

WILLIAMWOOD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2021-22

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 2019/20

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 2021-22		QUALITY INDICATORS
1	To improve the quality of teaching and pupils' learning.	2.2, 2.3, 2.5, 2.6, 2.7, 3.3
2	To improve leadership and promote equity.	1.1, 1.2, 1.3, 1.4, 3.3
3	To develop the curriculum and learning pathways.	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	Effective use of digital technology leads to improvement in the quality of teaching and pupils' learning. High quality revision materials are available electronically for all pupils. Absent pupils can access learning from home. Attainment is improved as a result.	To consolidate the use of Google Classrooms as a key platform for learning and teaching. To share expertise in digital technology. To complete the Digital Schools Award. (B Harrison, S4 DHT, PTsD – R McLeish).	Ongoing to June 2022	<ul style="list-style-type: none"> • Collegiate time • Management time 	<ul style="list-style-type: none"> • Views of staff will be gathered formally • Departmental SQR
AP2	Approaches to moderation are developed which result in improved teacher assessment and ultimately in improved attainment in the BGE.	To work in collaboration with ERC, West Partnership and Education Scotland to develop and implement a Learning, Teaching and Assessment cycle in the BGE across curricular areas. (S4 DHT, PTsD)	Ongoing to June 2022	<ul style="list-style-type: none"> • Collegiate time • Management time • Staff cover 	<ul style="list-style-type: none"> • Cluster transitions review • CIV • Departmental SQR
AP3	Learning loss is identified and mitigated. High levels of attainment are maintained.	Departments identify learning loss in cohorts and in individuals and put in place interventions to support recovery of lost learning. (S Morton, PTsC)	By March 2022	<ul style="list-style-type: none"> • Collegiate time • Management time • Supported study and recovery budgets 	<ul style="list-style-type: none"> • Analysis of attainment data • Audit of departmental and whole-school interventions
AP4	There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	Promote a renewed whole-school focus on pedagogy, in particular effective formative assessment (S4 DHT, PTsD).	From August 2021	<ul style="list-style-type: none"> • Management time • WSCAs 	<ul style="list-style-type: none"> • Cluster transitions review • CIV • Departmental self-evaluation activity

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
AP5	Financial barriers to education are minimised and where possible eliminated.	To work with the Parent Council to evaluate the cost of the school day, ensuring that the financial burden on parents is minimised and support is provided for those who need it. (N MacGlashan, B Harrison, Parent Council).	By December 2021	<ul style="list-style-type: none"> • Management time • Parent Council meetings 	<ul style="list-style-type: none"> • The views of the parent body will be gathered • Minutes / policy
AP6	The leadership of staff is improved. Staff are equipped and motivated to effect improvement. Leadership capacity is increased.	To continue to develop leadership development programmes for non-promoted staff through the introduction of the Aspire to Lead programme, linked with Barrhead and Woodfarm. (R McAllister).	From August 2021	<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 process • Departmental SQR
AP7	The leadership of staff is improved. Staff are equipped and motivated to effect improvement. Leadership capacity is increased.	To continue to develop leadership development programmes for promoted staff, including formal shadowing opportunities for aspiring PTs and DHTs with our partner schools (N MacGlashan).	From August 2021	<ul style="list-style-type: none"> • Management time • Staff CLPL time • Staffing budget 	<ul style="list-style-type: none"> • The views of staff will be gathered • PRD process • Departmental SQR
AP8	The leadership of pupils is improved. Pupils are consulted and empowered to influence positive change across the school in terms of ethos and culture.	To revise existing pupil committees and introduce pupil improvement partnerships (PIPs) for all year groups (R McAllister, PTsD – L Smart).	By March 2022	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of pupils will be gathered
AP9	Pupil wellbeing is prioritised and pupils' mental health is fully supported.	To utilise the capacity of the school's mental health first aiders to increase our capacity to support pupils. To pilot a safety plan strategy for pupils presenting with suicidal ideation. To work with <i>Healthier Minds</i> to further support pupils. (S Gibson, PTsPS).	By December 2021	<ul style="list-style-type: none"> • Management time • Collegiate time • Staff cover for pupil support groups 	<ul style="list-style-type: none"> • Cluster transitions review • HWB tracking process

AP10	There is a shared understanding of the school's vision, values and aims and what they mean in practice. The vision, values and aims are modelled consistently by staff.	To complete the review of the school's vision, values and aims and to communicate them clearly through PSHE, assemblies and presentations to staff (N MacGlashan, R McLeish and PTsD).	By October 2021	<ul style="list-style-type: none"> • Management time • Posters and notice boards • Guest speaker 	<ul style="list-style-type: none"> • SQR • Cluster transitions review
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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	A clear focus on equality permeates the ethos of the school.	To promote the work of the LGBTQ+ group and to secure the LGBT Charter (Bronze). (P Madden, A Muirhead, J Dundon, C Wood).	By May 2022	<ul style="list-style-type: none"> • Management time • In-service • Assemblies / notice boards 	<ul style="list-style-type: none"> • Cluster transitions review • SQR
AP12	There is opportunity for increased parental engagement with groups of learners. Pupils have opportunities to lead change for the benefit of the local community.	To work with the Parent Council on an anti-litter project in the local community. (B Harrison, Helen Rogers, Eco Committee, Pupil Forum, Parent Council).	From August 2021	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from parent body and local residents • SQR
AP13	Pupils have opportunities to lead change for the benefit of the wider community and to demonstrate their commitment to a sustainable future.	To secure the Green Flag Award in recognition of the school's commitment to Learning for Sustainability. (S Gibson, L Ferguson, H Rogers, Eco Committee).	By May 2022	<ul style="list-style-type: none"> • Collegiate time • School Fund 	<ul style="list-style-type: none"> • SQR
AP14	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 encourage attendance at parents' evenings and information events, and engagement in pupils' learning. (B Harrison, PTsD – S Morton).	From August 2021	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from parents and pupils • Analysis of data
AP15	Pupils have increased opportunities to develop leadership skills. Members of the local community will gain useful employability skills.	To continue to collaborate with Adult Education Services to develop further our community numeracy project to include SQA certification for learners at a range of levels, and opportunities for learners to attend Williamwood. (N MacGlashan, L McLaughlin).	From August 2021	<ul style="list-style-type: none"> • Management / staff time • Transport 	<ul style="list-style-type: none"> • Analysis of data • The views of pupils, staff and participants will be gathered • SQR

