



Education

## Establishment Improvement Plan

2020 - 2021

### Oban High School



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- Overview of Establishment 3 Year Cycle of Improvement Plan
- Priorities
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**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional**

Session: Aug 2020-June2021

**National Improvement Framework Key Priorities**

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

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>

**Strategic Priorities 3 Year Cycle**

2020-2021:	2021-2022:	2022-2023:
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<ul style="list-style-type: none"><li>→ Post-Covid-19 recovery and empowerment of the community.</li><li>→ Ensuring wellbeing, equality and inclusion.</li><li>→ Leadership for learning.</li><li>→ Increasing employability/Developing digital skills for life and learning.</li><li>→ Partnership and community resilience.</li><li>→ Structured and on-going programme for self-evaluation for self-improvement and assessing empowerment of staff and pupils.</li></ul>	<ul style="list-style-type: none"><li>→ Curriculum evaluation and review</li><li>→ Literacy - using EEF Guidance report: Improving literacy (oral language intervention and reading comprehension strategies)</li><li>→ Assessment and monitoring pupils progress</li><li>→ Structured and on-going programme for self-evaluation for self-improvement and assessing empowerment of learning community.</li></ul>	<ul style="list-style-type: none"><li>→ Numeracy - using EEF Guidance report: Improving numeracy</li><li>→ Structured and on-going programme for self-evaluation for self-improvement and assessing empowerment of learning community.</li><li>→ Numeracy - focus on EEF Guidance report: KS2 and 3 Improving Learning in Maths</li></ul>
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Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: Aug 2020-June 2021		
<p><b>National Improvement Framework Key Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		<b>Collaboration and Consultation</b>		
		<b>Who?</b>	<b>When?</b>	<b>How?</b>
		Staff	June 2020 and 3 further regular reviews as part of self-evaluation weeks	Pre-SIP paper circulated for feedback
		Pupils	June 2020 and 3 further regular reviews as part of self-evaluation weeks	Pupil leadership teams consulted through HGIOURS (all themes)
Parents/Carers and Partners	Aug 2020 and 3 further regular reviews as part of self-evaluation weeks	Community surveys and parental/partner engagement activities		
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>		

<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity &amp; employability/ Developing creativity &amp; skills for life &amp; learning</li> </ul>	<ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>	
Priorities (each led by one Depute)	Proposed Impact	Measures	Linked to PEF (Y/N)
<p>WELLBEING, EQUALITY and INCLUSION</p> <ul style="list-style-type: none"> <li>• Implement post-COVID recovery strategy; continue consultation, implementation and evaluation of policies and strategies to ensure the well-being, equality and inclusion of all our learners to maximise their success and achievements and recover as empowered, engaged and authentic learners.</li> </ul> <p>LEARNING, TEACHING, ASSESSMENT</p>	<p>All learners and families sensitively assessed and supported, as appropriate, to ensure all can flourish as empowered, engaged and authentic learners.</p>	<p>Argyll and Bute Work stream Vulnerable children, young people, parents/carers and staff toolkit.            Health and Well-Being surveys linked to Educational Psychologist and <a href="https://shine.sphsu.gla.ac.uk/">https://shine.sphsu.gla.ac.uk/</a>            Pupil 1:1 SHANARRI interviews            Mental Health First Aider evaluation            Pupil voice activities using HGIOURS Themes 1 &amp; 4            Attendance, participation and engagement data            HGIOS Self-evaluation weeks (three)            Staff/pupil working group feedback</p>	<p>Yes</p>

