



the new Kirkintilloch High School



# Kirkintilloch High School

School Improvement Plan 2018 – 2019

REVIEW OF ANNUAL PROGRESS – MAY 2019

NB: progress traffic lighted.

Green = overtaken,  
orange = in progress,  
red = no progress.





## Vision, Values and Aims of Kirkintilloch High School

**Vision:** Our vision is that all members of our school community are supported and encouraged to  
*'Dream Big, Work Hard and Show Kindness.'*

**Values:** Our Community Values



**Aims:** We aim to improve outcomes for all learners and in doing so, to change lives for the better.



## Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Target
<b>1</b>	Improvement in children and young people's health and wellbeing.	To enhance the wellbeing of our young people by creating a positive school ethos and promoting a culture of 'compassion' and 'kindness' (as per school vision and values). This will be informed by opportunities for active participation in collaborative self-evaluation, involving all stakeholders in delivering the shared values and vision of the school and will lead to measurable improvements in staff and pupil well-being.
<b>2</b>	Improvement in attainment, particularly in literacy and numeracy.	To raise the attainment of all young people through a robust system of assessment, tracking, monitoring and data analysis. This will lead to high quality interventions and strategic actions that impact positively on levels of attainment, particularly in literacy and numeracy. We will work in partnership with our primary school colleagues to develop Numeracy across the cluster.
<b>3</b>	Closing the attainment gap between the most and least disadvantaged children.	To continue to ensure that our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality teaching and positive engagement in learning. We will secure inclusion, promote respect and deliver high quality interventions for equity, particularly for young people who have had adverse childhood experiences and those affected by poverty. We will engage families effectively in the life and work of the school and use digital technology to improve learner's experiences.
<b>4</b>	Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	To provide a range of quality experiences bespoke to each young person, that will secure the very best learner journeys for every pupil. We will roll out the career standard across the school, embedding employability skills throughout the curriculum and providing opportunities for partnership working with employers and will extensively develop community links and further and higher education partnerships. Tracking pupil achievements and managing transitions to next steps will lead to sustained positive destinations for all young people.



<b>Improvement Priority</b> <b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b>	<b>Improvement in children and young people's health and wellbeing.</b>
<b>Target</b>	
<p>To enhance the wellbeing of our young people by creating a positive school ethos and promoting a culture of 'compassion' and 'kindness' (as per vision and values). This will be informed by opportunities for active participation in collaborative self-evaluation, involving all stakeholders in delivering the shared values and vision of the school and will lead to measurable improvements in staff and pupil well-being.</p>	

Action	Timescale	Responsibility	Progress update
<p><b>SCHOOL CULTURE/BEHAVIOUR POLICY REVIEW:</b> To embed a newly developed Positive Relationship Policy across the school, led by the Positive Behaviour Committee. To include whole staff training by Pivotal Education in August funded through PEF Funding. Policy to reflect nurture principles and support the premise that 'all behaviour is communication', further developing a culture of compassion and kindness. Full evaluation of impact of the new policy to be undertaken.</p>	<p>Pivotal Education Training and Policy roll out – August 2018. Evaluation – May, 2019</p>	<p>GF Positive Behaviour Committee All staff</p>	<p>Positive relationship policy launched across the whole school following staff training from Pivotal Education during the August Inset Day. Initial evaluation by way of focus groups is now underway and will be shared to inform our next steps. Consistency of approach is essential.</p> <p><b>MAY UPDATE: Very good progress has been made here. A full consultation has taken place. The results of this are now being fed back to all staff at DMs, with an opportunity on the May Inset to offer suggestions for implementation within the revised policy. This will be shared with staff before the end of term and launched fully on the August Inset Day. The policy will now be embedded on a long-term basis, with effectiveness of implementation and associated data closely monitored throughout the coming sessions.</b></p>
<p><b>SCHOOL CULTURE/VISION AND VALUES:</b> Our school vision statement and community values to be made visible throughout the curriculum at appropriate points by departments looking to identify where this fits within lessons and communicating this to young people alongside learning intentions.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>All staff</p>	<p>Expectation shared with staff during the August Inset Day. Audit survey conducted in January 2019 across department teams. Departments feel that staff are embedding these confidently. Posters displayed in every area of school and in welcome areas/mats. Chaplains using this as a basis for assemblies.</p> <p><b>MAY UPDATE: Very good progress has been made. This will form a maintenance agenda next session. Staff will be reminded of our practice to this regard at</b></p>



