



# EASTWOOD HIGH SCHOOL IMPROVEMENT PLAN

2024-2025



EASTWOOD HIGH SCHOOL

## OUR VALUES



### RESPECT



### KINDNESS



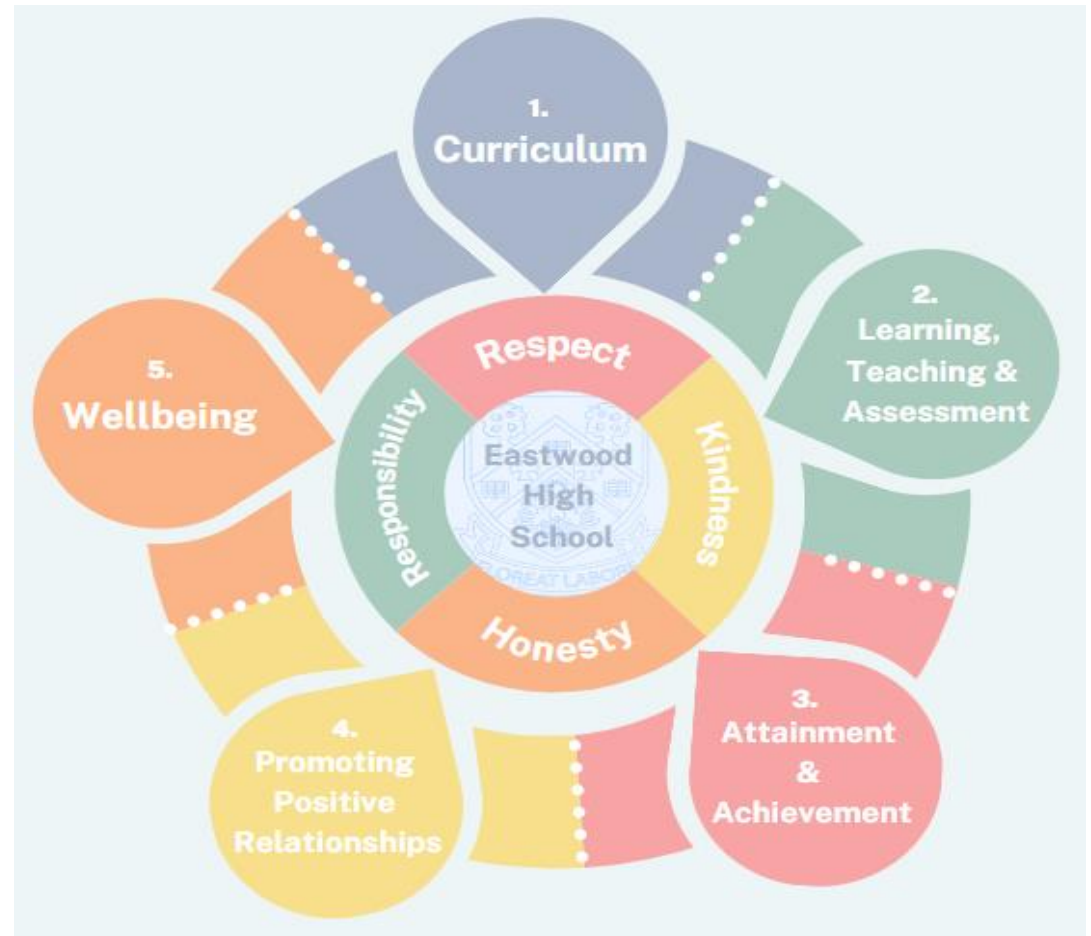
### HONESTY



### RESPONSIBILITY



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.



