



Summary School Improvement Plan 2015-2016

Our School Aims	Our outcomes for Young People
<ul style="list-style-type: none"> • To be supportive and inclusive • To encourage, recognise and celebrate success • To ensure both stimulating and challenging learning experiences • To form positive relationships • To ensure all pupils realise their potential 	<ul style="list-style-type: none"> • All pupils leave school with the highest possible attainment/achievement to ensure they are employable in the future • All pupils have aspirations, experience the wider curriculum and participate in the wider community to develop resilience and self-efficacy • All pupils develop skills which prepare them for life and social responsibility • Pupils have respect for themselves and others, have a positive outlook and are aware of their health and well being
Our Priorities for Session 2015-16	Our Priorities for Session 2015-16
<ul style="list-style-type: none"> • Further developing the use of cooperative learning and differentiation • Further developing flexible pathways for young people • Improving attendance and timekeeping with a focus on S1, S4 and S6 • Implementing Improvement Science approaches • Continuing to develop appropriate assessment, moderation and verification processes and procedures • Improving the use of attainment data • Developing and implementing a strategy for the development of HWB • Creating and implementing a whole school literacy strategy and action plan, developing and delivering parental workshops/support materials to encourage language development and literacy skills • Raising attainment in numeracy by further developing the school's approaches • Ensuring positive destinations through ensuring skills for learning, life and work are embedded in coursework and learning approaches, as well as developing and delivering a programme to S3 which supports them in finding, applying for and getting a job • Improving the quality of learners' achievements through ensuring fair and equal access to, and engagement with, the wider curriculum and improving approaches to recognising and rewarding wider achievement 	<ul style="list-style-type: none"> • Reviewing the school's practice and procedures in relation to those learners who are outwith mainstream provision • Improving curricular provision by implementing the authority's 1+2 Languages strategy • Making improvements to the BGE following the review in 2014/15 • Reviewing and evaluating the senior phase to ensure the school is delivering the entitlements; analysing, reviewing, evaluating and improving NQ courses; evaluating partnership working in relation to DSYF and further developing sustainable partnerships with local employers • Continuing to improve the climate for learning through implementing the revised Promoting Positive Relationships policy and providing professional learning for teachers and other staff • Improving the support for pupils through providing professional learning opportunities for staff in relation to the impact of poverty on attainment, RAFA, GIRFEC and Nurture • Improving the support for pupils through reviewing the work done by staff at the transition points and through evaluating the impact of Pupil Support on pupil attainment • Improving the quality of work through ensuring all staff understand and are compliant with data protection regulations



Progress with 2014/15 Plan

Improving school and pupil performance	Improving the support for pupils
<ul style="list-style-type: none"> • Implemented the new National Qualifications framework. • Teachers engaged in professional development in relation to effective learning and teaching. • Introduced new self-evaluation processes in departments. • Provided further leadership opportunities for teachers and pupils. • Targeted support to ensure achievement and attainment in literacy and numeracy. • Further developed the use of tracking, target setting and Personal Learning Planning • Continued to develop appropriate assessment, moderation and verification procedures. This included work with the associated primaries on the moderation of listening and talking. • Implemented Professional Update. • Further developed understanding and recognition of the rights of the child. 	<ul style="list-style-type: none"> • Implemented revised practice on monitoring attendance. • Responded to the Child Protection audit carried out in the previous session. • Ensured a positive focus on the provision and monitoring of support for Looked After Children. • Ensured all staff were familiar with GIRFEC. • Created processes to ensure more systematic identification of learner needs particularly in relation to support for learning. • Created a plan which responded to the review of the personal support entitlement. • Considered and took forward an approach to the principles of nurture.
Improving the curriculum	Improving learners' experiences
<ul style="list-style-type: none"> • Continued to implement CfE through the review and improvement of existing courses and the introduction of the new Higher NQs. • Reviewed the curriculum and options process for the senior phase and amended as appropriate. • Carried out a review of department curricular planning and the S3 experience in particular. • Carried out an evaluation of the Broad General Education resulting in points for action for next session. • Continued to develop partnerships with UWS and West College Scotland as well as SDS and local employers. • Subject departments introduced information about the relevance of their subject area to careers and further study. 	<ul style="list-style-type: none"> • Pupils completed a reflective report to support their personal learning planning. • Reviewed and revised the school's Promoting Positive Relationships policy. • All teachers undertook training in cooperative learning. • Senior pupils received support in completing application forms and interview techniques. • Further developed pupil evaluation and pupil feedback. • Increased the number of pupils obtaining recognition for their contribution to their own learning, their classroom experience and the school. • Continued to develop and promote differentiation.