Port Glasgow High School
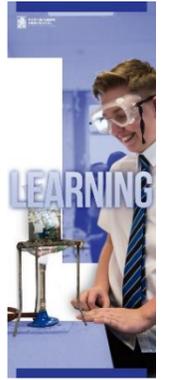## SUCCESS FOR ALL

Success for All - Five Year Strategic Improvement Plan 2017-22

Background

Staff, pupils and parent/carers of Port Glasgow High School developed a new Mission & Vision for the school during term 1 of session 2016-17.

Our Mission

Our mission is to **improve outcomes for every learner**, nurturing and utilising their ambition to ensure they are ready to fulfil a positive place in society with a sustainable, successful future.

Our Vision

We will foster the attributes of confidence and enthusiasm in our learners to develop their enjoyment of lifelong learning. The provision of rich learning experiences will be enhanced through increasing positive partnerships within and out-with our community campus. We will generate mutual pride between the school and its community through continually enhanced community connections and the celebration of learners' achievements. We will enhance the wellbeing of our learners through a commitment to full inclusion and equity, ensuring every individual is valued, respected and supported as a part of our caring learning community.

Our Values

The school's values were re-visited during session 2016-17 and it was decided that our current values would remain and Equity would be added. Our values are therefore C.L.E.A.R.:

Confidence   **L**earning   **E**quity   **A**mbition   **R**espect

PGHS 5 Year Strategic Intentions - through our self-evaluation activity, we have identified the main strategic intentions of our improvement agenda in the next five years:

1) To improve learning and teaching – increasing pace, challenge and support for all learners.
2) To develop a self-evaluative culture - improving use of data and approaches to research and enquiry - leading to impactful action for self-improvement.
3) To enhance the curriculum – ensuring maximum enrichment from our campus and community partners in the Senior Phase and developing more engaging and challenging learning in the BGE.
4) To build on our positive and caring school ethos, providing effective targeted support to improve inclusion, attendance, engagement, participation and wellbeing and reduce negative or un-sustained destinations.
5) To develop a united cluster approach to Curriculum and Learning, Teaching and Assessment.

Our Current Key Priorities – we believe that working towards our long-term strategic intentions will have numerous benefits, but we will plan specifically for meeting our current priorities, which match those of the NIF.

