



School Improvement Plan 2017-18

Earlston High School

National Improvement Framework

The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

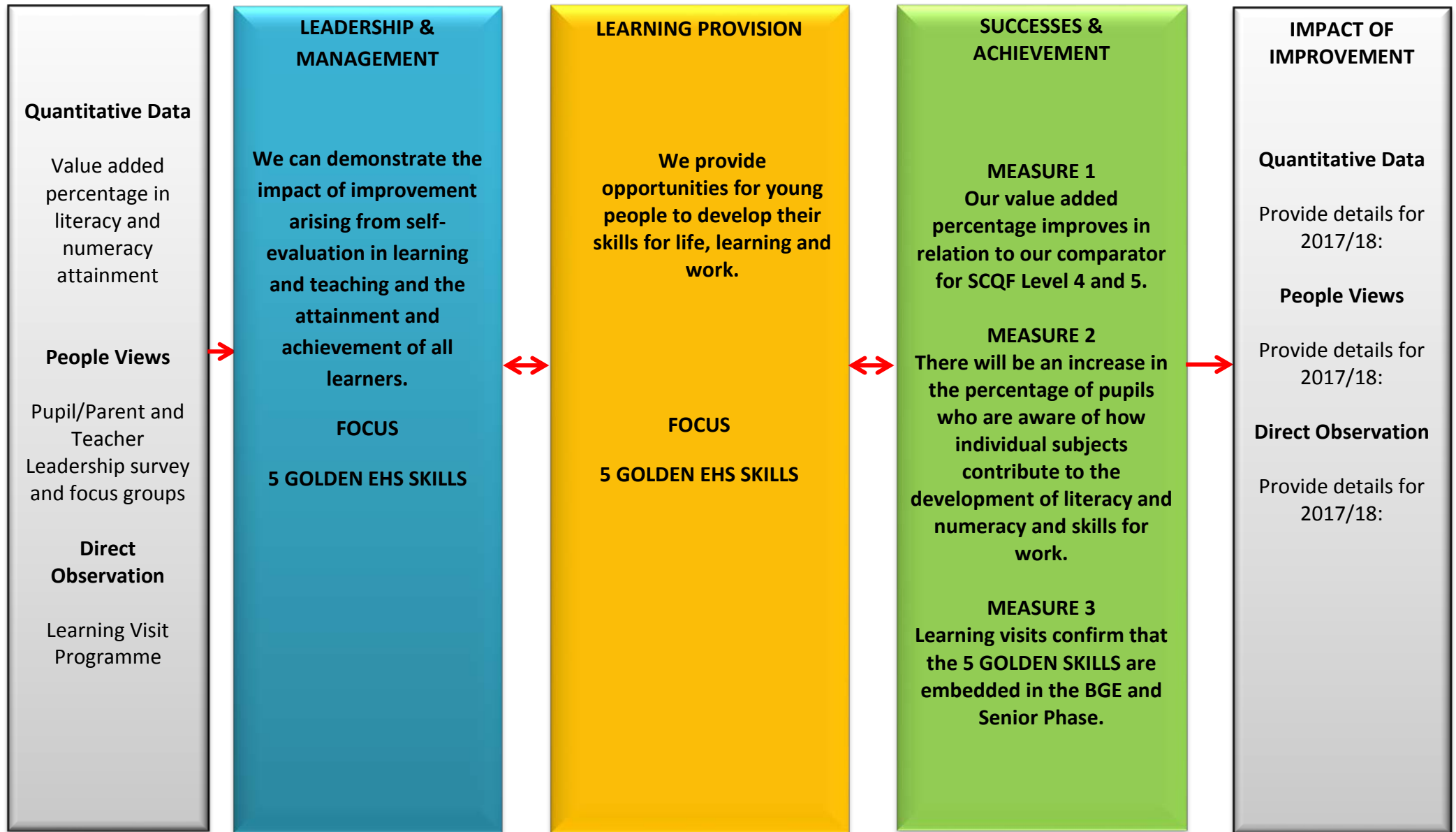
- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
 - take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
 - focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
 - Consider both local and the NIF priorities when developing a plan that works for your children and young people.
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Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2016-17 SIR	2017-18 SIP
3 Key Strengths	3 Improvement Needs (incl PEF)
<ul style="list-style-type: none">• Teacher Leadership• Developing EHS Young Workforce• Improvements in attainment	<ul style="list-style-type: none">• Developing Literacy, Numeracy and Employability Across the Curriculum• Developing Health and Wellbeing Across the Curriculum• Developing Equity for those at Risk – Cluster Intervention

