

WILLIAMWOOD HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN 2019-20

Vision We shall endeavour to make Williamwood High School a caring community and to provide each pupil with an educational experience in keeping with his or her personality, talents and abilities. We shall work with parents, carers and other partners to achieve the best outcomes for our pupils and we shall strive to ensure that pupils' experiences are challenging and enjoyable, and lead to successful learning.

Values The values which underpin the school's vision and against which we shall evaluate our performance are respect, responsibility, fairness, integrity and ambition.

Our Values

Respect
Responsibility
Fairness
Integrity
Ambition

The National Improvement Framework (NIF)

The NIF is designed to help deliver the twin aims of excellence and equity. The NIF priorities are:

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

The NIF sets out six key drivers for improvement which provide a focus and structure for gathering and analysing evidence:

- 1. School leadership**
- 2. Teacher professionalism**
- 3. Parental engagement**
- 4. Assessment of children's progress**
- 5. School improvement**
- 6. Performance information**

HGIOS 4 Categories

- 1. Leadership and Management** – How good is our leadership and approach to improvement? QIs 1.1 – 1.5
- 2. Learning Provision** – How good is the quality of care and education we offer? QIs 2.1 – 2.7
- 3. Successes and Achievements** – How good are we at ensuring the best possible outcomes for all our learners? QIs 3.1 – 3.3

ERC Vision Statement

*Everyone Attaining, Everyone Achieving
through Excellent Experiences*

ERC Capabilities

1. Prevention
2. Community Engagement
3. Data, evidence and benchmarking
4. Modernising how we work
5. Digital

SCHOOL IMPROVEMENT PLAN 2019/20

3-YEAR TARGETS FOR 2019-2022	
1	To improve the quality of teaching and pupils' learning.
2	To improve leadership and promote equity.
3	To develop the curriculum and learning pathways.
4	To improve pupils' achievement and attainment.
5	To improve approaches to self-evaluation.

SPECIFIC TARGETS FOR 2019/20		QUALITY INDICATORS
1	To improve the quality of teaching and pupils' learning.	2.2, 2.3, 2.5, 2.6, 2.7, 3.3
2	To improve leadership and promote equity.	1.1, 1.2, 1.3, 1.4, 3.3
3	To develop the curriculum and learning pathways.	1.3, 2.2, 2.3
4	To improve pupils' achievement and attainment.	1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
5	To improve approaches to self-evaluation.	1.1, 1.2, 2.7

Target 1 *To improve the quality of teaching and pupils' learning*

NIF Priority: P1, P2, P3, P4	QIs: 2.2, 2.3, 2.5, 2.7, 3.3
NIF Drivers: D1, D2, D3, D4	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP1	Through collaboration, there is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To create opportunities for meaningful collaboration at whole school and departmental level, including a whole-staff collaboration event in February 2020 (W Inglis, K Sinclair, PTs).	By June 2020 (and ongoing)	<ul style="list-style-type: none"> • Collegiate time • Management time • Staff travel • Catering • Staff cover 	<ul style="list-style-type: none"> • Views of staff will be gathered formally • Departmental SQR
AP2	Approaches to self-evaluation are shared and improved. There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To engage in collaborative improvement visits with ERC partner schools and seek opportunities to engage in collaborative improvement visits with other West Partnership schools (W Inglis, K Sinclair, PTs).	By June 2020 (and ongoing)	<ul style="list-style-type: none"> • Management time • Catering • Staff cover 	<ul style="list-style-type: none"> • ERC published reports • Views of staff will be gathered formally • Departmental SQR
AP3	Pupils have more opportunity to lead learning, resulting in improved attainment.	To share good practice observed in learning rounds relating to pupils leading learning (K Sinclair).	By May 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Formal programme of lesson observations • Departmental lesson observations
AP4	Staff have increased opportunity to engage in professional learning and share practice. Cluster partnerships are strengthened.	To create a cluster CLPL plan (L Ferguson, D Doohan).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • CLPL Calendar

