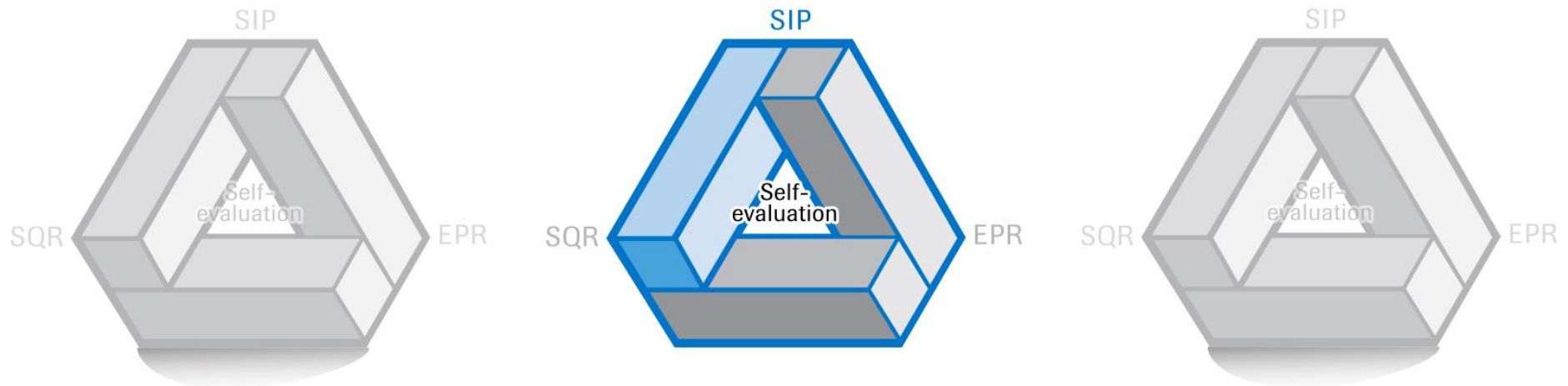




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# Supporting Improvement: **School Improvement Plan**



**Session: 2017-18**

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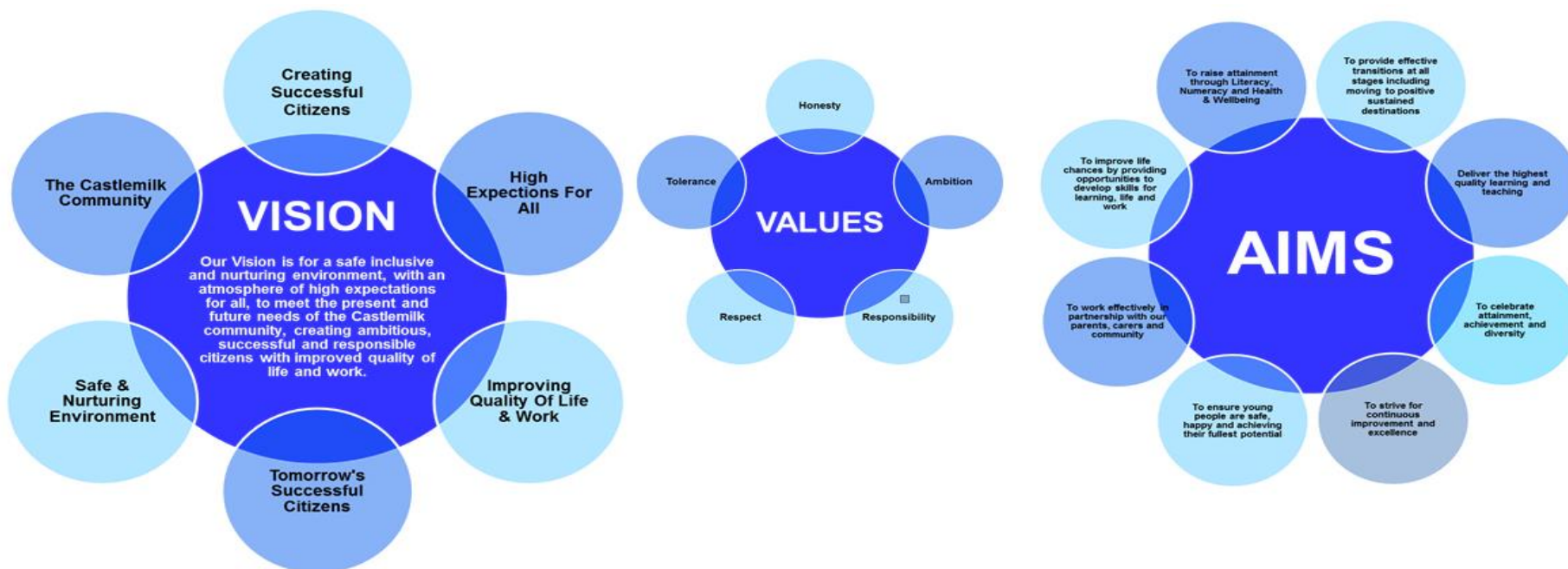
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2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
3. Action Planning

## 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? 4<sup>th</sup> 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.

