



SCHOOL IMPROVEMENT PLAN

2018-2021

Year 2 (2019/20)



Turnbull High School

St Mary's Road, Bishopbriggs Glasgow G64 2EF

Head Teacher: Mrs E Kennedy



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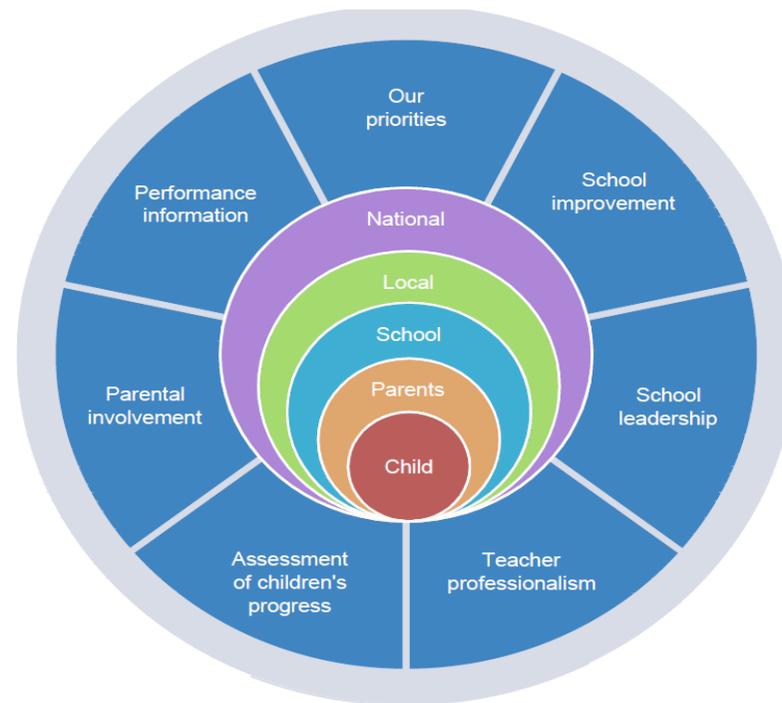
THE NATIONAL IMPROVEMENT FRAMEWORK (NIF)

The National Improvement Framework (NIF) sets out the vision and priorities for progress in learning. The NIF is about driving continual improvement in Scottish education and closing the attainment gap ensuring delivery of both excellence and equity.

The National Improvement Framework (December 2018) detailed the following 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.

The Drivers for Improvement are as shown:



The Education (Scotland) Act 2016 requires schools and the local authority to report on the strategic priorities in the National Improvement Framework.

Education authorities must prepare and publish annual plans describing the steps they intend to take during the planning period:

- **in pursuance of the NIF for Scottish education;**
- **to reduce the inequalities of outcome experienced by children and young people as a result of socio-economic disadvantage and the ways in which they will consult key partners when deciding how this should be achieved; and**
- **the plan must also set out any educational benefits the authorities consider will result from taking all of these steps.**

Education authorities must prepare and publish annual reports setting out the steps they have taken, over the course of the planning period.

Implications for School Improvement Planning and reports

School Improvement Plans (SIP) must be produced on an annual basis and they require to take account of the Education Service Plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 and How Good is our Early Learning and Childcare should be used to carry out focused self-evaluation in order to inform school improvement priorities. The authority's, Quality Improvement and Self Evaluation Policy should inform this process. Schools should look inwards, outwards and forwards as part of this self-evaluation process. This will require collaboration within clusters, within the authority and out with East Dunbartonshire.

