

# ◆ EDINBURGH ◆

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

## Standards, Quality and Improvement Plan for Leith Academy



VALUES

*Success in learning for all  
Mutual respect and caring for others  
Individual needs and development  
Honesty and fairness in our actions*

Standards and Quality Report for session: 2015-2016  
Improvement Plan for session: 2016-2017

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## Standards and Quality Report

### 1. The school in context

Leith Academy was built in May 1991 at a cost of £11 million. It is a community high school with a current roll of 897 and a 6-year comprehensive, with pupils drawn mainly from four associated primary schools: Craigentenny, Hermitage Park, Leith and Lorne. The school has enjoyed a long history of successful learning and teaching. We aim to give an education just right for the age, interests and ability of each young person. An important part of our work is the creation of a positive learning environment and the development of a success culture in which each individual achieves her/his very best. Subjects are offered at different levels and in groups designed to meet the widest possible range of abilities, interests and career prospects. The formal education is only part of the story since we also accept some responsibility for the growth of character and personality in the young people in our care. We realise we are only one of many influences at work on the adolescent of today. However, we see it as our duty to provide, through the curriculum, through extra-curricular activities, through the Pupil Support system and through the general atmosphere of the school, an environment likely to encourage the growth of acceptable attitudes and personal qualities.

## 2. School's self-evaluation

### 1.1 Improvements in performance

Standards of attainment over time	Overall quality of learners' achievement					Impact of improvement plan
<p>The figures for S5 show increases in the number of pupils achieving 3+ and 5 Higher passes, within the new CfE dispensation. The figure for at least one Higher pass has slipped back slightly but is still the second highest in the last six years.</p>						
<p>S6 figures at Higher level show a decline for the year at 3+ and 5+ Highers although, based on this cohort's performance in S4, in terms of those achieving 5+@Level 5, this was not entirely unexpected. The figure for 1+Higher, however, is the highest figure since at least 2005, at 60%. There was, however, a pleasing increase in success registered at Advanced Higher. Presentations increased (47 entries across ten subjects, compared to 20 entries across seven subjects in 2015) with a pass rate of 80.9% (<i>cf</i> the national pass rate of 81.7%). 12% gained 1+ Advanced Higher (Level 7) rising to 14% when those pupils who followed a two-year engineering course at Edinburgh College have their HNC taken into account. Three-year trends, as outlined below, reflect the fluctuating position at a number of benchmarks at the end of S6.</p>						
	<b>2010-12</b>	<b>2011-13</b>	<b>2012-14</b>	<b>2013-15</b>	<b>2014-16</b>	
<b>1+@Level 6</b>	<b>42</b>	<b>48</b>	<b>48</b>	<b>52</b>	<b>54</b>	
<b>3+@Level 6</b>	<b>28</b>	<b>30</b>	<b>32</b>	<b>32</b>	<b>30</b>	
<b>5+@Level 6</b>	<b>17</b>	<b>18</b>	<b>18</b>	<b>20</b>	<b>18</b>	
<b>1+@Level 7</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>12</b>	<b>12</b>	
<p>S4 pupils gaining 5+ National 5 awards also fell back slightly but represents the third highest figure in the last six years. The figure for 2016 was 25% (<i>cf</i> 28% in 2015; 17% in 2014). The new dispensation has continued to result in more individuals in S4, after a one-year course, achieving 1+@Level 5 than was the case with Standard Grades and Intermediates, with 60% in 2016 (<i>cf</i> 64.12% in 2015 and 64.16% in 2014 (Insight figures)).</p>						
<p>Wider achievement continues to be recognised and celebrated across the school with successes registered in the wider achievement and vocational options offered: XL, JET, SkillForce, SQA Leadership, Travel &amp; Tourism, Vocational Languages, Work Experience, etc. Thanks to the hard work of school staff, together with colleagues from a range of partner agencies, focusing on 16+ initiatives, the initial percentage of school leavers in 2014-15 securing a Positive Destination was 91.1% (up from in 90.7% in 2013-14), but with a disappointing follow up-figure of 88.7% (<i>cf</i> 92.9% in 2013-14). The City average for 2014-15 was 92% (<i>cf</i> 93.1% in 2013-14). The school's fall is made up of four individuals who were unable to sustain a positive destination across the period and there were also four leavers who returned to their homelands on the European continent which is not considered a positive destination for the purposes of this exercise. 28.5% of all leavers in 2014-15 were in Higher Education, 28% in Further Education and 29% in employment. Additional opportunities for S5/S6 pupils through Career Ready, QMU and Engineering Academies have continued to be successful. Achievement, commitment and effort across a wide range of activities are recognised at our annual Evening of Celebration. Residential opportunities</p>						

