

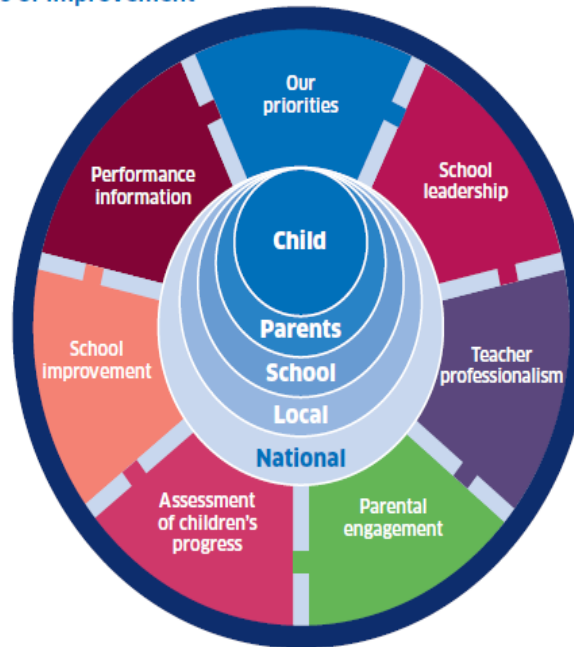


James Gillespie's High School – Improvement Plan 2017/18/19/20

Key priorities of the National Improvement Framework

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing; (*inc autism training for staff*)
4. Improvement in employability skills and sustained, positive school leaver destinations for all

Key drivers of improvement



What is our capacity for improvement?

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Priority 1 Improvement in attainment, particularly in literacy and numeracy	Overall Responsibility As shown in the Yellow boxes	QIs 3.2
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Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
1.1 Ensure high quality and consistent active learning experiences and share best practices (Deirdre O'Brien) Qi 2.3				
Implement regular cross-curricular class visits by all staff.	CLs	Time during CAT and INSET days to share and evaluate, and cover if necessary for class visits	May 2018	
Implement 10-minute T&L drop-ins to identify best practices	D O'Brien and SLT	10 minutes at start of each day.	From August 2017 and ongoing	
To further develop learner dialogue 'pilot' with other year groups. When successful, adapt and adopt this evaluation technique across all faculties – All CLs	D O'Brien and L, T & A team	Time (Faculty and Whole School)	May 2018 May 2019	
Continue with sharing of good practices across whole school through termly newsletters and through CAT and INSET	D O'Brien, L, T & A team and all staff	Time during CAT and INSET	From August 2017	
Introduce and develop shared classroom experience opportunities in foreign exchange visits and share best practices.	J Warden/DJ Macdonald/Foreign exchange leaders	Time during foreign exchange visit Time during CAT and/or INSET	May 2020	

1.2 Further develop literacy across all subject areas (M Roskilly)

Further embed literacy outcomes across all subject areas through the implementation of the S1 Literacy Passport.	M Roskilly and all staff	INSET training and key documents	August 2017– May 2018	
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1.3 Further develop Numeracy across the school (J Warden)

Renewed focus on the delivery of numeracy outcomes across the whole-school – via establishment of Numeracy Improvement Team and Numeracy Coordinator	J Warden and Numeracy Coordinator	Protected time throughout session to get established in first half of session Key documents Time during CAT and INSET in second half of session	May 2018	
Deliver cluster numeracy event to enthuse upper primary pupils	A Dolan (Maths teacher)	CAT, INSET and time as required to organise	November 2017	

1.4 Assessment and moderation (J Warden)

Further develop approaches to assessment and moderation across the BGE and Senior Phase.	D Leslie (QIO) and CLs	Time during CAT and/or INSET	January 2018	
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1.5 Utilising Digital Technology (J Warden)