Target 1 *To improve the quality of teaching and pupils' learning*

NIF Priority: P1, P2, P3, P4	QIs: 2.2, 2.3, 2.5, 2.7, 3.3
NIF Drivers: D1, D2, D3, D4	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP5	There is improvement in the quality of teaching and pupils' learning which results in improved attainment.	To share good practice in learning and teaching, with a particular focus on consistency, differentiation, feedback, plenaries, challenge, digital learning, pupils leading learning, equity groups at classroom level (L Ferguson, PTsD).	By May 2020	<ul style="list-style-type: none"> • Management time • Time on in-service days • Staff volunteers 	<ul style="list-style-type: none"> • Formal programme of lesson observations • Departmental lesson observations • Staff professional enquiry feedback
AP6	Pupils for whom change is particularly difficult are supported to make the smoothest possible transition from primary to secondary.	To review the process of ASN transitions and introduce a new common transitions programme, including nurture (S Gibson and PTsPS).	From August 2019	<ul style="list-style-type: none"> • Management time • Transport 	<ul style="list-style-type: none"> • The views of pupils and parents will be gathered • Pupil support SQR
AP7	The transition from primary to secondary is as smooth as possible. Learning is uninterrupted. Pupils leaving school are better prepared for the world of work or next stage in learning.	To produce transitions videos for pupils entering secondary and for those leaving school and moving on to work or further study (S Gibson).	By September 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Pupil support SQR
AP8	Pupils have a greater say in their learning and make a greater contribution to the decision-making process in the wider school.	To raise the awareness of pupils of the impact of their views through assemblies and through the introduction on departmental 'You said, we did' boards (S Gibson and PTs).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Departmental SQR • Assembly agendas • Pupil views expressed in questionnaires and focus groups as part of formal review process

Target 1 To improve the quality of teaching and pupils' learning

NIF Priority: P1, P2, P3, P4	QIs: 2.2, 2.3, 2.5, 2.7, 3.3
NIF Drivers: D1, D2, D3, D4	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP9	There is increased engagement of parents in their children's learning which results in improved attainment.	To expand parental engagement opportunities across a range of subject areas (S Gibson).	By May 2020	<ul style="list-style-type: none"> • Management time • Collegiate time • School let and janitorial costs 	<ul style="list-style-type: none"> • The views of parents and staff will be gathered
AP10	There is increased engagement of parents in their children's learning which results in improved attainment.	To introduce a family learning zone to the STEAM Fair (S Gibson).	By October 2019	<ul style="list-style-type: none"> • Management time • Collegiate time • School let and janitorial costs 	<ul style="list-style-type: none"> • The views of parents and staff will be gathered
AP11	There is increased engagement of parents in their children's learning which results in improved attainment.	To organise an information event to help parents support their children in the use of digital learning (C Raeburn).	By February 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • The views of parents will be gathered
AP12	Increased parental engagement leads to improvement in the quality of pupils' learning, resulting in improved attainment.	To consult with the Parent Council on next steps in parental engagement (W Inglis).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • PC minutes

Target 2 *To improve leadership and promote equity*

NIF Priority: P1, P2, P5	QIs: 1.1, 1.2, 1.3, 1.4, 3.3
NIF Drivers: D1, D2	LIP: Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP13	The leadership of staff is improved. Staff are equipped and motivated to effect improvement.	To deliver the ERC leadership strategy by supporting teacher leadership, including formal leadership development programmes for both promoted and unpromoted staff (K Sinclair).	From August 2019	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of staff will be gathered • Staff professional enquiry feedback • Departmental SQR
AP14	The leadership of staff is improved. Staff are equipped and motivated to effect improvement. Leadership capacity is increased.	To further develop leadership development programmes and to introduce shadowing opportunities for unpromoted staff (K Sinclair and PTsD).	From August 2019	<ul style="list-style-type: none"> • Management time • Staff CLPL time 	<ul style="list-style-type: none"> • The views of staff will be gathered • Staff professional enquiry feedback • Departmental SQR
AP15	There is consistency of approach. Statutory responsibilities are met.	To devise a formal induction programme for new staff (W Inglis).	By December 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • The views of staff will be gathered
AP16	There is a shared understanding of the school's vision, values and aims and what they mean in practice. The vision, values and aims are modelled consistently by staff.	To review and raise the profile of the school's vision, values and aims through PSHE, assemblies and presentations to staff (W Inglis, F McLure and PTsPS).	By May 2020	<ul style="list-style-type: none"> • Management time • Posters and notice boards • Guest speaker 	<ul style="list-style-type: none"> • SQR • The views of staff and pupils will be gathered

