

Glasgow City Council Education Services

Improvement Planning



Establishment	Smithycroft Secondary School
Session	2015-2016

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Signatures:

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Quality Improvement Officer	Jim Doyle	Date	June 2015
Area Education Officer		Date	June 2015

1a Our vision, values and aims

VISION AND AIMS

We seek to be, in the fullest sense, a place of learning. We are committed to providing a happy and secure environment in which every individual can develop to his or her potential in every aspect of personal achievement, regardless of gender, race, religion or background. We aim to be a school that celebrates diversity and reduces inequality and promotes health and wellbeing for all. The curriculum we provide for our pupils is intended to be relevant, stimulating, challenging and appropriate to the needs, aptitudes and aspirations of each individual learner. We require everyone to do his or her best. We expect everyone to work hard. We try to ensure, by the design and structure of our courses, that all our young people learn the facts, the techniques and the skills necessary to equip them, not just for the demands of everyday life, but for the realities of the adult world beyond school. We aim to promote the idea that education is a lifelong process.

VALUES

We promote the development of our young people as successful learners, confident individuals, responsible citizens and effective contributors. We also promote equal opportunities, social justice and fairness across the school community. Every individual has the right to learn. We seek to overcome all barriers to learning through providing appropriate support and addressing stereotyping, be it based on race, disability, age, gender or socio-economic background. We put a high value on honesty, kindness, reliability, hard work, good manners, punctuality and respect for others. These provide a framework upon which our young people can build their own self discipline and find dignity as human beings. We promote tolerance of the views, opinions and attitudes of other people. We encourage all members of the school community to participate in the wide range of activities both curricular and extra-curricular. We recognise and celebrate achievement as well as attainment.

1b How our vision, values and aims were developed and how our stakeholders were consulted

This is an area that will be reviewed this year with all stakeholders. Previous activities in this area have not been successful at engaging people so a new approach will be tried.

2. Summary of self evaluation process

How we carried out our self-evaluation and involved our stakeholders

Self Evaluation at Smithycroft takes many different forms and involves all our stakeholders. In preparation for this Plan, it has included: surveys on key issues with pupils and staff, feedback from staff through DMs, working groups, staff meetings and PT representative on SMT; feedback from parents and carers at Parents' Events; meetings and communication with partner agencies; participation in city sampling moderation activity; HTs involvement in triad HT support activity and development of LIGs; listening and responding to issues raised at the Parents' Council and Student Council.

During our HMLe Inspection in October 2013, there were a number of questionnaires issued as well as focus group meetings and the Report itself. All of this information has supported our self –evaluation and contributed towards this Plan. Some of the statements in 'Our Key Strengths' and taken from the HMLe report.

High level question	Our key strengths	Our areas for improvement
How well do children / young people learn and achieve	<p>Good relationships and a positive climate for learning.</p> <p>The willingness of staff to provide additional support and opportunities beyond the classroom. The increasing range of enriching activities to make our curriculum more relevant.</p> <p>Continuing improvements in young people gaining a wide range of qualifications and accessing sustained, positive destinations.</p>	<p>To continue to review our Curriculum at all stages and ensure it fulfils the aspirations of Curriculum for Excellence.</p> <p>To continue to develop the new qualifications in the Senior Phase.</p> <p>To develop our tracking progress systems to ensure that staff, pupils and parents have a better understanding of the progress a young person is making.</p>
How well do we support children/young people to develop and learn	<p>Young people who are respectful and determined to achieve.</p> <p>Partnership working to provide a curriculum which meets the needs of our young people.</p> <p>The supportive, nurturing and inclusive ethos of the school.</p>	<p>To continue to raise awareness of the key principles of a nurturing school and develop practices in line with GIRFEC.</p> <p>To continue to develop the Pupil Voice across the school and begin to develop a Rights Respecting school. To improve opportunities to build more resilience amongst young people.</p>
How do we improve the quality of our work	<p>Self evaluation is at the heart of our practices and there is a culture of improvement to enhance the opportunities for our young people to achieve their very best.</p>	<p>To implement the approach to self-evaluation outlined in the new Self-Evaluation policy and ensure our CPD provision helps to meet staff's needs.</p>