### 3. Action Planning

Quality Indicator	Priority
1.3	Leadership of Change

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Embed new Self Improvement Framework across whole school to ensure a continuous focus on improvements in outcomes for learners *	<p>August 2017 – Framework Launch</p> <p>September 2017 – Faculty QA calendars complete</p> <p>November 2017 – 1<sup>st</sup> Faculty VSE</p>	<p><a href="#">Self-evaluation framework</a> launched at INSET day</p> <p>All QIC saved - <a href="#">O:\Staff Noticeboard\School Improvement plan\2017-18\Faculty QICs.</a></p> <p>Moderation returns for S2 and S3</p> <p>Language and Communication <b>Faculty VSE findings agreed.</b> FH produced action plan based on outcomes.</p> <p><b>VSE follow up in December 2017</b></p>
2. Promote Practitioner Enquiry through TLC and Improvement Teams	Following each L&T meeting and Improvement Team meeting	<p>All staff taking part in TLCs, reflecting on practice on TLC and recording reflection in logbook.</p> <p>8 TLC leaders trained in leading L and T improvements</p> <p>All staff are members of School Improvement Teams.</p> <p>Development officers are leading the implementation of the <a href="#">agreed action plans</a></p>
3. Review the Vision, Values and Aims of the school to	September 2017	Under development, RRSA is being taken into

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
ensure a shared educational values and professional standards		consideration. To be reviewed on February INSET day
4. Develop a culture of using and sharing CLPL to enhance critical reflection amongst staff in order to secure further improvements in learning and teaching	<p>October 2017 – Coaching and Mentoring input on INSET day</p> <p>Calendared checks - Use of GROW model approaches during PRD interviews and checks</p>	<p>February inset day ring-fenced for Digital Technologies. GROW training will be scheduled during exam diet.</p> <p>All staff have been invited to log all CLPL on <b>the CPD blog</b>.</p> <p>Sharing of VSE findings at ELT to support improvement.</p> <p>Sharing practice through reflection at TLCs.</p> <p>October INSET day dedicated to sharing practice across hub schools in Literacy and Numeracy.</p> <p>Sir John Jones Inset in August delivered to all hub school staff and cluster primaries, promoting good practice in Learning and Teaching and Growth Mindset.</p>
5. Promote leadership at all levels through a range of leadership opportunities	<p>October 2017</p> <p>December 2017</p> <p>March 2018</p>	<p>Almost all staff have a <a href="#">whole school leadership opportunity</a></p> <p>Significant growth in pupil leadership opportunities</p> <p>GCU Leadership Academy to provide further sessions in 2018</p>

Staff leading on this priority – including partners	Resources and staff development
<ol style="list-style-type: none"> <li>1. DHT BGE , FHs,</li> <li>2. DHT BGE, Improvement Team Leaders, TLC leaders</li> <li>3. DHT SP</li> <li>4. HT, CLPL Co-ordinator,</li> <li>5. HT</li> </ol>	<ol style="list-style-type: none"> <li>1. Hub schools, self-evaluation support/training</li> <li>2. Tapestry – Dylan Wiliam, specific CLPL for TLC Leaders</li> <li>3. Parent Council, other partner agencies, pupils</li> <li>4. GROW model trainers, specific targeted training/support Sir John Jones</li> <li>5. Glasgow Caledonian University Leadership Academy, , parents, pupils</li> </ol>

No.	Quality Indicator	Priority
2	3.2	Raising Attainment

Tasks to achieve priority	Timescales and Checkpoints	Evidence of Impact > (data, observation, views)
1. Creation and Implementation of a Tracking and Monitoring Framework that ensures a systematic approach to intervention to support learners' progress*	August 2017 – TMR cycles September 2017 –	TMR cycles established with plan for <a href="#">interventions</a> ELT beginning to use system to support raising

