DEANS COMMUNITY HIGH SCHOOL IMPROVEMENT PLAN

2016 / 2017

School Engagement with the National Improvement Framework

Factors Influencing the Improvement Plan

<u>**School factors**</u>
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*
Flexible early learning and childcare implementation

<u>**Local authority factors**</u>

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Better Outcome agreement
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
OECD recommendations
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
National Qualifications
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update

Our Vision

*In Deans Community High School we aim to create a learning environment where everyone is given the opportunity to **achieve**, **believe** and **celebrate**.*

Our Values

- **INCLUSION**

- **RESPECT**

- **INTEGRITY**

- **COMPASSION**

- **ASPIRATION**

Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

  This year we will focus on parental engagement and collegiate working, whilst continuing to improve our capacity for self-evaluation

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.

  This year we will focus on effective learning and teaching strategies, including effective assessment

- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

  This year we are embedding and evaluating the new senior phase curriculum model as well planning for 1+2 languages strategy

Successes and Achievements

- To ensure the best possible outcomes for all our learners

  This year we are focusing on raising attainment in numeracy and literacy and building on the school's employability strategy

Session	Area for Improvement	Three Year Strategic Plan
		Outcomes
2015/2016	Learning and Teaching	• To raise attainment for all, closing the attainment gap between young people who are the most and least disadvantaged and to identify innovative solutions to further improve outcomes for young people
	People	• To provide, promote, and value learning which leads to a wide variety of jobs, and ensure that all young people have fair access to opportunities
	Vision and Leadership	• To raise attainment through building the capacity of staff and students
2016/2017	Excellence through raising attainment and achieving equity – Self-Evaluation for Self-Improvement and Leadership of Learning	• Improved approaches to collaborative working and stakeholder involvement in self-evaluation and school improvement • Improve shared understanding of curriculum for excellence levels through effective and collaborative moderation of standards
	Excellence through raising attainment and achieving equity – Learning, Teaching & Assessment and Curriculum	• In partnership, develop and implement a whole school Learning & Teaching Policy • Improve collaboration and stakeholder involvement in learning & teaching strategies • Make effective use of assessment in tracking and monitoring within the BGE
	Excellence through raising attainment and achieving equity – Ensuring Wellbeing, Equality and Inclusion, Raising Attainment & Achievement and Creativity & Employability	• Implement Named Person strategy • Build on the existing best practice in working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations

| 2017-2018 | Excellence through raising attainment and achieving equity – Curriculum | • |
| | Excellence through raising attainment and achieving equity – | • |

Priority: RAISING ATTAINMENT ENSURING EQUITY

- **Area for development: Self-Evaluation for Self - Improvement –** Improved approaches to collaborative working and stakeholder involvement in self-evaluation and school improvement

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Pupils, staff and partners are more engaged in the process of self-evaluation to support improved outcomes for learners. Implementation of the new senior phase curriculum is carefully monitored, evaluated and adapted where necessary to ensure learners' needs are being met.	• Devise a planned programme for the evaluation of the implementation of the new senior-phase curriculum to include: ➢ Department links established ➢ Assessment and moderation opportunities ➢ Data analysis ➢ Professional dialogue ➢ Classroom observation ➢ Use of QI Frameworks ➢ Conversations with learners, teachers, parents and partners.	Self-evaluation group All teaching staff Parent Partnership group Stakeholders	August 2016 start Updates throughout the year based on school improvement planning cycle	Supply costs to allow time for classroom observations and conversations	SMT Self-evaluation group Parent partnership group via P Duncan

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
How well do all staff understand their responsibility in improvement through self-evaluation? How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation? How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement? How well do we provide opportunities for staff to be involved in and lead aspects of school improvement? How well do we encourage staff to reflect on and share their own practice?	• Quantitative data is gathered and analysed • People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

How do we know that the changes we have made have improved outcomes for children?	

Priority: RAISING ATTAINMENT ENSURING EQUITY

Area for development: Leadership of Learning – Improve shared understanding of curriculum for excellence levels through effective and collaborative moderation of standards

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Continued opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels BGE and Senior Phase. Enhanced opportunities for students and parents/carers to be involved in the tracking and monitoring of student progress.	• Devise a planned programme for moderation opportunities and tracking and monitoring to include : ➢ Hub and Cluster dates identified ➢ Professional dialogue ➢ Development of Didbook use ➢ Data analysis ➢ Parental reports ➢ Interventions (via SEEMiS) ➢ Student voice ➢ Learner conversations ➢ Feedback	Hub/Cluster HT's/DHT's All teachers Reporting group Students/parent/carers	From June 2016, ongoing throughout the session	Cost for Didbook modification Training for staff on use of SEEMiS interventions and Didbook Training for staff on analysing CEM data	SMT SLT Hub/Cluster HT's/DHT's

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
To what extent do our quality improvement processes lead to improvements in learning and teaching? How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other? How effectively do we share our individual and collective learning across the school? How reliable is our evidence of impact on pupil learning?	• Quantitative data is gathered and analysed • People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Staff engage regularly in professional dialogue, both within their own school and within hubs/clusters, to develop a collective understanding of levels. • Learners regularly engage in in challenging dialogue with others about their learning and progress and use this to set themselves clear targets in learning • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

Priority: RAISING ATTAINMENT ENSURING EQUITY					
Area for development: Learning, Teaching & Assessment – In partnership, develop and implement a whole school Learning & Teaching Policy					

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?