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

Our Key Priorities

Whole School Focus	2017-18	2018-19	2019-20	2020-21	2021-22
	Senior Phase Attainment Working Group Development Self Evaluation - Peer Observation	Self-Evaluation: External training & observation: Engagement, Challenge & Feedback. Responsibility of All Focus Areas	Co-operative & Active / Visible Learning Curriculum Development - BGE & Senior Phase PGHS developments, IDL.	Key Adult & Universal Support	Key Adult & Universal Support
Priority	**Planned Actions**	**Planned Actions**	**Planned Actions**	**Planned Actions**	**Planned Actions**
1) Improvement in attainment, particularly in literacy and numeracy.	1) - Consistent and effective targeted interventions developed across the cluster to assist those with the lowest levels of literacy and numeracy. -Trial structure to implement targeted additional interventions in literacy and numeracy in and out-with the classroom. - Identify Responsibility of All Lead Practitioners. 2) Begin process to collate BGE curricular plans across the cluster. 3) - Consultation on BGE curriculum development. - Campus strategic curricular planning for enhanced Senior Phase provision. 4) - Increased SLT monitoring of Senior Phase interventions – all depts. utilising this system effectively. - Make improvements to Raising Attainment Programme (HYCTP, Study Skills, Supported Study, Masterclasses), in line with evaluation. 5) Mentoring pilot further developed, with a focus on quality of mentoring, training and initial pilot of BGE early intervention. 6) New sustainable enhanced P7-S1 transition activity trialled.	1) - Class teachers, in Responsibility of All focus areas utilise agreed targeted interventions in class settings, to improve literacy and numeracy. - All teaching staff undertake development activity on specific Lit/Num benchmarks, dependent on Responsibility of All focus areas. - Utilise bank of agreed literacy and numeracy interventions for targeted support out-with class. - English & Maths Depts to lead agreed initial and on-going assessment approach for Lit/Num and relevant interventions/apply structure for liaison with class teachers. 2) Continue collation of cluster curricular plans. Review for coherence and progression. 3) - Implement initial BGE curricular development proposals. Depts to consider coherence of courses across BGE into Senior Phase. - Consult pupils, parents and staff on specific Senior Phase curricular developments (following initial planning with SSHS & Craigmarloch). 4) - Further develop BGE Study Support approaches – roll out study cards and skills to S1-3 and universal Homework Club, alongside expanded homework zone approach. - All subjects implement use of online study resources such as EDMODO. 5) Further develop Primary-Secondary sustainable transition approach, dependent on staffing. Include some P5/6 activity.	1) - Further whole staff moderation in relation to literacy and numeracy, further development of approaches in responsibility of all focus areas. 2) Development of literacy and numeracy policies, informed by moderation activity and identified good practice. 3) Exemplify good practice (gather worked examples of pupil Lit/Num work) and create whole school literacy and numeracy policies, interventions bank etc. 4) - Develop sharing of pedagogical approaches within subject areas, across the cluster. 5) - Implement 2nd phase of BGE curricular development proposals. 6) Implement agreed changes to Senior Phase curriculum, following consultation process last session. 7) Implement new Senior Phase T&M & Reporting approaches, building on new cluster BGE approach. 8) Development of clear BGE expectations – linking new Home Learning Policy, parental engagement tools and teacher pedagogical developments. Possible BGE charter/statement of expectations. 9) Consultation, planning and training for staff who will undertake Key Adult role.	1) Review and embed Literacy & Numeracy policies. 2) Continue to develop Senior Phase, further building the range of pathways and partnership opportunities. 3) Implement Key Adult role as a universal entitlement – provision of time within curriculum for tracking and target setting.	1) Continue implementation of Key Adult as a universal entitlement.
2) Closing the attainment gap between the most and least disadvantaged	1) Investigate/develop Monitoring & Tracking system within the BGE – initially focussed on Lit/Num with structure/support in place for follow up interventions.	1) - Introduce new BGE Monitoring, Tracking & Interventions system, utilised by all class teachers in Responsibility of All focus areas (interventions within and out-with the classroom).	1) Review BGE T&M system, make any necessary improvements and consider expanding format to include all subject areas – utilising dept assessment approaches development work from last session.	1) Expand BGE T&M system across curricular areas. 2) Review the impact of curricular changes against desire to close the attainment gap – identify	

