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Supporting Improvement:
School Improvement Plan
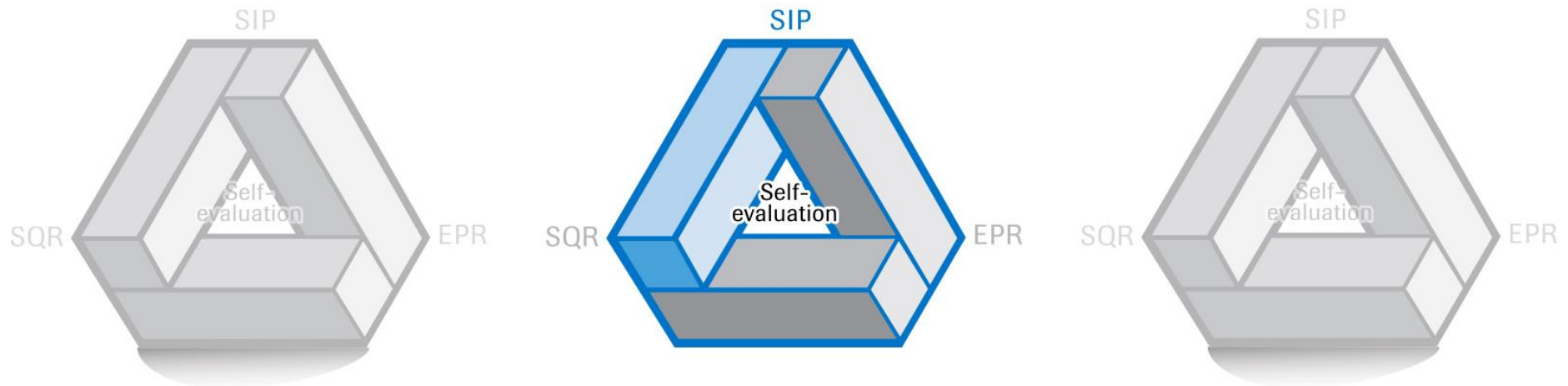
Session: 2018-19

Establishment		**Castlemilk High School**
Head of Establishment		**Lynn McPhillips**
Area/Local Improvement Group		**LIG 3**
Head of Service		**Donny McLeod**
Area Education Officer/ Quality Improvement Officer		**Claire Harvey**

