

Glasgow City Council Education Services

Improvement Planning



Establishment	Castlemilk High School
LIG Area	South 3
Session	2016-2017

CONTENTS

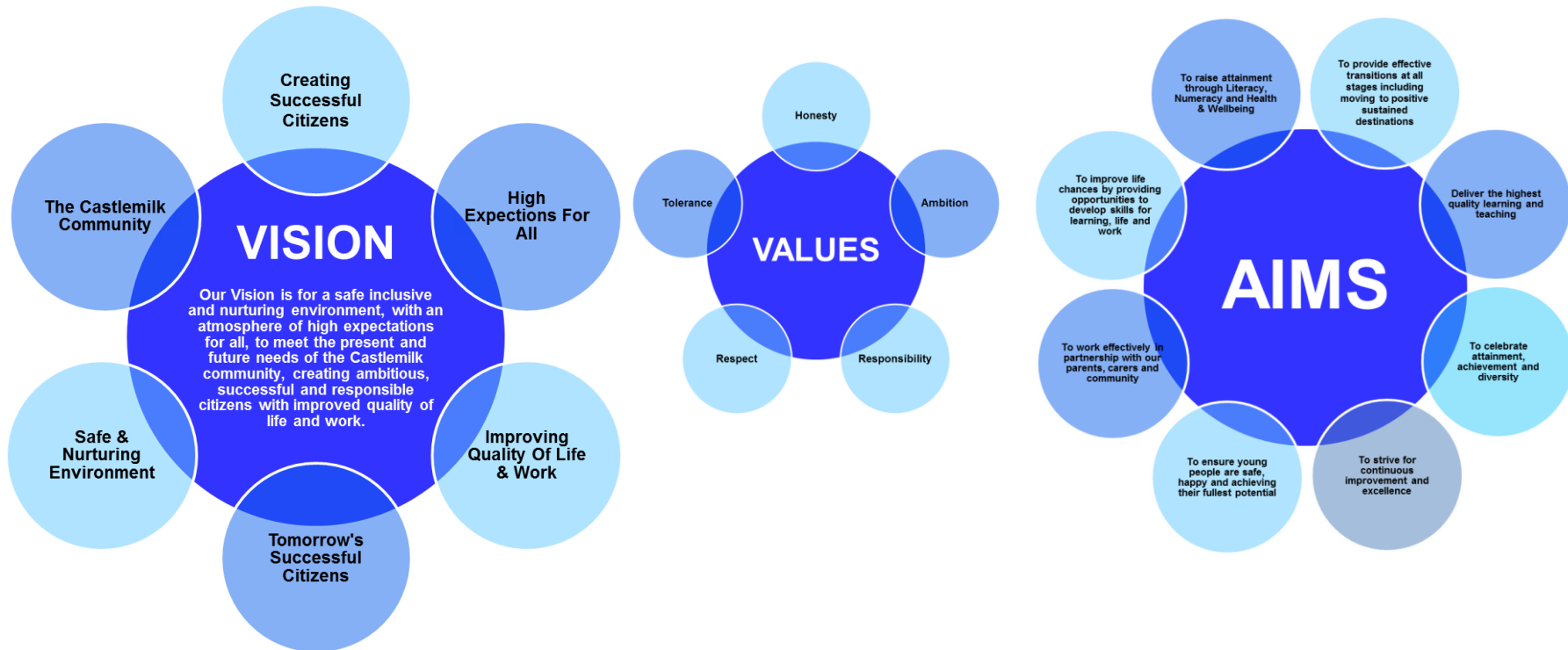
1. Vision, Values and Aims
2. Summary of Self Evaluation Process
3. Priorities for Improvement in the current year
4. Action planning
5. Appendices:
 - a. Action Plan Summary for Stakeholders

Signatures:

Head of Establishment	Lynn McPhillips	Date	24 June 2016
Area Education Officer	Anne-Marie McGovern	Date	

1a Our vision, values and aims

Through our shared commitment and determination – and attention to the needs of all pupils - founded on our shared vision, values, and aims, we are continuously striving to improve the lives of young people at Castlemilk High School. In a school recognised in its most recent inspection as providing a clear shared vision, strong values and supportive aims, our success is based on continuous improvement through rigorous self-evaluation. This improvement plan reflects Glasgow's priorities; the National Attainment Challenge priorities; The Scottish Government's 'Closing the Gap' agenda and the new self-evaluation framework laid out in HGIOS4



1b How our vision, values and aims were developed and how our stakeholders were consulted

Our current vision, values and aims have been in place since 2011 following consultation with all stakeholders. Every pupil in the school was consulted through workshop activities in PSE classes. Parents and partner agencies were consulted through a focus group discussion which took place in June 2011.

