



## **Newcastle Community High School**



### **Standards and Quality Report & Improvement Plan Year 2016 - 2019**



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## 1. Our School Vision, Values and Aims

### Our Vision

Newbattle Community High School will become a centre of excellence delivering successful learners, confident individuals, responsible citizens and effective contributors. We will be recognised by all as a centre of high quality lifelong learning. All pupils will demonstrate positive self-esteem, confidence, high aspirations and ambition to achieve their full potential.

### Our Values for Life

- Trust - to feel confident and secure by building relationships based on honesty and fairness
- Respect - to be considerate of the needs, wishes and feelings of others as well as your own worth
- Perseverance - continued determination to succeed and never give up in spite of difficulties
- Responsibility - making informed decisions and being accountable for your own actions
- Humour - maintain a positive outlook on life even in the face of adversity
- Focus - concentrate fully on the task in hand and avoid distractions

## **Our Aims**

- a) Offer a curriculum, which is broad, balanced, differentiated and challenging, delivered through appropriate teaching methods
- b) Encourage students to do their best in all they attempt
- c) Strive to maintain a highly trained, committed and approachable staff
- d) Provide an attractive and safe working environment for students and staff
- e) Recognise and value achievements of all types and at all levels
- f) Work to provide equality of opportunity for all members of the school community
- g) Expect all members of the school to show respect for each other and for their environment
- h) Operate a firm, fair system of discipline and encourage students to develop self-discipline
- i) Promote quality management and good communication at all levels
- j) Encourage parents to support and participate in the life and purpose of the school
- k) Develop and maintain active links with associated primaries and the community
- l) Deliver opportunities which develop health and well being to students and staff

Ensure that all pupils are given equal opportunities to participate in a range of activities leading to the completion of our Ten Point Pledge/Newbattle Award

## **2. How our vision, values and aims were developed and how our stakeholders were consulted.**

### **Consultation with Interested Parties / Stakeholders**

The discussions, which took place on the formulation of the plan, were wide-ranging and involved close consultation with staff, Parent Forum/Council and through the Pupil Voice pupils. Other stakeholders involved in the consultation involved Education centrally employed staff, Midlothian's Children's and Families team, our School's Group Manager, the Newbattle Associated Schools Group including the newly formed Newbattle Learning Community, agencies involved in the Newbattle Pupil Support Group and stakeholders with disabilities.

### **3. Context of the School**

#### **Review Factors Affecting the Development of the School**

##### **National or Authority Initiatives/Developments**

The main current influences on the school's development priorities are:

- The implementation of Curriculum for Excellence
- Midlothian Council's Key Priorities : Ensuring the best start in life, Raising attainment and achievement, and Improving positive and sustained destinations
- Midlothian Council's Education's 10 strands for improvement for Midlothian learners
- Getting It Right For Every Child
- The National Improvement Framework
- Implementation of the Children and Young People Bill

##### **School Factors**

- Parents' Charter is a significant issue and the maintenance of good transfer rates from our associated Primaries is of great importance
- The provision of a new building for the school due to open in 2018

#### 4. Review of progress for Session 2016-17

|  |   |
|--|---|
| <p><b>School priority 1 - 2016-17: Achieve equity by closing the gap between the least and most disadvantaged pupils</b></p>   |   |
| <p><u>NIF Priority</u><br/>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u><br/>Assessment of children's progress</p> <p>Performance information</p>  | <p><u>HGIOS 4 Quality Indicator(s)</u></p> <p>2.4 Personalised support, 3.1 Ensuring wellbeing, equity &amp; inclusion and 3.2 Raising attainment &amp; achievement</p><br><p><u>Local Priority</u></p> <p>Ensuring the best start in life, raising attainment &amp; achievement, and Improving positive and sustained destinations</p> |
| <p><b>Progress and Impact:</b><br/>A single spreadsheet has been created which enables all teaching and support staff to readily access pertinent information about SIMD, literacy and numeracy levels, ASN, LAAC. The role of the Learning Hub has been evaluated and reviewed. This has resulted in an improvement in the approaches and strategies deployed within the Learning Hub to take account of new initiatives such as Nurture programme, Fresh Start and SEAL.<br/>A coherent policy and methodology for staff working in the Learning Hub has been established which takes account of the required outcomes for pupils attending the Learning Hub; e.g., qualifications, communication skills, social skills.</p> |   |

**Next Steps:**

1. Determine the specific barriers to education faced by those children from SIMD 1 and 2
2. Provide more effective support which meets the specific needs of children from SIMD 1 and 2
3. Create time for task remits for staff to champion the needs and support for children from SIMD 1 and 2.
4. Provide a series of learning sessions at Newbattle CHS during the school day for pupils in P7 from SIMD 1 and 2.
5. Create a study zone for students to prepare homework after school for students who may not have the appropriate facilities or environment at home.
6. Ensure that all necessary resources are provided free to those pupils who are experiencing financial hardship.
7. Continue to provide greater flexibility of choice in career pathways including further opportunities for vocational experiences and qualifications
8. Continue to provide greater flexibility of choice in career pathways including further opportunities for vocational experiences and qualifications
9. Create opportunities for strategies which have been developed through primary visits by Newbattle staff to be shared across whole school.