for pupils, both in this country and abroad, also make a significant contribution to pupils' personal development, including the re-introduction this year of a sponsored field trip for S3 pupils in conjunction with Outward Bound.

Pilot testing with the RAFA (Raising Attainment for All) initiative saw staff work with a target group of S4 girls based on an identified need to improve outcomes for that particular cohort. The work had some success in that, of the nine involved, seven secured some qualifications. (Two failed to engage.) These qualifications ranged from 5@Level 5 at one end to 1@Level 4 at the other, with a number of course units also secured including, where appropriate Level 5 at Literacy and Numeracy (see below). Parental support in respect of all participants was particularly difficult to achieve, even with planned contacts outwith both school time and school premises.

In respect of the impact of the Improvement Plan for 2015-16, the following observations can be made on particular areas of focus. There was an increase in the number of pupils achieving Third Level Literacy by the end of S3 (59% in Listening & Talking; 61% in Reading; 60% in Writing). Although there is still room for further improvement (the equivalent figure for Third Level Numeracy by this stage is 79%) progress has been noted and there is a greater shared understanding of standards and benchmarking, etc. (The figures will also reflect the relatively high number of pupils in the school with English as an Additional Language (EAL).) Following work on a revision of their presentation policies, both English and Mathematics faculties registered an increase in pupils in S4 who achieved the Literacy and Numeracy units at Level 5. Preliminary figures show that 39% attained both units at Level 5 (*cf* 25% in 2015 and 25% in 2014). The figures for Level 4 show 78% attaining both units at Level 4 in 2016 (*cf* 66% in 2015 and 72% in 2014). These results bring us closer to our Virtual Comparator. This approach, seeing the particular Level 5 attainment indicator as an aspiration for a particular group of National 4 candidates as well as providing a "safety net" for another particular group of National 5 candidates, better reflects and recognises potential individual achievement as well as contributing to an overall raised performance at this level. The increase in presentations and improved results at Advanced Higher (see above) were also a priority for the session which has shown a positive outcome, again both for individual pupils and the school as a whole.

### **What are we going to do next?**

- Create increased literacy/numeracy core skills groups in the BGE through an extraction process
- Increase faculty-specific provision for highly-able learners
- Better monitoring of and strategic intervention for pupils in SIMD 1-3
- Extend implementation of the RAFA project into session 2016-17 (target cohort to be determined post-SQA exam results)

