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**August 2019**

**Guidance on completing the School/Centre Improvement Report**

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How Good Is Our School? 4th edition (HGIOS? 4) and/or How good is our early learning and childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council’s ‘Aspire’ priorities.

The report should be written using evaluative language.

A copy of the completed SIR must be submitted to the authority by no later than Monday 27 August 2018. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents,

carers, staff etc.

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***The National Improvement Framework’s 4 key priorities*** *are****:***

*- Improvement in attainment, particularly in literacy and numeracy;*

*- Closing the attainment gap between the most and least disadvantaged children;*

*- Improvement in children's and young people’s health and wellbeing; and*

*- Improvement in employability skills and sustained, positive school leaver destinations*

*for all young people*

***The 6 key drivers of improvement identified by the NIF*** *are:*

*- School leadership*

*- Teacher professionalism*

*- Parental engagement*

*- Assessment of children’s progress*

*- School improvement*

*- Performance information*

***North Lanarkshire’s Aspire priorities*** *are:*

*- Improved economic opportunities and outcomes*

*- Supporting all children to reach their full potential*

*- Improving the health, wellbeing and care of the communities*

*- Improving relationships with the communities and the third sector*

*- Improving the council’s resource base*

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| **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.* | | | | | |
| **St Ambrose High School (Roll 1312 FTE)**  St Ambrose High is a six year RC comprehensive school co located with Buchanan High ASN and Townhead Community Centre in Coatbridge, North Lanarkshire.  The school has five associated primaries two of which are in Glasgow City boundary  St Bartholemew’s NLC  St Augustine;s NLC  St Kevin’s NLC  St Francis of Assisi Glasgow GC  St Bridget’s Glasgow GC  In session 18-19 the primary 7 intake totalled 258. Sixty seven of these pupils came as result of placing requests. This benefits the overall ethos but does lead to a very complex transition process. The school is truly comprehensive as can be seen from its data zone profile and from the extent of the catchment. The school’s free meal entitlement is 10.1% and clothing grant is 12.9%  Our school’s vision and mission statement gives voice to the Gospel values which are central to the school and these provides the foundations for our work in supporting our young people on their faith journey.  School improvement is bedded in the 4 priorities of the National Improvement Framework and focuses on the six key drivers to advance its progress. It is re assuring to see that these fit naturally with Education & Families articulation of its key priorities in the coming year.    The school received £73,200 from Pupil Equity Funding in 18-19 and this is has been used to consolidate interventions strategies targeting identified need and disadvantage. PEF, together an allocation of 1.4 FTE through the Scottish Attainment Challenge, has helped to drive forward work in literacy, numeracy and health and well-being.  The school has lived an extremely challenging period particularly in the Spring and summer term 2019 due to health and safety concerns associated with the site of the campus. This thrust the school into the national spotlight and this has proved to be a very unsettling, worrying period for pupils, their families and for staff. | | | | | |
| **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: Improvements in Literacy, Numeracy and Health and Well Being** | | | | | |
| NIF Priority  Improvements in attainment  NIF Driver  School Improvement | | HGIOS? 4 QIs  QI.3.1, 2.3 1.5 and 3.2  NLC Priority 1,2,3 | | | |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   |  | | --- | | Improvements in literacy and numeracy remain a key focus of activity across the school.  S1 pupils continued to receive an additional period weekly focused on enhancing the development of their literacy skills across the curriculum. This was delivered by English teachers and teachers from other curriculum areas. Pupils worked on improving their skills in reading for understanding, analysis and evaluation. The literacy period also included a six week project, designed by the school librarian, learning about information literacy. Its aim is to reinforce the teaching of reading for information across the curriculum and focuses on developing skills in research, note-taking, source evaluation, and use of a bibliography. To further support the work of Read Write Inc. Fresh Start, Complex Speed Sounds as well as Subject Specific Vocabulary Posters were received from NLC in January and are now displayed in every classroom. A whole school reading policy has also been created, in clear alignment with NLC's Secondary Literacy Across Learning Action Plan, taking cognisance of reading strategies used in different curriculum areas. It is scheduled to be launched in August 2019 and reviewed in May 2020. This includes the school's commitment to encouraging and fostering a culture of reading for pleasure led by the Librarian, and supported by the English Department, in order to match with NLC's initiative Read to Succeed and The First Minister's Reading Challenge.  