

Education – Improvement Planning Document

Establishment Name: - St Columba's High School, Gourock.

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Signatures:

Head of Establishment		Date	
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

Vision - Attainment, achievement and positive futures for all.

Values - St Columba's is a Catholic school, committed to the Values of the Gospel. Every member of our school community is expected to -

Show *respect* for every human person who is a child of God made in His image and likeness.

Show *ambition* to follow the example of Christ and to use our God-given talents to the full.

Accept *responsibility* for our actions and decisions and for the welfare of others.

Provide *service* to others in our school, our community and throughout the world.

Aims - St Columba's High School is a nurturing and inclusive school committed to high levels of support, participation and achievement for all. We aim to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

Summary of Self Evaluation Process

1. How we carried out our self-evaluation and involved our stakeholders

Our programme of self-evaluation is rigorous and systematic, aims to involve all members of the school community. We base our findings on evidence taken from

- Data which includes results in National Qualifications compared to schools locally, nationally and our virtual comparator. We also analyse our leaver destinations as well as information on attendance and exclusions.
- Observation of what takes place in our school including direct observation of learning and teaching.
- Consulting with our stakeholders (learners, parents and carers and staff) using questionnaires and focus groups.
- Monitoring and tracking the progress of individuals, groups and cohorts by looking at assessment outcomes and the quality of work produced.

Our progress is compared against national expectations and reported to learners, parents and carers and staff on a regular basis and to the local authority in an annual standards and quality report.

2. Overview of the main findings from our self-evaluation

Priority	Progress
Improve the use and impact of data analysis (Insight) to support improved attainment.	Very strong progress has been made. Insight data is being used by all teachers to analyse performance and plan improvements at whole school, department and individual staff levels.
More systematic tracking of individuals and groups linked to effective interventions.	We have made more effective use of data including baseline information (PIPs) and data relating to disadvantage (SIMD) to identify individuals and plan necessary support.
Review arrangements to ensure progression in learning through the Broad General Education for all learners.	Very strong progress has been made. All teachers have used the relevant progression frameworks and engaged in professional dialogue to agree standards and expectations at key points through the Broad General Education.
Support improvements in literacy through the use of “Reciprocal Reading”.	Strong progress has been made with members of the working group trialling the approach with targeted groups of pupils. This is now ready to be extended to more areas of the curriculum.
Develop the capacity of teachers to engage in evidence led improvements to outcomes for learners.	Very strong progress. Four of our teachers undertook the “Uplifting Leadership” programme and each completed a case study focusing on improving outcomes for specific pupils. This methodology is ready to be shared with colleagues.
Ensure the full entitlement to universal support through implementation of a tutor group system	Progress remains at the early stages . The group now intends to pilot a mentoring system on a trial basis with a small group of pupils.
Further implement the authority “Better Relationships, Better Behaviour” policy.	Steady progress. The working group has developed a strategy aimed at phasing out the use of detentions as we progressively develop restorative approaches to school discipline.

3 Year Overview of Priorities

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

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

Year 1: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance	(M)
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Wellbeing Indicator	Planned Improvements
Healthy	Respond to the findings of the H&Wb curriculum audit of 2014-15. (1) Promote the development of “Growth Mindsets”. (2)
Achieving	Improve the use and impact of data on achievement and attainment (Insight). (M) Complete the introduction of new NQs and review arrangements for assessment and verification. (M) More systematic tracking of individuals and groups through the senior phase linked to effective interventions. (1) - Continuing Review arrangements that ensure progression in learning through our BGE courses and programmes. (1) - Continuing Support improvements in literacy through “Reciprocal Reading” to ensure continuity of experience from primary and to promote Higher Order Thinking. (2) Develop partnerships to ensure all learners are prepared for the world of work. (3) Improve attainment in numeracy. (1) - Continuing Ensure our provision of skills for life and work complies with the new national standard for careers education (3-18). (2)
Nurtured	Targeted Support for lowest achieving 20% and most disadvantaged learners. (1) - Continuing Develop the capacity of teachers to engage in evidence led improvements to outcomes for learners. (1) - Continuing
Respected	Ensure entitlement to universal support by developing the tutor group system. (1) - Continuing Ensure school complies with the provisions of the Children’s and Young People’s Act. (1) - Continuing
Responsible	Fully implement better relationships, better behaviour policy. (1) - Continuing

In addition

- We continue to provide support for teachers’ career long professional development coaching and mentoring and through providing opportunities for professional learning.

