

## School Improvement Planning Returns to Local Authority (2018 - 2019)

School: Douglas Ewart

Date: 310518

## 1. 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, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

*“Our community strives to meet the changing needs of all to achieve their potential within a culture of ambition and self-worth”.*

*The school statement of intent is reflected by three key values or principles progressing change; innovation, inclusion and evolution. This applies to structures, systems, policies and procedures from timetabling to personalised curriculum profiles all designed to facilitate the aims of the school.*

#### School Aims

*The aims of Douglas-Ewart High School reflect the Curriculum for Excellence and the National Priorities for education. The aims are an expansion of the school statement of intent;*

- 1. To provide a quality curriculum that engages young people in the highest quality learning activities and develops a culture of ambition and achievement.*
- 2. To provide proactive support for all pupils through the monitoring of their progress and attainment by working in partnership with other agencies and the community, focusing on outcomes and maximising success for all learners.*
- 3. To develop a common vision across young people, parents and staff to promote pupils' positive behaviour, recognise their achievement, develop citizenship AND develop the concept of inclusive school communities.*
- 4. Through effective self-evaluation and quality assurance, improve the quality and effectiveness of the learning and teaching experience, meet the full range of pupils' needs better by working together with parents to improve learning, to improve levels of attainment and achievement.*
- 5. To foster high quality leadership at all levels, developing a program of continuing professional development that values and empowers staff and young people.*
- 6. To provide a healthy and safe environment for effective teaching and learning that promotes positive relationships within a learning, caring and inclusive school community.*
- 7. To reflect continuously on our own work and set and meet new challenges.*

**Review Date: March 2018**

**Review Activities (as appropriate) Through Parent and Pupil Council and Staff Collegiate Meeting**

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate</b> <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b> <b>School Priority 1</b> <b>Building Capacity / Leadership of Change</b></p> <p>In personnel In pupils In provision In practice</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy;</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> The key drivers of improvement are:</p> <ul style="list-style-type: none"> <li>• <a href="#">School leadership</a></li> </ul> <p><a href="#">Teacher professionalism</a></p> <p><b>HGIOS 4</b> <b>1.2 , 1.3 and 1.4</b></p>	<p>The development of Pupil Voice over the past session has been through the work of PTS and in the context of the Peace Project and Youth Matters. This has been with reference tin the main to the issues and problems which young people feel need addressed such as Sex Education, Personal Safety and Mental Health and which will as a result feature prominently in the School Improvement Plan in future sessions. The Head Teacher has made great efforts to engage staff in consultation for improvement in an open and transparent manner with mixed results with the aim of clarity in direction but also clarification of divisive issues.The returns from staff on a variety of issues have been posted on Teacher's Community without qualification . Staff as expected have responded to this both positively and negatively . The culmination of this approach is the plan for 2018-19 which has a clear staff mandate if not in total agreement about the how total agreement about the what. Some efforts have been made to address curriculum shortfall particularly relevant to employability and to improve motivation and uptake despite significant staffing challenges on the session. This involved an open dialogue about the school experience of bi-level approaches in the Senior Phase to broaden uptake which has both success and failure but is accepted as necessary and indeed on occasion preferable. Continuing shortfalls in management support have been handled proactively to mitigate against failure</p> <p>The experience of PEF funding has led to a greater understanding of the breadth of approaches which can raise attainment and achievement for not only the target group but the school community .</p>	<p>Engagement of staff and pupils to upskill the school community to deal with shared issues.</p> <p>Continue to improve consultation to ensure own involvement of the school community in moving forward together .</p> <p>Continue to remodel and revisit the curriculum both formal and informal to address and resource the breadth of pupil need .</p> <p>HT active in authority review of Management Points to improve structures .</p> <p>Empower staff voice over PEF</p>