			the August Inset Day. Our new S1 cohort and the rest of the school will be reminded at assemblies at the start of term in August.
<b>EMOTION COACHING:</b> Roll out of emotion coaching to be led by trained teaching staff, to scaffold success for targeted young people and to support staff practice.	Launch to staff Oct. 2018. Ongoing.	GS, PP, RM, RG, JD (Ed Psych)	Launch delivered to staff by the Emotion Coaching Team in October Inset. Highly positively evaluated. To be implemented and reviewed for impact. <b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session. Staff will be reminded of our practice to this regard at the August Inset Day and new staff and probationer teachers will have the opportunity to be trained.
<b>NURTURE PRINCIPLES:</b> Nurture principles to be embedded through all policies and procedures, reflecting our commitment to health and well-being for all. Collaborative work with GIRFEC partners to continue to scaffold pupils' experience.	Ongoing throughout 2018-2019.	All staff led by Pupil Support Team/GF.	Embedded throughout positive relationship policy. Used readily in professional discussion across the school. Creative collaborations taking place for example Police Scotland, Educational Psychologist, school counsellor, CSE Groupwork and enhanced wellbeing support. <b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session. Staff will be reminded of our practice to this regard via. Email in August.
<b>PUPIL PARTICIPATION:</b> Pupil participation to be a key feature of practice with pupils having agency to articulate their feelings and see the impact of this through a planned programme of opportunities such as focus groups, involvement in recruitment visits and a pupil improvement plan led by the Pupil Voice Committee.	Ongoing throughout 2018-2019.	Staff and pupil committee led by MD/Key Staff/Pupils.	Pupil Voice Committee re-established. Pupils have agreed their priorities for action and will undertake an action planning day using HGIORs in February. Thereafter, they will roll out their pupil participation strategy to an even wider pupil audience. <b>MAY UPDATE:</b> Good progress has been made. Pupils have attended a planning day at the Scottish Parliament and will now present their ideas to a wider



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			audience. Next session, a Pupil Improvement Plan will be conducted.
<p><b>TEACHER LEADERSHIP:</b> To promote and develop an active culture of collaboration that affords staff across the school opportunities to develop as leaders of learning and self-evaluation. This to include teacher and middle leadership opportunities such as leading committees and collegiate activities, reciprocal learning visits, middle and teacher leadership days, CPD opportunities, sharing practice with other centres, attending SMT Meetings, professional learning opportunities such as practitioner enquiry and meaningful professional review and development review meetings.</p>	Ongoing throughout 2018-2019.	MD CD SMT All staff	<p>Teacher leadership evident in staff sharing practice, delivering training at inset days, leading committees and working groups and planning whole school activities. Middle leadership day delivered, led by our PT and DHT for Raising Attainment. February Inset Day focussed on a learning and teaching festival led by staff for colleagues and on the development of numeracy across the curriculum.</p> <p><b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session and will be incorporated into the strategic plan for the development of learning and teaching and school culture.</p>





<b>Resource Requirement from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. Pivotal Education Training to inform and launch new Positive Relationship Policy.</li> <li>2. Resources to support positive relationship policy – praise cards and wristbands.</li> <li>3. School Counsellor. Increased provision to continue – two days per week.</li> </ol>
<b>Amount allocated from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. £2,300 (Pivotal training)</li> <li>2. £424 (Praise cards and wristbands)</li> <li>3. £8,403 (Counsellor)</li> </ol>
<b>Staffing (Specify the post and exact costs)</b>	<ol style="list-style-type: none"> <li>1. Extra day – school counsellor.</li> </ol>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Pivotal Education Training – time identified on Inset Day 2, August 2018.</li> <li>• Staff given time to consider how our school values permeate their curriculum.</li> <li>• Emotion Coaching – training to be delivered to targeted teams of staff and young people and impact shared with all staff.</li> <li>• Work on embedding the Nurture Principles in our practice to continue to be a key feature of our provision.</li> <li>• Time for planning with GIRFEC partners to be planned and protected to benefit young people.</li> <li>• Pupil participation - time and opportunity to be provided for focus groups, pupils leadership and participation in surveys.</li> <li>• Opportunities for teacher and middle leadership activities to be supported through bespoke days, opportunities to share practice at Inset Days and during Collegiate Time and opportunities for staff to share practice with other centres.</li> </ul>
<b>Other (Tracking Impact and Evidence)</b>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• The Positive Relationship Policy to have a notably beneficial impact upon pupil responses and school culture.</li> <li>• The whole school community will understand and see how our school vision and values impacts positively on our ethos.</li> <li>• Targeted young people are supported by staff trained in emotion coaching to cope positively in challenging circumstances.</li> <li>• The nurture principles permeate practice resulting in pupils feeling safe, healthy, achieving, nurtured, active, respected, responsible and included. Well-being indicators and nurture principles are commonly used and well understood.</li> <li>• Individual well-being is supported through high quality partnership working and interventions.</li> <li>• Pupil well-being and agency is enhanced through the provision of opportunities to strategically contribute to school life.</li> <li>• Staff well-being is enhanced through opportunities for teacher leadership and participation in strategic progression of the school.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Time, identified through the collegiate calendar to strategically monitor and assess the impact of our actions, improvements and changes on learners’ experiences and to gather and analyse triangulation of evidence.</li> <li>• GIRFEC and Pupil Support Plans monitored.</li> <li>• Data on behaviour, exclusions, participation, well-being assessments, evaluations of practice.</li> <li>• Implementation group minutes, SLG minutes, use of How Nurturing is Our School and relevant HGIOS4 QIs.</li> <li>• In-service and collegiate time evaluations and self-evaluation feedback from all stakeholders.</li> </ul>

**Professional Learning**

Pivotal Education training; Emotion coaching training; Sharing of collegiate practice and work with other schools; Culture of respect and compassion embedded across the school that reflects the rights of the child and promotes positive relationships and engagement; Teacher confidence to be secured on nurture principles across the school, well-being indicators, child protection procedures and SHANARRI indicators; Staff to respond to findings from pupil voice activities.