Further implement and utilise current and future trends with regards to ICT software – for both staff and pupils	F Carstairs and Digital Strategy Team alongside communications team.	CAT and INSET days Dedicated ICT time Twilight training sessions Faculty-driven initiatives linked to digital learning as suits each subject	May 2018	
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1.6 Revise and develop interventions to better support engagement of learners (Dj Macdonald) Qis 2.1, 2.2,2.4,2.5 and 2.7

Embed the revised Code of Conduct	D O'Brien	Code of Conduct Posters Time during INSET and/or CAT	August 2017	Poster will be in each classroom from August 2017 showing interventions to be used to support and ensure good pupil engagement in learning
Revise Duty Head support system and implement changes	Dj Macdonald	CAT and INSET	From August 2017	Feedback has been gathered during May/June 2017 to enable suitable changes to be made from August 2017. Revised approach to classroom discipline and duty head implemented on 24 October 2017
Review impact of measures introduced in June 2016 and further plan and modify and develop throughout 17/18	Dj Macdonald and School Improvement Team	WTA, CAT and INSET as appropriate	Jan/Feb 2018	.

1.7 Parents/Carers are enabled to more fully support pupils with learning (S Westerman) QI 2.5

Provide parents with a summary of homework tasks and assessment details by subject for S1-6	S Westerman	DHT Time, CL Time	September 2017	Added to school website on 10 November 2016
Explore Electronic Home working diary	S Westerman/L Stewart	Share with staff during relevant CAT and INSET	May 2018	
Continue to develop communications with parents and carers	Communications - School Improvement Team	CAT, INSET and time as per Work Time agreement.	October 2017	

1.8 Revisit and revise whole school values to re-energise and re-focus combined efforts to raise attainment and wider achievement (Dj Macdonald)

Revisit and revise core values of the school	Dj Macdonald	CAT and In-service	May 2018	
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Priority 2 - Closing the gap between the most and least disadvantaged children	Overall Responsibility: As shown in yellow boxes	QIs 3.1
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Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
2.1 Clarify 'statutory duties' (ref. Staff audit of 3.1 - March 2017) (I Porter)				
Professional learning is tabled into CAT time throughout the year to raise awareness of the following: <ul style="list-style-type: none"> • GIRFEC • UNCRC • Additional Support for Learning Act • Education Act 2016 • Equality Act 2010 • Children and Young People Act 2014 • Health Promotion and Nutrition Act 2007 • ASD • CEC as a corporate parent • 2.1 Safeguarding and Child Protection 	SLT	CAT time Access to relevant documents	March 2020	CAT session on 16 November 2017
2.2 Reduce the attainment and achievement gap across the school (I Porter)				
Whole School Community consultation on best use of Pupil Equity Fund (PEF)	I Porter/C Pearce/Equality & Equity School Improvement Team	CAT time E&E SIT Administration support	September 2017	

All staff will be aware of what the attainment and achievement gap looks like.	I Porter/C Pearce/Equality & Equity School Improvement Team	CAT time E&E SIT Administration support	September 2017	
Stakeholders are aware of Pupil Equity Funding allocation and how it will be used in 2017 – 18	I Porter/C Pearce/Equality & Equity School Improvement Team	CAT time E&E SIT Administration support	November 2017	
2.3 Develop/Consolidate the role of the Key Adult (I Porter)				
The role of the Key Adult will be embedded in practice whilst continuing to be shaped by feedback from all stakeholders	BS/IP	Administration support CAT time	March 2018	

Priority 3 - Improvement in children and young people's health and wellbeing			Overall Responsibility As shown in the yellow boxes	Qis 3.1
Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
3.1 Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life (I Porter)				
Carry out staff and pupil audit using HWB quality indicators,	IP/HWB SIT	CAT time Administration support	November 2017	
3.2 To implement the findings of the HWB School Improvement Team (I Porter)				
Establish a breakfast café for a targeted group of pupils	G Newall/HWB SIT	CAT time JGHS Trust and other funding support	November 2017	
Continue to raise awareness of the risks and benefits of social media	G Newall/HWB	CAT time Year assemblies Incorporated into curriculum via PSE	August 2017 – Aug 2020	
Continue to raise the profile of healthy lifestyles	G Newall/HWB	CAT time	Feb 2018	
3.3 Offer varied opportunities to staff to better support pupils to become more responsible and resilient young people (D O'Brien)				
Training sessions for all staff in developing a better understanding of the complex barriers that pupils may experience as adolescents	D O'Brien and I Porter	CAT, INSET and Twilight sessions	May 2019	