The plans must be underpinned by consultation with:

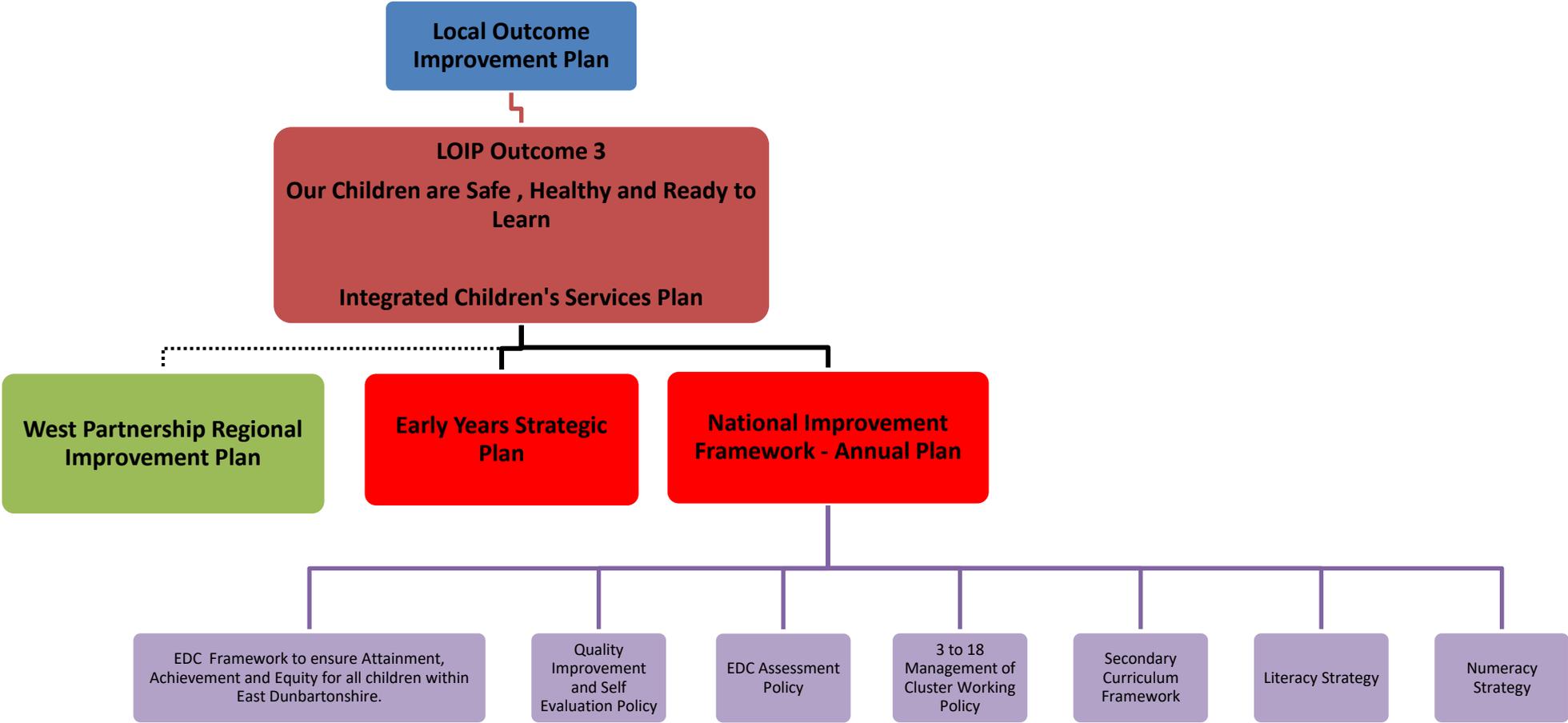
- **children and young people;**
- **any Parent Council or combined Parent Council established for the school;**
- **teachers employed in the school;**
- **any volunteers working in the school; and**
- **local bodies representing teachers and parents of children and young people in attendance at the school.**

This consultation should focus on:

- **What is currently working well in schools or nurseries?**
- **What areas could be improved?**

This consultation process is an integral part of self-evaluation.

EDC STRATEGIC PLAN



The Integrated Children's Services Plan details how Local Improvement Outcome 3 : Our Children are Safe, Healthy and Ready to Learn will be delivered through partnership working between education, health, social work and the police. This is part of the Council's Business Improvement Plan.