<p>and CLPL</p> <ul style="list-style-type: none"> <li>Leadership of improvements in learning, teaching and assessment to ensure high quality learning experiences, including learners to lead their own learning, alongside the effective use of assessment by staff and pupils, all to enable all our learners to maximise their success and achievements. Post-COVID-19 emphasis on retrieval practice to identify gaps in learning. To be supported through collaborative, career-long professional learning.</li> </ul> <p>DYW AND DIGITAL LEARNING</p> <ul style="list-style-type: none"> <li>Young people (and staff) continue to develop and demonstrate the digital skills for learning, life and work as they move through their learning pathways, including learners' ability to apply their skills in a range of contexts, including in unfamiliar settings.</li> </ul> <p>PARTNERSHIP WORKING</p>	<p>Robust and reliable evidence demonstrates 80% of lessons have significant amounts of high quality learning and teaching, with accurate and meaningful assessment. Most learners can describe and explain how they are learning, their current levels of attainment and how they can improve. CLPL is informed by evidence-based research that is collaborative and focussed on ownership of deliberate practice, developing deep subject knowledge and evidence-based pedagogy. Moving from "I've done it" to "I've learned it". and teaching our learners how to think.</p> <p>All learning, teaching and assessment of any unit of work allows most learners to demonstrate aspects of their digital literacy and explicit aspects of CES 3-18.</p>	<p>PT and peer learning walks          Departmental and Board of Studies minutes          Evaluation of CLPL programme          Feedback from TRIOS coaching groups          End-of-year 'learning festival' event          Pupil voice activities HGIOURS Themes 2 and 5          Develop and measure levels of engagement          Analysis of attainment and wider achievement          Analysis of INSIGHT, ACEL and XBRA measures          Regular tracking analysis by clan DHT PTG          HGIOS Self-evaluation weeks (three) including parents/carers and partners.          Staff/pupil working group feedback</p> <p>Skills audit S1-S6          PT and teacher peer-led learning walks          S1-S6 digital learning qualifications          Pupil voice HGIOURS Theme 2          HGIOS Self-evaluation weeks (three) including parents/carers and partners.          Staff/pupil working group feedback</p> <p>Community consultation surveys (quantitative and</p>	<p>Yes</p> <p>No</p> <p>Yes</p>
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<ul style="list-style-type: none"> <li>Continue to increase the positive impact of working with families to improve learning, attainment, achievements, and health and well-being, particularly with a focus on helping the community in recovering from the impact of COVID-19. Develop and maintain strong partnership approaches to improve the outcomes for learners and empower our community.</li> </ul>	<p>Most learners, families and partners work well with and for each other and feel empowered to participate resulting in the level of engagement, attainment and wider achievements continuing to significantly increase.</p>	<p>qualitative)            Analysis of engagement of families            Pupil voice activities HGIOURS Themes 1 and 3            Evaluation of feedback from workshops and events            Qualifications gained by parents/carers            Pupil 'feedback sacks' at parental engagement events            HGIOS Self-evaluation weeks (three) including parents/carers and partners.            Staff/pupil working group feedback</p>	
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**Operational Improvement Planning (Action Plan) for Establishment:**

Session: Aug2020-June 2021

**Strategic Priority 1:**

Implement post-COVID-19 recovery strategy; continue consultation, implementation and evaluation of policies and strategies to ensure the well-being, equality and inclusion of all our learners to maximise their success and achievements and recover as empowered, engaged and authentic learners post-Covid-19.

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

**HGIOS 4 and Early Learning and Childcare Indicators**

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**Argyll and Bute Education Key Objectives**

