



Driving Equity and Excellence

Improvement Action Plan

Session 2018-19

School/Establishment:	Brannock HS
Date Submitted:	31.5.18

Scottish Attainment Challenge School:	Yes
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Pupil Equity Fund Allocation:	£70,800
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Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

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

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

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

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

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?

School Vision and Values

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.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education, Youth and Communities' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

Increased parental involvement in support of improving learning across our school community will be prioritised. Communications with families will be enhanced via the enhanced use of the School Website and '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. Our proposed 'Bistro' which will open during this session will afford us further opportunities to engage with the wider community. We intend having a 'community cafe' facility that will allow our parent body to 'drop -in' more freely at planned times in the week. Such meetings will allow for more open dialogue to exist over financial spends, improvement plans and the strategic direction in which our school is moving. Such meetings will further complement our existing 'open door ' policy for which we are grateful for the ongoing support of our parent / carer body who are freely encouraged to talk with us, as and when required. More traditionally forms of communication via newsletters, planned meetings, etc will continue to figure prominently in our work.

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. Increased opportunities for pupils to engage in wider learning experiences such as 'curricular residential' as a consequence of additional funding support, have been greatly welcomed. Pupil Councils, including Class Representatives, will continue to engage in formal meetings with staff to discuss matters surrounding school improvement.

2018-19 Improvement Plan

Establishment Priority 1:	Improve young people's achievement, including attainment in national examinations
Establishment Priority 2:	Develop self-evaluation for school improvement
Establishment Priority 3:	Develop leadership of learning
Establishment Priority 4:	STEM Cluster priority

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education, Youth & Communities Priorities	PEF Interventions	NIF Drivers	NIF Priorities
<ol style="list-style-type: none"> 1. Improvement in attainment, particularly 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 	<ol style="list-style-type: none"> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact 	<ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

<i>Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.</i>	Developing in Faith Themes	<i>All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.</i> <i>The articles can be found here.</i>	
	1. Honouring Jesus Christ as the Way, the Truth and the Life		
	2. Developing as a community of faith and learning		
	3. Promoting Gospel Values		
	4. Celebrating and Worshiping		
	5. Serving the common good.		

IMPROVEMENT PRIORITY 1:		Improve young people's achievement, including attainment in national examinations			
Person(s) Responsible Who will be leading the improvement?		SLT, PTS, Teaching Staff, D Bradshaw (Passport to Brannock)			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.1 2.2 2.4 2.6 3.2 3.3	1,4,5,6,7,8, 9	1,4,5,6	1,2,4	1,2,4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Increased performances for National Qualifications will be evident across all curricular areas with a reduction in 'no awards' apparent, while maintaining presentation levels. (H 20% reduction) (N5 20% reduction)	All staff will further develop their knowledge and understanding of a common Brannock HS tracking system for monitoring, tracking and reporting in support of improving pupil learning and teaching experiences, and improved performance in achievements. This system will also include desirable, intended or actual positive destination statistics.	Primary/Secondary transition information. Progress reviews. Performance targets (including target sheet for all senior phase pupils). Profile updates. Professional conversations. Future plans. Parental/carers updates. Insight.	HGIOS Tasks (3.2) (Staff In-service) Monitoring and Tracking Database. (PEF)	In-service Day 2. Termly review meetings between Faculty Staff and Senior leaders.
Specific pupils within SIMD deciles 1&2 will be targeted to develop their individual skills within Literacy and Numeracy.	Literacy and numeracy programmes will continue to be deployed as appropriate to pupil needs. P7 information will be included within the monitoring and tracking system, to facilitate early intervention and prevention.	Testing (various measures) to determine baseline figures. Scottish National Standardised Assessments (SNSA). Teacher judgements.	Literacy and Numeracy Programmes. Read, write inc will be further developed with two additional staff members being trained in the programme. (PEF) A numeracy teacher will support targeted groups of pupils. (PEF)	August 18 ongoing. Primary 7 Teachers will meet with Support Staff each term
Destination figures deemed to be 'negative' will be reduced by June 2019. (Target 10% or less)	The further development of 'Brannock Works' (Skills Academy for Senior Phase) will ensure learners will be more ambitious and better prepared for the world of work through progressive learning, directly focused on the world of work.	Pupil reports. Pupil Support Interviews Parental meetings Career interviews.	Specialist DYW School Team External Contributors (including business partners TEREX and Windmills Lanarkshire) Families Alternative Curriculum Team including NLC Life Long learning and New College Lanarkshire.	August 18 ongoing. Pupil checks December 18. (leavers)

