

School: Ullapool High School

Head Teacher: R McFedries

Date submitted: 6th June 2017

School Vision, Values and Aims:

Aims

At Ullapool High School we aim to build on our strong foundation of care and support for our pupils to enable them to achieve at the highest level they can. We will provide high quality teaching in all curricular areas and support and develop wider opportunities and encourage pupils to participate in these. We want our young people to lead healthy and active lives, now and in the future, and to lead, challenge and support them into positive destinations when they leave school.

Equality Statement

At Ullapool High School we will work with and develop each child to reach their full potential. We seek to maximise opportunities for all our young people regardless of gender, race, sexuality, disability, religious or political beliefs.

Expectation

A big part of our ethos at Ullapool High School is that we expect our young people to be active, positive contributors to the school and its wider community. We will provide formal opportunities for this to happen but also encourage initiative amongst our pupils. We recognise that this positive engagement is a major component in the well-being of the whole community.

Values

Early in 2017 the whole school staff, pupils and parents- led by a visioning group- worked on developing what our community thought were the important core values for Ullapool High School.

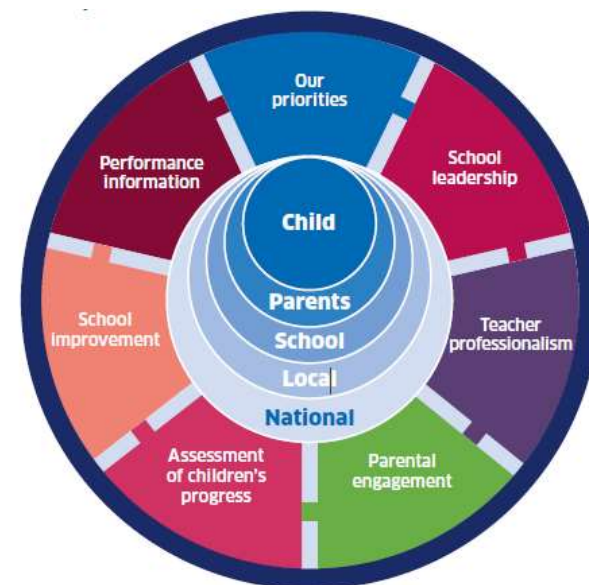
They are: Equality, Respect, Well-being, Ambition, High Quality Learning and Teaching, Community and Environment.

The school motto we agreed was “Ullapool High School-Let’s climb trees”

Summary of Improvement Report/Plan engagement process:

Participants	Engagement details
Teachers and other staff	Throughout year. May 2017 HGIOS?4 returns
Parents	Throughout year. Special reference in May 2017
Pupils	Throughout year.
Other partners	GIRFEC partners. Throughout year. New SFM model discussed and agreed May 2016. New attendance protocol agreed May 2016. SDS service level agreement May 2017.
Associated Schools Group	Regular meetings throughout year. Consultation on PEF from Jan 2017. Tapestry collaboration around Literacy Aug 2016 and on-going

Full details of engagement activities can be found in the school's self-evaluation records.



PART One – Standards and Quality Report referencing your previous Improvement Plan and next steps (complete as appropriate):

Context of the school:

Ullapool High School is a secondary school of approximately 230 pupils sitting in the village of Ullapool. The school itself was completed in 1999, and has been well looked after by the local community. The catchment of the school includes Lochinver, Achiltibuie, Badcaul, Scoraig and Ullapool Primary schools. Some pupils have to travel for over an hour each way to their school every day, there is also hostel accommodation for pupils mainly from Scoraig.

Our last Council visit (Dec 2014) highlighted the following:

The school has an excellent working atmosphere. Pupils respond positively to their work and staff work hard to provide appropriate challenge and support.

Youngsters views are sought about their learning and these views are acted on.

Learning conversations within subjects and guidance, work with youngsters in helping identify strengths and next steps is strong within the school and continues to develop.

Our Key strengths, presented in last year's Standards and Quality Report from the school are identified as:

- The school has a highly positive, caring ethos that pupils, staff and parents appreciate and work hard to maintain
- The school is committed to improving our practice year on year
- Overall, performance of young people at the end of S4, S5 and S6 is well above national averages and better than schools serving youngsters with similar needs and backgrounds
- The school provides rich and varied opportunities for learning both within and outwith the formal curriculum
- The school has very strong links with its parents and the local community

What have we done to close the attainment gap?

The Scottish Government's Improvement Framework for Education has identified 4 key priorities for Scottish Education. Below is a summary of our work in the last year in responding to these priorities.

What have we done to improve attainment, particularly in literacy and numeracy?

Moderation of teacher judgements to ensure consistency, observed lessons to share good practice and a culture of quality assurance to support continuous improvement are a standard feature of our work. This year we have worked closely with Primary schools in the ASG to look at the writing aspect of literacy, allowing us to share standards and also, importantly, allow dialogue between the sectors.

