

BARRHEAD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-19

Final Version 11.6.2018

“Everyone Attaining, Everyone Achieving through Excellent Experiences”

Vision Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included. We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential.

Values What we do and how we do it is guided by our underlying values. At the heart of these values lies **RESPECT** - respect for each other and respect for yourself.

Responsibility
Excellence
Success
Perseverance
Equality
Confidence
Teamwork

The National Improvement Framework (NIF)

The NIF is designed to help deliver the twin aims of excellence and equity. The NIF priorities are:

1. **Improvement in attainment, particularly in literacy and numeracy**
2. **Closing the attainment gap between the most and least disadvantaged children**
3. **Improvement in children and young people's health and wellbeing**
4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

The NIF sets out six key drivers for improvement which provide a focus and structure for gathering and analysing evidence:

1. **School leadership**
2. **Teacher professionalism**
3. **Parental engagement**
4. **Assessment of children's progress**
5. **School improvement**
6. **Performance information**

HGIOS 4 Categories

1. **Leadership and Management** – How good is our leadership and approach to improvement? QIs 1.1 – 1.5
2. **Learning Provision** – How good is the quality of care and education we offer? QIs 2.1 – 2.7
3. **Successes and Achievements** – How good are we at ensuring the best possible outcomes for all our learners? QIs 3.1 – 3.3

ERC Vision Statement

“Everyone Attaining, Everyone Achieving through Excellent Experiences”

ERC Capabilities

1. Prevention
2. Community Engagement
3. Data, evidence and benchmarking
4. Modernising how we work
5. Digital

2018- 19 IMPROVEMENT PRIORITIES

School Improvement Priorities for 2018-19
1. <i>To ensure effective leadership and management of the school community</i>
2. <i>To offer learning provision of the highest quality</i>
3. <i>To improve the levels of successes and achievement of all pupils</i>

3-YEAR IMPROVEMENT PRIORITIES (2017- 20)

School Improvement Priorities for 2017 - 2020		
2017 – 18	2018 – 2019	2019 – 2020
<i>To ensure effective leadership and management of the school community</i>	<i>To ensure effective leadership and management of the school community</i>	<i>To ensure effective leadership and management of the school community</i>
<i>To offer learning provision of the highest quality</i>	<i>To offer learning provision of the highest quality</i>	<i>To offer learning provision of the highest quality</i>
<i>To improve the levels of successes and achievement of all pupils</i>	<i>To improve the levels of successes and achievement of all pupils</i>	<i>To improve the levels of successes and achievement of all pupils</i>

Priority: 1. To ensure effective leadership and management of the school community	
NIF Priority: P1, P2, P3	QIs: 1.1, 1.2, 1.3, 1.4, 1.5
NIF Drivers: D1, D2, D3, D5	LIP: Excellent Experiences

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Self-Evaluation S&Q returns are based on robust evidence which is recorded in a phased calendar throughout the session reducing work load.</p> <p>Staff employ self-evaluation processes in a consistent manner across departments / faculties.</p> <p>Staff and pupils benefit from the sharing and spreading of best practice across all areas of teaching and learning.</p> <p>Pupil voice is recognised as being listened to and having an impact on planning, decision-making and operation within the school community</p>	<p>All staff will receive CLPL on the use of the QI Machine. The QI Machine will aid middle and senior managers in identifying areas requiring further development and areas of strength. All faculties will be required to make monthly returns on a range of QIs to be agreed.</p> <p>School will implement the recommendations from the Barrhead Cluster Transitions Review.</p> <p>The quality assurance programme will be further developed to include faculty visits which will help to ensure consistency in terms of pupil experience across the school, particularly in relation to the ERC Subject Group Review model.</p>	All Staff, QA Lead Group PTs Curriculum & Support L Potter	Ongoing	<p>HGIOs 4</p> <p>Transitions Review Feedback</p> <p>Authority review model</p>	<p>QI Returns</p> <p>QA Visit returns</p>
<p>Improvement Groups (IGs) Staff share the leadership of developments across the school community through a range of working groups relating to items in the School Improvement Plan.</p> <p>A variety of groups will enable all staff to be instrumental in progressing school priorities whilst allowing workload to be closer monitored by coordinating meeting times.</p>	<p>Review the first year of implementation and identify and action any recommendations.</p> <p>Each IG will develop, lead and share its own Action Plan in consultation with staff and SLT (summary points in appendix).</p> <p>Each group allocated a meeting time (Staff Meeting or Inservice Day slot) as required to share work.</p> <p>PTs Curriculum allocate time to share feedback/action points from IG meetings.</p>	All staff	<p>By end of Aug 2018</p> <p>By end of Sep 2018</p> <p>Term 2-4</p>	<p>Faculty/Dept Meeting time</p> <p>Collegiate time</p> <p>Staff Meetings</p> <p>Inservice days</p>	<p>Review of first year of implementation of IGs by Aug 2018</p> <p>Further impact of IGs to be evaluated by Jun 2019.</p>