Improved attendance and latecoming figures (2%) will be evident for Senior Phase Students by June 2019	Enhanced 'holistic pupil support' systems, incorporating the widening of home/school partnership activities, will engage with families in need of further support.	Reports Letters of Concern Attendance Alerts SEEMIS statistics	Pupil Support time Office and Administration time. Enhanced intervention staff. (PEF)	August 18 December 18 April 19.
Targeted pupils in P7 classes across our associated Primary Schools will be additionally supported in managing their own learning, recognising their strengths and personal characteristics they need to develop.	ASDAN Lift Off Award - Passport to Brannock will be introduced as part of our ongoing enhanced transitions programme. Pupils will also have the opportunity to progress from P7 to our S1 Healthy mind Healthy Lifestyles Registration + Class.	Activity logs Module worksheets and records Teacher observations Pupil participation and engagement levels.	Awareness module delivered in Primary Schools. Aspirational Module delivered in Primary Schools. Attainment Module delivered in Brannock HS (PEF Funded)	October - December 18 January - March 19 April - May 19
Pupils and families will engage more positively in home learning to support personal progress in academic studies	A review of 'Home Learning' will be conducted with policy statements added to our Learning and Teaching Policy. 'Show my Homework' will be introduced in a 'Pilot Phase' to consider its value in supporting future Home Learning strategies.	Electronic logs , records, diaries, etc as accessed via the school website.	Electronic Resource (PEF) Faculties will 'opt-in' to Pilot. Short term working group to be established.	August 2018 ongoing. In-service Day 1 / 2 for staff update.

Evaluative Statement & Actual Impact/ Evidence

November	
February	
May	

IMPROVEMENT PRIORITY 2: Develop self-evaluation for school improvement					
Person(s) Responsible Who will be leading the improvement?		SLT, Teaching Staff, Primary HTs and K O'Brien and A Crawford (Cluster Project)			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.1 1.5 2.5 2.6 2.7 3.3	1,5,6,8,9,10	1,3,4,5	1,2,4	1,2,4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
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.	<p>All staff will use up-to-date data to support improvement in pupil performance and overall learning.</p> <p>Staff will engage in CPD activities pertinent to internal and external moderation of teacher judgement, using ranges of evidence based on standards within Curriculum for Excellence</p>	<p>National Qualifications BGE</p> <p>CFE levels in reading, writing, listening and talking and numeracy (P1,4,7 S3)</p> <p>Prior learning, achievements and qualifications. (trends over time)</p> <p>SIMD (individual /group trends in performance)</p> <p>Insight</p>	<p>HGIOS Tasks (3.2)</p> <p>Insight</p>	<p>In-service Day 2</p> <p>August 18 ongoing.</p>
<p>Pupils in the Senior Phase will have greater opportunities to develop skills for learning, life and work.</p> <p>Destination figures deemed to be 'negative' will be reduced by June 2019.</p> <p>(Target 10% or less)</p>	<p>All staff will develop their understanding of outward and forward looking evaluation and improvement activities.</p> <p>CPD Self - evaluation activities will be offered to all staff focused upon - <i>Creativity and Employability</i></p>	<p>Reports</p> <p>Parental Interviews.</p> <p>Skills Development Scotland Data.</p> <p>Pupil Voice</p>	<p>HGIOS Tasks 3.3 (Staff In-service)</p> <p>Skills Development Scotland (SDS) (Joint In-service)</p>	<p>In-service Day 3</p>
<p>Through the introduction of a 'Cluster Project' promotion with Primary Schools, pupils will benefit from increased opportunities to enhance their knowledge and understanding of Science, Technology, Engineering and Mathematics (STEM).</p> <p>An increased uptake of females within careers associated with 'technologies' will be targeted via future curricular course choices and career ambitions.</p> <p>Target for 2019.20 (25% higher female intake)</p>	<p>STEM project devised by Cluster.</p> <p>(see attached Cluster Priority)</p>	<p>STEM project devised by Cluster</p> <p>(see attached Cluster Priority)</p>	<p>Brannock will support the purchase of resources, materials, etc for school activities.</p> <p>STEM Departments and business partner (TEREX) will liaise and support as appropriate.</p> <p>Brannock will identify STEM ' Senior Pupil Ambassadors' to mentor Primary pupils.</p> <p>Two dedicated staff will utilise / lead the project in support of their own CPD surrounding STEM.</p>	<p>August 2018 ongoing</p>

70 pupils within Brannock's Science Faculty will further engage within planned STEM promotions this session to enhance their overall understanding of Sciences.	40 pupils will attend year two of a residential experience at the Marine Biology Field Centre, Millport. 30 pupils will attend a Physics 'Master Class' in Eurospace, Belgium.	Increased performances in National Qualifications. Increased uptake in Science courses. Increased motivation and dedication to studies.	Science materials and resources. Residential experiences. (PEF)	September 2019 June 2020
Enhanced engagement of families in support of learning.	Audit, enquiry and reflection. Reconstitution (new membership) of Parent Council . Introduction of Brannock HS 'Bistro' (Community Cafe Facility)	New Parent Council Increased Parent helpers. Improved performance and behaviours by pupils. Increased parental knowledge re - interventions and preventions. Increased parental knowledge re - the world of work. Increased community engagement/	HGIOS Tasks (2.5) Survey Monkey P7 Open Night (new date) Special Information Nights with SDS.	August ongoing. Open night October 2018

