

Education – Improvement Planning Document

Establishment Name:

St Columba's High School

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Signatures:

Head of Establishment	N. Devine	Date	June 2021
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Education Officer	E.McLoughlin	Date	June 2021
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Our Vision, Values and Aims

VISION

The community of St Columba's High School, nurtures every young person's God-given talents. We offer each young person the opportunity to achieve and grow in an environment of love and respect.

VALUES

We value faith, ambition, inclusion and perseverance.

AIMS

To offer rich learning experiences which inspire engagement and enable all young people to thrive both within and beyond the classroom.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

National Priorities	Session 2019-2020	Session 2020-2021	Session 2021-2022
Improvements in attainment, particularly in literacy and numeracy	Aspirational targets are set for all young people which focus on approved attainment and achievement outcomes. Develop a shared understanding of high quality learning, teaching and assessment approaches at cluster level. PT Literacy and PT Numeracy to identify expected progress in literacy and numeracy for all learners. Utilise expertise of coaching and modelling officers for literacy and numeracy.	Continue to set aspirational targets in attainment and achievement for all young people with a particular focus on literacy and numeracy.	Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy. Recovery teacher to support targeted cohorts of pupils in BGE to improve attainment in literacy and numeracy. Embed digital learning approaches in our learning, teaching and assessment policy. Self-evaluation calendar to ensure systematic analysis of data; direct observations; and stakeholders' views to inform future improvements.
Closing the attainment gap between the most and least disadvantaged children	Identify most vulnerable young people through data analysis and high-quality transition programme. Ascertain the desired interventions which would lead to improvement. Continue to develop and engage in a robust system for tracking and monitoring their on-going	Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap.	Identify gaps (attendance, attainment, engagement, participation) and appropriate research-based interventions to help reduce these. Involve pupils, staff, and parents in planning appropriate

	progress and review impact of interventions.		interventions and in measuring impact on a 6 weekly basis.
Improvement in children and young people's health and wellbeing		Learners' experiences support them to develop their gifts and talents, physical and emotional wellbeing.	Implement our new attendance policy with a relentless focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Implement our refreshed PSE programme to enhance mental health and wellbeing awareness and provide a deeper understanding of equalities education. Plan and implement our refreshed extra-curricular to enhance pupil wellbeing.
Improvement in employability skills and sustained positive school leaver destinations for all young people	PT STEM/DYW to provide universal and targeted support to identified individuals and groups. Further develop curriculum flexibility around work placements and college courses.	Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent package of learning and support to get it right for every child and young person, resulting in positive, sustained destinations for all.	PT Guidance to review and implement an improved input around employability skills across the curriculum. DYW Coordinator to implement remit expectations including: alternative education/pathways; supporting work placements; populating 16+ tab; tracking and monitoring school leavers' at risk of disengaging; promote and raise awareness of apprenticeships.

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Increased attainment in for all curricular areas in the senior phase Increased attainment in literacy and numeracy for learners within the BGE and Senior Phase

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Ensure all staff are aware of the expected progress of all pupils through data analysis and all pupils are aware of their aspirational target.	August 2021 – October 2021	SLT Data Officer	Gap Data – BGE & Senior Phase Staff Collegiate Data Walls

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.2 Literacy</p> <p>To increase the percentage of pupils in S1 making expected progress in Reading from 89.5% to 95% by June 2022.</p> <p>To increase the percentage of pupils in S1 making expected progress in Writing from 87.4% to 95% by June 2022.</p> <p>To increase the percentage of pupils in S2 making expected progress in Writing from 91.5% to 95% by June 2022.</p>	Aug 2021- Jun 2022	Recovery Teacher Literacy CMO Digital CMO	<p>Tracking & monitoring data throughout Reading age data - This is end evidence Tracking & monitoring data (BGE dashboard) ACEL data</p> <p>Inverclyde Literacy Strategy</p>
<p>1.3 Numeracy</p> <p>To increase the percentage of pupils in S1 making expected progress in Numeracy from 83.3% to 90% by June 2022.</p> <p>To increase the percentage of pupils in S2 making expected progress in Numeracy from 71.8% to 85% by June 2022.</p>	Aug 2021 – Jun 2022	Recovery Teacher Numeracy CMO Digital CMO	<p>Tracking & monitoring data (BGE dashboard) ACEL data</p> <p>Inverclyde Numeracy Strategy</p>
1.4 Ensure systematic and regular opportunities for high quality learner conversations	August 2021 – May 2022	Teaching Staff	Self-evaluation calendar Tracking Reports

