EASTWOOD HIGH SCHOOL



**SCHOOL IMPROVEMENT PLAN 2023-24**

**The National Improvement Framework (NIF)**

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

1. **Placing the human rights and needs of every child and young person at the centre of education**
2. **Improvement in children and young people's health and wellbeing**
3. **Closing the attainment gap between the most and least disadvantaged children and young people**
4. **Improvement in skills and sustained, positive school-leaver destinations for all young people**
5. **Improvement in attainment, particularly in literacy and numeracy**

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

1. **School and ELC leadership**
2. **Teacher and practitioner professionalism**
3. **Parent/carer involvement and engagement**
4. **Curriculum and assessment**
5. **School and ELC improvement**
6. **Performance Information**
7. **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

Our Vision

*The whole school community works together to create an inclusive environment where everyone is treated equally, all young people thrive, and they develop the knowledge, skills and resilience required to achieve their full potential.*

Our Values

* Respect
* Kindness
* Honesty
* Responsibility

SCHOOL IMPROVEMENT PLAN 2023/24

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

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| **School Improvement Priorities for 2023-24** |
| **1. To ensure effective leadership and approach to improvement.** |
| **2. To ensure learning provision of the highest quality.** |
| **3. To improve the levels of successes and achievements of all pupils.** |

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| **School Improvement Priorities for 2022-25** |
| **1. To ensure effective leadership and approach to improvement.** |
| **2. To ensure learning provision of the highest quality.** |
| **3. To improve the levels of successes and achievements of all pupils.** |

*This is a brief summary grid of priorities over a 3-year period. Priorities may span one, two or three years within this. Expected future improvement priorities will be reviewed and where appropriate revised based on annual self-evaluation activities. Identifiable priorities for future sessions may be fewer.*

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| ***Improvement Priority 1: To ensure effective leadership and approach to improvement.*** | | | | | | |
| ***NIF Priority: P1, P2, P3, P4, P5*** | | | ***QIs: 1.1, 1.2, 1.3, 1.4, 1.5*** | | | |
| ***NIF Drivers: School and ELC Leadership, Teacher and practitioner professionalism, Curriculum and assessment, School and ELC improvement.*** | | | ***LIP – Expected Outcome / Impact: Everyone Attaining/Everyone Achieving/Excellent Experiences*** | | | |
| **Impact & Outcomes** | **Action** | **Personnel** | | **Timescale** | **Resources** | **Monitoring & Evaluation** | |
| Curriculum  All stakeholders can articulate our curriculum rationale.  Skills are identified which will then be incorporated into the BGE curriculum, ensuring our pupils are developing employability skills.  An increase in the percentage of pupils agreeing (>69%) | Review our curriculum rationale to take account of current education thinking, labour market information and *CfE* refreshed narrative.  Undertake an audit of skills in the Broad General Education, ensuring that they reflect the context of our school community | Led by SLT and PTs working together with all teaching staff/pupils/  parents & carers | | Aug 2023 – Apr 2024 | Ed Scot refreshed *CfE* Narrative  National Debate  Hayward Review  ERC Curriculum: a vision for 2025  Professional  PT Subject Groups  PT Dev  SDS  CLPL to support “why” and “what” of curriculum rationale. | Consultation with staff/pupils/parents & carers.  Seeking views at ELT meetings and Subject Groups.  Focus groups with all stakeholders.  Learner survey of enjoyment of school and having opportunities to influence what they learn. | |
| Staff Leadership  Staff recognise their role as leaders of learning within their classroom, department and across the school | Aspiring PT and DHT programmes will continue.  Introduce leadership programme for classroom teachers. | C McKenna/SLT  Mudd partnership | | Aug 2023 – June 2024 | Programme of CLPL  Professional reading | Staff feedback through ongoing discussion and focus groups at the end of the year. | |
| Pupil Leadership  Pupil voice is recognised as being listened to and having an impact on planning, and decision making. | Set up a pupil leadership group, led by the Head Boy and Head Girl with all groups represented.  Decide on the areas of focus by consulting with pupils. Feedback at assemblies. | E Gordon/J Boulton-Jones  E Gordon | | By end Sept 2023  By Dec 2023 | Time for meetings.  Feedback at either year group or House assemblies.  HGIOURS | Pupils will lead focus groups to evaluate the impact over the course of session. | |
| Self – evaluation (pupils)  Best practice will be identified leading to improvements in our school. | Our Young Leaders of Learning will continue to look outwards to schools beyond ERC to share good practice. | C Morris | | Dec 2023  /June 2024 | Time to visit other schools  HGIOURS  Time for pupils to meet in school | Feedback will be provided by the other schools. | |
| Self – evaluation (staff)  Improvements identified and implemented in S1/S2 Reporting & Tracking | A working group will be set up to identify best practice in S1/S2 reporting which will be implemented next session. | E Gordon  A Wynne - Jones | | Group set up by end of Sept 2023 | Time for meetings  Relevant reading  Time for looking outwards. | Staff and parents/carers will be consulted on proposed changes by Feb 2024 | |

