Education – Improvement Planning Document

Establishment Name: St Columba's High School

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Signatures:

Head of Establishment	N. Devine	Date	June 2018

Quality Improvement Officer	L. Varrie	Date	June 2018

Our Vision, Values and Aims

VISION

The community of St Columba's High School, nurtures every young person's God-given talents. We offer each young person the opportunity to achieve and grow in an environment of love and respect.

VALUES

We value faith, ambition, inclusion and perseverance.

AIMS

To offer rich learning experiences which inspire engagement and enable all young people to thrive both within and beyond the classroom.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019
Session 2019-2020
Session 2020-2021

Overview of rolling three year plan

National Priorities	Session 2018-2019	Session 2019-2020	Session 2020-2021
Improvements in attainment, particularly in literacy and numeracy	Aspirational targets are set for all young people which focus on approved attainment and achievement outcomes. Develop a shared understanding of high quality learning, teaching and assessment approaches at cluster level. Identify expected progress in literacy and numeracy for all learners. Utilise expertise of coaching and modelling officers for literacy and numeracy. PT Pedagogy to develop a particular focus on practitioner enquiry and teacher collaboration.	Continue to set aspirational targets in attainment and achievement for all young people with a particular focus on literacy and numeracy.	
Closing the attainment gap between the most and least disadvantaged children	Identify most vulnerable young people through data analysis and high-quality transition programme. Ascertain the desired interventions which would lead to improvement. Develop a robust system for tracking and monitoring their on-going progress and review impact of interventions. PT Wider Achievement to support targeted	Ensure that we best meet the needs and aspirations of our children and young people, achieve excellence and equity for all and close the equality gap.	

	group of pupils who are not making expected progress.		
Improvement in children and young people's health and wellbeing	Extend HWB inserts to Senior Phase. Work in partnership with Barnardo's supporting families of most vulnerable young people. Extend provision of Nurture develop a shared understanding across school community of Nurture Principles 4 and 5 (Language is a vital means of communication; All behaviour is communication)	Learners' experiences support them to develop their gifts and talents, physical and emotional wellbeing.	
Improvement in employability skills and sustained positive school leaver destinations for all young people	PT STEM/DYW to provide universal and targeted support to identified individuals and groups. Introduce Develop curriculum flexibility around work placements and college courses.	Engage with parents/carers and all partners to meet the ambitions of the curriculum and provide a coherent package of learning and support to get it right for every child and young person, resulting in positive, sustained destinations for all.	

Pupil Equity Fund –Session 2018-2019

NIF Priority
Closing the attainment gap between the most and least disadvantaged children
Amount allocated £97,200

Data and Analysis 2016-17

P7 Standardised Assessment % achieving over 100
(Maths & English PIPS score)

Current Cohort	S1	S2	S3	S4	S5	S6
P7 Year	16/17	15/16	14/15	13/14	12/13	11/12
	52.0%	53.6%	41.3%	54.8%	58.3%	57.3%

TJ - % achieving appropriate level
(S3 data)

Year	Criteria	Reading	Writing	L & T	Numeracy
	SIMD 1 – 2	86	89	89	81
2016/17	SIMD 3 – 10	95	93	93	85
	All	93.55	89.52	95.16	85.48
2015/16	All	94.05	93.07	94.05	71.28

Our ambition is to close the gap between SIMD 1& 2 and SIMD 3-10. We will achieve this by ensuring the pupils in SIMD 1 & 2 have been identified and interventions for this cohort have been highlighted and discussed over a series of whole staff collegiate meetings and PEF team meetings. In addition, we aim to evidence improvement in pupil progress through our rigorous monitoring and tracking system.

Learning and Teaching

1. Targeted approach to improving literacy and numeracy.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
PT Numeracy • Responsibility for developing a collaborative approach to improving attainment in numeracy across the cluster. • Further develop opportunities for all staff to engage in moderation and assessment activities. • Further develop opportunities for all staff to identify gaps by analysing data and thereafter, implement targeted interventions. • Responsibility for tracking and monitoring progress in attainment and achievement for most disadvantaged young people S1-S3.	Sept '18 – March '19	PT Numeracy Resources to be identified.	Cluster have developed a shared understanding of learning, teaching and assessment of Maths and Numeracy. Improved pupil engagement and confidence in Maths and Numeracy via pupil voice and learning visits. Accurate use and shared understanding of data to ensure progression in learning for targeted group.
PT Literacy • Responsibility for developing a collaborative approach to improving attainment in literacy across the cluster. • Further develop opportunities for all staff to engage in moderation and assessment activities.	Sept '18-March '19	PT Literacy Resources to be identified.	Cluster have developed a shared understanding of learning, teaching and assessment of literacy. Improved pupil engagement and confidence in literacy evidenced pupil voice and learning visits.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
• Further develop opportunities for all staff to identify gaps by analysing data and thereafter, implement targeted interventions. • Responsibility for tracking and monitoring progress in attainment and achievement for most disadvantaged young people S1-S3. .			Accurate use and shared understanding of data to ensure progression in learning for targeted group.

