North Lanarkshire Council

Driving Equity and Excellence

Improvement Planning
Session 2017-18

School/Establishment: Chryston High School

Date submitted: Friday 16th 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.

School Vision and Values

The shared vision for Chryston High School is to continuously and actively promote a positive, inclusive, engaging and aspirational ethos which enables all learners to achieve success and achieve their potential as lifelong learners and responsible citizens. We have a clear vision which is to continuously improve learning which ultimately raises attainment for all, especially in literacy, numeracy and health and well-being. Our school has two main aims – continuously improve learning and build capacity of everyone in our community. These aims are wrapped around our core values – I CARE (Integrity, Compassion, Ambition, Respect and Equity). We promise to care equally for all our young people and intervene appropriately to overcome barriers to learning. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Chryston High School with the necessary skills, knowledge and competences to achieve a positive and sustained school leaver destination into the world of work, training or further/higher education.

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

Details of engagement with parents/carers

Our school has consulted parents and carers in the following ways:

➢ Surveys used to collate the views of various groups of parents/carers
➢ Parent Council discussions
➢ SMT/HT Drop In sessions
➢ Parent Information Evenings

Details of engagement with learners

Our school has consulted learners in the following ways:

➢ Surveys used to collate the views of various groups of learners
➢ Pupil Improvement Team Learning Walks including feedback to all teaching staff
➢ SMT/HT Drop In sessions
➢ Gathering pupil views through curriculum initiatives such as S1 Voices & Choices, S2 Electives, Pupil Forum and PSHE

2017-18 Improvement Plan

Improvement Priority 1:

> **Improved attainment for all young people in Chryston High School particularly in literacy and numeracy**

Improvement Priority 2:

> **Meeting the needs of all young people in Chryston High School focussing on closing the attainment gap between the most and least disadvantaged children**

Improvement Priority 3:

> **Improved health and wellbeing for all young people in Chryston High School**

Improvement Priority 4:

> **Improvement in employability skills leading towards sustained positive school leaver destinations for all young people in Chryston High School**

Pupil Equity Fund interventions and intended impact

> Chryston High School has recently been allocated £44,400 from the Scottish Government in line with the Pupil Equity Fund aimed at closing the gap between the most and least disadvantaged children.
>
> Although this has only recently been allocated, throughout session 2017-18, our school aims to use the funding to create a strong team of staff that will focus on and ensure that young people and their families are fully engaged and supported to improve learning, build capacity and work towards reaching their full potential. This team will consist of the Head Teacher, a newly appointed Acting DHT, two newly appointed Acting Principal Teachers and support staff. The team will implement appropriate strategies and initiatives using the resources available to improve the attainment of young people and gather evidence and information along the way to measure success. Using the PEF funding made available to us we intend to: improve the attendance, engagement, participation and attainment of young people; further engage parents so that they feel more confident in supporting their child's/children's learning; improve the attainment of young people's literacy (particularly reading skills) and numeracy and further improve the support (health and well-being & nurturing) of young people.

Improvement Priority 1: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	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) Young people in the BGE will have improved literacy skills particularly in their writing - in line with the national **benchmarking documentation** (NP 1 & NLC 2)		1/ A Mullen (DHT) 2/ M Deans (Lit Team) 3/ Faculty PTs 4/ All teaching staff	➤ Shared/agreed understanding and standard of what 3rd level literacy (writing) is/looks like with all staff (responsibility for all), pupils, parents ➤ Improved and consistent tracking & monitoring systems and strategies ➤ Teaching staff working together and reflecting together to achieve consistency across learning	➤ Pupil Views ➤ Parents Views ➤ Staff Views ➤ Observing learning ➤ Thematic reviews – analysis ➤ Tracking & Monitoring ➤ Increased number of young people achieving 3rd level writing (literacy) by the end of S3 (teacher judgement/**Scottish National Standardised Assessments** *HGIOS 4 – 1.1, 2.3, 3.2*	Implementation: August 2017 Progress Checks: November 2017 February 2018 May 2018
b) Young people in the BGE, P1 – S3 (cluster improvement plan agreement) will have improved numeracy skills – in line with the national **benchmarking documentation** (NP 1 & NLC 2)	√ *Numeracy Bridge (Parental Engagement) initiative will be partly funded through PEF*	1/ A Mullen (DHT) 2/ K McKee (PT Maths) 3/ Faculty PTs 4/ All teaching staff	➤ Working together with primary colleagues we will embed more consistent approaches to moderation, assessment, benchmarking, tracking, relevance and use of learning resources including introduction of 'The Numeracy Bridge' ➤ Improved and consistent tracking & monitoring systems and strategies	➤ Pupil Views ➤ Parents Views ➤ Staff Views ➤ Observing learning (across sectors) ➤ Thematic reviews – analysis ➤ Tracking & Monitoring ➤ Increased number of young people achieving 3rd level writing (literacy) by the end of S3 (teacher judgement/**Scottish National Standardised Assessments** *HGIOS 4 – 1.1, 2.3, 2.7, 3.2*	Implementation: August 2017 Progress Checks: November 2017 February 2018 May 2018

