



**Coatbridge High School  
School Improvement Report**

**31 May 2017**



## School/Centre Improvement Report

### Context of the school:

*This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.*

Coatbridge High School is a six year non-denominational comprehensive secondary school serving Coatbridge and the surrounding communities within North Lanarkshire. The current roll is currently 1021 with a teaching staff of 82 FTE. This year the school is supported by a classroom assistant and 2FTE additional support needs assistants, and 5.9 FTE clerical staff. The Head Teacher is supported by five depute head teachers, eight faculty leaders and seven Support for Pupils' Principal Teachers.

### Scottish Index of Multiple Deprivation information:

39% of pupils live in SIMD deciles 1 and 2, 28% in deciles 3 and 4, 13% in deciles 5 and 6, 18% in deciles 7 and 8 and 2 % in decile 9 with no pupils living in decile 10.

17 % of the pupil population qualify for the free school meal entitlement and 23% are in receipt of a clothing grant.

There are ten partner primary schools and strong links exist between the two sectors with many regular meetings of the Coatbridge High Associated primaries (CHAPS) team. The school is well supported by the Parent Council.

The shared vision for Coatbridge High School is to actively promote a positive, inclusive and aspirational ethos which enables all our young people to achieve their potential as lifelong learners and future citizens. We have a clear vision which is to raise attainment, especially in literacy and numeracy and to improve outcomes for all our learners. We promise to care equally for all our young people and intervene appropriately to overcome barriers to learning. We will encourage a healthy lifestyle and will not lose sight of the importance of health and wellbeing. We will actively seek opportunities to work in partnership with parents, carers, families and the wider community. Our measure of success is that our young people leave Coatbridge High School with the necessary skills, knowledge and competences to achieve a positive and sustained destination I training, education or the world of work.

The school has recently been allocated £117,600 from the pupil equity fund as part of the government's drive to close the poverty related attainment gap. Based on free school meal entitlement and registration this figure should be arguably higher within Coatbridge High School as not all pupils who are entitled to a free school meal currently register and this is something we will address next session.

The school benefits from 0.2FTE from the Scottish Attainment fund's universal offer of support. This additional member of staff acts as a mentor to a small group of young people in S3 supporting them on a range of issues including personal issues, subject revision, attendance indeed anything which is required to help the young person keep on track to achieve their maximum potential. The young people have also benefitted for some additional support for numeracy and literacy through the Sumdog maths initiative and more recently through the Read, Write, Ink initiative where staff have undertaken additional training.

The priorities contained within the National Improvement Framework permeate the improvement work of the school providing a very clear framework and direction for all staff.

A good practice visit was undertaken by Education Scotland in March 2017, the focus of which was on Developing Scotland's Young Workforce. This visit highlighted some good practice within the school including the S3/4 employability course and the excellent work undertaken by the DYW Champion.

### Review of progress for previous session

*This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. Additionally, there should be clearly defined next steps which may inform future priorities.*

**School priority 1:** To continue to review courses offered in the BGE in line with the principles outlined in Curriculum for Excellence and HGIOS?4 with a greater focus on improving attainment in numeracy and literacy. To help close the attainment gap by targeting those pupils who require appropriate interventions. To update and revise all BGE courses to reflect the demands of courses being offered at N4, N5, N6 and N7 so that attainment can continue to improve.

<u>NIF Priority</u>	<u>HGIOS?4 QIs</u>
Improvement in attainment, particularly in literacy and numeracy	1:2, 1:3, 2:2, 2:3, 3:2
Closing the attainment gap between the most and least disadvantaged children;	<u>NLC Priority</u>
<u>NIF Driver</u>	Supporting all children to reach their full potential
School Leadership Teacher Professionalism Assessment of children's progress School improvement Performance information	

All staff have been given the opportunity to undertake training and professional dialogue around planning, learning and teaching and assessing learning and performance, using national guidance and exemplification materials to gain a stronger understanding of standards in terms of breadth, challenge and application, and across the four contexts for learning. An inservice day presentation from an SQA colleague on new qualifications and benchmarking has ensured staff are familiar with the changes and planning has already begun within departments to support this. Staff continue to become more confident in their own practice thus ensuring that pupil levels and attainment are recorded accurately.

