North Berwick High School

School Improvement Plan

2018-2019

North Berwick High School - Context, Aims, Values

Aim High

Respect, Relationships, Responsibility, Resilience
underpin the life of our school

Every child in our school will achieve his/her full potential.
Our school is a community where children will feel happy, healthy, safe and valued and will develop into active and responsible citizens.

North Berwick High School Aims

Our pupils:

1. are at the centre of all our activities and are fully involved in the life of the school;

2. experience a progressive learning environment which is optimistic and motivational;

3. have opportunities to achieve and to have these achievements recognised and celebrated;

4. strive constantly to improve;

5. treat everyone with respect, concern and tolerance and are treated that way themselves;

6. take pride in our community;

7. become independent lifelong learners.

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2018/19:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
  Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)
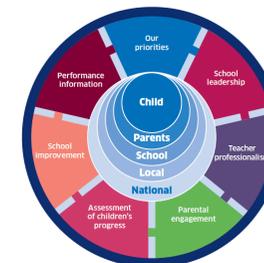
Local Priorities

East Lothian Council Plan 2017-2022

Reducing inequalities within and across communities
- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy
- Reduce unemployment and improve employability

Growing our People
- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities
- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity
- Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality

- Improve attendance and reduce exclusions

- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN

- Improve positive destinations, particularly the lowest 20%, LAC and ASN

- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

School Priorities

Based on your self-evaluation of the following HGIOS4? and equivalent HGIOELC? QIs to include actions towards addressing the areas for improvement identified:
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

[Our priorities are cross-referenced to these and other HGIOS4 QIs in bold, blue, square brackets]

Note: Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and

Numeracy and to raising attainment.#

Note: Include actions identified from the SEE survey ~~and employee engagement survey~~.

Priority 1.2: By June 2020, 80% of S5 pupils will attain numeracy at level 5 [HGIOS4 QI 3.2]

Primary Drivers:
- ➢ **Increase accessibility to National 5 numeracy unit for all pupils**
- ➢ **Increase visibility of numeracy in all subjects across the curriculum**
- ➢ **Increase pupils' awareness of relevance of numeracy as a transferable skill**
- ➢ **Engage parents with children's progress in numeracy**
- ➢ **Increase effectiveness of liaison and collaboration between primary and secondary staff**

Actions	When/Who	Drivers for Improvement	Impact/Evidence	
• Share teaching of Information Handling with Business Education [2.3]	Throughout session D Foulkes/ S Frew		Increased attainment in information handling benchmarks, as evidenced by assessments in maths	
• Track group of learners throughout BGE who struggle with numerical concepts and work collaboratively to see how they can be taught and supported across the curriculum.[2.3]	Numeracy Group by June 2019		Improved numeracy levels at Level 2 & 3 by the end of S3, as evidenced by achievement of a level data#	
• Share numeracy levels with all staff for those learners falling below national standards and support staff in developing appropriate resources for delivery of numeracy across the curriculum [2.3]	Numeracy Group October 2017		Greater staff confidence regarding numeracy levels, as evidenced through staff surveys #	
• Present to whole school in-service on standards and expectations for numeracy across BGE # [2.3]	Numeracy Group by Christmas 2018		Greater staff confidence in methodology and numeracy expectations, as evidenced by staff surveys.	
• Expand Paired Numeracy Programme [2.3]	PT Numeracy		Improved numeracy levels for the least numerate pupils in S1, as evidenced by maths department assessments	

	(A Clubb/ D Foulkes) PT SFL (A Cox) Sept 2018		
• Run an information evening for parents to support home learning of numeracy [2.5]	Numeracy Group by June 2018		Increased awareness of parents regarding home learning opportunities, as evidenced by survey issued to parents after information evening
• Each cluster primary to be visited by a maths specialist to discuss learners and their numeracy levels# [2.6]	Maths faculty by June 2018		
• Have a teacher attend QAMSO training and engage in QAMSO work within school # [2.3]	D Foulkes September 2018		Improved effectiveness of moderation of teacher judgement of CfE levels in Numeracy #
• Improved evidencing of holistic assessments throughout BGE# [2.3]	D Foulkes/maths faculty by January 2019		

Priority 1.3 By June 2020, 75% of S3 pupils will be recommended for 5 or more awards at National 5 [HGIOS4 QI 3.2]

Primary Drivers:
  ➢ **Focus on BGE and S3 in particular after feedback from the faculty reviews increasing depth and rigour**
  ➢ **Create a curriculum map to provide better progression into Nationals**
  ➢ **Early interventions and targeting learners identified through T&M**
  ➢ **Knowledge of where learners are and where they are going, including staff using next steps and recommended levels within the reporting framework**