Promoting a high quality learning experience

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Whole school focus on: Pupil Engagement Effective use of feedback	Sept '18 – March '19	Osiris	We will evidence through learner conversations and learning visits that targeted pupils will have a better understanding of how they learn best and how to make progress. Learners will be empowered to set goals, and monitor and evaluate their own progress in learning.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
			Data will evidence improvement in CfE levels for targeted groups.

2. Creativity and Employability

Project / priority	Timescale	Details of spend	How will you evidence improvement?
PT Creativity and Employability • Create opportunities for partnership working with employers, colleges and creative industries. • Create opportunities for young people to experience rich work-based learning. • Develop digital skills in young people to meet learning and social needs. • Seek opportunities for accreditation for STEM and DYW related learning. • Develop opportunities for IDL and challenge learning. • Promote and raise awareness of STEM career pathways amongst pupils, parents and staff. • Identify methods of measuring skills progression.	Sept '18 – March '19	PT Creativity and Employability Cost of events to be finalised.	Increased staff involvement and confidence will be evident through planned learning activities and evaluations of impact. Increased accreditation for STEM/DYW Destination statistics will evidence an increase in STEM pathways. Monitoring and tracking system to record skills progression for STEM/DYW.

Leadership

1. Focus on professional learning and leadership

Project / priority	Timescale	Details of spend	How will you evidence improvement?
All staff actively engaged in practitioner/collaborative enquiry in relation to targeted classroom interventions to close the gap by increasing pupil engagement, improving the quality of feedback and engaging with OSIRIS.	Sept '18 – March '19	DHT Excellence & Excellence PT Literacy and PT Numeracy Resources to be identified.	Staff will be equipped with tools and interventions to actively target the poverty-related attainment gaps in their classrooms. Opportunities to engage in research based professional learning will build a culture of collaboration, innovation and confidence.

2. Using Evidence and data

Project / priority	Timescale	Details of spend	How will you evidence improvement?
All staff will participate in activities to identify attainment gaps in classrooms, departments and across the school by analysing data confidently and effectively.	Sept '18 – March '19	DHT Excellence & Equity PT Literacy and PT Numeracy	Staff will have increased confidence in using data to identify gaps, implement interventions and measure improvement. Staff will be confident in planning for progression by using robust data based on understanding standards.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
All staff will participate in moderation and assessment activities to ensure a shared understanding of standards.			

Pupil leadership

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Senior Skills Development Programme input for BGE including: paired reading and supporting learning in a range of curriculum areas. Establish S6 peer mentors for targeted pupils in BGE	Sept '18 – March '19	DHT Excellence and Equity PT Attainment and Achievement Learner Council Cost of mentor events/training to be finalised.	Increased learner confidence in targeted pupils in BGE Opportunities for wider achievement for dis-engaged pupils in BGE

Families and communities

1. Social and emotional wellbeing

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Actively engage families in decision-making in identifying interventions which will be most helpful. Community involvement: Homework Clubs; Skills Development programme; Nurture Programme; Counselling Service; Outdoor Learning.	Sept '18 – March '19	DHT Excellence & Equity PT Attainment and Achievement 1FTE Nurture (staffing) Ed Psych/Homelink/ Barnardo's/CLD worker Cost of clubs/activities to be finalised.	Increased family engagement. Young people will report increased social and emotional well-being. Learners will be more engaged in school life and the wider community.

2. Promoting healthy lifestyles

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Family Cook School, Family exercise, Mental Health Workshops, Internet Safety Workshops, Financial Education Workshops. Community Tracks cycling project (£1000)	Sept '18 – March '19	DHT Excellence and Equity PT Attainment and Achievement HWB staff/Active schools	Learners will be equipped with essential life skills. Families will participate in learning together activities. Families will be more engaged in school-life. Learners and families will experience improved HWB.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
		Costs of workshops to be finalised.	

