



Grangemouth High School



SCHOOL IMPROVEMENT PLAN 2019-2020

As at: September 2019

Grangemouth High School

values & aims

Learning

Our school strives to be a safe environment where everyone can learn.
Our pupils are developing the skills they will need to flourish.

Achievement

Our school seeks to raise attainment for all.
Our pupils set targets and are determined to achieve them.

Positivity

Our school is an encouraging and nurturing environment.
Our pupils are confident and have a positive attitude.

Respect

Our school values and respects all members of our community.
Our pupils feel cared for, supported and included.



Improvement Priorities 2019-20:			
What do we want to do? (including stretch aims)	Who will lead? Who will be involved?	Data used to inform & measure?	What progress & impact are we making? (Quantitative & Qualities measures)
1.1 Self-Evaluation for Self-Improvement			
We need to review our approaches towards self-evaluation and continuous self-improvement. School and Faculty Improvement Plans must <i>'tell the story'</i> of their improvement aims and therefore must be: Aim: Understood by all staff who use them. Aim: Highlight faculty improvement aims and show data used to measure impact. Aim: Highlight evidence of pupil voice. Aim: Highlight evidence of partnership participation	P Dunn DHTs Principal Teachers	Inset Day and staff meeting feedback. Link meeting feedback. Collation of good practice.	Reviewed in HT-DHT-PT meetings Monitored in tracking and in PT-DHT Link meetings Faculty & ELT Meetings School and faculties all adhere to a calendar of self-evaluation activities. All faculty staff are aware of the faculty improvement aims. These are shared and routinely discussed. All faculties can evidence gathering and using stakeholder participation.

1.3 Leadership of Change			
Survey data highlighted that we needed review and refresh School Values & Aims statements as these were not widely known. This exercise has been carried out over past session and now must be launched across the school. Aim: Values and aims statements continue to be shared with all pupils, parents and staff. Aim: Evidence of values and aims statements found in school policies and practices. Aim: Evidence of statements to be found across the school – in classrooms, assemblies, presentations, posters, communications etc...	P Dunn ELT Pupil Councils Parent Council	Staff & Pupil voice form assemblies. Parent Council and Parent Evening surveys. Feedback from partners. ELT Meeting HGIOS?4 exercise.	August Inset 2019 Shared at Parent Council & Values Statements shared with pupils and staff at all meetings and assemblies. Chosen statements have been fully consulted with all staff and amendments made to account for staff response. Statement posters created and displayed. School Values shown on school website and in school newsletters. Posters distributed to all staff and visible throughout the school.

2.1 Safeguarding			
Data from the child protection concerns passed on by staff indicate a lack of clarity from some staff as to the difference between a child protection and welfare concern, and their role in safeguarding. Aim: To create a safeguarding policy and protocols clarifying the role of each member in the school community in safeguarding young people. Aim: To provide staff training at Inset to help them understand their role in safeguarding, and to distinguish where possible, between welfare and child protection concerns. Aim: To raise awareness of the link between school values of respect and positivity in further developing staff trauma sensitive practices.	P Holland L Lang	OTB referrals & Pastoral notes. Child protection concerns logged.	August Inset 2019 & April Inset 2020 Pupil Assemblies & Staff meetings All staff are aware of school Child protection protocols. Plans for All staff to undertake training in school safeguarding policy and practices.

2.3 Learning, Teaching and Assessment			
The GHS Skills Framework has been shared widely from S1-S6 with almost all pupils and staff now able to identify the skills they aim to develop in each lesson. Aim: Programme of weekly SLT Walkthroughs will continue to focus on pupil engagement with skills framework. Pupil's ability to not only articulate the skills they are developing but to be aware of their next steps to develop these skills further. Aim: All faculties can evidence learner conversations which include further skills development using the GHS skills framework through learning visits (SLT, PT, peer) by June 2020. Aim: To develop a method of sharing ideas and good practice in focused Skills Development	L&T SIG J Matheson Principal Teachers Class teachers	SLT drop-in written evidence, PT visit written evidence, Sharing practice bulletin produced regularly by L&T SIG	October Inset 2019 & Staff Meeting March 2020 Faculty Meetings 2019 & 2020 SIG Meetings 2019 & 2020 SLT weekly walkthrough schedule in place, with streamlined paperwork developed. SLT and PT scheduled. ?/8 faculties have recorded lesson observations with Skills Framework development observed. Almost all faculties have a programme of peer observation in place Almost all faculties can evidence learner conversations focused on skills development Most SLT Walkthroughs highlighted evidence of pupils' ability to articulate their next steps in further developing their Skills.

