WILLIAMWOOD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2018-19

Vision	We shall endeavour to make Williamwood High School a caring community and to provide each pupil with an educational experience in keeping with his or her personality, talents and abilities. We shall work with parents, carers and other partners to achieve the best outcomes for our pupils and we shall strive to ensure that pupils' experiences and challenging and enjoyable, and lead to successful learning.
Values	The values which underpin the school's vision and against which we shall evaluate our performance are respect, responsibility, fairness, integrity and ambition.

Our Values

Respect
Responsibility
Fairness
Integrity
Ambition

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

SCHOOL IMPROVEMENT PLAN 2018/19

3-YEAR TARGETS FOR 2017-2020	
1	To improve the quality of teaching and pupils' learning.
2	To improve leadership and promote equity.
3	To implement *Curriculum for Excellence (CfE).*
4	To improve pupils' achievement and attainment.
5	To improve approaches to self-evaluation.

SPECIFIC TARGETS FOR 2018/19		QUALITY INDICATORS
1	To improve the quality of teaching and pupils' learning.	2.2, 2.3, 2.5, 2.7, 3.3
2	To improve leadership and promote equity.	1.1, 1.2, 1.3, 1.4, 3.3
3	To implement *Curriculum for Excellence (CfE).*	1.3, 2.2, 2.3
4	To improve pupils' achievement and attainment.	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
5	To improve approaches to self-evaluation.	1.1, 1.2, 2.7

Target 1   *To improve the quality of teaching and pupils' learning*

NIF Priority:	P1, P2, P3, P4	QIs:	2.2, 2.3, 2.5, 2.7, 3.3
NIF Drivers:	D1, D2, D3, D4	LIP:	Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP1	There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To develop teacher leaders through engagement with the ERC leadership strategy, GTCS standards for registration, a whole-staff presentation on leadership for learning and ongoing CLPL based on self-evaluation using the principles of coaching (K Sinclair, PTsD and PTsC).	From August 2018	CLPL budget (£2,500) Teachers' CLPL time	Through planned departmental and whole-school lesson observations and by seeking the views of pupils and staff.
AP2	There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	Promote a whole-school focus on rigour, challenge, differentiation and aspects of Visible Learning associated with lesson intentions, success criteria and questioning (L Ferguson, PTsD and PTsC).	From August 2018	Management time WSCAs and DMs	Through planned departmental and whole-school lesson observations and by seeking pupils' views.
AP3	Staff approaches to moderation are increasingly robust. Staff have opportunities to share good practice in teaching and assessment more widely.	To encourage departments to work with colleagues within and outwith ERC (including potentially through the Regional Improvement Collaborative) to share good practice (PTsC).	By May 2019	Management time Collegiate time DMR budget (£1,000)	Views of staff will be gathered.
AP4	There are improved partnerships with the parent body and with the local community. Pupils have increased leadership opportunities.	To seek new opportunities for engagement with the local community and to expand our range of inter-generational projects in partnership with the Parent and Pupil Councils (S Gibson and PTsPS).	From August 2018	Management time DMR budget (£1,000)	The views of participants will be gathered.

Target 1   *To improve the quality of teaching and pupils' learning*

| NIF Priority: | P1, P2, P3, P4 | QIs: | 2.2, 2.3, 2.5, 2.7, 3.3 |
| NIF Drivers: | D1, D2, D3, D4 | LIP: | Excellent Experiences / Everyone Attaining |

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP5	There is improved understanding of the pathways available to our pupils. There are opportunities for the sharing of practice.	To engage with our college partners to develop awareness across the sectors and improve pupil pathways and sustained destinations (W Inglis).	From August 2018	Collegiate time DMR budget (£500)	The views of participating staff will be gathered.
AP6	Increased parental engagement leads to improvement in the quality of pupils' learning, resulting in improved attainment.	To continue to develop strategies to involve parents in supporting their children's learning (curricular, HWB) (PTsC and PTsPS).	From August 2018	Management time Collegiate time	The views of parents will be gathered.