## 2.1 Learners' Experiences

Learners are motivated, eager participants in their learning.	Learners make good progress in their learning.	Learners know their views are sought and acted upon. They feel valued.	Learners feel safe, nurtured, healthy, achieving, active, included, respected.
<p>Staff have opportunities through trios to reflect on and share their practice which has supported them to enhance the quality of learners' experiences in their classrooms.</p> <p>Staff use self-evaluation effectively to review progress and impact on learners through faculty improvement planning approaches. Teachers' use of high quality ICT is continuing to enhance learning. Learners' experiences are enhanced through a wide range of opportunities to achieve beyond the classroom: local and international excursions and field trips.</p> <p><i>(This has been evidenced through: trios; PT/SMT observation; attendance at Supported Study; pupil focus groups; sign-up for additional activities (eg Debate Mate, Model UN, Mandarin Club, Diversity workshops, excursions); Career Academies internships; QMU Academy participants; iPad roll-out; skills posters; log books.)</i></p> <p>Staff are very aware of the school's key priorities for learning and teaching (eg AifL approaches and with a focus in 2015-16 on questioning and skills development). This has started to impact on the consistency and quality of learners' experiences. The school has planned CPD well to support the effective implementation of questioning and skills development, using a variety of approaches to do this. Key adult discussion of S1-S4 reports is having a positive impact on learners' progress. A Wider Achievement monitoring system has afforded the opportunity to better recognise this aspect of learning.</p> <p><i>(This has been evidenced through: M&amp;T reports; M&amp;T target-setting with pupils; key adult tracking sheets (S1-S4); parental returns to reports; faculty reviews; pupil focus groups; Insight data; RAFA project.)</i></p> <p>Pupil Voice has been enhanced, through the Pupil Council, to take into account within the improvement planning process and used to improve the school. Key adult discussion of S1-S4 reports is a further opportunity for young people to express their views.</p> <p><i>(This has been evidenced through: feedback from S2 bullying survey; faculty approaches to surveying views; notes of pupil focus group meetings shared with staff; classroom observation; initiatives (eg MVP, Politeness &amp; Respect Drive, litter pick-up) in response to pupil views.)</i></p> <p>Young people are actively involved in peer education and mentoring schemes, such as Alcolols, SQA leadership, prefecting, paired reading, classroom assistants, volunteering in The Centre, mentoring/buddying (including new EAL enrolments), MVP. Within school seniors have co-ordinated entirely the school's Christmas production, leading younger pupils. Beyond school S3 pupils have contributed to and benefited from involvement in an intergenerational project in the community. The school promotes an ethos of respect and inclusion where young people feel safe (84% agree/strongly agreed in the most recent CEC survey) and cared for (72%). (The 2016 parent/ carer survey saw 89% of respondents agree/strongly agree that their child feels safe at school.) Overall young people enjoy learning at school (78%) and feel that they are treated with fairness and respect (84% staff:pupil; 75% pupil:pupil). (87% of parents/carers state that their child is treated fairly.) Young people enjoy positive relationships with staff.</p>			

*(This has been evidenced through: feedback from S2 bullying survey; Nurture approaches by the SRP/The Centre; variety of groups in existence (eg Polish boys' and girls' group; transition groups; Old's Cool, Leithers Don't Litter); participation in events (eg school show, Diversity); school's work with LGBT to highlight and raise profile; S6 buddying; SQA leadership activities (eg coaching through Active Schools); Involvement of Barnardo's and MY Adventure in working with challenging/vulnerable pupils; CEC biennial self-evaluation exercises with pupils and parents.)*

### **What are we going to do next?**

- Review the BGE to better incorporate the skills agenda
- Review and enhance shared classroom experience (within the Faculty review process) to tie in with *HGIOS?4*
- Target intervention using evidence from new post-prelim database in S4-S6
- Ensure staff engagement in learning conversations regularly and before target-setting
- Better capture Pupil Voice in more formalised ways as it pertains to learning & teaching
- Review and extend young people's involvement in Mentors in Violence Prevention (MVP)
- Continue to develop the work necessary to obtain LGBT Charter of Rights status for the school
- Engage with a variety of stakeholders to further underpin SHANARRI indicators (eg ELREC (bullying and equalities), *See Me* and RAFA)