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

Through our shared commitment and founded on our shared vision, values and aims, we are continuously striving to improve the lives of young people at Castlemilk High School. Our success is based on continuous improvement through rigorous self-evaluation. This improvement plan reflects the National Improvement Framework (NIF), Glasgow's priorities, Glasgow's Attainment Challenge, the Scottish Government's 'Excellence and Equity' agenda and the self-evaluation framework How Good is Our School? 4th Edition (HGIOS?4).
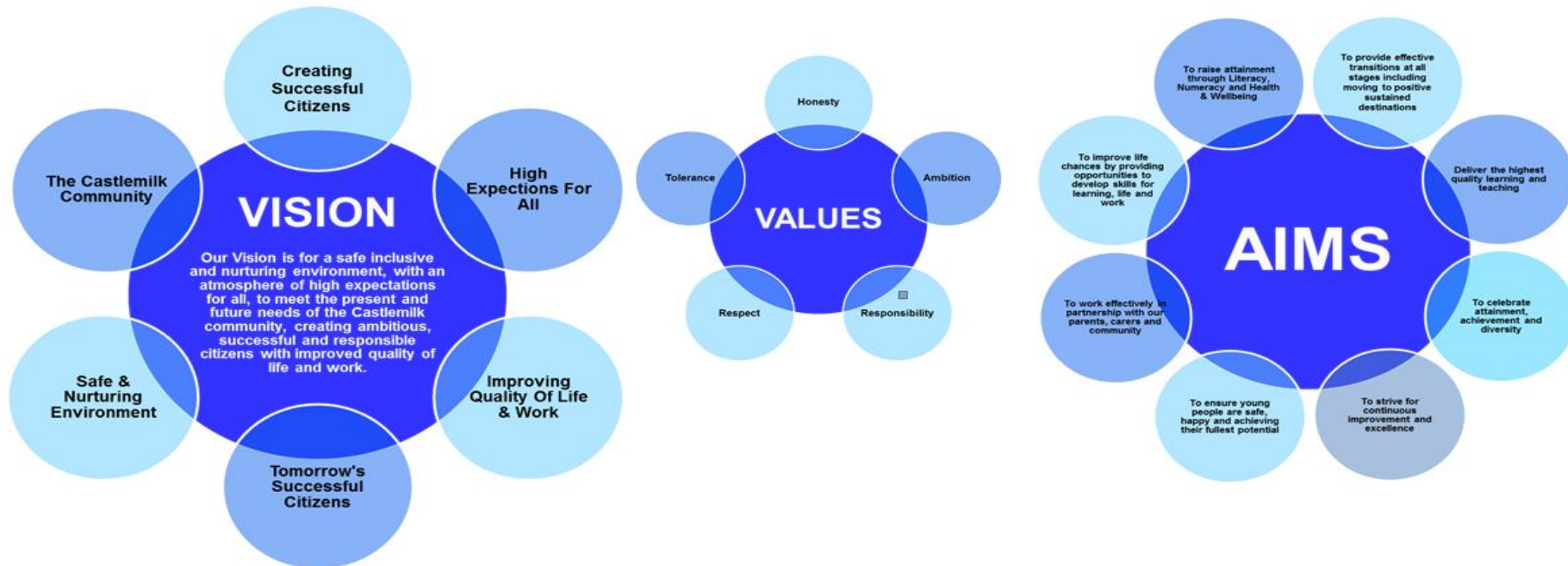
2. Summary of our self-evaluation process
Using an "inwards, outwards, forwards" approach, we continually reflect on the following questions : • How we are doing? • How do we know? • What are we going to do now? As a result: • A Quality Improvement Calendar has been created to reflect the quality indicators of HGIOS?4. • A Validated Self Evaluation (VSE) model has been developed and implemented. • Faculties produce a self-evaluation summary which contributes to the school's Education Perspective Report (EPR). • All staff are involved in the creation of the whole school improvement plan and the evaluations of the previous year, which are included in the EPR. • INSIGHT data is evaluated at all levels. We use a range of evidence to gather data, including people's views, quantitative data and direct observation to enable us to effectively triangulate our evidence.
Strengths identified: We are working closely with other schools on moderation and VSE models to share practice and validate our judgements. Our Pupil Equity Fund (PEF) Spend is supporting young people and impacting on raising attainment. (*PEF related activities)

3. Action Planning

Quality Indicator	Priority
1.3	Leadership of Change

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Review the Vision, Values and Aims of the school to ensure a shared educational values and professional standards	October	TEI PLAN 1.3.1
2. Promote leadership at all levels through a range of leadership opportunities, including a Leadership Academy*	October June	TEI PLAN 1.3.2
3. Review Learner Voice and further promote Pupil Leadership opportunities using 'How good is OUR school?'	November February May	TEI PLAN 1.3.3

Staff leading on this priority – including partners	Resources and staff development
1. DHT BGE 2. HT 3. DHT BGE / DHT SP (S6)	1. SLWG, Media / Design support 2. Leadership Academy Partnership, Development of DHT (S6) 3. How good is OUR school?, Staff development, Pupil training

Quality Indicator	Priority
2.3	**Learning, Teaching and Assessment**

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Embed CHS Learning and Teaching Strategy* to ensure consistency of experience and improvement in outcomes for learners, to include peer observation	August November May	TEI PLAN 2.3.1
2. Implement the skills strategy* in the BGE in order to increase the impact of skills for learning, life and work and to support the tracking of Wider Achievement	November February May	TEI PLAN 2.3.2
3. Review the Literacy and Numeracy Strategy* to support learners in their development of literacy and numeracy across the curriculum	November February May	TEI PLAN 2.3.3 Numeracy TEI PLAN 2.3.3 Literacy
4. Implement the new GCC Digital Technology Strategy* and incorporate the digital technology benchmarks into BGE curriculum planning	November February May	TEI PLAN 2.3.4