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<b>Improvement Priority</b> <b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b>	<b>Improvement in attainment, particularly in literacy and numeracy.</b>
<b>Target</b>	
<b>To raise the attainment of all young people through a robust system of assessment, tracking, monitoring and data analysis. This will lead to high quality interventions and strategic actions that impact positively on levels of attainment, particularly in literacy and numeracy. We will work in partnership with our primary school colleagues to develop numeracy across the cluster.</b>	

Action	Timescale	Responsibility	Progress update
<b>RAISING ATTAINMENT STRATEGY:</b> Conduct a full evaluative review of last session's raising attainment strategy and interventions, to assess the impact of actions taken. This will inform future provision and PEF appointments, as well as decisions taken about expenditure of this session's pupil equity funding. Findings to be discussed at the PEF Tripartite Committee and with staff teams.	Evaluation Aug 2018 Ongoing throughout 2018-2019.	RDL Evaluation And next steps  MD/Committee PEF Review	<p>Clearer communication with staff regarding timelines, expectations and time identified to analyse data to ensure improved planning and effective interventions. Further increase in interim reporting from 2 to 4/5 to support clearer information with families and pupils. To improve consistency and reduce duplicated work load for staff and further enhance communication. Further time explaining Targets and working grades and further reduction of workload as removed an entry from Seemis by using aspirational target instead of monthly targets. Change to systems and procedures for raising attainment sessions to support increased tracking and ease of use. Change in texting policy (text those that came rather than those that did not) to mirror relationship policy. Direct phone calls and texts sent to targeted pupils not attending. Attempted to organise to raising attainment sessions in columns to combat clashes for young people and increased numbers for staff– this has been unsuccessful at this time, but will be further explored. New appointment to Raising attainment post. External agencies (Live 'N' Learn and TOK) employed to deliver study skills and motivation post prelims to enhance receptiveness to feedback from staff as we head to exam period. Further workload reduced as the tracker now calculates a variety of departmental stats for staff to analyse. Demonstrated and support provided at middle leadership days.</p> <p><b>MAY UPDATE:</b> Very good progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session.</p>



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<p><b>ATTAINMENT TRACKER:</b> As agreed in our working time agreement, time to be allocated monthly during Data DMs for teams to analyse data within the tracker. Training and guidance to be delivered to increase the capacity of staff in using this resource. A clear attainment timeline to be developed reflecting our WTA that will support staff in making confident professional judgements about level presentations. Recording intervention pilot findings to be shared with a view to all staff recording interventions.</p>	<p>Tracker, guidance and timeline issued Aug 2018 Data DMs ongoing as per WTA.</p>	<p>RDL and working group- Tracker, guidance, timeline. All staff.</p>	<p>Attainment time line detailed graphic created and shared with all staff. Guidance provided on Data DMs, detailing both recommended focus for each month and instructions. RL invited to a number of data DMs to discuss and demonstrate. Tracker further enhanced with Senior Phase Dashboard comparing SIMD to attainment, effort, attendance at raising attainment sessions, prelim results and many other aspects. Departmental stats also created to included number and percent of As, B etc including an RV for departments at prelim time. SIMD stats highlighting a real poverty related gap in relation to attendance at raising attainment sessions. Highlighted at GAP meetings with specific pupils identified. Interventions feature of the tracker being adopted by most departments and guidance staff with over 400 entries helping to shape and influence decision making for each young person. GAP meetings (Group Attainment Planning) established after each data input period. Guidance staff, DHT and PTRAs plus visiting PTs have discussed a house specific GAP document and worked through targets, attendance, working grades, interventions set for pupils, interventions actioned by various staff after meetings. Increased interim reporting sent to parents, after some initial feedback from families we made adjustments to enhance ease of use. Family engagement has increased. Both parents contacting us with concerns and the school making contact to discuss strategies to move forward. During our recent visit from Education Scotland on Numeracy and Mathematics, the inspectors endorsed our system and noted that 'If it moves, you track it!'. We continue to identify patterns in data that lead to targeted interventions. <b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session and will be incorporated into our raising attainment strategy. New staff will be trained to use this and the BGE Seemis Tracker will be rolled out as soon as this becomes available to complement our Senior Phase provision.</p>
<p><b>NATIONAL QUALIFICATIONS:</b> Time, CPD and resources to be identified to support the roll out of changes to National Qualifications at Higher.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>RDL, SMT PTs All staff</p>	<p>Time identified via department time at Inset Days and cover provided for individual departments, as require <b>MAY UPDATE:</b> Very good progress has been made with new qualifications implemented at all levels. Next session, the focus will be on ensuring that predictions and levels set are accurate,</p>