3. Priorities for improvement in the current year

Year 2015-2016

No.	Priority	Main driver of priority:			Alignment to :			
		Self-evaluation	Authority Quality Review	HMIe report	QI	Wellbeing Framework	Service Priorities	Partnership working
1	Curriculum for Excellence	x		x	1.1 5.1	Achieving Healthy Responsible	1 2 6	Universities, Colleges, Glasgow Life, other secondary schools, employers
2	GIRFEC development	x		x	5.3 2.1	Nurtured Included Responsible	3 6	Ed Pysch, Social Work, Charity organisations
3	Self Evaluation and Professional Development			x	5.9	Respected Responsible	1	EDICT

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	1.1 5.1	Curriculum for Excellence	Our learners have an increasingly enriched experience across the four contexts for learning and their progress continues to show improvement as evidenced in a range of indicators and through feedback.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
a. To support the implementation of new Higher qualifications	Full Session	All subject departments LIG partnership	Development time identified to support the implementation process within departments Funding of resources Appropriate development courses
b. To continue to implement a new tracking progress system in S1 and S2 and prepare to implement in S3. To produce learner tracking tools and parent/carers guides to the new system. To develop a new summary report to complement the tracking system	First progress info to pupils term 1 Parents and Pupil info leaflets term 1	All subject departments Learning and Teaching Group Assessment Group	Development time identified across school and departments to use departmental time Working group time Funding for materials produced
c. To implement revised procedures for tracking progress in the Senior Phase	Complete by end Term 2	All subject departments Head of Senior School and WG LIG partnership	Working Group time Additional time, as appropriate, to explore other systems
d. To continue to review teaching and learning key areas including the use of Higher Order thinking skills and cooperative learning. To implement the colour code guide across the school	HOTs Term 1	HOTs WG	Working group time Staff meetings

Evidence of Impact

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	5.3	GIRFEC development	More young people with additional support needs are able to access better support to help them with their learning. Our young people feel their views are listened to some take increasing responsibility in many areas of the school's life. They feel they are better able to cope with issues and understand the importance of working hard.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
a. To implement the changes relevant to the Named Person aspect of GIRFEC and implementation of the new Health and Wellbeing Plans	Term 1 and 2	SMT and Pupil Support team	Development time for Pupil Support Staff to write Plans Relevant training opportunities Staff Meeting to raise awareness of changes
b. To continue to take forward initiatives to continue to promote positive behaviour including the Alternative timetable, Bystanders and Barlinnie projects	Terms 1-3	Behaviour Support group	Meeting time for group Staff meeting and CPD time
c. To develop better resilience in young people and promote activities to achieve this	Full Session Health Kick Term 1	All staff Health and Wellbeing Group	Meeting time to plan and develop Any funding of resources for activities Staff meeting to raise awareness of 'Growth Mindset' theories and practice
d. To continue to raise awareness of the nurturing principles and their practical application	Term 1 and 2	S Stobie	Staff Meeting time
d. To develop an action plan in response to the findings of the Cost of the Day project and implement its points when appropriate	Term 1	M Kerr	Time to develop plan Staff Meeting Parent and Student Councils
e. To take forward the Rights Respecting	Term 2 and 3	Rights Respecting group	Pupil resources developed and used term 1

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
programme and evaluate the present Pupil Voice structures		(staff and pupils) Chaplaincy Team	Rights Respecting Group established involving staff and pupils
f. To review school attendance procedures and promote new initiatives to improve attendance	Term 1 new process	SMT Pupil Support All staff	Printed resources Reinforcing at Staff Meetings Pupil Support time

Evidence of Impact

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	5.9	Self-evaluation and professional development	Learners are a more integral part of self evaluation processes which should lead to improvement in many areas of teaching and learning.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
a. To consult on and then implement the revised self-evaluation policy	September 2015 consult October implement	All staff	Consultation time Staff Meeting
b. To improve CPD practices across the school and provide more opportunities for staff to engage in sharing practices	Term 1-2	All staff School Support Officer	Time for activities especially sharing good practice In-service time identified

Evidence of Impact

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5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Curriculum for Excellence	Our learners have an increasingly enriched experience across the four contexts for learning and their progress continues to show improvement as evidenced in a range of indicators and through feedback.	M Kerr J Miller	All session
2	Nurtured and Included	More young people with additional support needs are able to access learning better. Our young people feel their views are listened to some take increasing responsibility in many areas of the school's life. They understand the importance of the UNCHR and how it relates to their life.	M Hodgman	August- Dec 2014
3	Self Evaluation and Professional Development	Learners are a more integral part of self evaluation processes which should lead to improvement in many areas of teaching and learning.	New DHT	August- Dec 2014