



School Improvement Plan

School: Douglas-Ewart High School

Date: June 2015

Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic and reviewed and referred to continuously

Our vision, values and aims (see HGIOS 3 <http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp> and Child at the Centre 2, CC2, QI 9.1)

School Statement: Douglas-Ewart High School aspires to meet the needs of all learners by realising the potential of the school community individually and collectively through the provision of a curriculum of excellence within an inclusive culture of ambition and enterprise which promotes health and well-being. The school shares the authority view that this can be achieved by:

Raising levels of:

- Achievement
- Attainment
- Participation

By encouraging:

- Innovation
- Collaboration
- A culture of Sharing and Learning

By developing:

- Confident individuals
- Successful Learners
- Effective Contributors
- Responsible Citizens

: and focusing on impact and success

Review Date: August 2016

Review Activities (as appropriate)

SECTION 1

| 1. Progress against Previous Year's School Improvement Plan | | | |
|---|-------------------|---|-------------------------------|
| Key Improvement Area | | Key Outcomes (Learners / School Community) – Statement of Impact | Level of Progress (Level 1-6) |
| No. | Title /descriptor | | |
| 1. | Cluster Working | <p>Child Protection Training for the cluster was overtaken in the Inset programme in August 2014.</p> <p>The planned moderation of literacy was partially compromised by authority conflicts but 2/3 evenings took place one of which was joint primary secondary and one which was sector led.</p> <p>An agreed tool for moderation across early to second was developed and a strategy for level three and above across the secondary. Both remain to be shared cross-sectorally.</p> <p>The Transition Journey is under continual review and the ongoing programme has been realigned with CfE.</p> <p>The developments in science have been fruitful and will be finalized as a three year rotation by the end of term 2015. The momentum for this has been good.</p> <p>Professional Update information evening was delivered in November by John Thin and was well-received. Initial delay in roll-out of Insight has hampered the further development of prior learning policies, procedures and strategies.</p> | N/A |

1. Progress against Previous Year's School Improvement Plan

| Key Improvement Area | | Key Outcomes (Learners / School Community) – Statement of Impact | Level of Progress (Level 1-6) |
|----------------------|-------------------|---|-------------------------------|
| No. | Title /descriptor | | |
| 2. | Community | <p>The School Vision continues to develop through Proactive Engagement with Rotary, Cluster Primaries, Community Learning and Development; through Peacejam, Personal Development Courses, Transition and Duke of Edinburgh respectively: It continues to be vibrant and responsive to pupil need. There has been increased engagement with parents and an improved level of parental satisfaction. A revised Pastoral Support Rationale and Structure has now been agreed within a revised model. The joint working with CLD and other providers has built on the successes of session 2013-14 throughout session 2014-15 with evidenced outcomes and successes. An Employability Consultation Group has been established with all relevant partners. Chaplaincy links are less positive and there has been little development over the last two sessions. Involvement of senior pupils in CfE related activities with primary schools has been sustained particularly, but not exclusively, with Penninghame and St Ninians. Partnership work with Health, Young Person's Support Service, Educational Psychology in relation to their role with and concerns for pupils is effective with joint planning in relation to PSE, through both the curriculum and Conferences. Health and Well-being issues continue to be effective through identifying and responding to community issues [Facebook Wars], proactive transition planning and preparation for groups and individuals beyond the senior phase. A progression Pathways event was a notable success. There has been continued emphasis on study skills and study support including managing exam stress as well as a study programme from Easter onwards including an Easter School and study options throughout the exam diet as well as a programme for non-examinees with Community Partners. The initial development of Mentoring needs re-evaluated by the new Support team from August 2015 to create a better dynamic between mentoring, profiling and the newly adopted Progress File Work. The impetus is towards a vertical as opposed to horizontal model. There has been considerable success with the Website and proactive redevelopment is ongoing in partnership with the Parent Council.</p> | N/A |