Within the Education Service, there is a clear policy and planning structure linked to the Council's Business Improvement Plan. These policies provide clear guidance to schools and centres:

- **The Framework to ensure Attainment, Achievement and Equity for all children within East Dunbartonshire provides very clear guidance to schools in implementing the National Improvement Framework within EDC (2016).**
- **The Quality Improvement and Self Evaluation Policy has been updated to reflect the National Improvement Framework and the new How Good is our School 4. This should be used by schools to develop their self-evaluation processes (2016).**
- **Assessment within the Broad General Education Policy (2016).**
- **The 3 to 18 Management of Cluster Working Policy (2010).**
- **The Secondary Curriculum Framework (2012).**
- **The Literacy Strategy (2017). and**
- **The Maths Strategy (2019).**

The Strategic Plans within the Education Service are:

- **National Improvement Framework Annual Plan that links to the EDC Framework. It provides guidance to schools and centres on the authority targets in relation to the strategic priorities contained in the national NIF.**
- **Early Years Strategic Plan**

These plans rely on robust partnership working with a range of agencies.

Reporting will be through the Corporate Reporting Framework, How Good is Our Service? and Covalent. The Education Service's Standards and Quality Report will give more qualitative data on an annual basis.

East Dunbartonshire Council works as part of the West Partnership: Glasgow City Regional Education Improvement Collaborative. The Improvement Plan for the West Partnership details strategic actions that complement the actions in the EDC National Improvement Framework Plan

TURNBULL HIGH SCHOOL - SCHOOL VISION, VALUE AND AIMS

VISION STATEMENT

As a community of faith and learning, centred on Christ, we will value each person as an individual, enabling our students to fulfil their potential as young men and women, prepared to meet the challenges of life and committed to serving Christ in others.

OUR VALUES

The values of the Gospel will direct the work of the school. Our community will aspire to:

- grow in faithfulness to God
- encourage hope in each person
- reach out in compassion to others
- respect the dignity of all
- treat others fairly
- act with honesty.

OUR AIMS

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
- providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
- fostering a strong sense of community within the school and developing productive links with the wider community
- valuing and developing all members of the school community.

Attainment Profile including Pupil Equity Fund- Detail the context of the school in relation to SIMD and the attainment profile referencing PEF

Turnbull High School was opened in August 1976 to serve the needs of the Catholic community of Bishopbriggs. In 1978 it achieved full six year status and the catchment area was extended to include Catholic children residing in Torrance. Since 2002, children from Bearsden and Milngavie are entitled to a place in Turnbull High School

Turnbull High School is a co-educational, comprehensive school and our current school profile is as follows.

- *Turnbull Cluster includes associated primaries of St Nicholas', St Helen's and St Matthew's*
- *School roll is 639 (S1 - 103, S2 -112, S3-117, S4-109, S5-101 and S6-96)*
- *Average attendance rate (2018/19) was 93.9%. This is above national average (91.2%)*
- *Exclusion in 2018/19 was 6 half days. This is lower than the national average.*
- *FME is 6.3%. This is below national average (37.6%)*
- *12.5% of pupils are from minority ethnic groups*
- *26.8% of pupils are recorded as having an identified additional support need*
- *SIMD profile*

SIMD	1	2	3	4	5	6	7	8	9	10
%	11%	5%	5%	2%	2%	4%	10%	18%	22%	20%

Attainment is strong with the School outperforming its Virtual Comparator School in all National INSIGHT measures.

Achievement opportunities for our young people across the BGE and Senior Phase enhance their Skills for Learning, Life and Work (SfLLW) and the four capacities through a wide range of clubs, groups, activities and awards in school and the wider community.

The school has a strong commitment to ensuring equity for all learners as a reflection of the its' Catholic vision and values. Attainment v deprivation data provided by Insight indicates the attainment of our pupils in the most deprived areas is greater than that of the National measure and increasing.

Pupil Equity Funding is also used to provide specific targeted support to this cohort of pupils through activities such as summer school, breakfast club, mentoring, growth mindset programmes and learning programmes.

The school has a strong focus on supporting young people to make informed choices with partner agencies as appropriate (eg Skills Development Scotland). This work has meant that over the past 5 years, almost all young people have entered positive sustained destinations on leaving school regardless of their gender or SIMD. The majority of THS school leavers enter HE but there is an increasing trend into employment.