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			ambitious and achievable based on teachers' professional judgement. This will now be incorporated into our raising attainment strategy for the coming session.
<b>BENCHMARKS:</b> Time identified to enable staff teams to confidently use benchmarks in planning for progression and making assessment judgements.	Ongoing throughout 2018-2019.	SMT PTs All staff	Departments have been encouraged during collegiate time to moderate the curriculum and assessment methodologies. Departments have audited curricular provision using the benchmarks, matching them towards units of work. Some departments have dovetailed this with N4/N5 provision to ensure coherence in courses. An audit of existing provision against the Numeracy benchmarks in S1 was conducted – Feb Inset. PTs have had local authority level discussions at PDG, including dialogue of Lit/Num benchmarks. <b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Work will be taken forward standardising our approach to making professional judgements based on the benchmarks for each subject area during the May Inset, to support moderation activities.
<b>NUMERACY:</b> Cluster plan to continue to prioritise Numeracy across the cluster, including the Maths Recovery Programme. Time set aside for key staff in support of this. Digital Numeracy classes to be introduced across our BGE. Numeracy units delivered at Senior Phase following evaluation of SQA results and Insight Data. Analysis of SNSA data to inform curricular provision and skills consolidation in Mathematics. Further comparison to be made with Primary 7 data.	Ongoing throughout 2018-2019.	CD, Maths Team GF/GG (Cluster) SMT LE All staff	<b>Cluster</b> – GG and CW working on numeracy with cluster primaries, on rotation, Monday afternoons, delivering curriculum and collaborating on planning. Individually some primaries have visited to moderate work. Primaries invited to visit S1 to observe delivery and moderate standards. <b>Whole school</b> – Inset day Feb, Numeracy benchmarking audit and IDL project (May) launched. Mathematics – Increase in numeracy award at level 5. Analysis of current needs, extraction model to target S5 who currently don't have N5 numeracy and who no longer do maths. S1 Numeracy relay event Feb 2019. Curricular planning supported an additional period of Mathematics in the BGE which is impacting positively on attainment in S3. <b>SfL</b> - IDL with S3 group focusing on numeracy skills. Significant investment of SfL time in Maths classes. <b>SNSA</b> data analysed by GG has been shared with SMT, LA and within the department has been used to plan the next stages of learning. CD attending update on SNSA testing and analysis in March.



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			<p><b>EDC numeracy strategy group</b> – MB – Part of group - his sub group are focusing on numeracy across learning, with specific reference to non-numeracy rich subjects. MB linking with EDC colleagues – developing a self-evaluation toolkit, promoting best practice to be used in the authority.</p> <p><b>EDUCATION SCOTLAND:</b> We participated in the National Thematic Review of Numeracy in February. Points of note: there are lots of opportunities to engage with Numeracy across the whole school and departments had ownership of this. They noted positive relationships in classes and across the Mathematics Department and indicated that the department was in a strong position to take forward the recommendations that they made. These will now be fed back to the department for future action/implementation.</p> <p><b>MAY UPDATE:</b> Considerable progress has been made. Examples of this include increased predicted performance and engagement with Intensive Mathematics in S6; Curricular flexibility planned to allow for maximum class contact time in Mathematics at N5 and Higher for young people who are undertaking bespoke curricular packages such as foundation apprenticeships; Targeted Numeracy periods inbuilt into the timetable for next session. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Work will be taken forward to deliver the recommendations of the Education Scotland review, which will form the basis for the Mathematics Improvement Plan.</p>
<p><b>LITERACY:</b> Literacy strategies such as paired reading, Literacy IDL, Literacy extraction classes to continue to foster high attainment in Literacy. Analysis of SNSA data to inform curricular provision and skills consolidation in English. Further comparison to be made with Primary 7 data.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>CD, English Team SMT GS/LE/K D</p>	<p><b>Cluster</b> – Linking with Hillhead primary focussing on literacy curriculum as part of authority strategy.</p> <p><b>English</b> – Moderation tasks undertaken, focusing on the use of benchmarks.</p> <p><b>SFL</b> – IDL with S3 group focusing on literacy skills. Paired reading targeting S1. Significant investment of Sfl time in English classes.</p> <p><b>SNSA</b> - data analysed by FQ has been shared with SMT, LA and within the department has been used to plan the next stages of learning. CD attending update on SNSA testing and analysis in March.</p> <p><b>EDC Literacy Strategy Group</b> – GS part of group – Audit across schools of current literacy practice in BGE. Placemats</p>



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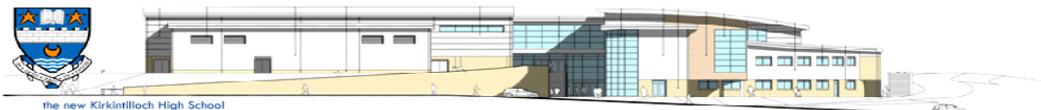
			<p>are being developed to be used across EDC schools to develop consistencies in approach to literacy.</p> <p><b>MAY UPDATE: Very good progress has been made. This will form a maintenance agenda next session and will be incorporated into our Numeracy strategy.</b></p>
<p><b>CURRICULAR INNOVATION:</b> Senior Phase Provision to be enhanced by introducing National Progression Awards where appropriate, allowing effective learner journeys for targeted pupils. Impact of Higher leadership and Higher Psychology to be evaluated. Changes to BGE Provision to be fully evaluated in terms of depth of learning and impact upon attainment.</p>	<p>Ongoing throughout 2018-2019. Evaluation Aug 2018</p>	<p>PD SMT All Staff</p>	<p>Plans in place for enhanced delivery of NPA Awards in Options choice planning for 2019/20. Timetabling amendments this session include increasing Maths allocation in S3, embedding Digital Numeracy in the BGE, covering our S6 Study Hub to support effective use of free time in senior school and introducing National 5 Psychology, Travel and Tourism and intensive Mathematics in S6. Leadership Award at SCQF Level 6 delivered for all S6. 2018 Insight profile shows Wider Achievement tariff score significantly higher than the Virtual Comparator. Youth Philanthropy Initiative in place for all S5 Students. Social Anthropology Unit achieved by almost all S4's in 2018 through RME. Employability Award and Modern Languages Skills for Life and Work achieved by almost all S4 in 2018. We have become a YASS Open University school with one candidate successfully completing Law Making in Scotland. Three students selected through competitive application process for Social Mobility Fund Internships and Industry Mentoring.</p> <p><b>MAY UPDATE: Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session with departments looking at alternative curricular options at SCQF Levels 5 and 6 for appropriate young people. Numerous NPAs are planned for next session including Practical Electronics; Cyber security; Business with IT; Acting and performance; Travel and Tourism; Practical Woodwork and Introduction to Engineering. Planned SQA Awards include the Employability Award in S4; Social Anthropology in S5 RME; Modern Languages for Life and Work Award and Higher Leadership. In addition, the YASS Programme has been promoted and the school is now officially recognised to deliver this.</b></p>