Target 2   *To improve leadership and promote equity*

NIF Priority:	P1, P2, P5	QIs:	1.1, 1.2, 1.3, 1.4, 3.3
NIF Drivers:	D1, D2	LIP:	Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP7	Expertise is shared and staff skills and professionalism are developed. Staff have leadership opportunities.	To expand further the range of CLPL provided for and by staff (including mental health, HWB, ASD, teaching and learning) (C Raeburn and D Doohan).	From August 2018	CLPL budget Teachers' CLPL time Management time	D Doohan will monitor provision and uptake of CLPL. The views of staff will be gathered.
AP8	The leadership of staff is improved. Staff are equipped and motivated to effect improvement.	To provide opportunities for staff to develop leadership skills, through leading professional enquiry, CLPL and aspects of school improvement and self-evaluation. To encourage staff to undertake masters level learning and to make best use of the professional learning undertaken by staff for the benefit of learners (K Sinclair and PTsD).	From August 2018	Management time Teachers' CLPL time	The involvement of staff in leadership activities will be monitored. Staff will be asked to identify the impact of leadership activities.
AP9	The leadership of staff is improved. Staff are equipped and motivated to effect improvement. .	To engage with the ERC leadership strategy and to provide opportunities for distributive leadership (SMT and PTsC).	From August 2018	Management time DMs Collegiate time	The involvement of staff in leadership activities will be monitored. Staff will be asked to identify the impact of leadership activities.
AP10	Staff have opportunities to share good practice which leads to improvement in the quality of teaching and pupils' learning and improved attainment. Staff have opportunities to engage in self-evaluation activity, resulting in improved practice.	To encourage staff to work with ERC improvement partners and with schools across the West Partnership to share practice and secure continuous improvement (W Inglis).	From August 2018	Management time Collegiate time	The involvement of staff in partnership activities will be monitored. Staff will be asked to identify the impact of their involvement in these activities.

Target 2   *To improve leadership and promote equity*

NIF Priority:	P1, P2, P5	QIs:	1.1, 1.2, 1.3, 1.4, 3.3
NIF Drivers:	D1, D2	LIP:	Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP11	Pupils have increased opportunities to develop leadership skills, further increasing their readiness for the world of work.	To review approaches to pupil leadership, including the Pupil Council and Committee of Management, to ensure that more pupils have access to meaningful leadership opportunities (L Ferguson, S Gibson, V Martin).	From August 2018	Management time	The views of pupils will be gathered.
AP12	Pupils will have the same opportunities to succeed, regardless of economic circumstances. Our most disadvantages learners will be well supported in their learning.	To continue to develop strategies to support pupils at risk of underachieving as a consequence of poverty in literacy, numeracy and HWB including through the appointment of a Family Support Worker (W Inglis, B Harrison, N Mackay, J Kerr, S Gibson, PTsPS).	From August 2018	Management time PEF Funding (£42,000)	A full report will be produced at the end of each session detailing the interventions and impact secured.
AP13	Pupils will have the same opportunities to succeed, regardless of economic circumstances. Our most disadvantages learners will be well supported in their learning.	To further develop our recovery programmes in reading and mathematics for the lowest performing pupils, in particular those in poverty, and to evaluate their impact (W Inglis, B Harrison, J Kerr, N Mackay).	From August 2017	Management time	A full report will be produced at the end of each session detailing the interventions and impact secured.

Target 3   *To implement Curriculum for Excellence (CfE)*

NIF Priority: P1, P2	QIs: 1.3, 2.2, 2.3
NIF Drivers: D4, D5	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP14	Staff are well prepared for course changes and suitable teaching programmes and resources are in place. Pupil attainment is maximised.	To consolidate changes to National 5 courses and introduce changes to Highers and Advanced Highers (PTsC).	From August 2018	Departmental and DMR budgets CLPL budget (£5,000)	Staff delivering courses will meet regularly with SMT to discuss progress. Attainment outcomes will be monitored.
AP15	Pupils experience a curriculum that is relevant and offers choice. Pupils are able to achieve at the highest level of which they are capable. Pupils are engaged and attainment is maximised.	To increase curricular choice in the middle school, in particular to develop technologies and skills-based learning (C Raeburn).	By February 2019	Management time	Uptake of any new courses will be measured and attainment outcomes monitored in following session.
AP16	Pupils experience a curriculum that is relevant and engaging. Pupil attainment is maximised, in particular for the lowest performing pupils and those at risk as a result of ASN or mental health conditions.	To track the use of personalised curriculums and to evaluate their impact for learners (C Raeburn, SMT and PTsPS).	By May 2019	Management time	C Raeburn will compile a report identifying successful practice and next steps.
AP17	Pupil attainment is maximised and there is a high level of engagement with the learning of mathematics.	To implement the ERC numeracy and mathematics strategy (R McAllister).	From August 2018	Management time	The views of staff and pupils will be gathered. Attainment outcomes will be monitored.
AP18	A fixed calendar of SQA assignments will spread workload and help to reduce pressure for pupils. There will be less need to make special arrangements for absentees.	To develop a whole-school approach to assessment in the Senior Phase and to reduce workload for both pupils and staff (C Raeburn).	From August 2018	Management time	The views of staff and pupils will be gathered.