Create opportunities for strategies which have been developed through primary visits by Newbattle staff to be shared across the whole school.

**School Priority 2 - 2016-17: Our attainment challenge; improve attainment across the school by improving learning and teaching of key skills across the Broad General Education.**

NIF Priority:

Improvement in attainment, particularly in literacy and numeracy  
Closing the Attainment Gap between the most and least disadvantaged children

NIF Driver:

Assessing of children's progress  
Performance information

HGIOS 4 Quality Indicator(s)

2.3 Learning, teaching & assessment & 3.2 Raising attainment and achievement

Local Priority

Improve targeted support for those children who are most disadvantaged

**Progress and Impact:**

All staff have spent 10 hours developing their knowledge of the key skills for Numeracy, Literacy and HWB. Departmental improvements plan have highlighted how changes will be made in 2017-18 in classrooms. Teachers also planning for change in the classrooms. Working documents have been created outlining the key skills and approaches that will take place across the school. A tracking system has been created and approved for use by staff in 2017-18.

**Next Steps:**

Learning and teaching approaches to be delivered in classrooms next session developing pupil's key skills. Train staff in the use of the data management system to allow teachers to take account of indicators of deprivation when tracking pupil's progress in their class.

Assessment of key skills across the school to be developed and included in the data management system.

**School priority 3 - 2016-17: Improve conditions for learning by planning for the move to our new school and community building**

NIF Priority

Improvement in children and young people’s health and wellbeing  
 Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School improvement  
 Performance information

HGIOS 4 Quality Indicator(s)

1.3 Leadership of change, 1.4 Leadership & management of staff and  
 1.5 Management of resources to promote equity

Local Priority

Ensuring the best start in life, raising attainment & achievement, and  
 Improving positive and sustained destinations

**Progress and Impact:** The Pre-operational planning group has continued to make good progress in developing a set of policies which will operate in the new building across the various service areas including the school, sport & leisure, libraries, catering and facility management. Sub groups have worked to design and implement plans covering operational policies, developing a positive ethos/customer care experience, quality ICT provision, decant, disposals and set up arrangements and the marketing and communication of our magnificent new facility.

**Next Steps:** In the early part of next session policies still to be completed will be finalized. There will be a major emphasis on bringing staff from the various services together whilst embarking on significant training programmes which will ensure staff and pupils are prepared for the move into the new building.

**School priority 4 - 2016-17: To grow our Associated Schools' Group into the Newbattle Learning Community (See ASG Plan)**

NIF Priority

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School improvement, Performance information, Parental engagement, School leadership and Teacher Professionalism

HGIOS 4 Quality Indicator(s)

2.4 Personalised support, 3.1 Ensuring wellbeing, equity & inclusion and 3.2 Raising attainment & achievement

Local Priority

Ensuring the best start in life, raising attainment & achievement, and Improving positive and sustained destinations

**Progress and Impact:** The Associated Schools' Group worked in association with Drummond International to establish an action plan for the creation of the Newbattle Learning Community. 'Stronger together a great place to grow, live and learn' is the agreed mission statement for the organization. Three key aims were identified: Raising aspirations and attainment – removing barriers, Developing and building relationships of trust – passionate, committed people and Prioritise health and wellbeing for all using partners to achieve every persons full potential. Key partners including promoted school staff and wide range of agencies and services have all signed up to our learning community and been fully involved in identifying priorities. Three key priorities have been identified: Parental engagement/family learning, Health and wellbeing: emotional & mental health, Attainment focussing on literacy. All nursery, primary and secondary staff have participated in an engagement session where participants suggested practical improvements. A coordinator has been appointed to oversee developments.

**Next Steps:** Partners will establish and implement plans for 2016-17 using a test of change model. NLC to replace ASG session 2017-18. Appointments of Home Link Practitioners to work with the school under coordination of the NLC Partnership Manager. Continued work with NLC partners as per NLC plan. Launch of NLC priorities to parents/carers.

