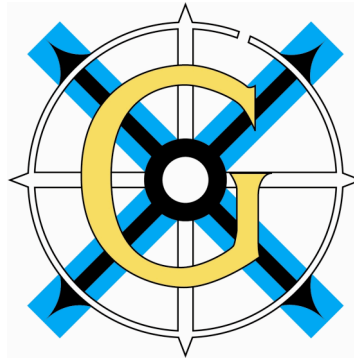


# Gracemount High School A School of Excellence and Ambition Transformational Plan 2007-2010



*'A learning Community Committed to Care and Excellence'*

Gracemount High School,  
Lasswade Road,  
Edinburgh EH16 6TZ

Tel. 0131 664 7440

Fax. 0131 664 3902

Email. [admin@gracemount.edin.sch.uk](mailto:admin@gracemount.edin.sch.uk)

[www.gracemount.edin.sch.uk](http://www.gracemount.edin.sch.uk)

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CHILDREN AND FAMILIES

## Contents of Plan

Background	Page 2
The Vision – ‘Building Pathways to Success’	Page 2
Engagement and Involvement	Page 4
Project Management Structure	Page 6
Gracemount High School: Sustained Success	Page 7
Planning and working Groups	Page 9
The Outcomes	Page 11
Target Area: Ethos for Achievement	Page 13
Target Area: Leadership and Capacity Development - Staff	Page 16
Target Area: Leadership and Capacity Development - Pupils	Page 17
Target Area: Leadership and Capacity Development - School Community	Page 21
Target Area: The Learning Experience	Page 23
Target Area: Pathway Development - Gifted and Talented	Page 25
Target Area: Pathway Development - Alternative Pathways	Page 27
Appendix 1: Transformational Plan Budget	Page 29
Appendix 2: Ambitious Excellent Schools Bid	Page 30
Appendix 3: Attainment, Attendance and HE Destination Targets 2007-2010	Page 33
Appendix 4: Principal Component Analysis, City of Edinburgh Schools: Session 2006-07	Page 34
Appendix 5: Information for Parents 2005	Page 35
Appendix 7: Activate Programme	Page 39
Appendix 8: JET Programme	Page 40

## **Gracemount High an Ambitious Excellent School: Transformational Plan 2007-2010**

### **Background**

Gracemount High School is a small non-denominational secondary school with a roll of 544 which serves the community of South East Edinburgh. The school was founded in 1959 as a junior secondary school and since the late 1960's has been a fully comprehensive six year high school.

The school was inspected in October 2004 and although the report was very supportive HMIE noted that 'the school's progress and capacity for improvement was vulnerable to the ongoing changes of its leadership.' The present Headteacher took up post in March 2005 and a new senior depute was appointed in August 2005. Since the time of the inspection the school has made significant progress in building capacity both in terms of leadership at all levels and commitment to improvement and has demonstrated a willingness to seek and develop partnership with the wider community to enhance the educational opportunities available to students.

In 1998 the City of Edinburgh Council commenced a strategy aimed at promoting community regeneration and social improvement in South East Edinburgh. Considerable investment was made in improving social amenities, the quality of public housing and, through encouraging private development, the balance of owner occupied housing. Amongst the range of strategic interventions made by CEC one of the most significant was the construction of a new Gracemount High School built under PPP and opened in 2003.

The rapid change in the social demographics of the community presents the school with the widest of challenges in supporting the diverse needs and aspirations of a complex and socially diverse community, (see Appendix 4, Principal Component Analysis).

### **The Vision – Building Pathways to Success**

As a 'School of Ambition' we aim to ensure that every member of our school community is encouraged, supported and challenged to realise their full potential through exploring and developing their personal skills, talents and capabilities and achieving and attaining success at the highest possible level.

Through the Ambitious Excellent Schools Programme, Gracemount High School will promote a culture of optimism, confidence and ambition throughout the community of South East Edinburgh. We will seek to achieve this through creating a strategic partnership network, supporting the development of a 'Learning Community' which enhances opportunity, builds capacity, releases potential and promote success.

Gracemount High School will develop appropriate '**Pathways to Success**', which respect and meet the needs of all learners in our community. The 'Pathway to Success' initiative supports the National development of a 'Curriculum for Excellence' by developing in all members of the community the capacities of **successful learners, confident individuals, responsible citizens and effective contributors**. The pathway approach also meets the aims of the School of Ambition programme to:

- Raise levels of achievement and attainment
- Instil belief and ambition
- Extend opportunities
- Transform life chances

'Pathways to Success' will be built on four strands:

- ***Ethos for Achievement***  
*Creating a positive learning environment which, promotes **confident individuals**, encourages ambition, inspires high achievement and fosters the determination to succeed;*
- ***Leadership and Capacity Development***  
*Promoting a culture which supports leadership development, encourages **effective contributors** and **inspires responsible** citizens who are committed to community improvement;*
- ***Learning Experience***  
*Providing high quality stimulating learning environments, which promote the effective use of ICT to enhance the learning experience, support learner independence and promote **successful learners**;*
- ***Pathway Development***  
*Providing all learners with a flexible educational experience that respects and meets their individual needs, provides enhanced choice, supports a wide range of learning opportunities and prepares learners for their destination of choice.*

The success of this approach will be measurable across a range of indicators, which include the following (see Appendix 5, School handbook data 2005 and Appendix 3, GHS Targets 2007 - 2010):

- Attainment will improve at all levels. More able pupils will be supported through fast-track programmes to attain the highest grades in national qualifications. Other pupils will be supported onto a pathway to ensure maximum success through effective matching of ability and aptitude to courses. Pupils following vocational pathways will have planned exit routes from subjects in S3, which support attainment through Access / Int1 awards. In S4 all pupils will continue to study 5 NQs including English and Mathematics.
- More appropriate learning experiences will contribute to an enhance inclusiveness in the culture of the school in which all pupils feel genuinely valued and in which their success is equally valued. The improvement in culture should be measurable in terms of pupil engagement (for example the number of time outs and behaviour referrals) and in terms of improved attendance.
- The improved attainment at Standard Grade will feed through into higher staying on rates post 16 and lead to enhanced educational opportunities in the upper school
- The destination analysis for year cohorts will show significant progress across all headings. As the quality of attainment improves the numbers of pupils continuing their education at Higher and tertiary levels will improve. As the employability skills of pupils following vocational programmes improve the number of pupils in the unemployed seeking work categories will decline.