Staff are also becoming more confident in assessing progress and achievement in literacy and numeracy where these are integrated into and form a substantial part of learning, reflecting the priorities in the NIF.

Monitoring and tracking of achievement and attainment is undertaken in a number of ways involving direct observation, peer assessment and summative and formative assessments. The development of a new BGE tracking system will enhance this further for future sessions. Pupil progress (particularly of those in vulnerable groups) is rigorously monitored and data is used to inform targets, to direct deployment of resources and to monitor the impact of interventions. The BGE tracking system introduced in May 2017 will enhance this further by providing data at an earlier stage to ensure specific, timely interventions.

A mentoring programme, targeted towards those young people in SIMD 1 and 2 has been introduced this session and this will be developed further next session with some staff volunteering to become named mentors for young people. This is a school based initiative which will sit alongside the PEF and SAC activities will focus on S4 pupils.

The Literacy and Numeracy groups continue to work with staff across the school to make sure there is a consistency of approach in the teaching of literacy and numeracy thus ensuring pupils are clear about expectations in every curricular area this will be further developed next session in line with key national and local priorities.

An ambitious whole school Literacy Festival took place in October 2017 with the specific aims of raising attainment and to highlight the importance of literacy across the curriculum. The success of the event was recently recognised with NLC with an "Excellence and Equity" award.

This event served to raise the profile of Literacy in general and highlighted to pupils the variety of topics which fall under the term, literacy. We were able to show that literacy is not simply limited to an English classroom and, thanks to guest speakers from various fields including Science, Maths and Art, we were able to demonstrate the importance of literacy as an overall skill, across the curriculum.

Pupils from all year groups were able to listen to speakers and participate in workshops over the course of the two days ensuring they were all engaged in the event.

The inclusion of pupils from our partner Primary schools and parents who were invited along served to raise the profile of literacy across the school community.

We have also established excellent partnerships with many institutions, speakers and writers and to build on this success we will continued to engage with two authors who will be 'writer's in residence' for session 2017 / 2018 thus ensuring targeted literacy support for pupils who will be given further opportunities to engage more fully with books, reading and writing.

Through collegiate activities and INSET training, staff are becoming more confident in making 'Teacher Professional Judgement' decisions. This session learners have benefitted from opportunities to develop a range of relevant skills including: literacy, numeracy and associated thinking skills; skills for health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

DHT/PT departmental link meetings and HT/PT Attainment Review meetings, alongside regular review of curricula confirm that staff are aware of the content and demands of the BGE as it articulates with the new NQs.

#### Next Steps:

- To continue to review the BGE in line with the recently published benchmarks
- To review the whole school approach to literacy and numeracy
- To target the PEF appropriately

**School priority 2:** A continued 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 focus on energy drinks which are particularly popular in the school and cause concern. To continue to work closely with partners in the community to promote a healthy lifestyle amongst our learners.

<u>NIF Priority</u>	<u>HGIOS?4 QIs</u>
Improvement in children's and young people's health and wellbeing	1:3, 3:1
<u>NIF Driver</u>	<u>NLC Priority</u>
School Leadership Parental engagement School improvement	Improving the health, wellbeing and care of the communities

Following the publication of the NIF and updated information from Education Scotland this priority has become part of the wider closing the gap agenda and as such many of the specific targets have been incorporated into other priorities for session 2017-2018.

Food Education is part of the BGE experience for all pupils within the technologies curriculum and through specific IDL projects thus encouraging pupils to make informed food choices. The drinking of energy drinks continues to be discouraged within the school and the consequences of drinking energy drinks was highlighted during assemblies and within newsletters issued to parents this session thus further highlighting the associated risks of consuming drinks high in caffeine and sugar.

We have strengthen links with the food industry to plan and deliver learning which is creative, motivating and engaging. As an integral part of the Street Food Festival local food producers have linked with us allowing pupils to benefit from real life experiences of this sector.

