

BARRHEAD HIGH SCHOOL

# **SCHOOL IMPROVEMENT PLAN 2019-20**

**Final Version 21.06.2019**

*“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

## 2019- 20 IMPROVEMENT PRIORITIES

School Improvement Priorities for 2019-20
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 (2019- 22)

School Improvement Priorities for 2018 - 2021		
2019 – 2020	2020 – 2021	2021 – 2022
<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>



<p><b>Improvement Groups (IGs)</b> 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>A number of working (Improvement) groups will be formed to address specific areas. These will maintain and in some cases supplement the work done in previous sessions through the Improvement Groups.</p> <p>Each member of staff will participate in one of these groups, and, where possible, staff from the same faculty will be encouraged to participate in different groups.</p> <p>Groups will meet during Inservice Days and each group will be allocated a meeting time (Staff Meeting or Inservice Day slot) as required to direct and support the professional learning of the other members of staff or share good practice around their area of focus.</p>	All staff	<p>4 slots, each of 1 hour in length, will be identified within Inservice Days (or within one of the calendared staff meetings)</p> <p>Throughout Session 2019/20</p>	<p>Meeting time within Inservice Days</p> <p>Collegiate time Staff Meetings Inservice days</p>	Ongoing impact of IGs to be evaluated by Jun 2020.
<p><b>Building Learning Power</b> All staff will develop their expertise and teaching pedagogy through taking part in professional enquiry. All members of the school learning community value and provide increased opportunities for learners to lead their own learning Learners experience high quality learning experiences in which they are challenged to lead their own learning and take responsibility for how and what they learn. Staff have opportunities to take part in high quality professional dialogue around teaching and learning with colleagues Pupils demonstrate increased resilience in learning and life.</p>	<p>All staff will</p> <ul style="list-style-type: none"> <li>• undertake the study of one unit per term</li> <li>• Carry out the required minimum reading / preparation</li> <li>• select a class to trial BLP strategies,</li> <li>• baseline survey the pupils at the start of the session and re-survey at the end of the session to gauge impact.</li> <li>• select at least one strategy per unit and trial with their chosen class.</li> <li>• participate in learning group sessions where they will reflect and engage in professional dialogue</li> </ul>	<p>BLP Group: Lorna Ross</p> <p>All Staff</p> <p>A Beaton (SLT)</p>	Throughout session 2019/20	Collegiate time. Personal CPD time as required.	Teachers, BLP Group and SLT will monitor programme through staff feedback & learner surveys and focus groups.
<p><b>Cluster Working</b> Pupils experience a coherent learning experience as they transition across sectors.</p>	Actions identified in Cluster Plan to be implemented by appropriate staff / faculties	Identified staff	As per Cluster Plan timings	Cluster Plan Collegiate time Inservice Days	The Cluster Heads will evaluate this through the Cluster Plan.
<p><b>Workload Monitoring</b> Staff workload issues are minimised through the Calendar / SIP / WTA planning process.</p>	Issues of workload are monitored on an ongoing basis throughout the year through the Senior Management & Union Liaison Group (SMULG)	Union Reps DHT A Sinclair	Ongoing throughout session	Monthly meetings of SMULG	Standing item on SMULG agenda

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

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p><b>Curriculum Development (BGE)</b> The curriculum within the BGE provides pupils with dynamic and effective learning experiences which engage and motivate learners.</p> <p>Learners experience high quality, meaningful feedback and are able to articulate their skills, strengths and next steps.</p> <p>Learners will receive better feedback on learner progress and pathways throughout the BGE.</p> <p>Learning experiences for all pupils are enriched by effective use of digital technologies.</p>	<p>CLPL will be provided by the Teaching and Learning group with a particular focus on: Feedback, Digital Technology and *Pupils Leading Learning (*BLP)</p> <p>CPRs will be reviewed and re-launched at S1 – 3 year group assemblies in August/September</p> <p>Learning conversations will be recorded by pupils in their CPRs at relevant points throughout the year.</p>	<p>PTs Curriculum &amp; Support All teaching staff A Beaton</p>	<p>Ongoing throughout session 2019/20</p> <p>Aug/Sep 2019</p> <p>Ongoing throughout session 2019/20</p>	<p>Time allocated during In-service Days, and collegiate time.</p> <p>New resources as required.</p> <p>CLPL as required.</p>	<p>Actions will be evaluated through consultations/questionnaires with pupils and staff.</p>
<p><b>Curriculum Development (Senior Phase)</b> All learners in the senior phase will experience high quality learning experiences which provide specialisation, depth and rigour and develop the four capacities, as well as skills for learning, life and work.</p>	<p>Appropriate staff will develop and implement the new Advanced Higher courses.</p> <p>Appropriate staff will develop and implement identified new courses within Session 2019/20.</p> <p>Faculties will research, identify and develop appropriate courses for implementation in Session 2020/21, with a view to providing a range of pupil pathways within and across curricular areas.</p>	<p>Faculty Heads SLT</p> <p>All staff presenting pupils for new courses</p>	<p>Throughout Session 2019/20 in preparation for SQA examinations during April/May 2020</p>	<p>Collegiate time Subject Groups New resources as required.</p> <p>CLPL 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 in AH courses using faculty meetings and faculty tracking systems to ensure timelines and expected performance is on track.</p>