- The leadership development programme will promote a strong culture of civic responsibility, which supports the development of effective contributors and responsible citizens across the school community.
- The success of the school will impact positively on the wider community and support the Council's community regeneration strategy. In developing a strategy that effectively and inclusively supports the needs of all pupils, the school will help the community integrate and develop confidence and pride through sharing in the achievements of our youngsters.
- The cycle of underachievement and unemployment will be broken in the community as fewer; potentially vulnerable young people leave school to join the NEET group.

## **Engagement and Involvement**

In developing the transformational plan an extensive programme of engagement and involvement was undertaken. By involving staff, pupils and key stakeholders the plan reflects a wide variety of ideas that combined to ensure a powerful commitment to transformational change.

Gracemount High School's journey to becoming a School of Ambition started three years before we were nominated for the programme by CEC in December 2006. The school had begun to look at curriculum flexibility through the introduction of fast-track presentation in English, Maths and Modern Languages in 2004 and through involvement in developing programmes such as 'Activate' (see Appendix 6) aimed at NEET avoidance.

The school recognised that curriculum disaffection presented a major barrier to our pupils realising their potential and that the resulting disengagement had a negative impact on the climate for learning and the creation of an ethos of achievement.

In August 2005 the school commenced a fundamental review of the structure and content of the curriculum and the opportunities provided by curriculum flexibility and age and stage relaxation. Complementary to the review, in October 2005 members of the senior management team and representatives of the South Edinburgh Partnership visited the City of Leeds to evaluate a vocational educational programme called the 'Junior Job Guarantee Scheme'. In February 2006 members of the senior management team took part in a study visit to the Canadian Province of Ontario to find out more about a programme called 'Building Pathways to Success'. On returning from Canada the concept of 'Building Pathways to Success' as a means of creating a 'Curriculum for Excellence' and promoting the 4 capacities was developed. At the heart of the approach is developing a flexible curriculum which respects and meets the needs of all learners and prepares them for their destination of choice post school.

In collaboration with the South Edinburgh Partnership and The Edinburgh Academy of Retail an innovative vocational programme called JET (see Appendix 7), Jobs, Education and Training, was developed and introduced to a pilot group of Gracemount HS pupils in June 2006. As a result of JET, the fast-track initiative, Activate and the whole school curriculum review, a practical vision for 'Building Pathways to Success' emerged. The vision was shared with the whole school community, through presentations, meetings and embedding within the Improvement Plan. The credibility and relevance of the approach was further reinforced through significant local and national media interest in the JET Programme and the Pathways approach, most notably by a joint Prime Ministerial and First Minister visit to the school in October 2006. As a result of further presentations to secondary HT's, Children and Families SMT and elected member committees the school was nominated for the 'School of Ambition' programme by CEC in December of 2006.

Throughout January presentations were given to pupils, staff groups the school board and CEC staff to further develop engagement and support for the bid (see Appendix 2). The bid document was submitted to SEED on Friday 28<sup>th</sup> of January 2007 and successfully presented to the SEED evaluation team on the 11<sup>th</sup> of February 2007. By this time there was a tangible sense of expectation across the school and a mixture of excitement and relief when the announcement was made at the end of February that the school was to be included in the programme. Next Steps presentations were made to the school board, principal teachers and all staff, where arrangements for developing the transformational plan were shared. All departments and support agencies were encouraged to produce an initial school of ambition development bid, the bids were submitted by the 18<sup>th</sup> of March. Planning days were organised for the 22<sup>nd</sup> and 23<sup>rd</sup> March to review the SQIP and start the transformational planning process and identify project outcomes. The planning days involved representatives of all members of the school community including staff, parents, pupils, CEC, senior project advisor and community groups.

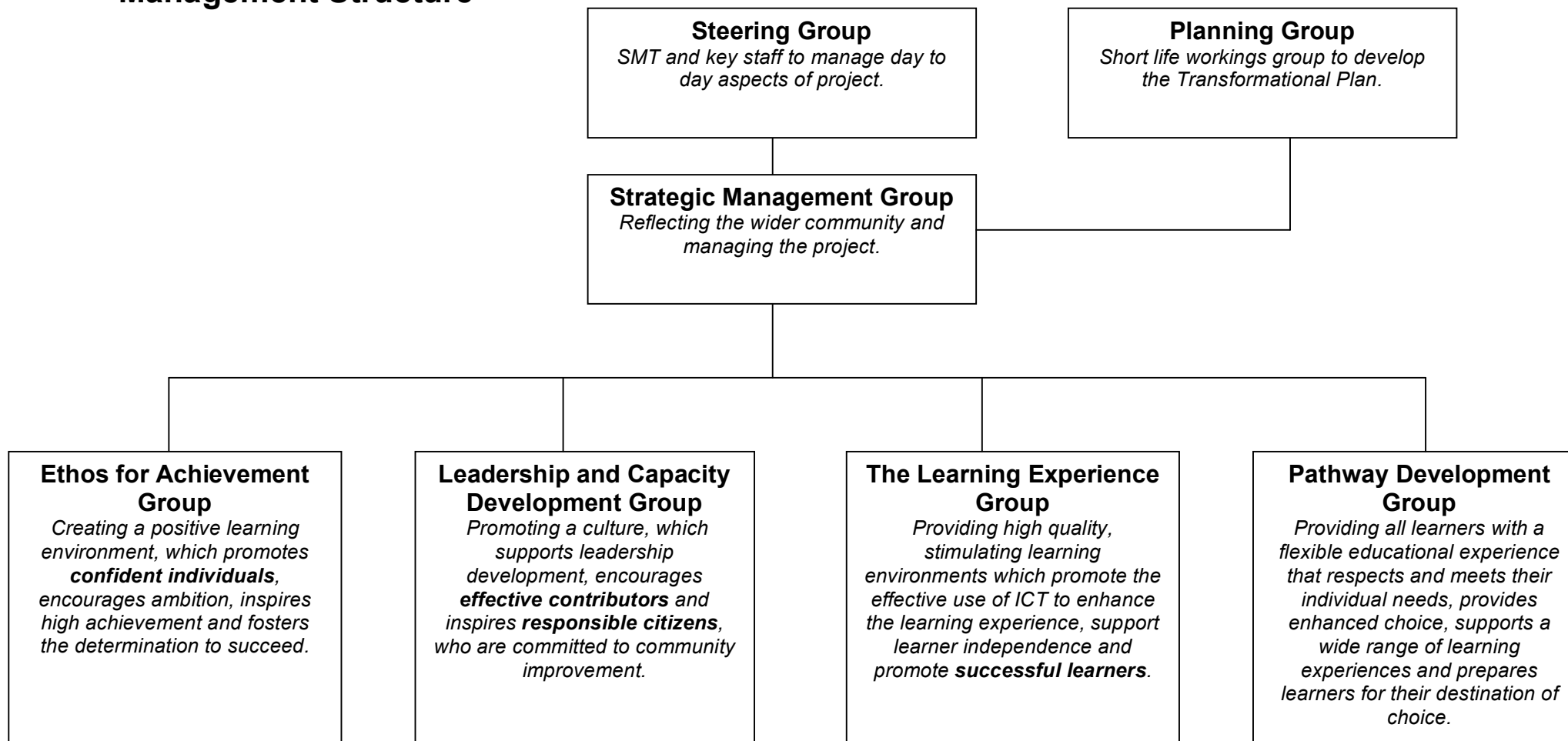
Throughout April and May the planning group met to develop and redraft the transformational plan based on the advice and support from CEC and our senior advisor. In April a major consultation was launched to promote pupil engagement and in early May a similar consultation was launched with parents and the wider community to coincide with an article in the local newspaper. The response to the consultation from pupils was overwhelming but by contrast the response from parents and the community muted. As a consequence of the project we would aim to see improved parental engagement in future consultations on the progress and direction of the project. The pupil responses were discussed with the pupil council in May and a group of pupil councillors met to identify and collate the most popular and relevant ideas and share these with year groups at assemblies. The pupil ideas will be incorporated into the detailed operational plans developed by each of the project working parties.

