CASTLEHEAD HIGH SCHOOL

School Improvement Plan
2023/24

Planning framework

As part of Children's Services, Castlehead High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities
We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children's health and wellbeing; and**
5. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities
Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding
Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision
Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes

Our Vision, Values and Aims

In Spring 2023 we undertook a full review of our school vision and values to support our school aims.

Castlehead High School Vision

Cultivating a community of respect, equity, and kindness, fuelling ambitious minds to thrive and make a positive impact in our world

Castlehead High School Values

Ambition

Respect

Kindness

Castlehead High School Aims

1. To be a place that every member of our school community is proud to belong to.
2. To be a safe, nurturing, and happy environment for all.
3. To provide high quality learning experiences in every classroom.
4. To ensure positive outcomes for all learners.
5. To work in partnership with parents/carers.
6. To be a school firmly embedded in the heart of its community.

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents, teaching and non-teaching staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Castlehead High School such as.

- Parents were consulted through Microsoft Forms parent surveys – 312 responses
- Parent council agenda item at annual general meeting.
- Teaching and support staff through two consultation whole staff meetings, where staff were asked to give their views on school improvement priorities and pupil equity funding.
- Education Scotland questionnaires to parents, staff, pupils and partners.
- Pupils were consulted through focus groups, learner questionnaires, pupil senate and consultation activities using How Good is OUR school?
- Partners were also consulted to assist us in the delivery of our priorities including Skills Development Scotland and The Home Link Service.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Departmental and thematic reviews that include learner, parent and staff Education Scotland questionnaires and focus groups.
- Self- evaluation using HGIOS? 4-star profiles and self-evaluation summaries.
- Planned ELT and SLT meetings to discuss progress and impact of department/faculty/school improvement plans.
- Whole staff meetings to evaluate progress and impact.
- Data analysis of tracking and monitoring data, Insight and SEEMIS.
- Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

We also ensure that all of our work is underpinned by the United Nations Convention for the Rights of the Child (UNCRC) in particular the following Articles:

Article 2	Article 3	Article 12
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language abilities or any other status, whatever they think or say, whatever their family background	The best interest of the Child must be a top priority in all decisions and actions that affect children.	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times.
Article 13	UNCRC – going for Silver 2024	**Article 15**
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.		Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 28	**Article 29**	**Article 30**
Every child has a right to an education.	Education must develop every child's personality, talents and abilities to the full.	Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Improvement Priority 1 – Continue to develop health and wellbeing outcomes for children and young people

HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
1.1, 1.4, 1.5, 2.1, 2.4, 2.5, 3.1, 3.2, 3.3	• Placing the human rights and needs of every child and young person at the centre of education • 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		1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information

Rationale for change	Outcome and Expected	Measures	Interventions
RELATIONSHIPS When consulting with parents on our improvement planning, 53% of responses identified that their most important priority was to further develop our work around creating a positive and inclusive school environment. Pupil and staff consultation highlighted the need to improve classroom culture, and promote respectful and productive relationships between learners, and between staff and learners. Through consultation with pupils, we know that 18% of respondents say that they do not feel safe in school. We recognise the importance of ensuring all pupils feel safe, secure and supported with their wellbeing.	In August 2023, positive relationships will be central to all aspects of our work. We will have implemented a refreshed Nurturing Relationships policy in line with our new school vision and values. By May 2024, almost all teachers will be more confident when managing pupils demonstrating distressed behaviours using divert/distract/de-escalate, By May 2024, we will obtain RNRA Ruby accreditation for our work on nurturing approaches. By December 2023, pupil and staff focus groups will recognise improvements in ethos where there will be a kind, respectful and engaged atmosphere. By October 2023, almost all pupils will report feeling safe in school. By May 2024, the school will have attained Silver Level accreditation through the Rights Respecting Schools Award (RRSA) Programme. This will lead to a raised awareness of Children's Rights within our learning community.	Reduction in behaviour demerits and referrals Learner focus groups will be positive about the new Nurturing Relationships policy Staff focus groups will focus less on pupil behaviour as their primary concern Nurture group minutes will show progress towards reaching Ruby level CIRCLE self-evaluation tool use will be routine in classrooms as a means of increasing levels of participation Pupil Parliament minutes will affirm positive impact of new policy SatchelOne data will demonstrate achievement through reward and recognition. Survey of staff and pupils at the beginning and end of the Silver	All staff will receive Nurturing Relationships policy training on inset day 2. Targeted and universal Nurture provision in school with Nurture base led by PT SfL, appointed key worker (PEF) for vulnerable pupils and pupils at risk of exclusion. Assembly programme will review key features of the Nurturing Relationships policy. SatchelOne Behaviour app added to licence to increase positive communication to parents. Calendar for Recognition Assemblies in place by September 2023 to maintain increased focus on positive behaviour. Circle Framework to be visible in all classrooms to promote accessible and inclusive learning spaces for all our young people. Staff and pupils will participate in RRSA input to introduce the 3 Key Strands of the RRSA programme and the RRSA language, and work collegiately to develop a Silver Award Action Plan.

