

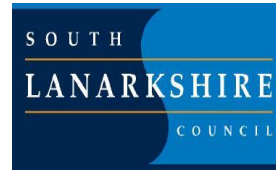
**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan

2018 – 2019

Rutherglen High School





**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan
5. Establishment PEF Plan

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
Improve attainment in literacy and numeracy Improve pupil and staff health and well-being Improve stakeholder engagement Improve self-evaluation and leadership at all levels		Sustain positive school leaver destinations for all pupils Sustain and improve school ethos Continue to develop the school curriculum Close the attainment gap

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 		<p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Teaching Staff and Support Staff Assistants</td> <td>June 2018 August 2018</td> <td>CAT Meetings and Support Staff Meetings</td> </tr> <tr> <td>Pupils</td> <td>June 2018 August 2018</td> <td>Student Council Meetings</td> </tr> <tr> <td>Parents</td> <td>June 2018 August 2018</td> <td>Parent Council Meetings</td> </tr> </tbody> </table>	Who?	When?	How?	Teaching Staff and Support Staff Assistants	June 2018 August 2018	CAT Meetings and Support Staff Meetings	Pupils	June 2018 August 2018	Student Council Meetings	Parents	June 2018 August 2018	Parent Council Meetings
Who?	When?	How?												
Teaching Staff and Support Staff Assistants	June 2018 August 2018	CAT Meetings and Support Staff Meetings												
Pupils	June 2018 August 2018	Student Council Meetings												
Parents	June 2018 August 2018	Parent Council Meetings												
<p>National Improvement Framework Key Drivers</p>	<p>HGIOS 4 and Early Learning and Childcare Indicators</p>	<p>SLC Education Resources Themes</p>												
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion 	<p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p>												

- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

Leadership (Change and Improvement)

Strategic Improvement Planning for Establishment: Overview of Strategic Priorities for Session

Strategic Priority	PEF	Intended Impact	Measures of Success	Actual Impact
Attainment of all learners	√	Improved attainment in literacy and numeracy	Increased level of attainment in BGE and Senior Phase. Robust tracking in BGE. Range of SQA Courses, SQA results, Comparisons with other similar establishments, S1-S3 whole school literacy and numeracy targets. Progress report on target setting. Staff, pupil and parent evaluations. Minutes of literacy and numeracy working groups	
Health and WellBeing	√	Improved health and well-being of staff and pupils	Pupil and staff evaluations. Wider achievement, BBBL working group, staff and pupil evaluations, range of lunchtime clubs, H&WB working group, S1-S3 whole school H&WB targets	
Parental Engagement	√	Targeted support for vulnerable and disengaged	Home School Link worker impact evaluations, parent	

		families. Increased parental involvement	workshops. Increased attendance at reviews and Parents evenings. Parent evaluations	
Self-Evaluation and Leadership	√	Improved self-evaluation across all areas of the school and increased opportunities for leadership.	Staff, pupil and parent evaluations, Parent Council minutes, Student Council minutes, VSE feedback, Subject Improvement Plans	
Closing the gap between the most and least disadvantaged pupils	√	Reduce the gap between the most and least disadvantaged pupils	Targeted support in literacy and numeracy. Targeted interventions (RF/ UC initiative) RF, FAIR, GUAB interventions. Home School link interventions. Staff, pupil and parent evaluations	

Strategic Priority 1: ___Improve self evaluation and leadership at all levels___

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 			
<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 		<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	
		<p>SLC Education Resources Themes</p> <p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>	
<p>Key Actions (How)</p> <p>All stakeholders have a clear understanding of self- evaluation for school improvement</p>		<p>*Lead Person</p> <p>J Allan - HT J Longworth - PT</p>	
		<p>*Timescale</p> <p>May 2017 – March 2018</p>	
		<p>*Comments</p>	

Develop a Quality Management Calendar with clearly defined roles and responsibilities	J Allan - HT J Longworth - PT	September 2018	
---	----------------------------------	----------------	--

Strategic Priority 2: ___Improvement in attainment, particularly in literacy and numeracy_

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE	
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
S1-S3 whole school targets set in Literacy and Numeracy need to be meaningful to young people and parents	Geraldine Johnston – DHT G Williams – PT Literacy and Numeracy working groups	September 2018 – May 2019	

Rationale for literacy and numeracy to be developed	Literacy Working Group Numeracy Working Group	September 2018 – December 2018	
Targeted support in literacy and numeracy	G Johnston –DHT L Coyle – Literacy Coordinator K Robb – Numeracy Coordinator	September 2018 – May 2019	
Parent workshops in literacy and numeracy	L Coyle – Literacy Coordinator K Robb – Numeracy Coordinator	January 2019 – May 2019	
Implement personal reading programme and literacy / numeracy placemats	Literacy working group Numeracy working group	September 2018 – May 2019	
All pupils to be assessed in numeracy using Basic Numeracy Skills assessment and retested in May 2019	G Johnston DHT K Robb – Numeracy Coordinator	September 2018 May 2019	
Pilot literacy and numeracy initiative for S3 supported class	G Johnston – DHT B Kennedy	September 2018 – May 2019	
Develop a robust system for tracking in BGE	J Longworth – PT J Allan - HT	June 2018 – May 2019	