children and young people.	2) - Training and support for teachers on data use, in particular the use of INSIGHT to identify attainment gaps – proposals for whole school approach developed by Self Evaluation (Data) Working Group. - Create and publicise timetable of Homework Zones and targeted BGE homework club. 3) - Raise awareness of Young Carers support needs – establish further links with external support. - Implement new LAC policy and procedures. - Raise teacher awareness of Cost of the School Day and more detailed knowledge amongst pupil support staff. 4) Review AAA arrangements. - Establish Dyslexia Discussion Group & pupil leadership of dyslexia friendly strategies. 5) Pilot Goliath base as alternative to exclusion and develop programme of activities to promote positive behaviours and engagement.	- Departments prepare key subject assessment criteria using benchmarks to potentially utilise BGE T&M system across the curriculum in 2019-20. 2) - Targeted mentoring programme, developed to focus support on targeted SIMD 1&2 in BGE (S1-3) & Senior Phase. Transition arrangements for this session. - Investigate possible external mentoring approaches. Peer mentoring expanded. 3) Provide additional targeted support to young carers and develop Young Carers policy. - Class teacher guidance on achieving equity in the classroom developed and issued. 4) Consider the expanded use of IT to support AAA and meeting learners' needs during learning and teaching. 5) Implement next steps (from review of Goliath pilot) in relation to support for improved behaviour and engagement of pupils with SEBD.	2) - All pupils targeted within the Attainment Challenge to have a Mentor in both the BGE and Senior Phase. - Expand mentoring programme to include peer mentoring element pre-transition to secondary, building on MVP involvement in cluster. 3) Implement Young Carers policy. 4) Consider the expanded use of IT to remove barriers to learning – consideration of IT investment required.	necessary next steps in relation to enhanced options. 3) Develop a range of online options to promote as part of the family learning programme.	
3) Improvement in children's and young people's health and wellbeing.	1) - Audit and map PSE provision linked to H&W Es & Os. - Small-scale trial of Living Life to the Full in PSE 2) - Develop new Senior Support Anti-bullying & Wellbeing drop in initiative. - Re-launch Anti-Bullying policy with pupils. - Trial MVP work with Cluster Primaries. - Establish 'Wellbeing Ambassadors' as a positive leadership role for junior pupils. - Maintain RRS Level 1. 3) - Establishment of nurture base to provide targeted wellbeing support & co-ordinate support for universal nurturing approaches (with associated training). - Nurture Working Group to plan further development of	1) - Investigate fulfilling more PSE outcomes across the curriculum – linked to 2nd phase review of BGE. - Further development of LLTTF in PSE. 2) - Expand partner provision to implement programme of 'drop in' support sessions for wellbeing and flexible activities linked to Senior Support & Nurture Base. - Further develop MVP Cluster involvement. - Further develop 'Wellbeing Ambassadors' to assist younger pupils in accessing support and making use of Space 2B. - Maintain RRS Level 1 3) - Trial introduction of universal wellbeing tracking – utilising national or locally created survey. - H&W Lead Practitioner & focus depts. lead tracking of H&W in relation to the wellbeing survey, engagement,	1) Introduce system to record and recognise personal achievement in the BGE – and further identify target pupils to engage in wider wellbeing activities, linked to tracking of engagement and participation. 2) Implementation of Communication Friendly School proposals. 3) Further develop universal wellbeing tracking building on emerging practice locally and nationally. 4) Further embed RRS Level 1 5) Potential re-introduction of Activities Week	1) Begin working towards Rights Respecting Schools Level 2.	1) RRS Level 2 Achieved