		award will indicate increased awareness of the goals of RRSA. Minutes of meetings with the staff/S6 ambassador groups Achievement of Silver Level of RRSA	
ENGAGEMENT We have recognised through interrogating SEEMIS data that attendance at Castlehead currently trends below the Renfrewshire average: S1 89% S2 88% S3 83% S4 87% S5/6 89% Extended Support Team planning data has identified a group of learners who are able to attend school but not attend all their classes so recognise the importance of meeting the wide range of social and emotional needs of young people who are struggling to cope with a standard mainstream curriculum.	By May 2024 we will have increased attendance across the school, including our most deprived and care experienced learners. Target increase: S1 92% S2 91% S3 90% S4 90% S5/6 92% By September 2023, we will have increased participation rates of this targeted group by offering alternative curricular opportunities in our Support for Learning department. By October 2023, almost all pupils will have increased knowledge and understanding of the supports available to them within our school.	Pupil attendance statistics FV Attendance Self-Evaluation Toolkit LA attendance data will evidence improvements in comparison to Renfrewshire and previous data. Weekly evaluation of interventions which support attendance at House meetings. EST meetings/minutes will show impact of interventions. Targeted group surveys Parent surveys	Weekly house meetings between House DHT and PTPS using pupil chronologies to identify targeted pupils and put interventions in place to support pupils who have decreased levels of participation. Appoint an additional inclusion support assistant (ISA) will work with an identified number of targeted pupils with a remit which will include improving attendance and supporting vulnerable families. (PEF) Participation in local authority EBSA Steering Group

