

WILLIAMWOOD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2020-21

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 are 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 2020/21

3-YEAR TARGETS FOR 2019-2022	
1	To improve the quality of teaching and pupils' learning.
2	To improve leadership and promote equity.
3	To develop the curriculum and learning pathways.
4	To improve pupils' achievement and attainment.
5	To improve approaches to self-evaluation.

SPECIFIC TARGETS FOR 2020/21		QUALITY INDICATORS
1	To improve the quality of teaching and pupils' learning.	2.1, 2.3, 2.4, 1.4, 1.5
2	To improve leadership and promote equity.	1.2, 1.3, 1.4, 1.5, 3.1
3	To develop the curriculum and learning pathways.	1.2, 1.3, 1.5, 2.2
4	To improve pupils' achievement and attainment.	2.5, 3.1, 3.2
5	To improve approaches to self-evaluation.	1.1, 1.2, 1.3, 1.4, 2.7

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

NIF Priority: P1, P2, P3, P4	QIs: 2.1, 2.3, 2.4, 1.4, 1.5
NIF Drivers: D1, D2, D3, D4	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP1	A full return to education is achieved.	To prepare and implement a recovery action plan in line with Scottish Government and ERC advice which enables a return to education for all pupils. The plan should be fluid and revisited frequently and be responsive to national and local changes (W Inglis).	From August 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • A formal evaluation of the success of the recovery action plan will be undertaken as part of the review of the SIP
AP2	Pupils and staff are kept as safe as possible and risk is mitigated through a range of strategies.	Building and education risk assessments are in place and key contents clearly communicated to staff, pupils and parents. Individual risk assessments are in place for vulnerable staff and pupils. Risk assessments should be fluid and revisited regularly, and should be responsive to national and local changes (S Hannah, L Young).	From August 2020	<ul style="list-style-type: none"> • Management time • BSM support • ERC H&S support 	<ul style="list-style-type: none"> • Risk assessment documentation
AP3	Online learning materials are available for any pupils who may require them as a result of isolating or any other reason.	To produce teacher-led online lessons and online teaching resources for all subjects at all levels (PTsC).	By June 2021	<ul style="list-style-type: none"> • Collegiate time 	<ul style="list-style-type: none"> • Self-evaluation activity for session 2020-21 will focus on digital learning • Departmental SQR
AP4	Staff have the skills necessary to produce engaging and high quality teaching / revision materials.	To continue to develop expertise in the use of online learning platforms (including Google Classrooms and Satchel) through the provision of relevant CLPL. To secure the Digital Schools Award (C Raeburn, L Ferguson, PTsD).	From August 2020	<ul style="list-style-type: none"> • Management time • WSCAs • In-service day time 	<ul style="list-style-type: none"> • Departmental SQR • Self-evaluation activity • Successful completion of Digital Schools Award

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

NIF Priority: P1, P2, P3, P4	QIs: 2.1, 2.3, 2.4, 1.4, 1.5
NIF Drivers: D1, D2, D3, D4	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP5	All pupils have access to high quality learning and teaching and are able to sustain progress in learning even if unable to attend school.	To review courses and, where appropriate, to introduce increased consistency in content across classes to ensure that online resources are useful for all learners for whom remote learning is necessary (PTsC).	From August 2020	<ul style="list-style-type: none"> • Management time • Collegiate time • Departmental budgets 	<ul style="list-style-type: none"> • Departmental SQR
AP6	Teacher estimate grades are rigorous and are based on a range of evidence.	All departments to review the full range of assessment evidence gathered in the senior phase to ensure that robust estimate grades are produced for pupils (PTsC).	From August 2020	<ul style="list-style-type: none"> • Management time • Collegiate time 	<ul style="list-style-type: none"> • Meetings with principal teachers • Meetings of teaching teams
AP7	Teacher and learning can continue effectively in the event of a partial shutdown.	To maintain an accurate blended learning timetable (I Fisher, K Sinclair).	On-going throughout the session.	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • SMT meetings