<p>Building Learning Power Staff have an increased awareness of factors affecting pupil learning in a Barrhead context.</p> <p>Pupils demonstrate increased resilience in learning and life.</p>	<p>Staff will receive input on specific topics both in presentations and online. Staff will focus on particular strategies in their teaching and share good practice.</p>	<p>BLP Group All Staff</p>	<p>Throughout Session 2018/19</p>	<p>Collegiate time. Personal CPD time.</p>	<p>BLP Group and SLT will monitor programme through staff feedback / surveys.</p>
<p>Cluster Working Pupils experience a coherent learning experience as they transition across sectors.</p>	<p>Actions identified in Cluster Plan to be implemented by appropriate staff / faculties</p>	<p>Identified staff</p>	<p>As per Cluster Plan timings</p>	<p>Cluster Plan Collegiate time Inservice Days</p>	<p>The Cluster Heads will evaluate this through the Cluster Plan.</p>
<p>Workload Monitoring Staff workload issues are minimised through the Calendar / SIP / WTA planning process.</p>	<p>Issues of workload are monitored on an ongoing basis throughout the year through the Senior Management & Union Liaison Group (SMULG)</p>	<p>Union Reps K Crawford, A Sinclair</p>	<p>Ongoing throughout session</p>	<p>Monthly meetings of SMULG</p>	<p>Standing item on SMULG agenda</p>
<p>Attendance Pupils attendance rates are tracked and monitored closely to help raise attainment with a particular focus on lower SIMDs</p>	<p>Review current attendance figures and procedures for non-attendance. Identify strategies to improve attendance. Implement improvement strategies and review at regular intervals. Update attendance policy and share with staff , parents and pupils. CLPL for all staff on recording absences to ensure consistency and accuracy. Focus on lower SIMDs and their families.</p>	<p>L. Potter G McFarlane Wider staff Pastoral</p>	<p>Ongoing</p>	<p>CLPL Absence statistics for authority</p>	<p>Absence statistics Stakeholder voice.</p>

Priority: 2. To offer learning provision of the highest quality	
NIF Priority: P1, P2, P3	QIs: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7
NIF Drivers: D2, D6	LIP: Excellent Experiences

