

Eastwood High School



School Improvement Plan 2018/2019

The aims of the school

Our aim at Eastwood High School is to provide a high quality education based on inclusion and equality.

We will do this by:

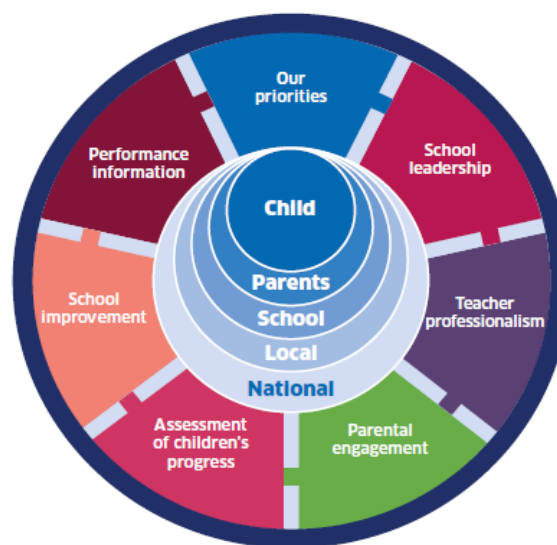
- 1. providing a range of courses appropriate to the needs of all pupils.**
- 2. striving to raise standards of educational achievement and attainment for every child.**
- 3. developing learning and teaching strategies to support the needs of all pupils.**
- 4. supporting all pupils in their learning and development thereby encouraging them to reach their full potential.**
- 5. developing a sense of citizenship and responsibility in our pupils and in our partnership with parents and the wider community.**
- 6. ensuring effective use and targeting of resources, including accommodation, finance and staff.**
- 7. providing effective management and leadership that supports self-evaluation and planning.**
- 8. providing a friendly and positive working environment**

Eastwood High School Outline Targets for session 2018 / 2019

	Targets 2018 – 2019	Quality Indicators	N.I.F. Drivers	SHANARRI Indicators
Target 1	Improving the quality and consistency of Learning and Teaching for all throughout Curriculum for Excellence	1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2, 3.3	Pupil Progress; Performance Information; Teacher Professionalism	Achieving, Included, Nurtured, Responsible
Target 2	Raising Attainment, Recognising Achievement	1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3	Pupil Progress; Parental Engagement; Performance Information	Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included
Target 3	Safeguarding and Supporting Pupils	2.1, 2.4, 2.6, 2.7	School Improvement; Pupil Progress; Parental Engagement	Respected, Responsible, Included
Target 4	Developing Leadership opportunities across the school	1.1, 1.2, 1.3, 1.4, 2.7, 3.1	School Leadership; School Improvement; Teacher Professionalism	
Target 5	Reducing unnecessary bureaucracy and workload	1.1, 1.2, 1.3, 1.4, 1.5	School Leadership; School Improvement	
Maintenance	Section for continued working			

Fig. 7: The quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Ensuring wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