WELLBEING			
WELLBEING We will follow Plan 21-24 to keep The Promise made to our care experienced pupils and their families, ensuring their rights, wellbeing and opportunities are at the forefront of our planning. WEMWBS data shows that only 9% of all our learners report having high levels of wellbeing so we recognise the need to implement universal and targeted interventions, in addition to rigorously tracking and monitoring the wellbeing of our learners. WEMWBS data highlights the need to increase interventions for our female learners as 32% of respondents reported low levels of wellbeing compared to 14% of boys. WEMWBS data highlights the need to be more responsive to the need of our care experienced learners as 37% of respondents reported low levels of wellbeing.	By December 2023, care experienced learners, and their families, will have access to a range of supports which will facilitate inclusion, equity and achievement opportunities. By March 2024, almost all families of care experienced learners will be more engaged with education and work in partnership to improve levels of achievement and attainment. By June 2024, the WEMWBS survey will show a 3% increase in young people who report having high levels of wellbeing and a 5% increase in those who rate their wellbeing as medium. By June 2024, the WEMWBS survey will show a 10% decrease in the number of female respondents who rate themselves as having low levels of wellbeing. By June 2024 The WEBWMS survey will show a 7% decrease in the number of care experienced learners reporting low wellbeing. By June 2024, our Pupil Leadership team will have driven forward improvements in wellbeing and inclusion for our vulnerable learners. From August 2023, our staff will know and cherish our care experienced learners, and their goals and aspirations will be actively promoted by their key adults in school.	Attendance at Breakfast Clubs Family engagement with Citizens' Advice service Regular communication between families and CE Key Worker/FIP Project Leader Participation in family learning workshops Wellbeing assessments as part of the PSE programme Survey data from the Exchange counselling service will evaluate appropriate support for CYP. Staged Intervention planning show improvements in Wellbeing Focus groups of care experienced learners. Whole school attainment data for our care experienced pupils. Staff surveys Boxall profiles Increase in number of MVP mentors from 45 to 65. Increase number of S6 Befrienders to 35.	Inclusion support assistant (ISA) will work with our care experienced pupils with a remit which will include improving attendance and supporting vulnerable families. Partnership working with multi-agency partners to ensure pupils are well-supported and have access to information to support safe choices and support Mental Health and Wellbeing in and out of the school. The PSE programme will be reviewed to reflect this. A Project Leader Wellbeing will be appointed to track and monitor Wellbeing across the curriculum and support the use of wellbeing indicators within classroom practice to promote equity and inclusion. Targeted pupils will be supported though group work sessions using the Ms, Miss, Mrs and Being Mankind programme. An Inclusion Support Assistant will work with a targeted group of care experienced learners and their families to improve participation and wellbeing. All our care experienced learners, and those on the edges of care, are known to their Pupil Support teachers who act as an advocate for them in school. Fully trained Befrienders offer extra-curricular clubs and drop-ins for BGE pupils. Staff CPD from Who Cares Scotland will be embedded into our INSET day training programmes. Who Cares Scotland lessons inserted into PSE programme for each year group.

			MVP mentors deliver lessons in PSE about misogyny and gender-based violence.

Improvement Priority 2 – Maximise outcomes for our learners

HGIOS/HGIOELC QIs 1.1 1.2 2.2 2.3 2.6 3.2	NIF Priorities • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • <mark>Closing the attainment gap between the most and least disadvantaged children</mark> • Improvement in children's and young people's health and wellbeing • <mark>Improvement in employability skills and sustained, positive school leaver</mark>	NIF Drivers 1. School Leadership 4. <mark>Assessment of Children's Progress</mark> 2. <mark>Teacher Professionalism</mark> 5. <mark>School Improvement</mark> 3. <mark>Parental Engagement</mark> 6. Performance Information

Rationale for change	Outcome and Expected	Measures	Interventions
CURRICULUM We recognise the need to provide an ambitious, responsive, and relevant curriculum for all groups/cohorts of our Children and Young People which will lead to higher levels of attainment and achievement Parental consultation on our improvement priorities identified; reviewing the curriculum we offer in S3 and S4 to maximise learning time and opportunities for success in National Qualifications and increasing the number of skills for work courses in S4-6 in order to more fully prepare our young people for the world of work as key improvement priorities We recognise the need to celebrate the success and achievements of our pupils and the positive impact which they have on the school and wider community	By December 2023 all Children and Young People, staff, parents/carers and partners will have engaged in our curricular review to ensure we are providing a curriculum that is relevant to our learners and community context By December 2023 we will have a clear curriculum rationale relevant to our learners, community and context which maximises opportunities for attainment, achievement, and success By December 2023 all learners in S4-6 will have access to progression pathways from SCQF levels 4-7 in a range of certified courses in Castlehead in partnership with WCS, consortium and a range of other providers By October 2023 almost all of our pupils will be engaged in wider achievement opportunities in and/or out with school By October 2023 almost all of our S5 and S6 pupils will be contributing to the school or wider community through volunteering	Insight breadth and depth comparators will identify that performance across a range of SQA accredited courses measures in line, or better than our virtual comparators Options information and course uptake data will demonstrate an increased number of level 4-7 qualifications Department/faculty minutes will demonstrate professional discussion and identification of additional curricular pathways (as detailed in leadership framework) Progression pathways are demonstrated in all courses provided to learners in CHS Analysis of feedback from all stakeholders regarding curricular structure and provision in CHS Wider achievement data will demonstrate an increase in the number of pupils engaging with wider achievement opportunities both in and out with school Saltire Award data will demonstrate a significant increase in the number of	Consult all stakeholders regarding purpose and structure of BGE and Senior Phase Curriculum Ensure learning experiences are incorporated in our BGE to reflect and support pathways in the senior phase Continue to expand range of pathways across all curricular areas Curriculum mapping to maximise opportunities for attainment and accreditation through BGE and senior phase curriculum Timetabled weekly period for Principal Teachers and Faculty Heads to facilitate collaborative working regarding curriculum Implement streamlined approach to recording and celebrating pupil successes and achievements Expand range of opportunities for S5 and S6 pupils to volunteer across the school and wider community

