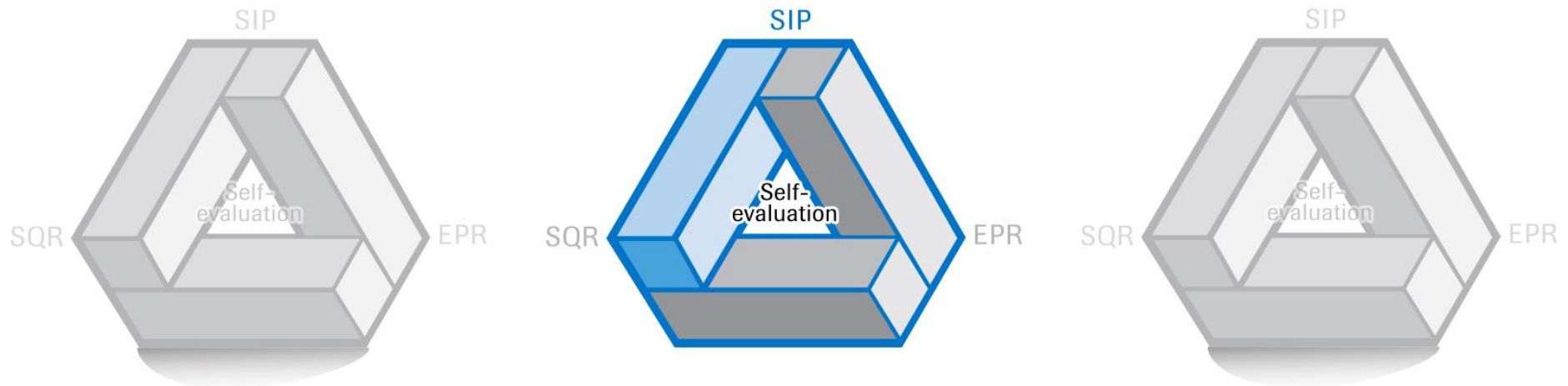




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Supporting Improvement: **School Improvement Plan**



Session: 2017-18

Establishment	Smithycroft Secondary School
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Area/Local Improvement Group	North East LIG 1
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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims
Please note that these are being reviewed and will change this session <u>VISION AND AIMS</u> 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. <u>VALUES</u> 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.

2. Summary of our self-evaluation process.

Self-evaluation at Smithycroft takes many different forms and involves all our stakeholders. We are a listening school always looking to improve and seek out new ideas and good practice. 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 email consultations; feedback from parents and carers at Parents' Events; meetings and communication with partner agencies; LIG activities and GCC meetings; listening and responding to issues raised at the Parents' Council and Student Council. Meetings involving all staff about performance in attainment and increasingly using INSIGHT to support decisions and from this session our new Tracking Progress system.

Strengths identified:

Increasing involvement of young people in taking forward initiatives in the school particularly the introduction of the Fests which reward the vast majority of our young people for good behaviour and a positive growth mindset. Many initiatives led by colleagues across the school with every member of staff involved in working groups and increasingly young people, parents and partners.

Good relationships and a positive climate for learning. The willingness of staff to provide additional support and opportunities beyond the classroom which resulted in the School being awarded Secondary School of Sport 2016 and more recently becoming an SRU School of Rugby. The increasing range of enriching activities to make our curriculum more relevant. Continuing improvements in young people gaining a wide range of qualifications and accessing sustained, positive destinations. Strong pastoral support enhanced by a wide range of partnerships within and out with the community. The supportive, nurturing and inclusive ethos of the school, including further recent training on the nurturing and the development of our Attainment Support Centre. Taking forward the LGBT Charter status and Rights Respecting School initiative.

Beginning to provide better information to young people, parents and carers about progress in learning with the introduction of a new tracking and monitoring system and more reporting progress reports.

Priorities for development:

1: To continue improve engagement in learning.

2: To continue to make our school more inclusive and help all our young people to achieve success.

3: To continue to improve self-evaluation through using HGIOS 4 and improve leadership at all levels.

3. Action Planning

No.	Quality Indicator	Priority
1	2.2 2.3	To continue improve engagement in learning -Young people and their parents and carers can track their progress better across all areas of the curriculum. They can also access homework information easier through the new 'Show My Homework' facility. Glasgow's learning and teaching initiative is evaluated and ideas are applied when they will be clear benefits to our learners. Student Council feedback will show engagement in the process of curriculum review.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
A...To review the Junior and Senior curriculum and investigate courses/experiences which can provide more opportunities to meet the needs of our young people including Duke of Edinburgh and new SQA courses.	Full Session SMT feedback each month	Paper on Curriculum Review Feedback on suggested changes from staff, pupils, parents and partners Uptake of new courses and wider achievement opportunities
B...To implement the new Tracking Progress system across the whole school	Introduced in term 1 with key dates on the school calendar	Surveys on new system from pupils, staff and parents shows better understanding of progress Use of system specified in work of PT Raising Attainment and interventions clear
C...To be involved in the Learning and Teaching initiative being taken forward by the Authority. This includes appointing Leaders of the TLC across the three initiatives	Full session GCC checkpoints	Peer observations of lesson to support TLC discussions Feedback from staff to show impact of new strategies Learning conversations with pupils
D...To review the changes to the National and Higher courses and implement any changes as a result of these changes	Term1-3	Course changes implemented and discussed at DMs and performance review meetings
E...To implement the new literacy and numeracy assessments for S3 learners	Term 3-4	Assessments take place as part of holistic professional assessment of pupils learning. Data collated and used to support the analysis of learners progress
F...To introduce 'Show My Homework' for all year groups and parents to access to support the improvement of homework and enhance digital learning opportunities.	Termly checks on accessing the system	Feedback from staff, pupils and parents on the new support tool and an overall measurable improvement in the return of homework Learners measurably more engaged in digital learning

