

## SCHOOL IMPROVEMENT PLAN 2019/20

## BRAES HIGH SCHOOL

Our Improvement Plan is incorporated within the Cluster Improvement Plan, relating to the cluster vision of :

*One Cluster, One Vision – potential and excellence. Our cluster is one which is both **aspirational** and **inclusive**, **forward looking** yet **mindful** of each school's individual character. **Encouraging** and **nurturing**, our cluster promotes **innovation** and **resilience** through **co-operation** and **collegiality**. Improved learning outcomes for all is our goal, as we all **lead learning**.*

### Self-evaluation

- Review High Level improvement plan
- Review SQA results and achievement awards
- Faculty/Team Annual Review process
- ERD

### Consultation

- Consultation with staff via faculty consultation meetings
- Consultation with pupils via Pupil Council
- Consultation with parents via the Parent Council
- Consultation with our local community

### Influencing External Factors

- National Improvement Framework
- HGIOS4
- Learning to Achieve
- Children's Services
- Local improvement priorities

### Final SIP production

- Draft issued for consultation
- Planned outcomes agreed for operational plans
- Final SIP - published
- Operational plans agreed



Getting it right for every child

## **Braes Cluster – One Cluster, One Vision**

At the heart of Curriculum for Excellence lies the entitlement of young people to a curriculum experienced as a “coherent whole”, with an emphasis on “smooth and well-paced progression” for pupils, facilitated by planning in partnership (Building the Curriculum 3, Education Scotland, 2008, p.14). In line with the vision of Falkirk Council’s `Learning to Achieve`, Braes Cluster seeks to plan and deliver for our young people “enjoyable, challenging experiences” which allow all pupils to “work to their full potential”. With the advent of the National Improvement Framework and the observations noted in `How Good is our School 4?` that “strong, effective partnerships” are the “key to future improvement”, Braes Cluster is developing a vision to build towards excellence and equity in the learning experiences of all our young people.

### **Aims**

As a cluster, school leaders across Braes Cluster have collaborated to identify the key drivers informing this integrated approach to improvement planning. These include :

- The analysis of data outlining pupil progress across the 3-18 experience within our cluster
- Consistency, excellence and equity in the learning experiences of our young people
- A clear and shared rationale to inform our approach
- Looking forwards and outwards to inform our progress
- Continuous improvement and raised standards

The individual circumstances, characters and needs of individual schools within our cluster are not overtaken by this approach. Rather, our collective capacity for continuous improvement is bolstered by working together to reduce duplication, overcome practicalities, and to share resources and expertise. An inclusive approach, involving all staff is crucial to this approach, as is clear communication with pupils, parents/carers and partners.

The Braes High School Improvement Plan is intrinsically linked to the Cluster Improvement Plan.

## Our key priorities – Session 2019/20

1.	Further improving outcomes for all learners.
2.	Further improving our learning provision.
3.	Further enhancing our leadership and approach to improvement.

### Priority 1 - Further improving outcomes for all learners.

What is our aim?	Why have we identified this as a priority?	Lead	What outcomes do we want to achieve?
<b>1a. Inform interventions by tracking <a href="#">health and wellbeing</a> of our young people.</b>	Improving Health & Wellbeing is a key priority of the National Improvement Framework. Analysis of cluster health & wellbeing evaluation	<b>JW</b>	Using baseline results from the cluster health and wellbeing evaluation 2018-19 and future pupil self-evaluations <ul style="list-style-type: none"> <li>- individual interventions by pastoral staff based on pupil responses.</li> <li>- improved scores across all SHANARRI indicators for S3 year group.</li> <li>- improved 'active' scores for senior girls through review of core PE activities.</li> <li>- individual tracking of pupil progress against indicators through updates.</li> <li>- improved pupil understanding in evaluating their own health and wellbeing.</li> </ul> Implementation of HWB referral system on OTB informing individual interventions and broader requirements in school community. <ul style="list-style-type: none"> <li>- improved staff confidence in understanding indicators and identifying concerns.</li> <li>- improved feedback on actions taken in relation to concerns.</li> <li>- identification of themes of required support.</li> <li>- positive impact of Guidance Volunteer role re-launch.</li> </ul>
<b>1b. Enhanced <a href="#">attainment</a></b>	Analysis of Insight data indicates that we have strengths to build on in further achieving excellent and equity in attainment and achievement.	<b>JS/IL</b>	<b><u>S4 (based on S4 roll)</u></b> <ul style="list-style-type: none"> <li>- at least 60% of full S4 achieve 5@SCQF5</li> <li>- at least 90% of full S4 achieve 5@SCQF4</li> <li>- at least 95% of full S4 achieve 5@SCQF3</li> <li>- at least 35% of SIMD1/2 achieve 5@SCQF5</li> <li>- at least 45% of SIMD3/4 achieve 5@SCQF5</li> </ul> <b><u>S5 (based on S5 roll)</u></b> <ul style="list-style-type: none"> <li>- at least 25% of full S5 achieve 5@SCQF6</li> <li>- at least 55% of full S5 achieve 3@SCQF6</li> <li>- at least 75% of full S5 achieve 1@SCQF6</li> </ul>