### 5.3 Meeting Learning Needs

Tasks, activities and resources	Identification of learning needs	The roles of teachers and specialist staff	Meeting and implementing the requirements of legislation
<p>The school meets young people’s learning needs very well. Staff keep well informed about young people’s need and take effective steps to meet these needs. Almost all young people make appropriate progress in learning. Staff across the school are committed to young people’s welfare and achievement. They work hard to ensure that they meet the needs of every young person, including the most vulnerable. Lessons are well planned, move at a good pace and are appropriately challenging. Most staff adapt teaching approaches to suit individual learning needs. Staff take account of individual and group needs in planning tasks, activities and resources used in classes. Young people who require additional support are very well catered for. This includes support sessions outwith class time and extra support to prepare for national examinations. Staff know and care for the young people very well (71% of parents/carers agreed/strongly agreed with this). Almost all teachers plan lessons effectively. Strategies have been put in place at a whole-school level to cater for highly able learners. Good lunchtime provision provides vulnerable learners with a nurturing environment and increases their confidence.</p> <p><i>(This has been evidenced through: observation and reflection on learning and teaching: matching learning opportunities and support to the range of learning needs (carried out through faculty reviews, MLN audit, SCE undertaken by CLs, trios (peer observation)); sampling with individuals and groups of learners: the quality of support and challenge in tasks and learners’ responses (carried out particularly through the MLN audit); twilight CPD sessions on dyslexia, EAL, etc; involvement with the University of Edinburgh research programme on inclusive pedagogy.)</i></p> <p>There is effective communication between SfL staff and class teachers. Pupil Support staff liaise closely with primary colleagues to ensure a smooth transition from P7 to S1. Pupil Support staff are proactive in seeking expertise from other professionals to ensure individual needs are assessed and effectively met. SEEMiS has been enhanced to allow class teachers to more easily recognise pupils with additional needs. Approaches such as the nurture programmes in The Centre and counselling, together with input from Barnardo’s and <i>MY Adventure</i> are better supporting young people with social, emotional and behavioural needs.</p> <p><i>(This has been evidenced through: observation of learning and teaching (especially through pupil trails within the MLN audit); information, via the electronic Pupil Support Bulletin, for staff on learners with ASL needs; minutes of departmental meetings/Pupil Support Group (PSG); regular sharing of information re assessment evidence and its use by staff to identify the needs of all learners; meetings with parents/carers; GIRFEC - assessment of needs evidence and Child Planning Meeting minutes.)</i></p> <p>Almost all staff recognise their own role in supporting young people and in particular those who are most vulnerable. Staff work well with a broad range of support agencies which make important contributions to young people’s development. (This includes the in-school role of The Centre.) Staff participate actively in initiatives led by other agencies to enhance the development of learners. (Work alongside the Growing Confidence team has allowed for higher priority to be placed on supporting young people’s mental and emotional wellbeing.) SfL staff have an in-depth knowledge of young people’s learning needs. They use this to improve the life chances of any young person who requires additional support. There is effective partnership working which targets and addresses the needs of individuals and groups of learners (PSG every two weeks). The school works extremely well with a range of partners, including parents, to prevent concerns arising.</p>			

*(This has been evidenced through: Information, via the electronic Pupil Support Bulletin, for staff on learners with ASL needs; minutes of Child Planning Meetings/Pupil Support Group meetings/16+ meetings; meetings with parents; the role of specialist staff in meeting learning needs, including visiting teachers, specialist staff and relevant staff from partner agencies (eg health professionals, epilepsy nurse, physiotherapist); quality and effectiveness of procedures for the placement of children/young people, including shared or part-time placement in provision outwith the school; In-school provision from The Centre; input from EAL staff/counsellor/Ed Psych/SDS; 'Teenage Brain Training' for staff; specialist training for PSAs to improve their effectiveness in working with individuals and groups of learners; SLWG on Behaviour Management (with Centre, PSA representation).)*

Child's Plans are of a high quality, and regularly reviewed, ensuring their needs are well met. Issues identified, within a CEC self-evaluation exercise, with ASN pupils with a disability, were addressed through pupil focus group work and assemblies. The school is continuing to develop its approaches to planning support, and to improving the pace and the level of challenge in learning for young people. There is an increased focus on the attendance and attainment of LAC pupils. The 16+ group is working effectively with the most vulnerable in danger of not securing a Positive Destination. There is increased work with Young Carers.

*(This has been evidenced through: minutes of full-team Pupil Support meetings/House meetings/SfL meetings; LAC attendance and attainment information; GIRFEC paperwork (on server); quality and effectiveness of individualised planning (evidenced in Child's Plans, Assessments of Need, Transition Planning); roll-out of LGBT supports.)*

### **What are we going to do next?**

- Better accommodate highly able learners at faculty level
- Focus on the 'challenge' aspect of lessons, within the BGE review
- Extend provision of basic literacy and numeracy core skills to identified learners
- Better identify pupils with basic needs in literacy and numeracy and to provide suitable support for them
- Consider necessary adjustments to cater for pupils with complex needs being enrolled into school or being on a shared placement between school and specialist provision
- Involve staff in *See Me* in-service training
- Further improve educational outcomes for LAC pupils and Young Carers (*Closing the Gap*)