<p>School Priority 2: Participation and Partnership in Lifelong Learning</p> <p>Develop a more effective strategy to support young people’s learning across the school, particularly for those with additional support needs</p> <p>Extend and refine partnerships within and across community of life-long learners</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people’s health and wellbeing; and NIF Driver The key drivers of improvement are:</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <ul style="list-style-type: none"> <li>• Performance information</li> </ul> <p>HGIOs 4 1.5 2.5 3.2</p>	<p>The ongoing discussion over the appointment of a new HT has led to an improved Parental Voice as they proactively engage with the authority in the process. Parental Voice has been influential in supporting the development of LGBT initiatives, Growth Mindset initiatives and Developing the Young Workforce initiatives creating a mutual respect between parents and the younger staff who are seen to be driving initiatives forward. The parent and pupil understanding of the range of progression routes available through both the Junior and Senior Phase has been greatly supported and approved as has the dialogue between the school and the local college over curriculum opportunities for youngsters on both campuses.</p> <p>The continued development of a Community campus in principle and practice has engaged the expertise of not only the college but Youth Matters. LAC support and SDS. Social Work will be on campus for session 2018-1 . This approach to supporting the school community through self-help is an embodiment of the principles of a Growth Mindset orientated school</p> <p>There has been considerable success in developing strategy to embed employability and skills for life and work led by key personnel resulting in the creation of formal posts to sustain this in both the Junior and Senior Phase. Progress in Responsibilities of all remain ongoing and there is now a firmer foundation for progress in Literacy and Numeracy through improved prior knowledge objectively and subjectively gathered through revised primary monitoring procedures and primary-secondary engagement in meaningful transition by identifying Additional Support Needs relevant to both staff and pupils. The work of the PTASN and respective Depute over session 2017-18 has the potential to ensure sound and incrementally increasing progress over future sessions.</p>	<p>Encourage and facilitate staff engagement initiatives with parents through Parent council and forum.. Improved school college links through DYWF. Broaden range of community partners on campus and review establish mutually beneficial protocols. Revise and relaunch Numeracy Strategy Revisit Literacy Strategy to incorporate Reciprocal Reading promoted by all class teachers in all Learning and teaching situations to target improved literacy for all in tandem with focused SRS provision.</p>
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<p><b>School Priority 3</b></p> <p>Raising of Attainment and Achievement and establish Responsibilities of All</p> <p>Ensure greater consistency across the school in self-evaluation with regard to ROA to increase the impact on young people's learning and achievement.</p> <p>Focus on Moderation and Benchmarking leading to improved accuracy of assessment of Pupil Progress</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy;</p> <p>Improvement in children's and young people's health and wellbeing; and</p> <p>NIF Drivers</p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul> <p>HGIOS 4</p> <p>3.1/3.2/3.3</p> <p>School Priority 4 : Cluster</p>	<p>Additionality for IT provision financed and delivered as subject [ Technical] and whole school resource by reclassification of old Music rooms into an IT suite for subject use and an IT suite for S6 use within a study area with staff office facilities. Mobile laptops enhanced. Rationalizing IT provision and maximizing potential for staff and Pupils aided by temporary appointment of PT Digital Literacy</p> <p>Efforts to establish whole-school ownership of ROA has been unsuccessful and will therefore be revisited as key to ASN interventions and Raising Attainment and Achievement This focus has been accepted by staff for session 2018-19 as has the need to develop the package and principles of Interventions to underpin Effective Monitoring and Tracking.</p> <p>Progress has been made in the BGE in establishing the importance of learning conversations as a tool to foster discussion of Formative Assessment This development remains crucial for building on prior learning Rationalize. Moderation and Benchmarking not yet established within \PTC forum as was declared intent</p>	<p>Continue to review and develop IT. PT Digital Literacy to become a substantive post</p> <p>Interventions package to be prioritized for session 2018-19.</p> <p>Learning Conversation underpinned by Higher order questioning re Bloom's taxonomy to be focus of SCM CPD..</p>
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Attached as appendix 1

### 2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers

In the first year of PEF there was investment in securing the foundations for significant progress and sense for all related to Employability, Pupil Voice , Wider Achievement , Growth Mindset , Developing the Young Workforce . In addition through pupil voice a clear mandate has been established with regard to school issues which need addressed ensuring equity of provision to tackle those issues which impact as barriers to learning many of which are related to Health and Well-being and Additional Support Needs .

Clear issues impacting are Mental Health, Sexual Health and identity , Social Isolation and Vulnerability as well as the Additional Support Needs which have grown out of gaps in learning

Target groups of pupils have been identified for additionality of staffing and resources for session 2018 onwards which will impact on the discrete and general issues which are barriers for staff and pupils. PEF funding for additionality from Youth Services was a successful feature this year with regard to impact and will be repeated.