Last session a range of NPA, NC, SkFW and FA were offered as part of the Senior Phase curriculum. This session these will be developed and delivered, in many cases, for the first time. Aim: By Feb 2020, all faculties offering new courses will evaluate their success in order to assess whether they remain part of the Pupil Pathway choices for session 2020-2021 Aim: <u>All</u> Faculty Improvement Plans will show Senior Phase curriculum development: new courses as an aim for 2020-21. Aim: Increase in the number of Level 5 Awards pupils presented for in May 2020 compared to May 2019 Aim: Improved attainment at 5+ Level 5 Awards – matching VC in 2020 presentations.	L&T SIG J Matheson A Wood Principal Teachers Class teachers	Current attainment data to identify areas where alternative courses may be beneficial, pupil feedback from option trawl (December) and uptake from final pathway choices.	Staff Meeting September 2019 February Inset 2020 Monitored in tracking and in PT-DHT Link meetings Uptake in N4 General Science has more than doubled in comparison to N4 discrete sciences. Staff and pupil feedback on alternative courses delivered for first time, gathered in February 2020 PTs and class teachers continue to look outwards to gather ideas from other schools about non SQA exam assessed courses that could be included in their area of the curriculum
Faculty improvement plans highlight desire to further develop the use of ICT in Learning and Teaching. Aim: To be revised by Digital Learning SIG. Aim: <u>All</u> faculties maintain up-to-date subject pages on school website, including use of Twitter by November 2020.	Digital Learning Group: SIG Leader J Todd ICT Technicians J Matheson	Evaluation of use of iPads and GLOW (survey?); feedback from drop-ins, learning visits and Pupil Councils on use of ICT; Monitoring of school website.	Digital Learning SIG Meetings Evidence of all faculties maintaining up to date subject pages on website. Evidence of almost all pupils (85%+) indicating effective engagement with ICT across 6/8 faculties.

2.6 Transitions

Cluster Planning highlights the need to share all schools aims across Literacy, Numeracy and HWB. Aim: Literacy - Development of Cluster Literacy Strategy by May 2020. Aim: Numeracy – Development of agreed Cluster Numeracy aims by May 2020. Aim: STEM – If cluster grant bid successful, then launch of Cluster Stem Initiative to develop staff capacity across the cluster. Aim: MWOW – Development of use of MWOW. Aim: CLD – Development of Cluster Team Around the Family Meetings.	P Dunn T Holland M Dickson A Wood G Elliot S Cockburn CLD DHTs Pastoral PTs Faculty PTs	Cluster Leadership Group Meetings Collated Cluster data	Cluster Leadership Meetings 2019 & 2020 Cluster Performance & Planning Review May 2020 Cluster improvement plans being prepared for each item to outline the impact of the aims of each school. Cluster Literacy and Numeracy developments monitored buy key identified staff. Cluster STEM Bid submitted. Cluster My World of Work Day being planned with all P6 pupils attending. Plans in place for Cluster team Around the Family Meetings in place with key support from CLD.
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2.7 Partnerships

Further develop and consolidate collaboration with a main business partner, and range of other partners, to deliver specific initiatives in support of pupil employability skills and prospects. Aim: The school will have a key Priority Business Partner. Aim: Undertake Career Ready programme Year 2 – Cohort 2. Aim: <u>All</u> faculties can evidence current impact of range of partners by June 2020	Employability SIG S Cockburn J Matheson J McGuigan J Todd DYW SDS Career Ready Principal Teachers	Partnership Audit Partnership Visit data	Parent Meeting February 2020 INEOS Partner meetings held 2019-20 Current Priority Business Partner in INEOS. Career Ready Programme mentor conference arranged for September 2019 involving almost 70 visitors from education and business community. Almost all faculties can evidence current range of partners. Skills Framework pupil event for S4-S6 to held in September 2019.
We need to further improve our current Parental Partnerships. This includes development of our Parents in Partnership initiative. Aim: One parent partner session per term. Aim: <u>All</u> faculties can evidence parental partnership working by June 2019.	HWB SIG T Holland Principal Teachers	Parents in Partnership Audit Parent survey feedback	Parent Evening February 2020 Almost all faculties can evidence current parental partnership working. 74 parents attended S3 Pupil Pathway evening/ meeting