The draft transformational plan was shared with all staff during the ISIS day on the 22<sup>nd</sup> of May and the response to the consultation was overwhelmingly positive. All staff have been invited to join one of the school working parties (see pages 9 and 10) and most will be involved directly in taking forward the transformational plan. The draft plan was shared with the pupil council on the 23<sup>rd</sup> May and with parents at the first meeting of the school Parent Forum on 24<sup>th</sup> May. The response from both key groups was very positive.

Working party meetings have been arranged for the CAT session on the 1<sup>st</sup> June and subject based working groups in English, Maths and Modern Languages have met and are working on three year plans to embed the pathways approach. An alternative pathways initiative has been developed and will be the subject of an additional bid to the 'Capital City Partnership'.

This approach will be continued as the plan is implemented and the momentum of true involvement maintained. The management of the plan also demonstrates the contribution of the whole school community in driving forward the actions.

## Building Pathways to Success: Project Management Structure



## **Gracemount High School 2010: Sustained Success**

At the heart of the Gracemount project is the realisation that long term sustainability is dependent on structural change to the curriculum and cultural change which is dependent on building capacity and promoting a positive school ethos.

Structurally the plan will realise significant improvement for all learners both in terms of the quality and coherence of the learning experience and relevance of the curricular opportunities. By 2010 learners will have access to an enhanced 'Curriculum for Excellence' that is designed to meet the needs of the individual. 'Pathways to Success' will be embedded from the upper stages of the primary sector and provide all learners with access to an individualised learning programme which is tailored to their needs.

The pathways approach will have proved to be a major success in terms of raising attainment and promoting learner engagement. Schools across the City of Edinburgh will have adopted the 'Pathways to Success' model as the basis for developing a Curriculum for Excellence and promoting the capacities of young people as successful learners, confident individuals, effective contributors and responsible citizens.

Learners will recognise that the learning experience is more coherent, relevant and enjoyable and cross-curricular themes such as global citizenship will promote collegial development across subject departments. The academy approach will enrich the learning experience for learners and promote community engagement. The dance and performing arts academy will be embedded within the curriculum of the schools within the cluster promoting confident individuals and creating a centre of excellence in South East Edinburgh. A major annual dance production will provide an important focus for community engagement and celebration of high achievement. The wider community will mobilise to actively support the production and organisation of the event and the support of community performing arts group will enhance performance. New subjects such as media studies will contribute to the success of the event through promoting and publicising the production. The event will provide a fund raising base for supporting our link with Ogwini High School and young performers from South Africa will regularly participate in the production as part of the exchange programme.

In terms of capacity building, the leadership development programme will have resulted in a strong culture of civic responsibility, which supports the development of effective contributors and responsible citizens across the school community. Staff will have the confidence, commitment and desire to take a strong lead in improving the quality of opportunity and learning experience for our young people and drive school improvement. Pupils will be confident and articulate and expect to be consulted on and involved in decisions, which directly affect them and lead to improvements in the quality of the learning experience. They will expect and demand a strong voice and play an active role in school improvement and work closely with staff and community groups. In particular older pupils will have developed a strong sense of civic responsibility and will contribute widely and effectively to supporting and developing other learners.

The wider community will be proud to be associated with the school and will actively seek opportunities to engage with and support strong links, which facilitate enhanced opportunities for all learners. The school will be seen as the hub of a learning community, which support all learners in South East Edinburgh. Parents in particular will take an active interest in the progress and development of their youngsters and actively seek opportunities to be involved in supporting whole school, extra-curricular activities and improvement plan initiatives where they have time and expertise to be involved.

The main project strategic group, the Board of Representatives will be recognised as an important body both in terms of promoting community engagement and driving school and community improvements. The Board of Representatives membership will encompass all sectors of the learning community including staff, parent pupil, primary, CEC and wider community membership. Throughout the school community a genuinely inclusive consultative model will have been developed and an enhanced pupil council model will promote and support leadership development and civic responsibility.