			<ul style="list-style-type: none"> <li>- at least 65% of SIMD1/2 achieve 1@SCQF6</li> <li>- at least 28% of SIMD1/2 achieve 3@SCQF6</li> <li>- at least 18% of SIMD1/2 achieve 5@SCQF6</li> </ul> <p><b><u>S6 (based on S6 roll)</u></b></p> <ul style="list-style-type: none"> <li>- at least 80% of full S6 achieve 3@SCQF6</li> <li>- at least 60% of full S6 achieve 5@SCQF6</li> <li>- at least 40% of full S6 achieve 1@SCQF7</li> </ul> <p><b><u>Level 5 Numeracy</u></b></p> <p>Enhanced attainment at Numeracy Level 5 for pupils with ASN.</p>
<b>1c. Further develop a shared understanding of standards in <a href="#">Literacy and Numeracy</a> in our school and across the Cluster</b>	Improved understanding and moderation and assessment of Literacy and Numeracy across the curriculum and cluster is proven to have a positive impact upon pupil attainment across the curriculum.	<b>MC/DI</b>	<ul style="list-style-type: none"> <li>- Cluster staff and staff across the secondary curriculum are confident in their understanding, moderation of and assessment of Literacy and Numeracy across the BGE and this will continue to impact on attainment of Literacy and Numeracy at Levels 4 and 5.</li> <li>- All staff across the STEM subject areas to know numeracy levels for all pupils in the BGE.</li> </ul>
<b>1d. Enhanced <a href="#">equity</a></b>	<p>Analysis of Insight data indicates that we have strengths to build on in further achieving excellent and equity in attainment and achievement.</p> <p>Analysis of 2018/19 attendance and exclusion figures indicate significant improvements in session 2018/19 which we now want to build upon.</p>	<b>JS/IL/JW</b>	<p><b><u>S4 (based on S4 roll)</u></b></p> <ul style="list-style-type: none"> <li>- at least 35% of SIMD1/2 achieve 5@SCQF5</li> <li>- at least 45% of SIMD3/4 achieve 5@SCQF5</li> </ul> <p><b><u>S5 (based on S5 roll)</u></b></p> <ul style="list-style-type: none"> <li>- at least 65% of SIMD1/2 achieve 1@SCQF6</li> <li>- at least 28% of SIMD1/2 achieve 3@SCQF6</li> <li>- at least 18% of SIMD1/2 achieve 5@SCQF6</li> </ul> <p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>-maintain average absence % below 8% for whole school</li> <li>-reduce average absence rate for most deprived 20% to less than 10%</li> <li>-reduce gap of 7% between most &amp; least deprived</li> <li>-maintain % of school roll with absence more than 10% at less than 20%</li> <li>- continue positive trend of reduction in absences</li> <li>-reduce number of pupils late once or more per week (April 2019 figure, 65 pupils)</li> </ul> <p><b><u>Exclusion</u></b></p> <ul style="list-style-type: none"> <li>-reduce number of exclusions for most deprived 20%(April 2019, 40 per 1000 pupils)</li> <li>- maintain zero exclusion for LAC pupils</li> </ul> <p><b><u>Internal Exclusion</u></b></p> <ul style="list-style-type: none"> <li>- review internal exclusion procedure through second Best of You space</li> <li>- improve recording of internal exclusion</li> </ul>

