

**School Improvement Plan**  
**Part One: Strategic Overview**  
**Session 2015/16**

School/Nursery: **Coatbridge High School**

Date submitted to the Authority: June 2015

## **Aspirational Vision & Values**

(Developed by and shared with staff, learners, parents/carers and those with whom the school/centre works in partnership)

The shared vision for Coatbridge High School is to actively promote a positive and inclusive ethos which enables all our young people to achieve their potential as learners and as future citizens. Our aspiration is that our young people will leave our school with the necessary skills, knowledge and qualities to achieve a positive destination in training, education or the world of work. We promise to care equally for all our young people and aspire to overcome barriers to learning, working in partnership with parents, carers and the wider school community. Our aim is to improve outcomes for all our learners.

## **Rationale**

In arriving at our improvement priorities, we took account of North Lanarkshire's LLS Service Plan, our audit of last year's improvement plan, and engagement with staff, parents/carers and learners. We also took account of current national expectations in respect of Curriculum for Excellence, as outlined in Education Scotland's Inspection Advice Note (2013-14).

**Over this session we will take forward each of these aspects in the following ways:**

**Curriculum for Excellence**

To continue to review the broad general and senior phase curriculum thus ensuring they meet the needs of all pupils. Continue to review and revise N4/5 courses and review the N6 Qualifications. The courses offered in the BGE will be updated to reflect the requirements of the Senior Phase. Continue to develop a whole school strategy for developing and assessing numeracy, literacy, health and wellbeing.

**Health Promotion**

Continue to promote a healthy ethos across the school through the promotion of fitness activities and healthy eating including a greater focus on food and health.  
To continue to work closely with partners in the community to promote a healthy lifestyle.

**Promotion of Equalities**

To continue to provide an inclusive environment where pupils with additional support needs are well served by the school, as recognised by HMI. To develop an enhanced post 16 transition programme to support pupils with additional support needs. To promote equality via PSHE and PST and through raising awareness with staff of the appropriate policies and legislation. To further develop the role of our 'learning zone' within the school thus providing targeted support for disengaged learners.

**Parental Involvement**

To continue to expand the parental workshops. To continue to develop the informal S5/6 parental 'drop in' sessions offered through our enhanced monitoring and tracking programme. To enhance the role of the Parent Council and to actively encourage attendance at less formal parent/teacher events to encourage positive, supportive and genuine partnerships. To continue to engage parents in activities of the school through improved involvement in activities such as shows and events.

**Pupil Involvement**

To continue to develop the role of the "Pupil Voice" within the school giving further opportunities for pupils to have their say in the way we improve the school. To actively increase the number of leadership opportunities available in the senior school. To continue to improve opportunities for pupils to have a say in how they learn

**Staff Involvement**

To continue to distribute leadership successfully across the school, e.g. through the learning and teaching group, IDL group, assertive discipline group, the incentives team, numeracy, literacy, health and wellbeing groups. To continue to provide opportunities for staff to contribute to School Improvement Planning and to ensure more regular meetings with staff.

**Improvement Priorities: Expressed as outcomes for learners** (A maximum of five. These may span up to three years. If appropriate, please indicate year 1, 2 or 3)

**Improvement Priority 1:**

Year 2

To continue to review courses offered in the BGE in line with the principles outlined in Curriculum for Excellence with a greater focus on the assessment of numeracy, literacy and health and wellbeing. To update and revise all BGE courses to reflect the demands of new courses being offered at N4 and N5.

**Improvement Priority 2:**

Year 2

A reviewed focus on food choice and health in line with the requirements of the newly published *Better Eating, Better Learning – A New Context for School Food* document.  
To continue to work closely with partners in the community to promote a healthy lifestyle amongst our learners.

**Improvement Priority**

**3:**

Year 2

To develop and implement the new National 6 qualifications in line with local and national guidelines.

**Improvement Priority 4:**

Year 3

To maintain a greater focus on learning and teaching by continuing to embed curricular lesson observations incorporated into the Learning and Teaching policy and to introduce Faculty activities on teaching methodology. To further improve the quality of learners' experiences and learner engagement in order to improve attainment at all levels across the school through staff training and awareness raising.

**Improvement Priority**

**5:**

Year 3

To improve the ethos of the school by continuing to develop the four capacities in our learners with increased opportunities for pupils to lead on school activities. To continue to strive for greater consistency at all levels when promoting positive behaviour and review the use of merits/ demerits. To revisit Assertive Discipline and relaunch across the school. To examine opportunities with a potential to develop a cluster approach with our 10 partner primaries.

**Longer term improvement priorities over three years – can be indicative only:**

To continue to improve attainment.