North Lanarkshire Council’s “Read to Succeed” initiative was successfully delivered in the school. All S1 pupils experienced an author talk at the start of the year. Feedback from pupils was positive and pupils continued to ask for these authors’ books throughout the year. This initiative augments our long standing reading programme, where for many years all S1 and S2 pupils have had a weekly reading period. Data from evaluation of our S1 reading programme highlights pupils increased reading as a direct result of their visits to the library, where they can access many relevant and contemporary novels.  All SfL teachers were trained in the delivery of Read Write Inc. WI Fresh Start and they, in turn, supported 26 S2 pupils who had been identified as in need of support in S1. Two groups ran using an extraction model. An attempt was made to YARC retest all reading ages of the group in June 2019. Every pupil who was present was tested and each of them had an improved reading age in at least one of the three reading areas being assessed.  Commitment was made in the SfL Improvement Plan to further develop pupils' literacy skills technology. A license for the ICT resource IDL (Indirect Dyslexia Learning) has proved an effective tool in supporting the reading and spelling abilities of dyslexic and non-dyslexic pupils. C-Pens were purchased using the PEF budget. These provide a guide light when the pupil scrolls along text and have the facility of reading the text aloud. They also have a built in dictionary so they can highlight one word and it gives a definition. Results have shown an improvement in reading and spelling ages of pupils who used the software    **Data sharing and data analysis has been used more effectively in the junior phase to impact on literacy and numeracy levels and general progress.**   * SEEMIS variation reports have been generated to identify pupils who are not demonstrating a consistent approach to learning. These have been shared with Pupil Support staff and used at key transition times (e.g. S2 into S3 subject decisions or S3 national qualification decision making) to help facilitate frank discussion around interventions, next steps and pathways for young people. * Tracking pupil progress from P7- S3 has adopted a more joined up approach and this will be further enhanced through the use of SNSA information as this data becomes more robust.   The newly established NLC Dashboard (Oct 2018) has facilitated more detailed comparisons to be made between teacher judgments, virtual comparator data and scores based on SNSA data (the broad sweep of this not-withstanding in session 18-19). Scores resonated well and lent weight to the levels of professionalism of teaching staff with regard to professional judgement. SNSA S3 data for 18-19.  The trend in the % of S3 pupils achieving level 3 or above (based on teacher judgements) by the end of S3 since 2017 compare favourably to the NLC average as shown below  As part of the PEF funding, Sumdog, a game based numeracy program, was purchased for S1 and S2. Many classes used this as part of their learning but a group of 12 S1 pupils were identified as having particular struggles with numeracy. Sumdog was used as a tool to provide targeted support. These pupils were originally tested to get their numeracy working level. This ranged from the very start of early level to nearly having completed first level numeracy. Sumdog then set the pupils questions at their CFE level, gradually progressing, and would not move on until it was confident the pupil had achieved the outcome. Tracking results were fed back to the class teacher who used the data to see where particular pupils were struggling so that they could provide re in-enforcement. At the end of the year the pupils were tested again and all pupils bar one had progressed well, some over a full CFE level. These pupils be will closely monitor their progress through second year.  