Target 3   *To implement Curriculum for Excellence (CfE)*

NIF Priority:	P1, P2	QIs:	1.3, 2.2, 2.3
NIF Drivers:	D4, D5	LIP:	Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP19	There is increased flexibility in learning.	To promote digital learning, including lessons on-line (C Raeburn and PTsD).	From August 2018	Management time Collegiate time	The views of staff and pupils will be gathered.
AP20	There is increased confidence and consistency in teacher judgements. Pupils make appropriate progress in learning, and attainment is maximised.	To undertake moderation activities in numeracy and literacy with cluster primary colleagues through cluster forums and tracking meetings (L MacRobert and R McAllister).	From August 2018	Management time Collegiate time	Teacher judgements will be analysed.
AP21	There is increased confidence and consistency in teacher judgements. Pupils make appropriate progress in learning, and attainment is maximised.	To work with ERC colleagues and West Partnership colleagues to develop approaches to moderation in the BGE (PTsC).	From August 2018	Management time	Teacher judgements will be analysed.
AP22	There is increased confidence and consistency in teacher judgements. Pupils make appropriate progress in learning, and attainment is maximised.	To hold a moderation showcase to improve consistency of approaches and expectations across the curriculum (L Ferguson and PTsD).	From August 2018	Management time Collegiate time WSCA	The views of staff will be gathered. Teacher judgements will be analysed.

Target 4   *To improve pupils' achievement and attainment*

NIF Priority:	P1, P2, P3, P4		QIs:	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2	
NIF Drivers:	D1, D2, D3, D4, D5		LIP:	Everyone Achieving / Everyone Attaining / Excellent Experiences	

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP23	Pupils will be better prepared for the world of work.	To compile an audit of the extensive work done on DYW since 2014, allowing good practice to be shared across departments (N Mortimer).	October 2018	Management time	A review of the school's work on DYW will be undertaken.
AP24	Pupils and their parents are increasingly aware of vocational pathways, including alternatives to university.	More formally to promote the full range of apprenticeship pathways to pupils and parents through information events (S Gibson and N Mortimer).	From August 2018	Management time	The views of pupils will be gathered.
AP25	Pupils at risk of underperforming will be identified and appropriate interventions put in place to secure improved attainment.	To review arrangements for meeting with S4 teaching teams to track pupil progress and intervene to support ambitious presentation levels (W Inglis and B Harrison).	From August 2018	Management time Collegiate time	Attainment outcomes will be evaluated.
AP26	Pupil attainment by the end of S6 will be improved.	To introduce one-to-one meetings with certain S6 pupils to sustain engagement and raise attainment levels in S6, in particular the proportion of pupils securing 5+ Higher passes by the end of S6 (W Inglis and B Harrison).	From August 2018	Management time	Attainment outcomes will be evaluated.
AP27	Almost all pupils are in sustainable positive destinations.	To increase the proportion of school leavers in sustainable positive destinations (P Madden and PTsPS)	From August 2018	Management time	Participation measures will be analysed.