			➤ Teaching staff working together and reflecting together (collegiality) to achieve consistency across learning		
c) Improved attainment and achievement of all young people in the senior phase (S4 – S6) including improved attainment in literacy & numeracy SCQF 4 and 5 (NP 1 & NLC 1 & 2)		1/ G Kane (DHT, SQA) 2/ A Jopling (DHT, TT) 3/ PTs Pupil Support 4/ PTs Faculty	➤ Further improved methods to meet learners' needs with regard to the senior phase curriculum through updated timetable & options systems and strategies ➤ National 5 attainment trends will show a positive pattern with the introduction of the **SQA National 5 changes** ➤ Teaching staff continuously engage in high quality learning conversations with young people about their strengths and next steps	➤ SQA results ➤ Tracking & Monitoring ➤ Insight analysis ➤ Positive destination figures ➤ Individual pupil progress from prior learning/attainment ➤ Observing learning ➤ Staff views ➤ Pupil Views ➤ Parent Views *HGIOS 4 – 1.1, 2.2, 2.3, 2.7, 3.2*	August 2017 – June 2018

Checkpoint	Next Steps
Nov 2017	
Feb 2018	

May 2018	

Improvement Priority 2: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	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) Young people identified and involved in our PEF Target Group in the BGE will have improved attendance, engagement, participation and attainment (NP 2 & NLC 1, 2 & 3)	√	1/ J Mitchell (HT) 2/ Acting DHT (PEF) 3/ Acting PT 1 (PEF) 4/ Acting PT 2 (PEF)	➢ Young people achieve their potential in a supportive and nurturing environment ➢ Improved attendance, engagement, participation and attainment of young people ➢ Well considered, effective and sustainable strategies/methods in place to support young people's learning (PEF) ➢ Parents/Carers are supported to become even more engaged in their child's learning ➢ Staff are fully aware of and using all agreed support strategies to further improve the learning experience of young people	➢ Pupil Views ➢ Parents Views ➢ Staff Views ➢ Observing learning ➢ Thematic reviews – analysis ➢ Tracking & Monitoring ➢ Parents/Carers are even more involved in the life and work of the school (improved attendance at school events) ➢ NCRI and York Reading Tests ➢ **Scottish National Standardised Assessments** *HGIOS 4 – 1.1, 2.3, 2.7, 3.1, 3.2*	August 2017 – June 2018

b) Young people identified and involved in our BGE 'Read, Write, Inc' programme will have improved literacy skills particularly in reading (NP 2 & NLC 1 & 2)		1/ A Mullen (DHT) 2/ A Cooper (PT SFL)	➢ Young people identified and involved in the programme have improved reading skills and therefore progressing well across the curriculum ➢ Staff are fully aware of and using all agreed support strategies to further improve the learning experience of young people	➢ Pupil Views ➢ Parents Views ➢ Staff Views ➢ Observing learning ➢ Tracking & Monitoring *HGIOS 4 – 1.1, 2.3, 3.1, 3.2*	August 2017 – outcomes measure on an individual pupil basis throughout the session

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Improvement Priority 3: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	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) Young people will be more confident in discussing their learning, progress and targets in line with any perceived barriers (or potential barriers). All young people are well supported to attain and achieve their potential (NP 3 & NLC 2 & 3)	√	1/ A Jopling (DHT PS) 2/ G Kane (DHT) 3/ K Perriss (PT PS) 4/ N Henderson (PT PS) 5/ Acting DHT (PEF) 6/ Acting PT 1 (PEF) 7/ Acting PT 2 (PEF)	➢ A consistent, whole school approach to: - further embedding the nurture principles into our practice so that all learners needs are met - whole school positive behaviour learning policy/strategies - revised and consistent practice in our approaches to Preventing Bullying Behaviour ➢ High quality strategies in place for taking account the views of young people (including GIRFM, SI and revised Pupil Council structure) ➢ Improved PRD process at the centre of staff	➢ SQA results ➢ Tracking & Monitoring ➢ Insight analysis ➢ Positive destination figures ➢ Individual pupil progress from prior learning/attainment ➢ Observing learning ➢ Staff views ➢ Pupil Views ➢ Parent Views ➢ SHANARRI Indicators ➢ Attendance data *HGIOS 4 – 1.1, 2.7, 3.1 & 3.2*	August 2017 – June 2018

			reflection based on strong coaching and mentoring skills		
			➢ Introduction of a facility in the school designed to directly improve the HWB of target groups of young people (including PEF) – CHS HWB Suite/Lounge		
			➢ Consider how we can work towards becoming a Rights Respecting School		

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Improvement Priority 4: (Expressed as an outcome for learners, and identifying NIF and NLC priorities being addressed)	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) All young people are engaged in a relevant and appropriate curriculum that is specific to their needs and interests in line with recent Education Scotland documentation linking to Developing Scotland's Young Workforce. Due to our school having a strong culture of 'lifelong learning', at the time of their school exit point, all young people enter into a positive and sustained school leaver destination (NP 4 & NLC 1 & 2)		1/ A Jopling (DHT) 2/ PTs Pupil Support 3/ PTs Faculty 4/ S Beaton (DYW)	➢ Introduction of a new Skills Academy (Enhanced Curriculum) into our Senior Phase offering packages to young people based on labour market intelligence and local future employment sectors (construction, Engineering, Electronics, Make Up, Health and Personal Development) – Approximately 30 pupils ➢ Learning across the curriculum is relevant and skills based ➢ All young people leave school to enter into a relevant, positive and	➢ SQA results ➢ Tracking & Monitoring ➢ Insight analysis ➢ Positive destination figures ➢ Individual pupil progress from prior learning/attainment ➢ Observing learning ➢ Staff views ➢ Pupil Views ➢ Parent Views ➢ Attendance data *HGIOS 4 – 1.1, 2.7, 3.1 & 3.2*	Implementation: August 2017 Progress Checks: November 2017 February 2018 May 2018

		sustained leaver destination		

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May 2018	