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
AP16	A clear focus on equality, respect and children's rights permeates the ethos of the school.	To complete year three of the Rights Respecting Schools Award (P Madden, L Ferguson, B Carswell, N Penman).	By May 2022	<ul style="list-style-type: none"> • Management time • Assemblies / notice boards / website and Twitter 	<ul style="list-style-type: none"> • SQR

Target 3 To develop the curriculum and learning pathways

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
AP17	There is a sustainable approach to the delivery of 1+2 modern languages which fully meets the expectations of national and ERC policy.	To implement the recommendations of the ERC thematic review of 1+2 languages, February 2020. (S4 DHT, M Pierre).	From August 2021	<ul style="list-style-type: none"> • Management time • Staffing • Timetable 	<ul style="list-style-type: none"> • SQR
AP18	The PSHE curriculum helps pupils to build resilience, and ensures that pupils can keep themselves safe.	To develop the PSHE programme to further consolidate HWB, mental health and resilience. To introduce gender-based violence to the PSHE curriculum. (S Gibson, PTsPS).	By December 2021	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from pupils • HWB questionnaires
AP19	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 NPAs, alternative awards and alternative pathways to suit the needs of individual learners. (SMT, PTsD – E Briggs).	By October 2021	<ul style="list-style-type: none"> • Management time • Collegiate time 	<ul style="list-style-type: none"> • Pupil feedback • Data analysis • SQR
AP20	Learners develop and understand the skills for learning, life and work.	Research, implement and manage new whole-school approach for skills for learning, life and work. (L Ferguson, PTsD – H Clelland).	By March 2022	<ul style="list-style-type: none"> • Management time • Collegiate time 	<ul style="list-style-type: none"> • Pupil feedback • Data analysis • SQR

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
AP21	All pupils are supported to engage in wider achievement opportunities.	To revise the processes for tracking wider achievement and to introduce robust systems for identifying and supporting pupils who are not engaged in wider activity. (L Ferguson, PTsD – H Clelland, PTsPS).	From August 2021	<ul style="list-style-type: none"> • Management time • Extra-curricular clubs 	<ul style="list-style-type: none"> • Tracking data • HWB questionnaires
AP22	Processes for selecting school captains, deputies and prefects are fair, transparent and inclusive.	To review pupil leadership structures in the senior school and ensure an inclusive approach to the selection of school captains, deputies and prefects. (B Harrison).	By August 2021	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from pupils
AP23	Pupils are increasingly able to take responsibility for their own learning, leading to improved attainment.	To increase teachers' understanding of metacognition and study approaches to improve attainment outcomes. (L Ferguson, PTsD).	From August 2021	<ul style="list-style-type: none"> • Management time • WSCAs • DMs 	<ul style="list-style-type: none"> • Cluster transitions review • CIV • Departmental self-evaluation activity (data)
AP24	Learning loss in the senior phase is identified and mitigated. High levels of attainment in SQA examinations are maintained.	Working with PTD (attainment), departments identify specific interventions to support recovery of lost learning and skills required for success in SQA examinations. (PTsC, PTsD – S Morton).	By May 2022	<ul style="list-style-type: none"> • Collegiate time • Management time • Supported study and recovery budgets 	<ul style="list-style-type: none"> • Analysis of attainment data • Audit of departmental and whole-school interventions

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
AP25	Approaches to self-evaluation are shared and improved. Effective pedagogy is identified and shared. There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To engage in collaborative improvement visits with ERC partner schools in mathematics and performing arts. (N MacGlashan, B Harrison, C Selbie, L McLaughlin, M Halliday).	September and November 2021	<ul style="list-style-type: none"> • Management time • Staff cover 	<ul style="list-style-type: none"> • ERC published reports • Views of staff will be gathered formally • Departmental SQR
AP26	Approaches to self-evaluation are shared and improved. Effective pedagogy is identified and shared. There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To engage in an ERC transitions review of the Williamwood Cluster. (N MacGlashan, S Gibson, PTs).	November 2021	<ul style="list-style-type: none"> • Management time • Staff cover 	<ul style="list-style-type: none"> • ERC published reports • SQR

TEACHERS' WORKLOAD

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

- The head teacher identified the key areas for departmental improvement and reminded principal teachers that departmental plans should be focused 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 once again 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, with additional time available this session as a result of two additional in-service days.
- Wherever possible, cover will be made available to departments during session 2021-22 to allow the release of staff to undertake additional development work if required.