

Glasgow City Council Education Services

Improvement Planning



Establishment	Lochend Community High School
LIG Area	LIG 3, North East
Session	2017-18

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Signatures:

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1a Our Vision, Values and Aims



Vision Statement

Lochend Community High School offers pupils the opportunity to maximise their talents and develop their skills. By working in partnership together, we will aim to provide and sustain an inclusive and high quality learning environment that allows every_pupil to unlock their potential to be all they can be.

Mission Statement

In Lochend Community High School we work hard to provide excellent learning and life opportunities within a caring and encouraging community to ensure that our young people grow to show respect, be ambitious, successful and happy.

Values

Honesty, Equity, Ambition, Respect, Responsibility, Determination

Aims

- We aim to develop relationships where every individual is respected and valued
- We aim to ensure high quality learning experiences and promote positive attitudes to lifelong learning

1a Our Vision, Values and Aims

- We aim to provide experiences which build self-esteem and Ambition
- We aim to celebrate achievements and develop a desire to contribute to society in an equitable way.

1b How our Vision, Values and Aims were developed and how stakeholders were consulted

Our Vision, Values and Mission statement were reviewed by Stakeholders between January and May 17. There was a series of consultations with pupils, parents and the wider school community. The Parent Council was integral to parental consultation as was our year group Councils in seeking pupil views alongside our parental open evenings. A group of young people had started to review the Values within Lochend and this consultation continued throughout session 2016/17. All staff, pupils and some parents agreed to update our Values, which would help to enhance our overall ethos. Our values provided a clear strategic direction and outcomes for our learners in line with GCC, Education Service and GIRFEC priorities. We also created a mission statement and this involved consultation of staff, pupils and parents. The mission statement was discussed at length with staff at 2 in-set days, staff meetings and principal teacher meetings and the staff decided on the statement that best describes Lochend CHS, this was then discussed with parents and pupils. The Vision, values and mission statement are central to our improvement planning and these will be embedded in all aspects of the life of the school.

2. Summary of self-evaluation process

How we carried out our self-evaluation and involved stakeholders

A clear commitment to improvement through self-evaluation is an integral part of our QA programme to ensure we focus on aspects of school life which directly impact on pupils' learning experiences. SLT spent time looking at are SIP for Session 2016-17 along with HGIOS 4, paying particular attention to QIS 1.3, 2.3 and 3.2. The staff have been consulted throughout the session with regards to areas of improvement through staff meetings, ins-set days and working groups, this was aligned to feedback from observed lessons and pupil focus groups, which have been consistently shared with staff throughout the session.

Our self-evaluation programme has allowed us to gather from a range of performance information including quantitative data, peoples' views and direct observation of practice. We also engage in a comprehensive and focused programme of SMT/PT Link meetings that spotlight progress with DIPs and minute whole school and departmental areas of good practice, areas that require further development, and action points to address these.

Our 2017/18 Improvement Plan continues to be informed by our Validated Self Evaluation programmes and our collaboration with other Glasgow schools and Local Improvement Group within Glasgow alongside our whole school quality assurance calendar.

