

FIRRHILL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2020-21

(version 2.0 – reviewed November 2020)



“Providing learning opportunities of the highest quality”

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CHILDREN AND FAMILIES

2020-21 Firrhill High School Improvement Plan

The improvement plan is a continuation of the plans which have preceded it. It continues the three year plan started in 2016/17. This plan is shorter and more focused than previous plans. This is recognition that that we have made significant strides forward together over recent years and also that we are at a stage of school development/improvement where it is necessary to build a development and improvement programme that focuses on incremental, iterative and repeated improvement processes to develop and fully embed the consistent practices that will enable to us to achieve excellent outcomes for every pupil.

The ambition of this document continues to be very straightforward:

Excellence for all, excellence by all

The tasks which are included are there because they enable the outcomes for learners to be achieved. It is the outcomes which lie at the centre of the process and our efforts should be directed towards enabling all pupils to achieve them consistently.

In a change from previous years and in line with CECs suggested format for School Improvement Plans the SIP is laid out under three overarching priorities:

Excellence in Teaching, Learning & Assessment
Ensuring an Ethos of Inclusion
Building Capacity, Improving Consistency, Fostering Creativity

In each of these priorities the relevant Quality Indicators from HGIOIS?4 are cross-referenced. Included, for the first time, is a 4 year programme for the review of all 15 QIs. This review programme has been underway at SLT level for over a year and having established this as an effective way to gather, collate and assess our progress in each QI it is likely that we will be involving Middle Leaders in this review process through both the Faculty Development Programme and the QA meeting calendar.

A reminder that the 4 'key' QIs are as follows:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

You will see that each of these QIs is reviewed twice each year (along with 1.5 Management of resources to promote equity which is reviewed once a year). All the other QIs are reviewed over a four year period.

Within each priority specific tasks associated with that aspect of improvement are listed along with timelines, responsibilities and the intended outcomes for learners.

There is no column to record progress or evaluate tasks. Rather than try and squeeze that into this document a separate document will be used to record progress on tasks and this would sit alongside the SIP as a record of work done and progress made against the improvement priorities.

2020-21 Introduction

This plan is, for the most part, a repeat of the 19-20 plan. In many areas such as better tracking and monitoring, more effective mentoring and the embedding of the Faculty Development Programme good starts were made to the proposed actions. The implementation of approaches as outlined in Making Every Lesson Count had started well with clear evidence from the Trios and Pupil Trails that efforts to increase Challenge and improve Questioning were become more routine across the school.

From early February onwards almost all the efforts of the school were directed towards the potential impacts of coronavirus. It was clear to us that schools would close sooner rather than later and full effort was invested into getting SQA coursework completed by as many pupils as possible in as many subjects as possible. Significant effort was invested by all subjects and faculties in creating Teams groups and transferring work to online paltforms.

Pupils were prepared for the impending lockdown through the issuing of login details to all pupils and the provision of IT equipment to those pupils without access at home. Arrangements were made for our leavers to have some sort of celebration, though much curtailed and earlier than planned. Communication with parents kept the parent body informed well before lockdown started and continued throughout the closure period.

Consequently, the second half of the school year saw little, if any, work on the planned improvements for 19/20. Fortunately, our plan is an iterative cycle of ongoing improvement and therefore lends itself to us revisiting it again this year. For some targets we will be picking up on items already well underway and developed from 19/20 while for others we will be making a start from a less developed beginning.

Whatever the difficulties of the 19/20 this plan once again focuses on our key driver of *'providing learning experiences of the highest quality'* as well as exemplifying our attitude of *'excellence for all, excellence by all'*.

Graham Hamilton

June 2020

In the pages that follow you will see a number of Tasks have been shaded grey or light gold in colour.

Those tasks shaded gray are being paused while the covid crisis is impacting on the school.

Those tasks shaded light gold are being amended as a result of the covid crisis. For example, developing Moderation (p4) remains important but the focus for this needs to shift to make moderation for NQ courses the priority rather than, for example, cluster work on 2nd/3rd level moderation work.