			<ul style="list-style-type: none"> <li>- monitor internal exclusion figures for LAC/FME/ASN pupils through authority figures</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>- Continue to offer and promote extra-curricular opportunities</li> <li>- Access PEF funding to allow access to trips for FME pupils</li> </ul> <p><b>Positive Destinations</b></p> <ul style="list-style-type: none"> <li>-95% figure for SLDR update in October to be maintained for April update</li> <li>- Early identification of pupils at risk of negative destination through SLDR data hub</li> <li>- identification of volunteering opportunities</li> </ul>
<b>1e. Recognition, recording and tracking of pupil <a href="#">achievement</a>.</b>	To ensure all pupils are recognised for their achievements and further promote equity and improve participation for all.	<b>JS</b>	<ul style="list-style-type: none"> <li>- Extend recording of participation and achievement to Include S1 and S2.</li> <li>- Distribution of electronic survey to parents and carers on a termly basis to seek achievement information for all year groups.</li> <li>- Recognition of pupil achievement in newsletter and Braes Bulletin, as well as Twitter, website and school app.</li> </ul>
<b>1f. Further develop awareness of diversity, equality and <a href="#">inclusion</a>.</b>	<p>Closing the attainment gap between least and most deprived young people is a national improvement framework priority.</p> <p>To build upon the significant work carried out in previous sessions in relation to nurture and relationship based practice.</p> <p>To ensure all staff and pupils have an understanding of supporting diversity</p>	<b>JW</b>	<p><b>Pupil Equity Funding</b></p> <ul style="list-style-type: none"> <li>- Pupil Equity Funding focus on supporting attainment and identification of progression pathways for vulnerable learners.</li> <li>- Commission of two family learning posts to continue family learning and engagement at Braes High School.</li> </ul> <p><b>Nurture</b></p> <ul style="list-style-type: none"> <li>- implement and embed nurture strategies in every cluster classroom and establish the role of nurture champions across all provisions.</li> <li>- Compassionate and Connected Community training, through the authority educational psychology service, completed by selected members of staff to extend nurture and relationship based practice.</li> </ul> <p><b>Equalities Group</b></p> <ul style="list-style-type: none"> <li>- complete LGBT Bronze charter</li> <li>- facilitate further LGBT training for staff through LGBT Scotland</li> </ul>

**Priority 2 - Further improving our learning provision**

What is our aim?	Why have we identified this as a priority?	Lead	What outcomes do we want to achieve?
<b>2a. Further enhancement of <a href="#">learning</a>, teaching and assessment</b>	Research shows that Teacher Efficacy remains one of the leading factors for impacting positively on pupil progression and attainment. (Hattie). Feedback from pupils highlights the importance of effective learning and teaching methodologies as an area for further development for our teaching staff.	<b>DI</b>	<ul style="list-style-type: none"> <li>- All teaching staff are critically reflective and engaged in practitioner enquiry in order to further develop learning and teaching methodologies within the classroom.</li> <li>- Pupil feedback details a variety of learning and teaching methodologies are used to engage and motivate pupils in all lessons</li> <li>- 90% Friday 5 pupil feedback rates teaching and learning at levels 5/6</li> </ul>
<b>2b. Further development of wider achievement &amp; <a href="#">accreditation</a> opportunities</b>	Analysis of our Insight data suggests that we could further improve pupil attainment by offering a wider range of courses at levels 5 & 6 and maximise opportunities to recognise wider achievement.	<b>MC</b>	<ul style="list-style-type: none"> <li>- All S5/6 pupil achieving Unit 1 of the Leadership award by October 2019.</li> <li>- At least 100% increase of S5/6 achieving full Leadership Award at Level 5 or 6.</li> <li>- Tracking and Monitoring of wider achievement to ensure equity.</li> <li>- Continue to extend and develop opportunities for recognition of pupil achievement.</li> </ul>
<b>2c. A coherent transition from <a href="#">BGE</a> to Senior Phase</b>	To further increase attainment in both the BGE and Senior Phase To ensure fluidity between phases To increase pace and challenge in the BGE	<b>MC/JS</b>	<ul style="list-style-type: none"> <li>- Ensuring course content covers a blend of both level 4 Es &amp; Os as well as National content in S3 to enable target of 95% of pupils attaining level 3 in all curricular areas by the end of S2</li> <li>- Increased attainment in the BGE to allow more flexibility and progression pathways in the Senior Phase.</li> <li>- To reach senior phase attainment targets indicated above</li> <li>- National 4 qualifications banked where appropriate.</li> </ul>
<b>2d. Enhanced opportunities for <a href="#">families</a> to engage in learning</b>	Parental feedback indicated desire for greater insight into tracking, how to support pupil progress and assessment	<b>DI/IL</b>	<ul style="list-style-type: none"> <li>- All family units feel able to access and use information based on tracking and monitoring of their child's progress as well as being able to impact positively on their learning and teaching as a result of a greater understanding of how families can support their children outside of school, with this shift as a result of parental and pupil feedback.</li> <li>- 90% of parents agree or strongly agree that they understand how to support their child and understand tracking and assessment measures</li> </ul>