Target 2 To improve leadership and promote equity

NIF Priority: P1, P2, P5	QIs: 1.1, 1.2, 1.3, 1.4, 3.3
NIF Drivers: D1, D2	LIP: Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP17	Improved outcomes for the most disadvantaged learners at all levels.	To improve staff awareness of equity groups and ensure a consistent focus on target pupils across the curriculum (W Inglis, B Harrison, PTsC).	From August 2019	<ul style="list-style-type: none"> • Management time • PTs meetings 	<ul style="list-style-type: none"> • Whole-school self-evaluation activity • Analysis of data
AP18	Increased parental engagement for key groups of learners. Improved outcomes for the most disadvantaged learners at all levels.	To work more closely with the parents of pupils in key equity groups. To target PEF parents to encourage attendance parents' evenings and information events (B Harrison, PTsD).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Feedback from parents and pupils • Analysis of data
AP19	Improved outcomes for the most disadvantaged learners at all levels.	To continue to support pupils in key equity groups and ensure consistent support across all stages. (W Inglis, B Harrison, PTsD, PTsC).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Whole-school self-evaluation activity • Analysis of data • Pupil feedback
AP20	Improved attainment outcomes for pupils in receipt of free school meals.	To focus on improving outcomes for pupils in receipt of free school meals (W Inglis).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of data
AP21	Pupils have increased opportunities to develop leadership skills.	To create pupil forums to take forward pupil voice in conjunction with the Pupil Council (S Gibson, PTsPS).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of data • The views of pupils will be gathered
AP22	Pupils have increased opportunities to develop leadership skills. Members of the local community will gain useful employability skills.	To develop further our community numeracy project to include opportunities for pupil involvement and SQA accreditation for participants (L McLaughlin, R McAllister)	From August 2019	<ul style="list-style-type: none"> • Management / staff time • Transport 	<ul style="list-style-type: none"> • Analysis of data • The views of pupils, staff and participants will be gathered

Target 3 To develop the curriculum and learning pathways

NIF Priority: P1, P2	QIs: 1.3, 2.2, 2.3
NIF Drivers: D4, D5	LIP: Excellent Experiences / Everyone Attaining

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP23	A broader, more responsive range of options and pathways are available to pupils in the senior phase in columns A, B, C and E.	To further increase vocational and skills for work options in the senior phase in response to the particular needs of the pupil cohort (PTsC).	From August 2019	<ul style="list-style-type: none"> • Management time • Development time • Purchase of resources and equipment 	<ul style="list-style-type: none"> • Analysis of attainment data • Feedback from learners • Views of staff
AP24	Staff will have an improved awareness of the literacy benchmarks and a renewed focus on their responsibility of all to improve literacy across the curriculum.	To revisit the role of all staff in delivering literacy outcomes across the curriculum and share examples of successful practice (L MacRobert, N Mackay).	By February 2020	<ul style="list-style-type: none"> • Management time • Time on in-service day • DM time 	<ul style="list-style-type: none"> • Feedback from staff • Evidence from departmental self-evaluation activities
AP25	Pupils are encouraged to consider a range of different career options and pathways, including college and apprenticeships as an alternative to university.	To introduce a dedicated S6 conference to support pupils in making informed choices and good decisions in their next steps (S Gibson and PTsPS).	By September 2019	<ul style="list-style-type: none"> • Management time • Speakers' expenses 	<ul style="list-style-type: none"> • Pupil feedback • Analysis of planned leaver destinations