Priority 1	Excellence in Teaching, Learning and Assessment	Overall Responsibility	Headteacher
Measurable Outcomes:	Literacy & Numeracy results line with/better than Virtual Comparator (VC) by end of S4 & S5 Achieve stretch targets in BGE, SIMD-related attainment targets and VC targets in Senior Phase (see appendix 1) At least 80% of lessons demonstrate appropriate levels of differentiated challenge		
NIF Priority 1 – Improvement in Attainment/Achievement, particularly in Literacy and Numeracy NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children		QIs/Themes 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement	
Tasks	By When	By Whom	Outcome for Learner
Use Making Every Lesson Count (MELC) and Rosenshine’s Principles of Instruction (PoI) as frameworks for the development of excellent teaching and learning across all faculties 3 year development focus 19/20 – Challenge & Questioning 20/21 – Explanation & Modelling 21/22 – Questioning & Feedback Developing a range of approaches, including AiFL approaches to link with challenge, questioning, explanation, modelling and feedback.	MELC/PoI issued August 2019 PL programme for 2019/20, 20/21, 21/22 to focus on approaches ongoing	All staff	Learners experience greater consistency of experiences in class – clearer focus on differentiated challenge and the use of questioning to develop understanding, higher-order thinking and correcting misconceptions (as evidenced through trios, pupil trails, CI observations and pupil feedback). More impactful learning activities leading to improved outcomes.
Build on work done by Responsive Teaching group to develop Professional Reading Group / Teacher Learning Community Members to contribute to wider professional learning programme of the school.	Group established in late 2019 led by KH Continue to meet throughout year	All staff wishing to develop knowledge, understanding and professional practice	Improved levels of understanding of literature/research amongst staff. Implementation of impactful approaches by greater numbers of staff.
Faculty Development Programme 2 nd Edition to be embedded into regular faculty QA and planning routines. Annual routine to include: Audit against QIs 2.3 & 3.2 Defining excellent lessons	Continue use throughout year – agree timeline with DHT link in QA1	HT CLs/PSLs/SfLL Teaching staff	Regular/routine use of the FDP leads to improved quality of lessons, more relevant and appropriate assessment leading to improved targeting on improvement

<p>Refined QA process Impactful assessment* Data intelligence</p> <p><i>*Frequency, format and feedback on out-of-class work and levels of parental engagement to form part of this review. Define appropriate frequency, format and feedback of excellent out-of-class work for implementation in 2020/21.</i></p>	<p>ongoing</p>		<p>priorities for every pupil and improved outcomes.</p> <p>Routine QA/review procedures create improved approaches to improvement planning by all teachers leading to improved pupil outcomes.</p>
<p>Moderation – continue to develop effective moderation approaches. These approaches to include:</p> <p>Cluster moderation of literacy and/or numeracy Faculties working with other schools Increased staff awareness of the moderation cycle</p>	<p>Autumn term 2020 ongoing</p>	<p>Leadership from school QIEO M. Moore All teaching staff</p>	<p>Better understanding of standards leads to greater consistency of assessment, increased pupil confidence in teacher judgements and follow-on advice. Leading to improved pupil outcomes.</p>
<p>Fully implement the CEC EdICT tracking & monitoring system:</p> <ul style="list-style-type: none"> • Use in all years • Staff training through PL time • Implementation of tracking/feedback/mentoring cycle • Use data to inform earlier intervention to support learning and teaching <p>Incorporation of ASN database into EdICT</p>	<p>Used in 2019/20 for tracking Additional tracking periods & use for reporting</p>	<p>RI All teaching staff Mentors Business support staff</p>	<p>Tracking returns connect formally to mentor conversations – these to focus on getting, where necessary, back on track and improving final outcomes.</p> <p>Earlier intervention tackles issues as they arise before progress/achievement is negatively impacted.</p>
<p>Tasks, activities and resources in all faculties are reviewed to ensure that they are effectively differentiated to ensure appropriate pace and challenge for all pupils including those with ASN.</p> <p>Develop a wider variety of homework approaches in line with the development of better online teaching, learning and assessment.</p>	<p>ongoing</p>	<p>CLs / SfLL SfLL teachers, class teachers, PSAs</p>	<p>Challenge is more appropriate, work differentiated as required leading to better progress and improved outcomes.</p> <p>Homework is more engaging for pupils and learning away from the classroom is more effective.</p>
<p>Develop appropriate approaches to Blended Learning:</p> <ul style="list-style-type: none"> • Use of online resources • Development and use of interactive content • Live and ‘as-live’ teaching offered routinely • Move to electronic setting & submission of work 	<p>ongoing</p>	<p>All staff</p>	<p>Greater access to resources in and out of school. Ability to access teacher expertise at all times through online and recorded material. Greater ability to work independently and to develop work-related skills.</p>