High level question	Key strengths	Areas for improvement
<p>How good is our leadership and approach to improvement?</p>	<ul style="list-style-type: none"> ➤ Almost all staff have many opportunities for distributed leadership and participation within working groups. ➤ High standards of leadership are demonstrated by the majority of staff who provide opportunities for young people to take part in whole school events and trips ➤ Almost all staff understand their roles and responsibilities in relation to self- evaluation and how it leads to improvement. ➤ Almost all staff are committed to overall school improvement. Almost all staff are part of working groups and help develop and evaluate new projects and initiatives. ➤ Quality assurance calendars provide a framework to monitor work and gather evidence to help inform decisions at whole school and departmental level 	<ul style="list-style-type: none"> ➤ We need to develop more opportunities for pupils to highlight their learner voice’ and leadership skills from S1-S6. ➤ We require to imbed the Positive behaviour policy by clearly defining each person’s role and responsibility ➤ Measure the impact of CPD on improved practice. ➤ Require to use data from quality assurance calendars to make more impact for all learners
<p>How good is the quality of care and education we offer?</p>	<ul style="list-style-type: none"> ➤ Teachers know young people well and understand the importance of class based learning procedures in order to provide targeted support for young people. ➤ Senior students contribute very effectively through the community involvement programme and the pupil council helps to improve pupil voice at all year groups. School / College Partnerships and Work Experience and are very good role models to young people. ➤ We have improved our partnership with parents with all attendance figures for parents evening increased and know have an active parent council. Parents indicated that they are more positive about the impact the school is having on their children’s learning and life chances than in previous years. ➤ Our curriculum changes have allowed almost all pupils more opportunities to increase their breadth, challenge and application within the BGE provides opportunities for Skills for Learning, Life and Work and is very well supported by contributions from 	<ul style="list-style-type: none"> ➤ We need to ensure a consistent learning experience for almost all young people and make sure that each individual young person has the opportunity to be ambitious at every stage of the school. ➤ We need to work more in collaboration with our cluster schools to further develop and build on our partnership to strengthen curricular transitions and wider achievement opportunities. ➤ The school should continue to develop approaches to involving partner agencies and other stakeholders more effectively in school improvement and track their impact. We require to increase the number of our partner organisations. ➤ Learning and teaching policy has been reviewed and should link with GCC investment to learning & Teaching through our pathway of Pedagogy and Equity ➤ Almost all teachers require to evaluate their own practice / departmental to ensure that their findings lead to more effective planning which should impact and lead to further improvements across the school. ➤ We require for almost all more young people, parental and

High level question	Key strengths	Areas for improvement
	<p>community partners.</p>	<p>stakeholder to be fully involved in improvement planning.</p> <ul style="list-style-type: none"> ➤ We require to fully embed our vision, values and mission statement into our everyday language and actions.
<p>How good are we at improving outcomes for all learners?</p>	<ul style="list-style-type: none"> ➤ Young people take part regular learning conversations with their teachers that include learning progress and next steps, wider achievement and skills development. ➤ Learning out with the classroom is encouraged through competitions, projects, performances and celebrated through the house rewards system and accreditation. 	<ul style="list-style-type: none"> ➤ We require to have a more strategic focus on our skills development particularly in the BGE phase, which will inform pupils of the world at work and allow them to make more informed decisions about their future. ➤ We need to increase our SLDR figures which have been on a negative slide over past 2 years.. ➤ To continue to improve young people's performance in national qualifications to be more in line with close comparator schools. Areas of focus should be improved attainment within National 5 and Higher. ➤ To continue to track the progress of young people through the BGE and to widen accreditation, recognise achievement and capturing rates of progress from prior levels of attainment particularly pupils with additional support needs. ➤ Closer analysis of performance leading to strategic action plans ➤ Develop skills of PT's: self-evaluation, managing change, bring about improvement in pupil performance and tackle underachievement.

3. Priorities for improvement in the current session

Year 2017-18

No	Priority Developing a Positive Ethos	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation /VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Collaboration and Partnership Working
1	Improving the quality of our teaching and learning and Close the Gap for all Learners	Embedding	Self – Evaluation / VSE		2.2 2.3 2.5	Achieving Included Responsible	1,2,3	GCC L&T Group LIG 3 NE Other LC Schools Collegiate practice
2	Improve outcomes for all Learners by Raising Attainment and Closing the Gap for all Learners with particular focus on Literacy and Numeracy.	Developing	Self-Evaluation		3.1 3.2 3.3	Safe Healthy Active Nurtured Respected Included	1, 2,3,4	LIG Learning Community Kelvin College DoE Business Partners Educational Psychologist Health Professionals
3	Improve opportunities for Development of Leadership at levels, which demonstrates equity and enhances our school ethos.	Developing	Self-Evaluation		1.2 1.3 1.4 1.5	Responsible Included	1, 2, 3, 4	LIG Learning Community GGC CPD Opportunities