Tracking, monitoring in S1-6 is now implemented and being praised by parents, all pupils see 'three' reports each year and receive appropriate support and challenge early enough to make a difference.

Literacy levels in BGE are appropriate. Literacy results at level 4,5 and 6 are above National average.

Numeracy levels in BGE are appropriate. Numeracy results at level 4,5 and 6 are above National average.

More analysis is available here: <http://ullapoolhigh.highland.sch.uk/images/PDFs/SQR/Plans1617/SQRUHS2016.pdf>

What have we done to close the attainment gap?

We have consulted and completed a list of pupils that we believe to be at risk of underachievement from a variety of factors. All staff are aware of these pupils and appropriate strategies and interventions shared and understood by all.

We robustly analyse all of the attainment and achievement data we hold to identify gaps and trends. Using this we have identified appropriate interventions that we can use the Scottish Government Pupil Equity Funding to deliver within Literacy at the Primary stage. We see this (backed by research) as where the gap can be narrowed most easily, and provide youngsters with the chance to succeed throughout their school careers.

All staff have been tasked to review of departmental courses and practices to ensure they are not exacerbating the gap between those from most and least deprived backgrounds.

What have we done to improve children and young people's health and wellbeing?

We believe that we have good relationships with partners including Social Work, CAMHS, School Nurse, Hostel, Police, Skills Development Scotland, local business, West Highland College, University of Highlands and Islands, the Youth Action Team and our Youth Worker. We are working to make these even stronger.

Our newly established Solution Focused Meeting system allows us to intervene proactively and engage parents and partners in comprehensive decisions to support our young people.

The school's PSE course has been well resourced this session and the lead PT is continuing to refine it to support our young people throughout their six years in school.

Transitions into and out of UHS are well managed- the transition for our most recent S1 cohort was very well received by parents and our ASG schools. Recent positive destinations data suggests that the percentage of our young people moving on to positive destinations is steady at 93%.

We also continue to offer a comprehensive extra-curricular programme- both at lunch and after school- to give young people opportunities to engage in non-curricular activities which enhance their wellbeing, as well as a fantastic array of school trips and outdoor learning opportunities.

We adhere to Highland Council advice about staff awareness raising and training with regards to Safeguarding, Equality and Diversity. We also share information with staff on as soon as we are aware about young people experiencing short-term difficulties impacting on their health and wellbeing and their capacity to engage in learning.

What have we done to improve the employability skills and sustained positive destinations of our young people?

Departments will be embedding "Skills for learning, life and work" into their courses and, as appropriate assess, and support young people to develop their employability skills. New Guidance coursing process features parental meetings as well as strong links with SDS and UHI and its colleges.

Our DYW post holder, together with our Careers Guidance teacher and SDS- meet regularly with partners to identify and share opportunities for our young people to engage in Career Ready opportunities.

The guidance team have further developed profiling and coursing processes at all stages and link in well with SDS and the Colleges to help ensure pathways to positive destinations are well understood and followed.

Our overall evaluation of the school's capacity for continuous improvement:

* We are confident in our capacity for continuous improvement

* We have some concerns about our capacity for continuous improvement

Comment:

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> • Collaborative approaches to self-Evaluation • Analysis and evaluation of intelligence and data • Ensuring impact on learners' successes and achievements 	<p>Every department follows a QA calendar. Every departmental meeting has standing items on teaching and learning as well as closing the attainment gap.</p> <p>Departments and School produce Standards and Quality reports that inform each other. SMT meet with departments to formally go over the SQR, as well as meeting with regard to TLC focus later in the year. The data is also used to inform improvement planning and identify interventions as appropriate.</p> <p>Regular meetings between departmental PTs and Senior Management support departments to deliver the agreed improvements.</p> <p>HGIOS?4 sessions now being given over to departments, as well as school.</p>	<p>Minutes and discussions</p> <p>Each report identifies interventions and improvements that have been put in place in light of previous information gathered. These improvements are monitored and reviewed with senior management.</p> <p>In depth discussions take place with departments as appropriate. Subsequent departmental meeting minutes show that these messages are being taken forward by departments. Staff are reviewing BGE and senior phase attainment data in light of continued high expectations.</p>	<p>Continue to refine and enhance QA processes within the school to lead to informed decisions for Improvement Planning.</p> <p>Staff training- probably at PT level- focused on the analysis and use of data to drive improvement will be delivered in session 2017-18</p> <p>Continue to allow depts. to engage with HGIOS?4</p>	<p>Very good</p>

