



**Stirling High School
Improvement Plan
2017-2018**

Stirling High School Improvement Plan 2017 – 18 Overview of National, Authority and Whole School Priorities and Targets

Priority Number	Improvement Priority	HIGIOS 4	Outcomes for Learners	Evidence/Action used to inform School and Faculty Plans
1	National Improvement Framework Key Priority 1: (a) Improvement in attainment, particularly in literacy and numeracy: (b) Learning, teaching and assessment	3.2 2.3	<ul style="list-style-type: none"> ● Maintain or improve results in literacy and numeracy in the BGE and leavers. ● Increase percentage of staff who feel supported by a range of moderation activities in literacy and numeracy to > 90%. ● Increase the number of pupils who think regular feedback helps them progress to > 75%. ● Increase to “almost all” pupils agreeing that digital technology is used to improve teaching and learning. 	Faculty engagement with NIF and Insight Pupil Support engagement with NIF and Insight Dyslexia Friendly School strategies Numeracy and Literacy attainment information. Pupil engagement/outcomes using IT Progress and impact of learning and Teaching Group Progress and Impact of Literacy and Numeracy Groups
2	National Improvement Framework Key Priority 2: Closing the attainment gap between the most and least disadvantaged children: (a) Monitoring and tracking (b) Mentoring	3.2	<ul style="list-style-type: none"> ● Design appropriate whole school BGE monitoring and tracking and reporting system through SEEMiS ● Use moderation of pupil evidence to inform reporting of levels using benchmarks ● Implement whole school Senior Phase Monitoring and Tracking and Reporting ● Review impact with a targeted sample taking account of SIMD, curriculum levels and a range of abilities ● Continue to roll out to S1/S2 e-profiling ● Build in QA of subject teacher delivery. ● Build in QA by named person. 	Interrogating data: Insight, , SIMD and NIF Moderation evidence Survey stakeholders on effectiveness of monitoring and tracking QA review meetings PTPS develop personalised support programme in BGE
3	National Improvement Framework Key Priority 3: Improvement in children and young people’s health and wellbeing	3.1	<ul style="list-style-type: none"> ● Implement and review new anti-bullying policy ● Engage in See Me training for staff ● Evaluate new PSE lessons and survey stakeholders ● Behaviour Group to Evaluate and review expectations and policy ● Develop personalised support in BGE 	Review Responsibility for All: HWB in curriculum (Benchmarks)) Behaviour/Ethos group’s recommendations Pupil surveys/Learner conversations
4	National Improvement Framework Key Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people	3.3	<ul style="list-style-type: none"> ● Continue to review and seek out opportunities to provide work-based skills and learning within the curriculum particularly within the BGE. ● Analyse evidence sources available to determine the effectiveness of delivery to young people ● Fully audit business links with faculties. <p>Embed skills for life, learning and work in a curricular context focusing on the BGE</p>	Profiles to reflect skills: Life, Learning and Work Individual behaviour plans Positive destination data used to create interventions Visiting employers, links with colleges and universities

5	School Improvement Key Priority 5: Learning Provision: Curriculum	2.2	<ul style="list-style-type: none"> • Use new benchmarks to review and assess BGE courses. • Increase a skills based approach in the BGE to ensure that pupils are ready to access the Senior Phase. • Provide appropriate Senior Phase progression pathways in vocational and academic contexts. • Develop further Learning for Sustainability in BGE 	Developing use of Benchmarks Audit and plan and track skills development in curriculum Develop flexible curricular pathways
6	School Improvement Key Priority 6: Leadership and management Self evaluation for self improvement	1.1	<ul style="list-style-type: none"> • Sharing Good Practice implemented with all staff • All staff will be involved in devising departmental improvement priorities in line with school priorities. • Staff to report impact of their learning (CLPL) on pupil progress through PRD • QA meetings to evidence more self-evaluation activities. • ISIA group to report on process of evidencing change and deliver CLPL to groups. • Parental Engagement working group to act and report on parental survey. • Teaching and Learning group to report on effectiveness of parental involvement in Growth Mind-set initiative • Establishment of Pupil Parliament and pupil working groups. • Pupils increased engagement in profiling in S1 and S2 through developing their ability to engage in effective learning conversations 	Using HGIOS4 and National Improvement Framework Pupil Voice Group following pupil improvement Parental engagement programme developed
7	Pupil Equity Fund Key Priority 7 Improve young people's attainment in literacy and numeracy Improve the health and well-being of our young people Improve young people's employability skills and support their move towards positive destinations when they leave school. PEF Spend in 2017/18: Principal Teacher of Equity Inclusion Support Worker Family Support/Link Officer Develop further Cost of School Day support	3.1 3.2 2.3 2.5	<ul style="list-style-type: none"> • Raise attainment in literacy and numeracy through targeted interventions. • Improve attendance and late-coming young people in deciles 1-3 and/or FME • Reduce demerits and referrals of young people in deciles 1-3 and/or FME • Develop positive relationships and supports for challenged young people and their families. • Develop early intervention strategies for challenged young people in S1-S3. 	Analyse attainment data including NIF and Insight. Survey stakeholders