1. Progress against Previous Year's School Improvement Plan

| Key Improvement Area | | Key Outcomes (Learners / School Community) – Statement of Impact | Level of Progress (Level 1-6) |
|----------------------|---|---|-------------------------------|
| No. | Title /descriptor | | |
| 3. | Attainment & Achievement through Self Evaluation | <p>The plans for a more effective monitoring system for the Broad General Education have been put in place through the development of our own Progress File approach and there has been in the main positive partnership evaluation which has highlighted further development needs.</p> <p>This monitoring and tracking system based on self-evaluation in the BGE towards a pupil profile has been accepted by staff. This emphasis on Self-Evaluation in the BGE will lead to a more personalised, thorough and rigorous approach to Monitoring and Tracking in the Senior phase as at all stages through pupils have ownership of the self-evaluation process through the encouragement and development of appropriate skills around Learning Conversations.</p> <p>Supporting this development through an evolving mentoring system is still the intention which will provide not only a system which uses objective data but also uses subjective interpersonal dialogue driven by higher order thinking skills. HOTS are integral to the dynamic of mentoring for success but needs showcased next session through revised CPD.</p> <p>Improved supports for ASN pupils re Literacy, Numeracy and Health and Well-being have been compromised by staffing issues but are still seen as a necessary platform for raised levels of attainment, achievement and self-worth. A marriage of our developing Progress File with the principle of profiling in S3 is still intended as the natural outcome of the mentoring and self-evaluation system being put in place.</p> <p>Mentoring and Self-evaluation have become integral to the practice of the school community as a whole.</p> | N/A |

1. Progress against Previous Year's School Improvement Plan

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|----------------------|-------------------|--|-------------------------------|
| No. | Title /descriptor | | |
| 4. | C F E | <p>Each department now has a revised clear assessment schedule incorporating evidence of success being gathered throughout all stages of the BGE. This is captured in the learning conversations and a next step for learning approach used to enhance pupil profiles and ensure a more transparent option process is in place.</p> <p>The increased stakeholder confidence in the progression pathways was further enhanced through an inaugural Progression Pathways Evening to improve parent understanding of curricular structure and design. The S1-3 curriculum is not seen as static or achieved but more of an evolving experience in relation to the enhancement of CfE entitlements and improved articulation with the Senior Phase.</p> <p>The school continues to take confidence with regard to the direction of travel from the positive verification in all areas which gives confidence that The Senior Phase will increasingly articulate with the BGE and provide a sound basis for raised attainment and achievement in National courses and Wider Achievement.</p> <p>A broader range of courses in the senior phase to better meet individual need, increased community involvement and increased confidence (self-worth) of all learners will gather pace next session in World of Work areas. There continues to be interim success in matching individual pupil timetables to their personal needs as an individuals rather than the a one size fits all approach is developed through flexible pupil-centered approaches</p> <p>The weakness continues to be in fully developing formal Inter-disciplinary learning as an integral part of all pupil experience. While there has been success in some areas; Expressive Arts, Science and Humanities and in contexts such as;</p> <p>BGE: The Commonwealth. Senior Phase: Independence Referendum.</p> <p>And while much still remains to be done to achieve a consistent and sustainable model of IDL the school staff do increasingly work in an interdisciplinary way in their practice rather than through contrived topics. This can be argued to make inter-disciplinary learning part of what we all do all the time.</p> | |

SECTION 2

2. Summary of Key Strengths / Areas for Development

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's **key strengths and areas for improvement for each**. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

Strengths and areas for improvement should arise out of: evidence of SIP progress; 'Broad View' evidence, including appropriate reference to quantitative data, people's views and direct observation (see page 7 of current EA School Improvement Planning document)