Staff leading on this priority – including partners	Resources and staff development
A - M Hodgman B – Tracking Progress Working Group and P Sweeney C – K Anderson and S Brown D – PTs Subject E – C MacPherson and S Gardiner F – G Deans	A - Departmental time (WTA), SMT time Appropriate development courses and good practice opportunities out with school. B - Time allocated through WTA in school calendar PT Raising Attainment coordinator post to liaise with staff C - Staff Meetings (WTA), In-service day time GCC identified days for TLC leaders D - Additional development time, DM time (WTA) E - Additional development time, DM time (WTA) F - Flexible Time (WTA) and identified In-Service time

No.	Quality Indicator	Priority
2	3.1 3.2	To continue to make our school more inclusive and help all our young people to achieve success - Learners will develop better resilience preparing them for the challenges of life beyond school and understand their rights and the need to respect the rights of everyone at Smithcroft. This will be evidenced in pupil, staff and parent surveys. Support for young people who identify as LGBT will improve and we will improve LGBT education across the curriculum. A number of initiatives to raise attainment and widen achievement will be put in place and these will benefit a larger number of learners. More young people at risk of disengaging will be supported through the HELO to stay in school and achieve success.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
A...To continue to focus on initiatives to improve behaviour through taking forward the MVP implement the MVP Bystanders project and the Attainment Support Centre	MVP – Term 1 training Term 2 implementation ASC from September	Feedback from young people about impact of MVP. Tracking of behaviour, including exclusion and reflection days, of pupils involved in ASC shows improved behaviour of young people involved.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
B...To continue to develop and apply the 'Growth Mindset' approach across the school.	Full session	Feedback from young people on impact of growth mindset techniques show positive benefits
C...To continue to take forward the Rights Respecting programme.	Full session	Feedback from young people, staff, parents and partners shows improved understanding of rights and growth of Global citizenship awareness.
D...To continue the journey to achieve LGBT charter status and improve provision for young people with protected characteristics.	Full session	Feedback from young people shows more inclusive and positive environment and greater awareness amongst staff
E...To implement raising attainment initiatives across the school and develop staff knowledge and understanding of what helps young people	Full Session	Data from Insight, Focus, and schools tracking of attainment and achievement shows improved attainment of young people
F...To introduce a Home Employability Link Officer post to support more young people at risk of disengaging from education.	Introduced from Term 1	Data from tracked young people shows better engagement in learning and measurable improved outcomes for them. Less young people disengaging in S4 with poorer qualifications

Staff leading on this priority – including partners	Resources and staff development
A - Marie Kerr DHT and S Stobie B - A Hood and Growth Mindset working group C - K Anderson DHT and RRS working group D - S Brown and LGBT working group E – SMT, PT Raising Attainment & Attainment Coordinators F - J Miller HT & Mark McClusky HELO	A - Time off timetable to train S5/6 young people and staff in MVP. Enhanced nurture training for identified staff B - Working group time (WTA) C - Working group time(WTA), Staff Meetings (WTA) and Student Council D - Working group time (WTA), staff training and Year group activities E - Development time, time for leaders of initiatives and staff meetings (WTA) F - Development time for M McClusky and ICT provision

No.	Quality Indicator	Priority
3	1.1 1.2 1.3	To continue to improve self-evaluation through using HGIOS 4 and improve leadership at all levels - Awareness of improved self-evaluation in HGIOS 4 will lead to a better understanding amongst staff of how self-evaluation can drive improvement. More leadership opportunities should help to develop initiatives which benefit learners in many different areas.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
A...To continue to develop awareness of HGIOS 4 including the related toolkit to support improvement, and review the existing Self-evaluation policy to reflect HGIOS 4.	Term 1-3	Feedback activity at end of session shows greater use of HGIOS 4 to evaluate improvement.
B- To review the school's leadership support opportunities for staff and young people to ensure leadership capacity is developed at all levels	Full session	Collation of CPD report highlights involvement of more staff in leadership developments Feedback from pupils shows involvement of more young people in leadership.

Staff leading on this priority – including partners	Resources and staff development
A – All SMT B – J Miller HT	SMT time PTs Meetings (WTA) In-set 5 (WTA)

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