How Good is our School? 4th edition
Quality Indicators


2017 National Improvement Framework and Improvement Plan for Scottish Education. Drivers for Improvement



Getting it Right for Every Child Wellbeing Wheel

TARGET 1		IMPROVING THE QUALITY AND CONSISTENCY OF LEARNING AND TEACHING FOR ALL THROUGHOUT CURRICULUM FOR EXCELLENCE						
Actions		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact / How will success be measured?	Resources
a	Continue to improve learning and teaching with a particular focus on high quality feedback and differentiation.	1.2 2.3	Pupil progress	Achieving Included Responsible	All staff	Throughout the session	Young people are challenged and supported appropriately in order to access the curriculum. They can make informed choices on how to improve their learning through quality feedback. Measured through lesson observations and focus groups.	Time, CLPL and Budget
b	Skills for life, work and learning to be badged and embedded throughout the curriculum in line with Developing the Young workforce.	2.2 2.6 2.7 3.3		Achieving Responsible Included	All staff	By June 2019	Young people have a greater awareness of the cross cutting themes of skills for Life, Work and Learning and ways in which their studies can link to potential careers.	Time, CLPL and Budget
c	Plan for, and implement changes to Senior Phase Higher courses in line with new SQA directives	1.3 2.2 2.3 3.2	Teacher Professionalism	Achieving	All Teachers	Throughout the session	Courses in Senior Phase commensurate with SQA changes (and guidelines) Course evaluations, lesson observations, examination performance/analysis	Time and CLPL
d	At BGE (S1-S3) and National Levels (S4-S6), continue to develop and implement national and local routine moderation practices that ensure rigour, consistency and a shared understanding of standards	1.1 1.2 2.2 2.3 3.2	Performance Information Teacher Professionalism		All Teachers	Throughout the session	Teachers will have an increased confidence in the robustness of Teacher Judgments in the BGE. A varied range of assessment types will be evident in the BGE. Monitoring of departments being successful in SQA verification. Learning visits, school tracking & monitoring and focus groups. Participation in ERC subject group moderation programmes	Time and CLPL
e	Further develop numeracy strategies across the curriculum with particular focus in the BGE, in line with the national Making Maths Count policy.	1.2 3.2	Pupil Progress Performance Information School Improvement	Achieving	C Mackison, Numeracy working groups	Throughout the session	Young people have a greater awareness regarding the impact of numeracy across the curriculum. Increased reference to Numeracy in lesson observations and focus groups and through school quality assurance procedures. Literacy and Numeracy working group minutes of meetings and celebration boards	Time and CLPL
f	Review the current PSHE programme to ensure a thematic approach which conforms to ERC and Scottish Government guidelines	1.3 2.2 2.3 3.1 3.2 3.3	Pupil progress Performance Information School Improvement	Safe Healthy Nurtured Respected Achieving Included Responsible	P Rorison & Pupil Support	Throughout the session	Undertake a review of PSHE, develop alternative resources to ensure pace and progression of learning meets H&W benchmarks and BGE benchmarks.	Staff member dedicated to PSHE, Time, and CLPL

TARGET 2**RAISING ATTAINMENT AND RECOGNISING ACHIEVEMENT**

Actions		HGIOS? 4	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact / How will success be measured?	Resources
a	Continue to target lowest performing / most deprived pupils to improve attainment and achievement with the involvement of relevant external agencies and stakeholders in activities.	1.5 2.2 2.6 2.7 3.1 3.2	Pupil Progress Parental Engagement	Included Nurtured Responsible Achieving	SLT	On-Going	Make effective use of pupil equity funding to enhance provision for the lowest performing and least affluent young people. Evaluation through tracking of pupil outcomes.	PEF funding
b	Continue to develop school and departmental strategies to ensure pupils achieve their full potential at National 2, 3, 4, 5, 6 and 7 levels including Tracking and Monitoring procedures and formal Target Setting	2.3 3.2	Pupil Progress Performance Information	Achieving Responsible Included	G Boyle	On-Going	Pupil performance benchmarked against ERC 3 year targets and Insight School Partners	Time
c	In line with “Developing the Young Workforce” undertake a review of work experience as delivered in EHS	1.2 1.3 2.6 2.7 3.3	Performance Information		E Gordon, and G McGeough	November 2018	Recommendations from review audited against the schools section of “Implementing the Recommendations of Commission for Developing the Young Workforce – 16/17” Education Scotland	Time, CLPL for staff
d	Undertake a review of S3/4 Cope programme, investigate implementing a DYW programme alongside or in place of this in middle school	1.2 1.3 2.2 2.3 2.6 2.7 3.2 3.3	Pupil Progress Performance Information	Achievable Responsible Included	E Gordon, G McGeough , Pupil Support	Interim December 2018	Audit current ASDAN provision; establish best way to enhance pupil achievement as an alternative to Modern Foreign Languages. Outcome of audit and joint planning for change with partners.	Time, resource budget

TARGET 3		SAFEGUARDING AND SUPPORTING PUPILS						
Actions		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact / How will success be measured?	Resources
a	Undertake and audit of Pupil Support with particular focus on securing GIRFEC procedures at the heart of the work of the school commensurate with the recommendations of the East Renfrewshire Council Review	2.1 2.4 2.7	School Improvement Parental Engagement	Safe Healthy Nurtured Respected Responsible Included	G Boyle and the EHS review team	December 2018	All staff and pupils to be aware of the common language of GIRFEC. Undertake a departmental evaluation to analyse staff awareness of GIRFEC and their responsibilities in the classroom. Self-evaluation report , pupil focus groups, staff focus groups	Time
b	Strengthen the school Nurture Programme and introduce into S2 to support inclusion in line with GIRFEC	2.1 2.6 2.7	Pupil Progress	Nurtured Included Achieving	E Gordon Educational Psycs.	Throughout the session	Young people in S1, identified according to need, to be introduced to a programme of nurture providing bespoke outcomes for the targeted group. Current S1 target group to continue to be supported in this manner into S2 On-going monitoring of the pupils involved and the programme using the schools quality assurance procedures. On-going monitoring of the pupils involved and the programme by Educational Psychologists	Time, CLPL and Budget

