BARRHEAD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2020-21

"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.	**R**esponsibility **E**xcellence **S**uccess **P**erseverance
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.	**E**quality **C**onfidence **T**eamwork

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

2020-21 IMPROVEMENT PRIORITIES

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
Health and safety The school is responsive to the guidance from the Scottish Government, Public Health and ERC advice & direction, to ensure all stakeholders are safe.	The building risk assessment and working procedures continue to be reviewed and appropriate measures are in place to ensure the health & safety of Barrhead community. All members of the school community are updated on health and safety procedures regularly. Blended learning contingency plans are shared with the community.	SLT H&S Officers & Reps SLT SLT	Aug 2020 and ongoing August 2020	Signage Hygiene materials Scottish Government and ERC guidelines. EMIS unit Year group GCs Staff Bulletin Parental Updates School website Twitter	Procedures to be reviewed and amended as necessary in the light of changes to national / local advice
Leadership at all levels To ensure a culture of distributive leadership across the school.	To implement the ERC Leadership Strategy, including staff professional learning opportunities. To promote a culture of leadership at all levels across the school. To establish a collaborative approach to developing leadership through internal leadership programmes etc.	SLT All staff PTs/Acting PT Development	November 2020- June 2021	Staff and partners to deliver sessions. Access to professional reading Mentors	Participant evaluations Improvement group evaluations Teacher leadership via peer visit evaluations.
Self-Evaluation Staff employ self-evaluation processes in a consistent manner across departments / faculties / whole school. Staff and pupils benefit from the sharing and spreading of best practice across all areas of teaching and learning.	Faculty heads to implement and monitor changes to self-evaluation calendars. Organise the classroom visits programme to • Ensure a focus on Learning & Teaching with an emphasis on the sharing of good practice.	All Staff, QI Lead Group PT Development PTs Curriculum & Support L Potter	August 2020 November ongoing 2020	HGIOS4	Engagement spreadsheet QI returns QI visit returns

Pupil voice is recognised as being listened to and having an impact on planning, decision-making and operation within the school community.	• Seek feedback from staff and young people on the impact on T&L. Learners to evaluate themes and share good practice with staff.	Pupil Voice Champion	September 2020	HGIOURS	Learner S & Q return.
Improvement Groups (IGs) Staff to lead school priorities through a range of working groups relating to improvements identified in the School Improvement Plan.	A number of working (Improvement) groups will be formed to address specific areas, particularly related to recovery planning. All staff members will participate and share good practice with the school community.	All staff	Flexible for recovery planning. December-June 2020	Meeting time within collegiate time/ Inservice Days	Ongoing impact of IGs to be evaluated by Jun 2021.
Review of Communicating with Parents / Reporting Systems are in place which improve communication with parents/carers while minimising teaching & office staff workload.	Review existing tracking reports to identify areas for improvement. Implement new guidelines for report writing. Staff training on data entry in new version of C&G S1/2 reporting (Progress & Achievement) Training required on Parent Portal by office staff for issuing reports etc.	SLWG, DHT Curricular PTs	Oct 2020 Nov 2020 Nov 2020	Meeting time in WTA PTs Meetings	Consultation with staff, parents, pupils.
Cluster Working Pupils experience a coherent and progressive learning experience as they transition across sectors.	Review cluster working to agree a strategic plan to improve partnership working and improve transitions.	CMG	Dec 2020	Cluster Plan Collegiate time Inservice Days	The Cluster Heads will evaluate this through the Cluster Plan.
Workload Monitoring Staff workload issues are minimised through the Calendar / SIP / WTA planning process.	Issues around news ways of working and workload are monitored on an ongoing basis throughout the year.	Union Reps DHT /HT	Ongoing throughout session	Monthly meetings of SMULG	Standing item on SMULG agenda

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
Curriculum Development (S1-3 BGE) The curriculum within the BGE provides pupils with dynamic and effective learning experiences which engage and motivate learners. Learners experience high quality, meaningful feedback and are able to articulate their skills, strengths and next steps. Learners will receive regular feedback on learner progress and pathways throughout the BGE. Learning experiences for all pupils are enriched by effective use of digital technologies.	The delivery of the curriculum is planned to focus on closing the learning gap and supporting health and wellbeing. Sessions will be provided to support the use of digital technology. Regular learning conversations to identity learning loss and close the learning gap. Learning Ambassadors to be introduced to share feedback to staff. Targeted learners encouraged to bring their device to school to support literacy and numeracy.	All staff PT Dev Acting PT Development DYW/Digital/ Participation/ Pupil Voice Champion	Ongoing throughout session 2020/21	Time allocated during In-service Days, and collegiate time. CLPL as required. Supply cover to provide time for staff to lead learning conversations.	Actions will be evaluated through consultations/ questionnaires with pupils and staff.
Curriculum Development (S4-6 Senior Phase) 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.	Staff will review and adapt courses to meet the SQA requirements for 2021 certification. Appropriate staff will develop and implement identified new courses within Session 2020/21. Target grades agreed and shared with learners in the Senior Phase. Mentoring programme introduced to support learners with planning positive destinations and to improve attainment.	All staff Staff presenting new courses All staff CR/KC/NW SLT/PT Dev	Throughout session in preparation for SQA 2021 exam diet	SQA procedures CLPL as required Collegiate time Subject Groups New resources .	SLT/Faculty Heads track progress of pupils in NQ courses to ensure timelines and expected performance is on track.