		volunteering hours logged by our learners	
ATTAINMENT We are committed to ensuring a universal approach to supporting all young people and equity to improve attainment. Our 2022-23 SQA results show that progress has been made at National 4 and National 5 levels for S4 learners and level 7 for Senior Phase learners. Further progress is required to increase attainment at Higher levels. Further progress is required to narrow the poverty related attainment gap and improve outcomes for key equity groups. Staff confidence and consistency in their professional judgements of pupil progress within the BGE is not consistent across the school.	By August 2024 achievement of SCQF Level 5 & 6 awards will have increased - 1@ level 7 = 14% - 3 @ level 6 = 42% - 5 @ level 5 = 40% There will be an improving trend of attainment at Higher and SCQF 6 levels. By December 2023 SLT will have worked with all middle leaders to ensure the accurate setting of targets starting with the senior phase. By December 2023 all learners will have both universal and targeted interventions tracked and their impact measured. By January 2024 we will have a system to track the progress of all learners within the BGE. By August 2024 most staff will have participated in BGE Moderation activities to support their professional judgement.	Focus on 5 Choices; 5 Successes with all stakeholders. Senior options to be reviewed by PT Pupil Support and DHT Attainment. By August 2024 achievement of a level at level 3 will have increased to: - Numeracy 88% - Listening & Talking 86% - Reading 83% - Writing 80% By May 2024 literacy and numeracy SCQF Levels will meet or exceed our virtual comparator on Insight for all cohorts including young people with ASN and who are care experienced. All staff will have a shared understanding of achievement of CFE Second level and Third level outcomes in their curricular area and reporting of a level to inform next steps for learners will be more accurate.	SLT/FH trained on Insight to ensure effective data analysis takes place across the whole school community to identify gaps in the senior phase and to target cohorts of learners. Senior Phase Interventions Overview to be utilised by all staff to ensure targeted learners are receiving additional support. SLT/FH to evaluate impact of interventions during Senior Phase Attainment Meetings and analysis of tracking data in December and March. Key equity groups to be added to Senior Phase Tracking Database and all staff to monitor their attainment across all subjects. Family worker appointed to support the attainment and wellbeing of Care Experienced learners. GL CAT Assessments to be used with S1 learners to determine baseline data for new BGE Tracking and Monitoring Database. BGE Tracking Database of CAT Assessments and Teacher Judgements to be implemented by January 24 to ensure shared understanding of learners' levels across the curriculum. SLT/FH to evaluate BGE Moderation Processes as part of ELT. BGE Moderation activities to be reviewed across the school and all teaching staff to take part in CLPL BGE Moderation activities. BGE Moderation Activities to be quality assured by SLT. Literacy and Numeracy attainment across the BGE to be tracked and monitored at 2 key points in the year – November and April.