EHS School Improvement Plan  
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## School Improvement Priorities for 2024 - 2025

| Priority                         | Aim   | NIF Drivers/LIP Focus |
|----------------------------------|---|-----------------------|
| Curriculum                       | Embed our newly formed curriculum rationale and build upon recent development work of our BGE curriculum to ensure that our courses reflect the skills & knowledge required for the world of work. We will regularly review how inclusive this curriculum is in line with ERC Policies on Social Justice and Anti Racist Education.   |                       |
| Learning, Teaching & Assessment  | To embed the Learning and Teaching Toolkit as a point of reference for all teaching staff when creating and evaluating lessons. To introduce the OSIRIS Programme for selected staff to help improve their pedagogy and take a lead role in driving improvement in future. To encourage all staff to strive for excellence in learning and teaching.  |                       |
| Attainment & Achievement         | To continue to close the poverty related attainment gap for 5+ at level 5 & 6 in the Senior Phase: to work in partnership with Cluster Primary Schools to improve literacy & numeracy; to establish a Cluster Equity Group to support our work on early intervention; to track learner achievements; to continue our work on the House system and to further develop alternative curricular pathways. |                       |
| Promoting Positive Relationships | To establish a clear, fair and robust Promoting Positive Relationships (PPR) policy to ensure a consistent approach across the school community. To ensure all staff are trained in PPR and all stakeholders are aware of responsibilities and expectations in relation to PPR. To monitor and evaluate and enhance our current merit/demerit system to ensure it has value and impact.               |                       |
| Wellbeing                        | To build on the successful introduction of our Wellbeing service and broaden the range of support across the school community to reflect the growing need for universal support, as well as targeted support.   |                       |

## School Improvement Priorities for 2024 - 2027

| Priority                         | Aim  | NIF Drivers/LIP Focus |
|----------------------------------|--|-----------------------|
| Curriculum                       | We will explore the different options for the structure of our timetable including the potential for pairing up curricular areas for IDL/PBL and/or a discrete period for this, having double/single period classes and changing the S3 options process.   |                       |
| Learning, Teaching & Assessment  | Greater focus on adaptive teaching to ensure that all pupils are suitably and consistently challenged.   |                       |
| Attainment & Achievement         | To refresh our Gradient of Learning in the BGE, our process for ACEL and ensure a greater pupil awareness of the level they are working at and the next steps they need to take.   |                       |
| Promoting Positive Relationships | To ensure a clear and consistent approach to PPR which is reviewed regularly and refined as required. All new staff to complete PPR training to ensure consistency. Robust monitoring of how we address challenging behaviour and how we celebrate positive behaviour across the school. Role and responsibilities of Inclusion team are clear and the bespoke learning space for targeted pupils is firmly established. |                       |
| Wellbeing                        | To continue to grow our suite of wellbeing supports and embed these more universally across the school. To support our EBSA pupils within the Wellbeing service and support them to reintegrate into the school and achieve success.   |                       |

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## EHS Improvement Priority 1 - Curriculum

| <b>Rationale (the why?)</b>                              | Our school's demographic is ever changing, with a variety of different needs and backgrounds. The needs of our young people have changed and we have to modify our offer, linking with our partners to build more engaging and inclusive learning programmes. Our curriculum needs to adapt to help our learners develop the knowledge and skills to prepare them to be effective colleagues in the future workforce. |          |  |   |                          |                  |
|--|---|----------|--|---|--------------------------|------------------|
| Priority   | Action  | Key QIs  | Lead Staff/<br>Timescale               | Outcome/Impact - what will be different?  | Interim Evaluation (Jan) | Final Evaluation |
| Implement more IDL/PBL experiences in the BGE curriculum | Each department will introduce one more IDL/PBL learning experience into each year group  | 2.2      | PTs Curriculum, C Morris, C Raeburn    | Pupils will learn new skills and develop an understanding of new concepts; be able to draw on prior knowledge and skills and apply them in new contexts |                          |                  |
| Involving partners in co-creating our curriculum         | Each department will introduce one more external partner to help design courses and learning experience in each year group  | 2.2      | PTs Curriculum, PT DYW and Parents     | Pupils will develop a range of skills that our young people will need in the world of work  |                          |                  |
| Continue to develop an inclusive curriculum              | Regularly review how inclusive our curriculum is in line with the ERC Social Justice Policy and the Anti Racist Education policy  | 2.2, 2.3 | C Morris, C Raeburn and PTs Curriculum | More pupils will feel valued, included and represented  |                          |                  |