Integrated Children's Services Plan Outcomes:

- All Children reach appropriate development and social milestones through improved support in early years.
- Support for disadvantaged and vulnerable children, young people and families is improved
- Health and wellbeing outcomes are improved for children and young people
- Raised attainment for all young people leading to positive destinations



Stirling High School Senior Leadership Team 2017/18

(HGIOS 4 Indicators)

Head Teacher Paul Cassidy: Self Evaluation for Self Improvement (1.1), Leadership of Change (1.3), Parental Engagement (2.7), Leadership and Management of Staff (1.4), Management of resources to promote equity, including Pupil Equity Fund (1.5)

**Depute Head Teacher
Alasdair McLeod**

- Randolph House
- SQA Co-ordinator
- Year Groups S1 and S2
- Prelims/Exams
- Continuing Professional Learning (1.2)
- Probationers/Student Teachers (1.2)
- Behaviour
- Learner Voice: pupil councils and prefects (1.2)
- Excursions
- Health and Safety (2.1)

**Depute Head Teacher
Morag McLoughlan**

- Stewart House
- Year Groups S4 and S4
- Timetable (2.2)
- Curriculum (2.2)
- Learning, Teaching and Assessment (2.3)

**Depute Head Teacher
Lesley Allen**

- Pupil Support (2.4)
- ASN (2.4)
- Personalised Support (2.4)
- Safeguarding and Child Protection (2.1)
- Ensuring Well Being, Equality and Inclusion (3.1)
- Digital Literacy and Innovation (3.3)
- Enrolments
- Attendance
- Transitions: BGE (2.6)
- Uniform

**Depute Head Teacher
Paul Downie**

- Douglas House
- Year Groups S5 and S6
- Raising Attainment and Achievement (3.2)
- Closing Attainment Gap (3.2)
- Monitoring and Tracking (3.2)
- Reporting to Parents/Carers (2.5)
- Developing Young Workforce (3.3)
- City Deal (3.3)
- Transitions: Senior Phase (2.6)
- Family Learning (2.5)
- Partnerships (2.7)
- Learning Community (2.6)

**School Resource Officer
Karen MacGregor**

- Staff absence cover
- Finance
- School Fund
- Human Resources
- PPP Liaison
- Facilities Management Liaison
- School Support Staff
- Parents' Evenings
- Prize-giving
- School Handbook
- Calendar/Events

School Improvement Groups Session 2017/18

1. Literacy/ Responsibility for All Working Group: **Priority 1 (a)** (HGIOS4 QI 3.2)
2. Numeracy/ Responsibility for All Working Group: **Priority 1(a)** (HGIOS4 QI 3.2)
3. Health and Well Being/ Responsibility for All Working Group: **Priority 3** (HGIOS4 QI 3.1)
4. Learning for Sustainability/ Responsibility for All Working Group: **Priority 5** (HGIOS4 QI 2.2)
5. Learning and Teaching (Homework/Dyslexia Friendly): **Priority 1(b)** (HGIOS4 QI 2.3)
6. Digital Learning: **Priority 1(b)** (HGIOS4 QI 2.3)
7. Monitoring and Tracking (Profiling): **Priority 2 (a)** (HGIOS4 QI 3.2)
8. Developing Young Workforce: **Priority 4**(HGIOS4 QI 3.3)
9. Behaviour and Achievement/Success and Ethos: **Priority 3**(HGIOS4 QI 3.1)
10. School Improvement: **Priority 6**(HGIOS4 QI 1.1)
11. Pupil Voice: **Priority 6**(HGIOS4 QI 1.1)
12. Parental Engagement: **Priority 6**(HGIOS4 Q 2.5)
13. Mentoring: **Priority 2(b)** (HGIOS4 QI 3.2)
14. Transition Group: **Priority 4**(HGIOS4 QI 3.3)

Standing Groups

1. Charity
2. Staff Well-Being
3. Duke of Edinburgh's Award Scheme
4. Health and Safety
5. School Negotiating Committee