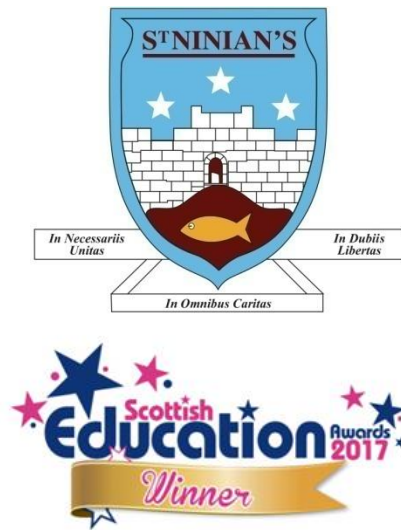




SCHOOL IMPROVEMENT PLAN

2017 - 2018



Contents

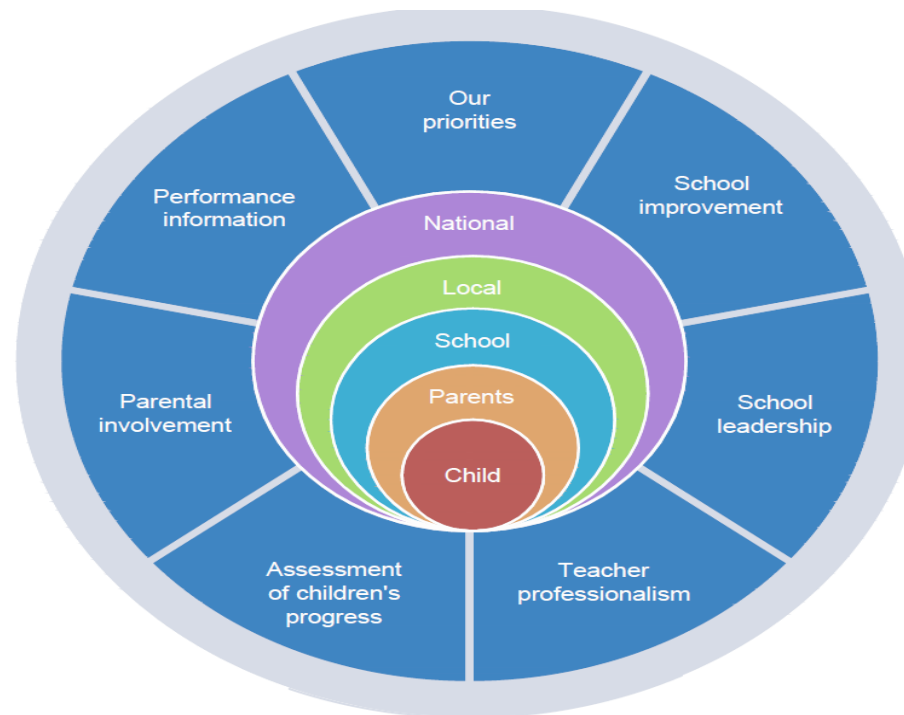
National Improvement Framework	3
Vision, Values and Aims	4
Overview of Whole School Priorities and Targets	5
Improvement Priority 1	6
Improvement Priority 2	9
Improvement Priority 3	12
Improvement Priority 4	15
Improvement Priority 5	18

National Improvement Framework

The National Improvement Framework detailed the following priorities:

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

The Drivers for Improvement are as shown:



Vision, Values and Aims

VISION

Our Shared Vision... In Omnibus Caritas "Love in all Things"

We strive to ensure that our young people are fully prepared for life in the 21st century. We encourage pupils to be ambitious in their achievements, confident in their abilities, responsible within their community and effective in their learning by promoting the Gospel values and developing the talents of each individual.

VALUES

- Being aware of our faith and recognising the needs of our community.
- Pursuing innovative ways to respond to change whilst upholding our commitment to our faith tradition.
- Focusing on our Catholic beliefs and Gospel values.
- Remaining true to our Catholic beliefs and promoting respect for self and others.
- Pursuing excellence through the development of each person's God-given talents.
- Responding to the needs of our community by promoting social justice and opportunity for all.

AIMS

- To use our Catholic beliefs as the basis for developing good values which promote respect for self and others.
- To provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens.
- To provide a curriculum which encourages enthusiasm and motivation for learning, enabling each individual to reach the highest standards of achievement.
- To utilise enterprising learning and teaching practices which encourage self-reliance and ambition.