Next year as part of the PEF funding a programme called Numeracy Catch Up will be used in a similar way. This is more of a one to one learning experience. Pupils will be extracted for just 15 minutes, twice a week and work with a dedicated teacher. Pupils will start by doing a MALT assessment to establish their numeracy working age. From this they will work through a program of numeracy exercises with the teacher progressing when scores show that they are comfortable with each outcome. Summative assessment will be undertaken at the end to establish their new numeracy working age and to see the impact the software has had.  **HEALTH AND WELL BEING**  Underpinning all work and as part of ethos, endeavours to support the health and well-being of young people have advanced considerably during the session. The findings of the national review of PSE are having a bearing on the structure and content of PSE programmes. The loss of tutor time with the introduction of the 33 period week has been supplemented in a variety of ways notably through junior phase programme during May 2019 with a focus on the following:   * Steps to Success * Online Safety * Mental Well Being * Citizenship   The school has benefitted from the clear guidance and support of the Scottish Catholic Education Service in addressing the LBGTi agenda and ensuring that the appropriate supports are in place for young people and their families. DHT Pupil Support led staff INSET (February 2019) to set in context how our work in this area should harmonise with work in supporting all protected characteristics. This presentation was also delivered to Parent Council and the school Chaplain.  The school has adopted a pro-active approach in addressing concerns re. increasing mental health issues in young people. During the session all S1 pupils took part in a block of activity around the theme of Healthy Minds, Health Bodies. This programme was drawn up and delivered by two key staff members – one a qualified Psychology teacher and the other trained in cognitive behaviour therapy approaches. As part of a drive to improve attainment and pupil confidence a mentoring programme led by a Psychology teacher was introduced into S5. Nine S5 groups took part over the course of the year, varying in size from 2-8 people. These groups were selected based on tracking and monitoring information, S4 results, and pupil support referrals. The content varied by group to meet their needs, but generally 4 topics were covered – study techniques, time organisation, exam stress and sleep hygiene. Pupils provided evaluation at the end and consistently commented on how it made them focus on how they studied (rather than just when or doing it in the same way for every subject), and that the process made them feel much more organised. Many also commented on how the small group setting worked for them and they felt they learned more about their individual studying techniques than they had done in PSHE.  The school has responded to changes in CAMHs provision by increasing counselling support from the private sector, This has been possible due to the work in securing an effective NLC wide procurement. The ongoing deployment of SAC attainment mentors has made a significant contribution to tackling barriers to learning and so improving the life chances of a significant group of young people in S2 and S3. The school is committed to retaining this form of intervention using the flexibility in SAC spending in the 19-20 budget.  The effects of Solihull training are clearly evident in house and professional learning (Feb 19) to develop staff understanding of adverse childhood experiences has helped to cultivate an increasingly effective nurturing culture. The concept of a ‘trauma lens’ has been introduced to assist staff in their thinking.  A nurture room has been established and boxhall profiling has been undertaken to identify S1 pupils who then took part in a nurture group within the timetabled week. The composition of the nurture group changed during the year (i) where there was clear evidence of progress (ii) to support pupils who were struggling with the demands during the Autumn term. |   **Next Steps: (What are we going to do now?)**   * *Participation of cluster approach to assessment and moderation via cluster discussion and professional learning networks which will contribute to effective assessment and moderation* * *Extend nurture schemes and cultivate the nurturing philosophy further* * *Continue to drive to improve H & WB with a focus on mental health and well being.* * *Work toward a whole writing policy* * *Improve numeracy levels, for targeted pupils* * *Review and update PSE programmes in line with national PSE review* * *Re -ignite the pastoral role of the tutor teacher and tutor time.* * *Enhance staff professionalism to address additional support needs and protected characteristics* | | | | | |
| **School priority 2: Improvements in Attainment, Achievement and Employability** | | | | | |