Target 2 *To improve leadership and promote equity*

NIF Priority: P1, P2, P5	QIs: 1.2, 1.3, 1.4, 1.5, 3.1
NIF Drivers: D1, D2	LIP: Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP8	The leadership of staff is improved. Staff are equipped and motivated to effect improvement.	To deliver the ERC leadership strategy by supporting teacher leadership, including formal leadership development programmes for both promoted and unpromoted staff (K Sinclair).	From August 2020	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of staff will be gathered • PRD • Departmental SQR
AP9	Staff are motivated and prepared to take on senior leadership roles.	To investigate the possibility of providing formal work-based placements at our partner school or local schools for aspiring DHTs (K Sinclair).	From September 2020	<ul style="list-style-type: none"> • Management time • Cover • CLPL budget 	<ul style="list-style-type: none"> • The views of staff will be gathered • PRD • Departmental SQR
AP10	Improved outcomes for the most disadvantaged learners at all levels.	To support pupils in key equity groups across all stages to mitigate learning loss and support health and wellbeing (W Inglis, B Harrison, PTsD, PTsC).	From August 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Whole-school self-evaluation activity • Analysis of data • Pupil feedback
AP11	Increased parental engagement for key groups of learners. Improved outcomes for the most disadvantaged learners at all levels.	To work more closely with the parents of pupils in key equity groups. To target PEF parents to encourage participation in parents' evenings and information events (B Harrison, PTsD).	From August 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from parents and pupils • Analysis of data

Target 2 *To improve leadership and promote equity*

NIF Priority: P1, P2, P5	QIs: 1.2, 1.3, 1.4, 1.5, 3.1
NIF Drivers: D1, D2	LIP: Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP12	Pupil wellbeing and resilience is increased, enabling learners to achieve their potential. Pupils are kept safe.	To further develop the tracking of health and wellbeing and increase provision of both informal and timetabled intervention groups to support recovery (S Gibson and pupil support staff).	From August 2020	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of participants will be gathered • Departmental SQR
AP13	Staff are able to share practice and work collaboratively on improvement.	To continue the planned collaborative working with staff of Castlemilk High School <u>if time permits</u> (W Inglis, PTsC).	From May 2021	<ul style="list-style-type: none"> • Collegiate time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of staff will be gathered • Departmental SQR • PRD

Target 3 *To develop the curriculum and learning pathways*

NIF Priority: P1, P2	QIs: 1.2, 1.3, 1.5, 2.2
NIF Drivers: D4, D5	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP14	High quality online learning materials are available for all courses, providing continuity of learning for absent pupils, a useful revision tool to mitigate learning loss, and a valuable resource for future years which will support learners with long-term absences.	To produce teacher-led online lessons and online teaching resources for all subjects at all level (PTsC).	By June 2021	<ul style="list-style-type: none"> • Collegiate time 	<ul style="list-style-type: none"> • Self-evaluation activity for session 2020-21 will focus on digital learning • Departmental SQR
AP15	Staff expertise in digital learning is recognised.	To secure the Digital Schools Award (C Raeburn).	By June 2021	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • SQR
AP16	All pupils, including and in particular the most vulnerable learners, will have access to meaningful and achievable curricular choices.	To introduce a flexible range of NPSs and alternative awards to suit the needs of individual learners (B Harrison, J Moffat, A MacKinnon, A Muirhead).	From August 2020	<ul style="list-style-type: none"> • Management time • Collegiate time 	<ul style="list-style-type: none"> • Pupil feedback • Analysis of attainment and achievement

Target 4 *To improve pupils' achievement and attainment*

NIF Priority: P1, P2, P3, P4	QIs: 2.5, 3.1, 3.2
NIF Drivers: D1, D2, D3, D4, D5	LIP: Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP17	The impact of Covid-19 on pupils is measured and interventions are in place to support resilience and wellbeing.	To issue HWB questionnaires and offer support groups and other interventions to pupils who require it (SG and pupil support team).	From August 2020	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of participants will be gathered • Departmental SQR
AP18	Learning loss as a result of school closure is mitigated.	To offer enhanced supported study opportunities to include after-school support, weekend intensive revision sessions and online October School, with a particular focus on pupils in equity groups and learners in S4 (B Harrison).	From September 2020	<ul style="list-style-type: none"> • Management time • Supported study budgets 	<ul style="list-style-type: none"> • Analysis of attendance and attainment data • Pupils' views
AP19	Parents are well placed to support children's learning and achievement.	To consider alternatives to face-to-face parents evenings (W Inglis). To develop an online format for the parent conference (S Gibson). To develop an online format for the Higher and National 5 information evenings (B Harrison). To develop an online format for the study skills events (L Ferguson).	From September 2020	<ul style="list-style-type: none"> • Management time • Collegiate time 	<ul style="list-style-type: none"> • Feedback from staff and parents

Target 5 *To improve approaches to self-evaluation*

NIF Priority: P1, P2, P3	QIs: 1.1, 1.2, 1.3, 1.4, 2.7
NIF Drivers: D1, D2, D3, D5	LIP: Excellent Experiences / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP20	All staff are actively engaged in professional enquiry leading to improvements in teaching and learning.	To continue work on professional learning in collaboration with Strathclyde University <u>if time permits</u> (K Sinclair).	From February 2021	<ul style="list-style-type: none"> • Management time • Collegiate time (WSCAs) 	<ul style="list-style-type: none"> • Professional enquiry projects • Feedback from university staff
AP21	Good practice in digital learning is recognised and shared.	To undertake a formal self-evaluation of departmental online learning provision, led by PTsC and volunteer staff from the unpromoted leadership group (K Sinclair).	November 2020	<ul style="list-style-type: none"> • Management time • CLPL time 	<ul style="list-style-type: none"> • Formal report