## 5.1 The Curriculum

The rationale and design of the curriculum	The development of the curriculum	Programmes and courses	Transitions
<p>The curriculum is designed to develop the four capacities across S1-S6, building on where young people are on arrival in school. It is based on the design principles of challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice for all learners. It is designed to meet the needs of all learners including those with additional support needs. It is intended to address individual needs at individual levels and to provide ultimately the necessary skills, knowledge, experiences and qualifications to secure a positive post-school destination. (Initial SDS figures for Positive Destinations in 2015 stand at 91.1%.) Focus on IDL in the BGE has been underpinned through environmental work in association with <i>Leithers Don't Litter</i> and a specific ecological footprint in S2 IDL. Support for pupils in health and wellbeing has been facilitated by staff engagement with the Growing Confidence programme. The school has taken advantage of local flexibilities in delivering senior phase entitlements through SkillForce, QMU and Engineering Academies and Career Ready. The meeting of the needs of young people who leave school at the end of S4 continue to be enhanced by the 16+ group work approach which promotes and supports employability skills, skills for learning, life and work. The school benefited from the input of an Authority BGE Review to give external validation of its self-evaluation of this aspect of the curriculum.</p> <p><i>(This has been evidenced through: Information on course structures and timetables; Curriculum Rationale; sample Learner Pathways (PowerPoint); meeting minutes (SMT/Parent Council/ individual CPMs/Senior Phase SLWG); pupil focus groups; 16+ stakeholders questionnaire; report of Authority-led BGE review; staff survey re effectiveness of Growing Confidence CPD and next steps.)</i></p> <p>Staff continue to engage in dialogue with other colleagues and partners (eg through professional learning opportunities (trios (now mandatory), cluster activities, citywide events) about the impact of curriculum developments on improvements to learning and teaching and helping young people to achieve their learning goals. Staff involvement in the key adult approach has increased, linked with Growing Confidence training, with more – and more effective – 1:1 learning conversations taking place. Strong and effective partnership contributions enhance the curriculum and play a key role in enterprise and citizenship (eg SkillForce, various Academies). Parents have been kept abreast, through the Parent Council and various information sessions, of curriculum developments. The skills agenda has fed into plans to use the new Standards for Career Education and Work Placements.</p> <p><i>(This has been evidenced through: meeting minutes (SMT, BoS); School Improvement Plan; Faculty Improvement Plans; sample Learner Pathways (PowerPoint); attainment in senior phase data trends; Standards &amp; Quality Report; Level 3 E/Os audit; Level 4 E/Os audit; analysis of trios' experience (peer learning); staff survey on effectiveness of key adult approaches; key adult subject-specific targets; Skills Agenda in-service (PowerPoint); literacy/numeracy in-service (with subsequent key adult focus); skills posters/ logbooks.)</i></p> <p>Staff have been planning coherent programmes and courses (including 'lateral pathway' developments in People &amp; Society, Cyber Security, Environmental Science) ensuring depth and breadth in learning. Pupils have been exposed to increased explicit focus on skills development both in class and through a school-wide Skills Week, having identified shared skills across the curriculum. In S3 young people have opportunities for increased specialisation that prepare them for the senior phase. Courses and programmes are designed to provide a continuum of learning leading to a range of flexible progression routes through different levels of qualifications in the senior phase. At that stage, young people can learn across levels with flexibilities in relation to decisions about the level of qualification presented to encourage them to progress and attain. Programmes of learning allow</p>			

progression through different contexts (especially when progressing from eg N4/5 to N5/H programmes of learning). The ongoing impetus of CfE and increased staying-on rates continue to influence course developments.

*(This has been evidenced through: faculty review documentation; Sharing Classroom Experience reports (CLs); meeting minutes (SMT/DMs); faculty documentation re courses; in-school analysis re attainment data; Level 3/4 E/Os audits; pupil focus groups as part of the Faculty Review system; Skills Agenda documentation.)*

Cluster work has focused on improving pathways (including assessments) in numeracy. In preparation for the new Senior Phase greater rigour is being applied in supporting young people to make informed choices for progression based on reliable information about their learning and achievement. The curriculum from S4-S6 provides a range of flexible progression routes for young people, enhanced by good links with Edinburgh College and other Neighbourhood schools. It also supports transition planning beyond school so that young people have an appropriate place in learning, training or employment, including those with additional support needs, underpinned by input from, *inter alia*, the 16+ group, LEAPS, Enable. Initial SDS Positive Destination statistics for 2015 stand at 91.1%. The school is further developing approaches to profiling using a skills-based approach. P7>S1 transition groups (formed in conjunction with the local YMCA) have provided support to targeted pupils at this important stage in their educational journey. ASN/SEBD pupils have been allocated increased time and input in the transition process.