<p><b>Moderation of Assessment</b> 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>Assessment is more closely integrated with the learning and teaching process and includes a greater variety of styles.</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>Appropriate faculties and individuals will participate in the Cluster, ERC and West Partnership moderation programmes.</p>	<p>PTs Curriculum Teaching staff A Beaton</p> <p>Selected staff</p>	<p>August 2019</p> <p>At scheduled points across Session 2019/20</p>	<p>Collegiate time and additional time during Inservice Days / Staff Meetings</p>	<p>Staff focus groups / questionnaires Consistency of results.</p>
<p><b>Parental Engagement</b> The positive impact of working with families is identified as impacting on improving learning and achievement.</p>	<p>Further develop a programme of activities to support parents with their children's learning at home and their health and wellbeing.</p> <p>Review and amend SMH as required. Following input from parents, implement traffic-light feedback for S1 pupils as a pilot. Survey pupils, parents and staff to determine success of this use of feedback on homework.</p>	<p>Lindsey Potter PTs Raymond</p>	<p>By Oct 2019</p>	<p>???</p>	<p>Questionnaires / focus groups with pupils / staff and parents.</p>
<p><b>Nurturing approach</b> Young people, particularly (but not exclusively) those identified as vulnerable through the transition process, will be further supported in their learning.</p>	<p>The six nurture principles are embedded in school policy documentation eg positive relationship policy.</p> <p>Analyse the data and implement the findings from the analysis of last year's How Nurturing is Our School evaluation and the GIRFEC Cluster Education Scotland evaluation, to enhance staff understanding of nurturing classrooms.</p>	<p>All staff Improvement Group A O'Neill P Bradley</p>	<p>By May 2020</p>	<p>Ed Scot Self-Evaluation Guide.</p>	<p>Staff and pupil focus groups Questionnaires</p>

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

<b>Impact &amp; Outcomes</b>	<b>Action</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring &amp; Evaluation</b>
<p><b>Raising Attainment</b> Every young person achieves the highest qualifications and the appropriate range of skills to allow them to succeed.</p> <p>The school demonstrates a strong continuing commitment to excellence alongside a balancing commitment to ensuring equity.</p>	<p>Staff analyse the full range of attainment data and use other information available, including internal/external reviews (School Focus Review Nov 2018).</p> <p>Pupils at risk of not achieving are identified. Appropriate attainment-raising strategies and interventions are identified and implemented.</p>	<p>PTs Curriculum &amp; Pupil Support, Equity Staff Year Heads, HT</p>	<p>SQA analysis Sep 2019</p> <p>By Sept 2019</p>	<p>ERC Standardised Tests, SNSA, CfE teacher judgements, SQA assessment data EMIS / Insight data</p>	<p>Monitor outcome against potential.</p>
<p><b>Tracking and Monitoring</b> Staff, pupils and parents experience regular tracking which results in interventions which impact on attainment.</p> <p>Tracking information is better used to support learners.</p> <p>Pupils and parents will receive better feedback on progress and pathways through tracking reports in S1-3.</p>	<p>A bank of standard comments is employed in full reports to improve consistency and articulate progress through BGE learner pathways and into senior phase.</p> <p>An agreed target grade to be negotiated between teachers and S4-S6 pupils at the start of the session, followed by a regular on-off track in-house grading – see calendar.</p> <p>Tracking procedures will allow changes in pupil performance to be identified using IT, and acted upon more effectively. A related interventions programme will be introduced with a written policy to guide practitioners; interventions and impacts are logged and tracked.</p> <p>Increased scrutiny on specific cohorts of pupils, with specific follow-up interventions including a mentorship programme.</p> <p>Develop further processes for faculties to contribute to recording pupil achievement throughout the session.</p>	<p>All staff PTs Curriculum A Beaton</p> <p>PTs Pupil Support, Equity staff Year Heads, HT</p> <p>All staff L Potter</p>	<p>Procedures in place by Sept 2019</p> <p>Interventions throughout session</p>	<p>Parental meetings. Departmental tracking systems</p>	<p>Monitor outcome against potential.</p>



<p><b>Closing the Gap</b> Staff are aware of the impact of key equity factors and know the pupils affected by them.</p> <p>These pupils are supported by the implementation of the appropriate interventions.</p>	<p>Pupils 'at risk' of not achieving are identified and shared with staff.</p> <p>A range of planned and timetabled interventions is made available to which pupils can be directed.</p> <p>Investigate and implement more flexible pathways for targeted young people</p>	<p>PTs Curriculum &amp; Pupil Support, PT Development, Equity Staff Year Heads, HT</p>	<p>By Sept 2019</p> <p>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.</p> <p>Improvements will be measured quantitatively through data and qualitatively through focus groups.</p> <p>Impact is monitored through analysis of results using stretch aims</p>
<p><b>Attendance</b> Pupils attendance rates are tracked and monitored closely to help raise attainment with a particular focus on more disadvantaged pupils.</p> <p>Attendance levels are improved across the school.</p>	<p>Work with social work and Children First to establish a baseline for tracking and monitoring new attendance pilot programme to evaluate impact.</p>	<p>L. Potter G McFarlane PEF PSA Wider staff Pastoral</p>	<p>Ongoing</p>	<p>C&amp;G / EMIS data CLPL Absence statistics for authority</p>	<p>Absence statistics Stakeholder voice. Evaluate impact on attainment quantitatively Feedback from pupils</p>
<p><b>DYW</b> Pupils are aware of the links between their subjects areas and the world of work.</p> <p>In particular they can articulate the skills they are learning to prepare themselves for the world of work.</p>	<p>All faculties will continue to develop new business partnerships in both the BGE and Senior Phase to help pupils contextualise their learning and make meaningful links between their subject and the world of work.</p> <p>Explore the possibility of SDS online profile for recording pupil skills.</p>	<p>S Wallace DYW Improvement Group</p>	<p>Ongoing</p>	<p>PSHE Collegiate time</p>	<p>Feedback from pupils</p>