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| ***Improvement Priority 2: To ensure learning provision of the highest quality.*** | | | | | | | |
| ***NIF Priority: P1, P3, P4, P5*** | | | ***QIs: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7*** | | | | |
| ***NIF Drivers: Teacher and practitioner professionalism, Curriculum and assessment*** | | | ***LIP – Expected Outcome / Impact: Everyone Attaining/Everyone Achieving/Excellent Experiences*** | | | | |
| **Impact & Outcomes** | **Action** | **Personnel** | | **Timescale** | **Resources** | **Monitoring & Evaluation** | | |
| Learning & Teaching  Teachers will develop their knowledge and become lead learners in aspects of L&T. | New Collegiate Learning Groups established.  Sessions will be structured and will include time for development work. | L Baillie | | Sept 2023  Throughout session | Collegiate time / In-service day. | L Baillie will evaluate this by consulting with staff through questionnaires and focus groups. | | |
| Growth Mindset  Increase learning resilience and independence in the BGE.  Reduce learner anxiety and increase engagement and participation in lessons.  Increase parental awareness of and engagement in Growth Mindset Strategies. | Introduction of clearly designated “No Question Zones” in BGE lessons across the curriculum.  Use the language of performance and learning zones consistently in lessons, including learning intentions.  Use departmental/whole school Twitter to show parents Growth Mindset activities.  Deliver a parental workshop. | All staff  R Brannan  R Dodds | | Dec 2023  Dec 2023  Throughout session | CLPL  In-service time  CLPL  Development time | Survey staff and pupils Dec 2023  Staff and pupil focus groups Jan 2023 | | |
| Assessment & Moderation  Staff feel more confident about assessing pupils using a wider variety of assessment strategies in the BGE. | All curricular areas will identify one aspect of the Learning, Teaching & Assessment cycle that they wish to improve on.  PTs will receive moderation CLPL.  All teaching staff will engage in a moderation activity across ERC in Feb. | L Baillie  Subject Groups  PT Subject | | Sept 2023  Oct 2023  Feb 2024 | PT Subject Group Meetings  Feb In-service | | ERC Consultative Group will evaluate and identify next steps. | |
| Literacy  Improve literacy levels within the BGE  Raising awareness of the importance of literacy across the curriculum  Parents/carers develop an understanding of Reading Schools | Implementation of the Scottish Book Trust’s Reading Schools Project, aiming for Core Accreditation  Set up staff and pupil leadership groups.  Deliver CLPL session for staff  Engage parents/carers in the Reading Schools Project by raising awareness and delivering twilight session. | All staff  L Brett (Coordinator)  L Brett  R Brannan | | Core Accreditation June 24  May 2024 | Staff and pupil groups.  Financial support for books/materials.  Time during In-service day.  Twitter/website | | Parent and staff surveys May 23  Pupil surveys by Sep 23  Evidence submitted to the Scottish Book Trust  Focus groups | |
| Digital  Learning experiences for all pupils are further enriched by the effective use of digital technologies, in particular the new Activpanel 9 boards.  Pupils have improved awareness of on-line safety and cyber security | Staff will be offered further CLPL training on the new Activpanel 9 boards.  Work towards gaining the Digital Wellbeing Award | D. Fairlie  C McKenna  C. Kincaid | | By June 2024 | Time  Staff | |  | |

