Ross High School Improvement Plan

2018-2019

Ross High School

School Context, Aims, Values

Ross High School is a co-educational, non-denominational school situated in Tranent, East Lothian approximately 12 miles from the centre of Edinburgh. The school currently has 1020 pupils although this is due to increase significantly over the next few years. The school has good facilities for students and is continually looking for ways to broaden the learning environment out with the school, working together with partners within the community.

Ross High School has been designated as the ELC provision for pupils of secondary age who have Severe and Complex Support Needs.

The school has many strengths however our motto 'Ad Meliora – Towards Better' states clearly our willingness to improve. Recently the school has launched new Aims and Values including the Mission Statement 'Excellence for Everyone'. Inclusion, in all aspects of learning, is at the heart of them all. We believe that all pupils deserve the highest quality of learning and teaching, support and preparation for the next phase in their lives. The school also has a newly launched Code of Conduct as well as a Code of Learning meaning the school is now built on solid agreed principles.

Although not mentioned in this document it is worth noting that an 8.8 million extension is planned to start in June 2019.

The priorities chosen this session have been informed through consultation with pupils, parents, staff, partners and ELC Authority staff (through the recent internal school review process).

Feedback from S2 and S4 SEE Surveys as well as annual pupil, parent and staff questionnaires have also helped inform areas for development.

This document will work alongside the Cluster Development Plan.

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)
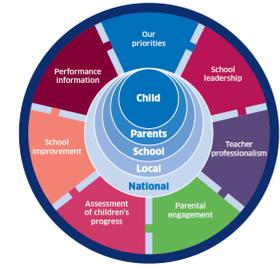
Local Priorities

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

Priority 1.3: Leadership of Change				
Actions	Drivers for improvement	When/Who	Impact/Evidence	
• Introduce a more robust Validated Self-Evaluation process at departmental level, to be developed through consultation with all staff alongside professional associations.	School Leadership School Improvement	SLT/All staff /Professional Associations, **Aug Inset**	Improvements highlighted in SIP evidenced through the evaluation process and areas for further development highlighted.	
• To provide further leadership opportunities for learners through involvement in self-evaluation and school improvement.	Teacher Professionalism	AA, JM, **throughout session**	Young people engaging with the HGI 'Our' S document to better inform school improvement.	
• Work in partnership with the Parent Council to engage with the ELC Parental Engagement Policy.	School Leadership Parental Engagement	PR, GF, MD, **September**	Number of parents attending the Parental Engagement Conference. Parents feel they have been given the tools to help their child's learning at home. Question to be added to annual questionnaires. Increase in percentage of parents attending parents' evenings.	
• Review of collegiate groups with resulting leadership opportunities to ensure impact and links to SIP. Some groups also created as TLCs.	School Leadership	SLT, **August Inset**	All collegiate groups linked to whole school priorities outlined in the SIP under QI headings. Mission statements and evaluation of impact to be done by each collegiate group.	
• Increased rigour in evaluation of all intervention approaches in BGE and Senior Phase.	School Leadership	PT Self-Evaluation, PR **Throughout session**	Evaluations developed and tracked for all intervention strategies to better inform school improvement. All interventions to be included in BGE tracking spreadsheet.	
• Begin to develop the use of some holistic assessment in the BGE.	Assessment of Progress	Departments **Throughout session**	Evidenced through departmental access meetings and departmental reviews.	

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Priority 2.3: Learning, Teaching and Assessment

Actions	Drivers for improvement	When/Who	Impact/Evidence
• Focus internal CLPL provision, throughout the session, on key principles of effective learning and teaching.	School Leadership Teacher Professionalism	AA, JM, RM, ELT **Throughout session**	Self-reflection of teaching staff to be used to inform areas of priority for each staff member.
• Ensure Internal CLPL programme is linked to PRD process and Sharing Classroom Experience	School Improvement	AA, JM, RM, ELT **Throughout session**	CLPL programme clearly showing direct links to the highlighted areas of effective learning and teaching and areas highlighted through the PRD process.
• Support departments to implement changes to SQA (New Higher) courses.	School Improvement	Departments **Throughout session**	Minimum 1 member of staff to attend all understanding standards events. To be placed as a standing item on Access meetings.
• Continue to invest in Leadership training e.g. First and Next Steps to leadership and SCEL.	School Leadership School Leadership	SLT **Throughout session**	Increase in the number of staff engaged in professional learning focussed on leadership. Increased number of staff leading developments linked to the SIP.
• Promote practitioner enquiry and professional reading to better inform classroom practice.	Teacher Professionalism	ELT, WA, PT S-E **Throughout session**	Increased number of staff engaged in small scale practitioner enquiry. Audit of number to be completed for last 3 sessions.
• Introduce an Expected Standards document for all lessons, including statement on Homework.	Parental Engagement	AA, JM, JLT, **August Inset**	Posters visible in all classrooms. Use of the standards evidenced through departmental review and access meetings. Increase percentage of parents reporting that their child receives regular HW.
• Further embed the use of ELC Curricular frameworks to improve effectiveness of moderation and teacher judgement of CfE Levels.	Assessment of Progress Teacher Professionalism Performance Information	Departments **Throughout session**	Increased engagement with the frameworks across all departments. Evidenced through departmental access meetings and review.