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community 	<p>Major work this year on values and vision for the school</p> <p>Learning and Teaching policy, Anti-bullying policy, Positive Behaviour policy recently refreshed.</p> <p>Major changes to curriculum re CfE discussed, consulted and implemented</p>	<p>Parent led –visioning group. PSE participation for all pupils. Parent Council and Parent evening participation for parent/carers.</p> <p>Values agreed and ‘brought to life’</p> <p>Updated policies on website.</p> <p>Strong and caring teaching happens across the school. Indiscipline is extremely low. Working party model then out to staff as draft.</p> <p>Youngsters now receive their entitlement to BGE. Access to curriculum in Senior Phase is enhanced, stronger links with Colleges, UHI.</p>	<p>Develop, using school logo and competitions, as well as re-inforce values in day to day context.</p> <p>Refer to, and keep the policies active day to day.</p> <p>Evaluating and monitoring using HGIOS4. Developing use of SPP, Progression Frameworks and monitoring and tacking. Seeking to develop options for other pathways. Plans to develop ‘open’ learning across Highland.</p>	<p>Very good</p>

<ul style="list-style-type: none"> • <i>Strategic planning for continuous improvement</i> 	Strong and consulted pupil body	See minutes	Continue and encourage pupil reps to parent council.	
	Strong and consulted parent council	See minutes plus recent parental survey conducted by parent council Numbers have increased.	Get working groups to take on developments. Encourage participation in School Improvement Planning.	
	All staff have consistently high expectations of all learners	We know this from examination statistics, pupil feedback, parental feedback	We are developing our knowledge and expectations around Closing the Gap, as well as Developing the Young Workforce	
	QA calendar recently agreed and enacted.	All depts. look actively at moderation, tracking and pupil surveys to develop courses. All staff are now contributing to this and evaluate at end of year.	Departments to use HIGIOS 4 challenge questions to reflect and guide developments New format for SMT meetings	
<ul style="list-style-type: none"> • <i>Implementing improvement and change</i> 	School Improvement Planning/initiatives involves working groups from all staff. Then widely consulted.	Staff (as illustrated above) take part in developing these.	Continue to refine model.	

	<p>Depts now report on Standards and Quality.</p> <p>Improvement Plans follow from School Improvement Plan and are named and dated.</p> <p>TLC's and CAT time used with innovation.</p>	<p>Staff are taking on their role in data analysis.</p> <p>Improvement plans guide the work of the school and depts. and are working documents.</p> <p>Recent innovations include peer observation of various learning and teaching strategies.</p>	<p>ASG training introduced</p>	
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Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> 	<p>High levels of attainment</p> <p>Very low levels of indiscipline</p> <p>Lots of extra opportunities with good uptake on visits, trips etc</p> <p>Engaged, professional staff</p>	<p>Above average levels of attainment in all indicators, lowest 20% attain significantly more than National levels</p> <p>Records</p> <p>Website record of activities, profiling</p> <p>Development of new Nationals etc. uptake in training events, engagement with PRD.</p>	<p>Further work required on 'Closing the Gap'</p> <p>Also looking for 'new' opportunities via distance learning for most able.</p> <p>Continue to foster positive relationships (visioning)</p> <p>Further develop the quality of profiling</p> <p>Continue to refresh in line with guidance</p>	<p>Good</p>

<ul style="list-style-type: none"> • <i>Planning, tracking and monitoring</i> 	Use of TLC peer learning model, focussing on specific aspects of teaching	All staff engaged and sharing practice, overseen by SMT	Further develop foci in line with new research.	
	Seeking and acting on pupil feedback	Part of QA and profiling	Continue	
	Moderation of SQA elements positive.	No major issues regarding quality of work at SQA level.	Monitor	
	Developing formative assessment to aid professional judgement (Tapestry)	Good use of formative assessment now needs to transfer to making 'level' judgements in BGE	Three staff training and cascading. Work with ASG to achieve consistency.	
	Senior phase tracking and monitoring implemented last year, BGE implemented in coming year	Positive comments from pupils, parents and staff re the new process.	Work with subject, guidance and SMT to develop intervention strategies.	

Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing 	<p>Strong focus on Health and Well-being through PSE, PE and HE</p> <p>Work with partner agencies, social work, mental health, health are strong and developing</p>	<p>Subject programmes. Adopt-a-chef, participation in Inter-house and other athletics etc, PSE visits. Outdoor learning. Sports Co-ordinator, Young ambassadors.</p> <p>Recent work on attendance protocol has also developed into new solution focussed SLG meeting.</p> <p>Continued participation in Youth Parliament at a high level.</p>	<p>Continue to seek out innovative ways to enhance our curriculum in this area. Develop 'Listen Well', develop leadership etc for S6 and others.</p> <p>Further develop partnership work in this area.</p>	<p>Good</p>