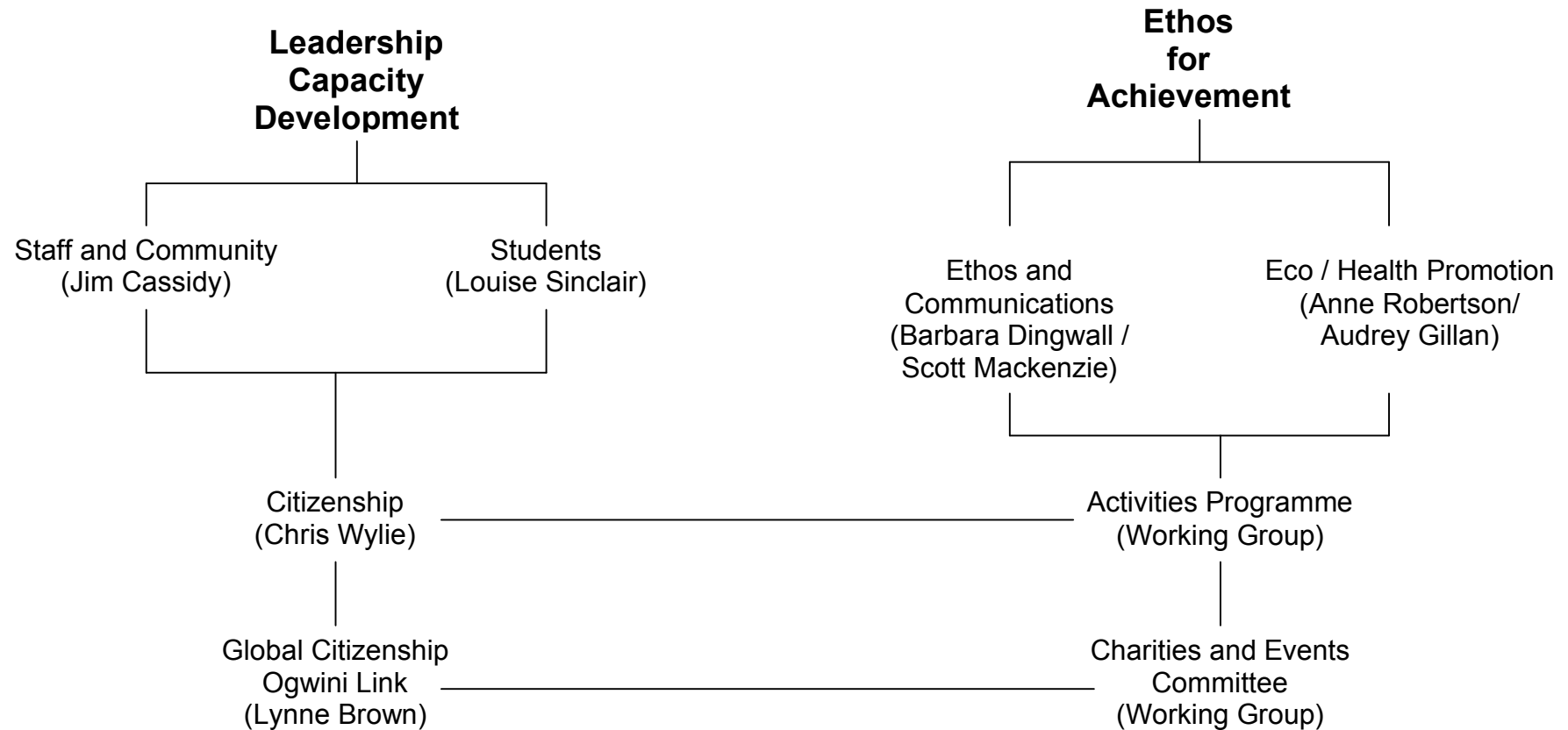
The link with Ogwini High school will have provided an important catalyst for leadership development, the development of global citizens and the development of effective contributors and responsible citizens. By 2010 the exchange programme will be self-sustaining and the whole school community will be committed to engaging with and supporting a mutually supportive link with Ogwini High School. Through the experience of visiting South Africa parents, pupils and staff will have developed a practical and emotional commitment to sustaining and continuing to develop the link with Ogwini.

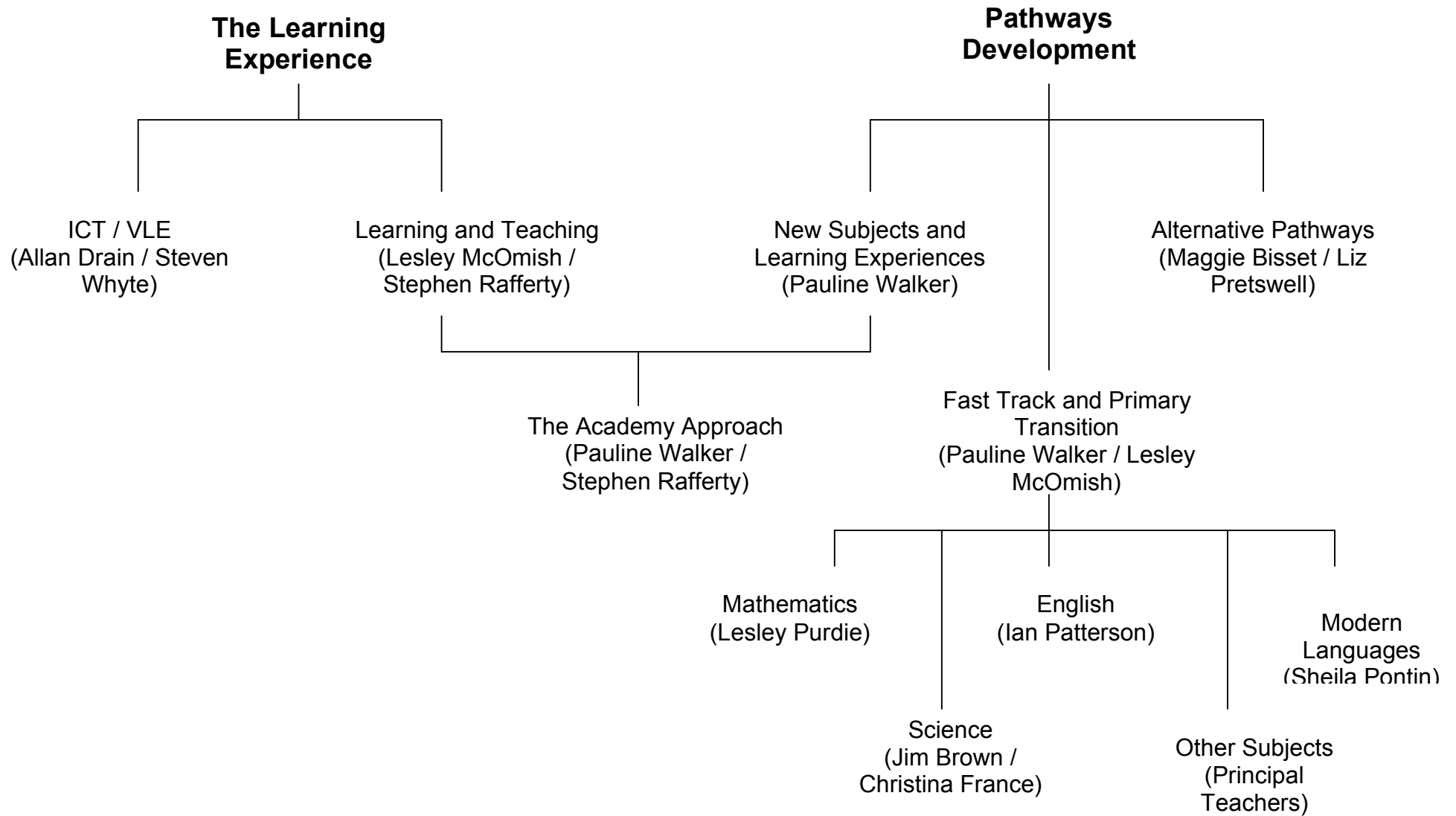
The ethos of the school will be transformed with an expectation of high achievement and high performance being the norm. Our young people will have grown into confident individuals who are ambitious, committed, independent and successful learners. They will expect and accept public recognition and praise for their high achievement and make a huge contribution to the successes of the school and the wider community. Their parents and the wider community will be proud of our young people and committed to their success supporting the many opportunities to come together to share in and experience their youngsters success. They will be ambitious for their youngsters and seek opportunities to engage with the school to ensure that their youngsters achieve all that they can from the high quality learning experiences and opportunities provided by the school. Staff will be proud to be associated with the school and enjoy the challenge and professional satisfaction of working with a group of high achieving young people and within a school community, which has energy drive and direction. Staff will be rightly proud of their achievements, other schools will regularly seek our advice and expertise and our staff will be seen to lead the educational debate both locally and nationally.