| NIF Priority Closing the attainment gap, Improvements in employability and positive destinations  NIF Driver Performance information, School improvement | | | | HGIOS?4 QIs 2.2, 2.3 ,3.2,3.3  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?)  The rationale for the curriculum remains firmly embedded within the school’s catholicity and learning experiences are designed to support the spiritual, emotional, academic and physical well-being of young people. The curriculum framework promotes high expectations of attainment and achievement, service, leadership and securing positive destinations.  Insight data of attainment figures for the school from the previous session reflect a strong and consistent performance across all performance indicators. Insight data from September 2018 was extremely positive and demonstrated clearly that the school was performing above its virtual comparator in terms of ‘Attainment for All’ and in ‘breadth and depth’. SIMD data showed that the school continues to ‘close the gap’ for its students.  Pupils in S4 studied 7 subjects as national qualifications as part of their learner journey. However changes to the structure of SQA qualifications (removal of units) led to the creation of a revised presentation policy for session 18-19. The opportunity for pupils to follow a unit only approach at National 5 has resulted in to a changing pattern in NAT 5 results (see below in school and across NLC) in the most recent publication of SQA results (August 19). It is important to bear in mind that pupils undertaking NAT 5 units only benefit from continuing to secure SCQF tariff points (equivalent to NAT 4) and are potentially better placed to tackle NAT 5 courses in S5 and S6.   |  | | --- | |  | | 2018 | 5+ NAT5 |  | 2019 | 5+NAT5 | | SAHS | 60.5 |  | SAHS | 47.6 | | NL | 41.3 |  | NL | 39.3 |   The 2019 results in S5 and S6 show improvements across all key performance indicators as shown below. Pupils and staff are to be commended for these results and for ensuring that the school maintains a strong and consistence performance trend in attainment over time.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  | |  | % S5 achieving Highers 2018 | | |  |  | % S5 achieving Highers 2019 | | | |  | 1+ | 3+ | 5+ |  |  | 1+ | 3+ | 5+ | | SAHS | 69.4 | 39.2 | 12.4 |  | SAHS | 72.7 | 43.4 | 13.7 | | NL | 56.2 | 32.1 | 11.9 |  | NL | 56.9 | 32.6 | 11.7 | |  |  |  |  |  |  |  |  |  | |  | % S6 achieving Highers 2018 | | |  |  | % S6 achieving Highers 2019 | | | |  | 1+ | 3+ | 5+ |  |  | 1+ | 3+ | 5+ | | SAHS | 78.5 | 47.7 | 34.1 |  | SAHS | 79.4 | 54.1 | 39.2 | | NL | 66.9 | 42.2 | 27.5 |  | NL | 67.2 | 41.1 | 27.3 |   The data above indicates the quality of performance by comparison to NLC averages within NLC  The data below illustrates how the school ranks within NLC for pupils leaving at the end of S6 in 2019.   |  |  |  |  | | --- | --- | --- | --- | | % achieving | 1+ HIGHERS | 3+ HIGHERS | 5+ HIGHERS | | St Ambrose High | 79.4% | 54% | 39.2% | | NLC average | 67.2% | 41.1% | 27.3% | | Rank in NLC of 23 secondary schools | 3rd | 2nd | 2nd |   However the school awaits the release of INSIGHT data for session 18-19 where comparison with the school’s virtual comparator facilitates more in depth analysis of breadth and depth and to be assured that attainment patterns continue to demonstrate that the school is continuing to close the attainment gap by as has been the case in trends over many years.  Progress in advancing senior phase curriculum structures continues to dominate curriculum thinking. A range of opportunities have been created so that curriculum leaders can explore the ever changing menu of SCQF qualifications to create greater flexibility in the senior phase curriculum. The school had the very good fortune to be invited to front the Skills Development Scotland National Foundation Apprenticeship Campaign to increase awareness by participating in a national advert campaign.  NLC locality planning has brought a range of new Foundation Apprenticeships on stream and this facilitated an increase in the numbers and range of young people undertaking FA’s as part of their learner journey in the school. The school’s involvement in locality provision gives pupils access to vocational courses and to courses in other schools thus providing greater flexibility in the senior phase.  Progress with Developing the Young Workforce has led to positive outcomes for almost all of our young people entering into higher, further education, modern apprenticeships and the world of work. Individual young people have recently joined NLC’s Winter Leavers’ programme and the nearby Skills Academy. A target is set to increase the % of young people entering positive destinations beyond 95% for session 19-20.  The DYW agenda is gaining greater prominence in the junior phase where employability skills are being highlighted at subject level using the ‘I CAN’ statements.   |  |  | | --- | --- | | POSITIVE DESTINATION | 2017-2018 | | EMPLOYED | 18.7% | | FURTHER EDUCATION | 20.2% | | HIGHER EDUCATION | 49.7% | | TRAINING | 2.6% | | OVERALL | 91.2% |   Courses in the Broad General Education take account of CfE experiences and have been revisited to ensure coverage of benchmarks and embedding of literacy and numeracy. Subject staff are committed to work to ensure that appropriate and effective assessment and moderation underpins the broad general education within the curriculum areas and a number of staff have joined NLC professional networks where work has commenced to ensure consistency in assessment and moderation beyond the confines of the school. This will complement cluster work to bring a shared understanding and agreement of assessment and moderation practice.  Most and, in some areas almost all, S3 pupils are achieving level 3 or above (based on teacher judgements) by the end of S3 during session 18-19 are:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | * 2017 | * 2018 | * 2018 LA Av. | * 2019 | | * Numeracy | * 91.7 | * 90.5 | * 87.9 | * 93 | | * Reading | * 94.2 | * 92.6 | * 86.9 | * 89 | | * Writing | * 95.6 | * 95.2 | * 86.5 | * 89 | | * TalK&List | * 93.2 | * 94.4 | * 89.3 | * 90 |   The STEM agenda has moved on considerably during the year. The school has been part of the SSERC primary cluster programme and this has involved working closely with a member of staff from each primary school, looking at ways to deliver STEM. Science teachers have provided training to staff from three of our primary schools, focusing on the delivery of 1 experience and outcome from all three levels, early, first and second. The feedback from this was very positive, particularly in increasing staff confidence at delivering STEM activities in the classroom. The culmination of this work was showcasing at a SSERC event in February. This work has led to closer collaboration with pupils and staff from Buchanan High, with one member of staff and 3/4 pupils regularly attending the SAHS STEM club at lunchtime.    Attendance figures remained very strong across the years with the school regularly performing above the NLC average as shown.   |  |  | | --- | --- | | St Ambrose Attendance 18-19 | **91.1%** | | NLC average 18-19 | 89.7% | | NLC average 17-18 | 89.3% | | NLC average 16-17 | 90.1% | | NLC average 15-16 | 90.5% |   **Next Steps: (What are we going to do now?)**   * Engage in Locality Curricular Planning to enhance vocational options and employability skills * Take forward STEM agenda within cluster network * Develop closer curricular links with Buchanan High school * Revisit SQA Presentation Policy * Establish closer links with business partners * Improve positive destination figures * Incorporate more opportunities for alternative certification in junior phase * Use SNSA and teacher judgement data to track progress for individuals and for the school from P7 to S3 | | | | | |
| **School priority 3: Professional Learning & School Leadership** | | | | | |
| NIF Priority *Covered by all 4*  NIF Driver School leadership, professional learning | | | HGIOS?4 QIs QI 1.2, 1.3, 2.2, 3.2  NLC Priority Improving the Council’s resource base | | |
| Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)   |  | | --- | | There is strong evidence to illustrate how the school has further developed an inward, outwards and forward looking approach to improve its functioning as an effective learning community.  Staff have been made fully aware of the firmed up Education & Families high level priorities and of the need to look at provision across the service using a ‘*universal, additional, intensive’* lens to the work undertaken. Consultation and agreement (May 2019) of school’s improvement plan priorities and targets for session 19-20 are framed around this structure. A clearer articulation of leadership and remit functions has been undertaken. This is designed to (i) introduce greater responsibility and accountability (ii) develop ‘champion’ leaders (iii) cultivate more research based enquiry and professional learning. It is anticipated that this will help the school to move forward in its practices linked to Q1 1.3 Leadership of Change.  A number of staff have taken opportunities afforded by this ‘*increased permission’* to lead. This is particularly notable in work underway to enhance the already very positive ethos of the school through strategies and approaches which help to build positive relationships and ensure consistency in teacher-staff – pupil interactions. This work is drawing upon a wealth of research based reports which confirm the importance of relationships to learning. A key feature of staff learning and leadership has been in the sizeable and growing number who have undertaken )i) SCEL based work (ii) participation in professional learning networks ( iii) serving in Education and Families working groups (iv) undertaking SQA duties (v) led in house professional learning.  