Chryston High School - School Improvement Report

Session 2016-17

May 2017

School/Centre Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of **establishment**, *its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.*

Chryston High School is a six year non-denominational comprehensive secondary school serving Chryston, Muirhead, Gartcosh, Stepps and Moodiesburn within North Lanarkshire. At the beginning of the session the roll was 762 including over 40 placing requests with a teaching staff of 56.89 FTE. Teachers and young people are well supported by Additional Support Needs Assistants, a Classroom Assistant, a Librarian, a Home School Partnership Officer and a team of Clerical Assistants.

Currently 17% of young people live in SIMD deciles 1, 2 and 3, 74% in deciles 4, 5, 6, 7 and 8 and 8% in deciles 9 and 10. 8% of young people are currently registered and in receipt of the free school meal entitlement (FME). With this in mind the school has recently received £44'400 in line with the Scottish Government's Pupil Equity Fund aimed at further supporting the learning of young people in S1 – S3 who are registered and in receipt of FME.

The Senior Management Team comprises the Head Teacher (recently appointed in August 2017) and 3 Depute Head Teachers. In addition, the extended school leadership team includes 9 Faculty Principal Teachers, 6 Principal Teachers of Pupil Support and a Principal Teacher of Support for Learning/Behaviour Support.

Chryston High School has an integrated approach to supporting pupils within the learning community and works in close partnership with all 5 associated primary schools. Strong and established links are in place with Chryston Primary School, Gartcosh Primary School, Stepps Primary School, Glenmanor Primary School and Auchinloch Primary School.

We have a very effective and active Parent Council which supports the school very well.

In August 2012, as part of North Lanarkshire's School and Centres 21' programme, we moved to a new, purpose built, state of the art school building. The new building also accommodates a community wing, housing a public library and community hall.

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.

Review of progress for previous session
This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.

School priority 1: Improve attainment for all with a particular focus on literacy

NIF Priority: **Improvement in attainment, particularly in literacy and numeracy**

HGIOS?4 QIs: **2.3 & 3.2**

NIF Driver: **Assessment of children's progress & Teacher professionalism**

NLC Priority: **Supporting all children to reach their full potential**

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

(i) As a school we are committed to improving the attainment of all young people. Throughout the session young people in the senior phase have been closely tracked and monitored with specific focus on achieving the highest possible level of literacy. Under the guidance of the school leadership team, teaching staff have developed their understanding on how to support the literacy of young people as well as they possibly can and are now much more aware of what courses/units contribute significantly to SQA literacy attainment. We know that this is having a positive impact on student outcomes due to the following:

- SQA 2017 predictions/estimates (literacy) compares well to previous sessions
- Tracking & monitoring of young people (including progress reports) suggests improved literacy attainment in the senior phase
- Staff views during professional discussions including minutes of meetings provides information that literacy attainment is improving
- Learning visits (observing the learning) looking specifically at literacy and engaging in learning conversations with young people and staff

(ii) Additionally, throughout the session Action Planning (Board of Studies) discussions have taken place between SMT and PTs to discuss progress of young people in the senior phase. Appropriate interventions and strategies have been implemented to meet the needs of young people at risk of not achieving in line with their previous progress/attainment. This has resulted in fewer young people (in comparison to previous sessions) being withdrawn from subjects and are now more supported to achieve appropriately whilst working in partnership with parents/carers. We know this is having an impact on student outcomes due to the following:

- SQA 2017 predictions/estimates & comparisons to previous sessions including fewer withdrawals from courses suggesting that overall pupil attainment will be further improved
- Tracking & monitoring of young people (progress reports)
- Staff views during professional discussions including minutes of meetings
- Pupil and parent views

(iii) In the Broad General Education (BGE S1 – S3) a school improvement team consisting of Curriculum Principal Teachers has been introduced to further improve assessment, moderation, understanding of a level and reporting in the BGE. Although this will continue to be a priority into next session this team has introduced a draft assessment policy for the school and understanding amongst teaching staff is improving. We know that some impact is being made on student outcomes due to the following:

- Feedback to young people (pupils' views) – learning conversations consisting of strengths, next steps and 'how do I know' approaches
- Learning visits (observing the learning) – pupils being asked consistent, specific questions during SMT learning visits about the type/quality of feedback they receive

(iv) Furthermore, a school improvement team has been introduced to develop teaching staff 'learning journeys' based on encouraging critical reflection and positive approaches to professional learning through collegiality and collaboration (mainly through learning visits and professional discussions to challenge assumptions and prompt improving learning). As a teaching staff we have engaged in over one hundred learning visits this session and some impact on student outcomes can be measured due to the following:

- Pupils' views – more consistency in learning across the school evidenced through learning conversations
- Staff views – how they feel pupil learning is improving due to engaging in learning visits/learning journeys

Further, almost all of our school leavers enter into positive destinations – around 98% of young people which compares favourably to that of the national average and our virtual comparator. Also, with reference to all national and local attainment measures the school has performed well in 2016-17 particularly the percentage of young people in S4 achieving at least 5 at National 5 (SCQF level 5) achieving our best student outcomes to date.

Next Steps: (What are we going to do now?)

- Continue to improve attainment and achievement in the senior phase
- Further improve curriculum particularly in the senior phase by offering a number of skills based packages (formerly known as vocational/enhanced curriculum)
- Continue to improve our approaches to ensure that all young people are pursuing appropriate learning journeys and relevant pathways (options processes)
- Continue to focus on driving forward our plans to improve literacy and numeracy
- Continue to raise attainment and achievement in the BGE
- Further improve how we monitor, track and report on progress in the BGE
- Further embed a culture of critical reflection and self-evaluation to continuously improve learning and build capacity
- Establish best use of CfE Benchmarks to develop a shared understanding of young people's progress in the BGE
- Implement the new Scottish Standardised Assessments to improve our tracking and monitoring of pupil progress
- Improve our understanding and confidence of the new/revised SQA National 5 courses and qualifications

School priority 2: Closing the attainment gap

<u>NIF Priority</u> : **Closing the attainment gap between the most and least disadvantaged children**	<u>HGIOS?4 QIs</u> : **2.3, 3.1 and 3.2**
<u>NIF Driver</u> : **Parental engagement, assessment of children's progress, school improvement, performance information**	<u>NLC Priority</u> : **Improved economic opportunities and outcomes, supporting all children to reach their full potential**

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

(i)   As a school community we are committed to improving the attainment of all young people in our community, 3 – 18 and we realise the importance of effective transition programmes. Throughout the session some selected young people in primary 7 (SIMD 1-3) have been working closely with staff and senior pupils in our school in what has become known as 'The Reading Bridge'. Our attainment gap in the school has been identified as engaging with parents and The Reading Bridge includes initiatives including paired reading and working alongside parents in classes around the school such as Technical, Home Economics and Music, making strong links to literacy along the way. This is led by a DHT and our PT SFL but also includes a number of teaching, non-teaching staff and parents/carers. We know that this is having a positive impact on student outcomes and parental engagement due to the following:

- Improved achievement in reading levels using Reading Tests – NCRI and York Reading Tests (all young people involved have improved their reading age, some quite significantly)
- Pupil views from P7 pupil focus groups/feedback collated by DHT provides information that young people are more confident in reading and that they have improved literacy skills
- Parent views from P7 parent focus groups/feedback collated by DHT provides information that young people are engaging more in reading at home and that their literacy skills are improving. Parents have also indicated that they are more comfortable being in CHS and are more confident in supporting their child's reading, literacy and learning
- Staff views from primary colleagues and contributing CHS staff suggests that young people are performing better in class/learning in regard to their reading and literacy skills

(ii)   As a school we have raised staff awareness of young people in SIMD 1 – 3 and ensured that support strategies (where relevant and appropriate) are agreed, in place and being used across learning more consistently. We know that this is having a positive impact on student outcomes due to the following:

- All S1 pupils (SIMD 1-3) who require a 'Getting it Right for Me' strategy sheet now have one in place identifying learning support strategies/tips, available on the server for all staff to access. Staff feel more confident in supporting their learning
- All young people SIMD 1 – 3 can be identified easily and quickly on our class lists/management information system for all teachers to access so that staff are more aware and can support them more appropriately in classes and in their learning
- SMT learning visits/class shadowing provides information that young people are being supported more consistently
- Learning conversations with young people provides information that young people are being supported in their learning in most areas of the school more consistently
- Professional discussions with staff provides information that young people are being supported in most areas of the school more consistently

(iii)   As a school we have had an attainment mentor working one day each week with a selection of S1 pupils (SIMD 1-3) to engage 1:1 in reading and literacy tasks/support. We know that this is having a positive impact on student outcomes due to the following:

- Views from S1 pupils engaged in the programme feel more confident and supported in their learning
- Staff views from teachers of S1 pupils engaged in the programme provides similar information to that mentioned above
- Appropriate reading tests used to gather information regarding progress and improvement as used by our attainment mentor provides information that pupils have an improved reading age and improving literacy skills/confidence

Next Steps: (What are we going to do now?)

- Consider best use of the Pupil Equity Funding (PEF) to further improve attainment and to close the gap
- Systematically develop a whole school approach to improve literacy, numeracy and health and well-being
- Further improve how we monitor, track and report on progress in the BGE with particular focus on PEF pupils
- Establish improved initiatives to strengthen parental engagement – providing pathways for parents to further support their child's learning
- Continue to develop the employability skills of young people by improving our curriculum in line with Developing Scotland's Young Workforce recommendations to ensure positive school leaver destinations for all young people

School priority 3:Further improve learning through embedding Self Evaluation for self-improvement

NIF Priority **: Improvement in attainment, particularly literacy and numeracy**	HGIOS?4 Qis **: 1.1, 1.3 & 3.2**
NIF Driver **: School Leadership, Teacher professionalism, School improvement**	NLC Priority : Supporting all children to reach their full potential

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

(iv) As a school community we are committed to improving learning and building capacity. Throughout this session we have introduced and implemented a number of strategies to engage in continuous professional reflection, discussion and collegiality. Working together and sharing good practice is allowing us to challenge assumptions, and prompt support and challenge as a team of teachers. Additionally, we have introduced some measures to further involve young people in self-evaluation for school improvement and to actively listen to their views. Furthermore, young people are being asked their views and to evaluate their learning so that high quality feedback can be provided during regular conversations with teachers about their learning. Some examples of our work this session include; 8 Learning Together sessions (staff meetings) providing opportunities for staff to share practice in the context of our school calendar – this has previously not been facilitated, SLT meetings have all started with reflection exercises considering professional literature/readings to prompt change, all SMT and PTs engaged in a two day 'Leading Together' conference in May to encourage working together and leading change, school improvement plan reviews have taken place throughout the session and staff are now using HGIOS 4 as a working document to evaluate their progress at department/faculty level. Furthermore, a number of pupils engaged in an 'improvement walk' in March where they expressed their views before school captains fed back to all staff at a 'Learning Together' session. In addition, a number of school improvement teams are in place encouraging distributive leadership amongst staff and pupils and include a self-evaluation for improvement team, promoting positive learning and ethos team, learning visits/journeys (TLC) team, school identity team and pupil focus groups related to learning improvement across our school. We know that these are having a positive impact on student outcomes to an extent due to the following:

- Staff are engaging in professional discussion about improving learning and this is beginning to challenge assumptions – SMT learning visits provides some information to suggest that most teachers are considering strategies to further improve learning
- Pupil views from the pupil 'improvement walk' in March has had a positive impact on improved displays around the school showing examples of pupil work to further motivate and reward young people – 'You said, we did' approaches can be seen across the school (Pupil views)
- Minutes of meetings from staff professional discussions provides information that they are based on reflection and self-evaluation rather than purely business matters – information suggests that good practice is being shared amongst staff more regularly (Staff views)

Next Steps: (What are we going to do now?)

