

Midlothian Council

Newbattle Community
High School

School Improvement Plan
2016 – 2019

June 2016

Headteacher – C B Taylor

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
- m) 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

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

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, agencies involved in the Newbattle Pupil Support Group and stakeholders with disabilities.

Priorities for Development 2016 – 2019

There are fifteen Key Areas (Quality Indicators) related to the main aspects of our school's work. As part of our self evaluation procedures in session 2015-16 we looked closely at five quality indicators which are highlighted in bold below. We also engaged in an extensive validated self-evaluation exercise which focused on Meeting pupils needs/Personalised Support (HGIOS 4 – 2.4).

Leadership and Management	Learning Provision	Successes and Achievements
1.1 Self- evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Improving wellbeing, equality and inclusion
1.2 Leadership of leaning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Midlothian Council has provided a detailed overview of how schools should plan for improvement striving to create a world class education system. In 2016-17 the focus will be on closing the attainment gap through delivering improvements across the three priority areas above. In particular schools will; build excellence by raising attainment overall, close the attainment gap between the least and the most disadvantaged, improve learning, teaching and assessment, develop self evaluation for self-improvement and strengthen leadership of change.

Section 3 Overview of 3 Year Planning Priorities 2016 - 19

FUTURE PRIORITIES/ THREE YEAR OVERVIEW

Key Areas	QIs	YEAR ONE PRIORITIES (2016-17)	YEAR TWO PRIORITIES (2017-18) – To confirm	YEAR THREE PRIORITIES (2018-19) – To confirm
Leadership & management	1.3, 1.4 & 1.5	To grow our ASG into the Newbattle Learning Community (ASG Plan) Improve conditions for learning by planning for the move to our new school and community building		
Learning provision	2.4, 3.1, 3.2	Achieve equity by closing the gap between the least and most disadvantaged pupils		
Successes & achievements	2.3, 3.2	Improve attainment across the school by improving the learning and teaching of key skills across the BGE.		

Implementation Strategies What will you do?	Who will be involved?	When will this be done?	Indicators of success / impact on learners What will you look for?	How / when will you monitor / evaluate? What evidence will you gather?
<p>SEAL.</p> <p>c. Clearly determine the required outcomes for pupils attending the Learning Hub; qualifications, communication skills. Social skills.</p> <p>d. Establish a coherent policy and methodology for staff working in the Learning Hub.</p> <p>5. Create time for task remits for staff to champion the needs and support for children from SIMD 1 and 2.</p> <p>6. Provide a series of learning sessions at Newbattle CHS during the school day for pupils in P7 from SIMD 1 and 2.</p> <p>7. Create a study zone for students to prepare homework after school for students who may not have the appropriate facilities or environment at home.</p>	<p>HT, DJF</p> <p>From October 2016 – March 2017</p>	<p>Aug 2016</p> <p>Staff TBC</p>	<p>Teaching and support staff in the Learning Hub adhere to a coherent policy and approach to learning and teaching within the Learning Hub.</p> <p>6 members Staff will have been tasked with working alongside Pupil Support staff and championing the needs of children from SIMD 1 and 2.</p> <p>Groups of pupils from SIMD 1 and 2 in P7 will attend literacy, numeracy and health and well-being sessions at Newbattle CHS during the school day</p> <p>A study zone will be created which is well attended by pupils from SIMD 1 and 2.</p>	

Implementation Strategies What will you do?	Who will be involved?	When will this be done?	Indicators of success / impact on learners What will you look for?	How / when will you monitor / evaluate? What evidence will you gather?
<p>8. Ensure that all necessary resources are provided free to those pupils who are experiencing financial hardship.</p> <p>9. Continue to provide greater flexibility of choice in career pathways including further opportunities for vocational experiences and qualifications</p> <p>10. Create opportunities for strategies which have been developed through primary visits by Newbattle staff to be shared across whole school</p>	<p>HT, DJF, PS1</p> <p>SMT</p>	<p>August 2016 onwards</p>	<p>Finance hardship will not present a barrier to accessing the curriculum for pupils.</p> <p>The opportunities for flexible career pathways increase.</p> <p>Meetings take place where effective strategies are shared across the whole school. These are then adopted in all classes.</p>	

2016-17 Outcome 1: Our attainment challenge – improve attainment across the school by improving the learning and teaching of key skills across the BGE.