Tasks to achieve priority	Timescales and Checkpoints	Evidence of Impact > (data, observation, views)
	Intervention Framework agreed	attainment agenda <a href="#">SLT weekly attainment meeting</a> to track and discuss attainment
2. Develop curriculum planning in the Broad General Education (BGE) to incorporate National Benchmarks into assessment processes to enable learners to make greater progress in their learning *	October 2017 – Benchmarks mapped to curriculum plans  January 2018 – Benchmarks incorporated into BGE assessments	<a href="#">FIPs</a> and <a href="#">SES</a> updated with progress and impact discussed
3. Review homework provision in the BGE and promote BGE Homework Club  Develop a clear rationale for homework in the BGE to inspire young people and their families to engage further in learning	August 2017 – publicised relaunch of existing clubs with S1-S3  October – Formal evaluation of impact of club on learners  August 2017 – BGE Homework group established	BGE homework club further promoted through wide range of communication channels  <b>S1 focus on homework delivered by SPLT</b> , with renewed focus on expectations. Discussed at <a href="#">ELT</a>  Showmyhomework to be further explored.  PT Maths volunteered to lead group to promote homework
4. Continue to develop teachers' use of data analysis with a focus on improved outcomes for learners	August 2017 – refresh CLPL for staff  October 2017 – updated FIPs reflect outcomes from Insight analysis	All staff involved in using detailed analysis of data at <a href="#">performance review meetings</a> .  4 staff trained in latest developments in Insight to further support raising attainment agenda.  DHT SP and PTRASP to arrange further Insight training with FHs with opt in for all staff
5. Continue to develop appropriate learning pathways for	September 2017 – establish	



Tasks to achieve priority	Timescales and Checkpoints	Evidence of Impact > (data, observation, views)
individual learners  Development of progression plans for learners to ensure that knowledge, understanding and skills developed in the BGE are built upon during the Senior Phase	template for faculties  October 2017 – CLPL input for FHs  February 2018 - Faculty progression plans complete	
6. Increase levels of parental engagement by engaging families in learning to improve outcomes for young people <ul style="list-style-type: none"> <li>• Provide parents with strategies to enable them to support their child’s learning</li> <li>• Encourage families to learn together</li> <li>• Provide parents with specific and detailed guidance on learning experiences and an overview of learning at each stage</li> <li>• Introduce the new App</li> </ul>	Series of learning events for families throughout the year  Bring your parents to school afternoon	
7. Review National 5 courses in line with changes made by SQA to further support the ‘Tackling Bureaucracy’ agenda *	December 2017 April 2018	

Staff leading on this priority – including partners	Resources and staff development
<ol style="list-style-type: none"> <li>1. DHT BGE, Pastoral Care, PTs RA, FHs</li> <li>2. DHT BGE, FHs</li> <li>3. DHT BGE, PT RA</li> <li>4. DHT BGE, DHT SP, FHs</li> <li>5. DHT BGE, FH Inclusion</li> </ol>	<ol style="list-style-type: none"> <li>1. Edict</li> <li>2. SQA</li> <li>3. Parents, pupils</li> <li>4. Insight, EDICT, GL Assessment, SSNA</li> <li>5. DYW partners, SDS Careers Adviser</li> </ol>

6. DHT SP, PT DYW, PE Improvement Team, 7. DHT SP, FHs	6. Parents, Live'n'Learn, Authority leads for L,N,HWB, Growth Mindset speakers, SDS, local businesses 7. SQA
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No.	Quality Indicator	Priority
3	2.3	Learning, Teaching and Assessment

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Implementation of CHS Learning and Teaching Strategy to ensure consistency of experience and improvement in outcomes for learners	August 2017 - Policy launched. Materials available for staff  December 2017 – L&T team evaluate impact	
2. 'Pedagogy and Equity' TLC support, including peer observation, for all staff to help improve learning and teaching in every classroom	September 2017– TLC leaders identified and trained  TLC to run during collegiate slots throughout the year  May 2018 – Formal evaluation of impact of support	
3. Develop a skills strategy for the BGE in order to increase the impact of skills for learning, life and work	August 2017 – Skills capture process  November 2017 – Focus for skills in BGE agreed  January 2018 – Skills Strategy launched	
4. Develop a clear, embedded Literacy Strategy to support learners in their development of literacy across	August 2017 October 2017	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
the curriculum	January 2018 April 2018 Separate action plan to be agreed	
5. Further develop and embed Numeracy Strategy to support learners in their development of numeracy across the curriculum	August 2017 October 2017 January 2018 April 2018 Separate action plan to be agreed	
6. To embed departmental moderation activities to help teachers make confident judgements about learners' progress *	August 2017 – Moderation periods identified in Calendar  September 2017 - Production of standardised format  Feedback from moderation sessions throughout the year	
7. Further develop opportunities to enhance learners' digital literacy to enable them to grow the skills and knowledge needed to use digital technology for learning, life and work.  Implementation of Anytime, Anywhere Learning Policy	December 2017  April 2018  December 2017	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
8. Provide structured opportunities for Learner Voice to be heard and acted upon to bring about improvements in learning	August 2017 – agree specific times in the calendar for learner focus groups (LFG)  Calendared LFG  May 2018 – Evaluation of progress to inform SIP	