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.2 2.3 2.5	Improving the quality of our teaching and learning by Raising Attainment and Closing the Gap for almost all young people	<ul style="list-style-type: none"> • The curriculum from S1-6 provides opportunities for almost all young people to attain and achieve through the breadth of opportunities that are available within and out with school. • Embed whole school approach to, and language of, learning and teaching to enhance quality and consistency for almost all young people by applying 'Successful Learning and Teaching – A Framework for Professional Learning', and 'The Good Lesson' • Assessment for Learning Strategies are consistently applied across almost all classrooms • Classroom Observations highlights an increase in most pupil's engagement in lessons • Increased use of Digital Technology to make a positive impact on learning for almost young people and staff. • Learners' experiences are appropriately challenging and enjoyable and well matched to the almost all needs and interests of the pupils. • Learners are closely observed to inform appropriate and well-timed interventions and future learning. Feedback is to be used effectively for almost all young people to inform and support progress in learning.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Meeting Learners Needs –</p> <ul style="list-style-type: none"> Continue the development of courses at all levels to meet the needs of almost all pupils including those with ASN. Review Strategies to make learning more accessible for almost all young people. 	<p>August - October</p>	<p>SLT and extended SLT ELT PT Learning Support Pupil Support Team PT / FH's Parents Employability Officer Local colleagues Training Providers Third Sector organisations Pupil Council</p>	<p>Time for:</p> <ul style="list-style-type: none"> Regular Meetings to manage improvement priorities Personal Development Time CPD / In-service SQA Engagement Sessions Sharing Good Practice across departments Tracking & Monitoring Programme
<ul style="list-style-type: none"> Learning and Teaching Strategy - Progress and develop <i>GCC Learning & Teaching</i> strategy by adopting <i>Pedagogy & Equity TLC</i> programme and embed to almost all staff. To Create Leaders of Learning in almost all departments 	<p>Review Working Group / TLC Group Early September. Monitor Progress – End of Oct End of Dec End of May</p>	<p>SLT – AK to lead ELT TLC leaders Distributed Leadership Groups/Working Groups Pupil Council</p>	<p>Time for:</p> <ul style="list-style-type: none"> Staff Working Group Regular TLC meetings Personal Development Time CPD lessons In-service training for all staff Hours allocated in working time agreement Meeting with TLC LIG Share good practice across departments Review Homework policy Review classroom observations by implementing language of learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			based on HGIOS4 <ul style="list-style-type: none"> • Tracking & Monitoring Programme • Insight Data – Literacy focus
<ul style="list-style-type: none"> • Increase most pupil’s engagement across learning and to develop Higher Order Thinking Skills to support learning & teaching across almost areas of the curriculum. • Increase parental engagement so that the majority of parents can support learning at home and increase their knowledge and understanding of the curriculum and employability skills • Increase Literacy and Numeracy Levels From S1- S6 	August 2017 – May 2018 August 2017 – May 2018 Audit – September – October Scaffolding Literacy and Numeracy BGE – May 18 Literacy and	SLT Extended SLT ELT PT / FH’s Pupils PT’s Raising Attainment Literacy, Numeracy and Digital Learning Pupil Council Parent Council Parental views PT’s Raising Attainment Literacy, Numeracy	Time for: <ul style="list-style-type: none"> • Regular Meetings to manage improvement priorities • Personal Development Time • CPD / In-service • Insight Data – positive and negative trends / identify top and bottom 20% • CfE Machine – data analysis to inform future planning • Classroom Observations • Insight data analysis • Tracking & Monitoring Programme • Evidence of improved partnerships reflected in stakeholder evaluations • Parental Engagement Information nights