All staff had the opportunity to contribute to the formulation of the school vision, values and aims through a whole school workshop held on the 31st May 2011.

It is crucial that all stakeholders have ownership of the school vision, values and aims through consultation. These are now presented in a striking visual format to allow all stakeholders to access them in a meaningful way. They are displayed at the school entrance and throughout the school building. The language used throughout the vision, values and aims statements was developed in order to gain maximum engagement by all stakeholders.

2. Summary of self evaluation process

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

Building on a streamlined process of self evaluation built up since 2012, the School improvement plan for session 2016-17 draws from many complimentary self-evaluation activities routinely carried out throughout the year. These include parental evaluations from engagement evenings and parents evenings, self-evaluation activities in departments summarised in their faculty Self Evaluation documents, processes for capturing learner voice and staff evaluations at key milestones.

In addition, GCC carried out a review of BGE provision in February 2016 that helped to validate judgements about school progress and further clarify priorities. Working collegiately with Glasgow University, a Social Network Analysis has helped us to identify how we communicate across the school and share practice.

High level question	Our key strengths	Our areas for improvement
How good is our leadership and approach to improvement?	There is evident commitment to securing the best outcomes for young people and exploring new ways of developing approaches to self-improvement.	To build leadership capacity in staff and young people by promoting leadership at all levels. To explore new models of self-improvement.
How good is the quality of care and education we offer?	Young people have excellent relationships with staff, reflecting the positive and welcoming ethos of the school. Very good learning takes place for almost all learners on a daily basis	To further develop teaching and learning approaches to embed skills for life, learning and work and consistently excellent practice across the school
How good are we at improving outcomes for all our learners?	Self-evaluation procedures have resulted in improvements in baseline measures, with increased numbers of learners achieving well at SCQF level 6	To develop the DYW agenda and see an increase in sustained PLD for young people

3. Priorities for improvement in the current year

Year 2016-2017

No.	Priority	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Collaboration and Partnership Working
1.	Raising Attainment	Exploring some aspects, Embedding others	x	GCC review report	2.3 3.2		x	Advanced Higher Hub Colleges iPartner schools St Margaret Mary's LIG
2.	Learning and Teaching	Exploring some aspects, developing others	x	GCC review report	1.2 1.3 2.3		x	iPartner schools Cross-city collaboration School Improvement groups
3.	Inclusion and Wellbeing	All three stages for different tasks within the priority	x		2.1 3.1	x	x	Social work, Police, Health and local community groups

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3 3.2	Raising Attainment	Further improvement in attainment at all levels. Increased % of young people achieving NQ at all key performance measures. Improved 'Participation' figures for school leavers.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Implementation of new Tracking and Monitoring procedures in BGE to allow for effective intervention	August 2016 November 2016 April 2017	P Oberg FHs EDICT All staff	INSET day 1 EDICT training
Review of Tracking and Monitoring procedures in the Senior Phase to ensure effective intervention	September 2016 January 2017 May 2017	P Oberg A Fraser	Collegiate time Sharing Practice visits
Further develop department tracking procedures to reflect SAL and progression framework statements	October 2016 February 2017 May 2017	P Oberg FHs	PT meetings
Implementation of Homework club across BGE	August 2016 December 2016	P Oberg A Wood	INSET day 1
Develop and Implement new approaches to Quality Improvement and Self Evaluation based around HGIOS 4	August 2016	P Oberg FHs	INSET day 2 Partnership working with Hub schools Sharing Practice visits Dedicated self-evaluation cycles