	New tracking and monitoring systems are implemented.				
Moderation of Assessment All staff are confident in their professional judgements of pupil progress within the BGE and demonstrate improved consistency and rigour in CfE judgements. Staff take part in rigorous and effective moderation activities and share and apply standards and expectations consistently. Assessment is more closely integrated with the learning and teaching process and includes a greater variety of styles.	Staff will moderate a breadth of course assessment and evidence prior to key reporting dates when making CfE judgements. Relevant faculties and individuals will participate in the Cluster, ERC and West Partnership moderation programmes. Identify learning loss by using formative assessment techniques to identify gaps in learning.	PTs Curriculum Teaching staff P Bradley Selected staff All staff	At scheduled points across Session 2020/21	Collegiate time and additional time during Inservice Days / Staff Meetings	Staff focus groups / questionnaires Consistency of results.
Parental Engagement The positive impact of working with families is identified as impacting on improving learning and achievement.	Develop online resources to support parents with their children's learning at home and their health and wellbeing. Review the use of SMH in relation to Google Classroom.	PT Digital SLT PTs R Weir	Ongoing throughout session 2020/21	Parent Council	Questionnaires / focus groups with pupils / staff and parents.
Nurturing approach Young people, particularly (but not exclusively) those identified as vulnerable through the transition process, will be further supported in their learning. Young people & staff are supported in relation to their health & wellbeing. Identify the impact of the COVID situation on the school community.	The six nurture principles are embedded in school policy documentation e.g. positive relationship policy. Address HWB issues for pupils and staff as appropriate. Analyse the data and implement the findings from the analysis of How Nurturing is Our School evaluation and the GIRFEC Cluster Education Scotland evaluation, to enhance staff understanding of nurturing classrooms. Further Mental Health Ambassadors trained to support walk and talk sessions at lunch. Review of PSHE curriculum to support RESTORE with all learners.	All staff Improvement Group A O'Neill M Mahon R Weir	By May 2021	Ed Scot Self-Evaluation Guide.	Staff, parent and pupil questionnaires

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
Raising Attainment Every young person achieves the highest qualifications and develop skills to allow them to succeed. The school demonstrates a commitment to excellence whilst ensuring equity.	Staff respond to the SQA procedures for the 2021 diet to ensure all pupils are best prepared to succeed. Pupils at risk of not achieving are identified. Appropriate attainment-raising strategies and interventions are identified and implemented including mentoring and supported study sessions.	All staff PTs Curriculum & Pupil Support, SLT K. Crawford/ N. Walker/C. Robertson	By Sept 2020 By Sept 2020	SQA procedures EMIS / Insight data Mentoring resources	SQA data and tracking and monitoring data evaluated to highlight improvements in data.
Tracking and Monitoring Staff, pupils and parents experience regular tracking which results in interventions which impact on attainment. Tracking information is better used to support learners. Pupils and parents will receive improved feedback on progress and pathways through tracking reports.	The agreed target grade and regular on-off track system to be reviewed. Tracking procedures employed to identify pupil performance issues and related interventions applied. Increased scrutiny on specific cohorts of pupils, with specific follow-up interventions. To interrogate a range of data to monitor and track progress of our young people (Insight, databases) To ensure all staff are aware of identified groups	All staff PTs Curriculum SLT PTs Pupil Support, Year Heads, HT J. Bryce	By Sep 2020 Interventions throughout session	Parental meetings. Departmental tracking systems	SQA data and tracking and monitoring data evaluated to highlight improvements in data.
Closing the Gap	Gaps in learning loss are identified and addressed by staff.	Teachers	By Sept 2020	School staffing	An evaluation of the impact on learners will be carried

Staff are aware of the impact of key equity factors and know the pupils affected by them. Identified pupils are supported by the implementation of the appropriate interventions. Implement more flexible pathways for targeted young people.	A range of planned and timetabled interventions to remedy the impact of inequalities of experiences, are made available and pupils are directed to them including supported study. Young people are targeted for Scottish Studies, Web Design and HWB Award to provide appropriate courses for all learners.	PTs Curriculum & Pupil Support, PT Dev, Year Heads, HT Learning Support	Throughout session	ERC Lowest 20% funding. PEF Funding	out using quantitative & qualitative data through focus groups.
Attendance Pupils attendance rates are tracked and monitored closely with a particular focus on more disadvantaged pupils. Attendance levels are improved across the school.	Maintain the attendance programme and evaluate impact.	L. Potter PEF PSA Wider staff Pastoral	Ongoing	C&G / EMIS data CLPL	Absence statistics Stakeholder voice. Evaluate impact on attainment quantitatively Feedback from pupils
DYW Pupils are aware of the links between their subject areas and the world of work. In particular they can articulate the skills they are learning to prepare themselves for the world of work.	In the recovery phase, all faculties will explore the use of online platforms to support partnership working to help contextualise learning and raise awareness of possible career pathways. All staff will support young people in identifying skills being taught and enabling young people to articulate these. Using the online data hub we will track and monitor pupil career aspirations and use this information to offer more targeted support and interventions.	All staff S Wallace N Walker DYW Improvement Group Pupil Support DHT N Walker	Ongoing	PSHE Collegiate time Partners	Feedback from pupils Insight data on positive destinations