Two key programmes are now underway which are designed to impact directly on learning and teaching.  DIGITAL LEARNING  A working group led by a classroom teacher was established at the start of session to promote the use of GLOW by providing a training and support programme for staff. A group of staff members now function as digital team leads in their own curricular area and through them staff are learning how to use GLOW teams, One Drive and Forms to enhance learning and teaching.  QUALITY IMPROVEMENT FRAMEWORK  A revised Quality Framework has been introduced to assist teachers to become more structured in their approach to self-evaluation of their own practice and that of their department / faculty using QI 2.3 Learning, Teaching and Assessment. Key to this is to enhance pupil voice with regard to their own learning through more effective pupil evaluation tools.  In tandem with this promoted staff are reflecting and evaluating on their own management and leadership function through the use of HGIOS 4 Qi 1.2 Leadership of Learning and QI 1.3 Leadership of Change. The features of highly effective practice and the challenge questions from these QIS have formed the basis of a number of whole school, team and departmental activities. This work is being undertaken to further enhance the leadership capacity of the school and to develop greater collaboration with a clear focus on learning and teaching. At different points in the improvement cycle the key QIs are being used more effectively as the benchmark against which success is measured.  The analysis of the many strands of INSIGHT data is firmly embedded in the work of departments and planning is now underway to capitalise on SNSA data to support the professional judgement of teachers. The release of the NLC Dashboard has allowed the school to reflect and evaluate its performance across a much broader base as required by QI 3.2 Raising Attainment and Achievement. |   Next Steps: (What are we going to do now?)   * Further shaping of the school’s Quality Framework * Build an evidence base to identify, measure and substantiate QI evaluations * Embed Positive Relationships strategies * Extension of the Digital Learning programme to support teachers’ learning and inform methodology * Introduce SEEMIS Progress and Achievement module and prepare for new generation Seemis | | | | | |
| **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  Increased staff awareness of adverse childhood experiences leading to different responses from teachers in their daily business in the classroom.  Staff training on Solihull has had a bearing on culture and ethos and allowed the school to move forward in new ways to promote positive relationships this coming session.  Nurture room now an established feature in the school and nurture support groups are running. The concept of nurture embedding across the whole school and the view that every classroom should be nurturing is accepted.  Significant numbers of staff volunteering to be part of nurturing programmes demonstrates growing commitment and desire to improve life chances.  Significant progress with NLC’s strategy to improve literacy - RW Inc. – extended. This is helped to improve reading ages.  PEF group have embraced the challenges of reducing the cost of the school day.  Next Steps:  Renew GIRFEC focus  Help to build resilience  Tackle issues where poverty creates a barrier to learning and achievement | | | | | |
| **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).* | | | | | |
| St Ambrose High – Improvement Actions 2019-2020  A. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.   1. Improve CFE level achievement by S3 in literacy and numeracy 2. Improve levels of literacy and numeracy NAT 4 and NAT 5 3. Improve the differential between cumulative total tariff points for school and national average especially for key SIMDs 4. Widen opportunities for alternative certification and improved access to the wider curriculum 5. Increase opportunities for interaction between St Ambrose and Buchanan High 6. Take forward the school’s Quality Framework 7. Develop cluster approaches to moderation and understanding the standards. 8. Equity - closing the attainment gap between the most and least disadvantaged children and young people. 9. Improve senior phase attainment for all leavers 10. Allocate PEF / SAC resources to build sustainable interventions designed to target disadvantage 11. Develop effective tracking and monitoring in BGE and senior phase using and interpreting relevant data including SEEMIS 12. Implement intervention strategies to impact on pupil behaviour and commitment 13. Address barriers within the curriculum where poverty could impact 14. Health and Wellbeing- Improvement in children and young people’s health and wellbeing with a focus on mental health and wellbeing. 