Pupils continue to benefit from a school lunch menu which is varied and nutritionally beneficial. The area around the server allows for the display of posters and information that allows pupils to read about the food they are being served. e.g. eat-well plate posters

**Next Steps:**

- We will work with the pupil voice group and parent council to discourage pupils from drinking energy drinks

**School priority 3:** To improve the employability skills of our young people through the introduction of a timetabled employability course in S3/4. To target support via the DYW champion, pupil support and SDS to ensure that positive school leaver destinations are sustained. To continue to forge strong partnerships with local employers and training providers. To analyse the leavers' data and link it to the curriculum on offer in the Senior Phase.

<u>NIF Priority</u>	<u>HGIOS?4 QIs</u>
Improvement in employability skills and sustained, positive school leaver destinations for all young people	1:2, 2:2, 2:3, 2:4, 2:6, 2:7, 3:3
<u>NIF Driver</u>	<u>NLC Priority</u>
School leadership Parental engagement School improvement Performance information	Improved economic opportunities and outcomes Supporting all children to reach their full potential Improving relationships with the communities and the third sector

This session S3 pupils have completed the Enterprise and Working with Others unit – this has enthused S3 pupils in employability skills, given them opportunities for leadership and given them opportunities for entrepreneurship at the Christmas Fair. This course has also enabled pupils to become aware of the Education Scotland Career Education standard and complete the relevant “I can” statements contained within this document.

S4 pupils have completed a Work Placement unit and Personal Development Self and Work unit. Those pupils who completed a work placement and returned a log book have achieved a NQ level 4 in both units. S4 pupils have benefitted from having had time for reflection and evaluation on work placements and are also aware of both the Education Scotland Work Placement Standard and the Career Education Standard.

In session 2017/18 S4 pupils will be the first year group eligible for a full award and more work surrounding the standards will be implemented and S6 pupils will be timetabled for SQA employability units.

Work Placements during SQA study leave have been very successful in supporting some of our most vulnerable pupils undertake a work placement. This has also ensured pupils who may not have an opportunity to complete their allocated work placement week the chance to experience a work placement with the additional support required.

Some pupils, particularly those who have or are at risk of disengaging from education, have benefitted from a more flexible approach to work placements throughout the session and in some cases has led to the securing a full time job.

Pupil questionnaires were issued and a special DYW lesson developed to ensure we had the most up to date information regarding pupil preferred destinations. Having this information has allowed the DYW champion, SDS and PTPS to quickly identify suitable pupils for a range of opportunities.

We have established partnerships with NLC, Engie and Bank of Scotland and this session pupils have benefitted from their attendance at our Careers Festival, supporting interview skills workshops; including conducting mock interviews. Next session in addition to what is already in place Engie have offered a work placement for a week, pupil mentors, Go4Set project for S2, site visits and an internship for one S6 pupil,

Bank of Scotland staff will mentor a pupil interested in finance and NLC will offer work placements, link pupils to businesses to assist in employability courses and lead a mock interview event.

Within the schools all faculties and departments have completed an audit to determine where and when employability skills are being developed in the BGE, this has been used to create posters to be displayed to demonstrate to pupils the skills being developed across the curriculum.

Engagement with parents has commenced with parents being asked if they could provide support via their own skills, abilities and employment sectors, for pupils in CHS. Some parents have responded positively and have been able to offer work advice/ placements to pupils for next session.

Foundation Apprenticeships have been established for 2017/18 in partnership with NLC and Kelvin College. Pupils have been identified for these opportunities in Social Care for both early years and health and have applied for places on them. These are 2 year vocational programmes which include employment opportunities for pupils in the relevant sectors. Pupils will receive hands on training and achieve a level 6 qualification on completion.

The school continues to have a focus on STEM subjects with a member of staff from science, maths and technical trained to deliver the STEM attainment challenge next session.

This session all S1/2 pupils have benefitted from additional STEM periods in maths and science and CREST awards have been introduced in Science.

We have further strengthened our links with colleges and Universities through;

Glasgow University Reach Programme; Glasgow University S2 Options Event: where all S2 pupils worked groups with Glasgow University tutors to help them select subject choices based around their preferred career, interests and talents. Glasgow Caledonian University Connect Programme; Strathclyde University Trip: where S4 had a 2 day trip to Strathclyde University in January to highlight the prospect of Further and Higher education.

Dedicated UCAS classes have been established for one period a week, during this period pupils receive support with their application and personal statement. All pupils applying to University also benefitted from attending a UCAS class Top – Up. This 10 week TOP-UP Programme delivered by Glasgow University students, not only prepares pupils for University but also contributes to their University entry qualifications.