Staff leading on this priority – including partners	Resources and staff development
<ol style="list-style-type: none"> <li>1. DHT BGE, FHs,</li> <li>2. DHT BGE, TLC leaders</li> <li>3. DHT BGE , PT DYW,</li> <li>4. HT, LDO</li> <li>5. DHT BGE, NDO</li> <li>6. DHT BGE, FHs</li> <li>7. HT, PT RA (BGE)</li> <li>8. DHT BGE, FH Inclusion, FHs</li> </ol>	<ol style="list-style-type: none"> <li>2. Tapestry – Dylan William</li> <li>3. SDS, local businesses</li> <li>4. Authority Literacy lead, primary staff</li> <li>5. Authority Numeracy lead, primary staff</li> <li>6. Primary staff, Hub schools</li> <li>7. Apple, QIO for digital literacy, primary staff</li> <li>8. Hub schools</li> </ol>

No.	Quality Indicator	Priority
4	3.1	Ensuring Wellbeing, Equity and Inclusion

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
1. Further develop the Inclusion Strategy <ul style="list-style-type: none"> <li>• Create and implement Alternative Curriculum</li> <li>• Create and implement Nurture Programme</li> <li>• Review 'Remove' provision</li> </ul>	September 2017 December 2017 March 2018	
2. Implement Wider Achievement afternoon to further enhance opportunities for young people to gain accreditation	October 2017 December 2017 March 2018	
3. Review work experience provision to ensure that all young people have the opportunity to experience rich work-based learning	October 2017 December 2017	
4. Develop the use of Wellbeing Indicators to ensure that young people benefit from a shared understanding of wellbeing and children's rights and in order to achieve Rights Respecting School Level 1 Award  Review Promoting Positive Behaviour Strategy to reflect UNCRC and Wellbeing Indicators	October 2017 December 2017 March 2018	
5. Further promote Health and Wellbeing (HWB) to improve outcomes for young people through the implementation of the HWB improvement plan in the areas of <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Better Eating, Better Learning</li> </ul>	October 2017 December 2017 March 2018	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> <li>Growth Mindset</li> </ul>		
6. Review Learner Voice and further promote Pupil Leadership opportunities in order to further involve young people as active participants in discussions and decisions which affect them	October 2017 December 2017 March 2018	
7. Review the profiling process and introduce Focus Point to enable young people to more effectively review their own learning	October 2017 December 2017 March 2018	
8. Review attendance procedures in order to minimise the impact of potential barriers to learning	October 2017 December 2017 March 2018	
9. Review tutor time and assembly programme to help young people understand, value and celebrate diversity and challenge discrimination	October 2017 December 2017 March 2018	

Staff leading on this priority – including partners	Resources and staff development
1. FH Inclusion, PT Inclusion, PT Pastoral Care 2. HT, PT Wider Achievement, 3. DHT BGE, PT DYW,	1. 1. John Muir, Forest Schools 2. See list of partners e.g. primaries, Saltire, JASS, D of E 3. SDS, Local businesses,

<ul style="list-style-type: none"> <li>4. FH Inclusion, FH SS</li> <li>5. FH Inclusion, PT Inclusion</li> <li>6. FH Inclusion</li> <li>7. FH Inclusion, PT Pastoral Care</li> <li>8. FH Inclusion, PT Pastoral Care</li> <li>9. FH Inclusion, PTs Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>4. UNCRC</li> <li>5. Authority lead on HWB,</li> <li>7. Focus West</li> <li>8. ELO, School Nurse, Community Link Worker</li> <li>9. School Chaplain</li> </ul>
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\* refers to areas aimed at tackling bureaucracy