*(This has been evidenced through: discussions with learners (House Heads, key adults); observing P7 classes (English, maths); transition planning documentation; meeting minutes (16+ group); learners' profiles; Positive Destination statistics.)*

### **What are we going to do next?**

- Implement and review vocational provision through adoption of an all-through S4-S6 curriculum structure in session 2016-17
- Further develop the focus on health and wellbeing, with the training of staff to roll out Growing Confidence to parents
- Implement and review the new S4-S6 curriculum wef June 2016
- Further develop role of key adult
- Focus on SALs at faculty level
- Embed skills more explicitly across the curriculum, including the development of pupil logbooks
- Use the Standards for Career Education and Work Placements to better inform relevant developments (DYW approaches, SDS involvement from S2 upwards, *My World of Work*, STEM IDL opportunities)
- Develop an Employability Cluster to enhance curriculum opportunities at EY, primary and secondary levels
- Develop work on delivery of new Advanced Higher courses
- Implement and review new courses made possible by S4-S6 approaches
- Implement and review structured and planned approaches to Wider Achievement within the new Senior Phase
- Improve focus on Literacy and Numeracy units at Level 5
- Roll out new vocational options in S4-S6
- Use IT (iPads) to collect evidence for S3 profiling
- Current S1 transition group members to visit P7 classes to deliver lessons
- Create more rigid calendar for primary-secondary transition events

## 5.9 Improvement through self-evaluation

Commitment to self-evaluation	Management of self-evaluation	School improvement
<p>Among staff there is a commitment to self-evaluation for improvement. Staff focus on the quality of learning and teaching across the school for the benefit of young people. The school involves partners in discussions about improvement and change, building up their engagement with the school to enhance the curriculum and evaluate the school's work. Staff take leadership roles in a range of school developments and initiatives (eg literacy, numeracy, learning &amp; teaching, health &amp; wellbeing, iPad development, skills development, STEM). Staff's commitment to career-long professional learning is linked to the professional review process. Professional learning includes an increasing focus on sharing good practice, facilitated by the mandatory inclusion of peer learning through trios. Staff have been involved in a range of professional learning to support CfE at faculty, whole-school and Authority levels. Recent in-service days have been focused on the Senior Phase, including preparing for and implementing new national qualifications; and on emotional health &amp; wellbeing for both pupils and staff to try and improve the context within which academic work is taking place. Cluster moderation sessions have helped in working towards a consistent and shared standard across primary and secondary schools, most recently in respect of numeracy.</p> <p><i>Evidence for the above comes from: views from managers, staff, partner agencies and other stakeholders from direct observation, surveys and questionnaires; the School Improvement Plan; faculty improvement plans; minutes of meetings; CLPL and PRD records; in-service programmes; CAT programmes; trios (peer learning approaches)</i></p> <p>The school continues to make use of a developed calendar of self-evaluation activities which is embedded in practice. The continuation, into a second year, of the recently introduced changes to faculty improvement planning have focused staff more on their respective role in self-evaluation and led to identifying strengths as well as areas for development which are focused on learning, teaching and achievement over a sustained period. Good practice is developed and shared through teachers visiting one another's classes, as part of the trios programme, through CLs' observation and dissemination, and also through classroom visits by the senior management team, within the annual faculty review process.</p> <p><i>Evidence for the above come from: the Quality Assurance calendar of activities; courses and programmes for implementation of NQs; attendance at subject leaders' meeting; curriculum plans; sharing classroom experience records and feedback; the School Improvement Plan; faculty improvement plans</i></p> <p>The increasingly comprehensive and systematic approaches to self-evaluation, professional learning for staff and leadership development are improving the school's success in tackling issues around learning, attainment and achievement. The school has used self-evaluation and professional learning for staff to inform its commitment to the regular refreshing and reviewing of the curriculum, both at the BGE and within the Senior Phase.</p> <p><i>Evidence for the above comes from: planning for programmes and courses; evidence from trios; evidence of improvements brought about by previous improvement plans</i></p>		