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
<p>Curriculum Development BGE The curriculum within the BGE provides pupils with high quality, challenging learning experiences.</p> <p>Pupils will experience improved provision and quality of learning conversations and increased awareness of key skills within the BGE, including those relevant to learning for life and work.</p> <p>Pupils and parents will receive better feedback on progress through tracking reports in S1-3.</p>	<p>Curricular PTs and teaching staff will develop and manage the operation of the school CPRs for their faculty, department and individual classes. Learning conversations will be recorded by pupils at relevant intervals throughout the year.</p> <p>BGE courses will be reviewed against the school's DYW plan in order to make real links with the world of work & develop business links within the local and wider community.</p> <p>All tracking reports for S1/2 will include a CfE teacher judgement on pupil progress in addition to comments on Behaviour, Effort and Homework.</p>	<p>PTs Curriculum & Support All teaching staff A Beaton</p>	<p>Ongoing throughout session 2018/19</p> <p>By August 2018</p> <p>By Sept 2018</p>	<p>Additional time during Inservice Days, and collegiate time. New resources as required. CPD as required. Parental meetings. Departmental tracking systems</p>	<p>Actions will be evaluated through consultations/questionnaires with pupils and staff.</p>
<p>Curriculum Development (Senior Phase) All learners in new Higher courses will experience a high quality learning experiences which provide specialisation, depth and rigour and develop skills for learning, life and work.</p> <p>The young people will continue to engage in activities in the new Higher courses that will build on the 4 capacities and the principles of curriculum design.</p>	<p>Staff teaching the new Higher courses will familiarise themselves with areas of study, course assessment (exam / coursework), internal moderation, to allow them to lead appropriate learning.</p> <p>Courses will demonstrate coherence and consistency from Nat 5 and appropriate digital technology input.</p> <p>Staff will use tracking of pupil performance to support early intervention strategies where necessary and identify areas of development required when reporting to parents/carers.</p> <p>Staff will use CPD opportunities to support all of the above.</p> <p>Parents/carers will be informed of changes to Higher courses</p>	<p>Faculty Heads K Crawford</p> <p>All staff presenting pupils for new Highers</p>	<p>Throughout Session 2018/19 in preparation for SQA examinations during April/May 2019</p>	<p>Collegiate time Subject Groups</p> <p>New resources as required. CPD as required.</p> <p>Attendance at inset training provided both nationally and locally, as appropriate / available.</p>	<p>SLT and Faculty Heads will closely track progress of pupils during H courses using faculty meetings and faculty tracking systems to ensure timelines and expected performance is on track.</p>

<p>Moderation of assessment</p> <p>All staff are confident in their professional judgements of pupil progress within the BGE.</p> <p>Teachers will demonstrate improved consistency and rigour in CfE judgements through high quality moderation</p> <p>Staff take part in rigorous and effective moderation activities and share and apply standards and expectations consistently in their area of the curriculum.</p>	<p>A new BHS Moderation Policy will be agreed with staff reflecting best practice within the Cluster and ERC.</p> <p>Key staff with experience of Cluster and ERC moderation will deliver moderation CLPL, embedding appropriate approaches to moderation and quality assurance of assessment at departmental level within the BGE.</p> <p>PTs Curricular will schedule faculty moderation prior to key reporting dates within their faculty calendar where staff will moderate a breadth of course assessment and evidence prior to making CfE judgements for reports / tracking database in line with the school's moderation policy.</p>	<p>PTs Curriculum Teaching staff A Beaton</p> <p>Selected staff</p>	<p>August 2018</p> <p>August/Sept 2018</p> <p>2018/19</p>	<p>Collegiate time and additional time during Inservice Days / Staff Meetings</p>	<p>Staff focus groups / questionnaires Consistency of results.</p>
<p>Nurturing approach</p> <p>Young people, particularly (but not exclusively) those identified as vulnerable through the transition process, will be further supported in their learning.</p>	<p>Nurturing approaches are extended beyond check-in to create nurturing classrooms.</p> <p>All staff take responsibility and action to meet the needs of all pupils.</p> <p>A review of nurture to be undertaken to ascertain how well we have embedded nurturing approaches and impact on young people.</p>	<p>All staff Improvement Group A. O'Neill</p>	<p>By May 2019</p>	<p>Ed Scot Self-Evaluation Guide.</p>	<p>Staff and pupil focus groups Questionnaires</p>
<p>Supporting Home-Links</p> <p>Both parents and staff recognise improved home/school communication.</p> <p>Young people demonstrate more autonomy in managing their workload.</p> <p>Teachers experience higher levels of engagement with their pupils resulting in raised standards.</p> <p>Parents report increased visibility in relation to homework.</p>	<p>ShowMyHomework App purchased and set up. Training for staff/pupils/parents&carers in using the App will be provided.</p> <p>The effectiveness of the App will be monitored and necessary amendments will be implemented throughout the session.</p> <p>Sharing of good practice will be planned throughout the session.</p>	<p>All staff Digital Literacy Improvement Group</p>	<p>By June 2018</p> <p>By middle of Sept 2018</p> <p>Calendared times for group meetings and feedback</p>	<p>Digital Literacy Improvement Group meeting time Inservice Days / whole-staff meetings.</p>	<p>Actions and impact will be evaluated through consultations/questionnaires with pupils/parents/carers and staff.</p>