TARGET 4**DEVELOPING LEADERSHIP OPPORTUNITIES ACROSS THE SCHOOL**

Actions		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact / How will success be measured?	Resources
a	Further develop, share and implement systems for school self-evaluation in line with HGIOS 4	1.1 1.2 1.3 1.4	School Improvement School Leadership Teacher Professionalism	Responsible Included	G Boyle	June 2019	Comprehensive systems in place for Departmental and whole school quality assurance and self-evaluation. Analyse and review implementation of new QA procedures from session 2017/18	Time
b	Further developments of Rights Respecting Schools providing leadership opportunities for pupils at all stages	2.7 3.1	School Leadership	Respected Responsible Included	C Morris and the RRS working group	June 2019	RRS Ambassadors to be given a higher profile as RRS is embedded into practice throughout the school. RRS Level 1 achieved.	

TARGET 5**REDUCING UNNECESSARY BUREAUCRACY AND WORKLOAD**

Actions		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact / How will success be measured?	Resources
a	Continue to work towards a collegiate approach to tackle bureaucracy;	1.3 1.4	School Leadership		School Collegiate group	On-going	School Working Time Agreement	Time
b	Streamlining bureaucracy associated with Self-Evaluation & Improvement Planning, Assessment, Tracking, Monitoring and Reporting.	1.1 1.2 1.3 1.4 1.5	School Leadership School Improvement		S Maxwell, SNC and G Boyle	On-going	Continue to work with the School Negotiating Committee to plan ways to reduce the bureaucracy and associated workload involved in these areas. Survey staff opinion on workload and suggestions for solutions	Time

MAINTENANCE		PROGRESS UPDATE: TARGETS NOW REMOVED FROM PLAN AS POINTS FOR ACTION. THESE WILL REMAIN AS MAINTENANCE TARGETS UNTIL FURTHER NOTICE						
Previous Action Points (Taken from 2016/17 Plan)		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact, Next Steps for 2017/18 and Evidence	Resources
a	Course outlines in the BGE to be reviewed to provide opportunity for high quality learning conversations and more opportunity for pupils to lead their learning.				All staff	On-going	Course outlines are in the process of being completed. Further discussions between departments and SLT links to be undertaken in 2017/18. All departments have made progress on high quality learning conversations and pupils leading learning. More sharing of practice sessions to be offered. Evidence of improvements through the ERC S3 Review and HMIE follow-up reports.	Time and CLPL
b	Working with the EHS cluster, further develop interdisciplinary learning to provide more challenging opportunities for young people to learn in different and unfamiliar contexts					On-going	IDL practices are now embedded in school working and planning. Departments to maintain commitment to ensuring “organic” IDL projects meet the learner’s needs in this area. Evidence of improvements through the ERC S3 Review and HMIE follow-up reports	
c	Further develop literacy and numeracy strategies across the curriculum with particular focus in the BGE.	1.2 3.2	Pupil Progress Performance Information School Improvement	Achieving	C Mackison, S Foster and Literacy & Numeracy working groups	Throughout the session	Young people have a greater awareness regarding the impact of literacy and numeracy across the curriculum. Increased reference to Literacy and Numeracy in lesson observations and focus groups and through school quality assurance procedures. Literacy and Numeracy working group minutes of meetings and celebration boards	Time and CLPL
d	Investigate “growth mind-set” programmes to establish if they should be considered as an addition to the Eastwood curriculum	1.3	School Improvement	Nurtured Responsible	C Morris	By June 2019	Short Life Working group to be created. Young people should have a greater awareness of their responsibilities for their learning and a positive, solution focussed attitude.	Time, CLPL and Budget
e	Continue to work with “growth mind-set” programmes as an addition to the Eastwood curriculum	1.3	School Improvement	Nurtured Responsible	C Morris	By June 2019	Young people should have a greater awareness of their responsibilities for their learning and a positive, solution focussed attitude.	Time, CLPL and Budget