<b>Resource Requirement from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. Appointment of Principal Teachers of Raising Attainment.</li> <li>2. Raising Attainment Sessions and Easter School.</li> <li>3. Software and hardware for use in the development of Numeracy in both Mathematics and Support for Learning.</li> <li>4. Study hub equipment.</li> </ol>
<b>Amount allocated from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. £5,099</li> <li>2. £12,000</li> <li>3. £3,221</li> <li>4. £582</li> </ol>
<b>Staffing (Specify the post and exact costs)</b>	<b>Appointment of PT/s Raising Attainment - £5,099</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Time to conduct a full evaluation of our Raising Attainment Strategy, post SQA/Insight Analysis.</li> <li>• Time to consider PEF Funding and to meet with PEF Tri-partite Committee.</li> <li>• Time and appropriate CPD identified to support teams to manage changes to National Qualifications.</li> <li>• Time identified and set aside for teams to analyse and implement the benchmarks across assessment practices.</li> <li>• Time identified and timetabled to support cluster Numeracy work, SNSA Analysis and launch of Digital Numeracy classes.</li> <li>• Time identified and timetabled to support Literacy work and SNSA Analysis.</li> <li>• Time and resource for implementation of curricular innovations such as National Progression Awards.</li> </ul>
<b>Other (Tracking Impact and Evidence)</b>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• We will respond pro-actively to our evaluation of last year's provision and maximise opportunities for raising attainment based on data and information arising from this.</li> <li>• Our PEF Expenditure will be informed by detailed analysis and based on factual judgement.</li> <li>• Our tracker will support staff teams to analyse data that leads to high quality interventions and raised attainment.</li> <li>• We will successfully embed and deliver changes to National Qualifications.</li> <li>• Attainment in Literacy and Numeracy will increase as a consequence of our actions.</li> <li>• Our changes to curricular provision will lead to appropriate learner pathways and increased attainment for young people.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Data will indicate an increase in attainment, particularly for Literacy and Numeracy.</li> <li>• DM Minutes will detail Data DMs and impact.</li> <li>• New Qualifications will be delivered.</li> <li>• Changes to curricular provision will evidence increased attainment over time.</li> </ul>

**Professional Learning**

Insight deep dive; time for data analysis; time to meet collegiately with PEF Committee; CPD on Benchmarks; CPD/Understanding Standards Event for National Qualifications; Development days for NQ roll out: Development days for further SNSA Analysis; Time to introduce and embed curricular innovation.



<p style="text-align: center;"><b>Improvement Priority</b></p> <p><b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b></p>	<p style="text-align: center;"><b>Closing the attainment gap between the most and least disadvantaged children.</b></p>		
<p><b>Target</b></p>			
<p><b>To continue to ensure that our learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality teaching and positive engagement in learning. We will secure inclusion, promote respect and deliver high quality interventions for equity, particularly for young people who have had adverse childhood experiences and those affected by poverty. We will engage families effectively in the life and work of the school and use digital technology to improve learner's experiences.</b></p>			
<p><b>Action</b></p>	<p><b>Timescale</b></p>	<p><b>Responsibility</b></p>	<p><b>Progress update</b></p>
<p><b>LEARNING AND TEACHING:</b> Results of pupil voice self-evaluation work to be shared with all staff to inform planned improvement in learning and teaching. A continued focus on AIFL techniques and providing feedback will secure greater consistency of provision. A Learning and Teaching Group to be established to deliver this strategy.</p>	<p>Self-evaluation shared Aug 18 L &amp; T ongoing throughout 2018-19</p>	<p>MD/Pupil Voice Team CD/L &amp; T Team All staff</p>	<p><b>Evaluate Learning and Teaching</b> Linking with the Pupil Voice committee (led by staff), we plan to explore some of the work that has already been undertaken regarding pupils' expectations of Learning and Teaching and, in particular, effective feedback; pupils identified this as inconsistent, ranging from curricular areas where this is strong but to those where it does not happen at all. We have conducted a staff survey to allow staff to self-evaluate their individual strengths and areas for development, the findings from which will be used to guide the whole-staff CPD event we held in February.</p> <p><b>Sharing practice/in-house CPD in areas recognised as strengths</b> We will facilitate a school based learning festival. Using the strengths identified through the staff survey, the February in-service event will be used as a platform to share best practice and to signpost CPD best suited to teachers' needs. This will also provide an opportunity for NQTs to present the practitioner enquiries they are undertaking this term.</p> <p><b>Programme of learning rounds to share practice</b> To develop a professional culture of sharing practice, learning rounds will have two different forms: the first will involve teachers inviting visitors in to see specific examples of good practice in their lessons; the</p>