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- Ensure high quality partnership working and community engagement
- Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> <li>→ All learners complete a 1:1 with PT Guidance and Family Liaison officers to assess the impact of COVID-19 using A&amp;B toolkit (post-COVID-19).</li> <li>→ All learners complete relevant surveys from <a href="https://shine.sphsu.gla.ac.uk/">https://shine.sphsu.gla.ac.uk/</a> with support from Educational Psychologist.</li> <li>→ Mental Health First Aiders initiative relaunched for learners and parents/carers.</li> <li>→ Pivotal relationships CLPL continues</li> <li>→ Pupil voice activities measure and evaluate Themes 1 and 4</li> <li>→ Curriculum review to be planned to ensure learners can explore diversity and multi-faith issues and to challenge racism and religious intolerance in a progressive and well-planned way.</li> <li>→ Develop, pilot, improve and embed tools to measure attendance, participation and engagement.</li> </ul>	<p>K Champion/A Jackson</p> <p>K Champion</p> <p>K Champion/A Jackson</p> <p>L Morrison/S Martin J Playfair</p> <p>L Morrison/K Champion</p> <p>A Jackson</p>	<p>Aug 2020 –Sept 2021</p> <p>Aug 2020 – Mar 2021</p> <p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021 Aug 2020 – May 2021</p> <p>Aug 2020 – Jan 2021</p> <p>Aug 2020 – May 2021</p>	<p>Every learner completes a 'wellness/vulnerability' check using A&amp;B toolkit as part of pupil 1:1 SHANARRI interviews and understands their next steps.</p> <p>All pupils needing an intervention supported proportionately and timely with appropriate parental involvement.</p> <p>All learners complete Health and Well-Being surveys linked to Educational Psychologist and <a href="https://shine.sphsu.gla.ac.uk/">https://shine.sphsu.gla.ac.uk/</a> completed to monitor progress and impact of interventions, including mental health first aiders.</p> <p>All senior pupils, as applicable, complete mental health award</p> <p>Continued improvement in relationships between staff and learners and analysis of engagement in learning is above 80%.</p> <p>90% positive responses from pupil voice activities using HGIOS/HGIOURS Themes 1 and 4.</p>

			Attendance, participation and engagement data all demonstrate an increase from past data: Aug 2019-March 2020. Resilient mental health leads to improved learning and attainment.
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Operational Improvement Planning (Action Plan) for Establishment:		Session:Aug2020-June2021
<b>Strategic Priority 2:</b>	Leadership of improvements in learning, teaching and assessment to ensure high quality learning experiences, including learners to lead their own learning, alongside the effective use of assessment by staff and pupils; all to enable all our learners to maximise their success and achievements. To be supported through planned, collaborative, career-long professional learning. Moving from “I’ve done it” to “I’ve learned it”. and teaching our young people how to think.	
<b>National Improvement Framework Key Priorities</b>		
<ul style="list-style-type: none"> <li>● Improvement in attainment, particularly in literacy and numeracy;</li> <li>● Closing the attainment gap between the most and least disadvantaged children;</li> <li>● Improvement in children and young people’s health and wellbeing; and</li> <li>● Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>● School leadership</li> <li>● Teacher professionalism</li> <li>● Parental engagement</li> <li>● Assessment of children's progress</li> </ul>	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	<ul style="list-style-type: none"> <li>● Raise educational attainment and achievement for all</li> </ul>

<ul style="list-style-type: none"> <li>● School improvement</li> <li>● Performance information</li> </ul>	<ul style="list-style-type: none"> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>● Use performance information to secure improvement for children and young people</li> <li>● Ensure children have the best start in life and are ready to succeed</li> <li>● Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>● Ensure high quality partnership working and community engagement</li> <li>● Strengthen leadership at all levels</li> </ul>	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> <li>→Re-establish teaching routines – focus on classroom interaction, learning goals, checking for understanding (retrieval) and guided practice.</li> <li>→Develop a coordinated, rigorous and robust assessment and moderation strategy with processes to quality-assure the accuracy of depth and progression across and between levels from S1 to S6.</li> <li>→Continued informed and needs-based CLPL development including the TRIOS coaching strategy to develop deep subject knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>L Morrison/K Champion</li> <li>A Jackson/L Morrison</li> <li>L Morrison</li> </ul>	<ul style="list-style-type: none"> <li>Aug 2020 – Oct 2021</li> <li>Aug 2020 – May 2021</li> <li>Aug 2020 – May 2021</li> </ul>	<p>All teachers successfully identify how each individual young person is learning, identify what their difficulties or gaps are and then use that information to close the learner's learning gaps with appropriate actions.</p> <p>Teachers and learners have a collective understanding of standards, assessment and strategies for raising attainment and receiving and giving high quality feedback.</p> <p>EEF summary of recommendations <i>Metacognition and Self-Regulated Learning</i> utilised as a tool to evaluate</p>

<p>evidence-based pedagogy (embedding the four key areas: meta-cognition, quality feedback, smart questioning and explicit differentiation throughout the learning and teaching experience.</p> <p>→Continue development and evaluating the use and application of CLPL resource library including <a href="https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf">https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</a></p> <p>→Audit the curriculum by asking each curricular area to outline the key concepts and skills covered in their BGE curriculum. Review provision to identify key concepts and skills common to multiple curricular areas with a view to designing bespoke interdisciplinary learning (IDL) provision. IDL would be 'bespoke' to support the development of knowledge and skills essential to developing the four capacities in the unique context of Oban High School.</p> <p>→Develop a strategy to quickly identify gaps in learning for S3-S6 and create opportunities for the senior</p>	L Morrison	Aug 2020 – May 2021	<p>improved outcomes for learners. Evaluation of CLPL programme identifies teachers as being confident, responsive, reflective, innovative and engaged.</p> <p>Feedback from TRIOS coaching groups and evaluation of improved outcomes for learners, results in end-of-year OHS 'learning festival' event demonstrating improved practice.</p> <p>HGIOS/Pupil voice activities (HGIOURS Themes 2 and 5) and other tools (e.g. learning walks) evidence of 80% of learners positive engagement in learning(number of learners thinking and number of learners thinking hard). Learner's achievements in and out of school are recorded and recognised. Most learners with an identified gap achieve their predicted attainment. All IDL learners have evidence to demonstrate the development of knowledge and skills essential to developing the four capacities.</p>
	L Morrison	Aug 2020 – May 2021	
	Senior Pupil Leadership team and SLT	Aug 2020 – May 2021	

pupil leadership team and teachers to motivate and mentor learners in a coordinated and supportive approach			
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Operational Improvement Planning (Action Plan) for Establishment:		Session: Aug2020-June2021
<b>Strategic Priority 3:</b>	Young people (and staff) continue to develop and demonstrate the digital skills for learning, life and work as they move through their learning pathways, including learners' ability to apply their skills in a range of contexts, including unfamiliar settings.	
<b>National Improvement Framework Key Priorities</b>		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li><b>Improvement in employability skills and sustained positive school leaver destinations for all young people.</b></li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
School leadership Teacher professionalism Parental engagement <b>Assessment of children's progress</b> School improvement <b>Performance information</b>	1.1 Self Evaluation for self-improvement 1.2 <b>Leadership for learning</b> 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 <b>Learning teaching and assessment</b> 2.4 Personalised support 2.5 Family learning	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> </ul>

	<p>2.6 Transitions                  2.7 Partnership                  3.1 Ensuring wellbeing, equality and inclusion                  3.2 Raising attainment and achievement/Securing children's progress                  3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>	
Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> <li>→ All teachers support multi-device delivery using G-Suites</li> <li>→ All teachers engage with CLPL google educator programme to an appropriate level</li> <li>→ Identify and provide opportunities for all pupils to gain qualifications to demonstrate their attainment in digital learning.</li> <li>→ Continue to audit our practice using the entitlements and expectations in CEM 3-18 and then embed an appropriate skills framework for our context.</li> <li>→ SDS and partners continue to develop an effective approach to careers education for all learners.</li> <li>→ Evaluation and development of processes to ensure all learners make informed choices during the options</li> </ul>	<p>J Playfair</p> <p>J Playfair</p> <p>J Playfair</p> <p>J Playfair/A Clark</p> <p>J Playfair</p> <p>A Jackson/J Playfair</p>	<p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021</p> <p>Aug 2020 – May 2021</p>	<p>All teachers and most learners use digital solutions to understand, apply and create new digital solutions to demonstrate their learning, including communication and collaboration. HGIOS/Pupil voice (HGIUORS Theme 2) assess and evaluates these opportunities,                  All learners. parents/carers, employers, colleges, SDS and other partners collaborate to ensure all learners make informed choices to support them into sustained positive destinations.</p>

process (SDS/PT Guidance/learner/ parents, carer) including mapping the process and delineating clear time to do this.			
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**Operational Improvement Planning (Action Plan) for Establishment:**

Session: Aug 2020 - June 2021

**Strategic Priority 4:**

Continue to increase the positive impact of working with families to improve learning, attainment, achievements, and health and well-being, particularly with a focus on helping the community in recovering from the impact of COVID-19. Develop and maintain strong partnership approaches to improve the outcomes for learners and empower our community.

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- **Parental engagement**
- Assessment of children's progress
- School improvement
- Performance information

**HGIOS 4 and Early Learning and Childcare Indicators**

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 **Family learning**
- 2.6 Transitions
- 2.7 **Partnership**
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**Argyll and Bute Education Key Objectives**

- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to secure and sustain positive destinations and achieve success in life
- **Ensure high quality partnership working and community engagement**
- Strengthen leadership at all levels

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<ul style="list-style-type: none"> <li>→ Identification of vulnerable learners and families, due to impact of COVID-19, and are assessed and supported in an appropriate, proportionate and timely manner.</li> <li>→ Continue to develop and promote partnerships and community resources and opportunities based on mutual trust and respect to reinforce resilience in learners and families.</li> <li>→ Parents/carers consulted in shaping policy to ensure learners can explore diversity and multi-faith issues and to challenge racism and religious intolerance in a progressive and well-planned way.</li> <li>→ Workshops and other participatory events organised to meet needs of parents/carers and engage in the learning of their children e.g. digital literacy, how we learn and understand the teenage brain, aspects of literacy, numeracy and health and well-being, including the opportunity to gain qualifications.</li> </ul>	<p>K Champion/A Jackson</p> <p>A Jackson/J Playfair</p> <p>K Champion/J Playfair</p> <p>Senior Leadership team</p>	<p>Aug 2020-Dec 2020</p> <p>Aug 2020-May 2021</p> <p>Aug 2020-Dec 2020</p> <p>DEc 2020-May 2021</p>	<p>All learners/families are supported so that both their learning and social and emotional needs have been addressed.</p> <p>Relationships between learners, families, school community and partners are reported as being characterised by trust and respect. All partnerships have clear agreements where the purpose, aims, roles, and responsibilities are clear and understood by all involved.</p> <p>Most participant's evaluation and feedback from workshops and events is positive.</p> <p>Number of qualifications gained by parents/carers.</p> <p>HGIOS/Pupil voice activities HGIOURS Themes 1 and 3 and pupil sacks demonstrate improved outcomes for most learners.</p>

→ Regular, open school events for the community to attend, understand and participate in learning, e.g. each classroom offers open invitation twice a year (BGE and Senior) and other events to showcase a working day..	J Playfair	Jan –May 2020	
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Operational Improvement Planning (Action Plan) for Establishment:		Session: Aug 2020-June 2021
<b>Strategic Priority GME:</b>	Promotion of a positive and inclusive image of Gaelic	
<b>National Improvement Framework Key Priorities</b>	<b>Argyll and Bute Gaelic Language Plan Targets</b>	
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li><b>Improvement in employability skills and sustained positive school leaver destinations for all young people.</b></li> </ul>	<b>GLP 1 Promoting a positive image of Gaelic</b> <b>GLP 2 Increasing the learning of Gaelic</b> <b>GLP 3 Increasing the use of Gaelic</b>	
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection <b>2.2 Curriculum</b> 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning <b>2.6 Transitions</b> <b>2.7 Partnership</b> <b>3.1 Ensuring wellbeing, equality and inclusion</b> <b>3.2 Raising attainment and achievement/Securing children's progress</b> 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning	<ul style="list-style-type: none"> <li><b>Raise educational attainment and achievement for all</b></li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li><b>Equip young people to secure and sustain positive destinations and achieve success in life</b></li> <li><b>Ensure high quality partnership working and community engagement</b></li> <li>Strengthen leadership at all levels</li> </ul>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
<p>→ We will continue to promote a positive image of Gaelic by gathering and promoting learner journeys for GM and GLE pupils. We will further publicise community learning opportunities to GME and GLE learners by continuous working with <i>Comunn na Gàidhlig</i>, <i>Comunn nam Pàrant</i> and other community providers.</p> <p>→ Continue to participate in <i>FilmG</i> and <i>An Deasbad Nàiseanta</i>, as well as any other opportunities at a national level to highlight positive interaction between the OHS Gaelic community and the wider Gaelic world.</p> <p>→ Work collaboratively with staff across the authority to ensure a shared standard of achievement. This will include attending authority events for GME/GLE teachers, working closely with colleagues in Tiree High School and Primary School.</p> <p>→ Joint collaborative initiatives between Oban and Tiree Schools, including</p>	<p>L. Morrison</p>	<p>Aug 2020-June 2021</p> <p>Aug 2020-Jan 2021</p> <p>Aug 2020-June 2021</p> <p>Aug 2020-June 2021</p>	<p>Learner journeys will be updated on the school website. Gaelic learners will have an awareness of school and post-school opportunities as GME/GLE pupils.</p> <p>Pupils will have entered either <i>FilmG</i> or <i>An Deasbad Nàiseanta</i> OR both.</p> <p>Shared standards of achievement will have been used to evaluate learners' progress and this will be reflected in the consistency of application of ACEL and XBRA measures.</p> <p>25% increase in the number of learners achieving National Qualifications in Gaelic (learners).</p> <p>Increase in number of subjects offered through the medium of Gaelic from 1 curricular area (in addition to <i>Gàidhlig</i>).</p>

<p>joining up Gaelic learners between both schools, as recommended by HMIe.</p> <ul style="list-style-type: none"><li>→ Increase attainment and achievement in Gaelic by increasing the number of awards at National 3/4/5 level by 25%</li><li>→ Increase the use of Gaelic in the school environment by continually reviewing the curriculum offer for GME learners. Where staffing and expertise allow, we will expand the provision of subjects through the medium of Gaelic.</li></ul>		<p>Aug 2020-June 2021</p>	
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Operational Improvement Planning (Action Plan) for Establishment:		Session:
<b>Developing in Faith</b> (Denominational Schools only)		Title:
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<b>Developing in Faith Themes</b> <ul style="list-style-type: none"> <li>DiF 1 Honouring Jesus Christ as the way, the truth and the life</li> <li>DiF 2 Developing as a community of faith and learning</li> <li>DiF 3 Promoting gospel values</li> <li>DiF 4 Celebrating and worshipping</li> <li>DiF 5 Serving the common good</li> </ul>	
<b>National Improvement Framework Key Drivers</b>	<b>HGIOS 4 and Early Learning and Childcare Indicators</b>	<b>Argyll and Bute Education Key Objectives</b>
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>Raise educational attainment and achievement for all</li> <li>Use performance information to secure improvement for children and young people</li> <li>Ensure children have the best start in life and are ready to succeed</li> <li>Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>Ensure high quality partnership working and community engagement</li> <li>Strengthen leadership at all levels</li> </ul>

Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress



**Establishment Maintenance Improvement Planning – Optional**

Session:

**National Improvement Framework Key Priorities**

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

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Raise educational attainment and achievement for all</li> <li>• Use performance information to secure improvement for children and young people</li> <li>• Ensure children have the best start in life and are ready to succeed</li> <li>• Equip young people to secure and sustain positive destinations and achieve success in life</li> <li>• Ensure high quality partnership working and community engagement</li> <li>• Strengthen leadership at all levels</li> </ul>

**Key Actions (from previous plans):** see Standards and Qualities report 2019-2020



**Pupil Equity Funding | Planning and Reporting**

School Name: Oban High School

**School Report on PEF Expenditure and Impact 2020-21****Identify:**

- Who is the target group? What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app

As part of our Covid 19 Recovery Plan we will be identifying any vulnerable learners and families, due to the impact of COVID-19. We will assess their level of need and support pupils and their families in an appropriate, proportionate and timely manner including any gaps in learning. In addition we will continue to target the following groups in S1-S3:

1. All pupils in receipt of free school meals
2. All pupils in SIMD 2
3. Pupils in SIMD 3 identified by Guidance staff as living in poverty
4. Young Carers

In addition to quantitative data and the results of pupil questionnaires we have also looked closely at the health and wellbeing of these pupils, using a tool called "The Wellbeing Web", which provides us with information around the 5 key GIRFEC questions;

- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this child and young person?
- What can I do now to help this child and young person?
- What can my agency do to help this child or young person?

- What additional help, if any, may be needed from others?

Using this data, we have identified that the barriers to learning for our pupils in the target group centre around;

- Health and Wellbeing – issues around attendance/ late coming, mental health and wellbeing and self-esteem/ confidence, participation and engagement
- Study/homework support – pupils need to access support to improve attainment, this includes support in their own community.
- Literacy – improving core skills of reading to improve pupils 'reading ages
- Numeracy – improving understanding of basic number bonds

As part of our on-going programme of self-evaluation, we have used HGIOS 4 to help in our planning for this funding. We in particular we have focussed on 2.4 Personalised Support, ensuring that our proposed interventions continue to be sustainable and planned, and will represent an effective strategy for “securing positive relationships” with pupils, specifically around “removing barriers to learning for pupils”. This also fits in with our authority priorities, in particular number 1, “raising educational attainment and achievement for all”. This in turn fits in with the national priorities in the NIF as previously mentioned.

We have also utilised the support documents from the Scottish Government “Interventions for Equity” document, the EEF toolkit and have undertaken consultation with our teachers, pupils and parents to decide upon the most effective and efficient interventions for our target group.

Our main interventions continue to centre round employing the services of staff to support the social and emotional well-being, self-esteem and mental health of our pupils. The work of this group of staff will also be integral to our recovery plan as they will individually support pupils to access support for their learning, including an expansion of outreach/study support programmes. Therefore we will continue to employ four full time Health and Well Being Family Liaison Officers, one for each clan to work closely with the Depute and PT Guidance for their assigned clan.

These posts will continue to focus on attendance and health and well-being issues which have been identified as one of the key barriers to attainment in our target group. The Family Liaison officers will continue to provide an interface between families and school and work to support young people in the target group in engaging with their learning. This includes work on resilience, self-esteem and anger management. The Family Liaison Officers will also continue to run our Outreach programme which supports the learning of our pupils in the community. The work of the Family Liaison Officers will be particularly important as we move into our recovery phase.

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**Pupil Equity Funding | Planning and Reporting**

**Staff Spend Details**

\* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Louise MacKechnie	Health and Wellbeing Family Liaison Officer	Already in post	April 2021	1 years 7months
Debbie Gillies	Health and Wellbeing Family Liaison Officer	Already in post	April 2021	1 years 7months
Morvern Hunter	Health and Wellbeing Family Liaison Officer	Already in post	April 2021	years 6months
Angela Hill	Health and Wellbeing Family Liaison Officer	Already in post	April 2021	years 6months

**Highlight the Intervention for Equity addressed by your PEF interventions/projects**

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input checked="" type="checkbox"/>	Social and Emotional Wellbeing	<input checked="" type="checkbox"/>	Promoting Healthy Lifestyles	<input checked="" type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input checked="" type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input checked="" type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input checked="" type="checkbox"/>

**Spend Details**

**Carry Forward 2019/20**

**PEF Allocation 2020-21**

Staffing - £104,142 Supported Study – £1,000 Resources – Numeracy Intervention -£2,000 Purchased/Commissioned Services – Live-N-Learn -£2000 Other- Cost of the School Day - £1,000 Outreach - £1,000 Contingency - £1,490	£ 22,172	£ 90,460
	<b>Mid-Year Spend checkpoint</b> Identify any significant changes in expenditure.	<b>Final spend</b> Identify any significant changes in expenditure.
	£	£

**Pupil Equity Funding | Planning and Reporting**

<b>What are you planning to do with your PEF Allocation?</b> <ul style="list-style-type: none"> <li>Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing.</li> <li>How have you consulted with and involved parents/carers and pupils in the process?</li> <li>Aim and expected impact of proposals.</li> <li>Plans to work in partnership with other schools/local partners/providers, if applicable</li> <li>Link to Our Children, Their Future</li> <li>Link to HGIOS 4 Quality indicators / NIF</li> </ul>		<b>How will progress be measured (what, when and how)?</b> <ul style="list-style-type: none"> <li>How will you know your interventions are having an impact/improving outcomes?</li> <li>Proposals for measuring impact (including specific reference to targeting young people most affected by poverty).</li> <li>Data, new and existing, which will be required.</li> <li>Plans for how data will be collected and reported.</li> </ul>		<b>Identify organiser for proposed intervention/project</b> <ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Leadership</li> <li>Family and Community</li> </ul>
Area	Outcome	Measure	Mid-Year Progress	Actual Impact
Health and Wellbeing	Health and Wellbeing Officers to support the social and emotional well-being, self-esteem and mental	Progress to be measured using the 5 key factors:	Measure in Jan 2021	How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.  To be assessed in full PEF Report June 2021.



	health of our pupils. The work of this group of staff will also be integral to our recovery plan as they will individually support pupils and families to access support for their learning, including an expansion of outreach/study support programmes.	attendance, exclusion, attainment, engagement and participation. Data collection each month using tracking and monitoring. Pupil Participation measured twice a year and targeted pupil feedback via pupil voice activities.		
Health and Wellbeing- Breakfast Club	This will continue from the last session and will provide an opportunity for pupils to attend in the morning, to meet the youth support worker, and to do homework, as well as have a healthy breakfast. This will provide more opportunities for pupils to engage with the youth support worker and access support for their learning	Attendance data and pupil feedback		
Literacy/ Numeracy/	This approach will build resilience amongst pupils in the target group	Attainment data		

Health and Wellbeing - Targeted mentoring/ assertive mentoring programmes	and support them with study skills to help ensure that their learning is maximised.	Pupil Voice		
Literacy - Fresh Start Literacy Resource	This specifically targets pupils who have literacy difficulties, including pupils from our target group.	Measured by improvement in reading ages from August to May.		
Literacy/ Numeracy/ Health and Wellbeing- Homework Club	This is a twice weekly club supporting pupils with homework and giving pupils access to teacher support and IT. This is also supported by our Family Liaison Workers and our SPLT who are keen to help younger pupils make up gaps in their learning.	Attainment data Pupil Voice		
Live - N – Learn	Training for S4, S6 pupils and staff on developing a growth mind-set and effective study skills. There will be two sessions this year and a parental engagement session.	Attainment data Pupil Voice Parental feedback		

Numeracy Package	A numeracy package similar to Fresh Start will be purchased to target pupils with numeracy difficulties, including pupils from our target group.	BGE Numeracy levels		
Targeted Health and Well-Being Interventions	Living Life to the Full and Seasons for Growth will be delivered to target pupils.	Pupil Feedback Attendance/ Engagement/ Participation/ Exclusion/ Attainment data		
Health and Wellbeing-Cost of the School Day Project	The school will engage with the resources and advice given by the Child Poverty Action Group to support schools to ensure that all children, regardless of financial background are able to get the most out of the school day. The aim is to both reduce the stigma and the hidden costs of attending school and its associated activities. The areas covered in this project includes support to access financial entitlements, travel, resources for learning, school trips and clubs.	Attendance/ Engagement/ Participation/ Exclusion/ Attainment data		