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| ***Improvement Priority 3: To improve the levels of successes and achievements*** | |
| ***NIF Priority: P2, P3, P4, P5*** | ***QIs: 3.1, 3.2, 3.3*** |
| ***NIF Drivers: School and ELC leadership, Teacher and practitioner professionalism, Parent/carer involvement and engagement, School and ELC improvement, Performance information*** | ***LIP – Expected Outcome / Impact: Everyone Attaining/Everyone Achieving/Excellent Experiences*** |

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| **Impact & Outcomes** | **Action** | **Personnel** | **Timescale** | **Resources** | **Monitoring & Evaluation** |
| Excellence & Equity  Every young person achieves the highest qualifications and the appropriate range of skills to allow them to succeed.  The gap reduces for equity pupils in S4/S5/S6.  Improved attainment in the senior phase | Attainment Groups focus on targeted pupils and equity groups. \*PEF  Introduce Higher Team Meetings.  Review our model of supported study to ensure it is targeted and focused on key groups with early intervention. \*PEF  PTs English & Maths focus on literacy & numeracy in BGE along with Cluster staff. \*PEF  Implement more flexible pathways for targeted young people. SCQF \*PEF | A Wynne-Jones  N Kierney  K Sinclair  A Wynne-Jones  /N Kierney  K Sinclair  K Jamieson  R Brannan  C Mackison  Cluster staff  L Barrie/DHTs | As per school QA calendar  By October 2023 | PEF Budget  Professional reading  Looking outwards to other schools  Time to meet with Cluster staff  English and Maths staff | By analysing tracking data/prelim data/final SQA results  Focus groups on supported study & impact of targeted interventions.  By analysing tracking data/standardised test results/Teacher Judgements/prelim |
| Attendance/SLDR  An improvement in attendance from 91% to 94%and  Positive school leaver destination statistics improved by 2% | Work with DYW Support Worker, PTs Pupil Support & PT Dev to support pupil attendance and progress towards positive school leaver destinations. \*PEF  All parents/carers receive attendance reports at specific times. | G McGeough  A Wynne-Jones  C McKenna  A MacKinnon | From August-June  2023  Oct 2023  Dec 2023  April 2023 | Monthly OFA Meetings  Liaise with partners re positive destinations  Work with local authority through positive pathways programme | Analyse and track pupils through 16+ data and data hub  Discuss pupils at risk at monthly OFA meetings SLDR figures  Ensure that all pupils from S4 have completed the SLD form in PSE/ interviews take place |
| Wellbeing  Developing young people’s strategies to allow them to stay in class.  Improvement in pupil and staff wellbeing | Establish our Wellbeing Service in the school.  Set up a wide range of groups and 1-1 support to provide early intervention, focusing on practical coping strategies.  Provide support to staff for their wellbeing. | W Jenkins  A MacKinnon  L Carswell | From August 2023 | Timetabled Groups  Staff leaders.  Professional reading.  Financial support | Staff and pupil focus groups in term two to measure the impact of interventions.  Parent/pupil surveys.  Analysis of data for “out of class”  Pre and post group work evaluations. |
| House System  Our new House system is integrated across all departments.  Pupils develop a sense of community and enjoyment within their House. | Timetable produced for House system, encompassing all departments.  Implement a system for tracking wider achievement | L Barrie  House Working Group  L Barrie /E Gordon  PTs Curriculum  PTs Pupil Support | From August 2023  By Dec 2023 | Time during in-service day Aug 23  Time for Houses working group  Time during in-service day Oct 23 | Pupil surveys and focus groups.  Feedback from House/Vice Captains  Analysis of data collected |