Priority 2	Ensuring an Ethos of Inclusion	Overall Responsibility	Headteacher
Measurable Outcomes:	Exclusions reduced by at least 50% compared to 2018/19 Achieve stretch targets for attainment of identified pupil groups (see Appendix 2) Achieve attendance targets for identified pupil groups (see Appendix 3)		
NIF Priority 2 – Closing The Attainment Gap Between The Most And Least Disadvantaged Children NIF Priority 3 – Improvement in children’s and young people’s health and wellbeing		QIs/Themes 1.5 Management of resources to promote equity 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
Tasks	By When	By Whom	Outcome for Learner
Targeted intervention strategies are used to address the specific needs of pupils Key factors are identified that indicate those pupils who may be at risk of disengaging with school Pupils are tracked for these key factors Early interventions put in place before disengagement occurs (targeted support)	September 2020 Ongoing As identified through tracking	PSLs / SfL Staff/external partners, as required	Early identification enables early intervention. Pupils do not disengage from school/ education and outcomes are improved.
Put in place a 1 st Quintile Advocate to monitor and report on the progress/achievement/attainment of key target groups (e.g. care experienced, Armed Forces, EAL, ASN, CP, Young Carers, ethnic origin, FSM, Q1)	September 2020	HT / BM	Key identified pupil groups are tracked more closely and early intervention requirements are indicated more quickly. Staff voice specifically to ensure these groups have key interventions as, and when, required.
Form a SLWG to lead the implementation of the three next steps identified at the 7 th May In-service Day under the following headings (Appendix 4): <ul style="list-style-type: none"> • Whole school policies/procedures • Faculty practice • Teachers’ classroom routines 	Start made and behaviour approaches developed. From August, for as long as required	SLWG All staff	Greater clarity of expected behaviours. Better identification, intervention and support processes for those finding following expected behaviours more difficult.
Change the main focus of the Alternatives to Exclusion to being a proactive intervention rather than a reactive intervention. Make	Review by December 2020	PSL/SfL led by MH Other staff as required	Alternatives to Exclusion/School Inclusion Programme used more often to address