3. Early intervention and prevention

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Daily contact with targeted families regarding pupil attendance.	Sept '18 – March '19	Wellbeing Officer	Increased family engagement with school. Improved attendance for targeted pupils.
Development of a whole school approach to Nurture. Individualised nurture interventions.		1FTE Nurture (core staffing) All staff Cost of resources to be finalised.	Individualised suite of interventions for young people with attachment disorder. All learners will benefit from a whole school approach which embeds our chosen nurture principles in every classroom.
Development of enhanced transition programme for parents and families.		DHT Excellence and Equity/Pupil Support Homelink worker/CLD	Increase levels of engagement for dis-engaged families.
Development of monitoring system and tracking to evidence interventions and impact		DHT Excellence and Equity PT Attainment and Achievement	Robust data will be used to analyse impact, instigate early interventions and plan for progress.

Project / priority	Timescale	Details of spend	How will you evidence improvement?
on identified groups and individuals and provide data for early intervention.		Guidance staff	

1. Expenditure £97,200

	Role	£	FTE / hours/No.
Teaching staff	DHT Excellence & Equity PT Literacy PT Numeracy PT Attainment and Achievement PT Creativity and Employability	5601.00 (plus backfill) 2789.00 2789.00 2789.00 4417.00	
Support staff	Welfare Officer 0.5 FTE Clerical C.Mallon 0.2 FTE Nurture?	16000.00 4000.00	
Supported study	Family Cooking	1380.00	
Lets/transport		300.00	
Resources	Breakfast club?		
Commissioned/purchased services/partners	Science Centre Manchester United S2 Finlaystone Park S1 Safari Park	300.00 1100.00	
Other	HQ Support	1840.00	
Total		**43305.00 (53895.00)**	

Plan –Session 2018-2019

<table>
<tr><td colspan="3">Priority 1 <mark>Improvements in attainment, particularly in literacy and numeracy</mark></td></tr>
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<td>NIF Driver
Assessment of children's progress
Teacher professionalism
Performance information</td>
<td>HGIOS?4
3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
2.6 Transitions</td>
<td>Other Drivers

RRS
Article 28: (Right to education):
Developing in Faith
Celebrating and worshipping
Honouring Jesus Christ as the Way, the Truth and the Life</td>
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Expected outcomes for learners which are measurable or observable
• Increased attainment in Numeracy and Maths • Increased attainment in literacy and numeracy levels including at fourth level.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Continue to engage with moderation activities at cluster and departmental level.	Aug '18 – March '19	**DHT BGE** **All staff** **Cluster colleagues**	Time. Benchmarks. BGE Tracking toolkit
1.2 Further develop and extend the BGE tracking system being trialled in some departments to all departments.	June '18 – March '19	**DHT BGE** **PTs/FHs**	Time Monitoring and tracking database

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			ICT training
1.3 Develop a more rigorous approach to monitoring attendance and punctuality via a coordinated plan involving SLT, Pupil Support staff and Wellbeing Officer.	Aug '18 – May '19	**SLT** **Pupil Support Team** **Wellbeing Officer**	Time Planned partnership working Data analysis
1.4 Continue to engage with coaching and modelling officers with a particular focus on modelling lessons.	April '18 – March '19	**DHT Excellence & Equity** **PT Pedagogy** **CMOs** **English/Maths staff**	Calendar of visits Protected time for collegiate discussion
1.5 Continue to take forward plans for systematic self-evaluation leading to improved outcomes for young people.	April '18 – May '19	**SLT/PTs** **Self-evaluation group.** **Professional Learning communities.** **All Staff**	Collegiate Time HGIOS 4 Developing in Faith Self-evaluation calendar Reflective exercises Collegiate discussion Pupil Focus Groups

Evidence of Impact

- Insight analysis meetings will focus on attainment, achievement and areas for improvement in Senior Phase.
- Minutes of meetings focusing on pupil attainment or progress in BGE and Senior Phase
- Minutes of cluster and departmental meetings sharing moderation activities
- Standardised assessments will show an increase for pupils in SIMD 1 & 2 of 2%
- Attendance data will demonstrate improvement for targeted pupils
- Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils' views and learning visits.