## 5. What is Our Capacity for Continuous Improvement?

| Quality Indicator                            | School Self Evaluation | Authority Inspections / Theme visits                     | HMIe Inspection Grades                    |
|--|------------------------|--|---|
| 1.1 Self Evaluation for self improvement     | <b>Good</b>            |  | <b>Good - June 2009 (HGIOS 3)</b>         |
| 1.3 Leadership of Change                     | <b>Very Good</b>       | <b>Very Good – May 2017</b>                              |   |
| 2.3 Learning, teaching and assessment        | <b>Good</b>            | <b>Good – May 2107</b>                                   | <b>Good - June 2009 (HGIOS 3)</b>         |
| 3. Ensuring well being equity and inclusion  | <b>Good</b>            | <b>Very good - May 2016 (Meeting pupil needs review)</b> | <b>Good – June 2009 (HGIOS 3)</b>         |
| 3.2 Raising attainment and achievement       | <b>Good</b>            |  | <b>Satisfactory – June 2009 (HGIOS 3)</b> |
| 2.2 Curriculum – Theme: Learner pathways     | <b>Good</b>            | <b>Very good - May 2015 (Senior Phase focus)</b>         | <b>Very good - June 2009 (HGIOS 3)</b>    |
| 2.7 Partnerships – Theme- Impact on learners | <b>Very Good</b>       | <b>Very Good - May 2014 (Senior Phase focus)</b>         |   |

## 6. Highlights from Session 2016-17

### Standards of Attainment over Time - National Qualifications

Figures relate to the percentage of the relevant year groups.

| Stage            | Measure                 | 2014       | 2015 | 2016 | 2017 |
|------------------|-------------------------|------------|------|------|------|
| By the end of S6 | 1 + @ level 7 or better | 9          | 3    | 1    | 9    |
|                  | 5+ at level 6 or better | 16         | 9    | 13   | 16   |
|                  | 3 + @ level 6 or better | 26         | 21   | 23   | 29   |
|                  | 1 + @ level 6 or better | 39         | 38   | 37   | 45   |
|                  | 5+ @ level 5 or better  | 40         | 39   | 36   | 50   |
|                  | 5+ @ level 4 or better  | 71         | 73   | 75   | 80   |
|                  | 5 + @ level 3 or better | 82         | 86   | 89   | 88   |
| By end S5        | 5+ @ level 5 or better  | 32         | 31   | 43   | 39   |
|                  | 1 + @ level 6 or better | 27         | 27   | 40   | 37   |
|                  | 3 + @ level 6 or better | 8          | 15   | 17   | 21   |
|                  | 5 + @ level 6 or better | 1          | 5    | 5    | 5    |
| By end S4        | 5+ @ level 5 or better  | 19         | 27   | 36   | 29   |
|                  | 5+ @ level 4 or better  | 66         | 75   | 76   | 70   |
|                  | 5+ @ level 3 or better  | 88         | 86   | 83   | 77   |
|                  | Literacy @ level 4      | No measure | 79   | 82   | 80   |
|                  | Numeracy @ level 4      | No measure | 74   | 87   | 87   |
|                  | Literacy @ level 5      | No measure | 36   | 55   | 53   |
|                  | Numeracy @ level 5      | No measure | 42   | 52   | 52   |

For Information: Scottish Credit and Qualifications Framework (SCQF) levels:  
 Level 7 – Advanced Higher  
 Level 6 – Higher at A-C  
 Level 5 – N5 (A-C), Int. 2 at A-C; S. Grade at 1-2  
 Level 4 – N4, Int. 1 at A-C; S. Grade at 3-4  
 Level 3 – N3, Access 3 Cluster; S. Grade 5-6

## Senior Phase

Attainment during 2016-17 session has continued an improving trend across the school.

- S6 recorded the best ever cumulative results continuing their positive trend over 3 years.
- S5 year groups show strong improvements over 4 years. Pupils this year achieving 3 Highers or more is the highest on record. This shows a 13% increase from 2014.
- S4 outperformed their predicted results at level 4 and 5 on entering Secondary school. We do recognise that improvements need to be made in line with our virtual comparator.

To the credit of our English and Maths departments almost all pupils achieved SCQF level 3 qualifications in Maths and English with the majority of pupils gaining passes in five or more subjects at this level although we believe with a targeted approach this figure should be higher.

Whilst performance in S4 literacy at level 4 and 5 is consistent, areas for improvements have been identified. Numeracy continues to outperform our virtual comparator at levels 4 and 5 for both S4 and S5. In particular, S5 numeracy levels 4 and 5 outperform our virtual comparator continuing a strong 3 year upward trend.

We continue to strive to further increase the attainment for all S4/5/6 pupils. Results this year for S6 demonstrate that allowing for a full 3 year senior phase improves attainment and maximises pupil's potential. **We actively encourage all pupils to stay on until the end of S6.**

## Broad General Education

The School continues to undertake an extensive range of well-targeted initiatives to raise attainment across the Broad General Education phase. Our Literacy and Numeracy groups are working with subjects across the school to put coherent approaches in place to improve pupils' skills. In literacy, by the end of S3 the majority (68%) of learners were reading within level 3 or above and well over half of the year group (59%) were writing within level 3 or above.

A very small number of pupils have not achieved second level in reading and writing by the end of S3 and this is indicative of specific needs and support being required for learners as they progress through the Senior Phase.