By 2010 the 'Learning Community', which is served by Gracemount High School, will have developed a strong sense of belonging and pride based on our ability to make a difference and in what we have achieved. The 'Pathways to Success' initiative will have made a major impact on, the educational debate within the City of Edinburgh and the National implementation of a 'Curriculum for Excellence'. The community will believe in our young people and their potential and have a desire to continue to work together to support them to ensure that their talents and abilities are realised. The motto of the school of '**Care and Excellence**' will have been realised through the creation of genuinely inclusive 'Curriculum for Excellence' through which the achievements of all members of the community will be equally valued and recognised. A culture will have been established where the individual is supported and challenged to realise their full potential and where high achievement is seen as the norm.

## Gracemount High School Transformational Plan: Planning and Working Groups

The working groups to support the project build on the existing devolved leadership structures which supports school improvement.





## The Outcomes

### Ethos for Achievement

*Creating a positive learning environment, which promotes **confident individuals**, encourages ambition, inspires high achievement and fosters the determination to succeed.*

- Develop the school physical environment to encourage community involvement and promote a culture, which inspires high achievement and celebrates success.
  - Promote opportunities for learners to perform at the highest levels and, through recognising and celebrating achievement, inspire a desire to succeed.
  - Providing opportunities for all members of the school community to contribute to, share and participate in the learning and achievements of our young people, to strengthen community integration, pride and confidence.
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### Leadership and Capacity Development

*Promoting a culture, which supports leadership development, encourages effective contributors and inspires responsible citizens, who are committed to community improvement.*

- Providing structured development opportunities to all members of the school community to realise their personal leadership potential
- Providing opportunities to all members of the community to demonstrate leadership potential through contributing to and leading school improvement initiatives
- Creating a culture of leadership which promotes confident individuals and effective contributors committed to improving the life opportunities of community members.

***For operational reasons, this strand of the plan is developed into three sections Pupils, Staff and School Community.***

## The Learning Experience

*Providing high quality, stimulating learning environments and the effective use of ICT to enhance the learning experience, support learner independence and promote **successful learners**.*

- Learners are motivated by high quality stimulating learning environments and the effective use of ICT to enhance the learning experience.
  - Learner independence is supported through the provision of a Virtual Learning Environment, which promotes innovation in learning and teaching, supports individual learning styles and develops learner ownership and commitment to achieving success.
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## Pathway Development

*Providing all learners with a flexible educational experience that respects and meets their individual needs, provides enhanced choice, a wide range of learning experiences and prepares learners for their destination of choice.*

- All learners are provided with an exciting choice of relevant learning opportunities that meet their individual needs.
- All learners are supported through appropriate learning pathways, which ensure success at the highest levels.
- Accelerated pathways are embedded within the curriculum, supporting learners to achieving academic success at the highest levels.
- An 'Academy' approach is embedded in the curriculum to develop groups of students who exhibit specific gifts, talents and abilities and promote relevance and coherence.
- Vocational pathways are embedded within the curriculum, providing students with qualifications, experiences, skills and dispositions valued by employers.
- Alternative pathways, delivered through strategic partnerships with the community and partner agencies provide a range of flexible approaches and programmes to tackle social exclusion targets.
- Learners are challenged to achieve success through the encouragement and support of well informed parents and the support of the wider community of the pathway approach.

***For operational reasons, this strand of the plan is developed into two sections Curricular Pathways and Alternative Pathways.***

## **TARGET AREA: Ethos for Achievement**

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*Creating a positive learning environment, which:*

- *promotes **confident individuals**;*
- *encourages ambition;*
- *inspires high achievement;*
- *fosters the determination to succeed.*

We recognise that the environment in which pupils learn and develop has a major impact on attitudes and aspirations. We will promote confidence in the ability of our pupils to succeed, inspiring the desire to attain the highest level of performance through actively seeking opportunities to recognise and celebrate achievement and developing the physical environment of the school.

### **In Year one we will:**

- Develop the school physical environment to encourage community involvement and promote a culture, which inspires high achievement and celebrates success.
- Promote opportunities for learners to perform at their highest levels and, through recognising and celebrating achievement, inspire a desire to succeed.

### **In Years two and three we will:**

- Promote opportunities for learners to perform at their highest levels and, through recognising and celebrating achievement, inspire a desire to succeed.
- Strengthen community integration, pride and confidence through providing opportunities to contribute to, share and participate in the success and achievements of our young people.