Overview of Whole School Priorities and Targets

No.	Improvement Priority	Targets
1	Raising attainment through continuing improvement in learning provision with a specific focus in literacy and numeracy.	<ul style="list-style-type: none"> • To improve learners' experiences through opportunities to experience challenge, lead learning and receive feedback on their progress. • To support the progress of all learners through planned approaches to differentiation. • To increase the percentage of learners achieving level 3 and level 4 literacy and numeracy by the end of S3, and level 5 literacy and numeracy by the end of S4. • To increase the percentage of learners in all subjects achieving CfE level 3 by the end of S2 and CfE level 4 by the end of S3. • To improve learners' attainment in National Qualifications at N5 and Higher level.
2	Closing the attainment gap between the most and least deprived learners to ensure equity for all.	<ul style="list-style-type: none"> • Ongoing review of tracking data to support learners identified as receiving FME and / or living in SIMD deciles 1-4 to ensure that they are making progress in all subjects across the BGE. • To support learners identified as receiving FME and / or living in SIMD deciles 1-4 to ensure that they remain on track in ratings for effort, behaviour and homework. • To develop innovative approaches to engage parents in supporting their child's learning, with a focus on equity. • To engage and support parents through an intervention approach to overcome barriers to their child's learning.
3	To improve the health and wellbeing of learners.	<ul style="list-style-type: none"> • To develop Growth Mindset across the school community involving pupils, parents and staff to raise the aspirations of learners by developing resilience and self - belief. • Ongoing development of GIRFEC policies and procedures in line with National / EDC priorities.
4	To improve employability skills and positive school leaver destinations for all young people.	<ul style="list-style-type: none"> • To improve the employability skills of learners through increased opportunities for work placements. • To provide opportunities for pupils to develop employability skills in all curricular areas. • To improve the percentage of pupils in positive leaver destinations.
5	Promotion of Catholic Ethos.	<ul style="list-style-type: none"> • Continue to improve staff engagement of <i>'This is our Faith'</i>. • Continue to embed <i>'Developing in Faith'</i> looking at the theme of <i>'Serving the Common Good'</i>. • Establish a pupil led Pastoral Team.

Improvement Priority 1	Raising attainment through continuing improvement in the learning provision with a specific focus in literacy and numeracy
Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	School Leadership/School Improvement/Assessment of Children's Progress/ Performance Information/Teacher Professionalism/ Attainment, Achievement & Equity/CfE Strategic Plan

Target
<ul style="list-style-type: none"> To improve learners' experiences through opportunities to experience challenge, lead learning and receive feedback on their progress. To support the progress of all learners through planned approaches to differentiation. To increase the percentage of learners achieving level 3 and level 4 literacy and numeracy by the end of S3, and level 5 literacy and numeracy by the end of S4. To increase the percentage of learners in all subjects achieving CfE level 3 by the end of S2 and CfE level 4 by the end of S3. To improve learners attainment in National Qualifications at N5 and Higher level.

Action	Timescale	Responsibility	Progress update
<ul style="list-style-type: none"> Ongoing development of moderation processes within the BGE focusing on the use of benchmarks to develop consistency in teacher judgements. 	Refer to collegiate calendar	SMT / PTs / Staff	
<ul style="list-style-type: none"> Monitoring of learner progress in BGE using tracking procedures. 	Refer to tracking calendar	SMT / PTs / Staff	
<ul style="list-style-type: none"> Review of BGE courses to ensure literacy and numeracy outcomes are embedded 	Refer to collegiate calendar	PTs / Staff	
<ul style="list-style-type: none"> Ongoing development of the use of tracking and monitoring procedures in the senior phase to support learners' progress in National Qualifications. 	Refer to tracking calendar	SMT / PTs / Staff	
<ul style="list-style-type: none"> PT Literacy and PT Numeracy to develop and implement an action plan for raising attainment in Literacy and Numeracy. 	Refer to literacy & numeracy action plan	PT Literacy / PT Numeracy Literacy & Numeracy Improvement Teams	
<ul style="list-style-type: none"> L&T Improvement Team to share good practice and develop staff opportunities for professional learning. 	Refer to improvement team calendar/ in-service activities	D Sheerin / L&T Improvement Team / PTs / Staff	
<ul style="list-style-type: none"> Further development of learning and teaching to meet the needs of all through planned approaches to differentiation. 	Refer to collegiate calendar	PTs / Staff	