connections between pupil engagement tracking and 'Alternatives to Exclusion' programme.	Enhanced programme in place by May 2020		pupils identified through 'key factor' tracking system. Disruptive behaviour and number of exclusions reduced.
Revise the tracking cycles through the year. Look at how to adapt the mentoring process to more tracking cycles.	To be developed in early part of 2020 autumn term	SLT All mentors	Tracking system feeds information directly to mentors. Improved mentoring conversations improve pupil focus on improvement. More pupils attain or exceed their expected level of performance.
Investigate and, as appropriate, introduce additional courses to the Senior Phase to provide alternative pathways for pupils. (NPAs already introduced as part of Business & Computing Faculty offer for 2019/20.)	Throughout the year – courses used as appropriate and/or introduced for 2020	CLs/faculty staff	Increased diversity of course offer in senior phase keeps more pupils engaged with learning and improves individual levels of attainment.
Review of PSE curriculum with Good Mental Health as a continued focus.	Ongoing throughout the year with all revised courses in place by May 2020	PSLs / external agencies / parents/ pupils / FHS staff, as required	Improved PSE courses equip pupils with better understanding of issues affecting them and are better equipped to deal with issues or seek relevant support. Mental health awareness further improved and resilience increased.
Policy Review – work systematically through key FHS policies and review and revise as required. Policies to be clearly linked to promote greater consistency of implementation and impact. (see also Appendix 4) Policies reviewed to include (but not limited to): Anti-bullying, Behaviour, Equalities, Firrhill RRS Charter, ICT Responsible Use, Inclusion, Learning & Teaching, Mental Health, Parental Engagement, Recognition of Achievement	Throughout the year and into 2021/22 session as required	SLWGs All staff Pupils Parents	More connected policies create a clearer framework for learning, teaching, behavior and other aspects of the pupil experience. Clearer frameworks enable greater consistency of experience and lead to better levels of pupil engagement and improved outcomes.
Allocate PEF money to support the following initiatives to support all pupils who are underachieving or at risk of doing so – especially those from our key pupil groups: <ul style="list-style-type: none"> • Employment of a PSO (focus on engagement, including attendance) 	Throughout the year	HT / BM / SfLL PSLs Staff, as appropriate	Improving equity of opportunity for pupils. Focus on disengaged pupils to re-engage with school and to improve levels of attendance and attainment.

<ul style="list-style-type: none"> • Counselling (mental health issues affect pupils from less affluent backgrounds disproportionately more) • Sumdog (focus on improving numeracy) • White Water Writers (improving literacy and self-confidence) • Homework Club (funding staffing to provide workspace/study support for pupils after school) • Parental Engagement (including work on growth mindset and raising teens with confidence) • Nurture (continue to develop the nurture base and nurture approach across the school) • Cultural engagement/support (enabling pupils to access cultural/extra curricular activities that would be financially impossible) • Resources (as identified/required – e.g. e-boxes) • Additional IT equipment to close digital provision gap 			<p>Using appropriate interventions to close the attainment gap between quintile 1 and 5.</p>
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Priority 3	Building Capacity, Improving Consistency, Fostering Creativity	Overall Responsibility	Headteacher
Measurable Outcomes:	All faculties run at least one PDSA-style enquiry during the year 80% of staff participate in at least one non-compulsory PL opportunity during the year 100% of leavers progress to a sustained positive destination 80% of pupils respond positively to impact of pupil voice on pupil experiences		
NIF Priority 3 – Improvement in children’s and young people’s health and wellbeing NIF Priority 4 – Improvement in employability skills and sustained positive school leaver destinations for all young people		QIs/Themes 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability	
Tasks	By When	By Whom	Outcome for Learner
Put in place a comprehensive Professional Learning programmes to address: <ul style="list-style-type: none"> • Leadership • Induction of new staff • Excellence in Learning • Excellence in Teaching • Excellence in Assessment • Skills Development • Meta-cognitive strategies • Behaviour Management • Sharing Good Practice • Supporting ASN Learners • GTCS Standards – linked to PRD and PU 	Started in 2018/19 academic year – to continue throughout the 2020/21 year and beyond	All staff	Improved PL and professional knowledge and understanding enables more effective classroom, faculty and whole-school practice. Quality and consistency of learning and teaching are improved enabling pupils to do better.
Widen and strengthen partnership working to include business (local, national & international), third sector organisations, parents, public sector bodies and other community groups. Including with	Ongoing	SLT MLs	By working with a wider range of partners we increase the opportunities available to pupils and widen the range of pupils who participate.