**To achieve this, the Ethos group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Develop signage and branding which boldly declares the School of Ambition status and ethos of the school.</p> <p>Develop the entrance and public areas of the school to reflect and inspire high pupil achievement and success.</p> <p>Develop a 'wall of success' in a public area of the school which records and celebrates the success of all present and past members of the school community</p> <p>Actively promote the achievements of our young people within the school and the wider community and encourage learner participation in opportunities for success</p> <p>Identify ways in which we can strengthen communication with the community</p> <p>Develop opportunities for the community to share in the success of our pupils</p>	<p>Appoint an Ethos Coordinator and form a working group</p> <p>Provide time for the Ethos Coordinator to manage the initiative and the group to meet</p> <p>Identify a budget to support the physical developments</p>	<p>Pupil learner esteem, confidence and desire to succeed shows measurable improvement.</p> <p>Pupil participation levels and engagement in extra-curricular activities, clubs and productions is markedly improved.</p> <p>Pupils actively seek opportunities to demonstrate and develop their talents and contribute and participate in activities.</p> <p>The pride and confidence of the wider community in the school is enhanced through the success and achievement of our young people</p>	<p>Increased pupil confidence and a 'can do' attitude to tackling new challenges.</p> <p>Increasing numbers of pupils actively seek leadership roles within the school</p> <p>Increasing numbers of pupils gain recognition by lead bodies through representative honours or achievement in competition.</p> <p>Community organisations and groups seek opportunities to engage with the school and provide new opportunities for our young people.</p>	<p>Pupil Questionnaire</p> <p>Monitor participation in extra-curricular activities, clubs and productions</p> <p>Monitor behaviour / attendance</p> <p>Sharing the classroom experience</p> <p>Community survey</p>

<p>Explore and develop opportunities for the community to be actively involved in the life of the school</p> <p>Seek sponsorship and support from local organisations and community users</p>				
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## TARGET AREA: Leadership and Capacity Development - Staff

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### *Promoting a culture, which:*

- *supports leadership development;*
- *encourages **effective contributors**;*
- *inspires **responsible citizens**;*
- *promotes commitment to community improvement.*

We recognise that if we are to release the full potential of our school community we need to develop the leadership capacity of all staff. To achieve this we need to provide structured opportunities, which develop skills, confidence and abilities enabling and encouraging effective contribution.

### **In Year one we will:**

- Develop a structured programme of CPD opportunities for all members of staff to realise their personal leadership potential.
- Develop opportunities for all members of staff to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Two we will:**

- Embed a structured programme of CPD opportunities for all members of staff to realise their personal leadership potential.
- Provide enhanced opportunities for all members of staff to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Three we will:**

- Create a sustainable culture of leadership which promotes **confident individuals** and **effective contributors** committed to improving the life opportunities of community members.

**To achieve this, the Leadership group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Provide an enhanced induction program for staff, which has an emphasis on leadership development.</p> <p>Provide opportunities for staff to lead and contribute to key initiatives in the school.</p> <p>Develop the strategic management skills of our more experienced staff to enable them to take a significant leadership role in school improvement.</p>	<p>Form a Leadership group representative of all staff</p> <p>Identify an external provider to deliver a leadership skills development program at all levels</p> <p>Provision for an enhanced leadership experience to support strategic leadership development (Columba 1400/Ogwini visit/Study visits/SQH &amp; Chartered Teacher)</p> <p>Budget to support staff to share personal expertise across the school community</p> <p>Organise CAT time in school to support leadership developments</p>	<p>Staff are actively involved in leadership activity at all levels within the school community</p> <p>Staff career progression is enhanced through leadership activity</p> <p>Staff capacity to contribute is developed through increased confidence, skills and abilities</p> <p>Staff believe they have a valuable contribution to make towards school improvement</p> <p>Staff provide positive role models for pupils</p> <p>Staff are encouraged and supported to be effective contributors</p>	<p>Increased number of staff actively involved in leading working groups activities</p> <p>Increased number of staff, including ASETs, supporting and leading extra curricular activities</p> <p>Staff actively involved in leading school improvement activities</p> <p>An increased number of staff will be seeking to achieve professional qualifications such as Chartered Teacher or SQH</p> <p>Sharing experience through CPD across the city</p>	<p>Evaluation of leadership program through staff focus groups and questionnaires</p> <p>Monitor numbers of staff involved in and leading working groups, activities and initiatives</p> <p>An increased number of staff will be experiencing success within the appointment procedures</p> <p>Staff qualifications</p> <p>Staff morale, absence rate</p> <p>Subject uptake</p>

## **TARGET AREA: Leadership and Capacity Development - Pupils**

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### ***Promoting a culture, which:***

- *supports leadership development;*
- *encourages **effective contributors**;*
- *inspires **responsible citizens**;*
- *promotes commitment to community improvement.*

Through providing more opportunities for pupil's to take responsibility we would seek to develop leadership skills from an early age. This will lead to increased engagement and involvement in school decision making and in school improvement. Through this development we plan to develop their capacities as effective contributors and responsible citizens of the school and wider community.

### **In Year one we will:**

- Develop a structured programme of opportunities for all pupils to support the realisation of their personal leadership potential.
- Develop opportunities for all pupils to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Two we will:**

- Embed a structured programme of opportunities for all pupils to support the realisation of their personal leadership potential.
- Provide enhanced opportunities for all pupils to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Three we will:**

- Create a sustainable culture of leadership which promotes confident individuals and effective contributors committed to improving the life opportunities of community members.