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.5 Embed and implement digital learning approaches in our learning, teaching and assessment policy and practices.	August - December 2021	PT Digital Learning Learning & Teaching Group	Learning & Teaching Policy
1.6 All staff to engage with our self-evaluation calendar which incorporates: data analysis; pupil and staff views; and learning observations.	August 2021- May 2022	Self-evaluation Group Teaching staff	Self-evaluation policy & calendar HGIOS? 4 HGIOURS
1.7 Focus on opportunities for wider achievement to enhance pupils' re-engagement with their learning.	August 2021 – May 2022	PT Inclusion Nurture Teacher CLD / Active Schools	
1.8 Primary – Secondary STEM Project Embed common language and methodologies for Numeracy and Mathematics (Fractions, Decimals & Percentages) sharing approaches to supporting pupils with an ASN	August 2021 – March 2022	Cluster Head Teachers Staff with overall responsibility for Numeracy A Mullan Around 14 Primary and 8 Secondary teaching staff Education Recovery Staff	STEM Grant Ed Scotland Staff cover Inverclyde Numeracy Strategy ASN Cluster Leads
1.9 Curriculum Project (LfS) Improve curriculum offer for learners through staff participation in Critical Professional Collaborative Enquiry.	August 2021 – May 2022	I McLean Practitioner Forum University of Stirling West Partnership	Curriculum Rationale Professional Reading Staff Collegiate Time

Evidence of Impact

- Minutes of meetings focusing on pupil progress and attainment in BGE and Senior Phase
- Data which demonstrates that almost all pupils are making expected progress
- Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching (including effective use of digital technology) across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits
- Engagement levels data demonstrates evidence of improved engagement for targeted cohort of pupils
- Minutes of cluster and departmental meetings sharing moderation activities
- Curriculum Project has resulted in improved curriculum offer for learners

Priority 2 Closing the attainment gap between the most and least disadvantaged children

NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Developing in Faith Developing as a community of faith and learning Promoting Gospel values
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Expected outcomes for learners which are measurable or observable

- Improvements in attendance and timekeeping for our most vulnerable young people
- Improved attainment for our most disadvantaged young people
- Increased levels of engagement in wider achievement opportunities for most disadvantaged young people
- Increased parental engagement for dis-engaged families

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 Engage with Education Scotland CPD to support impactful PEF planning and appropriate interventions.	May 2021 - June 2021	DHT/ PEF Team Liz Sommerville	Education Scotland PEF Planning Guidance
2.2 Identify gaps and appropriate research-based interventions.	June 2021- Aug 2021	DHT/PEF Team	P7 Data for literacy and numeracy BGE Data for literacy and numeracy
2.3 Involve a range of stakeholders in the planning of PEF interventions including the identification of key resources.	June 2021 – Sept 2021	DHT/PEF Team Pupil reps Parent reps	PEF Planning document Staff collegiate time
2.4 Systematically track and monitor impact of interventions on a 6 weekly basis and adapt as appropriate	Aug 2021 – March 2022	DHT/PEF Team	Calendar of meetings Collegiate time

Evidence of Impact
<ul style="list-style-type: none"> Weekly attendance data collected from Seemis will demonstrate improved attendance for our targeted group of young people. Minutes from review meetings of targeted pupils will demonstrate improvements in family engagement, attendance, pupil engagement and wider achievement. Increased staff confidence regarding knowing the poverty-related attainment gaps in their own classroom and required interventions. This will be evidenced via departmental minutes, professional dialogue and improvements in attainment and achievement.

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver Assessment of children's progress Parental engagement School leadership	HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	Other Drivers RRS Article 28: (Right to education): Article 28: (Right to education): Developing in Faith Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life
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Expected outcomes for learners which are measurable or observable

Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.

Learners will recognise the significance of mental health and develop resilience in managing their own mental wellbeing.

Improvements in attendance and timekeeping for all.

Learners will benefit from increased awareness of equality for all and demonstrate respect and tolerance in their daily interactions with others

Learners and families will have increased opportunities to be involved in the life of the school and celebrate successes and achievements

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 Refresh our universal mental health and well-being offer via our new PSE programme	May 2021 – Aug 2021	DHT Pupil Support HWB strategy group	
3.2 Implement bespoke mental health and well-being interventions for identified pupils	May 2021 – Dec 2021	DHT Pupil Support HWB strategy group Mental Health Ambassadors Action for Children	Mental Health First Aid Training Collegiate Time
3.3 Implement our new attendance policy with a relentless focus on improving attendance for all	May 2021 – Nov 2021	DHT Pupil Support Pupil Support Team	Attendance Dashboard