Priority 2	Closing the attainment gap between the most and least disadvantaged children

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress Teacher professionalism Parental engagement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education): **Developing in Faith** Developing as a community of faith and learning Promoting Gospel values

Expected outcomes for learners which are measurable or observable

- Improvements in attendance and timekeeping for our most vulnerable young people.
- Improved attainment for our most disadvantaged young people.
- Increased levels of engagement in wider achievement opportunities for most disadvantaged young people.
- Increased parental engagement for dis-engaged families.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Increase opportunities for collaborative working with our primary colleagues with a particular focus on pedagogy within numeracy.	Sept '18 – Feb '19	**PT Numeracy** **Maths staff** **Cluster staff**	Time Planned collaborative working Planned 'sharing good practice' visits
1.2 Wellbeing Officer to engage with targeted families with a focus on improving pupil attendance.	Aug '18 – Dec '19	**DHT Pupil Support** **Wellbeing Officer** **Homelink worker** **Barnardo's**	Planning meetings Data analysis Review meetings

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3 Continued focus on ensuring all staff are fully aware of the poverty-related attainment gaps in their own classroom and the appropriate interventions required.	Aug '18 – Feb '19	**DHT Excellence & Equity** **PT Pedagogy** **CMOs**	Collegiate Time Transition information(PIPS) Attainment v Deprivation data Interventions overview
1.4 Extend the provision of Nurture for a targeted group by increasing staff input.	May '18 – Sept '18	**DHT Pupil Support/D McCahill** **I McLean (Timetable)** **C Bonnar**	Flexible timetabling Nurture training for staff
1.5 Continued focus on targeting additional wider achievement opportunities towards our most vulnerable young people.	Aug '18 – March '19	**PT Wider Achievement**	Time Data analysis Partnership working PEF funding

Evidence of Impact

- Monthly attendance data collected from Seemis will demonstrate improved attendance for our targeted group of young people.
- Minutes from review meetings of targeted pupils will demonstrate improvements in family engagement, attendance, pupil engagement and wider achievement.
- Increased staff confidence regarding knowing the poverty-related attainment gaps in their own classroom and required interventions. This will be evidenced via departmental minutes, professional dialogue and improvements in attainment and achievement.

Priority 3	Improvement in children and young people's health and wellbeing

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress Parental engagement School leadership	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions	**RRS** Article 28: (Right to education): Article 28: (Right to education): **Developing in Faith** Celebrating and worshipping Honouring Jesus Christ as the Way, the Truth and the Life

Expected outcomes for learners which are measurable or observable
Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential. Learners will recognise the significance of mental health and develop resilience in managing their own mental wellbeing. Learners and families will have increased opportunities to be involved in the life of the school and celebrate successes and achievements through planned opportunities to celebrate 100 years of Catholic education.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Extend mental health inserts into Senior Phase.	Sept '18 – Feb '19	**DHT Pupil Support** **FH HWB** **Pupil Support Team**	Time National Improvement HUB
1.2 Establish further opportunities for Family Learning Workshops including: Family Cook	Sept '18 – March'19	**DHT Excellence & Equity** **PT Wider Achievement**	PEF Funding Time

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
School; Family Fitness; Mental Wellbeing; Internet Safety; and Financial Education.		**HWB staff**	Community partnerships
1.3 Review and improve Merit system to recognise and celebrate pupil achievement.	Sept '18 – Dec ' 19	**DHT Pupil Support** **PT Wider Achievement** **PRPB group**	Planning meetings Staff training/collegiate activities Budget
1.4 Create further opportunities for young people to become actively involved in celebrating 100 years of Catholic Education.	May '18 – Dec '19	**SLT** **PT RE** **Chaplaincy Team** **Cluster colleagues**	Cluster/ National Calendar Planning meetings Budget
1.5 To achieve re-accreditation of RRSA Award at Gold.	June '18	**DHT** **RRS group** **All staff**	Time Planning meetings Budget Whole school activities & events
1.6 Planned opportunities for pupils and staff to engage with Year of the Young People 2018.	May '18 – Dec '19	**DHT Pupil Support** **PT Wider Achievement**	Time Budget Calendar of Events

Evidence of Impact
- Senior pupils' evaluations/focus groups will evidence their understanding of mental health and demonstrate their awareness of strategies which support their mental health and wellbeing.   - Increased engagement in family learning opportunities offered leading to improved relationships between families and the school community.   - Pupil voice and data analysis will evidence that a more systematic and credible approach to recognising positive achievement has been established.   - Pupil engagement with calendared events to celebrate 100 years of Catholic Education.   - Increased pupil participation in school life.   - Pupil engagement with calendared events to celebrate the Pupil engagement with calendared events to celebrate the Year of the Young People 2018.