To continue to improve attendance.

To continue to improve positive, sustainable post 16 destinations, for all pupils.

To continue to address the behaviour of a minority of pupils where it impacts negatively on the learning and teaching of the majority.

To continue to raise the profile of Coatbridge High School in the local community.

<p><b>Improvement Priority 1: (Year 1)</b></p> <p>To review courses offered in the broad general education in line with the principles outlined in Curriculum for Excellence maintaining a focus on numeracy, literacy and health and wellbeing.</p> <p>Courses offered in S1-S3 continue to build knowledge, develop skills and deliver the entitlements to meet the needs of all pupils as per the principles of Curriculum for Excellence.</p> <p>Learners will continue to benefit from the further development of interdisciplinary learning across the school.</p>	<p><b>Person(s) Responsible:</b></p> <p><b>HT, DHT (L&amp;T) PTs (Curric.) Lit, Num, H&amp;WB SLWGs, all teaching staff</b></p> <p>BGE curriculum and structure reflects the needs of learners and allows for appropriate progression. (Views, data, observation)</p> <p>DHT/PT departmental link meetings and HT/PT Quality Assurance meetings alongside regular review of curricula confirm that staff are aware of the content and demands of the new NQs. (Data, views)</p> <p>Pupil progress improves in BGE. (Data, observation, views) The work of the three groups continues in a clear and focussed way. (Observation, data)</p> <p>All S3 pupils have an e- profile which they have created and which reflects their achievements to the end of the BGE. (Observation,data)</p>
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**Outcome(s) focused on Learning and Achievement**

A greater focus on food choice and health in line with the requirements of the newly published *Better Eating, Better Learning – A New Context for School Food* document.  
To continue to work closely with partners in the community to promote a healthy lifestyle amongst our learners.

Pupils make appropriate food choices linked to health and wellbeing.

**Measures of Success**

Pupil food choices reflect recent national guidelines. (Observation, data, views)

Learners have improved interdisciplinary learning experiences and can identify direct links between and across subjects. (Data, observation, views)

<p><b>Improvement Priority 2: (Year 2)</b></p> <p>To review and update courses offered at N4 and N5 level taking account of the needs of all pupils and the ongoing local and national developments.</p>	<p><b>Person(s) Responsible:</b></p> <p><b>HT, DHTs, PTs (Curric.) all teaching staff</b></p>
<p><b>Outcome(s) focused on Learning and Achievement</b></p> <p>Courses offered at National 4 &amp; 5 continue to meets the needs of all pupils.</p> <p>Courses offered continue to build knowledge, develop skills to allow for appropriate progression for all pupils.</p>	<p><b>Measures of Success</b></p> <p>N4/5 courses offered reflects the needs of learners and allows for appropriate progression. (Views, data, observation)</p> <p>Senior phase curriculum and structure reflects the needs of all learners and allows for appropriate progression. (Views, data, observation)</p> <p>DHT/PT departmental link meetings and HT/PT Quality Assurance meetings alongside regular review of curricula confirm that staff are aware of the content and demands of the new NQs. (Data, views)</p> <p>Improved pupil attainment, achievement and engagement. (Views, data, observations)</p>

<p><b>Improvement Priority 3: (Year 2)</b></p> <p>To review and update courses offered at N4 and N5 level taking account of the needs of all pupils and the ongoing local and national developments.</p>	<p><b>Person(s) Responsible:</b></p> <p><b>HT, DHTs, PTs (Curric.) all teaching staff</b></p>
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<b>Outcome(s) focused on Learning and Achievement</b>	<b>Measures of Success</b>
<p>Courses reviewed at National 6 meet the needs of all pupils.</p> <p>Courses developed and implemented at National 7 meet the needs of all pupils.</p> <p>Courses offered continue to build knowledge, develop skills to allow for appropriate progression for all pupils.</p>	<p>N6 curriculum and structure reflects the needs of learners and allows for appropriate progression. (Views, data, observation)</p> <p>N7 curriculum and structure reflects the needs of learners and allows for appropriate progression. (Views, data, observation)</p> <p>DHT/PT departmental link meetings and HT/PT Quality Assurance meetings alongside regular review of curricula confirm that staff are aware of the content and demands of the new NQs. (Data, views)</p> <p>Improved pupil attainment, achievement and engagement. ( View, data, observations)</p>