**To achieve this, the Leadership group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Investigate the introduction of vertical tutor groups</p> <p>Provide an enhanced Pupil Council model to enable pupils to actively participate in school improvements</p> <p>Develop the skills and confidence in pupils to actively participate in leadership opportunities</p> <p>Develop opportunities for pupil leadership activity through the curriculum</p>	<p>Provide time for the whole school community to consult on the introduction of vertical tutor groups</p> <p>Appoint a Pupil Council &amp; Citizenship Development staff coordinator</p> <p>Provide start up resources for an enhanced pupil council model</p> <p>External provider to deliver a leadership and citizenship development program</p> <p>Staff development time to develop opportunities for pupil leadership activity through the curriculum</p> <p>Provide time for staff to look at examples of good practice in pupil leadership development in the primary school model</p> <p>Resources to provide professional leadership qualifications for senior pupils to support community groups</p> <p>Resources including ICT to support pupil involvement in</p>	<p>The organisation of tutor groups supports effective mentoring and leadership development</p> <p>An enhanced pupil council model is in place which promotes pupil leadership and active contribution to school improvement</p> <p>A structured and sustainable program of pupil leadership development is in place which promotes confident individuals and effective contributors</p> <p>Increased opportunities are provided to pupils to gain qualifications which enable them to lead activities within the school community</p> <p>Well resourced curricular and extra curricular activities are available for pupils to be actively involved in the development and promotion of the school</p>	<p>From S1 pupils will have the confidence to take a leadership role in the school community</p> <p>The pupil council actively participates in decision making which affects school improvement</p> <p>Increased number of pupils gaining qualifications which enable them to lead activities within the school community</p> <p>Increased number of pupils are involved in the development and promotion of the school</p>	<p>Evaluation of leadership program through pupil focus groups and questionnaires</p> <p>Monitor numbers of pupils involved in and leading working groups, activities and initiatives</p> <p>Feedback from 'buddying' systems</p> <p>Observation of pupil council</p> <p>Numbers of pupils involved in leadership programmes</p> <p>SCE examination performance</p> <p>Analysis of leadership qualifications</p>

	working groups and school improvement developments			
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## TARGET AREA: Leadership and Capacity Development – School Community

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### *Promoting a culture, which:*

- *supports leadership development;*
- *encourages **effective contributors**;*
- *inspires **responsible citizens**;*
- *promotes commitment to community improvement.*

We recognise that if we are to release the full potential of our school we need to provide supportive opportunities for parents and the wider community to engage more actively in the work of the school and supporting the development of the pupils.

### **In Year one we will:**

- Develop structured development opportunities to all members of the school community to realise their personal leadership potential.
- Develop opportunities to all members of the community to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Two we will:**

- Embed structured development opportunities for all members of the school community to realise their personal leadership potential.
- Provide enhanced opportunities to all members of the community to demonstrate leadership potential through contributing to and leading school improvement initiatives.

### **In Year Three we will:**

- Create a sustainable culture of leadership which promotes **confident individuals** and **effective contributors** committed to improving the life opportunities of community members.

**To achieve this the Leadership group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Develop opportunities to secure effective relationships with the parents of our associated primaries schools</p> <p>Improve communication between the school and the community by producing high quality newsletters and also exploring the use of electronic media</p> <p>Develop the role of the Parent Council and Parent Forum to provide opportunities for the wider community to contribute effectively to the school.</p> <p>Provide pupil-led opportunities for parents to engage with the classroom experience</p> <p>Explore how the expertise in the wider community can be used to inspire and motivate pupils towards success</p> <p>Explore opportunities for the wider community to engage with and contribute to the life of the school</p>	<p>Provide time to meet with community groups and Community Learning &amp; Development</p> <p>Resources to produce communication media</p> <p>Resources to provide community/school events</p> <p>Staff to liaise with community groups and parent council/forum</p>	<p>A wider representation of parents will involved in the Parent Council and Parent Forum</p> <p>Members of the Parent Council and Parent Forum are actively involved in planning school improvement</p> <p>Parents feel they have the opportunity, skills and confidence to actively participate in the life of the school</p> <p>Members of the school community are pro-active in seeking opportunities for engagement with the school</p> <p>A calendar of events is in place which provides opportunities for the school community to engage with the life of the school</p> <p>Parents are regularly invited to participate in pupil-led activities</p>	<p>Increased parental involvement in school events</p> <p>Improved attendance at the Open Evening and subsequent parent's evenings</p> <p>Pupils in the catchment area will opt for Gracemount High School</p> <p>Increased opportunities for school/community collaboration are offered by members of the community</p> <p>Increased participation in whole school events by members of the community</p> <p>Pupil-led activities are provided regularly for community engagement</p>	<p>Community survey</p> <p>Monitor attendance at whole school events</p> <p>Monitor primary intake</p> <p>Parental involvement in working groups etc.</p> <p>Hits on web-site by parents and wider community</p> <p>Adult learners numbers</p> <p>Business links / work experience</p>

## **TARGET AREA: The Learning Experience**

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*Promoting Successful Learners through providing:*

- *high quality, stimulating learning environments;*
- *the effective use of ICT to enhance the learning experience;*
- *support to develop learner independence.*

We recognise that learner interest can be inspired and engagement promoted by the effective use of ICT to support the learning experience and promote independent learning.

To achieve this we will promote the use of the latest technologies to enhance the learning experience and contribute to the creation of a stimulating and engaging learning environment and promote the development of a VLE to support effective study and independent learning.

### **In years One and Two we will:**

- Motivate learners by providing high quality, stimulating learning environments and the effective use of ICT to enhance the learning experience.
- Promote learner independence through the development of a Virtual Learning Environment, which encourages innovation in learning and teaching, supports individual learning styles and develops learner ownership and commitment to achieving success.

### **In years two and three we will:**

- Embed the use of high quality, stimulating learning environments, the effective use of ICT and the use of a VLE to support and develop learner independence and success.

**To achieve this, the Learning & Teaching group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Consult with staff and pupils to determine where the learning experience can be enhanced most effectively through introducing new technologies</p> <p>Support the development of ICT technology that provides improved opportunities for learners to engage and interact with the learning experience</p> <p>Promote the use and support the development of a virtual learning environment, which encourages learner independence and contributes to the creation of an e-learning campus supporting all learners within our community.</p>	<p>Provide funding for the introduction of new technologies into our teaching areas</p> <p>Secure training in the use of technologies for existing and new staff</p> <p>Appoint a VLE champion to co-ordinate and support the development of the e-campus and provide technical support and training to teaching staff</p> <p>Develop an induction programme which supports all learners to effectively use the VLE</p>	<p>A wide range of technologies will be used to effectively support the learning experience and create a vibrant learning environment</p> <p>Learners will be motivated and engaged by the new technologies</p> <p>Learner attitudes and commitment to independent learning using technology will be enhanced</p> <p>Staff will be confident in their ability and creative in their use of new technology</p> <p>Staff will be committed to continually developing the use of and exploring the potential of new technology</p>	<p>High quality, stimulating learning environments are provided for all learners</p> <p>Technology is embedded within the curriculum of all subjects and learning experiences</p> <p>Staff are confident in the use of new technology and actively seek to explore new develops</p> <p>Learners are inspired and motivated to be successful independent learners</p>	<p>Pupil questionnaire</p> <p>Staff focus groups</p> <p>Attainment tracking</p> <p>Homework patterns</p> <p>SCE results</p> <p>Uptake and success of in-house training</p> <p>Quality of pupil work and presentation</p>

**TARGET AREA: Pathway Development - Gifted and Talented / Curriculum**

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*Providing all learners with a flexible educational experience that:*

- *respects and meets their individual needs;*
- *provides enhanced choice;*
- *supports a wide range of learning experiences;*
- *and prepares them for their destination of choice.*

We recognise that there is a need to provide flexibility within the curriculum to meet the needs of the individual learners and support the development of specific gifts, talents and abilities. To achieve this we will introduce new subjects and learning experiences and provide appropriate pathways to promote high achievement.