Target 4   *To improve pupils' achievement and attainment*

NIF Priority:	P1, P2, P3, P4	QIs:	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
NIF Drivers:	D1, D2, D3, D4, D5	LIP:	Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP28	There is improvement in the attainment of targeted pupils.	To continue to focus on improving attainment outcomes of the lowest performing pupils and the most disadvantaged pupils through the introduction of a curricular support team (W Inglis and B Harrison).	From Aug 2018	Management time Collegiate time DMR budget (£2000)	Attainment outcomes will be monitored.
AP29	Pupils are tracked effectively and underperformance identified, leading to improved attainment.	To make use of data which tracks the attainment and achievement of pupils in the BGE, including SNSA data, to secure impact (L Ferguson and B Harrison).	From August 2018	Management time	Attainment outcomes will be monitored.
AP30	The confidence and attainment of pupils will benefit from *growth mindset* approaches, in particular among the most vulnerable learners.	To develop *growth mindset* approaches. (K Sinclair)	From August 2018	Teachers' CLPL time Management time In-service time	K Sinclair will gather the views of staff and pupils during May 2019.
AP31	The school's positive ethos of respect is further developed.	To work towards the second level of the Rights Respecting Schools Award (C McKenna, G Moore, N Penman).	From August 2018	Management time	Aim to secure second level status by June 2019.
AP32	The school's values permeate the work of the school. Pupils are able to articulate the values of the school.	To further embed the school's values through a renewed focus at assemblies and through the PSHE curriculum (F McLure).	From August 2018	Management time	The views of pupils will be gathered.

Target 4   *To improve pupils' achievement and attainment*

NIF Priority:	P1, P2, P3, P4	QIs:	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
NIF Drivers:	D1, D2, D3, D4, D5	LIP:	Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP33	Pupils enjoy increased opportunities for wider achievement and their achievements are recognised.	Pupils in S2 undertake a citizenship activity which is recognised with a Saltire Award (N Mowat, G Moore and D Doohan).	By June 2019	DMR budget (£3000)	The views of pupils will be gathered.
AP34	There is increased support for the most vulnerable learners, resulting in improved attainment.	To expand the use of nurturing approaches with our most vulnerable learners (A MacKinnon).	From August 2018	Management time Collegiate time Staffing DMR budget (£5000)	The views of pupils will be gathered.
AP35	Staff are better able to support pupils with ASD to achieve and attain.	To improve staff understanding of ASD and approaches to support pupils (A MacKinnon).	From August 2018	Management time Collegiate time	Observation of staff interactions with pupils with ASD.
AP36	Parents are better equipped to support their children's learning.	To develop ASD networks for parents (K Sinclair and C Atherton).	From August 2018	Management time	The views of parents will be gathered.
AP37	Our legislative responsibilities will be met and pupils will be well supported.	To continue to develop GIRFEC approaches (S Gibson).	From August 2018	Management time	S Gibson will report to SMT on changes to practice and their impact.

Target 5   *To improve approaches to self-evaluation*

NIF Priority:	P1, P2, P3	QIs:	1.1, 1.2, 2.7
NIF Drivers:	D1, D2, D3, D5	LIP:	Excellent Experiences / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP38	There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To carry out a whole-school focus on teaching and learning looking specifically at rigour, challenge and differentiation, as well as aspects of Visible Learning associated with lesson intentions, success criteria and questioning (K Sinclair).	From November 2018	Management time Collegiate time	Through planned departmental and whole-school lesson observations and by seeking pupils' views.
AP39	Pupils will be better prepared for the world of work.	To carry out a review of the school's work on DYW to identify strengths and next steps (N Mortimer, K Sinclair and D Gordon).	October 2018	Management time	A report will identify strengths and areas for development.
AP40	Staff understanding of self-evaluation is increased. Pupil experiences and pupil attainment benefit.	To create opportunities for staff to engage with HGIOS4 and with Insight (and other data sources) as part of the on-going self-evaluation process (K Sinclair, C Raeburn, PTsC).	By May 2019	Teachers' CLPL time Collegiate time	Principal teachers will submit a report on their self-evaluation activities in June 2019.
AP41	Approaches to self-evaluation benefit from the involvement of partners. Pupil experiences benefit as a result.	To involve stakeholders more widely in self-evaluation activities, including pupils, parents and partners (K Sinclair and PTs).	By May 2019	Management time	The views of stakeholders will be gathered.
AP42	Approaches to self-evaluation benefit from the involvement of partners. Pupil experiences benefit as a result.	To evaluate the impact of work done on developing departmental approaches to learner conversations and pupils' ability to articulate progress in the BGE (L Ferguson and P Madden).	By May 2019	Management time	Pupil focus groups.