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IMPROVEMENT PRIORITY 3: Develop leadership of learning					
Person(s) Responsible Who will be leading the improvement?		SLT, Pupil Support and DYW Staff			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.1 1.2 1.3 1.4 2.2 2.4 2.7 3.1 3.3	1,2,3,6,8,9,10,11,12	1,2,3,4,5,6	1,3,4,5,6	1,2,3,4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
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.	A service of Holistic Pupil Support – <i>'Brannock CAN Inspire - Aspire'</i> will continue to be developed. Staff will continue to explore a range of strategies to support young people and take responsibility for their own learning	Pupil performance, general wellbeing and personal aspirations will be enhanced via targeted support.	Materials, apparatus - including enhanced ICT and digital media. Resources for Outdoor Learning and Interdisciplinary Projects. (PEF)	August 18 (Aspire CAN Inspire – In-service Day 1 - Review In-service Day 4)
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 incumbent within the school's Core Values and overall aim of 'Enabling all to Achieve Success'. 24 Pupils will be identified to undertake a planned Developing the Young Workforce (DYW) activity in partnership with TEREX staff. This will be offered as a residential experience by Outward Bound Scotland.	Individual Pupil Programmes of Work Family Learning Behaviour Curriculum Alternative Curriculum & -Curriculum Flexibility 'Lifeskills' Curriculum DYW Programme Integrated Working Residential Experience with Outward Bound	Pupils will take increased responsibility for their learning. Positive destinations in Higher Education will be increased and sustained. Positive destinations overall will continue to show a positive trend, with a reduction in ' unknown' statistics. Pupils will continue to gain early access to 'real jobs'	Visits, speakers, special projects, etc. Work placements and transport costs. Residential. (PEF)	August 18 ongoing Residential October 18
12 Sixth year pupils will again be offered a place within a Leadership Course to enhance their own leadership skills, in pursuit of fulfilling their own career aspirations and ambitions.	Residential Experience with Outward Bound.	Pupils will take increased responsibility for their learning. Positive destinations, including those in Higher Education will be increased and sustained.	Residential	Residential August 18

Pupils and families will be identified to receive additional support and targeted interventions to support learning. (This will include identified pupils from P7)	An 'interventions programme' for vulnerable pupils will continue to be developed to support learning and general wellbeing.	Improved behaviours, attendance, attitude and general school engagement.	Interventions and Inclusion Base. Identified staff. Materials and Resources (Part PEF)	August 18 ongoing. Pupils deemed worthy of support from the Interventions Centre, will have their progress reviewed weekly.
All pupils across the school community will undertake a Health and Wellbeing evaluation in pursuit of supporting healthy lifestyles while increasing their opportunities to maximise their potential for success within and beyond school.	Introduction of Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	Formal statistical evaluation with definitive data.	WEMWBS Administration (PEF)	!0 minute electronic test for each pupil. Checkpoints once per school term.
In tandem with pupils associated with our Language and Communication Support Centre, all pupils will enhance their personal and social wellbeing while building employability skills.	Partnership agencies will contribute to a planned programme of activities set within 'Autism Awareness Week'	Increased participation in school activities. Improved behaviours and tolerance of others. Increased positive destinations.	Special Projects, Speakers, Hospitality, etc.	March 2019.

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IMPROVEMENT PRIORITY 4: Through partnership working develop STEM activities/pathways to enthuse pupils.					
Person(s) Responsible Who will be leading the improvement?		Cluster Staff			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
1.1, 1.2, 2.3,2.7 3.3	5,8,10,11	1,3,5	1,4	1,4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Audit – identify baseline of where each school is in terms of STEM	Complete Education Scotland's Self-Evaluation for STEM	Self-evaluation	http://bit.ly/STEMframework	By Sept '18
Each school has a range of STEM activities taking place across the 4 contexts of learning, (One STEM IDL theme per term)	Identify STEM opportunities appropriate for each school to inspire pupils	Teacher/pupil evaluations for each IDL theme	Resources identified and purchased (PEF?) for each IDL theme	Termly
Staff in each school will create/provide STEM activities which will promote creativity, curiosity, investigation, invention, discovery & problem solving	Work collaboratively to provide engaging and enriching STEM activities Use available resources and digital technology to create hands on STEM experiences	Forward plans Displays, blogs, pupils	Agreed cluster format for recording STEM activities	Termly
Improved staff confidence in teaching STEM activities will increase across the year	Provide professional learning for staff calendar of CLPL opportunities Share best practice/resources across the cluster & help all schools achieve CfE outcomes	Pre/post staff questionnaires Cluster discussions/ evaluations	Agreed questionnaire format	Sept 18 May inset?
Work with STEM ambassadors to enthuse pupils	Visit other settings in our learning community, cluster schools, colleges, employers building effective relationships	Pre/post pupil questionnaire Evidence from STEM activities	Cluster agreed questionnaire for both staff and pupils	Sept 18 May 19

Learners will be at the centre and have a strong voice, taking on leadership roles in STEM	Provide opportunities for pupils to lead learning in STEM Pupil led STEM day			
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