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	**HGIOS?4**	**Other Drivers**
School leadership	2.2 Curriculum	**RRS**
Parental engagement	2.3 Learning, teaching and assessment	Article 28: (Right to education):
Assessment of children's progress	2.7 Partnerships	Article 29 (Goals of education):
	3.3 Increasing creativity and employability	**Developing in Faith**
		Developing as a community of faith and learning
		Serving the common good

Expected outcomes for learners which are measurable or observable
- S6 will continue to make appropriate progression in their skills for learning, life and work.   - To embed new courses started in 2018-2019 into senior phase curriculum to increase pupil participation and engagement leading to improved outcomes for young people.   - To continue to increase staff, pupil and parents knowledge of flexible work placement, college and FA opportunities leading to increased opportunities to secure positive, sustained post-school destinations.   - To continue to improve provision of bespoke information to pupils and parents regarding progression pathways to widen career opportunities.   - To monitor and ensure that there are opportunities for all in STEM based activities   - Increased number of S4-6 pupils engaging in work based learning opportunities, improving their understanding of particular careers and developing skills for work.   - To engage with Digital Future Scotland and Inverclyde's Education Digital Strategy to build capacity for Digital Literacy for all learners   - To build staff capacity and integrate opportunities for Career Long Professional Learning through staff led CPD on Employability, STEM and Digital Literacy.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Establish a Curriculum Rationale which is based upon the 7 Principles of Learning: Challenge and enjoyment; Breadth; Progression; Depth; Coherence; Relevance: Personalisation and choice.	May '18 – Oct '18	**DHT** **PT Creativity & Employability** **PTs Curriculum** **MCMC** **WCS** **All Staff**	Planning meetings National Improvement Hub Education Scotland Guidance – 'Evaluating & Improving Our Curriculum' Staff CPD for new courses
1.2 Provide enhanced leadership opportunities for pupils in S6 providing opportunity to develop employability skills through the Senior Skills Development Programme, including Literacy and Numeracy mentors.	May '18 – March '19	**Associate DHT** **PT Numeracy/PT Literacy** **Teaching staff**	Remits for S6 pupil leadership opportunities Audit of all leadership opportunities Termly reports of uptake
1.3 Pupil and staff training in the use of WorkIT Gateway provision and opportunities to share information and successes in FAs via parents' information evenings and careers fayres.	Aug '18 – Mar '19	**DHT** **PT Creativity & Employability** **WCS School Liaison**	Planning and departmental meetings Careers Fayre Email distribution lists WorkIT training
1.4 To establish a mechanism to record and monitor pupil engagement in opportunities for	Aug'18 – May '19	**DHT**	Pastoral notes

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
wider achievement including STEM based activities.		**PT Creativity & Employability**	Achievement Spreadsheet
1.5 Collaborate across school to establish a shared understanding of the definition of Digital Literacy. Explore funding opportunities to improve digital provision. Staff led CPD on: Wordpress on Glow, Microsoft Forms, Yammer, Promethean software for teaching & learning and Google Classrooms.	Jun '18 – May '19	**PT Creativity & Employability** **Staff representatives on Digital collaborative group** **Teaching Staff**	Budget Funding Bids Inverclyde Education Digital Strategy National Technologies Network

Evidence of Impact
• Termly report indicating uptake of S6 Leadership opportunities. • Pupil focus group responses on new courses indicating positive experiences and assessment information. • Increased engagement levels in work placements and FAs • Record of wider achievement indicating uptake of STEM based activities across the school and opportunities for parents to record achievements via school website form. • GIRFEC Overview updated with new 16+ Tab information including career interests, employability pathways and evidence that career information is being distributed to pupils based on career interests. • Evidence across the school of engagement in staff led CPD on: Employability, STEM and Digital Literacy. • New website launched including departmental links to resources.

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:
- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.
		1.2 Leadership of learning	Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;
		2.7 Partnerships	Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment	As above.
		1.1 Self-evaluation for self-improvement	Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;
		1.2 Leadership of learning	As above.

Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

School improvement	Success in raising attainment and achievement for all children.	2.3 Learning teaching and assessment	As above.
	Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment.	3.2 Raising attainment and achievement	Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.
	Overall progress with key priorities at school, local and national level.	1.1 Self-evaluation for self-improvement	As above.
		2.2 Curriculum	Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.
		3.3 Increasing creativity and employability	Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.
		2.4 Personalised support	Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.
		2.6 Transitions	Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.