Target 4 *To improve pupils' achievement and attainment*

NIF Priority: P1, P2, P3, P4	QIs: 1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
NIF Drivers: D1, D2, D3, D4, D5	LIP: Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP26	Staff will make better use of SNSA and BGE data to identify underperformance in the BGE. The attainment of individual pupils will improve.	To make use of BGE data, including SNSA data, to devise targeted intervention strategies and ensure impact (W Inglis, B Harrison, L Ferguson).	From August 2019	<ul style="list-style-type: none"> • Management time • DM time 	<ul style="list-style-type: none"> • Analysis of attainment data • Feedback from staff
AP27	All pupils will be encouraged to participate in activities outwith the classroom to broaden their skills and experiences. Achievements will continue to be celebrated.	To track the achievements of pupils in the BGE and intervene as appropriate (L Ferguson and PTsD)	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of data relating to pupil achievement
AP28	Staff will be more skilled in using SNSA data for self-evaluation and to identify pupils at risk of underperforming, thus improving attainment.	To support staff, in particular in English and mathematics, in using SNSA data for improvement (W Inglis, B Harrison, L Ferguson).	From August 2019	<ul style="list-style-type: none"> • Management time • PTs meetings 	<ul style="list-style-type: none"> • Feedback from staff • Pupil interventions
AP29	Pupils are clear on their next steps in learning and make improved progress.	To ensure consistency of approach in using learner conversations to enable pupils to articulate their progress and next steps in learning (P Madden, PTsC)	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Pupil feedback
AP30	More accurate teacher judgements will allow earlier interventions to be put in place to support pupils at risk of underachieving. Attainment will improve.	To use data to support departments in improving their judgements of pupils progress (W Inglis, B Harrison).	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of attainment data

Target 4 *To improve pupils' achievement and attainment*

NIF Priority: P1, P2, P3, P4	QIs: 1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
NIF Drivers: D1, D2, D3, D4, D5	LIP: Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP31	Earlier interventions can be put in place to support pupils at risk of underachieving. There is improvement in the attainment of targeted pupils.	To gather attainment data for the senior phase in November to identify additional intervention needs at an earlier stage (W Inglis and B Harrison).	From Nov 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of attainment data
AP32	All pupils, including those who do not attend, secure a good range of qualifications, in particular in literacy and numeracy.	To identify pupils at risk of failing to achieve as a result of non-attendance and formally plan intervention strategies (SMT, PTsPS, B Harrison).	By May 2020	<ul style="list-style-type: none"> • Management time • Additional staffing 	<ul style="list-style-type: none"> • Analysis of attainment data
AP33	The proportion of S6 leavers securing five or more Higher passes and one or more Advanced Higher passes is improved.	To raise the attainment of S6 pupils by including them in intervention groups (W Inglis, B Harrison)	From August 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of attainment data
AP34	Pupils' health and wellbeing is improved.	To devise a system for measuring and tracking health and wellbeing, and to develop intervention strategies (S Gibson, PTsPS).	By Nov 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Analysis of responses • Analysis of interventions
AP35	Pupils are well supported. Statutory duties are met. All staff are aware of the support available for pupils and are able to make appropriate referrals.	To produce a health and wellbeing manual containing a nurture policy, positive mental health policy and child protection policy (S Gibson).	By Jan 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Manual is completed and circulated