<ul style="list-style-type: none"> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>SMT, Guidance, SfL work closely to ensure we comply with requirements and codes of practice</p> <p>Strong equity statement in our 'vision' statement is evident in practice.</p>	<p>Child's plans, IEP's. Training logs for staff.</p> <p>Ethos of inclusion permeates all work in the school.</p>	<p>Continue to seek and deliver training in these areas for all staff.</p> <p>Visioning exercise in combination with parent council and all pupils.</p>	
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Quality Indicators from How good is our school? (4 th edition) and where appropriate How good is our Early Learning and Childcare?				How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>Attainment at level 4 in both Numeracy and Literacy over the past five years is in the high 90% mark.</p> <p>Attainment at level 5 has improved in 2016 from the 2015 level.</p> <p>Level 6 attainment has improved in 2016 to be above virtual comparator.</p> <p>Our own analysis shows strong performance at level 4,5 and 6 in almost all areas. Young people, on the whole, are achieving a suite of qualifications that enable the next step.</p> <p>Our lowest 20% achieve significantly more than at National and Highland level. Positive destinations remain high.</p>	<p>INSIGHT data shows strong performance in these areas at a level that is usually above our virtual comparator. Improvement noted in 2016 at both level 5 and Higher.</p> <p>Our own analysis shows significant value added at National 5 level. Our Higher results are consistent and strong (3+).</p> <p>See SQR plus whole school analysis.</p> <p>INSIGHT plus whole school closing the gap initiative analysis.</p>	<p>Further improve our tracking, monitoring and intervention programme to ensure highest level of engagement we can achieve.</p> <p>Continue to monitor and develop our results analysis. Further develop BGE profiling and pupil recognition of skills achieved</p> <p>Improved focus on our lowest attaining pupils – seeking new ways to involve families, as well as seeking opportunities for all learners as we work to improve other pathways.</p>	<p>Good</p>

Quality Indicators from How good is our school? (4 th edition)	How are we doing? What's working well for our learners? (what are the features of effective practice in our school?)	How do we know? What evidence do we have of positive impact on our learners?	What are we going to do now? What actions will move us forward? (improvement priorities highlighted in this area)	How would we evaluate this QI using the HGIOS?4/ HGIOELC six-point scale?
<p>2.6 Transitions</p> <ul style="list-style-type: none"> • <i>Arrangements to support learners and their families</i> • <i>Collaborative planning and delivery</i> • <i>Continuity and progression in learning</i> 	<p>PT primary transition and PT SfL attend ASG meetings and visit Primary schools, these have established good working relationships with primary colleagues and other relevant partners. Transition calendar. Bespoke transition needs identified and youngsters receive additional visits from SfL both to Primary and Secondary. Social event, trips etc all feature.</p> <p>PT SfLteacher co-ordinates those identified as having ASN level 3&4 from P6 to ensure that the learner, partners to the plans and parents are actively engaged in the transition process. Bespoke transition packages designed and delivered and then reviewed by parents</p>	<p>Towards the end of November, transition information request is sent to all primary schools. This spreadsheet records; siblings, friendship groups, potential conflict, ASN level, medical concerns, attendance, CSW input, CCF, young carers, army background. The form is returned by mid-January. This information is crucial and informs of all needs including social and emotional and pressures out with school..</p> <p>Pupils requiring an enhanced transition are identified. P6 pupils invited to enhanced transition groups. Pupils visit schools. ASG organise transition activities.</p>	<p>Ensure all ASG cluster schools are aware that transition arrangements can be in place from Primary 6. Discuss at ASG meetings where appropriate.</p>	<p>Good</p>

	<p>Principal Teacher transition works closely with ASN department to ensure they have all information and can build relationships quickly to ensure that social and emotional needs are addressed. ASN key worker arranges additional visits and makes an appointment to meet parents on P7 information evening.</p> <p>SfL and guidance visit Primary schools in late spring.</p> <p>P7 Induction week organised and staff briefed on learning needs-including able pupils before arrival.</p> <p>Guidance teachers strive to meet all learners before every transition; this is usually in the form of an interview/discussion. During these discussions progress can be reviewed and support offered.</p> <p>S3,4/5 are heavily supported through course choice and this links to all previous work on careers and employability skills. S6 are heavily supported</p>	<p>In January the Guidance team plan visits to Primary schools. The visits will be question and answer sessions with all P7s.</p> <p>All Primary pupils attend and are timetabled.</p> <p>Visits to information/experience events such as P+J Careers day, Expo North</p> <p>Parental feedback from meetings- specifically Parent Council feedback is positive around new 'coursing' interview process.</p>	<p>All P7 pupils to follow 'Resilient Kids' programme and for this to be continued in S1 PSE.</p> <p>More work needs to be done within ASG to collect and make relevant Curricular information.</p> <p>Continue to develop career 'visit' opportunities</p>	
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	<p>through UCAS application process and life beyond school.</p> <p>Information evenings are effective as parents are fully aware of the transitions the learners are experiencing and are able to discuss any issues with SMT and a member of Guidance team.</p>		<p>Continue to develop careers info evenings</p>	
	<p>16 plus meetings with SDS, Activity Agreement coordinator. Meeting provide good discussion about support for learners without career plans and those at risk of not achieving or moving onto positive destinations.</p>	<p>Our steadily increasing positive destination figures. Parental feedback, 'alumni talks'</p>	<p>Continue to develop/deepen links with alumni to inform/motivate younger pupils.</p>	