<p><b>2e. Our young people benefit fully from learning and teaching enhanced by digital <a href="#">technology</a></b></p>	<p><b>Scottish Digital Learning and Teaching Strategy</b></p>	<p><b>JS</b></p>	<ul style="list-style-type: none"> <li>- 100% of staff are utilising Glow to share T&amp;L materials</li> <li>- Increased staff Glow logins from 1400 to 2000 in a calendar year</li> <li>- Provide at least three drop-in sessions for staff to learn about new technologies to impact T&amp;L and share good practice</li> <li>- To formalise Digital Learning as part of our CSI agendas</li> <li>- To enter Digital Schools Awards</li> <li>- Form a partnership which improves digital skills development opportunities</li> <li>- Further incorporate digital assessment approaches such as Kahoot, Quizlet, Diagnostic Questions, MS Forms etc.”</li> </ul> <p>Raise profile of digital leaders.</p>
<p><b>2f. Our young people are encouraged and supported to develop their <a href="#">STEM</a> skills, enabling them to be inquiring, productive and innovative.</b></p>	<p><b>- Scottish STEM Education &amp; Training Strategy</b></p>	<p><b>MC</b></p>	<ul style="list-style-type: none"> <li>- All STEM courses in the BGE to be audited to provide better progression and skills development for all students.</li> <li>- Develop a STEM tracking and monitoring system for all S3 pupils which will inform our planning for Career Education inputs, family learning events, pupil equity fund spending and targeted interventions.</li> </ul>
<p><b>2g. Our young people further prepare to be part of the young <a href="#">workforce</a></b></p>	<p>To meet the Career Education Standard (3-18) and continue to increase the percentage of young people leaving school and moving into a positive destination.</p>	<p><b>MC/JW</b></p>	<p>Further develop our Career Education Standard journey:</p> <ul style="list-style-type: none"> <li>• Staff to self-evaluate <i>3.3 Creativity and Employability</i> to identify professional learning and plan action</li> <li>• Ensure learners understand the link between the skills they develop across the curriculum and how they are used in the world of work.</li> <li>• Further develop our school/employer partnerships to enhance learning across all subject areas.</li> <li>• Provide work placement opportunities for an increased number of young people.</li> </ul> <p>Course choice and careers fairs will be further developed and promoted with pupils and parents / carers to support the course choice process with an increased focus on S2 course choice and progression pathways.</p>

**Priority 3 - Further improving our leadership and approach to improvement**

What is our aim?	Why have we identified this as a priority?	Lead	What outcomes do we want to achieve?
<p><b>3a. Support further the <a href="#">professional</a> development and critical reflection of our staff.</b></p>	<p>GTCS Standards, HGIOS4, NIF priorities and the National Model of Professional Learning all cite the importance of individual teacher Practitioner Enquiry as an important driver for professional development and also improving pupil progression and attainment. Research also highlights the importance of leading teacher learning and development (Robinson, Lloyd and Rowe) as a further means of effecting pupil outcomes.</p>	<p align="center"><b>DI</b></p>	<ul style="list-style-type: none"> <li>- All staff continue to develop individual and collaborative Practitioner Enquiries in order to inform or change practice. This research based approach impacts on pupil progression and attainment in a positive way.</li> <li>- 90% Staff participation in PEGs</li> <li>- 100% staff classifying lesson/teaching as HGIOL levels 5 and 6</li> <li>- 90% Friday 5 pupil feedback rates teaching and learning at levels 5/6</li> </ul>
<p><b>3b. Enhance further our digital <a href="#">communication</a> and engagement with the community.</b></p>	<p>Stakeholder feedback, removal of form class, Digital Learning Strategy, Family Learning.</p>	<p align="center"><b>JS</b></p>	<ul style="list-style-type: none"> <li>- Review and amend layout and user accessibility of school website</li> <li>- Extend use of app to include info point notices and alerts for pupils for each House group</li> <li>- Parent and pupil council consultation to ascertain areas for improvement with regards to digital communication and specifically with regards to what information they receive and when.</li> </ul>
<p><b>3c. Our <a href="#">pupils</a> positive influence on learning and teaching is enhanced.</b></p>	<p>Pupil feedback on Learning and teaching continues to provide a rich source of data. Through Pupil Council, Friday Five Feedback, attendance at SMT meetings and departmental level evaluations pupils continue to have an input in our improvement planning. Pupils have highlighted the need for further developed and individualised feedback as a clear progression need to enhance their learning further which relates strongly to Hattie's meta-analysis of what has the biggest impact on pupil achievement – Teacher Efficacy and Quality Feedback</p>	<p align="center"><b>DI</b></p>	<ul style="list-style-type: none"> <li>-All development and improvement planning continues to be informed by our pupil population.</li> <li>- Continue to utilise and develop Friday Five as an ongoing method of developing Learning and Teaching</li> <li>- Further develop and increase the use of HGIOS documentation</li> <li>- Create a pupil focus group to concentrate on Learning and Teaching</li> </ul>