

***Driving Equity and Excellence***

**Improvement Planning**

**Session 2017-18**

School/Establishment: Brannock High School

Date submitted: June 2017

**Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

* What action are we currently taking to ensure excellence and equity for all learners?
* Which attainment gaps exist in our school?
* What action do we need to take to close these gaps?
* What data will we use to monitor progress?
* What action are we currently taking which will address the four priorities in the NIF?
* How good are our children’s outcomes in these areas?
* What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
* How well are we improving across the 6 key drivers in the NIF?
* School Leadership
* Teacher Professionalism
* Assessment of Children’s Progress
* Parental Engagement
* School Improvement
* Performance Information
* How good are we now? What do we need to improve further?
* Which approaches to change will we use to ensure progress and impact with our key priorities?

In arriving at improvement priorities, schools should take account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan, and engagement with staff, parents/carers and learner. Current national priorities as outlined in the NIF, should also be considered:

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

The overall vision for our school is entitled – **‘Enabling all to Achieve Success’**

We will enable pupils of all abilities to be successful learners, confident individuals, effective contributors and responsible citizens through the provision, in a co-operative and supportive environment, of high quality learning and teaching.

Our Core Values of ***Achievement, Behaviour and Commitment*** are embodied within the heart and soul of our school and come together in the one word school motto ‘Concordia’. The Core Values can be reflected upon as our ***ABC Rule*** to achieving excellence in all that we do.

**School Vision and Values**

**Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of North Lanarkshire’s Aspire priorities, an audit of the previous year’s improvement plan and engagement with parents/carers and learners. Current national priorities, are outlined in the NIF, have also been considered (see below):

• Improvement in attainment, particularly in literacy and numeracy

• Closing the attainment gap between the most and least disadvantaged children

• Improvement in children and young people’s health and wellbeing

• Improvement in employability skills and sustained, positive school-leaver

destinations for all young people

Increased parental involvement in support of improving learning across our school community will be prioritised. Communications with families will be enhanced via the introduction of a ‘Brannock App’. Next session will see a review of our Parent Council membership. However, we will retain our focus on enhancing opportunities for more informal activities and events to be scheduled for the wider Parent Forum. Such measures will further complement our existing strong partnerships with our parent body.

**Details of engagement with parents/carers**

**Details of engagement with learners**

Pupils will continue to be afforded opportunities to develop leadership skills and abilities, via curricular innovations within and beyond the classroom. Special projects, such as Captaincy and Leadership Projects, including our Senior Leadership Residential in liaison with Outward Bound, will reinforce our commitment to building leadership capacity across our wider pupil audience.

**2017-18 Improvement Plan**

**Improvement Priority 1:**

Improve young people’s achievement, including attainment in national examinations

**Improvement Priority 2:**

Develop self-evaluation for school improvement

**Improvement Priority 3:**

Develop leadership of learning

**Improvement Priority 4:**

Our  **‘Brannock CAN Inspire - Aspire’** programme, while supporting Literacy and Numeracy will also be focused on developing the wider facets of Health and Wellbeing of targeted pupils in S1 to S3. Our Improvement Plan shows our commitment to new projects and resources. Our close monitoring and tracking of pupils allows us to recognise the ‘gaps’ that are apparent in their overall progress, including achievements,

**Pupil Equity Fund interventions and intended impact**

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| **Improvement Priority 1:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed )  ***Improve young people’s achievement, including attainment in national examinations*** | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| * **All staff will utilise a common Brannock HS resource for monitoring, tracking and reporting in support of improving pupil learning and teaching experiences, and improved performance in achievements.** * **Specific pupils will be targeted to develop their individual skills within Literacy, Numeracy and Health and Wellbeing.**   **Specialist supports will be introduced –**   * **Introduction of Read Write Inc.** * **Introduction of Numeracy Programme.** * **Introduction of ‘Brannock Works’ ( Skills Academy for Senior Phase )** * **Introduction of ‘Enhanced Transitions Programme’** | √  √  √ | All Staff  Specialist Team  ( Attainment Challenge and Closing the Gap )  Literacy Teacher  (0.6FTE )  Numeracy  Teacher  (0.6FTE)  Alternative Curriculum Team  Specialist Team  External Contributors  Families | A robust tracking system with effective interventions will ensure the continuous progress for all learners across the curriculum and at all phases in their education, including points of transition.  Attainments in Literacy and Numeracy will be evident in all learners  Learners will be more ambitious and better prepared for the world of work through progressive learning, directly focused on the world of work.  Children and families will be supported to ensure they make informed choices about their next phase of learning.  Children and young people’s mental health, emotional, social and physical needs, will be accounted for via planned transition activities , including shared activities and experiences | ( Plans/Obesrvations/Reports/Views)  Performance will improve as a consequence of consistency in the recording and setting of –   * Primary/Secondary transition information * progress reviews * performance targets (including target sheet for all senior phase pupils ) * profile updates * professional conversations * future plans * parental/carer updates   (QI 3.2 )  Enhanced opportunities for learning will be generated via ‘Alternative Curricular’ strategies.  ( Plans/Obesrvations/Reports/Views)  Improvements in Literacy and Numeracy will support the longer term improvements in performance and subsequent wider achievements of pupils across the school.  (QI 3.2)  (QI 3.3)  Pupils and parents will be more actively involved in planning transitions, allowing pupils to progress confidently to the next phase of their learning.  (QI 2.6 ) | Ongoing  August 2017  Ongoing |