| 1. How well do our children/young people learn and achieve? (QIs1.1; 2.1; E2- E5) | Key Strengths | Key areas for development |
|--|---|--|
| <p>New intake from primary 7 for session 2015-16 have been reported in the main to have achieved CfE level 2 or to be developing or consolidating at this level for Literacy and Numeracy. A very small number of pupils have been reported to be secure at level 1 in numeracy and a similarly small number reported to be developing at level 3 in literacy.</p> <p>Overall the SOSCA data reports a reasonably consistent headline data set over the three years of testing. Further analysis of the SOSCA data confirms our impression of where the strengths and areas for development lie for our pupils. Literacy levels in terms of 'Text Comprehension', and 'Passage Comprehension' and therefore, 'Overall Reading' remain the areas of greatest need. The impact of lower score in reading are being noticed as pupils move in to senior phase courses in language critical courses such as Biology. 2015 SOSCA data indicates a cohort that has strength in mathematics.</p> <p>The data also indicated that there are strengths in the Science course but that the particular area of 'Materials' requires some attention.</p> <p>The value added residuals for Mathematics and Science are positive but are within the significance bands. The value added residual for Reading is negative and still within the significance band but it is very close to becoming a statistically significant issue as well as an issue we have already identified.</p> <p>The Insight dashboard indicates a largely positive picture for DEHS where the areas for development are known and understood at all levels. PTC's and all teaching staff have been trained to interrogate Insight to identify subject specific improvements.</p> | <p>Key strengths are that the data in school is available to all staff in a format that makes it easier to understand. Staff have the opportunity to engage with this data and to know the data picture of their pupils from P7 onwards.</p> <p>The data confirms what staff have intimated are the areas of concern e.g. Literacy levels impacting on ability to engage successfully with some senior phase courses; Numeracy levels having the same impact on other senior phase courses.</p> <p>All staff have been trained to engage with Insight to investigate their own subject data and to look at the messages provided by the overall school dashboard.</p> | <p>Sustaining improvement in literacy/numeracy levels for all pupilsthrough cluster dialogue . All staff in all subject areas aware of their responsibility with regard to Literacy and Numeracy and are addressing this within their lesson planning and delivery. E.g. use of Tip Top and a common Correction Code across all classrooms. Use of the numeracy booklet of common numeracy operations across all classrooms.</p> <p>Continue to engage with data and professional knowledge of each individual to identify improvements that help our young people to learn and achieve.</p> |

| 2. How well does our school support children/young people to develop and learn? <i>(QIs 5.1; 5.3; E1-5)</i> | Key Strengths | Key areas for development |
|---|---|--|
| <p>Insight data demonstrates that while there has been yearly improvement in Literacy and Numeracy at SCQF levels 4 and 5 but performance is still lower than our virtual comparator. Low performance of Male candidates is of particular significance.</p> <p>The 'Improving Attainment for All' benchmark is significant when considering the middle 60% where attainment is lower than all comparators. Again the attainment of Male candidates is significantly lower.</p> <p>Data for 'Leaver Initial Destinations' has taken a small dip in 2013-14 but in general is in line with the comparators. Male candidates account for this dip.</p> <p>The 'Attainment versus Deprivation' graph shows that the pupils at DEHS on the whole are around the national trend; however, in all deciles reported, boy's attainment is poorer.</p> <p>SOSCA chances graphs for all pupils provide an indication of each pupil's likely success across all National Qualifications at levels 4 and 5. These chances graphs will be used during learning conversations with pupils, particularly at option time to help young people reflect on their performance and their chances of success in each subject area. Chances graphs also extend to each subject with reference to the cohort they represent, therefore, subject areas can reflect on the chances graphs relative to their subject and project forward to the predicted pass rates they may achieve when the cohort reaches NQ.</p> <p>All teachers have regular learning conversations with each pupil to reflect on work completed, to identify areas of success and to identify next steps in learning. Pupils use these conversations to contribute to their own progress file in junior phase. Feedback from QA has identified the aspects of our junior phase learning profile that will require improvement.</p> <p>All teachers discuss and set aspirational targets with pupils in Senior phase subjects and then use the SEEMIS M&T system to track progress towards this aspiration throughout the session.</p> <p>In senior phase the timetables for individual pupils are flexible to encourage engagement with school while allowing young people to develop their own specific needs. Promoted staff need to look at implications of Developing Scotland's Workforce, Parental Engagement and have a proactive dialogue over school college links. Increasingly the schools awareness of and use of data has enhanced the ability to identify targets and therefore develop strategies to attain them</p> | <p>Using the data and knowledge of each individual pupil has made learning conversations during junior phase preference choice and senior phase option choice more meaningful and able to guide each young person into choices where their chances of success are increased.</p> <p>New team of PTS's and new PTASN all taking up post in August 2015 has the opportunity to reinvigorate the support provided to our young people. PTS/PTASN structure and management has been realigned with specific line management and responsibilities identified. PTS and PTASN have a clear focus on using insight to tackle disadvantage.</p> <p>Learning conversations are viewed as a highly positive development by parents/pupils and teachers. School is responding to feedback from all groups to improve how these conversations are reported in the junior phase learning profile.</p> <p>Willingness to respond to the needs of senior phase pupils to ensure that their timetables meet their needs in both academic and vocational terms.</p> | <p>PTC's working with faculty using data and professional knowledge to identify solutions to improving the performance of boys which will have an impact on performance of the middle 60%.</p> <p>Using Insight with PTS/PTASN to identify needs of individuals with particular emphasis on tackling disadvantage.</p> <p>New support team will be: Developing Scotland's Young Workforce. Developing parental engagement. Developing school college links. Impact on raising attainment for all and improving leaver destinations.</p> <p>Improve use of INCAS/SOSCA data, together with professional knowledge during option discussions to further improve the success chances for each pupil.</p> <p>Junior phase learning profile to be further developed to reflect the concerns of parents/pupils and teachers.</p> |