3.1 Improving Wellbeing, Equality and Inclusion

We need to revise current school Promoting Positive Relationships Policy to reflect developments in local and national guidelines. Aim: Review and re-launch Restorative Practices in line with the language of Rights Respecting Schools. Aim: To launch new Anti-bullying policy and procedures.	HWB SIG T Holland A Wood Principal Teachers	OTB Incidences of bullying recorded on SEEMiS bully log. Staff training evaluations.	August Inset 2019 & April Inset 2020 February 2020 Staff Meeting, Pupil Assemblies Plans in place for staff refresh and development of restorative practices approaches. Revised protocol for logging bullying incidents on SEEMiS shared with all staff.
To further promote and support positive mental wellbeing in the school community and to develop a whole school approach to supporting pupil wellbeing through restructuring support for pupils. Aim: <u>All</u> pupils & staff are aware of purpose of the Wellbeing Policy. Aim: Attain Rights Respecting Schools Silver award. Progress towards Gold. Aim: Train 20 pupil Health Ambassadors as peer supporters for other pupils. Aim: Key pastoral staff to undertake Compassionate, Connected Classroom training to further embed nurturing approaches across the school. Aim: To promote the Lighthouse nurture facility and involve pupil health ambassadors and staff across the school in providing nurture support. Aim: To promote and support staff wellbeing through staff consultation and training, the formation of a staff wellbeing committee and providing opportunities for staff to come together. Aim: Return attendance figures for session above local authority average (S1-S6 91%) (Final Review: May 2020)	HWB SIG P Holland T Johnston P Dundas M Brown A Ferguson M Dickson CLD PEF Commission	Pastoral Meetings HWB SIG meetings Agency meetings School pupil surveys RCS data Forth Valley NHS data Staff surveys	August Inset 2019 April Inset 2020 Positive Mental wellbeing protocols are displayed in all classrooms. 68% of staff display door logo indicating pupils can talk to them about mental wellbeing. 72% of pupils in survey can identify warning signs for mental wellbeing. Almost all pupils are aware of purpose of policy. Almost all staff are aware of purpose of policy. 15 members of staff now mental health first-aiders and wear lanyards for identification. Current attendance for session at June 2019 was 90.9%.
To further improve equality and inclusion for pupils within the Additional Support Centre (ASC) for pupils with social communication difficulties. Aim: To offer training for all staff to develop successful approaches to understanding and teaching pupils with ASD through Inset and a series of twilight sessions. Aim: To re-launch ASC parents workshops to inform them of approaches used in school, and provide an opportunity for networking and support.	J Davies P Holland E Hepburn F Hutt S Young D Kennedy	Staff voice feedback. Lesson observation & SLT Walkthrough returns	October Inset 2019 Twilight sessions following delivery. Plans in place for Inset L&T delivery and twilight sessions. Plans in place for parent workshops and networking throughout session.

