - will have to be out - with timetable.	Literacy Bid – amount to be ascertained.

Campbeltown Grammar School

IMPROVEMENT PLAN SESSION 2014/15

Pupil Support Team

Priority 13 GIRFEC Wellbeing outcome: Achieving

Title: Improving curriculum design, programmes and transitions

Expected Outcomes 1) To develop further PSHE programmes to incorporate Health and Wellbeing outcomes and to include a programme on Work Experience in S4

Who?	When?	Resources (including finance)
1) All Pupil Support Staff (Guidance) in collaboration with other agencies and with R Wilson.	1) March 2015	Time Funding for new resources Photocopying

Measurable impact/success criteria 1) New S4 programme developed, implemented and reviewed; 2) S4 Work Experience programme updated and implemented;

GIRFEC Wellbeing outcome: Safe; Healthy; Included

Title: Ensuring better ways of meeting the needs of pupils

Expected Outcomes

1 To create A Self-harm policy and to raise awareness through H&WB programmes and events;

2 To introduce a standardised structure within school for chronologies and to develop a system of integrating these with Social Work chronologies;

3 To implement the new Universal Child's Plan (Final version issued January 2014) with all S1 pupils who have additional support needs and pupils in other stages for whom a Child's Plan is opened. To update the format of Profiles for those pupils who do not require a full plan;

4 To produce a Timeline for updating RAG on SEEMIS;

5 To implement changes to the P7 Transition programme in light of this session's Transition Review (to be published);

6 To implement changes to Pupil Support policy and practice in light of this session's Meeting Needs Audit (to be published);

7 To implement action points raised in Argyll and Bute Autism Strategy (to be published in final form).

Who?	When?	Resources (including finance)
1) All PTs and Teachers of Pupil Support and C Cameron 2) Partner Agencies including NHS, Social Work and SDS; 3) Opportunities for All group 4) P7 Transition group	1) March 2015	Time Photocopying CPD costs

Measurable impact/success criteria
1)   Self Harm policy is implemented following consultation with parents, pupils, specialist school staff and partner agencies;
2)   Chronologies are mainly created using Click&Go; Pupil Support staff are aware of how to create a chronology.
3)   The plans of S1 pupils and of those with complex needs are converted to Universal Child's Plans;
4)   Pupil Support staff (Guidance) update the RAG at an agreed time each month;
5)   New structure of Pupil Support input and parental consultation for transition process is agreed and implemented;
6)   Strategies arising from Meeting Needs Audit are identified and are included in short- or long-term planning as appropriate;
7)   All staff are aware of the outcomes of the Autism Strategy and action points from this are identified and are included in short- or long-term planning as appropriate.