By the end of S3 in Numeracy 67% of pupils have achieved at least third level, with 30% (up 26%) having achieved fourth level. A minority of pupils have not achieved second level by the end of S3 and are on specific programmes to improve attainment.

The school implements a strong tracking system in Maths and English and are looking to implement a more efficient tracking system across the whole school.

The 2016-17 session has been particularly busy. Our pupils have been well engaged in their lessons with teaching staff consolidating changes to the curriculum both in the Broad General Education and Senior Phases. New National Courses introduced in recent years were embedded during the session and we are confident that our pupils followed high quality courses and experienced well developed learning and teaching approaches. A particular highlight has been the Building Your Future courses designed for pupils not sitting external examinations. The Teaching and Learning Advisory Group have been particularly active during the session influencing practice through a variety of staff development sessions.

Our pupils have been very enthused by learning out-with their classrooms. Newbattle's Social Subjects department runs the largest extended learning programme in Midlothian and we are sure compares favourably with any school in Scotland. Every pupil is taken out of class, to learn in every year they are in the department, with over 500 pupils participating in enrichment events this session. S1 History pupils visited Bannockburn to re-enact the famous battle. S2 pupils visited Surgeon's Hall museum to find out 'why you're not dead' and interviewed the public on the Royal Mile as part of their research on the environment of Edinburgh. Other visits included the National Mining Museum to help answer 'how mines changed Newnbattle'. The Geobus came from St Andrew's university to help S3 pupils find out about volcanoes and how to save the environment by building wind farms. S5 students researched land use around Dalkeith and also made a visit to the Scottish Parliament.

The Music and Drama Department continues to excel. In November we were treated to a spectacular production of the musical Hairspray Jr. Both nights played to packed audiences which provided a wonderful atmosphere for Newbattle's young performers to display their talents. The Jazz Band took to the stage at Midfest early in the session and continued to perform at a very high level at other community events and concerts throughout the year. A record number of our pupils took part in the Midlothian Schools Festival of Music held in the Usher Hall confirming the advanced levels of musicianship being achieved. Our choir performed superbly at the Queen's Hall in Edinburgh as part of Midlothian Voices. The session climaxed in school with a wonderful summer concert showcasing the talents of nearly 200 singers, musicians and dancers.

Many of our pupils are taking advantage of our extensive Health and Wellbeing, Sport and Physical Activity Programme. Some of the clubs which have run successfully this session have included basketball, football, cheerleading, netball, dance, hockey, badminton, rugby, skiing & snowboarding, volleyball and golf. This session also saw the introduction of an extremely popular S1/2 cookery class. The Duke of Edinburgh Award groups continue to grow at all levels. This session saw eleven senior students embarking on the Gold award with all members completing the expedition section of the award a forty five mile walk across Mull. Despite difficult terrain and three days of almost continuous rain, the pupils persevered and completed the journey.

The Newbattle Award has been introduced this session to recognise achievement across 10 pledges the school makes to its pupils. One of the pledges relates to offering our pupils a residential experience. All of our S1 pupils were involved in a Transitions Camp to Hexham, a group of S1/2 pupils visited France/Paris, Senior Phase students enjoyed a trip to Italy/Rome and our footballers once more participated in an international tournament in Denmark. The school continues to work closely with the communities it serves, once more participating in each of the local gala days. This year the theme of the float was Beauty & the Beast designed and built by our Art & Craft Design Technologies Dept with nearly forty cheerleaders demonstrating their skills each week on the float.

In less than a year our school will move to its new building and staff and pupils have been busy making preparations for the new move. The Newbattle Community Campus will also incorporate facilities for the local communities including a library and extensive sports facilities. Significant progress has been made in establishing policies which will help ensure the various services will work well together to offer the best possible experience to both school pupils and the local community.

## Part 2: Midlothian Education Improvement Planning

|                       |   |
|-----------------------|---|
| <b>Establishment</b>  | Newbattle Community High School                                     |
| <b>Area</b>           | Mayfield & Easthouses, Newtongrange, Gorebridge, Middleton & Temple |
| <b>Session</b>        | 2017-18   |
| <b>Planning Cycle</b> | Baseline – cycle 2 (2016-19)  |

| <b>SIGNATURES</b>            |                        |             |                  |
|------------------------------|------------------------|-------------|------------------|
| <b>Head of Establishment</b> | <i>Colin B. Taylor</i> | <b>Date</b> | <i>June 2017</i> |
| <b>ASG Manager</b>           | <i>Julie Fox</i>       | <b>Date</b> | <i>July 2017</i> |
|                              |                        |             |                  |

# The Single Midlothian Plan

Midlothian Education Strategic Overview

Creating a World Class Education System through Excellence and Equity

HGIOS 4

NIF

## Creating a Competent System

*Common values,  
aims and core beliefs  
Systems leadership  
System enablers*

## Leadership Learning Community

*Creating strategic leaders who collaborate across the system*

## Visible Learning

*Creating a pedagogy of excellence that is about evidence based practice and the best current research*