Resource Requirements	
Amount allocated from Pupil Equity Fund	Refer to PEF Plans: £ 7836 total for staffing
Staffing (Specify the post and exact costs)	PT Literacy £3918 , PT Numeracy £3918
Resources	Collegiate time moderation / analysis of tracking data Collegiate discussion benchmarks for literacy and numeracy across learning Cluster Working Groups Insight analysis CPD
Other	Education Scotland Tackling Bureaucracy Guidelines: Self - Evaluation & Improvement Planning Working Time Arrangement

Professional Learning
<ul style="list-style-type: none"> • Staff participation in Improvement Teams • EDC policy / guidelines relating to assessment and moderation processes/ effective teaching • Collegiate time for departments to participate in moderation activities, to analyse tracking data and agree interventions. • On-line access to GTCS materials on practitioner enquiry / Access to SCEL on-line modules and SCEL courses

Overall Progress		Impact
<ol style="list-style-type: none"> 1. No progress towards target 2. Initial progress but subsequent problems caused the development to be abandoned. 3. Progress was sustained throughout but the complete target was not reached. 4. The original target was achieved in full within the agreed timescale 	Progress (1-4)	Please comment on the impact of the development work ie what difference has it made?, what has changed/improved? e.g. levels of pupil attainment or broader achievement linked to the four capacities

Department	Priority				
SMT	1	<ul style="list-style-type: none"> To improve learners' experiences through opportunities to experience challenge, lead learning and receive feedback on their progress. To support the progress of all learners through planned approaches to differentiation. To increase the percentage of learners achieving level 3 and level 4 literacy and numeracy by the end of S3, and level 5 literacy and numeracy by the end of S4. To increase the percentage of learners in all subjects achieving CfE level 3 by the end of S2 and CfE level 4 by the end of S3. To improve learners attainment in National Qualifications at N5 and Higher level. 			
Action to be taken/Tasks		Person Responsible	Timescale	Monitoring/Evaluation Arrangements	Progress Update
L&T improvement team to develop opportunities to share good practice including reciprocal visits to further develop learners' experiences.		D. Sheerin	Refer to collegiate calendar	Refer to quality assurance calendar	
Implement and monitor L&T improvement team recommendations to develop approaches to differentiation to meet learner needs, raising staff awareness of strategies involved.		D. Sheerin	Refer to collegiate calendar	QI machine – departmental returns	
Develop and implement strategies recommended by PT Literacy and PT Numeracy to raise standards in literacy and numeracy across curricular areas.		M. Kerr PT Literacy PT Numeracy	Refer to Literacy & Numeracy action plans	Review of literacy/ numeracy action plans Review of moderation activities	
Continuing review and update of course plans in BGE to ensure literacy and numeracy outcomes are embedded across curricular areas.		M. Kerr	Refer to collegiate calendar	Professional judgement - CfE levels	
Ongoing staff development of approaches to assessment and moderation through engagement with curricular benchmarks.		M. Kerr	Refer to collegiate calendar	Standardised assessment data	
Engage staff with literacy and numeracy benchmarks to develop an understanding of assessment and achievement of a level.		M. Kerr PT Literacy PT Numeracy	Refer to Literacy & Numeracy action plan	Insight data	

Improvement Priority 2	Closing the attainment gap between the most and least deprived learners to ensure equity for all
Link to NIF Priorities and Drivers /EDC NIF Implementation Plan	School Leadership/School Improvement/Assessment of Children's Progress/Performance Information/Teacher Professionalism/Parental Engagement/Attainment, Achievement & Equity /CFE Strategic Plan

Target

- Ongoing review of tracking data to support learners identified as receiving FME and / or living in SIMD deciles 1-2 and / or LAC, to ensure that they are making progress in all subjects across the BGE.
- To support learners identified as receiving FME and / or living in SIMD deciles 1-2 and / or LAC, to ensure that they remain on track in ratings for effort, behaviour and homework.
- To develop innovative approaches to engage parents in supporting their child's learning, with a focus on equity.
- To engage and support parents through an intervention approach to overcome barriers to their child's learning.