- Further embed our rigorous and systematic approaches to self-evaluation for school improvement
- Systematically develop our approaches to further involve young people in self-evaluation for school improvement
- Systematically develop our approaches to further involve parents/carers in self-evaluation for school improvement
- Use Learning Together sessions (staff meetings) to share good practice across the school to improve learning
- Use SLT (SMT & PT meetings) to reflect critically together as a team of school leaders to improve our leadership of change

Pupil Equity Fund

There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.

Allocation and 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, senior members of staff, principal teachers and other partners from across our community. 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.

Next Steps:

- Create a team of staff to focus on supporting PEF and young people involved
- Develop understanding of staff as they have responsibility for contributing to closing the gap and raising attainment for all
- Consider, agree and implement a range of effective strategies/initiatives to raise attainment in line with PEF
- Consider, agree and implement a range of effective strategies to further engage parents/families in line with PEF
- Consider, agree and implement a range of effective strategies/initiatives to be able to measure our success

Key priorities for improvement planning next session
This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

As a result of our self-evaluation and following consultation with staff, pupils, parents and other partners and in line with the national improvement framework (Scottish Government) Chryston High School has identified the following school improvement priorities for session 2017-18:

1/ Improvement in attainment, particularly in literacy and numeracy

All young people in our school will have improved attainment and achievement with a particular focus on literacy and numeracy

Improve tracking of progress in the BGE to monitor the attainment of young people to support and intervene with regard to their learning to quickly and effectively overcome any barriers ensuring continuously improving attainment and achievement

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

Improved parental engagement with particular reference to PEF to further support young people to improve their attainment, attendance, engagement, inclusion and participation

Implementing a specialist team of staff to work directly with young people in the BGE (FME) to ensure that they are fully supported in school and in their learning – pupils will have improved attainment, attendance, engagement, participation and they will feel more included in their learning

3/ Improvement in children's and young people's health and well-being

Learners will be further supported through our Pupil Support structure in line with Getting it Right for Every Child and throughout our curriculum and all school activities – young people will feel safer, happier, achieving, nurtured, active, respected, responsible and included

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

At their appropriate exit point (on leaving school) all learners will enter into a sustained positive leaver destination that is relevant and appropriate for them whether it be higher/further education, employment or further training.

What is our capacity for continuous improvement?
This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:
- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

Staff across the school are committed to improving the quality of our work. We are further establishing and embedding a range of methods and strategies for reviewing and evaluating the quality of our work and in order to ensure validity, these methods are derived from a full range of quantitative and qualitative measures which include:

- Rigorous use of data on attainment, attendance and exclusions
- Annual in depth analysis of INSIGHT at faculty and whole school level
- Annual review meeting with our link Education Officer and CIO and extended support team
- Staff engage in high quality, continuous professional discussion to lead change and share good practice
- Effective tracking and monitoring systems which check the progress of individuals
- Questionnaires/surveys issued on a regular basis to a range of stakeholders across our school community
- Pupil focus groups provide effective feedback to faculties on their experience in classes and courses
- Staff make effective and intelligent use of HGIOS 4 QIs, prompt and challenge questions throughout the session to evaluate whole school and faculty improvement.

Assigning levels using quality indicators
School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.

NIF quality indicators

Quality indicator	School self-evaluation	HMIE Inspection evaluation *(if appropriate)*
1.3 Leadership of change	**4**	
2.3 Learning, teaching and assessment	**4**	
3.1 Ensuring wellbeing, equity and inclusion	**3/4**	
3.2 Raising attainment and achievement	**4**	

Additional Quality Indicator
It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.

Quality indicator	School self-evaluation
1.1 Self-evaluation for self-improvement	**3/4**