Improvement Priority 3 – Improve the quality of learning, teaching and Assessment: Implementation of Renfrewshire's LTA strategy across the school to develop a shared understanding of highly effective learning, teaching and assessment that will translate to classroom practice, ensuring greater consistency.

HGIOS/HGIOEL C QIs 1.2, 2.3	NIF Priorities	NIF Drivers
	• Placing the human rights and needs of every child and young person at the centre of education • 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	1. School Leadership 4. Assessment of Children's Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information

Rationale for change	Outcome and Expected	Measures	Interventions
We have identified through our Visible Learning Implementation plan and self-evaluation that • our pupils and staff don't have a shared understanding of what characteristics make an effective learner. • our learners don't always recognise when they are receiving feedback on their learning and progress. • scaffolded and differentiated LI and SC aren't used consistently across our school to ensure that <u>all</u> learners know what success will look like. • success criteria aren't used routinely to measure learning and progress at the end of lessons. This makes it difficult for our learners to set targets relating to their learning.	By December 2023 all staff at Castlehead High School will provide consistent and meaningful feedback in all lessons. Almost all learners will be able to recognise different forms of feedback and engage with it which will lead to improved learning outcomes. By June 2024 all learners at Castlehead High School will display assessment-capable visible learner characteristics. They will understand what they are learning, how they are doing, where they will go next and be able to understand and discuss their own data. By May 2024 all staff will strongly agree/agree that they are supported in their professional learning (currently 89%) and that their professional learning enables them to reflect on and improve their classroom practice (currently 84%).	Visible learning walkthroughs will identify that almost all learners are provided with the opportunity to be active participants in co-constructing LI/SC. Visible learning walkthroughs will identify that almost all feedback and plenaries are linked explicitly to LI/SC. Learner focus groups will demonstrate an improvement (from February baseline data) from the majority of learners strongly agreeing/agreeing that the feedback they receive on their work helps them to improve to almost all learners strongly agreeing/agreeing.	Developing and ensuring a shared definition of what constitutes an effective learner with learners, staff, and parents. In-house and Corwin external training for all staff to improve the methodology and quality of feedback relating to LI &SC and the four levels of feedback (task, process, self-regulation, and self). Visible Learning Implementation Plan will communicate our priorities and ambition for learners and staff by identifying the knowledge, skills and practices that need to become routine for learners, teachers, school leaders and families. Re-establish and provide further training to Visible Learning Impact Coaches to support the implementation of our Visible Learning Implementation Plan. Learning Walks and Walkthroughs recording proformas will be redesigned to reflect the current focus of improvement in CHS. This will ensure professional and pedagogical dialogue to improve learning experiences for all learners.
Through consultation with pupils and staff, we recognise the need to provide professional learning opportunities to • improve learner involvement in co-constructing/scaffolding Leaning Intentions & Success Criteria and	By September 2023 we will have a targeted in-house professional learning programme available that supports social and continuous collaborative professional learning models.	Increased numbers of staff attending in-house professional learning-learning, teaching and assessment.	Introduce termly learning, teaching and assessment newsletters to support staff learning that deepens knowledge and understanding.

ensure that a range of feedback strategies are explicitly linked to these. • support the development of digital literacy and pedagogical methodologies	By December 2023 we will achieve the 'Digital Schools Award' and 'Digital Wellbeing Award for Cyber Resilience and Internet Safety'	All staff will attend and engage in small tests of change following Visible Learning session on Feedback.	Produce self-assessment/self-evaluation checklists for staff in relation to the required routines for LI/SC and feedback. Continue to implement planned calendar of department/faculty reviews. Review our Castlehead Lesson Cycle policy and practice guidance to ensure • consistency of practitioner self-evaluation, feedback, and identification of development needs • it supports the Renfrewshire LTA strategy (to be launched 2023-2024) • it communicates our recently revised school values. Implement professional learning training and support from Tablet Academy Education Scotland.