**Single page Strategy**

# 1. Priorities for Improvement in Current Year *(Please see PPP 68 March 2017 for key priorities for 2017-18)*

|          |                |                  |
|----------|----------------|------------------|
| Overview | Planning cycle | Session: 2017-18 |
|----------|----------------|------------------|

| Number | Priority  | Stage of Development               | Main driver of priority   |                                      | Alignment with:  |                           |   |   |   |
|--------|---|------------------------------------|---|--------------------------------------|--|---------------------------|---|---|---|
|        |   |                                    |   |                                      | HGIOS 4 QI   | Well Being Wheel          | Midlothian strategic priorities   | NIF   | Partnership working   |
|        |   | Exploring, Developing or embedding | Self-evaluation/ school review/VSE  | Education Scotland Report            |  |                           |   |   |   |
| 1.     | Close the Gap - Achieve equity by closing the gap between the least and most disadvantaged pupils | Developing                         | Self-evaluation: Analysis of Insight Data; Attendance and Exclusion Data; Classroom Observation; Focus Groups | Advice paper on Pupil Equity Funding | 2.4 Personalised support<br>3.1 Ensuring wellbeing, equity & inclusion<br>3.2 Raising attainment and achievement | All Well-Being Indicators | Priority 1: Successes and Achievements including PEF.<br><br>Priority 3: Learning Provision | Closing the Attainment Gap between the most and least disadvantaged children.<br><br>Improvement in Children and Young People's Health and Well-Being | ASG, Children and Families, NHS, LLE, Youth Organisations, Newbattle Learning Community |

|    |   |            |  |   |  |  |  |  |  |
|----|---|------------|--|---|--|--|--|--|--|
| 2. | Our attainment challenge; improve attainment across the school by improving learning and teaching of key skills across the Broad General Education. | Developing | Self-evaluation: Analysis of SEEMIS data.                          | Advice paper on National Attainment Challenge funding | 2.3 Learning, teaching & assessment<br><br>3.2 Raising attainment and achievement                                      |  |  | Improvement in attainment, particularly in literacy and numeracy<br><br>Closing the Attainment Gap between the most and least disadvantaged children |  |
| 3. | Improve conditions for learning by planning for the move to our new school and community building   | Developing | Flash reports<br><br>Pre op management group and sub group minutes |   | 1.3 Leadership of change,<br>1.4 Leadership & management of staff and<br>1.5 Management of resources to promote equity |  |  | Improvement in children and young people's health and wellbeing<br><br>Closing the attainment gap between the most and least disadvantaged children  |  |

|    |  |            |   |  |   |  |  |   |  |
|----|--|------------|---|--|---|--|--|---|--|
| 4. | To grow our Associated Schools' Group into the Newbattle Learning Community (See ASG Plan) | Developing | ASG minutes and papers<br>Steering group papers |  | 2.4 Personalised support, 3.1 Ensuring wellbeing, equity & inclusion and 3.2 Raising attainment & achievement |  |  | Improvement in children and young people's health and wellbeing<br><br>Closing the attainment gap between the most and least disadvantaged children |  |
|----|--|------------|---|--|---|--|--|---|--|

## 2. Priority Summary and High Level Strategic Targets

| Priority No. | Priority   | Key Target(s)  | Expected outcomes for learners which are measurable and/ or observable  |
|--------------|--|--|---|
| 1            | Close the Gap - Achieve equity by closing the gap between the least and most disadvantaged pupils.                                   | <ol style="list-style-type: none"> <li>1. Determine the specific barriers to education faced by those children from SIMD 1 and 2</li> <li>2. Provide more effective support which meets the specific needs of children from SIMD 1 and 2</li> <li>3. Create time for task remits for staff to champion the needs and support for children from SIMD 1 and 2.</li> </ol>                                | <ol style="list-style-type: none"> <li>1. The barriers to education and achievement which are at present confronted by those children from disadvantaged backgrounds are removed or overcome. The cycle of poverty is interrupted.</li> <li>2. Attendance improves amongst lowest SIMD and there is a reduction in exclusions.</li> <li>3. Staff monitoring progress of students liaise effectively with pupils, teaching staff, families and PT Pupil Support to address underachievement.</li> <li>4. There is equity across the SIMD levels in respect of Attainment.</li> </ol> |
| 2            | Our attainment challenge – improve attainment across the school by improving the learning and teaching of key skills across the BGE. | <p>Develop appropriate learning experiences in the relevant key skills at all levels of BGE.</p> <p>Creation of assessment and reporting policy and also a tracking and monitoring system for the key skills in Literacy, Numeracy and Health &amp; Wellbeing.</p> <p>Programme of moderation to enable confident identification of levels and next steps for learners.</p>                            | <p>Numeracy, Literacy and HWB skills developed across the curriculum</p> <p>Learners working at the correct levels of literacy and numeracy across subjects.</p> <p>More differentiated learning in classrooms means challenge and pace is appropriate.</p> <p>Increased literacy and numeracy levels of pupils in S1,2,3.</p> <p>Pupils more able to take responsibility for learning (HWB skills) and discuss learning.</p>   |
| 3            | Improve conditions for learning by planning for the move to our new school and community building                                    | <p>Establish meeting dates and agendas for Pre-operational Management group and sub committees.</p> <p>Establish timeline for key actions.</p> <p>Ensure communication channels between the Project Board, Heads of Service, Pre-operational Management Group, HT &amp; BofM, Teaching &amp; Support Staff, Pupils, Parent Council, Parents &amp; Carers and the community at large is maintained.</p> | <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>  |