**What are we going to do next?**

- Link the School Improvement Plan to the National Improvement Framework in addressing national priorities at a local level
- Adapt the faculty improvement planning approaches to address identified quality indicators within *How Good is Our School? 4*

# Improvement Plan

## 3. Key areas for school improvement

NIF Priority 1	<b>QIs 1.3</b> 2.2, 2.3, 2.5, 2.6 3.2
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**Priority/Outcome: Improvement in children and young people's attainment, particularly in literacy and numeracy**

Tasks	By Whom	Resources	Timescale	Impact
To investigate and implement a whole-school tracking system (adapted Drummond model) to incorporate a post-prelim database	Sue Cook/ June Stevenson/ Roddy Ramsay/ Gordon Cookson	Time	By October 2016	
To establish a targeted assertive mentoring SLWG with proposals	DHTs/House Heads/SfL/The Centre	Time	By October 2016	
To focus on skills development through (i) the creation of increased literacy/numeracy core skills groups in the BGE through an extraction process and (ii) an increase in faculty-specific provision for highly-able learners	(i) CLs (English/Maths)/ SfLL	(i) Staffing Time	(i) By September 2016	
	(ii) CLs (with Alison Ross)	(ii) Review twice termly at DMs/ Share good practice at BoS	(ii) From August 2016	
To review and evaluate IDL provision	S2 - Hannah Sim S1 - Hannah Sim/ Christine Boal	Time	By August 2016 Ongoing across session 2016-17	
To link all BGE courses to SALs	CLs	DMs	By January 2017	
To remodel focus of Sharing Classroom Experience within the faculty review system	SMT	Time Resources from Boroughmuir HS Faculty review	By August 2016 (for implementation in Faculty review periods (November 2016/March 2017)	
To review and extend existing Senior Phase learner pathways	Ben Stewart/CLs	Time	By January 2017	

**NIF Priority 2****QIs 1.3**

2.2, 2.3, 2.4, 2.5, 2.6

3.2

**Priority/Outcome: Closing the attainment gap between the most and least disadvantaged children and young people**

<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Impact</b>
To liaise with the Authority re accommodating pupils with increasingly complex needs	SMT/SfLL	Specific equipment Trained staff	By August 2016	
To increase monitoring of and strategic intervention for LAAC/Young Carers	Pupil Support staff	Database to provide information (Pupil Support staff to monitor)	Ongoing across session 2016-17 (Database by October 2016)	
To increase monitoring of and strategic intervention for pupils in SIMD 1-3	All teaching staff	SIMD statistics Database (Pupil Support staff to monitor)	Ongoing across session 2016-17 (Database by October 2016)	
To improve primary-secondary transition information	Rachel Watson/Laura Lindsay/Primary HTs	CMG Time	By December 2016	
To extend implementation of the RAFA project into session 2016-17 (target cohort to be determined post-SQA exam results)	Rachel Watson/volunteer mentors	SQA/Insight data	August-September 2016	
To establish an Attendance SLWG to suggest strategies for improvement (eg PIG)	Volunteer staff (SMT/House Heads/PSAs /teaching staff)	Time Regular item at BoS across session 2016-17	From June 2016	
To provide Insight training for all teaching staff	Jill Pringle (Scottish Government)/Darren McKinnon (QIO)/Rachel Watson	CAT/CPD	Ongoing across session (with plenary on 9 Sept 2016)	