<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Departments continue to offer a wide selection of courses and increasingly these include career focused courses. Our partnership with UHI opens up many other opportunities for young people to create flexible pathways.</p> <p>Staff are beginning to formally engage with the <i>Skills for Learning, Life and Work</i>. These include literacy, numeracy, health and wellbeing and a range of employability skills.</p>	<p>This session we offered courses from UHI and from the Open University. In the BGE we continue to offer electives.</p> <p>Departments plan learning to develop skills and assess these skills as appropriate.</p>	<p>We will continue to work with UHI and any other viable provider to ensure pupils have as many learning pathways as possible.</p> <p>We will continue to improve on the work being undertaken and enhance it through appropriate professional learning.</p>
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<p>2.7 Partnerships – theme 3 Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<p>We invest significant amounts of time in developing and delivering for these partners so that they deliver for our young people. Our Solution Focused Meeting system with Guidance and our close liaison with other partner agencies have improved parental engagement and pupil attendance.</p>	<p>We see a significant increase in engagement from partners.</p>	<p>Resources still do not match need. Significant work required here.</p>
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	We run information evenings to give parents detailed information at key transition points	All curricular transition points, and at point of exit are covered through these events.	Try and development parental engagement through Raising Attainment Home /School post.
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PART TWO – School Improvement Plan

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title	Relevant QI(s) and Theme(s)
Ensure high attainment for all, particularly in literacy and numeracy	QI 3.2 Raising attainment and achievement
Intervening to support learners at risk of underachieving because of socio-economic barriers	QI 1.5 Management of resources to promote equity QI 2.4, theme 3 <i>Removal of potential barriers to learning</i> QI2.5 Family Learning QI 3.1, theme 3, <i>Inclusion and equality</i> QI3.2 theme 4 <i>Equity for all learners</i>
Improving the health and wellbeing of our learners and our community	QI2.1 theme 2 <i>Arrangements to ensure wellbeing</i> QI3.1 Ensuring wellbeing, equality and inclusion
Developing employability skills and supporting our young people into sustained positive destinations	QI3.3 Increasing creativity and employability

Complete a detailed action plan for each of these agreed priorities on the following pages (add more pages if required).

In depth action plan #1

Improvement Priority title: Ensure high attainment for all, particularly in literacy and numeracy

Linked to QI/Theme: QI 3.2 Raising attainment and achievement

Linked to National Improvement Framework Priority (check any that apply):

- 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

Linked to National Improvement Driver (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress

What difference will it make for learners? (what impact do we expect to see?):

Pupils will be better supported to achieve the highest standards in literacy and numeracy and acquire the optimum range of skills, qualifications and achievements to allow them to succeed

Success criteria (how will we know if the change has been an improvement?):

Whole school attainment data- particularly though not exclusively in literacy and numeracy- compares favourably with previous levels and with comparator data provided by Scottish Government.

<p>What exactly are we going to do? (detail of specific actions)</p> <ul style="list-style-type: none"> • We will develop the quality of feedback that we give to young learners and their parent/carers – utilising benchmarks, tracking and monitoring, interventions • Increase understanding of standards in Literacy and Numeracy – TLC and Tapestry groups will share understandings including ‘emerging literacy’ work. This involves close work with the ASG and the new Raising attainment post (PEF) • Revisit and refresh Literacy and Numeracy Policy • Departments to fully engage with new SQA courses and arrangements • Look to update QA calendar to ensure all departments have the chance to follow excellent practice already within the school. • Ensure school is in position to meet the requirements of the 1+2 language agenda • Making Connections-Departments will seek to build further connections within the BGE to enable IDL opportunities • Chromebook roll-out-We will seek and deliver training on Google platform 	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT, PT’s (starting Aug 17)</p> <p>HT, HT ASG (starting Aug 17)</p> <p>HT, PT Maths, PT Eng, working groups (start Nov 17) Depute, PT’s (starting Aug 17) Depute, working group(Starting Oct 17)</p> <p>HT, PT Languages (ongoing) PT’s</p> <p>PT Tech plus departments (ongoing)</p>
<p>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <ul style="list-style-type: none"> • Pupil and staff survey • Evidence from QA report • ASG meetings • Dept meetings/minutes • HGIOS?4 analyses • Literacy and Numeracy policies refreshed 	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT, Depute and PT’s throughout year</p>
<p>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p> <p>Several of these strategies will actually promote equity by empowering all learners. Departments are mindful of equity issues when planning courses and learning opportunities.</p>	

Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)

Teaching and learning remains the core business and professional passion of staff. By making time and supporting improvement in this area this plan is working to support staff wellbeing. We are cognisant of the need to ensure that workload issues are managed appropriately and placed at the heart of the WTA.