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Develop more digital technology into almost all learning to support independent learning. Encourage almost all pupils to engage in developing success criteria of lessons, helping them evaluate their own progress in their learning. Curriculum Design - We will evaluate our current curricular map, to ensure it is the most appropriate model to meet the needs of all of our learners. This evaluative process we will look at entitlements for young people within learning pathways and including skills for life learning and work. 	<p>Numeracy – Senior Phase March 18</p> <p>Audit – September – October 17 – June 18</p> <p>Introduce applications to almost all staff to increase pupil engagement in learning.</p> <p>Review April 18</p>	<p>PT's Raising Attainment Digital Technology</p> <p>HT / SLT Staff Parents Evaluations Pupils Evaluations</p>	

Evidence of Impact
Classroom observations feedback Create a Language of Learning for Self- Evaluation Pupil feedback through focus groups and Pupil Council Parent Council Parental Feedback VSE Feedback Learning and Teaching working group / TLC Working Group Feedback Feedback from PT Raising Attainment of Literacy, Numeracy and Digital Learning of increased levels in literacy, numeracy and digital learning Pupils can clearly link their learning evidenced through S1 – S3 profiles and learner conversations Evidence of improved partnerships reflected in stakeholder evaluations Curriculum Map

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	3.2 3.3	Improve outcomes for all Learners by Raising Attainment and Closing the Gap for all Learners with particular focus on Literacy and Numeracy.	<ul style="list-style-type: none"> • Almost all young people are achieving their full potential in all areas of the curriculum with a particular focus on literacy and numeracy attainment. • Almost all pupils’ progress is being carefully tracked and appropriate interventions in place for those who are not on track to succeed. • Increased opportunities for young people to develop their skills in digital literacy across the curriculum. • Most pupils will have achieved a range of skills and attributes through a wide range of activities, which will allow most pupils’ the opportunity to increase their responsibility for ensuring they continue to add value to their achievements.

- Young people are able to make informed choices and are work-ready.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Increase Literacy and Numeracy levels for all learners. 	September 17 – May 18	SLT PT Raising Attainment PT Raising Attainment Numeracy & Literacy PT Maths & PT English Primary Colleagues	<ul style="list-style-type: none"> • Inset days • Departmental Activities • Tracking & Monitoring Database • Insight • CEM Testing Results • Pupil Voice questionnaires / Evaluations • Moderation opportunities with Primary Colleagues
<ul style="list-style-type: none"> • Increase Attainment Levels in Senior Phase. • Increase Attainment Levels in BGE Phase – use of CEM tests for benchmarking and implement an appropriate range of assessments. 	September 17 November 17 January 18 March 18 October 17 December 17 February 18 May 18	SLT PT Raising Attainment PT Curriculum PT Pupil Support Teaching Staff Parents Pupils Working Group	<ul style="list-style-type: none"> • Inset Days • Departmental Activities • Tracking & Monitoring Database • Insight • CEM Testing Results • Assessment Calendars • Pupil Voice Questionnaires /Evaluations • Staff Training for database and Insight
<ul style="list-style-type: none"> • Implement Robust Tracking & Monitoring system with effective interventions ensuring continuous progress for learners including – 	September 17 – June 18	Edict SLT All Staff PT Raising Attainment	<ul style="list-style-type: none"> • Tracking & Monitoring Database • Reporting inform parents • Staff Training • Targeted Groups identified

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Looked After Pupils, Pupils with ASN, Young Carers, SIMD levels, Targeted Groups.		PT Raising Attainment Numeracy & Literacy Parents Pupils Mentors	
<ul style="list-style-type: none"> • Increase Attendance percentage stats • Decrease exclusion stats 	August – June 18 Monthly updates Targeted groups identified	SLT Pupil Support Peter Wands ELO Parents	<ul style="list-style-type: none"> • Seemis • Attendance policy update • Includem • Attendance Reviews
<ul style="list-style-type: none"> • Develop SQA Wider Achievement Qualifications delivery and increase wider achievement opportunities for all pupils. 	August 17 – June 18	PT Raising Attainment Wider Achievement C McFadyean Employability officer Pupil Support Selected Departments Kelvin College Celtic Park DoE	<ul style="list-style-type: none"> • Curriculum structure • Increase staff knowledge of SQA wider achievement opportunities • Track and Monitor wider achievement • Working Group • Professional Dialogue