Action	Timescale	Responsibility	Progress update
<ul style="list-style-type: none"> • To develop parental workshops in literacy, numeracy and ICT to engage parents in supporting their child's learning. 	Refer to school calendar	PT Literacy / PT Numeracy / PT Computing	
<ul style="list-style-type: none"> • To further develop the Parental Empowerment Programme to engage and support parents to overcome potential barriers to their child's learning. 	Refer to Pupil Equity Fund	SMT / M Kerr, A Taylor PTs Pupil Support	
<ul style="list-style-type: none"> • To review BGE tracking data to monitor progress in relation to learners identified within our equity profile. 	Refer to collegiate calendar	SMT/ PTs/ Staff	

Resource Requirements	
Amount allocated from Pupil Equity Fund	Refer to PEF Plans: £6000 Parent Empowerment Programme
Staffing (Specify the post and exact costs)	
Resources	CANI Coaching provider / staff training CfE guides for parental workshops Staff training / CLPL events
Other	Education Scotland Tackling Bureaucracy Guidelines: Self - Evaluation & Improvement Planning Working Time Arrangement

Professional Learning
Education Scotland Hub resources / Parental Engagement toolkit Educational Endowment Fund

Overall Progress		Impact
<ol style="list-style-type: none"> 1. No progress towards target 2. Initial progress but subsequent problems caused the development to be abandoned. 3. Progress was sustained throughout but the complete target was not reached. 4. The original target was achieved in full within the agreed timescale 	Progress (1-4)	Please comment on the impact of the development work i.e. what difference has it made?, what has changed/improved? e.g. levels of pupil attainment or broader achievement linked to the four capacities

Department	Priority	Target			
SMT	2	<ul style="list-style-type: none"> Ongoing review of tracking data to support learners identified as receiving FME and / or living in SIMD deciles 1-2 and / or LAC to ensure that they are making progress in all subjects across the BGE. To support learners identified as receiving FME and / or living in SIMD deciles 1-2 and / or LAC to ensure that they remain on track in ratings for effort, behaviour and homework. To develop innovative approaches to engage parents in supporting their child's learning, with a focus on equity. To engage and support parents through an intervention approach to overcome barriers to their child's learning. 			
Action to be taken/Tasks		Person Responsible	Timescale	Monitoring/Evaluation Arrangements	Progress Update
Sharing of information to facilitate tracking of progress in relation to equity.		A. Taylor	August 2017	Analysis of tracking data	
Analysis of tracking data to review pupil progress and identify appropriate intervention.		SMT PTs/ Staff	Refer to tracking calendar	Parental evaluation of workshops	
Ongoing development of mentoring programme to support learners identified as being off track.		SMT	September 2017- April 2018	Pre and post parental evaluation of intervention programme	
Develop parental workshops in S1/S2 to provide curricular information and to engage parents in supporting learning focusing on literacy, numeracy and ICT.		M. Kerr PTs	Refer to school calendar		
Develop a parental engagement programme to support parents of learners who are at risk of not achieving their potential.		M. Kerr	Refer to Pupil equity fund		

Improvement Priority 3	To improve the health and wellbeing of learners
Link to NIF Priorities and Drivers /EDC NIF Implementation Plan	School Leadership/School Improvement/Parental Engagement/Teacher Professionalism/ School Leadership/ Assessment of children's progress/Attainment, Achievement & Equity/ASN Strategic Plan.

Target
<ul style="list-style-type: none"> To develop Growth Mindset across the school community to raise the aspirations of learners by developing skills to develop resilience and self - belief. Ongoing development of GIRFEC policies and procedures in line with National / EDC priorities.

Action	Timescale	Responsibility	Progress update
<ul style="list-style-type: none"> Deliver pupils workshops on Growth Mindset. 	Refer to school calendar	SMT / A Taylor	
<ul style="list-style-type: none"> Develop Growth Mindset series of lessons for use in SL classes. 	Refer to SL programme	PTs Pupil Support	
<ul style="list-style-type: none"> Develop staff knowledge and skills through Growth Mindset training. 	August 2017	SMT	
<ul style="list-style-type: none"> Develop approaches to promote Growth Mindset within Learning & Teaching. 	August 2017 – March 2018	PTs / Staff	
<ul style="list-style-type: none"> Deliver parental information session on Growth Mindset to enable parents to support their child's learning and skills development. 	Refer to school calendar	SMT	
<ul style="list-style-type: none"> Deliver additional workshops to support Growth Mindset development for learners receiving FME and / or living in SIMD 1-4 	Refer to school calendar/ Pupil equity fund	SMT / PTs Pupil Support	
<ul style="list-style-type: none"> Ongoing development of GIRFEC 	Refer to pupil support team calendar	SMT / A Taylor / PTs Pupil Support	