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:

WTA, Raising Attainment Home/School teacher(for training)

In depth action plan #2

<p>Improvement Priority title: Intervening to support learners at risk of underachieving because of socio-economic barriers</p>	
<p>Linked to QI/Theme: QI 1.5 Management of resources to promote equity, QI 2.4, theme 3 <i>Removal of potential barriers to learning</i>, QI2.5 Family Learning, QI 3.1, theme 3, <i>Inclusion and equality</i>, QI3.2 theme 4 <i>Equity for all learners</i></p>	
<p>Linked to National Improvement Framework Priority (check any that apply):</p> <ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> ➤ Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> ➤ Improvement in children and young people’s health and wellbeing <input type="checkbox"/> ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> 	
<p>Linked to National Improvement Driver (check any that apply):</p> <ul style="list-style-type: none"> ➤ School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children’s Progress <input checked="" type="checkbox"/> 	
<p>What difference will it make for learners? (what impact do we expect to see?):</p>	
<p>Success criteria (how will we know if the change has been an improvement?):</p>	
<p>What exactly are we going to do? (detail of specific actions)</p> <ul style="list-style-type: none"> • We will improve the effectiveness of our monitoring and mentoring of senior phase pupils at risk of underachievement. • We will continue to develop our data collection and distribution under the ‘CTG’ agenda and continue to ask departments to report on this. • We will work with ASG to make a difference at the earliest opportunity via Raising Attainment Home/school teacher 	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT, Guidance, PT’s (Sept 17 -)</p> <p>HT, PT Maths (June 17 -)</p> <p>HT, HT ASG (June 17-)</p>

<p>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <ul style="list-style-type: none"> • Guidance and SfL reports • Evidence from CtG report • ASG meetings • Dept meetings/minutes • HGIOS?4 analyses 	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT, Guidance, SfL (monthly)</p> <p>PT Maths (Aug 17-)</p> <p>HT (Aug 17-)</p> <p>Depts (termly focus)</p>
<p>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p>	
<p>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</p> <p>Staff are very supportive of the national Equity agenda. People given responsibilities have already confirmed that they have the time to carry these out. Open communication allows for the easy raising of wellbeing and workload concerns. The Extended Management Team will monitor this throughout the session.</p>	
<p>Expected resource needs (including costings if applicable): WTA, Raising Attainment home/school teacher.</p>	

In depth action plan #3

Improvement Priority title: Improving the health and wellbeing of our learners and our community

Linked to QI/Theme: QI2.1 theme 2 *Arrangements to ensure wellbeing*, QI3.1 **Ensuring wellbeing, equality and inclusion**

Linked to National Improvement Framework Priority (check any that apply):

- 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

Linked to National Improvement Driver (check any that apply):

- School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress

What difference will it make for learners? (what impact do we expect to see?):

We will continue to demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. We will endeavour to show the quality of our work by achieving Right's Respecting Schools status

Success criteria (how will we know if the change has been an improvement?):

- Pupil Survey and discussions show that our young people feel:

SAFE- in school, in the community and online

HEALTHY- physically and mentally

ACHIEVING- in school and beyond pupils have meaningful opportunities to attain and achieve in line with their skills, interests and future plans

NURTURED- respected as a young adult and given opportunities to develop as such

ACTIVE- physically, intellectually and in terms of personal development

RESPECTED- treated with respect and dignity at all times and listened to and consulted with on decisions which affect them

RESPONSIBLE- pupils feel able to participate responsibly in political, economic, social and cultural life.

INCLUDED- supported to overcome the social, economic, cultural and personal barriers that prevent them from accessing education and wider society. Also, that they are accepted, regardless of their differences and the recognition that each, regardless of their differences, can make a valuable contribution to the community.