|   |   |   |  |
|---|---|---|--|
| 4 | To grow our ASG into the Newbattle Learning Community | <p>Strong identification within partnership group and beyond of the Newbattle Learning Community.</p> <p>Establishment of structure for NLC meetings and partnership working.</p> <p>Improvements in identified areas of the NLC plan in relation to Raising Attainment (Literacy), Parental Engagement and Health &amp; Wellbeing (Emotional and Mental Health).</p> | <p>Individual and family support in place at school and community level through introduction of Homelink Practitioners and NLC Partnership Manager.</p> <p>Higher rates of attendance of pupils across the NLC.</p> <p>Increased parental engagement and family learning across the NLC.</p> <p>Improvements in attainment in Literacy as per NLC plan following tests of change taken forward by NLC working groups.</p> <p>Improvements around children's emotional and mental health &amp; wellbeing following tests of change taken forward by NLC working groups.</p> |
|---|---|---|--|

### 3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

| Number | Priority   | Expected outcomes for learners which are measurable or observable   | Lead responsibility | Timescales |
|--------|--|---|---------------------|------------|
| 1      | Close the Gap - Achieve equity by closing the gap between the least and most disadvantaged pupils.                                   | <ol style="list-style-type: none"> <li>1. The barriers to education and achievement which are at present confronted by those children from disadvantaged backgrounds are removed or overcome. The cycle of poverty is interrupted.</li> <li>2. Attendance improves amongst lowest SIMD and there is a reduction in exclusions.</li> <li>3. Staff monitoring progress of students liaise effectively with pupils, teaching staff, families and PT Pupil Support to address underachievement.</li> <li>4. There is equity across the SIMD levels in respect of Attainment.</li> </ol> | DJF                 | 2017-2018  |
| 2      | Our attainment challenge – improve attainment across the school by improving the learning and teaching of key skills across the BGE. | <p>Numeracy, Literacy and HWB skills developed across the curriculum</p> <p>Learners working at the correct levels of literacy and numeracy across subjects.</p> <p>More differentiated learning in classrooms means challenge and pace is appropriate.</p> <p>Increased literacy and numeracy levels of pupils in S1,2,3.</p> <p>Pupils more able to take responsibility for learning (HWB skills) and discuss learning.</p>   | DMD DMH             | 2017-2018  |
| 3      | Improve conditions for learning by planning for the move to our new school and community building                                    | <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>  | HT                  | 2017-18    |
| 4      | To grow our ASG into the Newbattle Learning Community  | <p>Individual and family support in place at school and community level through introduction of Homelink Practitioners and NLC Partnership Manager.</p> <p>Higher rates of attendance of pupils across the NLC.</p> <p>Increased parental engagement and family learning across the NLC.</p>  | DMH                 | 2017-18    |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | Improvements in attainment in Literacy as per NLC plan following tests of change taken forward by NLC working groups.<br>Improvements around children's emotional and mental health & wellbeing following tests of change taken forward by NLC working groups. |  |  |
|--|--|--|--|--|

## Whole School Collegiate Time Working Groups/ Faculty & Departments – Improvement Plans

The ongoing improvement work of the school is complex. In Newbattle C.H.S. we have a variety of structures which encourages collaborative approaches to self-evaluation and strategic planning for continuous improvement.

In 2017-18 our Whole School Collegiate Time Working Groups have been structured to provide maximum impact to planning for and implementing strategies which will lead to an improvement in attainment and achievement across four key areas of the Curriculum for Excellence:

|                          |                          |                    |                                   |
|--------------------------|--------------------------|--------------------|-----------------------------------|
| Literacy across learning | Numeracy across learning | Health & wellbeing | Developing NCHS's Young Workforce |
|--------------------------|--------------------------|--------------------|-----------------------------------|

All teaching staff will choose to work in one of the above four areas and will be allocated 10 hours of WCT time to engage in professional dialogue and carry out a range of tasks which will be designed to lead to improvements in attainment and achievement.