3.3 Enhance school environment (Dj Macdonald) QIs 1.3, 1.5, 2.2, 2.4, 2.7, 3.1, 3.2 and 3.3

Continue to develop environment across the campus. To include: Corridor displays Murals etc	Faculty Staff	CAT, INSET and volunteer time	June 2017 – August 2020	
Continue to increase range of plants in and around the campus <ul style="list-style-type: none"> • Corridors • Classrooms • Offices • Outside Spaces 	V Norton and horticulture volunteers incl. Parents, Staff, Pupils and Royal Horticulture Society staff	CAT, INSET, curriculum time and volunteer time	June 2017 – August 2020	

3.4 Whole school staff training in Autism Spectrum Disorders (ASDs) (S Westerman) QIs 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3

Ensure that all staff are up to date with best practices in supporting pupils who are on the Autistic Spectrum	S Westerman and colleagues as appropriate	CAT, INSET and twilight as appropriate	June 2017 – Aug 2020	
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3.5 Increase numbers in school community who run, walk or cycle to school (D j Macdonald)

Continue to develop cycling opportunities across the school	D Dickinson, A Dolan working with Sustran and other volunteers	CAT, INSET and twilight meetings as appropriate	June 2017 – Aug 2020	Cycling club launched and is now up and running from August 2017
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Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people	Overall Responsibility: As shown in the yellow boxes	Qis 3.3
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Tasks	By Whom	Resources	Timescale	Progress/evaluation of task
4.1 To ensure we as a school community are implementing the recommendations of the Commission for Developing Scotland's Young Workforce (I Porter)				
Establish a DYW WG	IP/BMc/Faculty representatives/Pupil representatives/SDS	WTA CAT time	September 2017	► Established but due to imminent staff changes, further focus is needed in this area.
Staff will be aware of Developing the Young Workforce (DYW), Career Education Standard and Work placements Standard and Guidance on School/Employer Partnerships.	IP/BMc/Faculty representatives/Pupil representatives/SDS	CAT time CL Meetings	March 2018	
Pupils will develop Career Management Skills (CMS) as an integral part of their curriculum.	All staff in partnership with SDS	CAT/CL/DM time	March 2018	
4.2 Engage with parents in developing a programme of enhanced opportunities for pupils to learn about a range of career opportunities (Ian Porter) Qis 1.5, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 and 3.3				
Arrange a Career Event to explore the range of career pathways in relation to Curriculum areas	IP/DYW WG/SDS/Cluster HTs	ISIS/CAT/CL meetings Cluster CAT afternoon SDS resources Employer links	November 2017	

4.3 Employability Skills across the curriculum (Qis 1.1, 1.2, 1.3, 1.5, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2 and 3.3)

Reintroduction of Work Placement opportunity for some S4 pupils	I Porter/J Warden Pupil Support Leader - Careers/Employability)	Time Staff buy-in and support	October 2017	<ul style="list-style-type: none"> • Week identified • Needs shared with staff • Procedure for organising placements – KA? PSL? • All/some/any pupils?
All Faculty Improvement Plans to be viewed by faculty links to ensure appropriately contextualised tasks are included	Faculty Links	Management Time	End of June 2017	Faculty links to chase up as necessary
Identify which employability skills are most relevant for school leavers in June 2018 and carry out audit to establish what our gaps are at JGHS	Relevant PSL with responsibility for employability skills	Management time	April 2018	

Donald j Macdonald (Updated 30 November 2017)