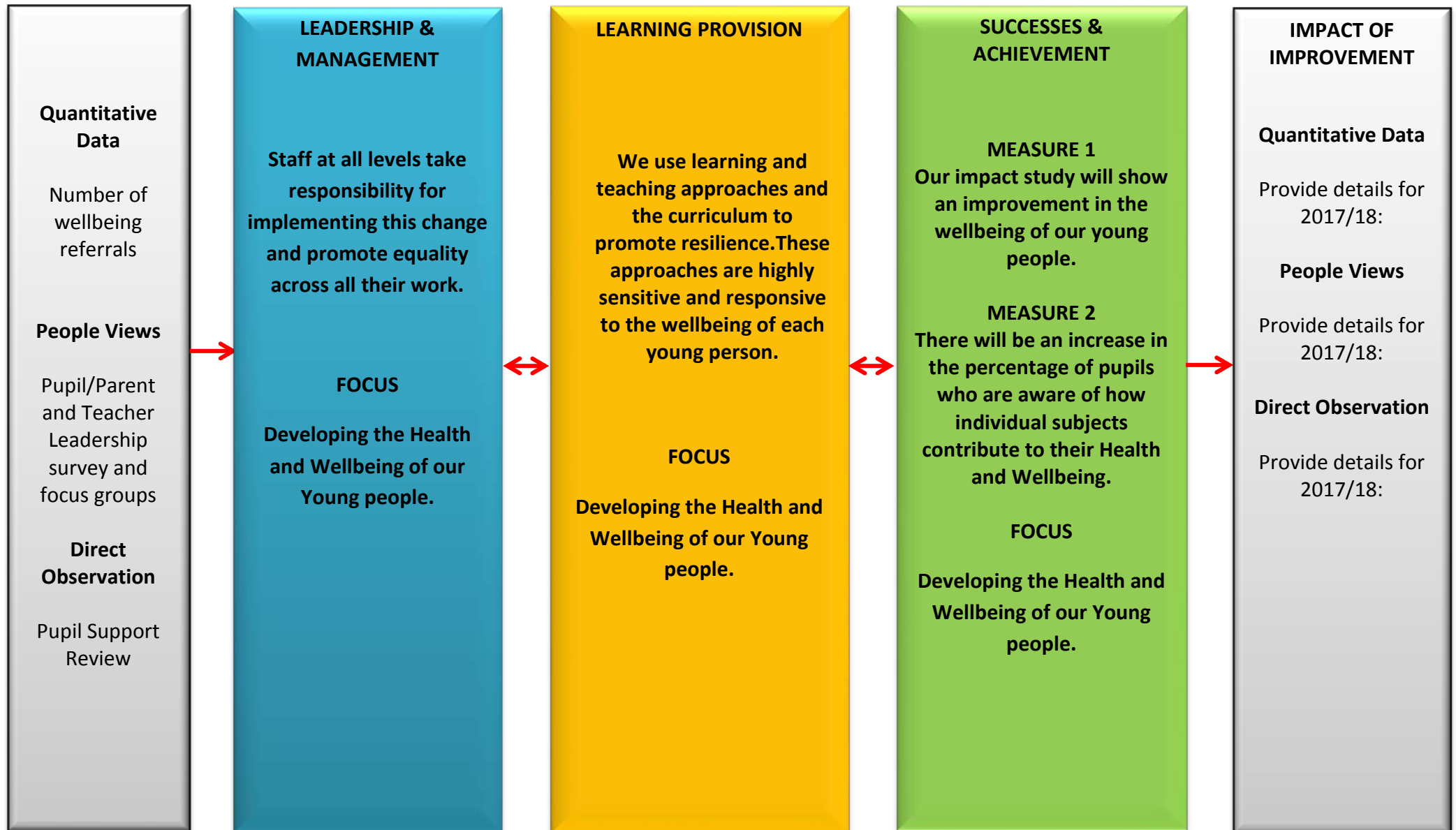
Priority 1: Developing Literacy, Numeracy and Employability across the Curriculum



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
1	1.1,1.2,2.2, 2.3 & 3.2	Teacher Professionalism Performance Information	1 & 4	<p>Evidence of a percentage increase (3 year trend) of Numeracy and Literacy attainment in BGE and Senior Phase (SCQF 4/5)</p> <p>Evidence of pupils applying skills for work in BGE and Senior Phase – as part of the EHS Leadership Academy, pupils can demonstrate skills progression through wider achievement awards at SCQF levels 4, 5 & 6.</p>	
Process			Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do.	JW/PTs	Ring fence time up to May 18.	<p>MEASURE 1 Our value added percentage improves in relation to our comparator for SCQF Level 4 and 5 in literacy and numeracy.</p> <p>MEASURE 2 There will be an increase in the percentage of pupils who are aware of how individual subjects contribute to the development of literacy and numeracy and skills for work.</p> <p>MEASURE 3 Learning visits confirm that the 5 GOLDEN SKILLS are being delivered in the BGE and Senior Phase.</p> <p>MEASURE 4 Evidence through individual pupil meetings with SLT to discuss learnings logs (individual skills development) in all</p>	Measure 3 Dec 17 – Interim review from learning visits.
	Teacher Leadership through collegiate time – development of learning and teaching approaches to embed the “EHS 5 GOLDEN EHS SKILLS”.	GM (SL)			Measure 1 Feb 18 – Insight – June 18 – CfE levels.
	Strategic direction and input from the Literacy/Numeracy Strategic Leads in developing the relevant skills.	LM (SL)			Measure 2 June 18 – Review from QDP evidence.
	Development of Learning Logs in all curriculum areas.	All			
The Leadership Academy is developed by the Faculty of Health and Wellbeing/Pupil Support and the PT Leadership Team.					