Resource Requirements	
Amount allocated from Pupil Equity Fund	Refer to PEF Plans: £5,400 workshops / staff training
Staffing (Specify the post and exact costs)	
Resources	In-service training to promote understanding of Growth Mindset Collegiate time / Professional dialogue/ CPD Learner / Parental Workshops
Other	Education Scotland Tackling Bureaucracy Guidelines: Self - Evaluation & Improvement Planning Working Time Arrangement

Professional Learning
On- line SCEL modules Growth Mindset Professional reading

Overall Progress		Impact
<ol style="list-style-type: none"> 1. No progress towards target 2. Initial progress but subsequent problems caused the development to be abandoned. 3. Progress was sustained throughout but the complete target was not reached. 4. The original target was achieved in full within the agreed timescale 	Progress (1-4)	<i>Please comment on the impact of the development work ie what difference has it made?, what has changed/improved? e.g. levels of pupil attainment or broader achievement linked to the four capacities</i>

Department	Priority	Target
SMT	3	<ul style="list-style-type: none"> To develop Growth Mindset across the school community to raise the aspirations of learners by developing skills to develop resilience and self - belief. Ongoing development of GIRFEC policies and procedures in line with National / EDC priorities.

Action to be taken / Tasks	Person Responsible	Timescale	Monitoring/Evaluation Arrangements	Progress Update
To develop a programme of professional learning to develop staff knowledge and skills in growth mindset.	M. Kerr A. Taylor	August 2017 – December 2017	Staff feedback Pupil / Parental evaluations	
To provide workshops for learners in growth mindset to raise their aspirations and goals in relation to their learning.	M. Kerr A. Taylor	Refer to school calendar	Refer to quality assurance calendar	
To provide a parental information session to raise awareness of growth mindset and how this approach can be used to support learning.	M. Kerr A. Taylor	Refer to school calendar/ Pupil equity fund		
Implement and monitor HWB improvement team recommendations.	M. Kerr	Refer to collegiate calendar		
Ongoing development of GIRFEC in relation to nurture and wellbeing	A. Taylor PTs Pupil Support			

Improvement Priority 4	To improve employability skills and positive school leaver destinations for all young people
Link to NIF Priorities and Drivers /EDC NIF Implementation Plan	School Leadership/School Improvement/Assessment of Children's Progress /Performance Information/School Leadership. Attainment, Achievement & Equity/DYW Strategic Plan

Target
<ul style="list-style-type: none"> • To improve the employability skills of learners through increased opportunities for work placements. • To provide opportunities for pupils to develop employability skills in all curricular areas. • To improve the percentage of pupils in positive leaver destinations.

Action	Timescale	Responsibility	Progress update
<ul style="list-style-type: none"> • To implement year three of the school response to the Developing Scotland's Young Workforce initiative- <i>Education Working for All</i>. 	Refer to school calendar/DYW calendar	SMT / S McEwan / PT DYW	
<ul style="list-style-type: none"> • To develop further existing partnerships as highlighted in the Developing Scotland's Young Workforce commission report. 	Refer to DYW calendar	S McEwan / PT DYW	
<ul style="list-style-type: none"> • Ongoing development of curriculum pathways ensuring flexibility to meet the aspirations of learners. 	September 2017- March 2018	S McEwan / PTs	
<ul style="list-style-type: none"> • Develop employability skills in courses as indicated in the Career Standard. 	September 2017- March 2018	PTs / Staff	

Resource Requirements	
Amount allocated from Pupil Equity Fund	Refer to PEF Plans: £3918 Staffing, £500 Careers workshop
Staffing (Specify the post and exact costs)	PT DYW £3918
Resources	Collegiate time / Professional dialogue / CPD In-service training
Other	Education Scotland Tackling Bureaucracy Guidelines: Self - Evaluation & Improvement Planning Working Time Arrangement