| 3. How well does our school improve the quality of its work? <i>(QIs 5.9)</i> | Key Strengths | Key areas for development |
|--|---|--|
| <p>The review of last year's Improvement Plan at the beginning of the Standards and Quality Report shows that the school works in partnership with staff, pupils, parents, community and cluster school in an integrated way to improve the quality of the experiences and outcomes that the school delivers in its work.</p> <p>Where the school has successful partnerships it has successful improvement. The lowest attaining 30% of the school and in particular pupils with LAC and FME characteristics continue to lag behind the improvement of others. The school sees this as part of an authority picture which is why the school is fully behind the GIRFEC principles which it always has been keen to promote whatever the banner.</p> <p>Exclusion figures have been continually targeted with successful whole school approach based on inclusion of all no matter their circumstances and issues. The school increasingly looks at available data , identifies trends and identifies targeted solutions</p> | <p>Increased range of evidence and increasingly focused meetings at all levels.</p> <p>CfE principles and practice being embedded across the school.</p> <p>The 3-18 curriculum as a reality is reflected in increased dialogue with cluster towards shared cluster priorities.</p> <p>Cluster working continues in Literacy, Numeracy and Health and Well-being.</p> <p>Agreed cluster curriculum in key areas with strategies for improvement agreed by all is established in Numeracy and Literacy, ongoing in Health and Well-being and being prioritized in Science.</p> | <p>Continue with establishing whole school appreciation of value of statistical evidence as tools change and develop; INCAS, SOSCA, INSIGHT etc.</p> <p>Focus on individual potential to identify quality improvement areas at personal level through PRD process.</p> <p>Broaden CPD opportunities and access through a clear focus on needs identified by PRD process.</p> <p>To create suitable provision where necessary and provide funding to support.</p> |

| 4. How well do we promote equality / diversity? (QI 5.6) | Key Strengths | Key areas for development |
|---|---|---|
| <p>The school continues to make every effort to use all resources at its disposal to provide for the full range of pupil need from the gifted and academic to the vulnerable and challenged. Activities range from Kid's Day Out , To Maths and Technology challenge , the Da Vinci challenge , Peacejam, D of E, Community projects, personalized timetables for the full range of pupils incorporating opportunities for all. There is an evidence base to support the success of this both subjectively and objectively. The Partnership Self Evaluation reflected that pupils felt supported throughout the school and the positive ethos of the school is tangible, reflected in a non-threatening environment, positive relationships between staff, between pupils and staff and pupils with increased parental and community satisfaction.</p> <p>Pupil's curricula continue to be adapted to suit both pupil needs and their ambitions but this will continue to need sustained work and focus in the senior phase of CfE as pupils increasingly promote their breadth of learning across levels and not merely from level to level. The needs of pupils are a reflection of the society they aspire to be part of and this for many must be more focused on employability, flexibility through encouraging the value of individual personalized achievement and development. There has been considerable success in this area through working with external partners.</p> | <p>R.E.A.C.H involvement. Individualised curriculum for identified needs. Flexibility offered by Personal Development Course and philosophy. Preference courses S1-3 in BGE. External agency and cluster approach to overtake shared GIRFEC objectives including onsite facilities. Chaplaincy Team. SRG/ARG process. Exclusion statistics. Range of extra-curricular involvement to cater for all needs. Learning Centre provision and expertise.</p> | <p>Leadership and employability awards including languages for life still need formally developed for accreditation SQA catalogue needs further examination to develop courses/ awards out with traditional subject parameters. The aspiration remains a curriculum relevant to changing pupil profile and need across both junior and senior phase. Maximise the Flexibility offered by others to contribute to Personal Development Courses Develop the whole school staff profile to support this provision. The above is dependent on a more settled period of staffing over sustained period of time. . Constant staffing changes compromise momentum</p> |