organisations that can address identified inequalities in access to opportunities by pupils.			Networks built with partners increase the number of pupils moving into sustained positive destinations.
Build partnerships, including with other schools, to plan monitor and evaluate all aspects of our work.	Ongoing One significant collaboration by May 2021	All staff	Build constructive partnerships with other schools to assist with quality assurance and improvement and enhance provision for pupils.
<p>Improve engagement with parents/carers in order to communicate school aims more clearly and to better involve parents in the development of school aims.</p> <ul style="list-style-type: none"> • Re-visit sharing our values and vision with parents and invite parents to share information and feedback session. What are we proud of? What can we do better? • Share vision, values and ethos with parents, pupils and all staff and encourage all staff to refer to these when communicating with parents and partnership agencies • Ambition to set up house-based parent engagement sessions. • Invite S1 parents in for 'Pupil for a day' during assessment fortnight • 'Raising teens with confidence' empowers parent to be more confident with the relationships with their pupils and more resilient to challenge their children's behaviour. Target the next cohort of parents for the Raising Teens with Confidence course • Encourage faculties to forge more links with parents/ carers (like current Maths and Modern Languages evenings) • Possibly reintroduce the course choice parent information evening 	<p>Ongoing</p> <p>Pupil for a day during assessment fortnight.</p> <p>Raising Teens with confidence to run during session</p>	<p>SLT</p> <p>Parents</p> <p>Other staff, as relevant</p>	<p>Better parental engagement raises status of school and education for pupils.</p> <p>Greater engagement of parents reduces conflict and disagreement and creates a mutually supportive relationship which benefits pupils.</p> <p>Better informed parents can better support pupils' learning and improve outcomes.</p>
<p>Formalise the gathering of and reaction to pupil voice. Build capacity of the SSC to gather pupil views.</p> <p>Improve feedback processes to make clear to pupils impact of their input.</p>	By April 2021	HT / SLT SSC	<p>Improve the pupil voice systems to better collect pupil voice and to make feedback to pupils on their impact clearer.</p> <p>Create a greater 'buy-in' to the school ethos and improvement through increased sense of ownership and efficacy.</p>
Implement the Gold: Rights Respecting report recommendations to build upon our Gold Status and ensure re-accreditation in 2022 (see Appendix 5)	Ongoing to February 2022	HT SSC Pupils	Further embed the understanding of children's rights and their importance.

		Parents	Improve pupil and parental engagement with the school's improvement journey.
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QI	2018/19	2019/2020	2020/21	2021/22
1.1				Jun 22
1.2	Jun 19			
1.3	Dec 18/Apr 19	Dec 19/Apr 20	Dec 20/Apr 21	Dec 21/Apr 22
1.4			May 21	
1.5	Feb/Mar 19	Feb/Mar 20	Feb/Mar 21	Feb/Mar 22
2.1				Apr 22
2.2	Aug/Sep 18	Aug/Sep 19	Aug/Sep 20	Aug/Sep 21
2.3	Nov 18/Mar 19	Nov 19/Mar 20	Nov20/Mar 21	Nov21/Mar 22
2.4	May 19			
2.5			May 21	
2.6	May 19			May 22
2.7		May 20		
3.1	Sep 18/Jan 19	Sep 19/Jan 20	Sep 20/Jan 21	Sep 21/Jan 22
3.2	Oct 18/Feb 19	Oct 19/Feb 20	Oct 20/Feb 21	Oct 21/Feb 22
3.3		Jun 20		

Quality Indicators

- 1.1 Self-evaluation for self-improvement**
- 1.2 Leadership of 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 Partnerships**

- 3.1 Ensuring wellbeing, equality and inclusion**
- 3.2 Raising attainment and achievement**
- 3.3 Increasing creativity and employability**

Appendix 1

Attainment Improvement Targets 2019-2022

BGE

Stretch Aims for Literacy & Numeracy (Percentage attaining level indicated by end of S3)

Literacy Third Level or better

Quintile	1	2	3	4	5
2017	75%	77%	100%	81%	92%
2019	77%	80%	100%	83%	93%
2020	78%	82%	100%	85%	93%
2021	82%	86%	100%	92%	96%
2022	85%	90%	100%	100%	100%