3.2 Raising Attainment and Achievement

Local Benchmarking Attainment: Literacy & Numeracy Insight data highlights that we are below our Virtual Comparator at attainment measures for S5 Level 5 Literacy & Numeracy. Aim: Raise Literacy S5 Level 5 rates to 79% by September 2019. (Achieved) Updated Aim: Raise Literacy S5 Level 5 rates improved to VC by Sept 2020. <i>(based on increasing 4 year trend from 61%-79%)</i> Aim: Maintain Numeracy S5 Level 5 rates to 76% by September 2019. (Achieved) Updated Aim: Maintain Numeracy S5 Level 5 rates above VC by Sept 2020. <i>(based on increasing 4 year trend from 54%-79%)</i>	A Wood P Dunn Principal Teachers	OTB INSIGHT data <i>*All figures based on current Insight Local Benchmarking Virtual Comparator.</i>	Monitored with Maths and Languages faculties and via PT-DHT Link meetings Current Local Literacy S5 Level 5 at 79%. (VC = 82%) Current Local Numeracy S5 Level 5 at 79%. (VC = 62%) Information to parents to outline Level Awards achieved. Share updates with all staff.
National Benchmarking Attainment: Literacy & Numeracy Insight data highlights that we need to further improve literacy and numeracy rates for leavers, ensuring that learners who have not attained literacy or numeracy at level 4 or above in S4 are supported to achieve this in S5/S6 prior to their exit point. Aim: Level 4 Literacy aim for leavers: 94% by February 2020. Aim: Level 5 Literacy aim for leavers: 80% by February 2020. Aim: Level 4 Numeracy aim for leavers: 91% by February 2020. Aim: Level 5 Numeracy aim for leavers: 74% by February 2020.	A Wood, P Dunn, I MacKinnon, G Elliot, Faculty staff	INSIGHT data <i>*All figures based on current Insight National Benchmarking Virtual Comparator 2017</i>	Current Level 4 Literacy 93% Feb 2019 (VC = 93%) Current Level 5 Literacy 78% Feb 2019 (VC = 80%) Current Level 4 Numeracy 90% Feb 2019 (VC = 89%) Current Level 5 Numeracy 73% Feb 2019 (VC = 67%)
Insight data indicates that there is a gap between the breadth and depth attainment criteria for the school and our Virtual Comparator. Faculty focus attainment programmes for S4-6 will use their data to target interventions. Aim: 5+Lvl5 Awards S4 rates improved (40%) by Sept 2019. (Achieved) Updated Aim: 5+Lvl5 Awards S4 rates maintain above VC by Sept 2020. Aim: 3+Higher Awards S5 rates improved (30%) by Sept 2019. (Not Achieved) Updated Aim: 3+Higher Awards S5 rates improved (30%) by Sept 2020. Aim: 3+Higher Awards rates improved S6 (48%) by Sept 2019. (Not Achieved) Updated Aim: 3+Higher Awards S6 rates improved to VC by Sept 2020. Aim: 5+Higher Awards S6 rates improved (30%) by Sept 2019. (Achieved) Updated Aim: 5+Higher Awards S6 rates maintain above VC by Sept 2020.	A Wood, P Dunn, PEF Data Commissions Faculty PTs & staff	OTB data INSIGHT data SIMD data <i>*All figures based on current Insight Benchmarking Breadth & Depth.</i> <i>*All figures based on comparison against S4.</i>	August Inset 2019 & February Inset 2020 Last session 5+Lvl5 rates in S4 40% - 39% VC Last session 3+Higher rates in S5 (24% v 36% VC) Last session 3+Higher rates in S6 (40% v 44% VC) Last session 5+Higher rates in S6 (32% v 30% VC) Consistent use of shared data across all Faculties. Evidence of targeted interventions in all Faculties.