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Priority 3.1: Inclusion, Equality and Wellbeing			
Actions	Drivers for improvement	When/Who	Impact/Evidence
• Introduction of new documentation regarding Child Planning across pupil support	School Improvement	KD, PTs Support, **August Inset**	Child plans using new documentation available for all pupils requiring one.
• Introduce Attendance policy laying out clear action plan to improve attendance	Parental Engagement Performance Information	LW, DM, SLT **Throughout session**	Attendance Policy introduced and impact evidenced through attendance statistic increasing to 92%.
• Alternative Arrangements to be reviewed and new procedures agreed	School Improvement	FC, KD **Throughout session**	Pupil evaluations show pupils feel exam arrangements are smooth and that they felt supported. Chief Invigilator reporting on improved arrangements.
• Review of SfL resource, in particular with a view to enhancing curricular opportunities	School Improvement	FC, KD **Throughout session**	Increase of curricular option available, led by SfL department, available for session 19/20.
• Review and development of PSE curriculum in line with national and local initiative.	School Improvement	DM, PTs Guidance **June 18**	Pupil feedback from 'You Said, We Did' evaluations showing increase in relevance and engagement in the PSE programme.
• Review of the new guidance structure with a particular focus on Guidance Role regarding attainment.	School Improvement Assessment of Progress	DM, KD, PTs Guidance **June 18**	Improvement in % (84 to 90%) of parents reporting that there is someone in the school that know their child as an individual. (annual questionnaires) Improvement in % (92 to 95%) of parents reporting that the school will work with them if they raise a matter of concern. (annual questionnaires)
• Develop and implement new IEP guidelines.	Assessment of Progress	FC **Throughout session**	IEPs developed, reviewed and evaluated for all pupils requiring one.
• Continue to embed PEF funded initiatives, with a more robust programme of evaluation of impact.	School Improvement Assessment of Progress	PR, CL, LC, PE, RL, AC, JC **Throughout session**	All interventions to be added to the BGE tracking spreadsheet with evaluations built in. BGE attainment data to be analysed against these interventions. Increased attainment evidenced in the BGE for those benefiting from PEF initiatives.

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• Clearly identified SfL staff linked with departments to liaise and help build capacity in differentiation.	School Leadership	FC, SfL staff **August Inset**	SfL links clarified with all staff aware of their specific SfL link member of staff. Clarification on full support structure to be delivered during August Inset.
• Introduce tracking model for H&WB through the use of SHANARRI wheel in PSE and link outcome to PEF interventions in this area.	Assessment of Progress School Leadership	DM, PTs Guidance **June 18 Onwards**	Increase in % of pupils aware of wellbeing indicators (SEE survey) Clear correlation between this tracking and those selected for PEF interventions. (Target 90%) Increase in % of pupils reporting as feeling safe and secure in school. (Target 95%)
• Time will be allocated during Inset to allow focus group analysis of behaviour feedback from staff survey and provide training in positive behaviour strategy.	School Improvement Teacher Professionalism	PR, All staff **August Inset**	Increase in % of staff reporting that Indiscipline is dealt with effectively. (Target 75%)

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Priority 3.2: Raising Attainment and Achievement			
Actions	**Drivers for improvement**	**When/Who**	**Impact/Evidence**
• Trial a move towards mixed ability groupings in S1 English (full review December 18).	School Improvement Performance Information	RM, English Staff **December 18**	Full review of S1 learners' experiences in English in December. Focus groups set up for review at this time also including, staff, pupils and parents.
• In conjunction with the Numeracy based priorities laid out in the Cluster Improvement Plan, enhanced protocol will be introduced to ensure increased numbers of pupils attaining Nat 5 Numeracy.	School Improvement Performance Information	JD, Maths Staff, **collegiate calendar throughout session.**	Increased % of those attaining Nat 5 Numeracy by the end of S4. (Target to meet SCQF 5 Virtual Comparator data). All Maths staff to attend Number Academy training with cluster colleagues looking at the delivery and moderation of addition and subtraction, multiplication and division, Fractions and general pedagogy.
• PEF initiatives to continue in areas of Numeracy, Literacy, H&WB, attendance and exclusion with improved evaluation of impact in these areas.	School Leadership Performance Information	PR, CL, LC, PE, RL, AC, JC **Throughout session**	Attainment data in BGE Literacy and Numeracy of those entitled to PEF interventions. Evaluation and impact analysis of interventions to be done by new PT Evaluation.
• Further embed new BGE tracking model across the school and use to highlight intervention requirements, including PEF initiatives.	School Improvement Performance Information	CL, LC, Departments **Throughout session**	All pupils to self-assess themselves using the SHANARRI wheel on a regular basis. Increase in pupils reporting they are aware of these indicators. Clear links between this tracking and Guidance/PEF interventions.
• Commit to use of SNSA data to inform assessment and classroom practice.	Performance Information	CL, MK **June 18**	All English and Maths teachers using SNSA data as one more piece of assessment information to better inform reporting on a child's progress.
• Continue to embed the Career Education Standard to improve positive destination statistics.	School Leadership	CL, DM, Departments **Throughout session**	Career Education Standard to remain as part of each department's improvement plan. Whole school spreadsheet of tracking pupils' pathways to be centralised and shared with all support staff.