Actions	When/Who	Drivers for Improvement	Impact/Evidence
• Googledoc to be created where all faculties can input information on their S3 courses and articulation with Senior Phase. **(2.2) (2.3)**	F McCallum by October 2018		S3 will be used more effectively in preparation for N5/N4 courses. S3 as a "bridging" year into the Senior Phase will help with raising attainment.
• All staff confident with using the new reporting framework **(1.3) (3.2)**	CAT time/All staff		Improved quality of effective, formative feedback to parents on the progress of their child. Staff more confident with the principles of bullet point reporting. Reviewed at end of session.
• T&M data shared biannually with guidance and SMT links for all BGE learners **(1.5) (3.2)**	R Jones throughout session		Interventions will be effectively used following analysis of this data at House meetings.
• Reintroduce the mentoring scheme for S3 students **(1.5) (3.2)**	Project lead to be determined - throughout session		Targeted intervention for those students in the mentoring scheme. Students selected on the basis of attainment concerns, but who are not on enhanced monitoring.
• Faculties be given the time to develop S3 courses, resources and assessments **(2.2) (2.3) (3.2)**	Combination of Whole School/Department CAT Time		S3 courses will be reviewed and refined, taking account of benchmarks and East Lothian Frameworks. The nature of how assessments are used and the consequent feedback that follows will help prepare S3 students for the Senior Phase more effectively.
• Faculty reviews to have a focus of the S3 curriculum and learner experience throughout S3 **(1.1) (2.3)**	F McCallum by September 2018		S3 experience will be reviewed following on from last sessions review findings, this will allow for strategic input into how we monitoring and continually improve the learners' experiences. Observations, self -evaluation and staff feedback will be triangulated.

Priority 2.1: By June 2020, the attainment gap between the most and least deprived leavers will be halved (data in February 2021 compared to 2015 data) [HGIOS4 QI 3.2]

Primary Drivers:
- **Improved collaboration between parents and school**
- **Meet the learning needs of lower SIMD students more effectively (particularly in literacy and numeracy)**
- **Meeting the pastoral needs of lower SIMD students more effectively, addressing barriers to learning**
- **Create a more inclusive culture, in which less affluent students all feel that they belong.**
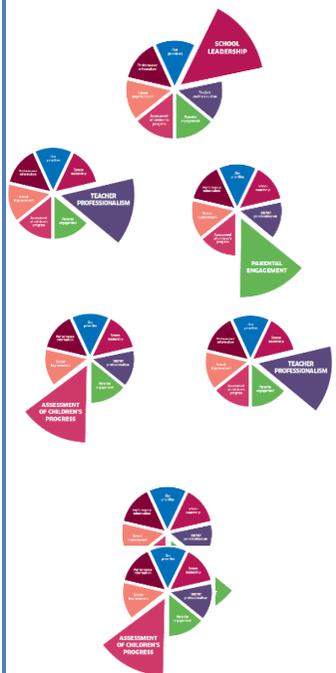
Actions	Drivers for improvement	When/Who	Impact/Evidence
Appoint project lead, who will chair a working group [1.3]		SMT before end of June	
Expand Fresh Start programme to boost literacy levels of most deprived pupils (PEF funded), and develop parallel numeracy intervention programme. [2.3] [2.4]		Alan Cox throughout session	Data from Fresh Start
Increase counselling and small group-work support for most deprived pupils (PEF Funded) [2.3] [2.4]		Lara Neri throughout session	Evaluations from participants
Examine faculty approaches to supporting most disadvantaged pupils more effectively, producing action plans by October 2018 [2.3] [2.4]		Project lead and curriculum leaders throughout session	S3 progression data
Provide Insight training to all staff to allow them to		SMT at August in-service (external	staff evaluations from session

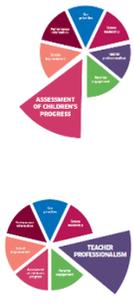|			
interrogate SIMD related data. [2.3] [2.4]		input)	

Priority 4.1: By June 2020, all pupils will be able to recognise and talk about their own attributes and capabilities [HGIOS4 QI 3.3]

Primary Drivers:
   ➢ **Creation of a skills framework**
   ➢ **Staff, parent and pupil awareness of the skills framework**
   ➢ **Integration of the skills framework into lesson planning**
   ➢ **Development of a digital profile system for pupils**