Local Benchmarking Attainment: Improving Attainment for All (Complimentary Tariff Points): Aim: Raise attainment of S5 Middle 60% Attaining Leavers to VC by Sept 2020. Aim: Raise attainment of S5 Highest 20% Attaining Leavers to VC by Sept 2020.	A Wood, P Dunn, E Hepburn (PEF) Faculty PTs & staff	OTB data INSIGHT data SIMD data <i>*All figures based on current Insight Local Benchmarking Virtual Comparator.</i>	September 2019 Update: Improving Attainment for All - Local Benchmarking S5/S5: Middle 60% Attaining Leavers Current Gap 458-483 points. (Sept 2019) S5/S5: Highest 20% Attaining Leavers Current Gap 871-924 points. (Sept 2019)
Local Benchmarking Attainment: Tackling Disadvantage (Complimentary Tariff Points): Aim: Maintain Attainment v Disadvantage tariff points in S4, S5 & S6 to VC SIMD (1-3) by Sept 2020.	A Wood, P Dunn, PEF Data Commissions Faculty PTs & staff	OTB data INSIGHT data SIMD data SEEMIS Data <i>*All figures based on current Insight Local Benchmarking Virtual Comparator.</i>	<i>Currently at or above VC for SIMD (1-3) for S4, S5 & S6.</i> <u><i>Current February 2019: National Data (Total Tariff)</i></u> SIMD 1: 816-780 tariff points SIMD 2: 659- 544 tariff points SIMD 3: 921-882 tariff points
Data highlights areas where we need to increase levels of pace and challenge within the BGE. Using data to support teacher, faculty and House interventions to raise pupil attainment in the BGE. Aim: <u>Almost all</u> pupils indicate they know and discuss their BGE Levels with their teachers. Aim: Pupils reported at Level 4 in BGE across all subjects.	A Wood PTs F PTs PS	OTB data Faculty meetings SIG meetings Cluster meetings Parent survey feedback	Evidence of learning conversations in BGE including reference to Levels: faculty meetings, PT-DHT Link meetings; House interventions Review of pace and challenge within our BGE. Almost all subjects currently reporting up to Level 4 in S3. Plans to gather pupil voice regarding levels and next steps.
Develop our practice in analysing and sharing SNSA data to improve levels of literacy and numeracy across the curriculum. Aim: P7 SNSA data is used by all faculties to plan appropriate interventions and support for S1 pupils in Literacy and Numeracy Aim: S3 SNSA data is used by all faculties to plan appropriate interventions and support for pupils in Literacy and Numeracy.	Numeracy SIG A Wood G Elliot Class teachers	OTB data TJS data DHT-PT meetings Faculty meetings SIG meetings	Staff training in analysis of SNSA data and use of SNSA in faculty and House meetings as appropriate when planning interventions. P7 SNSA data used by some faculties at present. S3 SNSA data used by most faculties at present.

TJS data highlights that we need to raise attainment in Levels 3 & 4 Literacy across the BGE curriculum. Aim: Raising Lvl 4 attainment in Literacy in S3 to 50% across R, W and L&T by May 2020. Aim: S3 pupils at expected level in Lit (3rd / 4th) to 90% across R, W and L&T by May 2020.	Literacy SIG A Wood I MacKinnon A N'Gabia Class teachers	OTB data TJS data DHT-PT meetings Faculty meetings SIG meetings	SIG Meetings; Faculty meetings, PT-DHT Link meetings <i>Current Literacy Levels:</i> <i>Lvl4 - 2019 TJS: Reading – 45%; Writing – 45.5%; Lis&Talk – 49%</i> <i>Lvl3/4 - 2019 TJS: Reading - 84.5%; Writing 82.5%; Lis & Talk – 88%</i>
Education Scotland inspection reports indicate that improving pupil Literacy works best at Cluster Level. Aim: Develop the Cluster Literacy Strategy by identifying the relevant barriers in each centre, the actions taken to address these and the evidence on which these are based linked to the vision and aims agreed in session 2018/19. Aim: Develop a collaborative approach through shared research, learning and practice across the Cluster.	Literacy SIG A Wood I MacKinnon L Gallagher T McDougall	Cluster Literacy Strategy document Cluster meetings SIG Meetings	Cluster Literacy meeting and SIG meetings Literacy strategy and vision aims now agreed by all cluster schools. Literacy data now shared across all cluster schools. Planning in place to develop and share practice across the cluster.

3.3 Increasing Creativity and Employability

Developing Scotland's Young Workforce – We need to further develop pupil employability skills and close the small Positive Destinations gap with Virtual Comparator. Aim: 94% of schools leavers attain a positive destination by February 2020. (91.4%) v VC (94.6%) Aim: Employability Skills Development SIG to clarify aims. Aim: Achieve SDS MWOW Pupil Registration of 90% in 2020. Aim: Increase staff awareness of SDS Career Education Standard. (August INSET) (Review benchmark in April 2020) Aim: Develop use of MyWow and clear purpose for MyWow pupil ambassadors.	Employability SIG J Matheson S Cockburn J Todd T Bremner (SDS) K Williamson (CLD) DYW Group Career Ready	SLDR data INSIGHT data <i>*All figures based on current Insight National Benchmarking Virtual Comparator.</i>	August Inset 2019 April 2020 Staff Meeting Pupil Assemblies 2019 92% of leavers positive destination on Insight February Update 2018. (2019 = 91.7%) Currently estimate 94% of leavers have a positive destination (April SLDR). MWOW Pupil Registration by end of May 2019 was 91%.
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Appendix 1: Planned staff in-service day and meeting activities