Target 4 *To improve pupils' achievement and attainment*

NIF Priority: P1, P2, P3, P4	QIs: 1.2, 1.3, 2.1, 2.7, 3.1, 3.2, 3.2
NIF Drivers: D1, D2, D3, D4, D5	LIP: Everyone Achieving / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP36	Pupils are well supported and have confidence in the ability of staff to help them. Statutory duties are met.	To expand the range of support groups and to timetable groups in Living Life to the Full (BGE), Living Life to the Full (Senior Phase), Resilience, 16+, SWAN programme, LIAM and nurture (S Gibson and PTsPS).	From Aug 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • All groups are successfully timetabled and run as planned • Pupil feedback will be gathered following each intervention
AP37	Best use is made of partners to support pupils and enhance the work of the school.	To review our partnerships and identify opportunities to expand the use of partners (N Mortimer, SMT, all PTs).	By Dec 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • An audit of partners has been completed and shared
AP38	Standards of uniform are raised.	To complete a review of school uniform and introduce changes agreed (L Ferguson).	By Feb 2020	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • A revised uniform policy has been agreed and shared.

Target 5 To improve approaches to self-evaluation

NIF Priority: P1, P2, P3	QIs: 1.1, 1.2, 2.7
NIF Drivers: D1, D2, D3, D5	LIP: Excellent Experiences / Everyone Attaining / Excellent Experiences

AP	Impact & Outcomes	Action	Timescale	Resources	Monitoring & Evaluation
AP39	Self-evaluation continues to have a high profile in the school and staff remain committed to continuous improvement.	To introduce a 3-year self-evaluation calendar ensuring coverage of all 15 QIs (K Sinclair).	From August 2019	<ul style="list-style-type: none"> • Management time • PT meetings • DMs 	<ul style="list-style-type: none"> • Minutes of meetings
AP40	Stakeholders have increased ownership of the school's improvement priorities.	To increase the involvement of staff, pupils and parents in the planning process (W Inglis).	By May 2020	<ul style="list-style-type: none"> • Management time • PT meetings • DMs • Pupil forums • Parent Council 	<ul style="list-style-type: none"> • Minutes of meetings
AP41	All staff are actively engaged in professional enquiry leading to improvements in teaching and learning.	To develop a model of professional learning in collaboration with Strathclyde University and to establish a research hub for the benefit of staff across the cluster and the local authority (K Sinclair).	From May 2019	<ul style="list-style-type: none"> • Management time • Collegiate time (WSCAs) 	<ul style="list-style-type: none"> • Professional enquiry projects • Feedback from university staff • Use of hub
AP42	Improvements in pedagogy will lead to improved attainment outcomes and pupil experiences.	To evaluate the impact of CLPL and to organise a CLPL showcase event for all staff to share the impact of their professional learning (K Sinclair and PTs).	By May 2019	<ul style="list-style-type: none"> • Management time • Collegiate time (WSCAs) 	<ul style="list-style-type: none"> • Showcase event • Staff feedback • Departmental self-evaluation
AP43	All departments will produce an annual SQR with clearly celebrates successes and identifies improvement priorities.	To review SQR reporting at departmental level (N Mortimer, PTs).	By September 2019	<ul style="list-style-type: none"> • Management time 	<ul style="list-style-type: none"> • Quality of departmental SQR reports • Feedback from PTs