	universal nurture approaches across the school. - Develop approaches to universal tracking of wellbeing. 4) New Attendance/Latecoming policy and procedures.	attendance, participation and inclusion. Trial identification and intervention of target pupils using this tracking. - Re-visit class teacher nurture based approaches – possible introduction of Nurture Charter. 4) Trial new healthy options/food promotion in canteen – link to PSE/H&W/Home Ec. 5) Consult on possible re-introduction of activities week. 6) Communication Friendly School research and evaluation of priorities, proposals for implementation agreed.			
4) Improvement in employability skills and sustained, positive school leaver destinations for all young people.	1) - Further develop targeted support for vulnerable learners – PT Attainment caseload support, additional curricular opportunities. - Enhance Senior Phase with more tailored, responsive curricular opportunities. 2) - Development of school/business partnership working – cluster database created. - 1st Employability Framework event held to become annual event, linked with new Skills Academy. - Each department to identify a potential business partner and employment link related to subject – "Your subject, their future". 3) Utilise Career Education Standard to improve S5&6 PSE & Work Based Vocational Learning. 4) Implement initial destination tracking approaches for S1-6 (pending development of Key Adult implementation). Develop this in conjunction with SDS & MCMC. 5) New Skills Academy further developed to include target partners.	1) Introduce wider partner-led, curricular options onto formal options form. 2) - Develop 3 significant school partnerships into formal partnership agreements: (Morrisons, Fergusons & Finlaystone) with identified school lead for each. - Further develop employability framework events – strengthening cluster approaches to employability & DYW. 3) Enhance work-based vocational learning for those most in danger of negative destinations. Maintain work experience week whilst bespoke opportunities develop. 4) Continue to develop effectiveness of destination tracking, pending outcome of this session's consultation on Key Adult approach. 5) - Develop use of alumni to highlight successful pathways and potentially act as pathway ambassadors. - Create range of PGHS specific info on routes from school, upload to website and make widely available to parents/carers. 6) - Establish current IDL activity and produce BGE curricular map to allow natural connections to be made. Exemplify IDL within the school. - Plan additional IDL opportunities within BGE for next session with an additional focus on any of - literacy, numeracy and employability skills. - Implement initial outdoor education plans, linked with Finlaystone and other partners. Plan further developments.	1) Vocational and alternative curricular options in each Senior Phase column to maximise choice for learners vulnerable to negative destinations. 2) Build on the initial partnership agreements for 3 Key Partners and develop input across curricular areas. 3) Possible removal of Work Experience week, dependent on success of approaches to more flexible, tailored opportunities. 4) Consider revised approach to destination tracking, linked to target setting with proposed Key Adult (one staff member with overview of progress and next steps). 5) - Alumni section developed on website to further highlight positive pathways. - Skills Academy further developed in relation to possible certification. 6) - Deliver additional IDL opportunities within BGE, with any of Lit/Num /Employability as an additional focus for each activity. Evaluate impact of IDL generally. - Most subjects utilising outdoor learning opportunities linking to skills.	1) Fully utilise parental partnerships in relation to career pathways – parental speakers, subject visits etc.	

Drivers of Improvement

Driver	Planned Actions 2017-18	Planned Actions 2018-19	Planned Actions 2019-20	Planned Actions 2020-21	Planned Actions 2021-22
1) School Leadership	1) - Further develop SLT approaches to remit development, utilisation of Year Group leaders and partnership working with Named Persons. - Formal SLT professional learning – In & Towards Headship. 2) Enhance pupil leadership – bring new House & School Council closer to improving learning and teaching. 3) Further develop distributed leadership across teaching and non-teaching staff.	1) Leadership Academy for staff introduced, linked to distributed leadership opportunities utilising SCEL Framework. 2) Develop leadership skills of pupils to extend to more community involvement – pupil leading community volunteering during added value time. 3) Informal 'leadership triads' piloted, to offer more informal support for PTs – more focus on reflection ad discussion of challenge questions and challenging areas. 4) Implement developments associated with Education Governance Review,	1) Leadership Academy further developed, utilising SCEL framework. 2) Certification for SPLT/Prefects and wider pupil leadership activities.	1) - SCEL Teacher Leadership framework utilised to provide professional learning for teaching staff who have not participated in recent programmes. - All teachers to have offer of defined leadership responsibilities related to a wide range of areas, including leading learning and professional learning.	
2) Teacher Professionalism	1) Consult on SLT/Management Observation approaches with a focus on effective feedback for professional learning. 2) Roll-out whole teaching staff direct observation – peer observation linked to optional professional learning. 3) Selected staff undertake Visible Learning training and cascade key messages within depts.	1) Implement approach to SLT/Management observation as agreed last session – paused during the Outstanding Teaching programme. 2) Develop and embed peer observation and further develop optional Professional Learning programme linked to focus areas within Visible Learning programme. 3) Whole teaching staff Osiris Outstanding Teaching programme undertaken. 4) Reduce Working Groups and reform collegiate time to allow much more focus on curricular planning and development within groups of dept with shared focus areas - moderation and interventions developed and improved professional development as a result. 5) Whole school focus on effective feedback and specific learning needs (dyslexia & ASD) and online study tools such as Edmodo within set professional learning priorities. 6) Utilise increased self-evaluation activity, linked to more effective use of data, to allow class teachers to identify further professional learning priorities.	1) Review and improve approaches to PRD, CLPL and self-evaluation activity leading to these. 2) Whole staff professional learning related to specific learning needs (dyscalculia) and active learning, including co-operative learning approaches. 3) Progress with Visible Learning programme, dependent on analysis of required next steps from Outstanding Teaching programme.	1) Quality assurance procedures expanded for class teacher implementation of ASN support strategies.	
3) Parental Engagement	1) Update current basic web-pages and continue to develop social media presence. 2) Consultation on and production of revised Home Learning policy and investigate new tools for parental engagement on homework, investigate BYOD as part of this process.	1) - Re-design website – improved webhosting and enhanced usefulness for parents. - Increase in online documentation. - All departments using online study support programmes such as Edmodo. - Develop approach to Depts populating website sections. 2) Implementation of new Home Learning policy, and effective use of tools for	1) - Functionality for parents expanded on website – two-way communication with class teachers through web-site or app. - All departments utilising online resources to engage parent/carers. Online homework space created for each subject. Depts populating own areas of website. 2) Evaluate impact of new Home Learning policy and engagement tools.	1) Develop enhanced parental involvement in trial subject areas and add other subject areas.	1) Develop enhanced parental involvement across further subject areas. 2) Implement new approach to overall assessment of pupil progress and next steps, with new reporting for S1/2 through Key Adult.