Evidence of Impact
<p>INSIGHT and tracking data showing increased attainment particularly in Literacy and Numeracy and monitor's pupil progress in BGE / Senior Phase.</p> <p>Monitor more closely the progress of targeted groups</p> <p>Use CEM testing to help to identify targeted pupils</p> <p>Increase in attendance % and decrease exclusions</p> <p>More opportunities for most pupils to be involved in wider achievement opportunities</p> <p>Pupils are better supported in identifying appropriate personal routes and pathways</p>

Pupils are better able to set targets and develop skills to secure a positive transition beyond school

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	1.1 1.2 1.3 1.4 1.5	Improve opportunities for Leadership at levels, which demonstrates equity and enhances our school ethos.	<ul style="list-style-type: none"> • Almost all staff, pupils, parents and partners will have a clearer understanding of our shared vision, mission statement values and aims. • Monitor and review the impact of new curriculum structure. • Develop a coherent and progressive improvement plan which uses and builds on rich data which the school has collected as part of its self-evaluation. • Develop a more effective pupil voice, particularly in matters relating to learning and teaching. • Increased opportunities for most of the Senior Pupil Leadership team to impact the school improvement planning and working groups across the school • Almost all staff are engaged in CPL which is having a positive impact on the experience of young people in the classroom and is progressing the priorities identified in the SIP / DIP. • Almost all have a clear understanding of the needs of all young people in their classes and are provided planned opportunities that are ensuring all young people are progressing. • The impact of new resources are carefully monitored and evaluated to ensure a positive impact on learning. Evidence is used to support future resourcing.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
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Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Evaluate change and use our quality assurance framework to ensure resources are being used equitably to drive forward improvement across the school and Raise Attainment. 	August 17 – June 18	SLT PT's / FH's Staff Pupils Parents AFA Office Staff	PEF Funding Attainment Challenge Resources School Budget Reviews Staff / Pupil Parent Questionnaires
<ul style="list-style-type: none"> Increase the opportunities for pupils to have a more effective pupil voice, particularly in matters relating to learning and teaching. 	August - December	BGE Pupil Council Senior Phase Pupil Council Pupil Council Pupil Questionnaires Pupil Views at school / departmental / classroom SLT Working Groups Staff	Coaching / Mentoring Pupil / Staff focus Groups
<ul style="list-style-type: none"> Develop whole school quality assurance calendar which all departments will use to develop a departmental quality assurance calendars which can inform self-evaluation, assist in raising attainment, having positive impact on ethos and enhance learning & teaching. 	August - December	Head Teacher / SLT PT / FH Partners Parents Pupils	Working Groups In-Service TLC CPD to develop staff capacity Whole School Quality Assurance calendar Departmental Quality Assurance calendar
<ul style="list-style-type: none"> <i>Promoting Positive Behaviour Policy [2017-18]. This will have a positive effect on our ethos by embedding our agreed set of values across all members of</i> 	August 17 – June 18	All Staff All pupils All Parents All Partners	Merits / Demerits Detention Positive Referrals Attendance stats

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
school community.			Exclusion Data Late-coming data Pupil, staff, parent and partners understanding of vision and values.
<ul style="list-style-type: none"> Implement school rewards scheme for pupils that will be in place throughout the academic year. 	August 17 – June 18	Rewards Working Group Pupils Staff Pupil Council Pupil Questionnaires Parents	Merits / Demerits Detention Positive Referrals Attendance stats Exclusion Data Late-coming data

Evidence of Impact
<ul style="list-style-type: none"> Improved outcomes for young people evidenced through increased attendance, fewer late-coming stats, exclusion stats, engagement in extra-curricular activities, increased homework returns, increase numbers on reward trips, less behavioural referrals and embedding on our school values Increased Parental Engagement at Parents’/Carers’ Evenings and other opportunities / increased parental support Pupils being more confident to express their voice with regards to learning and teaching, increased opportunities to impact whole school working groups, impact School development planning, impact more positively the ethos of school.

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales