

**Article 29** (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



## Improvement Plan 2014/15

**Establishment: Clydebank High**

**Service Priority: CfE**

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>Review courses in BGE</li> </ul>	<ul style="list-style-type: none"> <li>Complete/update unit planning sheets (S1-S3)</li> <li>Review pace/challenge/depth</li> <li>Highlight Literacy/Numeracy/HWB</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Use of available McCrone Agreement time Additional time
<ul style="list-style-type: none"> <li>Review S4 courses</li> </ul>	<ul style="list-style-type: none"> <li>Complete unit planning</li> <li>Review levels/appropriateness of courses on offer</li> <li>Review timelines, pace, challenge</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Use of available McCrone Agreement time Additional time

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>Updated courses in all subjects in the Broad, General Education</li> <li>Full integration of all 4 Contexts For Learning and all 7 Principles + Responsibility For All</li> <li>Better articulation between Broad, General Education and Senior Phase</li> </ul>	<ul style="list-style-type: none"> <li>Departmental staff will self-evaluate regularly at DMs</li> <li>Departmental staff will make use of regular pupil voice activities</li> <li>SMT will monitor departmental discussions</li> <li>SMT will discuss this issue regularly with link PTs</li> </ul>

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<ul style="list-style-type: none"> <li>• Audit pupils' experiences of BGE</li>   <li>• Implement full range of IDLs (i.e. all 3 types)</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out regular pupil voice exercises throughout BGE, including at the end of S3</li>   <li>• Confirm IDL involvement</li> <li>• Complete planning sheets (impact!)</li> <li>• Integrate IDLs fully into courses</li> </ul>	<p>Ongoing August - June</p> <p>Ongoing August - June</p>	<p>PTs Subject All departmental staff</p> <p>PTs Subject All departmental staff</p>	<p>Ideas from other departments Time</p> <p>Additional time Support with paper work (or other, as appropriate)</p>

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• IDLs will be fully integrated into courses across all subjects and at all levels within the Broad, General Education</li> <li>• Pupils and parents will see a greater degree of connectivity in learning.</li> <li>• Pupils' motivation will be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental staff will self-evaluate regularly at DMs</li> <li>• Departmental staff will make use of regular pupil voice activities</li> <li>• SMT will monitor departmental discussions</li> <li>• SMT will discuss this issue regularly with link PTs and pupils</li> </ul>

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<ul style="list-style-type: none"> <li>• Update CfE info on the school website</li> </ul>	<ul style="list-style-type: none"> <li>• Replace current info with Parent Forum “Qualifications In A Nutshell”</li> <li>• Customise these in the course of the session</li> </ul>	Ongoing August - June	PTs Subject	Time
<ul style="list-style-type: none"> <li>• Implement S5 courses</li> </ul>	<ul style="list-style-type: none"> <li>• Agree levels/options on offer with DHT</li> <li>• Draw up an implementation plan</li> <li>• Implement decisions</li> <li>• Review</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Use of available McCrone Agreement time Time Ideas from departments in other schools

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• CfE information on the school website will be more attractively presented and more accessible</li> <li>• A full range of S5 courses will be on offer.</li> <li>• Courses will be reviewed throughout the session.</li> </ul>	<ul style="list-style-type: none"> <li>• SMT will survey parents and pupils about the CfE info on the website</li> <li>• Departmental staff will self-evaluate regularly at DMs and through regular pupil voice</li> <li>• SMT will monitor departmental discussions</li> <li>• SMT will discuss this issue regularly with link PTs and pupils</li> </ul>

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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>• Extend Literacy implementation to all skills</li> </ul>	<ul style="list-style-type: none"> <li>• Agree each department's commitment to the Literacy Plan</li> <li>• Integrate this into courses</li> <li>• Organise appropriate staff Training/support</li> <li>• Assess formally, as agreed</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Use of available McCrone Agreement time Support from Literacy Committee (e.g. x-marking)
<ul style="list-style-type: none"> <li>• Embed Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Issue booklets to all stakeholders</li> <li>• Use across all departments</li> <li>• Implement formal Numeracy assessments</li> <li>• Raise profile with pupils, staff, parents</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Use of available McCrone Agreement time Support from Numeracy Committee

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• There will be a clear Literacy Implementation Plan S1-S3</li> <li>• Each department will meet its commitment</li> <li>• The load of formal assessment will be shared across departments</li> <li>• Staff will feel more confident with assessments</li> <li>• Literacy and Numeracy attainment levels will rise</li> </ul>	<ul style="list-style-type: none"> <li>• There will be regular updates at DMs</li> <li>• Literacy and Numeracy Committees will maintain a steady pace of progress</li> <li>• Departmental staff and SMT will use pupil voice to evaluate impact</li> </ul>

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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>• Take forward HWB priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Re-issue latest audit of Es and Os</li> <li>• Set up a parents' focus group to increase awareness/involvement</li> <li>• Progress HWB outcomes into S4</li> </ul>	Ongoing August - June	J Nicolson S Grumball T George HWB Committee	Time
<ul style="list-style-type: none"> <li>• Embed Wider Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the list of recognised activities (to include P7 profile data)</li> <li>• Embed the S1 Leadership day</li> <li>• Register pupils for the Saltire Award from S1</li> </ul>	Ongoing August - June	M Rooney Wider Achievement Committee All staff	Time Active support from all stakeholders
<ul style="list-style-type: none"> <li>• Introduce Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Train all English/SfL staff</li> <li>• Introduce a pilot in English in S1</li> <li>• Audit impact</li> </ul>	Ongoing August - June	A Thorn English/SfL Departments	Time WDC materials/training

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• There will be more information available about pupils' wider achievements</li> <li>• More pupils will achieve Saltire Awards</li> <li>• A reciprocal teaching pilot will be undertaken and evaluated</li> </ul>	<ul style="list-style-type: none"> <li>• The HWB Committee will undertake an impact evaluation of all activities by talking to all stakeholders</li> <li>• The Wider Achievement Committee will evaluate the quality of the staff's information gathering</li> <li>• Staff involved in the reciprocal teaching pilot + SMT will survey all stakeholders</li> </ul>

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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>Focus on Literacy/Numeracy implementation in all cluster schools</li> </ul>	<ul style="list-style-type: none"> <li>Establish 2 working groups</li> <li>Agree and deliver a common approach to assessment P7/S1</li> <li>Organise joint training and sharing standards</li> </ul>	Ongoing August - June	H McLaughlin Departmental reps on working groups	Time

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>There will be greater similarities between the skills sets of pupils from different primary schools</li> <li>CHS staff will be more aware of common approaches in primary</li> </ul>	<ul style="list-style-type: none"> <li>The 2 working groups will share ideas and progress</li> <li>The 2 working groups will survey colleagues and pupils to confirm that there is greater continuity of approach from primary to secondary</li> <li>Attainment in Literacy and Numeracy will rise.</li> </ul>

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## Improvement Plan 2014/15

**Establishment: Clydebank High**

**Service Priority: Raising Attainment**

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>• Intro more self-evaluation into the programme of observed lessons ; share practice</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce revised system of learning visits/dialogue groups for all staff</li> </ul>	<p>Ongoing August - June</p>	<p>PTs Subject All departmental staff</p>	<p>Occasional release from timetable Time at DMs</p>
<ul style="list-style-type: none"> <li>• Focus on key classroom strategies to implement the above programme (See final page)</li> </ul>	<ul style="list-style-type: none"> <li>• Include as learning/teaching strategies : higher order questioning/Bloom's ; feedback to pupils ; pupil voice</li> <li>• Focus on : pupils actively involved in their learning ; pupils being challenged by the activities in the classroom</li> </ul>	<p>Ongoing August - June</p>	<p>PTs Subject All departmental staff SMT</p>	<p>Time for discussion and de-briefing at DMs</p>

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• All teaching staff will have a greater awareness of what is happening in colleagues' classrooms</li> <li>• Staff will share practice and implement to suit their own needs</li> <li>• There will be more consistent and more effective practice across the school</li> </ul>	<ul style="list-style-type: none"> <li>• PTs Subject and SMT will visit all classrooms to "validate" departmental findings</li> <li>• PTs Subject and SMT will provide focused and supportive feedback to all staff</li> <li>• PTs + all departmental staff + SMT will use pupil voice and parent voice to gauge their success</li> </ul>

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Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>Increase parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>Identify a target S5 decile, pupils, parents, staff</li> <li>Identify resources to support parents of S5 pupils</li> <li>Review parental communication mechanisms</li> </ul>	Ongoing August - June	J Hand	Time Staff and parent training Research literature
<ul style="list-style-type: none"> <li>Review mentoring programme S4/5</li> </ul>	<ul style="list-style-type: none"> <li>Review mentoring in line with feedback from pupils and mentors</li> <li>Include revised programme within the school timetable</li> </ul>	Ongoing August - June	G Rae L Prentice	Time Training for staff

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>There will be more measurable parental support for all initiatives at all stages.</li> <li>Parents will have a greater understanding of how to provide that support.</li> <li>There will be a higher pupil attendance rate at mentoring + a higher participation rate.</li> <li>Pupils will demonstrate greater awareness and use of key learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>J Hand will compare parental attendance and participation with similar activities in previous years</li> <li>J Hand will survey all stakeholders re the quality and quantity of partnership working.</li> <li>G Rae/L Prentice will survey all stakeholders</li> </ul>



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<ul style="list-style-type: none"> <li>• Introduce all staff to “Insight”</li> </ul>	<ul style="list-style-type: none"> <li>• Train staff in use of this software</li> <li>• Include the CHS data from this software in first Professional Dialogue</li> </ul>	Ongoing August - June	J Hand	Time for training and practice
<ul style="list-style-type: none"> <li>• Stretch most able pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse GL data more fully</li> <li>• Involve most able pupils in subject challenges</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Time for discussion at DMs Time for development of differentiated materials
<ul style="list-style-type: none"> <li>• Review homework policy</li> </ul>	<ul style="list-style-type: none"> <li>• Consult all stakeholders</li> <li>• Introduce consistency and rigour across the school</li> <li>• Integrate the new S1 homework club</li> </ul>	Ongoing August - June	D Docherty Homework Committee All staff	Time for meetings Time for surveys (issuing and analysis)

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• All staff will have a fuller grasp of the school’s and their department’s results</li> <li>• Pupil needs will be met more fully in all classrooms.</li> <li>• A clear homework policy, fully supported by all staff, will be ready for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• This knowledge will be clear during the Professional Dialogues in August.</li> <li>• PTs and all departmental staff will use pupil voice to gauge success in delivering differentiation.</li> <li>• Feedback from stakeholder surveys will show all-round support for the implementation of the new policy.</li> </ul>

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<ul style="list-style-type: none"> <li>• Review tracking procedures</li> </ul>	<ul style="list-style-type: none"> <li>• All departments will ensure a tracking mechanism from S1 onwards is in place</li> <li>• All staff will discuss the progress of their own pupils with their PT.</li> <li>• Any pupil's lack of progress will be discussed with Pastoral Care.</li> </ul>	Ongoing August - June	PTs Subject All departmental staff	Time
<ul style="list-style-type: none"> <li>• Increase the attainment of boys at all ability levels and all stages</li> </ul>	<ul style="list-style-type: none"> <li>• Review individual department performance and devise own action plan</li> <li>• Identify key pupils</li> <li>• Work closely with STARs</li> </ul>	Ongoing August - June	STARs PTs All departmental staff	Time for discussion and comparison of notes Bid for finance

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• All pupils will make (at least) satisfactory progress in all subjects</li> <li>• Random sampling will confirm this.</li> <li>• Parental reports will confirm this.</li> <li>• Attainment of all pupils, but particularly boys, will rise</li> </ul>	<ul style="list-style-type: none"> <li>• The Profiling Committee will evaluate the details of regular samples.</li> <li>• The Profiling Committee will survey stakeholders as confirmation.</li> <li>• Feedback from stakeholder surveys, ongoing assessment results, attendance at supported study/mentoring, SQA presentation levels will confirm higher levels of attainment</li> </ul>

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<ul style="list-style-type: none"> <li>• Implement alternative means of assessing pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Providing support/training for staff e.g. questions/answers, checklist, oral responses, observation</li> </ul>	Ongoing August - June	SfL Committee All staff	<p>Departments need to self-evaluate where this is still required The Committee will provide practical support.</p>
<ul style="list-style-type: none"> <li>• Introduce help rings</li> </ul>	<ul style="list-style-type: none"> <li>• Departments will identify where this can happen</li> </ul>	Ongoing August - June	SfL Committee All staff	<p>Laminated topic sheets of words/pictures will be produced</p>

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>• The needs of all pupils will be more accurately met across all subjects.</li> <li>• All pupils will feel included and treated equally.</li> <li>• Parents will be better able to help their children with school work at home.</li> </ul>	<ul style="list-style-type: none"> <li>• SfL Committee will monitor via discussions with pupils and surveys of other stakeholders.</li> <li>• All stakeholders will be asked for their views.</li> </ul>

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## Improvement Plan 2014/15

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**Service Priority: Ethos**

Focus Area	Specific Action	Timescale	Personnel Responsible	Resources including External Support
<ul style="list-style-type: none"> <li>Achieve ECO green flag 2014/15</li> </ul>	<ul style="list-style-type: none"> <li>Finalise Ecocode</li> <li>Set up an ECO notice board</li> <li>Deal with litter issue</li> <li>Go for Green Flag assessment</li> </ul>	June 2015	L Conway ECO Committee All staff All pupils	Time
<ul style="list-style-type: none"> <li>Revitalise the House system and House Captains</li> </ul>	<ul style="list-style-type: none"> <li>Introduce more House - focused events</li> <li>Increase awareness amongst all stakeholders</li> <li>Set up a committee of volunteers to coordinate</li> </ul>	Ongoing August - June	J Hand T Bain Committee	Time Ideas from other schools
<ul style="list-style-type: none"> <li>Continue to increase awareness /use of GIRFEC</li> </ul>	<ul style="list-style-type: none"> <li>Update format of House minutes on the basis of SHANARRI</li> <li>Ensure all pupil referrals are prefaced with an appropriate SHANARRI heading</li> </ul>	Ongoing August - June	S Grumball	Time

Expected Outcome	Monitoring and Evaluation
<ul style="list-style-type: none"> <li>CHS will achieve its Green Flag</li> <li>There will be more House-focused events, more House assemblies, greater competition</li> <li>A common GIRFEC language will be in use around the school</li> </ul>	<ul style="list-style-type: none"> <li>All staff will monitor key ECO strategies such as the prevention of litter and lend ongoing support</li> <li>The number and quality of House events will be self-evident. Stakeholder surveys will confirm impact.</li> </ul>

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(Continued from first page of Raising Attainment) :

Are all pupils actively involved in their learning ?

The following strategies are examples :

- no hands up
- random questioning
- a range of questioning techniques (e.g. Pose, Pause, Bounce)
- thinking skills (e.g. Think, Pair, Share)
- secret student
- coop learning strategies

Are all pupils being challenged by the learning activities ?

The following strategies are examples :

- Bloom's/higher order thinking skills
- pupil-led activities
- self-assessment against a standard
- 3B4me
- real-life simulation

Are AifL techniques used to move forward pupil learning ?

The following strategies are examples :

- sharing learning intentions
- giving feedback re learning intentions throughout the lesson
- traffic lighting (e.g. trays)
- post-it notes (e.g. as exit passes)
- show-me boards
- peer assessment