When/Who	Drivers for improvement	When/Who	Impact/Evidence
Appoint project lead, who will chair a working group [1.3]		SMT before end of June	Lead appointed (process measure)
Generate, in consultation with staff, pupils and partners, a skills framework [1.3]		Working group by October 2018	Framework in place (process measure)
Run CLPL sessions explaining to staff how to integrate framework into lessons [2.3]		Working group after October 2018	Sessions completed (process measure) Staff evaluations of sessions
Run an information evening for parents and partners explaining the skills framework [2.5]		Working group before Christmas 2018	Event takes place (process measure) Good attendance at event (process measure) Evaluation forms from parents and partners

Run launch session with BGE pupils, including training on use of digital skills profile [2.3]		Working group shortly after Christmas	Event takes place (process measure) Pupil evaluations Evaluation of quality of pupil profiles
Skills framework integrated into all lessons and wider-achievement activities in school [2.3] [3.3]		All teachers and pupils for the rest of the session in BGE	Lesson observations Pupil feedback (5-a-week) Faculty Reviews S3 Profiles

Action Plan following S2 Student Engagement Survey, 2018					
Actions	**When/Who**	**Drivers for Improvement**	**Impact/Evidence**		
Teachers tell me how I can improve my learning: Reminder to staff about basic AfL feedback strategies. [2.3] Discussion with S2 about effective learning at assemblies. [3.1]	Ongoing throughout 2017-18 SMT		Improved result in response to SEE Survey in 2019		
My school recognises my achievements outside school Improved advertising of opportunities for pupils. Improved processes for pupils to join extra-curricular groups.	All staff ongoing throughout 2018-19		Improved participation amongst S2 pupils and improved results in next year's SEE survey.		

Action Plan following S4 Student Engagement Survey, 2018

Actions	When/Who	Drivers for Improvement	Impact/Evidence	
I am able to contribute to decisions made in our school: [3.1] Relaunch Pupil Councils Relaunch Pupil Learning Councils Improve "You said we did" feedback from 5-a-week meetings Publicise "you said we did" summaries from pupil discussions during faculty reviews	October 2018 and ongoing LN/SMT		Greater integration of pupil voice into school decision-making Improved result in response to SEE Survey in 2019	
I have heard of the wellbeing indicators [3.1] Raise profile of positive referrals at assemblies and with staff Improve communication of house points	Throughout year guidance teachers and SMT in assemblies		Better awareness of wellbeing amongst S4 pupils. Improved result in response to SEE Survey in 2019	

Priority 1	Raise attainment in literacy numeracy and overall academic excellence [HGIOS4 QI 3.2]	16-17	17-18	18-19	19-20
NIF 1 QIs 1.1, 2.3, 3.2	**Targets:** **1.1** By June 2020, 95% of S3 pupils will attain literacy at level 3 **1.2** By June 2020, 80% of S5 pupils will attain numeracy at level 5 **1.3** By June 2020, 75% of S3 pupils will be recommended for 5 or more awards at National 5	√	√	√ √	√

Priority 2	Reduce the attainment gap between the most and the least deprived pupils [HGIOS4 Qis 3.1 and 3.2]	16-17	17-18	18-19	19-20
NIF 2 QIs 2.2, 2.4, 2.5, 3.2	**Target:** • By June 2020, the attainment gap between the most and least deprived leavers will be halved (data in February 2021)			√	

Priority 3	Improve young people's mental health and wellbeing [HGIOS4 QI 3.1]	16-17	17-18	18-19	19-20
NIF 3 QIs 2.1, 2.3, 2.4, 3.1	**Target:** **3.1** By June 2018, recommendations of the ASN review will have been implemented and all staff will be aware of their responsibilities **3.2** By June 2020, fewer than 5% of pupils will have a mental health and wellbeing issue which has a negative impact on their learning	√	√		

Priority 4	Increase young people's readiness for life after school, whether the next step is education or employment [HGIOS4 QI 3.3]	16-17	17-18	18-19	19-20
NIF 4 QIs 2.2, 2.6, 2.7, 3.3	**Targets:** **4.1** By June 2020, all pupils will be able to recognise and talk about their own attributes and capabilities **4.2** By June 2020, all senior pupils will have the knowledge and skills required to access and sustain a positive destination post-school		√	√	

Priority 5	Continue to develop a culture of professional learning and teacher leadership [HGIOS 4QI 1.2]	16-17	17-18	18-19	19-20
QIs 1.1, 1.2, 1.3, 1.4	**Target:** • By June 2020, all staff will feel that the school environment is one where their professional learning is supported (as evidenced by East Lothian employee engagement survey)	√	√		