**NIF Priority 3**

**QIs 1.3**  
 2.4, 2.5  
 3.1, 3.3

**Priority/Outcome: Improvement in children and young people’s health and wellbeing**

Tasks	By Whom	Resources	Timescale	Impact
To establish a consistent Faculty approach to canvassing pupil voice re learning & teaching	CLs/teaching staff	DMs Questionnaires (SurveyMonkey) Focus groups	Termly across session 2016-17	
To pilot a “Vox Pop” approach to canvassing pupil voice at a whole-school level	Alison Fair	iPad	During Term 1	
To review and evaluate the experience of S1/S2 pupils within Mentors in Violence Prevention (MVP) and to recruit new mentors	Ben Stewart/MVP group	Time	June 2016	
To continue the roll-out of approaches leading to the LGBT Charter	Ben Stewart	Time	Ongoing across session 2016-17	
To further raise staff awareness through a second session focusing on mental health issues ( <i>See Me</i> ) – tie-in with key adult development	Health & Wellbeing Group	Time CAT/in-service	August 2016	
To implement the parenting programme, <i>Raising Teens with Confidence</i> with targeted groups	Blair Connor/Bryan McPhillips	Time	Roll-out across session 2016-17 (pilot in June 2016)	
To engage in professional learning programmes for all staff in relation to promoting accessibility and equalities, with particular regard to children and young people with autism	HT	Mandatory training	6 September 2016	
	DHT	Mandatory training	7 March 2017	
	All staff	Mandatory training	In-service day (August 2017)	

<b>NIF Priority 4</b>	<b>QIs 1.3</b> 2.2, 2.3, 2.6 3.3
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**Priority/Outcome: Improvement in employability skills and sustained, positive school leaver destinations for all young people**

<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Timescale</b>	<b>Impact</b>
To expose S1/S2 pupils to working with the SDS Careers Adviser	Pupil Support staff/ Careers Adviser	PSE lesson time	Ongoing across session	
To familiarise all teaching staff with the <i>Standard for Careers Education</i>	Alison Fair	Executive summary of full document	August 2016	
To review and develop STEM opportunities in the BGE	June Stevenson <i>et al</i>	Time for planning Liaison with partner agencies (eg Rapid Response)	May 2017	
To develop the Employability Cluster	Ben Stewart/primary HTs	CMG Liaison with business partners	Ongoing across session 2016-17	
To include skills development explicitly within LIs/SC ( <i>also linked with NIF Priority 1</i> )	All teaching staff	Within lesson preparation	From August 2016	
To review and evaluate the delivery of skills development in lessons and subsequent profiling approaches	Skills SLWG SMT	Time Faculty review	From August 2016 November 2016/ March 2017	



## 4. Cluster Improvement Plan

<b>Priority – NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b>	<b>QIs</b> 2.3 – Effective use of assessment 2.3 – Planning, tracking & monitoring 3.2 – Attainment in literacy & numeracy
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**Priority:**

**To raise attainment in numeracy and literacy**

**Outcome and impact for learners: There will be improved attainment in numeracy and literacy. All staff will have a shared understanding of the standard at early, first and second level**

Tasks	By Whom	Resources	Timescale	Progress/Update
Cluster numeracy Working Group to meet to create benchmark tasks at P1, P4 and P7	Numeracy working group	Meetings (October in-service day & additional meetings TBC)  Statements of progression created by Louise Stevenson	August – Dec 2016	
Cluster literacy Working Group to meet to create benchmark tasks at P1, P4 and P7	Literacy working group	Meetings - CAT session Feb 2017 & additional meetings TBC)	January – March 2017	
Materials are disseminated across cluster for use in term 4	Working groups	Moderation opportunities in individual schools	March-June 2017	

## Summary of evaluations against key indicators (2016)

### Evaluation key:

<b>Level 6</b>	<b>Excellent</b>	<b>Outstanding or sector leading</b>
<b>Level 5</b>	<b>Very Good</b>	<b>Major strengths</b>
<b>Level 4</b>	<b>Good</b>	<b>Important strengths with areas for improvement</b>
<b>Level 3</b>	<b>Satisfactory</b>	<b>Strengths just outweigh weaknesses</b>
<b>Level 2</b>	<b>Weak</b>	<b>Important weaknesses</b>
<b>Level 1</b>	<b>Unsatisfactory</b>	<b>Major weaknesses</b>

<b>Primary/Secondary School</b>		<b>Evaluation</b>
1.1	Improvements in Performance	<b>4</b>
2.1	Learners' experience	<b>4</b>
5.3	Meeting learners' needs	<b>5</b>
5.1	The Curriculum	<b>4</b>
5.9	Improvement through self-evaluation	<b>4</b>
<b>Nursery Class</b>		
1.1	Improvements in Performance	
2.1	Learners' experience	
5.3	Meeting learners' needs	