**In Years one and two we will:**

- Develop accelerated programmes within the curriculum providing learners with pathways towards academic success at the highest level.
- Introduce new subjects and learning experiences which provide relevance and coherence and meet individual learner needs.
- Introduce an 'Academy' approach in the curriculum to develop groups of students who exhibit specific gifts, talents and abilities and promote relevance and coherence

**In Year Three we will:**

- Ensure learner's parents and the wider community are supportive of the pathway approach and knowledgeable of the alternative pathway framework provided by the school.
- Ensure all learners are supported through appropriate learning pathways, which ensure success at the highest levels.

**To achieve this, the Curriculum Pathway group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Develop appropriate curricular pathways which support fast-tracking</p> <p>Introduce an 'Academy Approach' to promote, high achievement and coherence within the learning experience</p> <p>Introduce new subject and learning experience which promote relevance and coherence</p> <p>Explore cross-curricular and extra-curricular activities providing opportunities for pupils to develop their specific gifts, talents and abilities</p> <p>Explore methods to ensure the support and involvement of parents</p>	<p>Appoint a pathways co-ordinator to oversee coherence and develop parent engagement</p> <p>Additional staffing and development time to support pathway development</p> <p>Additional staffing to support primary liaison</p> <p>Resources for start up cost of new courses</p> <p>Development time to support introduction of new courses</p>	<p>Parents are supportive of and understand the pathways approach</p> <p>The curriculum is able to deliver accelerated learning pathways that ensure success at the highest level</p> <p>Pupils will have high aspirations and expectations of success</p> <p>Pupils take more responsibility for their learning and commitment to achieving their potential through increased motivation and self belief</p> <p>Cohesive curriculum from P6-S2</p> <p>Primary liaison consolidated and cluster staff working together and sharing practice</p>	<p>Pupils will achieve their full potential in national examinations</p> <p>Increase in the number of pupils staying on beyond leaving age and then progressing onto tertiary education</p>	<p>Attainment tracking through P7 – S6 demonstrates pupils realising full potential</p> <p>The overall destination analysis of the school shows significant improvement</p> <p>Introduction and uptake of wider range of subjects</p> <p>Staying on rate at S6 improved leading to enhanced course choice and coursing efficiency</p>

## **TARGET AREA: Pathway Development - Alternative Pathways**

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*Providing all learners with a flexible educational experience that:*

- *respects and meets their individual needs;*
- *provides enhanced choice;*
- *a wide range of learning experiences;*
- *and prepares them for their destination of choice.*

We will seek to develop strategic partnerships with key agencies to provide our pupils with a blend of learning experiences, which respect and meet their needs and prepares them for their destination of choice.

### **In Years one and two we will:**

- Develop vocational pathways within the curriculum, providing students with qualifications, experiences, skills and dispositions valued by employers.
- Develop alternative pathways that provide a range of flexible approaches and programmes to tackle social exclusion.
- Introduce new subjects and learning experiences which provide relevance and pathway progression.

### **In Year Three we will:**

- Ensure learner's parents and the wider community are supportive of the pathway approach and knowledgeable of the alternative pathway framework provided by the school.
- Ensure all learners are supported through appropriate learning pathways, which ensure success at the highest levels.

**To achieve this, the Alternative Pathway Development group will:**

Action	Resources	Results	Measure of Success	Monitoring & Evaluation
<p>Identify appropriate alternative pathways for groups of pupils</p> <p>Identify the programmes to support the alternative pathways</p> <p>Identify the additional staffing required to support the alternative pathway programmes</p> <p>Establish links with partners to support pathway delivery</p> <p>Develop support structures and materials for parents to enable parents to be actively involved in pathway selection</p> <p>Plan short and long term budget implications to support the alternative pathway structures</p>	<p>Appoint an alternative pathways co-ordinator and provide time for the co-ordinator to manage the project</p> <p>Provide time to release staff to plan and develop the alternative pathways</p> <p>Provide start-up funding to support the alternative pathway programmes</p> <p>Secure external training providers to support pathway program delivery and provide staff development</p> <p>Provide resources to support on-going costs of the alternative provision</p>	<p>Pupils become more engaged with school and their own education</p> <p>The confidence, self-esteem and motivation of the pupils within the identified target group will improve through experiencing success in achieving their potential.</p> <p>The partnership between the school and the parents of the identified target group will be strengthened leading to an enhanced level of parental engagement and support.</p> <p>Pupils will make a successful transition to Education, Employment or Training</p> <p>Young people are equipped with appropriate employability skills to match the local employment opportunities</p> <p>The success and achievement of the identified target group will impact positively on the perception, confidence and life quality of the wider community</p>	<p>Pupil attainment in national qualifications will improve</p> <p>Pupils will achieve success gaining alternative qualifications</p> <p>The overall destination analysis of the school shows significant progress</p> <p>Positive impact on behaviour resulting in fewer time outs, detentions and exclusions</p> <p>Improved attendance resulting in fewer young people with below 80% attendance</p> <p>Improved parental engagement in supporting the development of their child</p> <p>Positive feedback from and good working relationships with external placement and training providers</p> <p>Positive feedback from the wider community</p>	<p>Pupil Questionnaire</p> <p>Attainment tracking</p> <p>Destination analysis tracking</p> <p>Attendance tracking</p> <p>Behaviour tracking</p> <p>Community Survey</p> <p>Employer survey</p> <p>Staff Forums</p> <p>Staying on rates</p> <p>NEET figures reduce</p> <p>Increased roll</p>