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## EHS Improvement Priority 2 - Learning, Teaching & Assessment

| <b>Rationale (the why?)</b>   | Learning, teaching and assessment within our school is a strength but we are always seeking to improve and to achieve excellence. We aim to continue to develop the collegiate ethos of sharing best practice and learning from colleagues across the school. |         |                                   |  |                          |                  |
|---|---|---------|-----------------------------------|--|--------------------------|------------------|
| Priority  | Action  | Key QIs | Lead Staff/<br>Timescale          | Outcome/Impact - what will be different?   | Interim Evaluation (Jan) | Final Evaluation |
| To improve the quality and consistency of learning and teaching across the school | The Learning and Teaching Toolkit will be launched in August. Staff will use this document to support their lesson planning and in their self-reflection and peer observations, linking to relevant professional reading.                                     | 1.1     | L Baillie                         | A shared understanding of what excellent learning and teaching looks like will be established across the school. Staff will develop their knowledge and understanding of key pedagogies. |                          |                  |
|   |   | 1.2     | All teachers                      |  |                          |                  |
|   |   | 1.3     | (Throughout session)              |  |                          |                  |
|   |   | 2.3     |                                   |  |                          |                  |
| To develop staff knowledge, understanding and expertise of learning and teaching. | CLGs will be re-established, focusing on an aspect of the L&T Toolkit. All staff within the groups will conduct a relevant 'Teaching Sprint'  | 1.2     | L Baillie                         | Staff will develop expertise in a specific area of L&T and implement in their lessons, sharing within departments and through CLPL opportunities.  |                          |                  |
|   |   | 1.3     | CLG Leaders                       |  |                          |                  |
|   |   | 2.3     | (Term 1)                          |  |                          |                  |
|   |   |         |                                   |  |                          |                  |
|   | OSIRIS will work with 10 staff to support their professional development in L&T.  | 1.1     | OSIRIS                            | Targeted staff members will be supported in the improvement of their teaching practice. They will then be able to support others in embedding adaptive teaching within the school.       |                          |                  |
|   |   | 1.2     | Targeted Staff                    |  |                          |                  |
|   |   | 1.3     | Members                           |  |                          |                  |
|   |   | 2.3     |                                   |  |                          |                  |
|   | CLPL Spotlight Sessions will take place based on ongoing identified areas for development.  | 1.2     | C McKenna                         | Staff will develop their knowledge and understanding of relevant aspects of pedagogy.  |                          |                  |
|   |   | 2.3     | L Baillie<br>(Throughout Session) |  |                          |                  |



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## EHS Improvement Priority 2 - Learning, Teaching & Assessment contd.

| <b>Rationale (the why?)</b>   | Learning, teaching and assessment within our school is a strength but we are always seeking to improve and to achieve excellence. We aim to continue to develop the collegiate ethos of sharing best practice and learning from colleagues across the school. |                          |  |   |                          |                  |
|---|---|--------------------------|--|---|--------------------------|------------------|
| Priority  | Action  | Key QIs                  | Lead Staff/<br>Timescale                                     | Outcome/Impact - what will be different?  | Interim Evaluation (Jan) | Final Evaluation |
| To improve the quality and consistency of learning and teaching across the school | A L&T group will be established in the school, meeting monthly. This group will undertake professional reading, learning walks and lead aspects of L&T  | 1.2<br>2.3               | L Baillie<br>Members of L&T group                            | Staff will develop their knowledge and understanding of relevant aspects of pedagogy as well as supporting colleagues in their development.   |                          |                  |
| To establish a culture of observation across the school.                          | Regular learning walks will take place conducted by SLT, PTs and the Learning and Teaching Group. There will also be two rounds of peer observations undertaken by all staff.   | 1.1<br>1.2<br>1.3<br>2.3 | SLT<br>PTs<br>L&T Group<br>All Staff<br>(Throughout Session) | A culture of observation will be established across the school. The extended leadership team will have a greater awareness of strengths and areas for development in learning and teaching across the whole school. |                          |                  |
| Work towards Silver level Reading Schools   | Work towards Silver level accreditation.  |                          | L Brett<br>Staff volunteers                                  | Over the next two years we will achieve Silver accreditation  |                          |                  |