Numeracy Third Level or better

Quintile	1	2	3	4	5
2017	90%	97%	100%	100%	100%
2019	92%	99%	100%	100%	100%
2020	93%	100%	100%	100%	100%
2021	95%	100%	100%	100%	100%
2022	97%	100%	100%	100%	100%

Literacy Fourth Level or better

Quintile	1	2	3	4	5
2017	40%	20%	28%	28%	42%
2019	42%	27%	34%	34%	48%
2020	43%	33%	39%	39%	53%
2021	47%	44%	50%	52%	62%
2022	50%	55%	60%	65%	70%

Numeracy Fourth Level or better

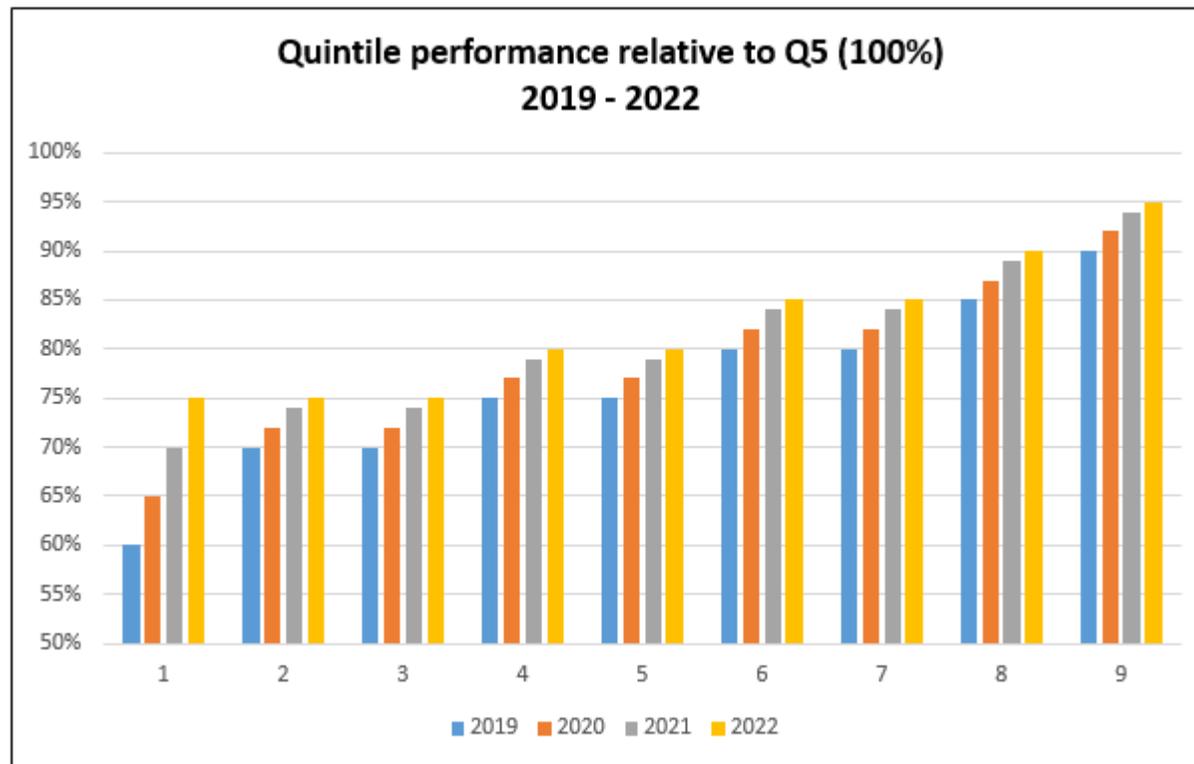
Quintile	1	2	3	4	5
2017	40%	33%	28%	36%	63%
2019	42%	39%	37%	44%	66%
2020	43%	44%	45%	52%	69%
2021	47%	50%	53%	59%	70%
2022	50%	55%	60%	65%	70%