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Further explore curricula models that will allow flexible learner journeys from BGE to Senior Phase	September 2016 December 2016	P Oberg, A Fraser	
Further review the Senior Phase curriculum to reflect the DYW agenda	September 2016 December 2016	P Oberg A Fraser	
Embed the use of Insight to enable all staff to ‘deep dive’	September 2016 February 2017	A Fraser R Quinn, H Waugh All staff	Collegiate slot PT meeting
Create a Parental Engagement strategy to support family learning	September 2016 February 2017 June 2017	Lynn McPhillips Andrew Fraser Stuart Munro Improvement team	

Evidence of Impact
An increase in the percentage of young people achieving all key performance measures. Increased impact of self-evaluation activity.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Learning and Teaching	Observable learning experiences that are consistently Very Good' Increased confidence in and ownership of learning by young people

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To develop a consistent approach to Learning and Teaching across the school	August 2016 February 2017 May 2017	P Oberg Members of Improvement Team FH All staff	Collegiate time Sharing practice visits New L and T Policy
Explore new ways of improving learning and teaching across the school	October 2016 February 2017 May 2017	P Oberg Members of Improvement Team	L and T Improvement team New L and T Policy Collegiate time
Development of peer observation process that reflects excellent practice	November 2016 February 2016	P Oberg FH	L and T Improvement team
Embedding implementation of Professional Update (critical reflection) to enhance learning and teaching and leadership capacity across the school	November 2016 March 2016	L McPhillips All staff	Collegiate time CPD manager

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Explore strategies for embedding skills development across the BGE to further develop the DYW agenda	October 2016	P Oberg N White All staff	
Further embed moderation activities in the BGE to allow for more impactful assessment of the progress of young people	October 2016 February 2017	P Oberg FH All staff	INSET day 4 Departmental Meetings Collegiate time
To establish an integrated approach to learner reflection and profiling based upon Focus Point	August 2016 October 2016 February 2017	I Campbell A Clark	
Further develop a whole school approach to Literacy, Numeracy and Health and Wellbeing across learning	August 2016 December 2016 May 2017	I Campbell P Oberg Improvement team leaders	Improvement Teams in L, N and HWB
Implementation of new Uniform policy	August 2016 October 2016	A Fraser All Staff	INSET day 1
Explore and implement strategies to enhance learner voice		I Campbell	
Review of tutor time to ensure consistency of experience	August 2016	I Campbell Pastoral Care team	Pastoral care DMs
Review of Mobile phone policy	September 2016	L McPhillips Stuart Munro	
Audit existing Inter-disciplinary Learning provision and explore new projects across faculties.	September 2016 March 2017	SLT Departments and faculties	

Evidence of Impact

Very good teaching practice embedded across the curriculum
An increase in SLDR and participation measures
Greater progress of young people in the Broad General Education
Increased leadership capacity across the staff community
Skills strategy in place across BGE

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3		Inclusion and Wellbeing	% of young people achieving certification for wider achievement opportunities increases % of young people engaged in leadership activity in the school increases Increased engagement in school life

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Develop a clear strategy for Work Experience provision	September 2016 December 2016 April 2016	P Oberg N White	
Further review the provision of certificated Wider Achievement opportunities	September 2016 December 2016 April 2016	L McPhillips L Pratt	
To establish a growth mindset program across the school.	August 2016 October 2016 February 2017	I Campbell EC Staff	
Further develop implementation of Girfec Framework	August 2016 October 2016 February 2017	I Campbell	
Further develop leadership capacity across the student body	September 2016 December 2016 April 2016	I Campbell Departments and Faculties	
Work towards the next stage of accreditation for Rights Respecting School	February 2017	D Weir I Campbell	

Evidence of Impact

A meaningful work experience program for all young people
A bespoke program of work experience for some young people
An increase in the motivation of young people across the curriculum
An increase in attendance
An increase in the number of young people in leadership positions across the school

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Raising Attainment	Further improvement in attainment at all levels. Increased % of young people achieving NQ at all key performance measures. Improved 'Participation' figures for school leavers.	P Oberg	
2	Learning and Teaching	Observable learning experiences that are consistently Very Good' Increased confidence in and ownership of learning by young people	P Oberg	
3	Inclusion and Wellbeing	% of young people achieving certification for wider achievement opportunities increases % of young people engaged in leadership activity in the school increases Increased engagement in academic life as measured by?	I Campbell	