Improvement Plan
For

Eastwood High Cluster

2015 – 2016

East Renfrewshire Council

ambition transition
attainment learning
relationships
teaching
partnership improvement
enjoyment trust expectations
progression
achievement

Fiona McKay and Vicky Devlin

Literacy and English					Cost £1,080

Quality Indicators	**1.1** - a, b, c ; **2.1**- a **5.1**-c, d ; **5.2**- a, b, d ; **5.3** - a, ; **5.4** – a, c ; **5.5** – c ; **5.9** – a, b, c ; **7.3** - b				

Target	Action	Impact/ Outcomes	Monitoring/ Self Evaluation	Timescale	Responsible Person/Resources
To reduce the performance gap between boys and girls in reading	The average gap between boys and girls reading performance in Standardised Tests 2015 was as follows	Reduction of the average gap between boys' and girls' attainment in reading reduced to below 3 across all the stages and cluster schools – with particular focus on P5 and the gradient of learning P3 – P5	Analysis of ST reading scores with the gap between boys' and girls' performance reduced to below 3 across all stages and cluster schools	August 2015 - June 2015	Working group, class teachers P3 P5 P7 S2 Av. Gap CPS 2 5 4 3.6 EHS 3 3 MPS 2 5 3 3.3 NPS 7 7 5 6.3 UPS 0 6 -7 0 Cluster schools to target P5 boys attainment in reading.
To motivate and encourage disengaged learners in reading	In each of the Cluster schools develop an opportunity to enhance personalisation and choice within BGE reading as well as widening the range and use of reading genre	All schools to implement a "reading by tribes" pilot to motivate disengaged learners and to improve the performance in reading of the lowest performing 20%	Reductions in the gap between boys and girls ST reading scores in P4 & P6 tracking 2016. Working Group to sample pupil opinion in each school.	August 2015 - May 2016	Working group, class teachers
Pre 5/Nurseries to reduce the boy/girl gap in language at baseline testing from 2014 - 2016	Specific focus to be confirmed ● ●	Reduction in the gap between boys' and girls' performance in Baseline assessment in language	Reduction in the gap between boys' and girls' performance in Baseline assessment in language	August 2015 – May 2016 Aug 15	Cluster teachers, Cluster Working Group

Fiona Loudon

Numeracy & Mathematics					Cost £5,000

Quality Indicators	**1.1** - a, b, c ; **2.1-** a **5.1-**c, d ; **5.2-** a, b, d ; **5.3 -** a, ; **5.4 –** a, c ; **5.5 –** c ; **5.9 –** a, b, c ; **7.3 -** b				
Target	**Action**	**Impact/ Outcomes**	**Monitoring/Self Evaluation**	**Timescale**	**Responsible Person/Resources**
To improve attainment in boys and EAL learners	- Analyse data and identify appropriate pupils in each school in Second Level and Early Level - Administer and analyse attitude surveys as appropriate to serve as a baseline - organise professional learning opportunities on CGI (Professional reading, CPD session, videos) - support practitioners to implement CGI strategies in teaching numeracy - Practitioners plan CGI lessons, implement and evaluate - Professional Learning on Lesson Study - Plan and implement a round of lesson Study with core group - Produce Lesson Study/CGI report to be shared at CMG and identify next steps	Attainment of boys and minority ethnic pupils in the area of numeracy and mathematics is raised	A group of pupils will be identified in each school across the cluster Evaluation of CLPL Work Samples Teacher observation and feedback Lesson Study Plan and Professional Dialogue Final Report	Aug 15 Sept 15 Sept 15 Oct – Dec 15 Nov 15 Jan – Mar 16	Tracking Data Base Ed Psyc MALS Questionnaire PF and KS to produce CLPL pack to deliver in own cluster Time to joint plan and review after implementing lessons PF and KS to produce CLPL pack to deliver in own cluster Personnel to deliver Lesson Study CLPL Time for lesson study (1 x planning day 3 x implementation days)