<p><b>Improvement Priority 4: (Year 3)</b></p> <p>To maintain a greater focus on learning and teaching through the embedding of the cross curricular lesson observations incorporated into the Learning and Teaching policy. To further improve the quality of learners' experiences and learner engagement in order to improve attainment at all levels across the school.</p>	<p><b>Person(s) Responsible:</b></p> <p><b>HT, DHT (L&amp;T), DHTs, all PTs, teaching staff</b></p>
<p><b>Outcome(s) focused on Learning and Achievement</b></p> <p>Learners continue to experience an improvement in the consistency and quality of their lessons across subjects.</p> <p>Learners continue to benefit from staff sharing good practice within and across departments.</p> <p>Learners confidence in their own abilities and potential continues to improve, alongside the expectations of staff and parents/carers and other stakeholders.</p> <p>Learners will continue to have increased opportunities to improve their attainment and achievement through teacher dialogue and focused written feedback. S4 - S6 learners continue to benefit from increased feedback via more regular monitoring and tracking reports .</p> <p>Learners benefit from detailed feedback to staff following DHT and PT curriculum and PT PS tracking interviews.</p> <p>Staff confidence and proficiency in using active learning strategies and varied teaching methodologies, eg. cooperative learning, higher order thinking increases through focussed CPD and departmental activities.</p>	<p><b>Measures of Success</b></p> <p>SMT/PT/staff learning visits / rounds continue to be developed with a greater emphasis on sharing ideas across the curriculum as well as within subject areas. (Views, observation)</p> <p>Learning visits/rounds reflect a clear focus on learner/teacher dialogue and partnership, the learner understands what they are required to do to improve. (Observations, views)</p> <p>Attainment and achievement continues to improve. (Data) Attendance continues to improve. (Data)</p> <p>Continue to hold QA meetings with HT/PT and link DHT.(Data, views) DHT/PT link meetings and DMs to continue with a focus on raising attainment and improving consistency. (Observation, views, minutes)</p> <p>Departmental improvement plans reflect a continued increase in learner/teacher dialogue. Departmental pupil evaluations/pupil profiles indicate that pupils are identifying and developing their learning targets in a meaningful way. Attainment improves at end of unit assessment level, NQ level and Higher level. (Data, views)</p> <p>Effective monitoring and tracking which highlights progress and informs early intervention. (Data)</p> <p>Use of Insight data and other performance indicators which reflect the continued trend of improvement in Coatbridge High. (Data)</p> <p>Audits of practice from departments, DM minutes, CPD records, self/peer evaluation activities, classroom observations.</p>

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<p><b>Improvement Priority 5: (Year 3)</b></p> <p>To improve the ethos of the school by continuing to develop the four capacities in our learners with increased opportunities for pupils to lead on school activities. To continue to strive for greater consistency at all levels when promoting positive behaviour and review the use of merits/ demerits.</p>	<p><b>Person(s) Responsible:</b></p> <p><b>HT, DHT Ethos, DHT SfP, all DHTs,PTs PS, PTs, all teaching staff</b></p>
<p><b>Outcome(s) focused on Learning and Achievement</b></p> <p>Learners experience increased leadership opportunities which benefit the development of the four capacities.</p> <p>Learners continue to benefit from increased recognition of their wider achievements.</p> <p>Learners benefit from a continued focus on the use of praise across the school with a review of the merit / demerit system to be carried out.</p> <p>A greater focus is given to pupil voice through increased opportunities for pupil evaluation at departmental and school level.</p> <p>Learners benefit from assertive discipline strategies being consistently applied across the school.</p> <p>Learners benefit from a renewed focus on the consistency of approach of the behaviour policy to ensure that all staff and pupils are familiar with expectations.</p> <p>Learners benefit from a more settled corridor environment through the introduction of clear rules about the correct use of stairwells and corridors to access departments.</p>	<p><b>Measures of Success</b></p> <p>The school continues to actively promote events, charity days, talent shows etc which are organised by the young people themselves.(Observation)</p> <p>The profile of the school in the local community continues to improve through positive stories in the local papers, the school website, the school twitter account, the e-newsletter and the 'Good News' board.</p> <p>The number of pupil receiving awards for wider achievement continues to increase. Parent/ carer attendance at award event increases. (Data, observation)</p> <p>Pupil voice surveys indicate and school improvement group meetings indicate that pupils feel valued within Coatbridge High School. ( Views)</p> <p>Departmental minutes and school surveys indicate that pupils are being asked to feedback on their learning and action is being taken as appropriate. (Data, views) Pupil views are included school improvement planning. (Views, observation, minutes)</p> <p>A more positive relationship continues to develop between staff and pupils and this is evidenced via surveys and learning visits. (Data, observation, views)</p> <p>Pupil Voice continue to assist in the development of corridor rules/guidance which will be introduced as a set of clear guidelines to the school community. (Data, observation, views)</p>

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