Professional Learning
EDC DYW Strategic Plan Education Scotland Hub

Overall Progress		Impact
<ol style="list-style-type: none"> 1. No progress towards target 2. Initial progress but subsequent problems caused the development to be abandoned. 3. Progress was sustained throughout but the complete target was not reached. 4. The original target was achieved in full within the agreed timescale 	Progress (1-4)	Please comment on the impact of the development work ie what difference has it made?, what has changed/improved? e.g. levels of pupil attainment or broader achievement linked to the four capacities

Department	Priority	Target			
SMT	4	<ul style="list-style-type: none"> To improve the employability skills of learners through increased opportunities for work placements. To provide opportunities for pupils to develop employability skills in all curricular areas. To improve the percentage of pupils in positive leaver destinations. 			
Action to be taken/Tasks		Person Responsible	Timescale	Monitoring/Evaluation Arrangements	Progress Update
To fully implement careers focused learning in all subject areas using SDS and Education Scotland resources.		S McEwan	August 2017 – December 2017	Insight data – leaver destinations Record of work placements Vocational option uptake including foundation apprenticeships Career Standard	
To continue to enhance work placement provision and partnership working through full evaluations and partner consultation.		S McEwan PT DYW	August 2017 – October 2017		
Expand programme of employability and partnership events.		S McEwan PT DYW	August 2017 – May 2018		
Develop the role of SDS Ambassadors with the BGE Captainty Team.		S McEwan	August 2017 – December 2017		
Develop Careers Standard by facilitating SDS input on growth sectors, Foundation Apprenticeships and Modern Apprenticeships through departmental and collegiate meetings.		S McEwan PT DYW	August 2017 – February 2018		

Improvement Priority 5	Promotion of Catholic Ethos
Link to NIF Priorities and Drivers /EDC NIF Implementation Plan	School Leadership/ School Improvement/Attainment, Achievement & Equity.

Target			
<ul style="list-style-type: none"> To develop further the Catholic Ethos of the school across the contexts for learning. 			
Action	Timescale	Responsibility	Progress update
<ul style="list-style-type: none"> Continue to improve staff engagement of <i>'This is our Faith'</i>. Continue to embed <i>'Developing in Faith'</i> looking at the theme of <i>'Serving the Common Good'</i>. Establish a pupil led Pastoral Team. Further development of the staff retreat programme. 	<ul style="list-style-type: none"> September 2017- March 2018 September 2017- March 2018 September 2017 – Dec 2018 February 2018- April 2018 	<ul style="list-style-type: none"> SMT / S McEwan / PT RE / All Staff S McEwan / PT RE / PTs / Staff S McEwan / PT RE PT RE / Pastoral Team 	

Resource Requirements	
Amount allocated from Pupil Equity Fund	
Staffing (Specify the post and exact costs)	
Resources	Developing in Faith In-service activities Collegiate time / professional dialogue CPD
Other	Education Scotland Tackling Bureaucracy Guidelines: Self - Evaluation & Improvement Planning Working Time Arrangement

Professional Learning
SCES CPD programme

Overall Progress		Impact
<ol style="list-style-type: none"> 1. No progress towards target 2. Initial progress but subsequent problems caused the development to be abandoned. 3. Progress was sustained throughout but the complete target was not reached. 4. The original target was achieved in full within the agreed timescale 	Progress (1-4)	Please comment on the impact of the development work ie what difference has it made?, what has changed/improved? e.g. levels of pupil attainment or broader achievement linked to the four capacities

Department	Priority	Target			
SMT	5	<ul style="list-style-type: none"> To develop further the Catholic Ethos of the school across the contexts for learning. 			
Action to be taken/Tasks		Person Responsible	Timescale	Monitoring/Evaluation Arrangements	Progress Update
Further develop staff engagement with <i>This is Our Faith</i> through continued support at departmental meeting time and inserts during in-service and collegiate meetings.		S McEwan PT RE	August 2017- December 2017	As per quality assurance calendar	
Continued support for departments during QI Machine exercises to ensure <i>Developing in Faith</i> elements are evaluated regularly and rigorously.		PT RE	August 2017- December 2017	Classroom visits Developing in Faith	
Formation of a Junior Pastoral Team to help lead on the <i>100th Anniversary of Catholic Education</i> celebrations. The team will also develop a relevant and sustainable remit and structure to ensure continuity.		S McEwan PT RE	August 2017- December 2017		
Evaluate and enhance the retreat programme for all year groups and the format, aims and purposes of the staff retreat in May.		S McEwan PT RE	August 2017- December 2017		