15. Roll out targeted programmes / courses to support well-being and build resilience 16. Review and update timetabled personal support programmes 17. Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people 18. Improve the quality of interaction with business partners 19. Improve quality, accuracy and timely entry of leavers’ destination data 20. Develop a coordinated approach to DYW in the junior phase 21. Develop creativity and employability through STEAM and digital learning – 22. Targeted approaches to improve outcomes for S4 summer leavers and S5 Christmas leavers 23. Vulnerable Groups- Improved outcomes for vulnerable groups. 24. Enhance staff professionalism to address additional support needs and protected characteristics 25. Renewed focus on GIRFEC principles/policy and the Mental Health and Well Being strategy in the school / E & F context | | | | | |
| **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* | | | | | |
| The need forschool staff at every level to engage in the process of critical reflection and self-evaluation has become much more explicit and is embraced by staff at all levels. They have a shared understanding of the priorities and drivers of the National Improvement Framework. There is recognition and understanding of the new Education and Families ambitions and priorities and the remits of key staff sit well in providing leadership in these areas.  Progress in developing a more holistic and broader based approach to quality assurance has helped to embed reflection and self-evaluation more closely into the work of the school. The voice of learners forms a key component in this and progress is being made in developing effective tools so that you people are able to express their views. The school recognises the need to extend engagement with partners and other agencies and has made a firm commitment to this in the year ahead. This sharpened focus should yield clear evidence of improvement and so assist the school in identifying and understanding the impact of its work.  The Parent Council provides a key resource for communicating with the Parent Forum and the wider community. School staff at all levels use social media to keep pupils/ parents / carers / community abreast of ongoing work. The Site Recovery Group formed in the wake of the independent review which took place in the summer 2019 will contribute to the engagement of parents and other partners in the coming months.  Staff are increasingly adept at using data to improve the evidence base for self-evaluation and impact. That said there is also a sound awareness of the importance of evaluation using soft indicators. Departmental and Pupil Support colleagues are well versed in using INSIGHT and the school is making use of this data platform to a greater depth to support curriculum modelling. Promoted staff have a good grasp of the SCQF framework and this is being about shifts in courses on offer. Competence with Senior Phase Insight will pay dividends as the BGE toolkit comes on stream. SNSA data offers an opportunity to ensure greater consistency in tracking progress form primary to secondary across the cluster given that two associated primaries sit out with NLC.  The recently introduced NLC Dashboard (September ‘18) has already yielded advantage in allowing staff to ‘drill down’ on data. This offers a straightforward and easily manipulated approach to examining key aspects of the work of the school over time. The addition of departmental subject based data will be important  SEEMIS software provides the platform for monitoring and tracking pupils and reporting to parents. This allows key staff to monitor progress of individuals, groups and cohorts on a regular basis and to take action where required. Work is already underway to introduce the new Progress and Achievement module. Parental engagement continues to be of a very high order with high numbers of parent /carers attending reporting meetings (>80%). The school enjoys high levels of participation at parent meetings and the school seizes this as an opportunity to consult with parents through questionnaire. Promoted staff invest significant time is invested in individual face to face discussions with parents / carers / pupils in both a pro-active and reactive way. Endeavours undertaken through PEF and SAC have resulted in more meaningful parental engagement with disadvantaged pupils and their families. | | | | | |
| **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 | **5** | | | |  |
| 3.1 Ensuring wellbeing, equity and inclusion | **5** | | | |  |
| 3.2 Raising attainment and achievement | **5** | | | |  |
| **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.* | | | | | |

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| Quality indicator | School self-evaluation |
| **Q1 1.1**  **Self-Evaluation for Improvement** | **4** |