All teaching staff have a shared understanding of what high quality, effective learning and teaching is.
 	
A whole school Learning & Teaching policy is created and implemented.
 	
Learners experience consistently high levels of learning and teaching across the school.
 	
Learners are engaged and motivated.
 	
Learner attainment and achievement increases.
	• Develop and implement a whole school approach to learning and teaching to include:
	
	    ➢ Teacher collaboration
	    ➢ Professional dialogue
	    ➢ Trios
	    ➢ Parental engagement
	    ➢ Student voice
	    ➢ Learner conversations
	    ➢ Feedback
	    ➢ Data analysis
		All teaching staff
		
		Reporting group
		
		Students/parent/carers
			From May 2016, ongoing throughout the session	Time on collaboration days/INSET days	PLC
					SMT
					SLT

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? How well do we communicate the purpose of learning and give effective explanations for all learners? How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How effectively do we involve learners and parents in planning and evaluating learning?	• Quantitative data is gathered and analysed • People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Learning and teaching policy is in place and in use • Trios are established and lead to engagement in professional dialogue • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

Priority: RAISING ATTAINMENT ENSURING EQUITY					
Area for development: Learning, Teaching & Assessment – Make effective use of assessment in tracking and monitoring within the BGE					

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?

Progress of all learners is tracked and monitored to support learners' progress. Students requiring additional support are identified and receive individualised progression pathways. Students, parents/carers and teachers work together to support progress.	• Data is gathered, analysed and used effectively to support learners' progress, including : ➤ Data analysis ➤ Professional dialogue ➤ Development of Didbook use ➤ Mentoring ➤ Parental reports ➤ Interventions (via SEEMiS) ➤ Student voice ➤ Learner conversations ➤ Feedback	Hub/Cluster HT's/DHT's All teachers Integrated Support Team Students/parent /carers	From June 2016, ongoing throughout the session	Time	SMT SLT Hub/Cluster HT's/DHT's

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How effectively do we involve learners and parents/carers in planning and evaluating learning? How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? How effectively do we remove barriers to learning for all young people?	• Quantitative data is regularly gathered and analysed • People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • Discussion takes place between class teachers and the Integrated Support Team • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

Priority: RAISING ATTAINMENT ENSURING EQUITY				
Area for development: Ensuring Wellbeing, Equality and Inclusion – Implement Named Person strategy				
Desired Outcome	**Implementation Process (Actions)**	**By whom?**	**Time Scale**	**Resources / Costs / Training needs**	**Monitoring by whom ? how?**
Relevant senior staff are aware of their roles and responsibilities regarding the Named Person Act.	• Training and awareness raising activities including: ➤ HT, DHT's & PTC's (support) attend training sessions ➤ SEEMiS training	HT's/DHT's/ PTC's (Support)	From May 2016, ongoing throughout the session	Time to attend training/meetings Training for staff	SMT IST

				on use of SEEMiS	
Students and Parents/Carers are aware of the implications for them of the Named Person Act.	➢ Information events/literature for parents/carers ➢ Information events for students ➢ Liaison with additional support agencies	Students/parent /carers			

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)
Can we be sure that all staff guidance is up to date and relevant? How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice? How well do we ensure that all students feel safe, healthy, achieving, nurtured, active, respected, responsible and included?	• Training sessions attendance records • Information events attended / recorded & shared via social media • Feedback is summarised to support self-evaluation • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

Priority: RAISING ATTAINMENT ENSURING EQUITY	
Area for development: Creativity & Employability – Build on the existing best practice in working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations	

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
Teachers, students and parents/carers are aware of career pathways and opportunities available. Students and parents/carers are aware of the support	• Work in partnership with stakeholders including: ➢ HT, DHT's & PTC's (support) attend training sessions ➢ Awareness raising session for Teachers on My World of Work ➢ Information events/literature for parents/carers ➢ Information events for students	HT's/DHT's/ PTC's (Support) Parent Partnership Group	From May 2016, ongoing throughout the session	Time to attend training/meetings Cost for development post	SMT Parent Partnership Group SDS

available with regards to positive destinations.	➢ Engagement with local business/FE/HE ➢ Development post working on WLC Invest in Youth/DYW initiative	Careers Advisor/SDS			
Students and parents/carers engage with the school and Skills Development Scotland. Students achieve sustained, positive destinations.		Students/parent /carers Business Link			

Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)	**Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**
How well are we working with learners, parents/carers, employers, colleges, SDS and other partners to develop an effective approach to careers education which supports them into sustained positive destinations? Do young people make effective use of relevant digital and online resources to help them make informed decisions about future pathways? Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal?	• Quantitative data is gathered and analysed • People's views gathered through surveys, focus groups, ongoing professional dialogues and learning visits • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place

Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
• Continue to work with Cluster Schools in improving literacy and numeracy. Embed Maths Recovery.	PTC Maths & PTC Languages	PTC Maths
• Work with Cluster Schools to continue developing Languages 1+2 national agenda.	Cluster	DHT Support
• Adapt BGE curriculum to ensure all learners receive Modern Languages entitlement. To be in place for S2 choices in Feb 2017.	Curriculum Group	DHT Curriculum