		3) Further develop Family Learning pilot programme – with a focus on engagement of families for equity, including income maximisation/entitlement awareness session. 4) Consultation on streamlining and increasing parental reporting and consultation evenings.	engaging parents in Home Learning (journal/app) 3) Embed Family Learning developments 4) Implementation of streamlined and increased parental reporting and consultation evenings.	3) Trial enhanced parental involvement in S1 English, Maths and Expressive Arts (parental visits to lessons, homework study support for families)	
4)	Assessment of Children's Progress	1) Provide interim guidance on BGE reporting to provide additional clarity to parent/carers on progress within levels – D, C, S. 2) Investigate approaches to BGE reporting and consult with parents (learn from associated primaries consultation and pilot) 3) - Continue to develop further moderation activities across all subjects within and out-with the school. Further develop moderation in literacy and numeracy within the cluster. - Introduce SNSA and ensure full benefit for individual learners and school wide data analysis. 4) Agree dept. focus areas for Responsibility of All – L/N/H&W	1) Implement new BGE Reporting guidelines for staff, in line with departmental use of benchmarks and identification of key assessment criteria to track progress and identify attainment gaps. 2) Implement new cluster approach to BGE Tracking, Monitoring & Reporting 3) Embed cluster moderation and sharing good practice. 4) As noted above, depts. develop approaches to assessment of progress in relation to literacy, numeracy and health and wellbeing (in line with agreed areas of focus).		
5)	School Improvement	1) Further develop the pupil voice in relation to learning and teaching improvement – School/House Council focus groups, expanded dept. activity. 2) Initial use of EEF research to inform approach to school improvement.	1) All depts. to have well developed approaches to gathering of pupil views on learning and teaching, helping to inform DIPs. 2) Time allocated for consideration of research as part of the planning for any major school development – well developed use of EEF toolkit.		
6)	Performance Information	1) Continued development of INSIGHT & Data use. Clear areas of whole school focus – linked to subject evaluation. 2) Develop data approaches from class teacher perspective (Senior Phase) – impact on classroom practice must be clear (SE Data WG - plan approach and procedures).	1) Continued support for practitioners in relation to INSIGHT and data use. 2) Implement class teacher data use approaches (Senior Phase guidance developed by SE Data WG & BGE guidance developed by Acting DHT Excellence & Equity). 3) Introduce SLT/Dept BGE Performance Reviews – utilising BGE T&M data and planned BGE Insight dashboard.	1) Review role of Pupil Support in responding to attainment data – closing the gap.	