<p>What exactly are we going to do? (detail of specific actions)</p> <ul style="list-style-type: none"> • Continue to seek improved methods and processes for working with partners • Revisit and refresh Health and Well-being policy • Regularly review pupils deemed to be at risk with staff and partners • Develop leadership at all levels within the pupil body, but particularly in S6 • Initiate work on becoming a Rights Respecting School 	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT, Guidance, SfL (ongoing) Depute, working group(start Jan 18) HT, SfL, Guidance (ongoing) HT plus member of staff (June 17-) HT plus working group (Sept 17-)</p>
<p>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <p>Continued development of SFM model</p> <p>Fortnightly meetings-referencing all data, including absences, T&M etc</p> <p>Set up Leadership opportunities and create environment that is conducive to this</p> <p>Make links with UNICEF, set up working group</p> <p>Health and Well-being policy refreshed</p>	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>HT (ongoing)</p> <p>HT, Guidance, SfL (ongoing)</p> <p>HT plus staff member (June-ongoing)</p> <p>HT (Sept 17 -)</p> <p>Depute, working groups (Mar 17)</p>
<p>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p> <p>We believe that these projects enhance equity opportunities.</p>	
<p>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</p> <p>Work to be undertaken in this plan should refine and improve the effectiveness of what we already do rather than challenge staff wellbeing or engender workload concerns.</p>	
<p>Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate: WTA</p>	

In depth action plan #4

Improvement Priority title: Developing employability skills and supporting our young people into sustained positive destinations	
Linked to QI/Theme: Q13.3 Increasing creativity and employability	
Linked to National Improvement Framework Priority (check any that apply):	
<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> ➤ Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> ➤ Improvement in children and young people's health and wellbeing <input type="checkbox"/> ➤ Improvement in employability skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> 	
Linked to National Improvement Driver (check any that apply):	
<ul style="list-style-type: none"> ➤ School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> 	
What difference will it make for learners? (what impact do we expect to see?):	
Pupils will have the experience, skills and knowledge to move into positive and sustained destinations	
Success criteria (how will we know if the change has been an improvement?):	
Annual positive destination figures for school leavers are ahead of Scottish Government comparator data and are sustained year on year.	
What exactly are we going to do? (detail of specific actions)	Who will lead this? (detail of responsibilities and timescales)
<ul style="list-style-type: none"> • Deliver the expectations of the Education Scotland <i>Career Education Standard</i> document. This will include supporting pupils through the different stages of the Career education journey, delivering the expectations of the document and supporting pupils to engage with the aspirations in the "I Can" statements section • Deliver the expectations of the Education Scotland <i>Work Placements Standard</i> document. This includes delivering the expectations AND range of experiences outlined in the document • Integrate 'My World of Work' inserts for subjects into lessons. • Develop 'My World of Work' ambassador programme 	<p>HT and PT Guidance- plan in place by end of October</p> <p>HT and PT (work experience) - plan in place by end of December</p> <p>PT Guidance</p> <p>Guidance plus SDS</p>

<p>Monitoring and evaluation procedures (how will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report?):</p> <p>Pupil survey, parent survey, survey of partners to this plan and feedback from Guidance staff</p> <p>Departmental survey</p>	<p>Who will lead this? (detail of responsibilities and timescales)</p> <p>Guidance team (Dec 2017)</p> <p>PT Guidance (Mar 2018)</p>
<p>Equity implications: (how will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?)</p> <p>These projects are designed to improve opportunity for all.</p>	
<p>Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)</p> <p>Work to be undertaken in this plan should refine and improve the effectiveness of what we already do rather than challenge staff wellbeing or engender workload concerns.</p>	
<p>Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate: WTA</p>	

APPENDIX 1: Completion advice

This template contains two parts, which should be completed as follows:

PART ONE – Standards and Quality Report referencing previous Improvement Plan and next steps

This is the “Standards and Quality Report” part of the document. In this section you should evaluate where you are with regard to the QIs and themes from *How good is our school?* (4th edition) selected by Education Scotland as being of key importance. Your analysis of these will include analysis of improvements arising from your last School Improvement Plan and will relate to the NIF priorities and Highland Council priorities.

You may have improvement priorities from your last School Improvement Plan which relate to other QIs from *HGIOS?4*. If so add the details in the appropriate section. Note that there is an expectation that schools will have evaluated where they are in each QI included, using the 6-point scale in *HGIOS?4*. Individual themes should not be evaluated in this way.

Note that your self-evaluation should specifically address your progress towards the NIF priorities and local priorities from Highland Council (though of course these will overlap significantly). Please make such comments explicit (i.e. they should reference the NIF priorities directly).

Key priorities identified in PART ONE can be highlighted and then subsequently fleshed out in PART TWO.

Should you have a visit from HMI, the information from PART ONE can be updated then cut and pasted into the self-evaluation document which you would be required to prepare for the HMI visit. If you are using the Highland Council *HGIOS?4* self-evaluation templates (ensuring an evidence-based approach to this self-evaluation activity) you will be able to cut and paste your comments into this document as the columns correspond.