Senior Phase

Attainment by SIMD Decile/Quintile relative to SIMD D10/Q5 performance (Based on Insight tariff points)

Decile	1	2	3	4	5	6	7	8	9	10
2015	33%	63%	62%	73%	40%	59%	73%	53%	104%	
2019	60%	70%	70%	75%	75%	80%	80%	85%	90%	-
2020	65%	72%	72%	77%	77%	82%	82%	87%	92%	
2021	70%	74%	74%	79%	79%	84%	84%	89%	94%	
2022	75%	75%	75%	80%	80%	85%	85%	90%	95%	-

Quintile	1	2	3	4	1-5 Gap
2015	48%	66%	50%	63%	52%
2019	65%	75%	80%	85%	35%
2020	70%	80%	83%	88%	30%
2021	75%	83%	87%	92%	25%
2022	80%	85%	90%	95%	20%



Appendix 2

Attainment Improvement Targets for Key Pupil Groups 2019-2022

	% of non-category tariff					
Category	2017	2018	2019	2020	2021	2022
FSM	54%	75%	77%	79%	82%	85%
ASN	64%	75%	77%	79%	82%	85%
Disability	56%	76%	78%	80%	82%	85%
Care Exp.	23%	27%	31%	36%	42%	50%
AF	65%	80%	82%	84%	87%	90%

Appendix 3

Attendance Improvement Targets for Key Pupil Groups 2019-2022

	% of non-category tariff				
Category	2018	2019	2020	2021	2022
FSM	91%	92%	93%	94%	95%+
ASN	84%	87%	90%	93%	95%+
Disability	93%	94%	95%	95%+	95%+
Care Exp.	88%	90%	92%	94%	95%+
AF	92%	93%	94%	95%	95%+

Appendix 4

Evolve Report: Agreed Next Steps

Action Plan

Key Area	Identified Next Steps	Actions	By Whom	By When
Whole School Policies and Practice	<p>Policies and procedures</p> <p>Communication</p> <p>On call</p> <p>Referral system</p> <p>SLT presence</p>	<p>Policies and procedures – review, update & collate.</p> <p>Ascertain exactly what / where communication is concerning.</p> <p>On call - Qualify and quantify feedback, clarify expectation from and of staff</p> <p>‘High tariff’ pupils - clarify expectation from and of staff following an incident</p> <p>Revised Duty Rota</p>	SLWG	By June 19
Faculty Practice	<p>Floor plans</p> <p>Regular behaviour item at DMs</p> <p>Handbooks</p> <p>Systems/ policies - consistency in implementation</p>	<p>Floor plans adopted by all Faculties</p> <p>Faculty meeting – agenda item for communications, discussion of pupils</p> <p>Update Faculty Handbooks</p> <p>Fed in from review of whole school policies</p>	CLs/staff	By June 19
Teacher Classroom Routines	<p>Meet and greet at door</p> <p>Consistent application of school policies</p> <p>Lesson starters</p>	<p>Consistent application</p> <p>Consistent application</p> <p>Starters in place to engage pupil learning on entry to classroom</p>	CLs/staff	By June 19

Yellow highlighted steps priority for completion by June 2019

Appendix 5

Maintaining Gold: Rights Respecting Status

Action Plan

- Consider creating a child/family friendly school improvement plan (SIP) with children and young people, making links to articles from the CRC for each driver.
- When reviewing the whole school charter, consider making links between the school's values and articles from the CRC more explicit – consider faculty charters – use Unicef's guidance on creating rights-based charters.
- When reviewing policies, consider further pupil (and parent) involvement to engage their views on best practice and continue making links to articles from the CRC.
- Further develop global citizenship throughout a broad range of curricular areas, making explicit connections with the UN Sustainable Development Goals (Global Goals) and the CRC
- Beyond Gold, consider an ambassadorial role within the Firrhill cluster as well as your local, national and global community.