The best evidence for the removal of barriers is best seen in the school ethos which has recognized that to meet the needs all pupils then systems to respond to newly identified needs must be proactive and available to both staff and pupils . The school ethos is very much one of inclusion to acheive equity and the funding to this end is enhanced by the school from its own resources by an additional £ 40.000 of staffing equivalent and £20,000 in financial support for additional paid duties related to equity .

## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.1 Self-Evaluation for Self-Improvement</b> <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements.</li> </ul>	<p>Learning Conversations as part of BGE profiling with pupils. Insight conversations with staff have greater clarity . Establishing individual and collective targets for improvement in attainment and achievement with faculties</p>	<p>Learning Conversations need to be integral to Teaching and Learning throughout and not just within context of formal profiling. Staff confidence in insight needs to be central to above. Creation and establishing of targets needs to be owned by staff and pupils rather than directed.</p>	4
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change.</li> </ul>	<p>Peace Project Growth Mindset and Developing Young Workforce initiatives have improved motivation and ethos. Staff clearer about purpose and direction of initiatives in addressing contextual issues for staff and pupils related to Health and Well-being. Increased awareness of need to measure impact Improvement and change clearly taken forward by leadership opportunities given to and grasped by staff.</p>	<p>Build successes into leadership and management structure of school to drive and sustain improvement through establishment of additional opportunities for staff in tandem with authority management review. Sharing good practice as central theme of Staff College arrangements.</p>	5
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring.</li> </ul>	<p>Pupil Motivation has been identified as an area of concern in S3 and S6. While the quality of teaching in most subjects is strong there are clear areas identified where pupil's ownership and engagement with learning is the key to motivation. This includes a lack of follow through to formative assessment in the Senior Phase due to the lack of engagement of pupils in the planning , tracking and monitoring of progress</p>	<p>Revisit formative assessment and impact of both learning conversations and monitoring and Tracking in daily practice Focus on establishing ownership of positive destinations for all leavers through personal planning</p>	4

<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>In line with action plan following 2016 Inspection this is a clear focus for incremental development year on year as resources, staffing and developing expertise allow. Community partnerships a recognized strength</p>	<p>Confidence in coverage of Health and Well-being in terms of delivery and impact through staff College focus for CPD</p> <p>Further enhancement of community ethos and partnership through relocation of social Work within school</p>	<p>4</p>
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>Literacy and numeracy over P5-P7 an issue. Progress from S1-S3 improving S6 leavers data sound Learner profile of school across deciles 2-7 is at least on par with if not better than local and national picture. Equity for all learners is compromised with reference to vocational opportunities</p>	<p>Improved tracking of and building on prior learning across P5-S3.</p> <p>LAC ATTAINMENT AND ACHIEVEMENT needs more FOCUS</p> <p>IMPROVED VOCATIONAL OPPORTUNITIES IN HOUSE DUE TO RURALITY OF SCHOOL AND POOR TRANSPORT</p>	<p>4</p>
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Developing the Young workforce and employability focus Broad general education core</p>	<p>Potential of growth mindset</p> <p>Personal choice</p>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people's learning.</b></p>	<p>Feedback from reporting and profiling Engagement of Parent council and forum in growth mindset initiative</p>	<p>Raising awareness of purpose of formative assessment focus and role of parents in growth mindset</p>	
<p><b>School selected QI</b> <b>2.6 Transitions</b></p>	<p>Transition across primary secondary from a pastoral sense has bene a significant strength . The transition of prior learning in the curriculum less so. This is being addressed by the nature of the information now being gathered and the breadth of information. Transitions through and from are now the focus of increased staffing and planning</p>	<p>DYWF posts are being made substantive as is the PT Digital Learning which will contribute towards transfer of prior learning with more rigour at transition points focusing on individual need through enhanced Pastoral Support staff Positive destinations are a success in number but there is a need to look at quality and longevity</p>	