| 5. How good are our Leadership and Management and our Quality Assurance Arrangements <i>(Possible QIs 9.1-9.4; 5.9 / 6.3 / 7.2; 7.3)</i> | Key Strengths | Key areas for development |
|--|--|---|
| <p>The schools ability to lead and manage all aspects of its work continues to be driven by a changing staff profile, despite the context of a demographically driven falling roll. There is a taking ownership of developments and increased involvement of staff at all levels as well as opportunities for career advancement. The school is making progress in harnessing the potential of all new staff and encouraging group and individual initiatives to take on responsibility and develop Leadership and Management skills within the culture of ongoing self-evaluation as the core of Quality Assurance. The Quality Assurance arrangements are increasingly sound and effective in relation to thoroughness and sustainability. The realignment of Management duties across fewer promoted staff continues to be managed strategically and openly. SMT continues to encourage leadership potential across the school to create potential succession planning at school level as its location makes it less attractive to wider interest. This continues to need needs sustained financial investment. Our identification of this need shows clearly the pragmatic foundation which underpins the schools Quality Assurance arrangements by taking some responsibility for sustainable future success.</p> | <p>Increasing potential of new staff for and willingness to access skills required for succession leadership rolls. New Staff Forum. Staff driven pupil opportunities increased. Quality Assurance Policy and developing practice which it underpins. Consultative approach for development at levels encouraged and evolving.</p> | <p>Review promoted structure and responsibilities within long term vision. Embed re-structured PTS approach and delivery of Coaching and Mentoring s over next session. The review of the responsibilities of HT and DHTs can now be finalized within context of above and loss of 2 DHTs from complement over 16 month period. Increased encouragement of staff ownership through improved facilitation and encouragement of staff voice through development of CPD opportunities re leadership at all levels.</p> |

SECTION 3

3. Capacity for Improvement - Statement

Based on your evaluations in parts 1 and 2 earlier, please provide a statement about your school's overall capacity for improvement. You should consider relevant school self-evaluation evidence, including key strengths / development areas noted in part 2 of this report. You should also consider any contextual issues which may have a bearing on the school's current capacity. Please provide a brief narrative to support your statement.*

For further advice, please refer to J-to-Excellence, part 4, Appendix 2 <http://www.journeytoexcellence.org.uk/about/keydocuments/part4.asp>

Exemplar Statement 'Openers'

- *The school has a (very) significant capacity for improvement, with a track record of delivering high quality provision for all its pupils. Pupils continue to achieve success in ... Views of stakeholders indicate that...etc.*
- *The school demonstrates capacity for improvement, but requires to further develop its self-evaluation processes. The school continues to promote opportunities for high-quality professional dialogue*
- *Currently, the school has limited capacity for improvement due to a significant staff recruitment difficulty, although pupil experiences continue to be...*

Our School's Capacity for Improvement:

The school's capacity for improvement has reached a key point. CfE developments have had their first run through from S1-S6; from the development of the BGE through to first presentations at New Higher. This makes session 2015-16 a watershed. The format of the Improvement Plan has changed to reflect this.

There is a need to reflect and review our school's capacity for continuous improvement within the context of feedback from our Authority Voluntary Self-Evaluation and the increased expectations of Education Scotland in relation to where we are with the CfE National Implementation Plan. The School Improvement Plan has therefore been re-organized around the three education authority priorities; Building Capacity, Participation and Raising Attainment and Achievement. Within that structure the school now needs to evidence the impact of CfE on the quality of teaching evidenced by children's attainment at this stage of the CfE implementation Plan. The school has a significant capacity for improvement building on the willingness of staff to be innovative in a measured way to further develop CfE implementation by:

- Reviewing Learning and Achievement 3-18 and supporting identified improvement needs.
- Embedding a Literacy Strategy while ensuring this impacts on other Responsibilities of All is maximized by
- Senior Phase Pathways which develop skills for life and work and maximises success in the new National Qualifications by
- Engaging Parents and Carers underpinned by
- Using data and IT to support Improvement and tackle bureaucracy

This will maximise the potential of our Revised Timetable structure to embrace and deliver change, improve our curriculum delivery and methodology and impact positively on not only pupil achievement and attainment but the school ethos underpinning a culture of ambition.