Stuart Maxwell and Sarah Clark

Health and Wellbeing					Cost £1,420
Quality Indicators	**1.1; 2.1** **5.1; 5.2; 5.3; 5.4**; **5.7**; **7.3** (Learning Provision - Personalised Support HGIOS 4)				
Target	**Action**	**Impact/ Outcomes**	**Monitoring/ Self Evaluation**	**Timescale**	**Responsible Person/Resources**
Review and update current transition procedures and policy across the cluster To identify, share and improve support for pupils at key points through a transition timeline and identify a method by which this information should be captured	• Collate current procedures and policies • Review and amend and improve procedures and policy	Standardised approach to transition Better outcomes for pupils	Evaluation of impact / recommendations and improvements	Sept 2015-May 2016	SC, SM representatives from schools, persons responsible for support for learning, transitions
	• Update and amend transition timeline which highlights key points e.g. pre-5 into school, P7 – S1 and school leavers	Better outcomes for pupils, sharing of key information	Evaluation of impact / recommendations	Sept 2015-May 2016	SC, SM representatives from schools, persons responsible for support for learning, transitions
	• Investigate methods to share the information securely ensuring data protection by investigating pastoral notes, care and welfare systems, GIRFEC module for Click and Go, JST	Increased knowledge and understanding and a consistency of approach regarding the sharing of concerns and information	Staff feedback		
	• Create a standardised spread sheet / or database which will capture /record relevant data including SIMD, Bilingual, Dyslexia, LAAC, ASD, HI,VI , EAL, Gender, Lowest performing 20% Ethnic Minority, other ASN for use at key points of transition. (Liaison with QIO Quality Improvement and Performance) for use at key transition points	Targeted support for pupils, Staff more knowledge about the nature of ASN	Pupil, Parent Surveys following transitions	Sept 2015-May 2016	ASN Coordinators

Catherine Dillon-Ruddy and Janie McCombe

	Assessment, Moderation and Profiling				£2500
Quality Indicators	2.1, 5.1, 5.2, 5.4, 5.5, 5.9				
Target	**Action**	**Impact/ Outcomes**	**Monitoring/Self Evaluation**	**Timescale**	**Responsible Person/Resources**
support staff in assessing progress and achievement within and across the Broad General Education.

Our learners have opportunities to demonstrate their achievement of standards and expectations in different ways and to progress by different routes and pathways through significant aspects of learning (SAL) | SAL are used in planning *and integrating* (?) learning , teaching and assessment.

Group capture what breadth, challenge and application look like within these curricular areas

Staff ensure planning for progression is evident

Moderation activity in Science | Staff are conversant with the SAL within these curricular areas:
Science
Literacy and English (Reading)
Numeracy and Mathematics (Fractions)

– pupils achieve a breadth of learning across the E&O's for a SAL within Science, Literacy and English, Numeracy and Mathematics

Staff will be able to draw on a range of evidence from SAL and will therefore be able to make holistic judgements about the achievement of a level across Science (Early-Third) | Observation of learners

Assessment of oral/written reports

Assessment using say, write, make and do.

Self-assessment

E-Portfolios

Class blogs

Robust, valid , reliable assessment information

Opportunities for personalisation and choice

ST analysis
2014 – 2015 (pre)
2015 – 2016 (post) | April 2016

CLPL 1
22 October 2015
Science
3.45pm

CLPL 2
1 December 2015
Literacy and English
3.45pm

CLPL 3
Tbc April 2016
Numeracy and Maths | Cluster team deliver CLPL x 3 sessions

Moderation x 1 session February Inset

Cluster assessment strategy (2015)

Principles and Practice papers for Science, Literacy and English, Numeracy and mathematics