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			<p>second will involve a wider range of staff visiting lessons and discussing observations.</p> <p><b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Moving forward, a collegiate and collaborative strategy that develops teacher leadership further and promotes positive pedagogy will be launched.</p>
<p><b>FAMILY LEARNING:</b> An enhanced parental engagement strategy to be rolled out in consultation with our Parent Council via a parental improvement plan. Our family learning strategy to be improved through increased provision in S1, following on from our successful P7 Transition Programme. A working group to be established to deliver this strategy, with parents invited to join the committee.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>MD/Parent Council GF/Family Learning Team All staff</p>	<p><b>OCT update:</b> The groups has discussed current family learning opportunities and identified reasons why some parents may find it difficult to engage with school. The group discussed ways of continuing to engage parents and thought of ways to target all parents positively. The group has engaged with the Parent Council Chair and aim to work in partnership highlighting information from the government toolkit.</p> <p><b>FEB Update:</b> Initially targeting parents of pupils who show high levels of anxiety (and parental anxiety) the group are planning a wellbeing coffee and chat morning to meet with parents in a welcoming environment and in particular those within the S1-S3 wellbeing groups.</p> <p><b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Moving forward, this will be incorporated into our learning and teaching strategy for next session. Leadership of family learning and transitions will remain under GF's remit, with homework and teacher leadership sitting with CD.</p>
<p><b>DIGITAL LEARNING:</b> Digital Learning to continue to be a key facet of our raising attainment strategy with further implementation of effective differentiation tools such as One-note to be taken forward. A full evaluation of the Bring Your Own Device Pilot to be taken forward and findings considered. Show my Homework to be launched to parents with provision in place to combat digital poverty.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>CD/RDL/MA Digital Learning Team. All staff.</p>	<p><b>OCT update:</b> Group agreed first and foremost, staff CPD focused on development of our capacity as digital learners was paramount. Members of the group have different levels of IT skills and competencies. Equally, members have different departmental requirements for improving their digital literacy. It was agreed that each member would focus on a different aspect of digital learning, enabling</p>



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			<p>them the opportunity to develop their skills and become a 'digital champion' in a specific aspect of digital learning. A TLC for Digital Learning has been created via Microsoft Teams, primarily to share good practice and resources/methodologies etc. It is anticipated that members will be given opportunity in subsequent 'open-door' twilight CPD events/collegiate meetings/inset days to showcase their work and share good practice with colleagues. It is also anticipated that through building the confidence and skills of colleagues, that we as a professional body grow in confidence in the use of various aspects of digital learning. The aim is to continue to build capacity among staff, while also establishing a pupil learning community, which will look at ways to develop the digital learning skills of our cohort.</p> <p><b>Feb Update:</b> RL has continued weekly drop in sessions to upskill staff and help them with departmental improvements LM, HR, ART staff have all video parts of lessons to facilitate flipped learning. Michael Anderson has demonstrated use of office 365 apps to use blended learning in the classroom. RK demonstrated use of plickers in science curriculum. PE demonstrated the use of apps for feedback on I pads to help pupils engage in feedback. S4-6 pupils and staff continue to increase use of BYOD network and all pupils developing use of SMH.</p> <p><b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. A full evaluation is underway in regard to the BYOD Pilot. Moving forward, this will be incorporated into our raising attainment strategy for next session.</p>
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<p><b>ACES:</b> Further work to be taken forward in raising awareness of adverse childhood experiences, and how we can tailor our practice to maximise the potential and scaffold the experience of our young people who have experienced ACEs.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>GF/SMT/Pupil Support Team. All staff.</p>	<p>Chris Kilkenny Talk delivered to all staff. Sarah Hendy – Resilience Film presented to all staff, with follow up on ACEs. Emotion Coaching training rolled out by trained staff to peers. <b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session and will be incorporated into our Included, Engaged and Involved strategy.</p>
<p><b>INCLUDED, ENGAGED AND INVOLVED:</b> Alternatives to exclusion to continue to be a key feature of our practice with our Alternative Learning Environment and Wellbeing spaces to be appropriately equipped/staffed to support young people.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>SMT/Pupil Support Team. All staff.</p>	<p>ALE and Wellbeing Resources developed further to secure greater inclusion, with additional accommodation and staffing providing greater scope for inclusion. Two support assistants for Equity employed through PEF in order to minimise exclusions and support young people to succeed. <b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Next session, additionality in staffing will afford us the opportunity to expand our provision in terms of alternatives to exclusion and wellbeing support.</p>
<p><b>SECURING EQUITY OF OPPORTUNITY:</b> Our provision to be examined to ensure that we are providing equity of opportunity in practices such as payment for excursions, costs for curricular provision and access for all to extra-curricular activities. Funding to target young people at risk of missing out on such experiences through our Inclusion Fund and parents to be made aware of the discrete provision that is available. PEF Funding to continue to support high quality interventions for equity such as our successful breakfast club for pupils who require a soft start. SFA School of Football to be fully evaluated and rolled out again this session for targeted pupils.</p>	<p>Ongoing throughout 2018-2019.</p>	<p>MD/CD/GF SMT Pupil Support Team All Staff RG PE Team</p>	<p>Cost of School Day Committee established. CPG Resource Explored by committee. Initial focus on developing greater access to food for all. Uniforms supplied for targeted pupils. School trip funding for numerous pupils, with costs of trips being taken into account for young people. <b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Next session,,recommendations from the COSD committee will be implemented to support equity of opportunity across the school.</p>