Pupil Equity Fund 2020/21

1. Key Successes in Session 2019/20

Short summary of key actions	Impact and Outcome
<p>PT Excellence and Equity alongside PTs Literacy and Numeracy</p> <ul style="list-style-type: none"> Offered and delivered whole school numeracy and literacy support 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. <ul style="list-style-type: none"> Target pupils identified using a range of assessment data combined with input from class teachers. Dynamic and tailored interventions put in place to support the numeracy of identified pupils. Weekly reading and writing interventions timetabled to support pupil literacy. Profile of PEF developed through whole school databases where key pupils are now highlighted and through discussion in team teaching meetings. Implementation of Literacy and Numeracy interventions extended to cluster primaries to ease transitions and support progress. 	<p>For the pupils identified as being those most in need of support</p> <ul style="list-style-type: none"> An initial gap (FME vs non-FME) of 24 percentage points was reduced to 9 percentage points across S1 numeracy An initial gap of 6 percentage points was overturned with a 14 point swing in S2 numeracy (although it should be noted that two out of six FME pupils did not sit the final assessment). Across S3 assessment of BGE outcomes an initial attainment gap of 3% closed to just over 1%. Almost all teachers of pupils involved with literacy interventions commented on improved confidence from pupils and higher sophistication of responses. In S2 standardised assessments the gap sat at 15 points in numeracy (18 in P7) and 14 points in literacy (20 in P7). In S3 Numeracy SNSAs there was a gap of 19 points in average scale score between the two groups. At the upper end results were pleasing; 33% of FME pupils scored band 12 or above (vs. 37% of non FME). However 33% (3 pupils) of FME pupils scored band 9 or below (compared to 15% non FME pupils). In numeracy. In S3 Reading SNSAs there was an 18 point gap in average scale score however fewer FME pupils achieved band 12 or above (11% vs 26% non FME). The same three pupils (33%) scored band 9 or below vs 25% non-FME. <p>Individual reports written by intervention leading teachers indicate that the biggest impact on pupils was overall engagement with literacy and numeracy. Pupils reported improved confidence and increasing enjoyment levels in both maths and English. As with last year there were often challenges around pupil attendance and putting in place support without disrupting other learning. Finding a way to work around this will be a focus for next year.</p> <p>Introduction of both numeracy and literacy intervention sessions to the cluster primaries were successful and had an impact on both pupil engagement and motivation. Primary teachers were keen for these, wherever possible, to be extended as the pupils responded well to working with subject experts. Progress made with these groups has informed planning for next year with key pupils remaining as a group into S1.</p>

2. Improvement Priorities in Session 2020/21

- Numeracy and literacy intervention
 - Key pupils initially placed with specific teachers in maths and English.
 - Every pupil in S1 – S3 to have a PEF attainment plan with key targets specified at the start of the year.
 - PTs literacy and numeracy to become point of contact for pupils re attainment
 - Continue to develop links with Netherlee and Carolside and put in place a similar schedule for Busby pupils.
- Literacy and numeracy PTs sharing strategies across the curriculum
 - PT Literacy to support extended responses in social subjects
 - PT Numeracy to support delivery of numeracy outcomes across social subjects
- Level 5 Numeracy and Literacy
 - Put in place structures which ensure all pupils have the opportunity to achieve level 5 numeracy and literacy by the end of S5.
- Widening Participation
 - Identify, engage and support key pupils with entry into Higher education

TEACHERS' WORKLOAD

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

- Due to school closures, the usual time set aside on the May in-service day to share the key targets of the development plan for session 2020-21 with all staff was not available; instead, this was discussed and shared with principal teachers electronically and will be discussed further with all staff on the in-service day of 10th August 2020.
- The head teacher identified the key areas for departmental improvement and reminded staff and principal teachers that departmental plans should primarily be focussed on recovery planning, contingency planning and the development of digital learning.
- Where possible, opportunities for collegiate working with ERC colleagues will continue to be organised (digitally) through subject groups, notably in the area of sharing practice in digital learning. Similar opportunities may be available with WP colleagues from Castlemilk High School (among others) subject to the progress of Covid recovery and will be facilitated by the head teacher.
- The reporting group has streamlined the reporting system to minimise duplication of information. The head teacher will continue 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.
- Wherever possible, cover will be made available to departments during session 2020-21 to allow the release of staff to undertake additional development work if required.