Assessing Progress and Achievement curricular papers (Education Scotland) |

Active Schools

Priority	Action	Evaluation
1.All establishments will continue to recruit volunteers to assist with after school programme All volunteers will be encouraged to attend appropriate training	Active School coordinators organise 3 volunteer nights per year for ERC volunteers. These sessions are usually run in September, November and March. The sessions address matters relating to coaching and sports specific matters. All volunteers undertake PVG which is paid by Active Schools/sport services. The sessions are open to school staff, senior secondary pupils, parents and university/college students. Gordon Philips will arrange to meet with volunteers from Eastwood Cluster out with these times if necessary. Gordon Phillips to email and meet school staff highlighting extra curricular activity opportunities.	Names of pupils/volunteers interested in volunteering in Eastwood cluster who attended volunteer nights are contacted and numbers are recorded to assess year on year growth. Email sent at the start of each term. GP to attend school staff meeting in primaries at the start of term 1.
2.ASDAN Award delivered to senior pupils at Eastwood and appropriate cluster activities are identified	Gordon to liaise with individual schools to highlight appropriate opportunities.	Attendance at ISM special Olympics, Primary schools sports days measured.
3.All P7's will have the opportunity to receive playzone training.	Play Zone activities are undertaken over 2 – 3 curricular slots. Gordon to make arrangements with individual primary schools.	All playzone training to be completed by December.
4. Increase the number of teachers and sport club coaches leading after school clubs	This is a main priority for ASCs who are encouraging children and young people to be 'More Active, More Often.' All primary schools in Eastwood Cluster have after school clubs running most nights of the week. Gordon has devised a 7 year plan to ensure that all primary aged children are given opportunities across 12 different sporting activities including football, netball, swimming, tennis etc.	Through Sportscotland stats submitted, the percentage of pupils attending, number of sessions and number of sports all measured and compared to previous years looking for progression.
5 Increase number of staff attending CPD courses	Gary McGunnigle, ASC keeps a record of all staff attending CPD courses and data will be reported in end of year evaluation. CPD sport opportunities to be advertised by Gordon Phillips to Eastwood cluster staff.	GM to forward list of staff names attending CPD opportunities after each CPD session.
6. Identified establishment	All schools have a named ASC link person.	Meetings take place at least once per term and when

Priority	Action	Evaluation
staff to liaise with the Active School Coordinator to review and co-ordinate programme		appropriate.
7. School teams to be encouraged for inter school competition	ASCs are developing interschool programmes. Currently there are ERC competitions in Badminton, Cross Country, Golf, Dance, Rugby, Golf, Gymnastics as well as several multisport events.	Aim to have 100% attendance at relevant event by schools in the Eastwood cluster.
8. Tracking system implemented and will record community club participation as well. Tracking system to be used to identify pupils that don't attend after school clubs.	Gordon records info re pupils attending / not attending after school clubs. He will pass this info onto schools as required.	Percentage of pupils attending identified and non-attendees targeted to attend extra-curricular clubs. Looking to increase attendance percentage year on year.
9. Try to link after school clubs with community clubs and with the after school programme at Eastwood	Gordon working on increasing use of Hub by cluster pupils. Increasing community clubs involvement in schools with taster sessions, assemblies, and providing coaching in extracurricular clubs, Currently Netball sessions are being run for all primary 6-7 aged girls and the primary football hub is being developed for boys. Gordon's aim is to deliver sessions in all 12 core sports.	Number of clubs engaged in school activity both curricular and extra-curricular recorded on sport Scotland website with detail on type of involvement.
10. Continue to offer activities that appeal to girls such as netball, dance etc. At least 1 block of girls' activity per year	This is a priority for Sport Scotland but is not however an ERC issue as in ERC more P5 – S2 girls take up more extracurricular opportunities than boys who tend to access external sporting clubs. The aim is to continue with girl focused clubs as well as develop Primary School netball league and ER dance championships.	ER dance championships to take place on 22nd March 2016. Cluster netball competition to take place each term. Gymnastics, dance, netball, girls basketball and girls fitness all targeting girls at HS.
11 Make sure there are opportunities for ASN and BME pupils	Gordon liaises with IMS re development of sports programme. Currently, due to constrictions of school transport this is mostly confined to within school hours but discussions have been held re developing this further to extend to after school club. Children and young people with ASN will also be encouraged to join with mainstream activities as appropriate to individuals. BME young people have made specific requests for Bollywood dancing and cricket and these have now been organised.	ISM to have first afterschool sports club in 2015-16.
12 CPD programme made available to staff for curricular and extra-curricular activities,	Ongoing. Gary Mcguinigal liaises with Gareth West to provide opportunities throughout the year.	GM to forward list of staff names attending CPD opportunities after each CPD session.