<b>Resource Requirement from Pupil Equity Fund</b>		<ol style="list-style-type: none"> <li>1. Pupil Inclusion Fund and Breakfast Club</li> <li>2. School Assistants for Equity of Opportunity</li> <li>3. Targeted intervention- Ocean Youth Trust</li> <li>4. Payment for staff for family learning events</li> </ol>
<b>Amount allocated from Pupil Equity Fund</b>		<ol style="list-style-type: none"> <li>1. £5,841</li> <li>2. £8,403</li> <li>3. £4,000</li> <li>4. £2,000</li> </ol>
<b>Staffing (Specify the post and exact costs)</b>	<ol style="list-style-type: none"> <li>1. R Gourlay running Breakfast Club - £500 approx.</li> <li>2. L Cooke and N McLellan, SLAs for Equity of Opportunity - £8,403</li> <li>3. CLD Youth Worker/Wellbeing Support Teacher.</li> <li>4. Volunteer Teaching Staff £2,000.</li> </ol>	
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Show my Homework funded through Homework Diary Budget.</li> <li>• Contribution for targeted young people to participate in activities such as the Duke of Edinburgh's Award.</li> <li>• Supplies for breakfast club.</li> <li>• Kit and equipment for School of Football.</li> </ul>	
<b>Other (Tracking Impact and Evidence)</b>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• Greater consistency in learning and teaching and improved attainment arising from highly effective feedback to young people.</li> <li>• Improved parental engagement and enjoyable family learning experiences that extend our community ethos.</li> <li>• Impact of BYOD considered, and next steps taken forward.</li> <li>• Digital learning strategy improved and enhanced.</li> <li>• Improvement in provision for young people who have endured adverse childhood experiences</li> <li>• Reductions in exclusion and more settled responses from vulnerable young people.</li> <li>• Increased participation in costly activities from young people in lower SIMD brackets, and those receiving free school meals.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Pupil voice feedback on improvement in learning experience.</li> <li>• Uptake of family learning events and production of a parental improvement plan.</li> <li>• BYOD roll out to be considered by EDC following pilot.</li> <li>• Evidence of increased access to I-Pads/Laptops and ICT.</li> <li>• GIRFEC Data on young people experiencing ACEs showing improvement in provision.</li> <li>• Exclusion data showing reduction.</li> <li>• Participation data reflecting broader spread of SIMD/FME pupils.</li> </ul>	

#### Professional Learning

CPD as appropriate to staff response to learning and teaching feedback; time to work with Parent Council on language of HGIOS 4 and Quality Indicators; Further CPD on ACES.



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Improvement Priority	<b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b>
Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	

<b>Target</b>
<b>To provide a range of quality experiences bespoke to each young person, that will secure the very best learner journeys for every pupil. We will roll out the career standard across the school, embedding employability skills throughout the curriculum and providing opportunities for partnership working with employers and will extensively develop community links and further and higher education partnerships. Tracking pupil achievements and managing transitions to next steps will lead to sustained positive destinations for all young people.</b>

Action	Timescale	Responsibility	Progress update
<b>CAREER STANDARD:</b> Time to be set aside to raise awareness of the career standard across the curriculum and to ensure that all staff understand their responsibility in delivering employability skills and understanding the key messages within the careers standard.	Ongoing throughout 2018-2019.	PD/PT DYW/RH SD/SDS All staff	DYW PT making significant improvements to local business partnerships. A 'You can do anything day' has been delivered for all S2's (Feb 2019). Over 20 local employers visiting the school to inspire students. Introduction at collegiate October 2019. Careers Standard Brochure with interactive resources for teaching staff to be launched in May 2019.  <b>MAY UPDATE:</b> Considerable progress has been made. However, this remains a key priority for the school moving forward and remains a significant improvement target in the coming session. Next session, this will form a substantial element of our widening participation strategy, combining skills for work and access to Higher Education and community partnerships.
<b>SKILLS FOR WORK - CURRICULAR PROVISION:</b> Identify skills for work overtly in each subject area by including these in learning intentions/lesson delivery. This will ensure that young people can make connections between learning in class and workplace skills. Top eight KHS Employability Skills to be displayed in every learning space.	Ongoing throughout 2018-2019.	PD/PT DYW /RH SD/SDS All staff	Employability Skills posters launched and distributed to all classrooms. Plans for in-service day in May to link subject teachers with industry tours/visits. SCQF Framework explained extensively in PSE.  <b>MAY UPDATE:</b> Very good progress has been made. This will form a maintenance agenda next session. Staff will be reminded of our practice to this regard via. Email in August.
<b>COMMUNITY PARTNERSHIPS/WORKING WITH EMPLOYERS:</b> Continue to advance our partnership working events with industry and other community partners (e.g. SDS, YPI, SCILT, Young Enterprise) to connect our curriculum with skills for work (creativity, entrepreneurship and innovation) in relation to Developing the Young Workforce.	Ongoing throughout 2018-2019.	PD/PT DYW/RH SD/SDS All staff	Potential Business partner with Barratt Homes/wellbeing garden in school grounds. Close partnership working with New College Lanarkshire and SDS in relation to Fire and Security Alarm Pre-Apprenticeship Course.  <b>MAY UPDATE:</b> Very good progress has been made. A Food for Thought bid has been submitted to Education Scotland to promote outdoor learning spaces and cultivation of food products for sustainability. A partnership to deliver Foundation Apprenticeship Frameworks in school in Business and Childcare is in development in partnership with TIGERS. We have delivered a Find Your Inspiration programme in school, offering 27 pupils bespoke 5 week