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2018 - 2019

Strategic Priority 3: Health and Well-Being

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> • 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. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change 	Transform Learning and Teaching/Implement CfE

<ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

Key Actions (How)	*Lead Person	*Timescale	*Comments
Review S1-S3 Health and Well-Being targets	J Longworth - PT	September 2018 – May 2019	
Extend project with Universal Connections and Reach Forward	J Allan – HT D.McLean – H&WB Coordinator	September 2018 – May 2019	
Pilot S1& S2 “Daily Mile” initiative	J.Longworth – PT H&WB working group	September 2018 May 2019	
H&WB indicators embedded in planning	J Longworth - PT D.McLean – H&WB Coordinator	September 2018 – May 2019	

Strategic Priority 4: Parental Engagement

National Improvement Framework Key Priorities			
<ul style="list-style-type: none"> 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. 			
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes	
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE	
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties	
		Skills for Learning, Life and Work	
		Professional Learning	
		Leadership (Change and Improvement)	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Targeted support for vulnerable and disengaged pupils and families	K Watt – PT V McBride – Home School Link	September 2018 – May 2019	
Parent Support Group to be established with programme of support meetings	K Watt – PT V McBride – Home School Link	November 2018 – May 2019	

Develop Partnership Policy	G Williams - PT	June 2018 – November 2018	
----------------------------	-----------------	---------------------------	--

Establishment Maintenance Improvement Planning

Session: 2018 - 2019

National Improvement Framework Key Priorities		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Key Actions (from previous plans)		
<p>Priority 1 Improvement in attainment in literacy and numeracy 2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Develop learning and Teaching Policy Literacy – Literacy Coordinator and Working Group 		

Re – test young people using YARC

- **Numeracy** - Numeracy Coordinator and Working Group
Develop links with Cathkin High Maths dept
Staff Training – Maths Catch Up
- **Moderation and Verification within SQA and BGE**

Priority 2: Health and Well Being

3.1 Ensuring wellbeing, equality and inclusion

- Health and Well-Being Coordinator and Working Group
- BBBL working group
- Autism working group
- AAC working group
- Rights Respecting School
- Eco school
- MAPA training
- Mindfulness for staff and pupils
- Menopause working group
- Health and fitness programme for staff
- Pupil voice / student council to be reviewed
- Training on new Child's plan

Priority 3: Curriculum

2.2 Curriculum

- Continue to develop SQA qualifications
- Continue to develop outdoor education

Priority 4: Transitions

2.6 Transitions

- Develop Transition Planning Policy

Allocation: £ 51,600

National Improvement Framework Key Priority

Closing the attainment gap between the most and least disadvantaged children.

Contextual analysis (what is the gap?):

Rutherglen	Reading			Writing			Listening & Talking		
	Achieved Early	Achieved First	Achieved Second	Achieved Early	Achieved First	Achieved Second	Achieved Early	Achieved First	Achieved Second
S1-S3 SIMD 1-3	78%	36%	40%	44%	70%	40%	67%	50%	25%
S1-S3 non SIMD 1-3	22%	64%	60%	56%	30%	60%	33%	50%	75%
Gap	56%	28%	20%	12%	40%	20%	34%	0%	25%

Rutherglen	Numeracy		
	Achieved Early	Achieved First	Achieved Second
S1-S3 SIMD 1-3	54%	50%	0%
S1-S3 non SIMD 1-3	46%	50%	0%

Gap	16%	0%	0%
-----	-----	----	----

	Literacy			Numeracy		
Rutherglen	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4	One unit or more at National 2	One unit or more at National 3	One unit or more at National 4
S4-S6 SIMD 1-3	54%	73%	66%	46%	68%	43%
S4-S6 non SIMD 1-3	46%	27%	34%	54%	32%	57%
Gap	+8%	+46%	32%	8%	36%	14%

43% of pupils attending Rutherglen High School live in SIMD 1-2. These pupils are present at all stages although there is a significant number at S5 stage.

Pupils within these deciles have performed slight lower than their peers in literacy however this gap is smaller than in previous years. In literacy, there is a significant gap in reading, writing, listening and talking at 2nd level. There are no gaps in numeracy and at early level SIMD 1-3 pupils are performing better than non SIMD 1-3 pupils. Through targeted support and target setting will used to continue to reduce the gap.

Performance at SQA for pupils in SIMD 1-3 is very good although the numbers of pupils completing courses at National 4 is low.

Attendance rates are also lower for this group of learner's due medical conditions or school refusers. 55% of pupils with an attendance rate of < 85% live within SIM 1 or 2. This group has been targeted for nurture initiatives and the Home School Link worker has worked with 50% this group. The Reach Forward/ Universal Connection pilot has also helped reduce this gap. These initiatives will continue next session.

dropdowns row 50