QI : 2.3 Learning, teaching& assessment & 3.2 Raising attainment & achievement

Implementation Strategies What will you do?	Who will lead/be involved?	When will this be done?	Indicators of success/ Impact on learners – What will you look for?	How/when will you monitor/evaluate? What evidence will you gather?
Identify the (5or 6) key skills covering Literacy, Numeracy and HWB, create a tracking, assessment and reporting strategy.	B.oS./BoM Sub Group of BoS	August 16	Key skills identified and agreed upon.	By June 2017 we will have baseline evidence of S1-3 on each key skill which in the second year will be used to track progress of pupils.
Create working groups for each of the key skills. All subjects will choose at least one key skill that they will focus on developing.	All staff led by sub groups	August 16	Groups created and each member contributes to work of the group during WCT.	Course and lesson planning in all subjects in 2017-18 will reflect the strategy of all subjects developing at least one skill.
In working groups identify progression of each key skill from Early Level up to Higher. These will be moderated using standards set in the BGE and Senior Phase.		Aug – Oct.	Progression documents created for each key skill.	Increase in pupils attaining Level 3 in Numeracy and Literacy by end of S3 in 2017-18.
An assessment policy to be developed and each group to create cross curricular assessment tools for each level or outcome in their key skill	DMD, sub group leaders	Oct – Dec.	Assessment strategy agreed upon and assessments created for each key skill.	SQA entries at National 5 increase in 2018-19. Insight data reflects increases in all subject areas at National 5 and then Higher.
Departments to develop appropriate learning experiences in the relevant key skill at all the levels and trial approaches.	PTC to lead department	Session 2016-17	2017-18 course plans in all subjects reflect the new emphasis on core skills.	Close scrutiny of attainment data to feed into improved teaching of key skills.
Develop interventions to support pupils that are not making progress.	All staff led by DJF	Session 2016-17	See second improvement plan insert – page 6-8	See second improvement plan insert – page 6-8
Create a whole school recording, tracking and monitoring system.	DMD with key staff		Recording and monitoring system in place and all staff familiar with its purpose.	

2016 – 17 Outcome: Improved conditions for learning

School Priority Area: Improve conditions for learning by planning for the move to our new school and community building

HGIOS 4 QI(s): 1.3 Leadership of change 1.4 Leadership & management of staff & 1.5 Management of resources to promote equity

Implementation Strategies What will you do?	Who will be involved?	When will this be done?	Indicators of success / impact on learners What will you look for?	How / when will you monitor / evaluate? What evidence will you gather?
<p>Task: <i>Improve conditions for learning by planning for the move to our new school & community building.</i></p> <p>Actions:</p> <p>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:</p> <p>Subgroup A – Operational Policies: Management, Finance & Programming</p> <p>Subgroup B – Operational Policies: Ethos/Customer Care</p> <p>Sub Group C – ICT</p> <p>Sub Group D – Decant, Disposals and Setup Arrangements</p> <p>Sub Group E - Marketing and Communication</p>	<p>C Taylor</p> <p>D Watkins</p> <p>T Lawson/J Knox</p> <p>S Small/ D Watkins</p> <p>L Cochrane/ D Watkins</p>	<p>Ongoing – June 2017</p>	<p>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.</p>	<p>The pre-operational management group will monitor progress through a formal system of reporting on a bi-monthly basis.</p> <p>The completed policy documents will be collated and made available to staff.</p>

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 2016-17 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
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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.