Pupil Equity Fund 2019/20

1. Key Successes in Session 2018/19

Short summary of key actions	Impact and Outcome
<p>PT Excellence and Equity alongside PTs Literacy and Numeracy</p> <ul style="list-style-type: none"> • Offered and delivered whole school numeracy and literacy support with the aim of improving teacher confidence across the curriculum • Planned and delivered a course of literacy and numeracy intervention sessions for pupils in S1 – S3. <ul style="list-style-type: none"> ○ Target pupils identified using a range of assessment data combined with input from class teachers. ○ Dynamic and tailored interventions put in place to support the numeracy of identified pupils. ○ Weekly reading and writing interventions timetabled to support pupil literacy. • Profile of PEF developed through whole school databases where key pupils are now highlighted and through discussion in team teaching meetings. • Implementation of Literacy and Numeracy interventions extended to cluster primaries to ease transitions and support progress. 	<p>For the pupils identified as being those most in need of support</p> <ul style="list-style-type: none"> • An initial gap (FME vs non-FME) of 24 percentage points was reduced to 9 percentage points across S1 numeracy • An initial gap of 6 percentage points was overturned with a 14 point swing in S2 numeracy (although it should be noted that two out of six FME pupils did not sit the final assessment). • Across S3 assessment of BGE outcomes an initial attainment gap of 3% closed to just over 1%. • Almost all teachers of pupils involved with literacy interventions commented on improved confidence from pupils and higher sophistication of responses. • In S2 standardised assessments the gap sat at 15 points in numeracy (18 in P7) and 14 points in literacy (20 in P7). • In S3 Numeracy SNSAs there was a gap of 19 points in average scale score between the two groups. At the upper end results were pleasing; 33% of FME pupils scored band 12 or above (vs. 37% of non FME). However 33% (3 pupils) of FME pupils scored band 9 or below (compared to 15% non FME pupils). In numeracy. • In S3 Reading SNSAs there was an 18 point gap in average scale score however fewer FME pupils achieved band 12 or above (11% vs 26% non FME). The same three pupils (33%) scored band 9 or below vs 25% non-FME. <p>Individual reports written by intervention leading teachers indicate that the biggest impact on pupils was overall engagement with literacy and numeracy. Pupils reported improved confidence and increasing enjoyment levels in both maths and English. As with last year there were often challenges around pupil attendance and putting in place support without disrupting other learning. Finding a way to work around this will be a focus for next year.</p> <p>Introduction of both numeracy and literacy intervention sessions to the cluster primaries were successful and had an impact on both pupil engagement and motivation. Primary teachers were keen for these, wherever possible, to be extended as the pupils responded well to working with subject experts. Progress made with these groups has informed planning for next year with key pupils remaining as a group into S1.</p>

2. Improvement Priorities in Session 2019/20

- Numeracy and literacy intervention
 - Key pupils initially placed with specific teachers in maths and English.
 - Every pupil in S1 – S3 to have a PEF attainment plan with key targets specified at the start of the year.
 - PTs literacy and numeracy to become point of contact for pupils re attainment
 - Continue to develop links with Netherlee and Carolside and put in place a similar schedule for Busby pupils.
- Literacy and numeracy PTs sharing strategies across the curriculum
 - PT Literacy to support extended responses in social subjects
 - PT Numeracy to support delivery of numeracy outcomes across social subjects
- Level 5 Numeracy and Literacy
 - Put in place structures which ensure all pupils have the opportunity to achieve level 5 numeracy and literacy by the end of S5.
- Widening Participation
 - Identify, engage and support key pupils with entry into Higher education

TEACHERS' WORKLOAD

In preparing the school plan, the following steps have been taken to mitigate the impact on teachers' workload:

- Time was set aside in May 2019 (in-service day) to share the key targets of the development plan for session 2019-20 with all staff
- The head teacher identified the key areas for departmental improvement and reminded staff and principal teachers that departmental plans should be focussed and realistic
- Opportunities for collegiate working with ERC colleagues will be organised through subject groups, notably in the area of moderation and sharing practice. Similar opportunities are available with WP colleagues from Castlemilk High School (among others)
- Staff are encouraged to work collaboratively with ERC and WP colleagues and opportunities to do so will be facilitated by the head teacher
- The reporting group has streamlined the reporting system to minimise duplication of information. The head teacher will once again compile an assessment/assignment calendar for the senior phase to reduce workload for pupils and to minimise disruption for staff by reducing the need to catch up pupils who are absent from school on curricular trips or undertaking assessments for other subjects.
- A range of CLPL aimed at reducing workload for staff and a WSCA devoted to 'tips and shortcuts' has been organised in recent sessions.
- Significant time will continue to be devoted to departmental development work during in-service days, with additional time available this session as a result of two additional in-service days
- Wherever possible, cover will be made available to departments during session 2019-20 to allow the release of staff to undertake additional development work if required