In addition the school will operate further groups which will again be tasked with making ongoing improvements to the work of the school and will not necessarily feature in the School Improvement Plan. Teaching staff will be given a further 6 hours to carry out work in the group/s of their choice. The groups are:

|   |                                      |                                |                         |
|---|--------------------------------------|--------------------------------|-------------------------|
| Discipline for learning/Values for life & wider achievement | Teaching and learning advisory group | Assessment/reporting/mentoring | Curriculum architecture |
| Supporting learners   | ICT Development/Glow                 | Celebrating success            | Peak Performance        |
| ECO Schools   | Health & safety                      | Professional update - CLPL     | Staff social committee  |
| Duke of Edinburgh Award Scheme & International School       | School Fund & Finance Committee      | Balance Time Committee         | Pupil Social Committee  |

All faculties & departments each year engage in self evaluation of their practice and design a faculty/departmental improvement plan which guide members throughout the session.

**Whole School Improvement plan 2017-18**

| Priority No. | QI                | School Priority   | Expected outcomes for learners which are measurable or observable  |
|--------------|-------------------|---|--|
| 1            | 2.4<br>3.1<br>3.2 | Close the Gap - Achieve equity by closing the gap between the least and most disadvantaged pupils | The barriers to education and achievement which are at present confronted by those children from disadvantaged backgrounds are removed or overcome. The cycle of poverty is interrupted. Attendance improves amongst lowest SIMD and there is a reduction in exclusions. Staff monitoring progress of students liaise effectively with pupils, teaching staff, families and PT Pupil Support to address underachievement. There is equity across the SIMD levels in respect of Attainment. |

| Tasks to achieve priority   | Timescale and checkpoints | Those involved                            | Resources and staff development               |
|---|---------------------------|---|---|
| Determine the specific barriers to education faced by those children from SIMD 1 and 2                  | Session 2017-18           | SLT, SfL PT,                              | Appointment of SfL PT and SfL Teacher         |
| Provide more effective support which meets the specific needs of children from SIMD 1 and 2             | Session 2017-18           | SLT, SfL PT                               | Expansion of Nurture Programme                |
| Create time for task remits for staff to champion the needs and support for children from SIMD 1 and 2. | Session 2017-18           | SLT, Attainment Champions to be appointed | Time for Task created within staffing budget. |

**Evidence of Impact on learners – How do we know?**

ASN information for pupils from lower SIMD will be fully documented within ASN Spreadsheet and strategies to meet those needs will be regularly updated. All appropriate staff will be fully aware of this information and will take appropriate action to meet pupil needs. Regular liaison will take place between the Pupil Support staff, Subject teachers, Attainment Champions and Outside Agencies in order to address under achievement. Analysis of Tracking spreadsheet will demonstrate that pupils will be making progress and improving skills development across curricular areas – particularly in Literacy, Numeracy and Health and Well-Being. The Nurture programme will be expanded to support the social, emotional, and behavioural development of a wider range of young people beyond S1 and S2. This will result in improved engagement in mainstream classes by youngsters from disadvantaged backgrounds. Further indicators will include reduction of exclusions and improvement in attendance for those pupils from lower SIMD and across the whole school. Insight data on pupil equity will show that SIMD has no impact on achievement.

**Whole School Improvement plan 2017-18**

| Priority No. | QI         | School Priority  | Expected outcomes for learners which are measurable or observable  |
|--------------|------------|--|--|
| 2            | 2.3<br>3.2 | Our attainment challenge – improve attainment across the school by improving the learning and teaching of key skills across the BGE. | Numeracy, Literacy and HWB skills developed across the curriculum<br>Learners working at the correct levels of literacy and numeracy across subjects.<br>More differentiated learning in classrooms means challenge and pace is appropriate.<br>Increased literacy and numeracy levels of pupils in S1,2,3.<br>Pupils more able to take responsibility for learning (HWB skills) and discuss learning. |

| Tasks to achieve priority   | Timescale and checkpoints                            | Those involved                    | Resources and staff development |
|---|--|-----------------------------------|---------------------------------|
| Departments to develop appropriate learning experiences in the relevant key skill at all the levels of BGE and trial approaches.  | Session 2017-18<br>Standing item at board of studies | DMH,DMD, PT Literacy, PT Numeracy | DCT<br>WCT<br>CPD               |
| Assessment and reporting policy to be created by a short life working group. This will cover literacy, numeracy and health and wellbeing.   | Session 2017-18                                      | DMH,DMD, PT Literacy, PT Numeracy | WCT                             |
| Create a whole school recording, tracking and monitoring system and identify a member of staff to keep this up to date.   | Session 2017-18                                      | DMH,DMD, PT Literacy, PT Numeracy | Staff to be allocated.          |
| Moderation of work so staff can comfortably identify levels in literacy, numeracy and health and well being. This will enable staff and students to identify next steps for learners. | Session 2017-18                                      | DMH,DMD, PT Literacy, PT Numeracy | DCT<br>WCT                      |