After a year of settling into Partnership Head Roles ongoing cluster initiatives related to transition of pupils with a focus on acknowledging prior learning there will be more focus curriculum coherence across the cluster. There will be a clear whole school strategy for developing Responsibilities of All as the secure foundation to raise attainment and achievement of all. An agreed revised and revitalized Pastoral Support Structures and initiatives will maximize the inclusive benefits of the Mentoring and GIRFEC philosophy Enhanced use of ICT will support and develop the curriculum through data handling and revised approaches to Learning and Teaching enhancing the capacity for improvement .A key strand of this will be the Senior Phase access to IT to support individual learning

The plan is presented in the following way :

Strand One : Building Capacity to provide the foundation for

Strand Two : Increased Participation of and Partnership with others to

Strand Three : Realise Raised Attainment and Achievement for all

SCHOOL IMPROVEMENT PLAN

Key Improvement Priorities : Three Year Overview

Please provide outline details of school priorities for the next 3 years. Priorities should take account of the school's context and development needs; Education Services Business Plan priorities; local/national CfE implementation advice; cluster priorities.

Exemplar Entries: - **Learning and Teaching**

Further develop a whole-school approach to the use of Higher Order Thinking Skills

- **Transition**

Review impact on S1 learners of cluster transition processes and identify next steps for further development.

| YEAR 2015-16 | YEAR 3 2016-17 | 2017- New Cycle begins |
|--|---|---|
| <p><u>Strand One</u> <u>Building Capacity</u></p> <p>[1] In Pupils development needs based on objectives and subjective data [2] In Parents through increased contact for specific shared interests [3] In systems through maximizing efficiency of IT to mitigate over reliance on bureaucracy [4] In Staff through identifying CPD needs through PRD and Classroom Observations [5] Rationalising the Pastoral Support Provision to deliver GIRFEC entitlement</p> | <p>Will be amended version of previous years in the light of progress in previous session. The format of the plan has changed to take account of evolving change within the parameters set by the Authority Improvement Plan and the CfE Implementation Plan and the increased expectations of HMIE. The format of the plan therefore may change as its context changes and we live in a time of major change in Education.</p> | <p>Revised format in Line with Authority Developments</p> |

Strand Two

Participation of and partnership with others

[1] Pupil Voice review through engagement activities

[2] Parental Voice review through Parental Council activities

[3] Staff Voice through development of Staff Forum in terms of CPD needs and PRDS

[4] Partners: Develop clear school link and pathway to partners within context of revised structures and remits

Strand Three

Raising Attainment and Achievement

[1] Pupil Profiling across 2-18 with transitions focus

[2] Wider Achievement

[3] Progression Pathways

[4] Rationale and SAL

[5] Cluster

School Improvement Plan

| Key Improvement Area | | Key Outcomes (Learners / School Community) | Key Tasks | Planned Management of Key Improvement Area |
|----------------------|---|--|---|--|
| | | Lead Person(s), Resources, Time Allocations (collegiate sessions, etc) | | |
| No. | Title/descriptor | | | |
| 1 | <u>Strand One</u> <u>Building Capacity</u> | <p>[1] Use objective and subjective data to identify individual and group needs as a measure of progress</p> <p>[2] Awareness Raising of Parents through increased contact for specific shared interests to enhance impact of parents on RAA</p> <p>[3] Maximising efficiency of administration, tracking and monitoring of IT to mitigate over reliance on bureaucracy</p> <p>[4] Focus on identified Staff CPD needs through PRD and Classroom Observations</p> <p>[5] Pastoral Support Provision tailored to the school to deliver GIRFEC entitlement</p> <p>[6] Further improve Self Evaluation by evaluating success of three year policy as it starts its second cycle</p> | <p>PTS/PTC using data in Pastoral and Faculty meetings to manage curriculum and support needs</p> <p>Calendar of Parents events to improve their support for pupils</p> <p>Review school IT systems to identify inefficiencies</p> <p>Collation of CPD and enhanced school delivery during Inset days</p> <p>Deliver revised structure over course of session which mirrors needs of school and authority policy review</p> | <p>PTS / PTC central provision</p> <p>SWTAC agreed calendar of meetings and personnel. KM for Senior Phase Ac for Junior Phase</p> <p>SLWG : DH/JS/MH/DK Development Time</p> <p>SLT and SMT : SWTAC time</p> <p>SLT/PTS/Mentors Ongoing</p> <p>SMT October</p> |