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
5. Provide structured opportunities for Learner Voice to be heard and acted upon to bring about improvements in learning and teaching using How Good is OUR school?	November February May	TEI PLAN 2.3.5

Staff leading on this priority – including partners	Resources and staff development
1. DHT SP (S4/5), FH Ex Arts 2. DHT SP (S4/5), PT WA, DYW Officer 3. DHT BGE, Development Office Literacy, Development Officer Numeracy 4. DHT SP (S6), PT RA BGE 5. DHT BGE	1. TLC Leader training, Collegiate Time, INSET Day, Tapestry, Staff CLPL 2. Youth Complex, SDS, MCR Pathways, External Design Partner 3. Literacy and numeracy training for leaders and all staff 4. Staff development, GCC training, Apple training, iPads 5. How Good is OUR School?, Visiting Specialist

Quality Indicator	Priority
3.2	Raising Attainment

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Review the Tracking and Monitoring intervention Framework, use of data and tracking diaries to support learners' progress*	November February May	TEI PLAN 3.2.1
2. Review homework provision across the school and implement Showmyhomework*	November February May	TEI PLAN 3.2.2
3. Increase levels of parental engagement* by engaging families in learning through increased use of digital technology to improve outcomes for young people	November February May	TEI PLAN 3.2.3
4. Review National 5 and Higher courses in line with changes made by SQA to further support the 'Tackling Bureaucracy' agenda *	November February May	TEI PLAN 3.2.4

Staff leading on this priority – including partners	Resources and staff development
1. DHT SP (S4/5), DHT BGE, PT RA BGE, PT RA SP 2. DHT SP (S6), PT WA 3. HT, PT WA, Home Link Worker 4. Curricular FHs	1. EDICT , staff training on new TMR 2. SWLG, Exemplar homework policies 3. CPD, engage with research, Showmyhomework, parentseveningonline, tree of knowledge 4. SQA Guidelines and Arrangements s documents

Quality Indicator	Priority
3.1	Ensuring Wellbeing, Equity and Inclusion

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Continue to develop flexible approaches to work experience* provision to ensure that all young people have the opportunity to experience rich work-based learning and to further develop associated PSE days	November February May	TEI PLAN 3.1.1
2. Further review the use of the Wellbeing Indicators to work towards Rights Respecting School Silver Award	November February May	TEI PLAN 3.1.2
3. Implement the Promoting Positive Behaviour Strategy, promote 'All Behaviour is Communication'	November February May	TEI PLAN 3.1.3
4. Further promote Health and Wellbeing* in particular in the area of Mental Health and review PSE provision	November February May	TEI PLAN 3.1.4
5. Explore opportunities to embed the skills framework into an ongoing profiling process	November February May	TEI PLAN 3.1.5

Tasks to achieve priority	Whole School Timescale and checkpoints	Evidence of Impact > (data, observation, views)
6. Creation of Care Experienced Strategy to support young people	November February May	TEI PLAN 3.1.6
7. Promote the Equalities agenda and work towards the LGBT Youth Scotland Bronze Charter	November February May	TEI PLAN 3.1.7

Staff leading on this priority – including partners	Resources and staff development
1. DHT SP (S4/5), Development Office DYW 2. FH Inclusion, FH Social Subjects, Development Officer H&WB 3. FH Inclusion, PTs' Pastoral Care, Campus Police Officer 4. FH Inclusion, PTs' Pastoral Care, Development Officer H&WB, Mental Health Link Worker, Campus Police Officer 5. DHT SP (S4/5), DYW Development Officer 6. FH Inclusion, PT Pastoral Care (Nevis) 7. FH Inclusion	1. Youth Complex, DYW Glasgow Support, GCC Work Experience Co-ordinator, Local Partners in employability, SDS, The Work Placement Standard. 2. RRSA input, poster company, INSET days 3.INSET training, Pivotal Education, GCC materials 4.PSE Day resources, SQA Employability Award 5. SDS, staff training 6. Care Experience Conferences, MCR Pathways 7. LGBT Bronze Awards, INSET training