Action Plan – Year 2: Session 2016-2017

Priority	Improve the use and impact of data on achievement and attainment.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>Teachers are increasingly confident in using “Insight data” to identify strengths and plan for improvement.</p> <p>A whole school tracking system is in place for the senior phase. This is supported by more detailed progress data held by each department.</p> <p>Several departments/faculties have well developed arrangements in place to track progress through the BGE.</p> <p>Increasing use is being made of base-line data (PIPs) and SIMD data to focus on the progress of individuals and groups of learners.</p>	<p>All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data make decisions about strengths and to plan improvements</p>	<p>Further develop whole school, department and individual use of Insight to support decision making concerning strengths and improvements.</p> <p>Further improve our tracking systems to support detailed analysis of the progress of individuals, groups and cohorts in order to inform decisions and plan interventions.</p>	<p>By June 2017</p>	<p>Department documentation will show clear analysis of performance focusing on specific groups.</p> <p>There will be effective plans to address areas for improvement and to improve attainment overall.</p> <p>Tracking data will be used at teacher, department and whole school to recognise strengths and to plan interventions aimed at keeping all learners on track</p>	<p>Insight and Tracking Group (Mr Parker)</p>	<p>All teachers</p> <p>Inverclyde QIO service.</p>

Priority	Build upon our school culture of self-evaluation and improvement
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>We are committed to self-evaluation and improvement. We systematically gather data, observe processes and consult with stakeholder. We reflect on evidence gathered to identify strengths and areas for improvement. We regularly share effective practice and plan for further improvements.</p>	<p>We will know ourselves, the quality of the service we provide to our learners and their families and our outcomes thoroughly through effective self-evaluation.</p> <p>We will learn from what happens elsewhere to challenge our own thinking.</p> <p>We will explore what the future might hold for today's learners and plan how to get there.</p>	<p>Develop the use How Good is Our School 4 (HGIOS 4) for individual, department and whole-school self-evaluation.</p> <p>Further develop our school as a community of Faith through use of "Developing in Faith" - the Catholic School evaluation and planning document</p>	<p>By June 2017</p>	<p>Class teachers use the framework to evaluate their work using robust evidence to support reflection and set professional development targets.</p> <p>Departments and faculties critically analyse evidence, agree priorities for improvement and how to take these forward.</p> <p>School leaders ensure a culture of self-evaluation, evaluate evidence from across the school and use this to plan change and further improvement.</p>	<p>School Self-evaluation and Improvement Planning Group. (Mrs McGurk)</p>	<p>Parents/carers All staff Learners. QIO service.</p>

Priority	Extend the use of reciprocal learning through developing and extending the Reciprocal Reading approach.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Members of the learning & teaching group have trialled the reciprocal reading approach with targeted groups of pupils. This is now ready to be extended to more areas of the curriculum.	All staff take responsibility for developing literacy, across the curriculum. Learners demonstrate literacy skills at a high level in a variety of meaningful contexts. As a result, learners make very good progress from their prior levels of attainment. We have raised attainment in literacy for all learners.	<p>Raising awareness of more staff.</p> <p>Staff development activities</p> <p>Sharing effective practice.</p> <p>Extending the pilot to more areas of the curriculum.</p>	By June 2017	Direct observation and consultation with teachers, support staff and pupils.	Core team from the Learning and Teaching group. (Mrs Devlin)	All teachers / support staff.

Priority	Develop valid, reliable assessments in each curricular area to support progress and progression through the broad general education (BGE).
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
All teachers are familiar with have used the relevant progression frameworks. They have engaged in professional dialogue to agree standards and expectations at key points through the Broad General Education. As a result there are clear agreed standards for key progress points throughout the BGE.	<p>All of our learners are making very good progress through the Broad General Education with courses planned around the experiences and outcomes and design principles of CfE. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is systematic, valid and reliable. We can exemplify our expectations and at key milestones our assessment evidence provides reliable evidence which we use to report on the progress of all of our young people.</p>	All departments will build on their existing understanding and plans for progression through the BGE. They will now develop valid reliable assessments that demonstrate progress in each of the relevant Significant Aspects of Learning.	By June 2018.	<p>Reviewing course plans, assessments and records of progress.</p> <p>Records of moderation activities.</p> <p>Exemplification of progress, progression and levels achieved.</p> <p>Consultation with teachers, parents and learners.</p>	BGE progress/ progression group. (Mrs McGeehan)	<p>All teachers.</p> <p>Colleagues form other establishments.</p>