Priority: 3. To improve the levels of successes and achievement of all pupils	
NIF Priority: P1, P2, P3, P4	QIs: 3.1, 3.2, 3.3
NIF Drivers: D4, D6	LIP: Everyone Attaining, Everyone Achieving

Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation															
<p>Raising Attainment Every young person achieves the highest qualifications and the right range of skills to allow them to succeed. The school demonstrates a strong continuing commitment to excellence alongside a balancing commitment to ensuring equity. Targets</p> <table border="0"> <tr> <td>5+ N3</td> <td>S4</td> <td>95%</td> </tr> <tr> <td>5+ N4</td> <td>S4</td> <td>80%</td> </tr> <tr> <td>5+ N5</td> <td>S4</td> <td>55%</td> </tr> <tr> <td>5+ H</td> <td>S5</td> <td>15%</td> </tr> <tr> <td>3+ H</td> <td>S5</td> <td>35%</td> </tr> </table>	5+ N3	S4	95%	5+ N4	S4	80%	5+ N5	S4	55%	5+ H	S5	15%	3+ H	S5	35%	<p>Staff analyse the full range of attainment data and use other information available, including internal/external reviews (Transition Review Nov 2018). PTs access and use Results Machine Pupils at risk of not achieving are identified. (see below) Appropriate attainment-raising strategies and interventions are identified and implemented.</p>	<p>PTs Curriculum & Pupil Support, Equity Staff Year Heads, HT</p>	<p>SQA analysis Sep 2018 By Sept 2018</p>	<p>ERC Standardised Tests, SNSA, CfE teacher judgements, SQA assessment data EMIS / Insight data / Results Machine</p>	<p>Monitor outcome against potential.</p>
5+ N3	S4	95%																		
5+ N4	S4	80%																		
5+ N5	S4	55%																		
5+ H	S5	15%																		
3+ H	S5	35%																		
<p>Closing the Gap Staff are aware of the impact of key equity factors and know the pupils affected by them. These pupils are supported by the implementation of the appropriate interventions. Targets:</p> <ul style="list-style-type: none"> reducing the proportion of S4 who have less than 263 pts?? All equity groups have a target FME pupils will have targets that reduce the equity gap Stretch aims S3 pupils Level 3 targets 	<p>Pupils ‘at risk’ of not achieving – particularly in the lowest performing 20%, Looked After and living in the most deprived areas (SIMD 1-3), for all yeargroups are identified and shared with staff. Support from additional staffing (Lowest 20% and PEF or other appropriate resources) are targeted to these pupils. Impact is monitored through analysis of results using stretch aims</p>	<p>PTs Curriculum & Pupil Support, PT Development, Equity Staff Year Heads, HT</p>	<p>By Sept 2017 Throughout session</p>	<p>School staffing ERC Lowest 20% funding. PEF Funding</p>	<p>An evaluation of the impact on learners will be carried out. Improvements will be measured quantitatively through data and qualitatively through focus groups.</p>															
<p>Attendance Attendance levels are improved across the school.</p>	<p>Analyse impact of timekeeping/attendance on attainment Develop strategies to reduce the negative effects.</p>	<p>PTs Pup Supp, Office staff, L Potter</p>	<p>By Oct 2017 Terms 2-4</p>	<p>C&G / EMIS data</p>	<p>Evaluate impact on attainment quantitatively Feedback from pupils</p>															