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| 2 | <p><u>Strand Two</u> <u>Participation of</u> <u>and partnerships</u> <u>with others</u></p> | <p>[1] Through engagement with Pupil Voice Review establish a pupil-centric model</p> <p>[2] Through engagement with Parental Voice through Parental Council improve relationships and enhance proactivity of parent body</p> <p>[3] Through Engagement with Staff Voice through development of Staff Forum in terms of CPD needs and PRDS</p> <p>[4] Through Pupil Support Re-launch</p> <p>[5] Through Partners by developing clear school link and pathway to partners within context of revised structures and remits</p> | <p>Review Rights and Responsibilities within Mentoring towards a revised system of and direction for Pupil Voice</p> <p>Pastoral Support and Parent Council Link Parental Engagement Strategy developed Sustain Website Developments</p> <p>Staff Forum meetings with a Building Capacity Focus from Staff to balance school and individual needs</p> <p>Inset Launch August 2015</p> <p>Within context of Pupil Support Re-launch clarify link responsibilities</p> | <p>FL and volunteer mentors</p> <p>PTS attendance at PC</p> <p>FL/JS to engage with Parents in a SLWG</p> <p>Chair of Staff Forum and committee</p> <p>SLT and PTs : Paper available</p> <p>See Pastoral Support papers.</p> |
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| <p>3.</p> | <p>Strand Three Raising Attainment & Achievement</p> | <p>[1]By enhancing Pupil Profiling across 2-18 focus more accurately on profiling pupil needs and pathways through the BGE and Senior Phase towards a successful transition to a positive destination post school.</p> <p>[2] By recognizing and sharing Wider Achievement improve pupil expectation, confidence and self-esteem</p> <p>[3]By rationalizing to enhance success Progression Pathways</p> <p>[4] By clarity of Rationale and SAL and Faculty Improvement based on a cycle of self-evaluation and improved quality assurance</p> | <p>Review S1-3 course structure incorporating Assessment Schedule, Assessment profile with learning conversations as central Ensure Learning Conversations are central to Option Choice and Preference policy and procedures for ALL Transition points</p> <p>Wider Achievement profile incorporating both Pupil Planners and Progress File S5/6 profiles</p> <p>Progression Pathways S1-S2 , S2-S3 , S3 - Senior Phase incorporating long term progression pathway</p> <p>Whole School Responsibilities of All Rationale and Rationale for all subjects and courses to be confirmed SAL for all Progress file issues to be confirmed Faculty Improvement Plan to drive Rationale and SAL to Raise Attainment and Achievement</p> | <p>JS/ PTCs : October 2015 PTC Meetings</p> <p>JS/PTS : Xmas 2015 PTS meetings</p> <p>FL & PTS team trough Mentor Meetings : termly KM/JS</p> <p>PTS led by PG/RS</p> <p>August Inset</p> <p>October Break : Faculty Meetings</p> |
|-----------|---|---|---|---|

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|--|--|---|---|---|
| | | <p>[5] By continuing Cluster engagement</p> | <p>[1] Moderation</p> <p>[2] Prior Learning</p> <p>[3] Reporting</p> <p>[4] Better Eating Better Learning</p> | <p>Next steps *Moderation / reporting/prior learning – general with specific focus on Science. Agreed twilights for next session are 18th Jan at Wigtown, 12th May at Penninghame. Both 3.30-5.00. Reflecting Focus for Authority with regard to ‘sharing and understanding the standard’</p> <p>Problem Solving Maths /Numeracy to be developed as way of capitalising on Prior Learning</p> <p>Interface between primary secondary in context of authority polices to be clarified</p> <p>Ed. Scotland Review paper to be completed by each cluster for first cluster meeting of new term</p> |
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