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
and targeted interventions for specific cohorts of pupils across the cluster. Engage with Education Scotland Attainment Advisor on bespoke Attendance Project (Cluster)		Barnardo's SAC Attainment Advisor Cluster Leads	Attendance Intervention Spreadsheet Cluster Meetings Authority Attendance Project Meetings & Touchpoints Attendance Policy & Flowchart Cluster Siblings Spreadsheet
3.4 Implement new PSE programme and evaluate impact after each term.	May 2021 – May 2022	DHT Pupil Support PT HWB C Bonnar Pupil Support Team Teaching Staff	In – house CLPL Programme PSE Curriculum Map Microsoft Form Pupil Focus Groups
3.5 Plan a calendar of pupil and staff retreats/reflections to support spiritual recovery.	Aug 2021 – Oct 2021	Chaplaincy Team SLT Chaplain	School Calendar
3.6 Implement our new Equalities Education programme via RE and PSE curriculum.	Aug 2021 – Dec 2021	PT RE Equalities Group PSE Teachers All staff	Equalities Policy Collegiate Time
3.7 Self-evaluate progress with UNCRC and identify key priorities for action.	Aug 2021 – Dec 2021	M.Goodfellow RRS focus group Aileen Wilson – Inverclyde Council	Education Scotland Resources

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.8 Involve all stakeholders' in planning and implementing opportunities for wider achievement via our new extra-curricular offer	Aug 2021 – Dec 2021	Learner Council Parent Council HWB Staff Group	

Evidence of Impact
<ul style="list-style-type: none"> Feedback from pupils and staff regarding new PSE programme which will incorporate mental health and wellbeing and equalities education Feedback from pupils and staff regarding impact of faith development opportunities including learning, worship and retreats. Pupils' evaluations/focus groups will evidence their understanding of mental health and demonstrate their awareness of strategies which support their mental health and wellbeing. Increased engagement in family learning opportunities offered leading to improved relationships between families and the school community. Increased pupil participation in school life.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
NIF Driver School leadership Parental engagement Assessment of children's progress	HGIOS?4 2.2 Curriculum 2.3 Learning, teaching and assessment 2.7 Partnerships 3.3 Increasing creativity and employability	Other Drivers RRS Article 28: (Right to education): Article 29 (Goals of education): Developing in Faith Developing as a community of faith and learning Serving the common good

Expected outcomes for learners which are measurable or observable

- Pupils benefit from improved learning experiences via enhanced digital resources e.g MyWoW
- S1 - S6 pupils benefit from an increased understanding of personal finances via PSE programme
- All pupils develop skills of employability via PSE programme
- Improved attainment for pupils on Personal Learning Plans and other Vocational Programmes
- Group of S6 pupils benefit from completion of Leadership awards or Foundation Apprenticeship, preparing for employment or further training
- Increased attendance and participation of a targeted group in S4 and S5
- Increased number of pupils engaged in work placement opportunities
- DYW events are tailored to support pupil career interests.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 Source and secure alternative education/pathways provision for pupils who are disengaged from school	Aug 2021 – Dec 2021	DHT/PT Guidance/DYW Coordinator DYW Coordinator	Street League CLD
4.2 Support pupils to source and secure work placements			16+ Training with Maureen Quinn
4.3 Ensure all S3/4/5/6 pupils complete Questionnaires and input data onto SEEMIS through 16+ tab	Aug 2021 – Dec 2021	DYW Coordinator	Time to be allocated during PSE/RE
4.4 Tracking and monitoring of school leavers and young people at risk and put in	Aug 2021 – June 2022	DYW Coordinator	Guidance staff College (WCS)

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
place early intervention for young people who are at risk of disengaging			MCMC and SDS
4.5 Investigate suitability and feasibility of initiatives targeted at pupil's personal development and employability (e.g. Skills Academy / Passport to Employment).	Aug 2021 – Dec 2021	DYW Coordinator	Guidance SQA College (WCS)/PT Digital Learning
4.6 To help market and improve awareness of the apprenticeship family (Foundation Apprenticeship and Modern Apprenticeship)	Aug 2021 – Dec 2021	DYW Coordinator	School website/YouTube channel Assemblies/PSE College partners
4.7 Organise and implement the following DYW events: HE/FE Event; Careers Fayre; Mock interviews; DYW Events and interventions from S1-S6	Sept 2021 - June 2022	DYW Coordinator	Guidance/Pupil Support/SLT

Evidence of Impact
<ul style="list-style-type: none"> Improved outcomes noted on School Leaver Destination Report Termly report indicating uptake of S6 Leadership opportunities Increased engagement levels in work placements and FAs Evaluation of PSE programme

- PLP documentation completed and pupil accreditation secured
- GIRFEC Overview updated with new 16+ Tab information including career interests, employability pathways and evidence that career information is being distributed to pupils based on career interests.

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and

- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.
		1.2 Leadership of learning	Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

School improvement	Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions	As above. Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels. As above. Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices. Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs. Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data. Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.
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