



Àrd-Sgoil Loch Abar

Improvement Planning Title: Raising Attainment Linked to QI/Theme: 3.2 Raising Attainment and Achievement Linked to National Improvement Framework Priority (check any that apply): Improvement in attainment, particularly in literacy and numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Linked to National Improvement Driver (check any that apply): School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children’s Progress <input checked="" type="checkbox"/>				
Specify each <i>action</i> we are going to undertake?	<i>Who</i> is involved? What is the <i>timescale</i> ?	Success Criteria (How will we <i>measure success</i> of each action?)	What <i>evidence</i> will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What <i>impact</i> do we expect to see?)
At all stages, there will be systematic monitoring and tracking for the purpose of: <ul style="list-style-type: none"> informing interventions informing learner conversations informing parents regularly about their child’s progress 	All staff. Dates as outlined in the school calendar as well as department internal assessment deadlines. Dates as outlined in the school calendar, as well as at regular intervals as agreed within departments.	All staff will be consistent in their use of target grades, working grades, formative comments etc. All staff will use M & T data to inform early interventions. All staff will use a range of data to inform formative learner conversations. All staff will use, as appropriate, SEEMIS letters to inform parents of their child’s progress in their learning.	Increased levels of performance as evidence in M & T data and SQA data. Intervention data. Student opinion as evidenced through student focus groups. Increased contact with parents as evidenced through SEEMIS records.	Students will receive support as needed. Students will demonstrate progress across the school year. Students will be better informed about their progress. Students will develop confidence as well as ability and knowledge within each subject area. Students will improve their levels of ability within the BGE. Students will improve their SQA

				performance.
Moderate key assessment tasks three times per year across the BGE, and moderate numeracy with our primary school partners twice per year.	All staff. PTs will plan 3 moderation tasks across the school year. Additional moderation will be arranged as appropriate by JC.	There will be increased understanding of standards across all courses within the BGE. There will be increased understanding of standards between Maths and associated primary school colleagues.	Moderation evidence. DM minutes. Exemplification of standards. Improvement in progression rates. Classroom observation.	Students develop a clearer understanding of standards within each course. Students have increased confidence. Students improve their progression rates and performance.
Develop and deliver a programme of Learning & Teaching CPD to meet the needs of all teaching staff.	All staff. Planned CT sessions as outlined in the school calendar.	Teaching staff will identify CPD needs which will be put forward to be included in the CPD programme. CPD sessions will meet the needs of teaching staff.	Staff will engage in professional reflection and identify specific needs. Staff will deliver CPD. Evaluation evidence. Student Focus group findings.	Students will encounter a greater range of learning and teaching strategies. Students will be more active in their learning. Students will develop their enjoyment of learning. Students will take more responsibility for their learning.
Adjust SQA courses as outlined by the new arrangements from SQA.	All staff. June, August, September 2018.	Programmes of Learning will be in line with SQA arrangements. Staff will be confident and knowledgeable about course requirements. Course resources, including assessments, will be adjusted in line with course demands.	Programmes of Learning. Moderation evidence. SQA Verification evidence.	Students will be informed of new course arrangements. Students will develop confidence in their learning within the new arrangements. SQA performance will improve.

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?

The listed Raising Attainment strategies will directly support those who are disadvantaged.

Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?

There will be time allocated within the WTA and staff will be supported through relevant CPD.

Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:
Time allocation including planned CT sessions, moderation resources and time for learner conversations.

Lochaber High School

Departmental/Faculty Improvement Planning 2018-19



Ard-Sgoil Loch Abar

Improvement Planning Title: PEF
 Linked to QI/Theme:
 Linked to National Improvement Framework Priority (check any that apply):

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
 Improvement in employability skills and sustained, positive school leaver destinations for all young people
 Linked to National Improvement Driver (check any that apply):

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress

Specify each <i>action</i> we going to undertake?	Who is involved? What is the <i>timescale</i> ?	Success Criteria (How will we <i>measure success</i> of each action?)	What evidence will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What <i>impact</i> do we expect to see?)
Referring to a range of data, revise and update targeted group of vulnerable students.	E. Gow K. Boa All staff, as appropriate. June 2018 – reviewed monthly	Risk Matrix data. FSME data. Behaviour Referrals. Performance Concern data. Targeted groups of S1-S3 students.	Targeted groups of students S1-S3. Range of data as outlined.	Students will receive bespoke supportive packages in their learning.
Individual support packages will include specific literacy and numeracy	E. Gow	Pupils will receive individualised targets based upon their	Baseline and re-assessment	Pupils will improve a targeted area that is a barrier to their