Our curriculum which supports these successes, seeks to provide our young people with a wide range of opportunities across all four of the following contexts of learning (from Curriculum for Excellence) in order to support their future effective contributions to their families, their wider communities, and Scotland's economic and social well-being.

1. LEARNING THROUGH SUBJECTS

Our curriculum map provides the framework upon which our subject learning is provided. On an annual basis straw polls are conducted by the Senior Management Team and the information derived from these is used to inform the column structure that best meets pupil demands within timetabling constraints. In addition to this framework, flexible pathways are negotiated in partnership with young people, their parents and third sector organisations to meet individual needs.

2. ETHOS AND LIFE OF THE SCHOOL

Our curriculum promotes aspirations for both attainment and achievement. Opportunities exist for participation and leadership at all stages. These opportunities include:

- *Liturgical Calendar and Retreat Programme*
- *On-going development of school groups in response to pupil voice (SSVP, Pro-Life, Aid to the Church in Need, Book Club)*
- *Extensive Volunteering Programme*
- *Pupil Council and Student Leadership Teams*
- *Charity/Fundraising campaigns led by Fundraising Captains*
- *Holocaust Memorial Day*

3. INTER-DISCIPLINARY LEARNING

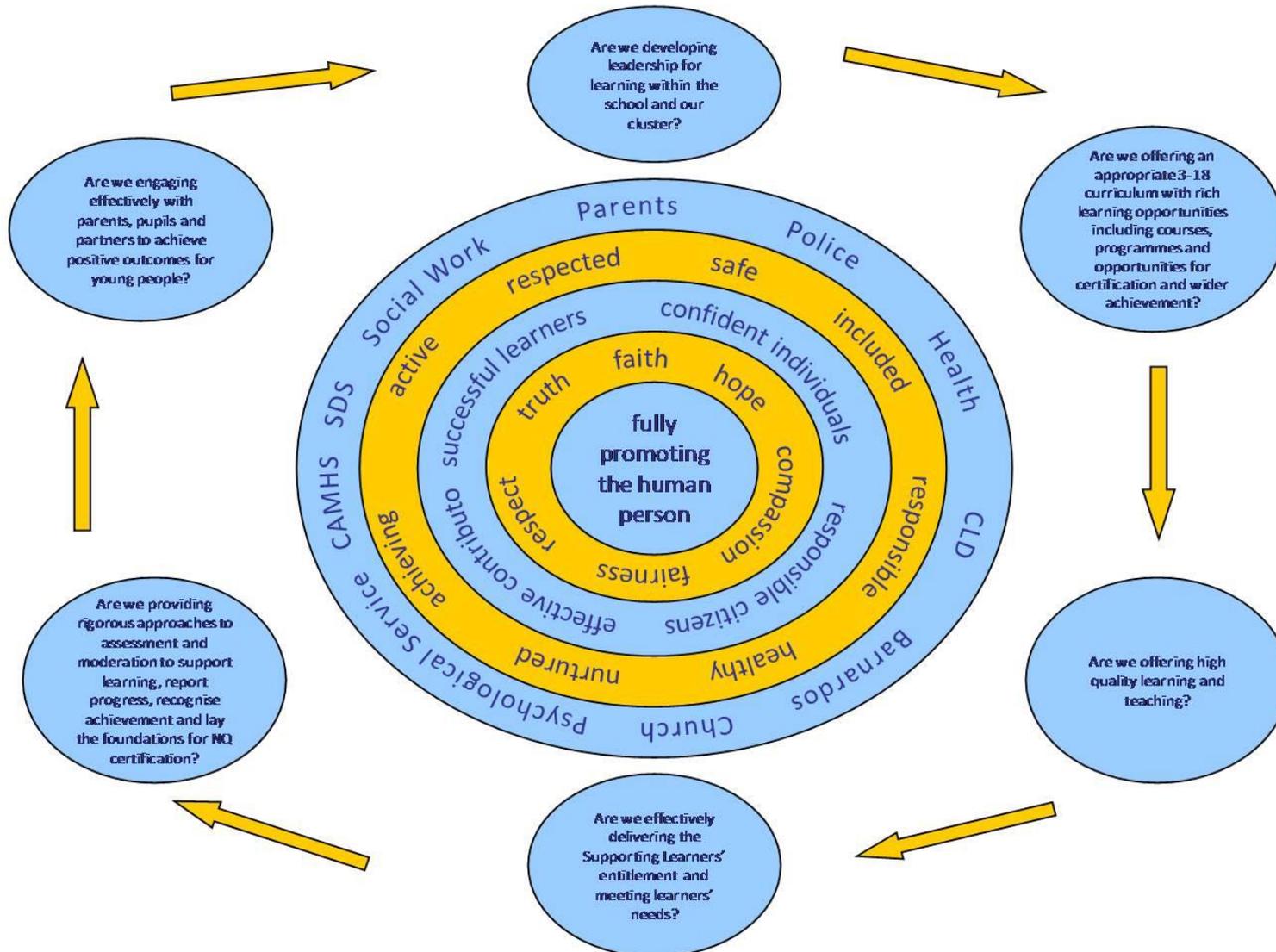
Programmes are in place to promote inter-disciplinary learning at both BGE and in Senior Phase. In addition all departments promote literacy and numeracy across learning. Whole school events provide a focus on sustainability and citizenship.