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## EHS Improvement Priority 3 - Attainment & Achievement

| <b>Rationale (the why?)</b>   | Robust tracking databases and processes; attainment levels are higher post covid and well above VC. Data identified gaps in FME and also attendance concerns. Lower levels in literacy and numeracy in S1/S2 evidencing the need for more focused work with our Cluster primary schools. Systems are required to track achievements. Build upon our SCQF work. |                     |   |   |                          |                  |
|---|--|---------------------|---|---|--------------------------|------------------|
| Priority  | Action   | Key QIs             | Lead Staff/<br>Timescale                                    | Outcome/Impact - what will be different?  | Interim Evaluation (Jan) | Final Evaluation |
| Raise attainment for identified target groups for 5+ @ level 5 & 6 to close the gap | Identify appropriate interventions to maximise attainment /attendance. National 5 & Higher Team meetings scheduled twice per year.   | 3.2                 | J Lough, K Sinclair, A Wynne-Jones, Pupil Support, Teachers | The gap for 5+ @ Level 5/6 is reduced for FME/LAC pupils by at least 10%<br>School attendance increases to 93%.<br>Robust evidence from professional dialogue enables early intervention for pupils |                          |                  |
| Raise attainment in literacy & numeracy in S1/S2.                                   | Cluster Steering Group set up in Literacy, Numeracy & Equity. Early interventions including reciprocal teaching visits/curriculum.   | 3.2                 | R Brannan<br>C Mackison<br>J Lough                          | Improvement in literacy & numeracy leading to improved ACEL & St. Test data. We will be able to put in interventions for pupils to close the equity gap.  |                          |                  |
| Implement learner achievement profiles  | Pupils will create learner profiles to record their achievements using the MWOW platform   | 3.2                 | L Barrie (Nov 2024)   | We will be able to track learners achievements and carry out interventions when necessary for pupils who are not achieving out with their subjects.   |                          |                  |
| Upgrade our status to become a Gold SCQF Ambassador School                          | Explore options for new SCQF Qualifications in BGE/Senior Phase  | 2.2.<br>2.7.<br>3.2 | L Barrie<br>J Lough<br>(June 2025)                          | Increased parity of esteem across SCQF qualifications. Pupils on the correct personal pathway to maximise attainment.   |                          |                  |
| Maintain school leaver destination statistic of 98.2%                               | Establish a DYW Working Group<br>Work in partnership to support pupil attendance and progress towards school leaver destinations.  | 3.2<br>3.3          | B Brown<br>M Campbell<br>A Wynne Jones<br>A MacKinnon       | Our pupils will have a positive destination.  |                          |                  |

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### EHS Improvement Priority 4 - Promoting Positive Relationships