NB – There is an expectation that your Standards and Quality Report will be shared with the school community. Please be sure that you and your staff are happy that what you have recorded in your self-evaluation sheets is suitable for sharing. If you wish to, you could save your self-evaluation sheets as a separate file (so that you have a record) and then edit the sheets in the Standards and Quality Report until you are comfortable with sharing them.

PART TWO – School Improvement Plan

In this section identify key priorities that you will take forward in the forthcoming year’s School Improvement Plan. Give each planned change a title and then complete a detailed action plan for each. It is recommended that schools restrict planning to three main priorities, but depending on local circumstance you may have more than three action plans. If so, simply copy the relevant boxes for completion.

For further advice on completing this document, please contact your Quality Improvement Officer.

APPENDIX 2: Scottish Government’s 3-Step Improvement Framework for Scotland’s Public Services

In considering your Improvement Planning process, it is useful to bear in mind the Scottish Government’s 3-Step Improvement Framework for Scotland’s Public Services. The full document can be obtained from your Quality Improvement Officer.

- Step 1 is ensuring that there is clarity about the vision and strategy for the planned improvement (including understanding of how the change will work and who will drive it).

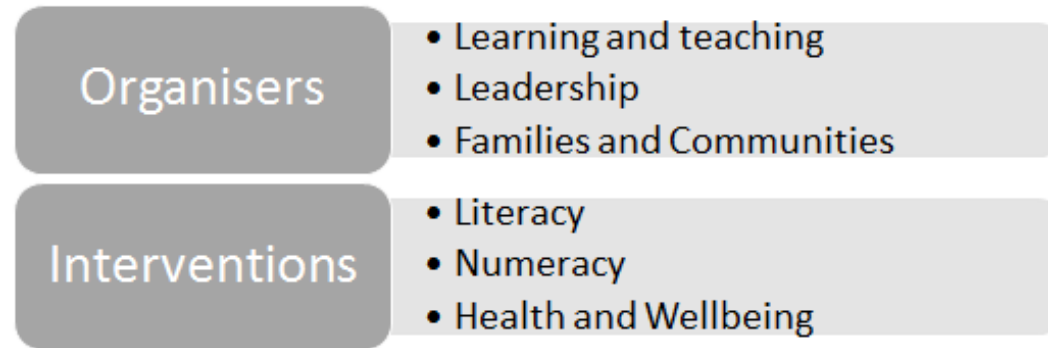
- Step 2 is about ensuring the conditions are right to allow the improvement to flourish. These six questions should be asked of every planned improvement:



- Step 3 is the implementation phase. The focus should always be on the simple formula of aims, measures, testing and changes. The underlying principle in the recommended improvement methodology is “Aim big, start small”.



Incorporating PEF into your SIP: Key points to consider



Aim for a range of activities both within and beyond the classroom.

APPENDIX 4: Frequently Asked Questions

Q: What are the timescales for completion of this work?

A: Your self-evaluation activity should be ongoing throughout the year. In January to March of the session your thoughts should be turning to agreeing priorities for the following session's School Improvement Plan, based on what your self-evaluation is telling you. The Plan should be submitted by the date indicated by your Quality Improvement Officer (currently this will be a date in June).

Q:

A:

APPENDIX 5: Glossary of terms

Attainment	The measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.
Achievement	The totality of skills and attributes embedded within the four capacities of <i>Curriculum for Excellence</i> and developed across the curriculum in school and through learning in other contexts.
Creativity	The process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.
Closing the attainment gap	Working to reduce the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes.
Disadvantage	This is a term used to describe the extent to which children experience socio-economic barriers to their progress. It is commonly measured using the Scottish Index of Multiple Deprivation (SIMD), which was used to determine which schools received Scottish Attainment Challenge funding, or by considering Free School Meal entitlement, which was used to calculate Pupil Equity Funding allocations.
Equity	Treating people fairly, but not necessarily treating people the same. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.
Family learning	This is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage. Engagement with families is going to be crucial in addressing the equity gap.
Partners	Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries. GIRFEC partners are the professional partners you work with who help you to address the GIRFEC agenda (e.g. Educational Psychology service, CSWs, Speech and Language Therapy and so on.)
Pupil Equity Funding	The Pupil Equity Funding is additional funding allocated directly to schools and targeted at closing the poverty related attainment gap. The Scottish Government has committed to this funding as part of the Scottish Attainment Challenge programme from 2017-18. The Pupil Equity Funding forms part of the £750m Attainment Scotland Fund. It is allocated on the basis of Free School Meal entitlement.
Safeguarding	This is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.
School community	This means all children and young people, staff, parents/carers, families and partners who are connected to the school.
Volunteers	This means everyone who contribute to the school's curriculum (in the widest sense) by offering activities and opportunities for children, but who are not employed to do this. Parents running after school clubs or school chaplains offering lunchtime drop-in sessions would be two examples of volunteers.