	<p>Why we need to do it.</p> <p>Quantitative Data Value added percentage in literacy and numeracy attainment</p> <p>People Views Pupil/Parent and Teacher Leadership survey and focus groups</p> <p>Direct Observation Learning Visit Programme</p>			<p>curricular areas.</p> <p>MEASURE 5 The majority of young people leave EHS with a Leadership Award at exit point.</p>	<p>Measure 3 June 18 – Review from learning visits report.</p> <p>Measure 4 Throughout the year.</p>
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Priority 2: Developing Health and Wellbeing across the Curriculum



Excellence & Equity: Action Planner

2017/18

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
2	1.3, 2.1, 2.4, 2.5 & 3.1	Teacher Professionalism Parental Engagement	2 & 4	<p>Evidence through our social impact study shows an improvement in the wellbeing of our young people.</p> <p>Evidence of a percentage reduction (2016/17 – 2017/18) of pupil exclusions and an improvement in attendance.</p>	
Process				Progress Tracker	
No. (Add/delete stages as necessary)	Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>		Date reviewed
1	What we are going to do.				
	Teacher Leadership through collegiate time – development of learning and teaching approaches to embed the “Growing in Confidence Programme”.	JM/SW PTs	May 18	<p>MEASURE 1 Our impact study will show an improvement in the wellbeing of our young people.</p> <p>MEASURE 2 There will be an increase in the percentage of pupils who are aware of how individual subjects contribute to their Health and Wellbeing.</p> <p>MEASURE 3 Evidence of a percentage reduction (2016/17 – 2017/18) of pupil exclusions in all year groups.</p> <p>MEASURE 4 Evidence of an improvement in attendance (2016/17 – 2017/18) in all year groups.</p>	<p>Measure 3 & 4 Monthly through Pupil Support</p> <p>Measure 1 & 2 May 2018 through impact study and QDP Report.</p>
	Strategic direction and input from the Wellbeing Strategic Lead.				
	Develop an EHS approach to “Better relationships, better behaviour and better learning”.	JM/SL PTs	May 18		
Strategic direction and input from the Relationships Strategic Lead.					
Develop an EHS approach to “Mentoring Violence Prevention”.	JM	May 18			
Strategic direction and input from the MVP Strategic					

	Lead.				
	<p>Why we need to do it.</p> <p>Quantitative Data Number of wellbeing referrals</p> <p>People Views Pupil/Parent and Teacher Leadership survey and focus groups</p> <p>Direct Observation Pupil Support Review</p>				

Validated Self Evaluation - HGIOS 4 Overview Cluster 3 Year Cycle

Ongoing across all cluster schools			Year 1	Year 2	Year 3
Key Aspects	Quality Indicator	Themes	2017/18	2018/19	2019/20
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data which ensure impact on learners 			
	1.2 Leadership of Learning	<ul style="list-style-type: none"> Professional engagement and collegiate working Impact of career long professional learning Children and young people leading learning 			
	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement and implementation of change 			
	1.4 Leadership and management of staff	<ul style="list-style-type: none"> Governance framework Building and sustaining a professional staff team : staff wellbeing and pastoral support 			
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> Management of finance for learning Management of resources and environment for learning 			
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> Arrangements for safe guarding, including child protection Arrangements to ensure wellbeing National guidance and legislation 			
	2.2 Curriculum	<ul style="list-style-type: none"> Rationale, design and development of the curriculum Learning pathways including skills for learning, life and work 			
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> Learning and engagement Quality of teaching : effective use of assessment: planning, tracking and monitoring 			
	2.4 Personalised learning	<ul style="list-style-type: none"> Universal and targeted support Removal of potential barriers to learning 			
	2.5 Family Learning	<ul style="list-style-type: none"> Engaging families in learning: quality of family learning programmes Early intervention and prevention 			
	2.6 Transition	<ul style="list-style-type: none"> Arrangements to support learners and their families Collaborative planning and delivery : Continuity and progression in learning 			
	2.7 Partnerships	<ul style="list-style-type: none"> The development and promotion of partnerships Collaborative learning and improvement : Impact on learners 			
Successes and Achievements	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing : Inclusion and equality Fulfillment of statutory duties 			
	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment in literacy and numeracy : Attainment over time Overall quality of learners' achievement : Equity for all learners 			
	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> Creativity skills : Digital innovation ; Digital literacy Increasing employability skills 			