

Eastwood High School



School Improvement Plan 2020/2021

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**

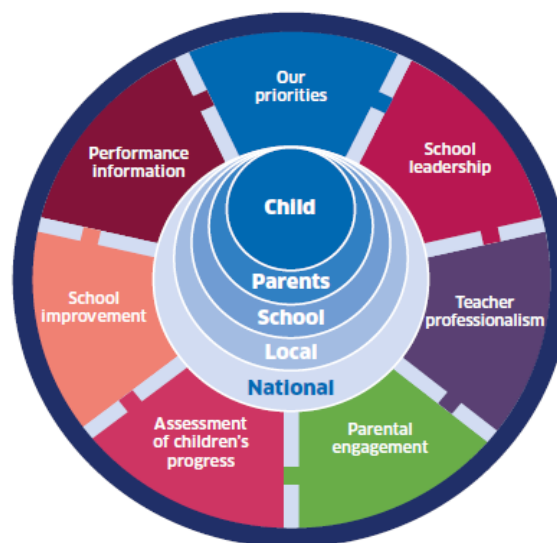
Eastwood High School Outline Targets for session 2020 / 2021

	Targets 2020 – 2021	Quality Indicators	N.I.F. Drivers	SHANARRI Indicators
Target 1	Improving the quality and consistency of Learning and Teaching for all	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Pupil Progress; Performance Information; Teacher Professionalism; School Improvement	Achieving, Included, Nurtured, Responsible
Target 2	Raising Attainment, Recognising Achievement	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 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	1.3, 1.4, 2.7	School Leadership; School Improvement	
Maintenance	Section for continued working			

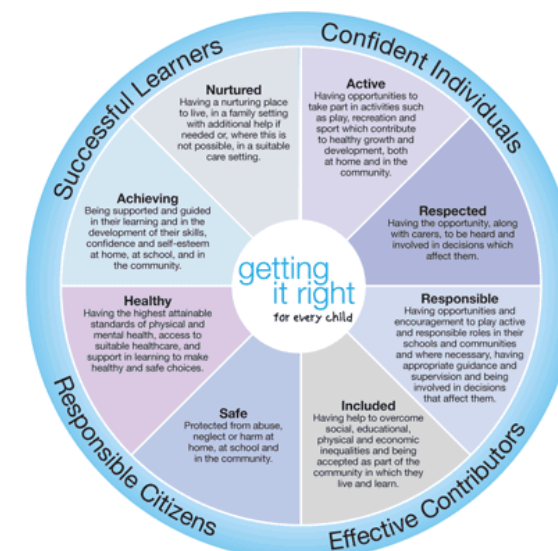
Fig. 7: The quality indicators

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



2019 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						
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 developing high quality blended learning.	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 blended learning curriculum. This will be evaluated through lesson observations, parental questionnaires and pupil focus groups.	Time, CLPL and Budget
b	Update the PSHE programme to ensure emphasis on promoting resilience and positive mental health following Covid 19 lockdown	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	The PSHE programme will be adapted to give greater emphasis to promoting resilience and positive mental health in pupils in light of Covid 19 lockdown. This will be evaluated through professional dialogue with staff and lesson observations.	Time, CLPL and resources
c	Develop timetabling strategies to ensure pupil in school learning is maximised and that continuity of learning is maintained when schools re-open fully	1.1 1.2 2.2 2.3 3.2	Performance Information Teacher Professionalism	Achieving	SLT and PTFs	June 2020 to December 2020	Timetabling strategies will operate successfully that ensure pupils have the best learning opportunities and experiences possible through blended learning. These strategies will be tied into the main school timetable to ensure continuity in learning when the school returns to normal operation	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/achievement and to close any gaps in opportunity in attainment or achievement caused by the Covid 19 epidemic and lockdown.	1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2	School Improvement Pupil Progress Parental Engagement	Included Nurtured Responsible Achieving	SLT, Support for Learning, English and Maths staff	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	Systems updated to incorporate new Assessment, tracking, and reporting systems from Seemis and Parent Portal.	1.3 2.3 3.1 3.2 3.3	School Improvement School Leadership Parental Engagement	Included Nurtured Responsible Achieving Respected	M McCartney G Boyle	On-going	Update operational systems to inform improvements in practice. Staff and parent evaluations	Time
c	Implement a series of “study skills” lessons for S1 to S6 that will enhance the curriculum, improve attainment and build confidence and resilience in our learners	1.3 1.4 1.5 2.2 2.3 2.4 2.5 2.6	School Improvement Pupil Progress Parental Engagement	Included Nurtured Responsible Achieving	Support PT's and Heads of Faculty	On-going	Implement a series of lessons on strategies to maximise yield from studying. How best to study and the type of learner you are. Also include parent sessions on Google Classroom and study skills to enable parents to better support their child.	

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	<i>Continue to implement systems to identify and challenge pupil non engagement in the on line digital learning as part of the blended learning approach.</i>	1.3 1.5 2.4 2.5 2.7	Pupil Progress Parental Involvement	Included Achieving	E Gordon R Williams PSMT	December 2020	<i>Parent participation and feedback through surveys / written responses. Ongoing monitoring of pupil engagement</i>	Time
b	<i>Adapt and develop innovative approaches in Nurture to ensure Eastwood High School's most vulnerable pupils receive contact and support from the school and partners to support their personal, social and educational needs</i>	2.1 2.3 2.4 2.5 2.7	Pupil Progress School Improvement	Nurtured Included Achieving	E Gordon Educational Psycs.	Throughout the session	<i>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</i>	Time, CLPL and Budget

TARGET 4**DEVELOPING OPPORTUNITIES FOR LEADERSHIP AND EMPOWERMENT 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 best practice from within and beyond the school to support blended learning	1.2 1.3 1.4 1.5 2.2 2.3	School Improvement School Leadership Teacher Professionalism	Responsible Included	C Morris	June 2021	Comprehensive CLPL programme and opportunities in place to improve staff skills in digital teaching and learning. Professional dialogue with staff and ongoing monitoring of digital offer within blended learning by SLT	Time

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 amended to ensure the maximum amount of time is devoted to Teaching, Learning, Assessment and Curriculum Development.	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 2018/19 Plan)		HGIOS? 4 Quality Indicators	N.I.F. Drivers of Improvement	SHANARRI Indicators	Personnel	Time-scale	Impact, Next Steps for 2019/20 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. 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	Continue to 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, R Brannan 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
c	Continue to work with “growth mind-set” programmes embedded in the Eastwood curriculum	1.3	School Improvement	Nurtured Responsibility	C Morris		Young people should have a greater awareness of their responsibilities for their learning and a positive, solution focussed attitude.	Time, CLPL and Budget
d	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
e	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		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