**Evidence of Impact on learners – How do we know?**

Learners working at the correct levels of literacy and numeracy across subjects. (Observed, interviews, focus groups)  
 More differentiated learning in classrooms means challenge and pace is appropriate. (Observed, interviews, focus groups, improved attainment).  
 Numeracy, Literacy and HWB skills developed across the curriculum (observed in classroom walk through)  
 Increased literacy and numeracy levels of pupils in S1,2,3. (Base line to be established)  
 Pupils more able to take responsibility for learning (HWB skills) and discuss learning. Observations and interviews

**Whole School Improvement plan 2017-18k**

| Priority No. | QI  | School Priority   | Expected outcomes for learners which are measurable or observable            |
|--------------|-----|---|--|
| 3            | 1.3 | Improve conditions for learning by planning for the move to our new school and community building | Improvement in children and young people's health and wellbeing              |
|              | 1.4 |   | Closing the attainment gap between the most and least disadvantaged children |
|              | 1.5 |   |  |

| Tasks to achieve priority  | Timescale and checkpoints | Those involved   | Resources and staff development  |
|--|---------------------------|--|--|
| a. To ensure that the following sub groups of the Pre-operational Management group complete all key tasks on time as detailed in documentation published by the group: | Ongoing – April 2017      | G McMillan, D Watkins & C Taylor                           | Meeting arrangements including repro costs.  |
| Subgroup A – Operational Policies: Management, Finance & Programming   | Ongoing – April 2017      | C Taylor, D Watkins & J Tait                               | No staff development time used – meetings arranged during contact time with cover where applicable |
| Subgroup B – Operational Policies: Ethos/Customer Care   | Ongoing – April 2017      | D Watkins, C Burt, B Foley & G Gordon, J Tait & E O'Connor |  |
| Sub Group C – ICT  | Ongoing – April 2017      | D Watkins, J Knox & M Davidson                             |  |
| Sub Group D – Decant, Disposals and Setup Arrangements   | Ongoing – June 2017       | D Watkins & J Tait   |  |
| Sub Group E - Marketing and Communication  | Ongoing – June 2017       | D Watkins  |  |

**Evidence of Impact on learners – How do we know?**

The various tasks highlighted in each report will have been delivered. At this stage we do not anticipate any major impact on learners. This will be made once pupils, staff and members of the community start accessing the new facilities.

The pre-operational management group will monitor progress through a formal system of reporting on a bi-monthly basis.

**Whole School Improvement plan 2017-18**

| Priority No. | QI         | School Priority                                       | Expected outcomes for learners which are measurable or observable   |
|--------------|------------|---|---|
| 4            | 1.3<br>1.1 | To grow our ASG into the Newbattle Learning Community | Individual and family support in place at school and community level through introduction of Homelink Practitioners and NLC Partnership Manager.<br>Higher rates of attendance of pupils across the NLC.<br>Increased parental engagement and family learning across the NLC.<br>Improvements in attainment in Literacy as per NLC plan following tests of change taken forward by NLC working groups.<br>Improvements around children's emotional and mental health & wellbeing following tests of change taken forward by NLC working groups. |

| Tasks to achieve priority   | Timescale and checkpoints | Those involved   | Resources and staff development |
|---|---------------------------|------------------|---------------------------------|
| Coordinated approach to promotion of positive attendance and implementation of a standard policy across the Newbattle Learning Community.                                 | Session 2017-18           | HT,DMD, DJF, DMH | NLC Working Group               |
| Completion of tests of change, as per NLC plan, by members of the NLC Working Groups on Parental Engagement, Mental Health & Wellbeing and Raising Attainment (Literacy). | Session 2017-18           | HT,DMD, DJF, DMH | NLC Working Group               |
| Creation of remit of Homelink Practitioner and referral system in conjunction with NLC Partnership Manager.   | Session 2017-18           | HT,DMD, DJF, DMH | Board of Management time.       |
| Promotion of Newbattle Learning Community to parents/carers in conjunction with NLC Steering Group.   | Session 2017-18           | HT,DMD, DJF, DMH |                                 |

**Evidence of Impact on learners – How do we know?**

**Improved attendance figures across the NLC. Analysis of problem areas and comparison of data. Pupils supported by Homelink Practitioner and increase in referrals to other agencies via the NLC Partnership manager. Evidenced through Wellbeing Meeting participation and evaluations with pupils and school staff.**

**Impact on pupils of NLC tests of change will be evidenced by the working groups with responsibility for Parental Engagement, Mental and Emotional Health and Raising Attainment (Literacy). Evaluations carried out and consideration by NLC of up-scaling of projects across the NLC. The NLC identity and the key priorities will be known within the educational establishments and also by parents/carers and pupils. Evidenced through feedback from staff and parents/carers and pupils.**