Priority	Action	Evaluation
plus other opportunities that will arise. More cluster staff to attend these.		
13 Sporting pathways identified and developed across schools, sports development and community clubs.	Gordon Phillips to liaise with Sports Development, local clubs and Eastwood High Community sports hub to identify opportunities. Ongoing	Increase in number of afterschool clubs coaches from community sports hub and local sports clubs. Flyers and curricular taster sessions.
14 Articles submitted to Active schools bi-annual newsletter.	Gordon is happy to continue to submit this on behalf of schools. However, would appreciate any additional items that school reps are willing to give to him. Newsletters are published November and March.	Articles submitted in October and February for the newsletter.
15 Make sure Active schools annual plan is discussed with all relevant HT's, PT's and ASC.	Ongoing. Gordon is currently meeting schools. New sportscotland priorities to be revealed in the coming months.	Each school link received copy of ER active schools and sportscotland annual action plan.

Cluster Management Group

Quality Assurance					Cost £0
Quality Indicators	**1.1** - a, b, c ; **2.1**- a **5.1**-c, d ; **5.2**- a, b, d ; **5.3** - a, ; **5.4** – a, c ; **5.5** – c ; **5.9** – a, b, c ; **7.3** - b				
Target	**Action**	**Impact/ Outcomes**	**Monitoring/ Self Evaluation**	**Timescale**	**Responsible Person/Resources**
Share and improve educational strategies across Cluster schools to ensure high quality and consistent practice is evident.	• Develop and produce a shared and agreed statement of Vision, Values and Aims for the Cluster. • Share best practice in relation to the Rights Respecting Schools Award to ensure improved and consistent practice in all Cluster Schools. • Principles and practices for Investors in People are in place and communicated. Staff know what is expected of them. • Share best practice in relation to cluster school developments around DYW. Outline arrangements for Business partnerships across the school.	. • An agreed statement of Cluster Vision, Values and Aims is produced and implemented in each Cluster school. • Best practice in the Rights Respecting Schools Award is agreed and implemented in each Cluster school. • Leadership and engagement, people development and improvement are evident. Cluster deliver consistency in positive results for all and staff have ownership of the IIP principles and practices. • Shared understanding of the current position of pupils' learning experiences through the World of Work.	CMG professional dialogue with colleagues and staff Regular CMG meetings Self-evaluation and professional judgement	Sept 15- May 16	Cluster Management Group IIP principles and practices (2015) Developing the Young Workforce (2014)

Target Summary for 2015-16

Target	Key Areas	Action	Priority	Maintenance
Literacy and English	Learners' Experiences/Delivery of Education 1.1, 2.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 7.3	✓		
Numeracy and Mathematics	Learners' Experiences/Delivery of Education 1.1, 2.1. 5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 7.3	✓		
Assessment and Moderation To support staff in assessing progress and achievement within and across the Broad General Education. Our learners have opportunities to demonstrate their achievement of standards and expectations in different ways and to progress by different routes and pathways through significant aspects of learning (SAL)	Learners' Experiences/Delivery of Educations 2.1, 5.1, 5.2, 5.4, 5.5, 5.9	✓		√
Active Schools	Learners' Experiences/Delivery of Educations 1.1, 2.1, 2.2, 4.2, 5.1-5.6, 9.3			✓
Health and Wellbeing To provide support and CLPL opportunities to staff across the cluster to increase their knowledge and understanding in providing support to pupils with wide range of additional support needs.	Learners' Experiences/Delivery of Educations **1.1; 2.1** **5.1; 5.2; 5.3; 5.4; 5.7; 7.3**		✓	
Quality Assurance Share and improve educational strategies across Cluster schools to ensure high quality and consistent practice is evident.	Learners' Experiences/Delivery of Educations **1.1** - a, b, c ; **2.1**- a **5.1**-c, d ; **5.2**- a, b, d ; **5.3** - a, ; **5.4** – a, c ; **5.5** – c ; **5.9** – a, b, c ; **7.3** b		✓	

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