The Careers Fayre held in February 2017 was attended by over 700 pupils, all of whom had an opportunity to speak to the 30 employers, MA providers, FE and HE establishments and training providers who supported us on the day. Pupils benefitted from the opportunity to complete careers questionnaires which are being used to further develop the event in future years.

The Post 16 tab on SEEMiS is now in use within the school and subsequent reports are used to share information with PTPS and SDS on proposed destinations to allow resources to be targeted effectively.

We continue to work very closely with SDS to ensure our most vulnerable young people are targeted e.g. winter leavers and the correct advice given. We continue to support winter leavers and Summer leaver events run by NLC.

Next Steps:

- To look more closely at the leaver data and link it to the curriculum
- To continue to build partnerships with Engie, NLC and Bank of Scotland et al
- To enhance the DYW data base for session 2017/18 to include work placement details
- 6<sup>th</sup> Year pupils to be trained as MyWorldofWork ambassadors to continue to promote DYW across the school
- To introduce STEM days across the school
- To support partner primary schools with STEM weeks
- Formation of STEM working group involving members of staff from all STEM subjects

**School priority 4:** To encourage greater parental engagement from those parents who are harder to reach by introducing pupil showcase events where they can learn what their child is doing in school via workshops, e.g. HE, Drama where the child takes the lead.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy  
 Closing the attainment gap between the most and least disadvantaged children;  
 Improvement in children's and young people's health and wellbeing  
 Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver

School Leadership  
 Parental engagement  
 School improvement  
 Performance information

HGIOS?4 QIs

2:2, 2:4, 2:5, 2:7, 3:1, 3:2

NLC Priority

Supporting all children to reach their full potential  
 Improving the health, wellbeing and care of the communities  
 Improving relationships with the communities and the third sector

We have started to develop a calendar of family learning events and activities to engage parents. A visit to the Science Centre for young people and families in SIMD 1 & 2 has been organised by the maths department this session.

Family learning events have taken place in the school to help build parental skills and knowledge e.g. Literacy Festival, workshops, to build parents' positive associations with the school. Where appropriate invitations will be targeted to parent of pupils in SIMD 1-3

The English department offered parental engagement session this year and this will be further developed across the school for next session.

Social events have been held this session including Burns night celebration, Christmas Fayre, Literacy Festival, School show, Talent show, The Voice have taken place to build positive associations with school in a less formal setting. The attendance at all of these events has been excellent.

Looked after children are able to identify the people who are taking on parenting roles for them and also asked who they want to see being involved in school activities and events.

This year parental views have been sought at every parents' evening as well as through our annual school survey. Parental views have been used to inform the school improvement plan for next session. This session information has also been collected regarding parental willingness and availability to support our DYW programme. We have begun to create a data base that will be used to link parents from a particular work sector with particular pupils who have indicated an interest in that area.

**Next Steps:**

- To continue to identify opportunities to increase parental involvement and engagement
- To develop pupil led activities within departments and faculties which encourage parental engagement

**School priority 5:** To continue to improve the ethos of the school by introducing a revised Behaviour Policy; Culture of Achievement, Learning and Motivation (CALM). 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 strategies and relaunch across the school. To embark upon becoming a Rights Respecting School

<u>NIF Priority</u>	<u>HGIOS?4 QIs</u>
Closing the attainment gap between the most and least disadvantaged children	
<u>NIF Driver</u>	<u>NLC Priority</u>
School leadership Teacher professionalism Assessment of children's progress School improvement Performance information	Supporting all children to reach their full potential

A revised behaviour policy (CALM) has been developed and will be launched in August 2017. This has been built around the previous policy and will continue to focus on acknowledging and rewarding good behaviour. Pupils will benefit from a consistent approach from staff across the entire school when dealing with inappropriate or unacceptable behaviour. We will continue to work with parents and carers to ensure they are engaged as partners thus ensuring a consistent approach is used within school and at home to support learners.

The Home School Partnership Officer continues to work with a number of groups of vulnerable young people to build self-esteem and emotional resilience.