In-service Days	Planned Activities	HGIOS?4 Criteria
19 th August 2019 20 th August 2019	Initial over overview of SQA results Learning & Teaching Updates Safeguarding Policy Updates HWB-Positive relationships Policy Updates Career Education Standard Training	3.2 Raising Attainment & Achievement 2.3 Learning, Teaching & Assessment 2.1 Safeguarding & child Protection 3.1 Ensuring Wellbeing, Equality & Inclusion 3.3 Increasing Creativity& Employability
21 st October 2019	Learning & Teaching Updates	2.3 Learning, Teaching & Assessment
6 th January 2019	Planned time set aside for Faculty Developments	2.3 Learning, Teaching & Assessment 3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raising Attainment & Achievement
18 th February 2020	Raising Attainment & Achievement	2.3 Learning, Teaching & Assessment
30 th April 2020	Planned time set aside for Faculty Developments	2.3 Learning, Teaching & Assessment 3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raising Attainment & Achievement
1 st May 2020	Safeguarding Policy Updates HWB-Positive relationships Policy Updates	2.1 Safeguarding & child Protection 3.1 Ensuring Wellbeing, Equality & Inclusion

Staff Meetings	Planned Activities	HGIOS?4 Criteria
23 rd September 2019	PEF Updates Senior Phase Policy Update	3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raising Attainment & Achievement
9 th December 2019	Attainment Updates Curriculum Discussion	2.3 Learning, Teaching & Assessment 3.2 Raising Attainment & Achievement
3 rd February 2020	Restorative Practices Delivery	2.3 Learning, Teaching & Assessment 3.1 Ensuring Wellbeing, Equality & Inclusion
16 th March 2020	Learning & Teaching Updates	2.3 Learning, Teaching & Assessment
20 th April 2020	Partnerships Review SDS Carer Education Standard Review	2.7 Partnerships 3.3 Increasing Creativity& Employability
1 st June 2020	New timetable and curriculum design	2.2 Curriculum

Appendix 2: Terms used in the inspection process

The following table explains the words inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	Over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%

Appendix 3: Evidence for self-evaluation

QUANTITATIVE DATA

There is a range of quantitative data which you can use to help you reach an evaluation. This list is neither prescriptive nor exhaustive:

- ★ examination results
- ★ Insight analysis
- ★ CEM Data analysis
- ★ value-added measures of performance
- ★ pupils' progress from prior levels of attainment
- ★ pupils' progress in meeting targets (OTB)
- ★ overall progress towards set targets (OTB)
- ★ data collected nationally or locally
- ★ analysis of other key performance data, such as: finance, pupil attendance, pupil exclusion rates, progression rates and leavers' destinations

PEOPLE'S VIEWS

You can ask people what they think. This list provides some suggestions for you:

- ★ individual interviews with members of staff
- ★ individual interviews with parents
- ★ group discussions (dept, faculty etc)
- ★ discussions with members of the pupil councils
- ★ focus groups
- ★ questionnaires and surveys to gauge satisfaction and to elicit suggestions for improving effectiveness
- ★ written responses and detailed comments
- ★ team meetings at all levels

DIRECT OBSERVATION (L&T)

You can engage in direct observation of learning and teaching. For example:

- ★ shadow individual pupils
- ★ follow a class
- ★ observe a class
- ★ pupil review of lesson(s)
- ★ observe each other in pairs
- ★ work alongside other teachers

DIRECT OBSERVATION

You can engage in direct observation of a range of documents. For example:

- ★ pupils' work
- ★ reports to parents
- ★ profiling of pupils' responses to tasks
- ★ diaries or records of work
- ★ programmes of study or schemes of work
- ★ progress reports on the development plan
- ★ course materials across the ability range
- ★ policies and guidelines
- ★ minutes of meetings

Appendix 4: The GHS Learning Wheels