| <b>Rationale (the why?)</b>   | Evaluations from all stakeholders have evidenced that there was a lack of clear structure and consistency in approach to positive behaviour management. Working group was formed and new policy produced which will now be implemented and monitored throughout the course of the session. Recognition of the need to have clear and consistent structures and responsibilities for PSAs, class teacher, PTC, PTPS, Inclusion team and SLT. |            |  |  |                          |                  |
|---|---|------------|--|--|--------------------------|------------------|
| Priority  | Action  | Key QIs    | Lead Staff/<br>Timescale   | Outcome/Impact - what will be different?   | Interim Evaluation (Jan) | Final Evaluation |
| Implement new Promoting Positive Relationships policy and establish clear and consistent positive behaviour management strategies across the whole school community | Deliver whole staff training through Paul Dix on 13th August In-service day. All year groups will receive a PPR assembly at the beginning of the new session  | 3.1        | K Sinclair<br>R Williams<br>Raymond Solteysek<br>(When the Adults Change consultant) | Staff will implement a consistent approach to promote positive behaviour using Ready, Respectful and Responsible. Consistency will be visible across the school community and will lead to increased engagement and less interruption to learning. |                          |                  |
| Review current merit/demerit system   | PT Inclusion to track and monitor demerits/merits monthly and share with all staff detailing actions as required  | 3.1        | Ross Williams  | All staff will have an understanding of purpose and impact of our merit/demerit system and can easily see actions/interventions as outlined in tracking.   |                          |                  |
|   | PT Inclusion to conduct regular evaluation of merit & demerit system/seek views of all stakeholders/implementing changes  | 3.1        | Ross Williams  | Merit system is understood by all pupils, staff and parents and has visible impact and value.  |                          |                  |
| Address the increase in internal truancy and dysregulated/challenging behaviours  | Create a new learning zone for disengaged learners; clear structure and visibly consistent expectations: bespoke work for pupils.   | 3.1<br>2.4 | Ross Williams, Caitlin MacAulay, PSAs  | A calm and structured learning environment for pupils who struggle to sustain a full timetable. Specialist staff to deliver programmes of learning; pupils achieve. Communication of this to staff   |                          |                  |



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## EHS Improvement Priority 5 - Wellbeing

| <b>Rationale (the why?)</b>   | Our wellbeing service was established one year ago and a triage referral system introduced to ensure the correct supports were in place for targeted pupils. Staff received MHFA training and pupils were trained as HMPCs. This has had a significant, positive impact on young people. Data has evidenced that we need to engage parents, track wellbeing across the school and look at our universal offering. |         |   |  |                          |                  |
|---|---|---------|---|--|--------------------------|------------------|
| Priority  | Action  | Key QIs | Lead Staff/<br>Timescale                        | Outcome/Impact - what will be different?   | Interim Evaluation (Jan) | Final Evaluation |
| Increase parental awareness/engagement in strategies for maintaining mental health in their young people. | Targeted parental sessions and support packs on supporting mental wellbeing.  |         | Wendy Jenkins, Caitlin MacAulay, Laura Carswell | Parents will be more aware of ways to support their young person and will work in collaboration with the school to maximise a positive outcome   |                          |                  |
| Every young person is able to access appropriate, timely support for their mental health.                 | Wellbeing evaluation completed by all pupils/robust tracking established. Wellbeing strand of PSHE developed to ensure progression from S1 - S6 using mental health awareness/support strategies and ACT, NLP strategies.   |         | Wendy Jenkins, Caitlin MacAulay, Laura Carswell | Tracking of wellbeing enables more timely and effective support. Embedding a universal approach in PSHE will ensure that all pupils are equipped to identify and support their own mental health. Introducing NLP provides us with another effective support for pupils. |                          |                  |
| Continue to promote and support staff and pupil wellbeing across all departments.                         | Apply for the Royal Society for Public Health Wellbeing Award. Creation of EWHS Wellbeing and Suicide and Self Harm policies using views of all stakeholders  |         | Wendy Jenkins, Caitlin MacAulay, Laura Carswell | Collation and recognition of supports in place and targets set for us to achieve the standard for the award.   |                          |                  |
| Explore accreditation and ensure a more universal offer in order to support all pupils                    | Mental Health Award to be offered to senior pupils in S4 - S6   |         | Wendy Jenkins, Caitlin MacAulay, Laura Carswell | Enabling pupils to gain a qualification whilst supporting their own mental wellbeing and therefore maximising opportunities  |                          |                  |
| Increase our programme of group supports across wellbeing service.  | Expanding our current offering, including nurture and introducing NLP to yeargroups and one to one sessions.  |         | Wendy Jenkins, Caitlin MacAulay, Laura Carswell | Increasing nurture programme to 2 periods per week in line with nurture principles. Having robust tracking and evaluation of all groups and communicating clearly with all staff.  |                          |                  |