support according to need.	K. Boa All staff, as appropriate. Individual literacy and numeracy targets set by August 2018.	learning. Pupils will follow a specific literacy/numeracy programme of learning. Baseline assessments and subsequent assessments will measure the value added impact of the interventions.	data. Teacher judgement. Reviewing targets with staff members. Student Focus Group information.	learning. Pupils are able to improve their attainment with an emphasis on literacy and numeracy. Students' emotional well-being will improve. Increased engagement in lessons due to some barriers to learning being removed.
Individual support relating to health & well-being will be delivered to targeted group of students.	E. Gow K. Boa All staff, as appropriate. 2018-2019. Support reviewed monthly.	Students are positively engaging with support in school and outwith school, if appropriate. Increased engagement from home with school and other agencies, as appropriate.	Attendance and late coming statistics Teacher judgement. Class Observations. Exclusions/incident reports/CCFs data.	Students have a more positive mind-set towards school and learning. Students are more engaged in education. Students are able to maintain and improve overall attainment.
Employ CSW tasked with creating and maintaining positive relationships between the school, community agencies and family home to improve school attendance and develop social and emotional well-being.	E. Gow K. Boa Appointed by June 2018. Students targeted for CSW engagement reviewed on an on-going basis.	CSW makes effective links with home and supporting agencies to establish what support families need. Agency support will be co-ordinated for each student, as appropriate. Pupils and parents begin to see the value of increased attendance and punctuality.	Class Observations Attendance Statistics Exclusions/incident reports/CCFs. Agency testimony	Students will have enhanced support to remove barriers to learning. Students and parents/carers will have positive relationships between the family home and school. Parents are actively engaged in their child's education.
Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? <i>This project is targeted towards</i>				

disadvantaged young people.

Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload? *This project has been costed including additional staffing to help delivery of the initiative.* Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate: *Staff; time; additional literacy and numeracy resources.*



Àrd-Sgoil Loch Abar

Improvement Planning Title: Developing the Young Work Force
 Linked to QI/Theme:
 Linked to National Improvement Framework Priority (check any that apply):

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
 Improvement in employability skills and sustained, positive school leaver destinations for all young people
 Linked to National Improvement Driver (check any that apply):

School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress

Specify each <i>action</i> we going to undertake?	<i>Who</i> is involved? What is the <i>timescale</i> ?	Success Criteria (How will we <i>measure success</i> of each action?)	What evidence will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What <i>impact</i> do we expect to see?)
Introduce and expand relevant work experience opportunities to all S3 and Senior Phase students.	CA MacCreath DYW West (On-going) September 2018	Increased student participation in work experience placements. Work experience will meet the needs of students. Increased work experience placements available via High Hope website.	Additional employer engagement. Student opinion as evidenced in Student Focus Groups. Employer feedback.	Students will gain an understanding of the world of work. Students will gain an insight to their chosen career. Students will be able to use this experience to inform future career choices.

<p>Incorporate skills for work in BGE programmes of learning.</p>	<p>All staff as appropriate. Completed by April 2019.</p>	<p>Skills for Work will be incorporated in Programmes of Learning. Skills for Work will inform teaching strategies. Skills for Work will be viewed as transferable skills.</p>	<p>Programmes of Learning. Student opinion as evidenced in Student Focus Groups. Classroom observations.</p>	<p>Students will develop the appropriate skills and attitude to help move to employment. Students will develop life skills.</p>
<p>Incorporate Careers Information in Tutor Support to support Options Choices.</p>	<p>G. Macnab and Tutor Support Working Group. Skills Development Scotland October 2018.</p>	<p>Careers information will be included to precede options information. Students will be more aware of subject choice and career options. Students' subject choice will be better informed.</p>	<p>Students will be more knowledgeable about career choice as evidenced in Student Focus Groups. Students' selection of subject choices. Leaver Destination data.</p>	<p>Students will have more focussed curriculum pathways leading to suitable career choices.</p>
<p>Develop partnership working with local businesses and agencies to inform and influence the curriculum.</p>	<p>PTs, teaching staff & SMT Skills Development Scotland DYW West (On-going) April 2019</p>	<p>There will be business and/or agency input across the curriculum. Partnership working will influence, as appropriate, curriculum delivery and/or content. Students will become increasingly aware of local business opportunities and possible career pathways.</p>	<p>Programmes of Learning. Portfolio of business and agency partnerships. Increased students awareness of career pathways as evidenced in student surveys. Increased school profile in the local community.</p>	<p>Students will develop their understanding of the curriculum and how it relates to working life. Students will have an increased understanding of career opportunities. Students will be secure in realising a positive and sustained destination.</p>
<p>Continue to expand the curriculum in partnership with UHI.</p>	<p>D. Maclean 2018-19</p>	<p>There will be an increased range of subject choice and partnership working with UHI in</p>	<p>Curriculum Architecture Course Booklets</p>	<p>There will be an expansion of the Senior Phase curriculum allowing for greater variety of</p>

		<p>the Senior Phase.</p> <p>LHS will engage in consultation with UHI regarding STEM centre.</p> <p>LHS will consult with UHI about S3/4 college times.</p>	<p>Options Forms</p> <p>Minutes of meetings</p>	<p>choice.</p> <p>UHI STEM centre will be in a position to offer students industry recognised qualifications.</p> <p>S3/S4 college courses will be embedded within LHS's curriculum.</p>
<p>Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?</p> <p><i>This initiative is about supporting all students to be work ready.</i></p> <p>Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?</p> <p><i>This initiative will be supported with planned CT sessions as appropriate.</i></p> <p>Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?</p> <p><i>It is hoped that creativity skills will permeate the curriculum through partnership working with business and agencies.</i></p> <p>Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:</p> <p>Department time</p>				