The Learning Zone has been fully utilised this session to support pupils who have barriers to their learning, are returning from ill health or exclusion or who have been identified with additional support needs, social emotional or behavioural needs. Pupils have benefited from individualised programmes of work, one to one and small group work and time out.

A revised Anti-bullying policy has been fully consulted upon and will be launched in August 2017. Key staff have been trained in anti-bullying strategies via 'Respectme'. Information on anti-bullying is included within PSHE lessons, is on the school website, and pupils know how to access support if they feel they are being bullied.

PSHE and curricular lesson programmes within the school have been reviewed and updated to ensure there is a focus on the Mental, Emotional, Social and Physical wellbeing of pupils. We are supported in this regard through outside agency partnership working (CAMHS, Health service, social work etc.).

All staff, pupils, parents and carers have an awareness and understanding of the United Nations Convention on the Rights of the Child (UNCRC) through a presentation delivered in November 2016. This presentation is also accessible through the school website.

Staff have begun to work in a more collaborative way with an increased awareness of how their work corresponds with the Rights Respecting School (RRS) agenda, and are starting to develop and use rights-respecting language throughout the school. We have received a Recognition of Commitment award which is the first step in the journey to become a Rights Respecting School. A RRS Steering Group, made up of staff and pupils has been set up to lead and monitor the progress of the Award, working towards Level one status by the end of the next session. Baseline audits have been carried out so that the views of pupils and staff feed into the Level 1 Audit and Action Plan.

**Next Steps:**

- To further promote and develop the Pupil Voice
- To further promote the anti-bullying policy using the Pupil Voice group and Rights Respecting School group
- To work toward Level 1 status for RRS

**Pupil Equity Fund**

*There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.*

NA

Next Steps:

**Key priorities for improvement planning next session**

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*

- To continue to review BGE ensuring a focus on improvement in literacy and numeracy remains a priority. This will ensure that pupils have the skills and knowledge required to access the curriculum and so improve their attainment
- To continue to implement strategies and effectively deploy resources to close the poverty related attainment gap. This will ensure that young people from our poorest families get the support they need to limit barriers that prevent them fully accessing education.
- To encourage greater parental engagement so that young people benefit from the partnership working and consistency of approach.
- To continue to develop employability skills across all year groups to ensure that pupils have better skills and knowledge to prepare them for life after school and secure a positive and sustained destination.

**What is our capacity for continuous improvement?**

*This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:*

- *how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement*
- *staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process*
- *the effectiveness of arrangements to monitor and track progress using a range of data and information*
- *evidence of the impact of improvement planning on learners' successes and achievements*

Coatbridge High is fully committed to continuous improvement through self-evaluation. A comprehensive whole school programme of departmental evaluation is fully embedded within the school and all staff are familiar with the process. Link meetings, attainment review meetings and departmental meetings maintain a focus on effective self-evaluation and improvement.

Staff, pupils and parental feedback is very important to us and we seek views at range of events and formally through our annual questionnaire. We use this information to help inform our school improvement plan.

A new system to track progress within the broad general education has recently been introduced and this will be further developed next session to provide additional information to staff including SIMD details, FME information and CEM data. We have a well embedded system for tracking progress across the school from S1-S6 with very regular report information send home to parents. HT/ DHT pupil interviews have recently been introduced as part of this process.

Since 2011 pupil attainment and achievement has improved year on year and our young people continue to benefit from a significant number of clubs and after school activities. The school of Rugby introduced in session 2016 to 2017 has led to an improvement in attendance, behaviour and attainment within that cohort of pupils. This programme will be further extended next session to include S1 & S2 pupils and there are plans to work in partnership with SRU to extent to S3 and S4 pupils.

A continuous improvement group made up of promoted and unpromoted staff is now well established within the school which supports our commitment to continuous improvement and self evaluation.

### **Assigning levels using quality indicators**

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

#### **NIF quality indicators**

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	<b>3</b>	
2.3 Learning, teaching and assessment	<b>3</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>4</b>	
3.2 Raising attainment and achievement	<b>3/4</b>	

#### **Additional Quality Indicator**

*It is anticipated that schools will follow the advice of How good is our school? 4<sup>th</sup> edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.*

Quality indicator	School self-evaluation
<b>2.6</b>	<b>4</b>