### 3. SCHOOL IMPROVEMENT PLAN 2018 - 19

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )
<p>School Priority 1 Building Capacity : Leadership of change</p> <p>In personnel In pupils In provision In practice</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy;</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> The key drivers of improvement are: <a href="#">School leadership</a> <a href="#">Teacher professionalism</a></p> <p><b>HGIOS 4</b> <b>1.2 , 1.3 and 1.4</b></p>	<p>A model of coaching / mentoring supported by staff and engaged in by school community</p> <p>Extension of growth mindset in senior school leavers</p> <p>Improved motivation leading to pupil ownership of positive destinations</p> <p>Develop and share best practice through CPD related to staff and pupil need</p> <p>Upskill staff in overcoming barriers to learning including it needs of staff</p> <p>Develop increased confidence impacting on improved L and T</p>	<p>Research Consultation Establish preferred model. Action Plan Implementation timeline</p> <p>Conduct Pilot with all S5 and S6 leavers</p> <p>Establish personal profile template Motivate and direct S5/6 leavers through monitoring of personal plans</p> <p>Identify and source CPD related to coaching and mentoring , health and well-being [Priority 2] additional support needs [PRIORITY 3]and it</p> <p>Match delivery to SCM calendar</p> <p>Focus on Blooms taxonomy and hisghe order questioning skills</p>	<p><b>Additional payment agreed for research from staffing surplus ; key person tbd.</b></p> <p><b>Additional payment to Growth Mindset Coordinator from staffing surplus Supported by Senior Phase PT1</b></p> <p><b>LAC SUPPORT THROUGH PEF and Staffing financial surplus</b></p> <p><b>SLWG AND DHT PTC LED BY PTC DIGITAL LEARNING</b></p> <p><b>COMPLETION DATE EASTER 2018</b></p>

<p><b>School Priority 2 Participation and partnership ; families and communities</b></p> <p>Develop a more effective strategy to improve impact responsibilities of all across the school</p> <p>Extend and refine partnerships within and across community of life-long learners</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; and NIF DriverThe key drivers of improvement are:</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <ul style="list-style-type: none"> <li>• Performance information</li> </ul> <p><b>HGIOs 4 1.5 2.5 3.2</b></p>	<p>ROA</p> <p>Improved Literacy</p> <p>Improved Numeracy</p> <p>Improved self-worth and self belief through Junior Phase focus on DYWF</p> <p>Improved Health and Well-being focusing on Physical Health, Mental Health and Sexual Health</p> <p>Improved BGE outcomes re PEF cohort and positive destinations in with an additional focus on LAC pupils</p>	<p>Enhanced support materials for literacy, numeracy , employability and Health and Well-being and awareness raising of staff through</p> <p>CPD provision through SCM calendar and Inset days</p> <p>Joint CPD delivery with external partners ; Youth Matters, Ed.Psych Service , Opps for All and SW</p> <p>Employment of Personal Development Teacher</p> <p>Appointment of LAC dedicated staff</p>	<p><b>DHT and PTs English and Literacy and Maths and Numeracy to lead .</b></p> <p><b>DHT Curriculum : PEF funding</b></p> <p><b>HT PEF funding</b></p> <p><b>Programme established by October 2018 delivered by June 2019</b></p> <p><b>HT : Substantive staffing budget</b></p> <p><b>HT : PEF funding</b></p>
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<p><b>School Priority 3</b> <b>Raising of attainment and achievement</b></p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy;</p> <p>Improvement in children's and young people's health and wellbeing; and</p> <p>NIF Drivers</p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul> <p><b>HGIOS 4</b></p> <p><b>3.1/3.2/3.3</b></p> <p><b>School Priority 4 : Cluster</b></p>	<p>Establish flexible model of ASN provision to match evolving needs of additional support requirements</p> <p>Prioritise interventions package to enhance profiling and monitoring and tracking of all pupils to impact on wider achievement</p> <p>Improved use of Monitoring and Tracking and Junior profiling to enhance prior learning as a result of better use of formative assessment</p> <p>Improved use of wider range of data by all</p> <p>See appendix 1</p>	<p>Mixed economy of support across school I by utilising the five roles of LS staff more expansively with a clear focus on solution focused approaches delivered through SCMs and Inset</p> <p>Focus of June 2018 to establish foundation for efficient and consistently effective use of Interventions package</p> <p>Sharing of good practice in implementing formative assessment approaches by revisiting Assessment is for Learning</p> <p>Awareness raising of data available , sources and interpretation :</p>	<p><b>HT PTASN EDPSYCH</b> <b>PEF funding for resources and staffing</b></p> <p><b>PT Digital Learning and SSM : Additional funding from staffing surplus</b></p> <p><b>PTC group and Inset provision</b></p> <p><b>PT Digital and SLT through Faculty delivery .</b></p>
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