			programmes in conjunction with Skills Exchange and including work experience during study leave. Next session, this SIP action point will form a maintenance agenda next session and will be incorporated into our Career Standard/skills for work strategy.
<b>ACCESS TO HIGHER AND FURTHER EDUCATION:</b> Bespoke opportunities to promote and enhance access to Further and Higher Education, such as the Strathclyde University Summer Schools, Top-up and Reach Programmes to be targeted at young people, particularly students from SIMD 1-4 and pupils receiving FME.	Ongoing throughout 2018-2019.	PD/PT DYW SD/SDS Guidance Team All staff	Senior Phase pupils are actively encouraged to participate in the Senior Phase Partnership programme and Foundation Apprenticeships. Three students on the 2 year FA programme and four students on the intensive one year FA programme. <b>MAY UPDATE:</b> Very good progress has been made with 23 Senior School pupils having passed the Top Up Programme with the University of Glasgow. In addition, one of our students has gained a scholarship with the Sutton Trust to study in the MIT (Massachusetts Institute of Technology). Access to Higher and Further Education will form a maintenance agenda next session and will be incorporated into our Career Standard/skills for work strategy.
<b>LEARNER JOURNEYS:</b> We will ensure that we add value to each learner journey by providing progression through appropriate curricular provision such as alternatives to National Qualifications where beneficial. We will work with every young person to identify and secure the best employability pathway for each individual to achieve an ambitious and meaningful sustained positive destination. Working in partnership with SDS, partners, the Guidance Team and staff with responsibility for Developing our Young Workforce, we will ensure that we secure the best learner journey for every young person at KHS.	Ongoing throughout 2018-2019.	PD/PT DYW/RH SD/SDS Guidance Team PTs Curricular All staff	Bespoke hybrid curricular models combining Foundation Apprenticeships, Work Experience and Positive Achievements to create the most appropriate learner journey for all students. Learner journey case studies recorded, February 2019. <b>MAY UPDATE:</b> Very good progress has been made. Working with Positive Achievements, transition meetings for all potential leavers have been conducted. This will form a maintenance agenda next session and will be incorporated into our Career Standard/skills for work strategy.



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<b>Resource Requirement from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. Funding for Top-up and Reach Programmes for SIMD 1-4/FME Pupils.</li> <li>2. Principal Teacher of Developing our Young Workforce.</li> </ol>
<b>Amount allocated from Pupil Equity Fund</b>	<ol style="list-style-type: none"> <li>1. £2,500</li> <li>2. £3,864</li> </ol>
<b>Staffing (Specify the post and exact costs)</b>	<b>Appointment of a PT DYW £4,000 approximately.</b>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Time to fully familiarise staff with the Career Standard.</li> <li>• Time to embed skills for work in lesson planning.</li> <li>• Time to liaise with and plan events with community partners/employers/colleges and universities.</li> <li>• Access to Top-up and Reach Programmes for appropriate young people. Time set aside to roll our programme.</li> <li>• Access to Guidance and Careers Interviews for young people to guide their learner journey.</li> <li>• Access to time and resources for staff rolling out new NPA Qualifications.</li> </ul>
<b>Other (Tracking Impact and Evidence)</b>	<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• All staff and pupils will understand the Career Standard and its implications for future employability.</li> <li>• Pupils will see the relevance of their learning within the context of skills for work and life.</li> <li>• Careers events will positively inform pupils' future aspirations and choices.</li> <li>• Involvement with universities will continue to encourage greater uptake of young people on Higher Education courses and increase their resilience and ability to engage once they commence.</li> <li>• All pupils will follow a bespoke learner journey that adds best value to their educational experience.</li> </ul> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Pupil feedback and evaluations.</li> <li>• Career interview records and guidance interview records.</li> <li>• Appropriate choices informing pupils next steps.</li> <li>• UCAS application data.</li> <li>• Positive destination and widening participation data.</li> <li>• Post-16 destination data.</li> </ul>

<b>Professional Learning</b>
CPD on the Career Standard; support to embed careers events; supports to resource best learner journeys and improve curricular provision.