Target 5   *To improve approaches to self-evaluation*

NIF Priority:	P1, P2, P3	QIs:	1.1, 1.2, 2.7
NIF Drivers:	D1, D2, D3, D5	LIP:	Excellent Experiences / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP43	Staff are better able to evaluate their teaching and improve as leaders of learning.	To promote effective self-evaluation using the principles of coaching (L Ferguson and D Doohan).	From Aug 2018	WSCAs Teachers' CLPL time	Through planned departmental and whole-school lesson observations and by seeking the views of staff and pupils.
AP44	The standard of uniform remains high, contributing to a positive ethos.	To undertake a review of school uniform in collaboration with pupils, parents and staff (L Ferguson).	By December 2018	Management time Collegiate time	A report will be produced outlining next steps.

Pupil Equity Fund 2018/19

1. Key Successes in Session 2017/18

Short summary of key actions	Impact and Outcome

PT Excellence and Equity alongside PTs Literacy and Numeracy
• Delivered whole school collegiate session focussing on numeracy and literacy with the aim of improving teacher confidence across the curriculum
 	
• Planned and delivered a course of literacy and numeracy intervention sessions for pupils in S1 – S3.
   o Target pupils identified using a range of assessment data combined with input from class teachers.
   o Weekly sessions timetabled to improve key skills and increase engagement with and confidence in literacy and numeracy.
 	
• Worked closely with departments to develop and improve the tracking of progress so that pupils in key groups can be monitored more effectively.
	For the pupils identified as being those most in need of support
	• Literacy scores increased by 10 percentage points on average across S1 – S3 groups
	• Numeracy scores increased by 12 percentage points on average across S1 – S3 groups
	
	Pupil surveys yielded overwhelmingly positive comments including
	• I am more confident sharing my answers
	• I feel more confident in maths now that I have been here
	• I am able to know the question in my head straight away and I found being in this class helped me do that more
	• Reading out loud helps me feel more confident
	
	Parental surveys indicated that the initial information evening for parents was beneficial (86% agreed) and whilst 86% agreed that their child enjoyed participation in the intervention groups, only 71% of parents were sure that their child's skills had improved as a result.

2. Improvement Priorities in Session 2018/19

- Numeracy and literacy intervention in S1 and S2
  - Group sizes decreased
  - More focus on **application** of numeracy skills
  - Writing enhancement group to be added to supplement reading enhancement

- Literacy and numeracy PTs sharing strategies across the curriculum in S3
  - PT Literacy to support extended responses in BICT faculty
  - PT Numeracy to deliver a series of lessons to S3 Chemistry pupils
  - All PTs curriculum offered support with delivery of numeracy and literacy outcomes

- Liaison with primary schools and engagement with identified group of P7 pupils
  - Numeracy and literacy PTs to rotate between primary schools offering reading and numeracy intervention to identified P7 pupils

TEACHERS' WORKLOAD

In preparing the school plan, the following steps have been taken to mitigate the impact on teachers' workload:

- Time was set aside in May 2018 (in-service day) to share the key targets of the development plan for session 2018-19 with all staff
- The head teacher identified the key areas for departmental improvement and reminded staff and principal teachers that departmental plans should be focussed and realistic
- Opportunities for collegiate working with ERC colleagues will be organised through subject groups, notably in the area of moderation and sharing practice
- Staff are encouraged to work collaboratively with ERC colleagues and opportunities to do so will be facilitated by the head teacher
- The reporting group has streamlined the reporting system to minimise duplication of information. The head teacher will attempt to compile an assessment/assignment calendar for the senior phase to reduce workload for pupils and to minimise disruption for staff by reducing the need to catch up pupils who are absent from school on curricular trips or undertaking assessments for other subjects.
- A range of CLPL aimed at reducing workload for staff and a WSCA devoted to 'tips and shortcuts' has been organised in recent sessions.
- Significant time will continue to be devoted to departmental development work during in-service days
- Once again, cover will be made available to all departments during session 2018-19 to allow the release of staff to undertake development work where required