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| **Checkpoint**  **Nov 2017** | **Next Steps** |
| **Feb 2018** |  |
| **May 2018** |  |

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| **Improvement Priority 2:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed )  ***Develop self-evaluation for school improvement*** | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| * **All staff will use up-to-date data to support improvement in pupil performance and overall learning.** * **Teachers will use a range of assessments to measure children’s progress across the curriculum, while working collaboratively to moderate standards.** * **All staff will develop their understanding of outward and forward looking evaluation and improvement activities** |  | All staff | Across all curricular areas, attainments will have been raised continuously over time. Staff will continue to make effective use of assessments and understanding of standards to make sound professional judgments about how all young people are learning and progressing.  Pupils will make improvements in achievements as a consequence of gaining trust and confidence in those who teach them. Consistency in approaches to learning and teaching, and significantly evaluating personal performance at classroom level, as shown by teachers, will foster positive relationships, develop working partnerships, and inspire pupils to achieve their best. | (Observations/Reports/Plans/Views)  Success criteria will be found within -   * National Qualifications * BGE * CFE levels in reading, writing, listening and talking and numeracy ( P1,4,7 S3) * Prior learning, achievements and qualifications. ( trends over time ) * SIMD (individual /group trends in performance )   ( QI 1.1 ) | August 2017  In-Service  Day 3  In-Service  Day 2 |

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| **Feb 2018** |  |
| **May 2018** |  |

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| **Improvement Priority 3:**  (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed )  ***Develop leadership of learning*** | **PEF** (✓ if appropriate**)** | **Person(s) Responsible**  Who will be leading the improvement? | **Outcome(s)**  What do we want to achieve? | **Measures of Success** which include performance data, quality indicators and stakeholders’ views | **Timescale**  What are the key dates for implementation? When will outcomes be measured? |
| * **A new service of Holistic Pupil Support – *‘Brannock CAN Inspire - Aspire’* will be introduced** * **Staff will continue to explore a range of strategies to support young people and take responsibility for their own learning** * **Staff will work collaboratively to strengthen their understanding of SAC, DYW and LfS.**   **( Scottish Attainment Challenge**  **Developing the Young Workforce**  **Learning for Sustainability )**   * **Senior pupils aspiring to Higher Education will be offered opportunities to develop ‘personal resilience’** | **√** | Specialist Team  All Staff  Specialist Team  Alternative Curriculum Team  School programmes will run in tandem with –  1.Youth at Risk  (Transformational Coaching)  2.Outward Bound  ( Leadership Programme)  3.Tree of Knowledge  ( Motivational Programme) | Pupils will develop as learners who exude confidence and commitment to their school, and who achieve high levels of success as a consequence of an exciting and appropriate curriculum, appropriate to their needs. Pupils will have opportunities to develop skills for ongoing learning , life and work, within a range of planned curricular learning and teaching experiences, that are encumbent within the school's Core Values and overall aim of 'Enabling all to Achieve Success'. | (Plans/Observations/Reports/Destinations)  Pupil performance, general wellbeing and personal aspirations will be enhanced via targeted support. Groups of pupils in P7 to S3 will be benefit from specific learning opportunities and approaches associated with –   * Individual Pupil Programmes of Work * Family Learning * Behaviour Curriculum * Alternative Curriculum & -Curriculum Flexibility * ‘Lifeskills’ Curriculum * DYW Programme * Integrated Working   The enhancement of Literacy Skills, and Numeracy Skills will be integral to all programmes  Pupils will take increased responsibility for their learning. Positive destinations in Higher Education will be increased and sustained.  ( QI 1.2 )  ( QI 1.3 )  ( QI 1.4 ) | August 2017  OB  August 2017  YAR  October 2017  TOK  Ongoing |

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