4. OPPORTUNITIES FOR WIDER ACHIEVEMENT

Throughout the BGE and Senior Phase the school, departments and individual staff provide extensive opportunities for personal achievement. The P7 and S3 Profile are used to record these achievements within the BGE. In the Senior Phase students create and develop a personal statement that reflects their development of skills for life, learning and work and their personal achievements. Opportunities provided include:

- *Caritas Programme*
- *Saltire Award*
- *Duke of Edinburgh*
- *School, county and national sporting competitions*
- *STEM competitions*

TURNBULL HIGH SCHOOL - SCHOOL PLANNING FRAMEWORK



OVERVIEW OF WHOLE SCHOOL/ESTABLISHMENT PRIORITIES AND TARGETS

Closing the attainment gap and promoting leadership opportunities at all levels are entwined within three priorities:

	School Improvement Priority	Targets
1	Raising attainment through the promotion of excellence and equity	<ul style="list-style-type: none"> a) Improve the quality of passes at N5 (A-C) and conversion rate to Higher; improve the quality of passes at Higher (A-C) b) Continue to review Senior Phase Pathways to ensure the school offers appropriate pathways which meet the needs of all learners c) Develop a whole school strategy for BLP and establish a Parent, Pupil and Staff Learning & Teaching Group (BLP Champions) d) Continue to develop & implement our Literacy Strategy, Numeracy Strategy and STEM strategy with a strong focus on pupil equity and parental engagement. e) On-going development of Parental Engagement Strategy and application of toolkit, <i>to include a review of school homework policy and development of targeted family learning programme for equity pupils</i> f) Further develop staff skills in analysing data to determine follow up attainment/ intervention strategies including the use of SEEMIS BGE Tracking g) Identify priorities from EDC's Enhancing Learning and Teaching through the use of Digital Technology h) The development of ASN Resource and implementation of Including Every Learner Policy Framework
2	Improvement in young people's health and wellbeing	<ul style="list-style-type: none"> a) Implement Developing in Faith Action Plan: <i>to include the implementation of the review of our Sexual Health & Relationships Strategy and SCES equality materials</i> b) Ensure HWB Responsibilities of All curriculum is explicit across all curricular areas c) Increase awareness of how to maintain the positive mental health and wellbeing of pupils and staff, with a focus on pupil self-safety d) Continue to improve young people's fitness and wellbeing through increased engagement in school-based activities
3	Improvement in employability skills and sustained positive school leavers destinations for all young people	<ul style="list-style-type: none"> a) Develop whole school Careers Education Strategy. <i>To include the further development of the BGE skills profile within the BGE.</i> b) Increase uptake of wider achievement awards by capturing awards within subject areas and embed within courses and link explicitly to skills (BGE into Senior Phase)