Priority	Promote resilience in all learners through the use of “Growth Mindset”.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Learners receive high quality feedback on their progress and next steps in learning. There is a strong culture of encouragement and praise.	Teachers, learners, parents and carers understand that abilities related to learning, achievement and attainment are not fixed. They are open to change and can be developed and enhanced.	<p>Raising staff awareness of Growth Mindset.</p> <p>Encouraging learners to adopt Growth Mindsets.</p> <p>Providing feedback to learners that challenges them and promotes further learning.</p>	By June 2019	Through consultation with staff, learners and their parents/carers.	BGE progress / progression group (Mrs McGeehan).	Interested staff.

Priority	Support improved progression in Interdisciplinary learning (IDL) by introducing Scottish Studies into the S3 curriculum.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
There are a number of well-established IDL units and project in the BGE. Departments have worked closely to agree relevant Es and Os, expectations and standards.	Interdisciplinary learning makes a positive contribution to learning with a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability in a progressive way across the curriculum.	Learning in the S2 IDL project on “Tam O’Shanter” will be built upon by the introduction of a cross curricular approach to Scottish Studies in S3. There will be opportunities for learners to achieve accreditation at an appropriate level either through units or a course award.	Initial units will be introduced in session 2016/17 to include one on Scottish literature. The range of units will be extended as more curricular areas come on board so by session 2018/19 it should be possible for all learners to achieve a full course award.	Scottish Studies units will be integrated into course plans. Learners will find these motivating, relevant and engaging. An increasing number of learners will achieve units and course awards at the appropriate level.	Learning and Teaching group. (Mrs Devlin).	Interested staff/departments. SQA verification team.

Priority	Ensure support for pupils to make safe choices in relation to their health and wellbeing
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Learners have been consulted on their health and wellbeing needs. A steering group has been established along with a learners' health and wellbeing group. Priorities for improvement have been identified and action plans put in place.	Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We can demonstrate that our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included.	The health and wellbeing group will continue to involve all young people in taking forward the action plan resulting from the authority consultation.	This is ongoing.	Further consultation with learners.	Health and wellbeing group. (Mrs McGurk)	School nurse Psychology Services Home link worker

Priority	Ensure that all young people develop relevant vocational skills and have clear pathways to their career goals.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
There are opportunities in several curricular areas for learners to gain awareness of the world of work. Many pupils benefit from vocational learning and direct experience of the world of work.	Our learners are ambitious and fully prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient and adaptable and understand the value of the skills they are acquiring. They feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences. We provide well-planned opportunities for learners to develop and awareness of the world of work and we emphasise enterprise and creativity across all areas of learning.	<p>Develop our work experience programme to ensure that each learner has a worthwhile relevant work placement in the session prior to leaving school.</p> <p>All departments to establish at least one partnership with industry to enhance the curriculum and make learning more relevant.</p>	June 2018	All learners have access to relevant worthwhile experiences of work and are making progress towards planned and sustainable leaver destinations.	DHT – Senior Phase. Curriculum Leaders. Pastoral Leadership Team.	<p>MCMC</p> <p>Inverclyde Trust</p> <p>West College Scotland.</p> <p>Enterprise Centre.</p> <p>Local employers.</p>

Priority	Further embed the principles of UNICEF Rights Respecting School and work towards renewing level 2 accreditation
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>We achieved RRS level 2 status in 2014 and have continued to develop our commitment to rights through our curriculum, through special focus activities and through our school culture and ethos.</p>	<p>We promote understanding of rights through teaching and Learning about rights: for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.</p> <p>We model rights-respecting language and attitudes and making strategic decisions that involve students.</p> <p>We are ambassadors for the rights of others: developing as rights-respecting citizens</p>	<p>Continue to embed and deepen how the school community teaches and learns about rights and through rights.</p> <p>Ensure that all learners and staff are ambassadors for rights.</p> <p>Check our progress against the four RRSA standards and Expected Outcomes for Level 2.</p>	<p>June 2017</p>	<p>Our RRS level 2 status will be renewed</p>	<p>M Goodfellow and the RRS steering group.</p>	<p>UNICEF RRS Advisor</p>