



Renfrewshire Council Children’s Services

**Johnstone High School Improvement Plan**

**2021-2022**

##### Planning framework

As part of Children’s Services, Johnstone High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

We are a school community where everyone feels safe, valued and supported to achieve to their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents, partners and staff.

Johnstone High School values

Determination

Friendship

Honesty

Respect

Responsibility

Trust

Johnstone High School aims

1. To be a place that everyone is proud to belong to

2. To be a safe, nurturing and happy environment

3. To value everyone and provide opportunities for all

4. To provide excellent teaching and learning in every classroom

5. To ensure positive outcomes for all learners by developing the skills they need to compete in the modern world

6. To work in partnership with parents in the education of their children

7. To be a school firmly embedded in the heart of its community

Who did we consult?

To identify our priorities for improvement, we sought the views of-

* Teaching and support staff through a drop-in day and by encouraging staff to raise suggestions through a proforma return
* Parent Council
* Pupil Council

We used a variety of methods of getting the views of those who are involved in the life and work of Johnstone High School such as-

* A drop-in session for staff with the HT
* We used a proforma given to all stakeholders asking for suggestions on improvement areas / tasks
* We raised this as an agenda item at the Parent Council and asked for suggestions
* Pastoral staff met with the Pupil Council to capture their views and opinions

We will also consult with our partners across and out with the Council to assist us in the delivery of our priorities.

* Directorate and development officer team at Renfrewshire Council Children’s Services
* Skills Development Scotland
* The Home Link Service
* Our Educational Psychologist / Renfrewshire Nurturing Relationships Approach team
* Our Community Learning and Development worker
* Our HUB partner, Renfrewshire Leisure All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* Whole school and departmental quality assurance calendars
* Review of the whole school and department quality assurance programme using the quality indicators from HGIOS?4 indicators
* Weekly Senior Management Team meetings to discuss: administration, school improvement planning and strategic actions
* Regular Extended Management Team meetings with department and faculty Principal Teachers to discuss; administration, school improvement plans and strategic actions
* Regular department meetings to discuss administration and department improvement plans. Attendance by link SMT member whenever practicable.
* Scheduled link SMT and Principal Teachers' meetings to discuss school and departmental improvement: attainment, learning and teaching, improvement planning, Curriculum for Excellence, quality assurance, behaviour management and staff development.
* Closer look reviews of individual departments
* A programme of staff meetings on each in-service day
* In school programme of support, linked to Local Authority programme of support, for student teachers and Newly Qualified Teachers
* Weekly head teacher drop-in for staff after school
* Regular review of pupil and departmental performance in certificated courses through attainment tracking using SEEMIS Click & Go management information system.
* Pupil questionnaires and discussion groups on specific areas of development
* The school continues to actively seek the views of pupils, parents and staff through surveys

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Improvement Priority 1 – Recovery and Improvement Planning** | | | |
| **HGIOS/HGIOELC QIs**  *1.1 2.4 3.1*  *1.3 2.5*  *1.4* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  **Following two periods of lockdown, two sessions impacted by Covid mitigations, and considerable time lost for individuals to self-isolation, it is necessary to have a clear approach in place to support young people and staff, in line with local and national guidance.**  **At whole school and departmental level, we need to systematically self-evaluate our practice in order to plan for on-going strategic improvement. Having paused the programme mid-way through session 2020/21, it is necessary to re-engage with whole school and dept self evaluation/ quality assurance.**  **In order to further support school improvement, we recognise the importance of empowering staff at all levels to engage in meaningful professional development and leadership activities.**  **In order to support school improvement, the views of pupils must be taken into account and built into decision making.** | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  By August 2021 there will be clear communication to parents, pupils and staff about revised SG/Renfrewshire Council health and safety measures and there will be evidence of their implementation in practice.  By August 2021, pupils and staff will return to JHS as per SG guidance and successfully re-engage with learning and teaching.  By September 2021 all stakeholders have a working knowledge of our business continuity arrangements in the event of another lockdown. We have learned lessons from the previous lockdowns and are well-prepared to provide learning at home, at relatively short notice, should it be required.  Throughout the session we will capitalise on the improvements made during the pandemic with regards to:  Parental communication and involvement. HT updates will continue each week.   * Collegiate working (see below) * Digital learning (see below) * Assessment, moderation and verification (see below)   Throughout the session, by using the local authority quality improvement framework as a basis, we will further develop our self-evaluation programme:   * By August 20201 form a short life working group to finalise our approach for session 2021/22. This group will also have a remit to reduce bureaucracy at dept level * By September 2021 publish an agreed whole school quality assurance calendar * By September 2021, agree our approach to re-establishing classroom learning visits (DHTs/PTs) * By October 2021, review the departmental closer look programme to ensure impact both short and longer term * By October 2021, improve how we use SE information to plan for improvement   Throughout the session, maintain and embed a strong collegiate culture of continuous improvement throughout the school. An on-going positive relationship with the professional associations is key to this. We will strengthen collegiality by:   * By September 2021 we will have agreed our approach with staff to professional enquiry and learning trios and will support them throughout this process * Continue to develop leadership at all levels:   By September 2021 we will have appointed a number of project leaders to take forward a range of activities. PEF FUNDED  By September 2021 all staff will have been asked for a return on their career/leadership aspirations and required support (JHS/RC programmes)   * By October 2021 have created a catalogue of in-house and RC CLPL opportunities * By September 2021 strengthen how we work as a senior and middle leadership team by involving project leaders (PEF FUNDED) in our regular PT meetings, and by involving PTs in SMT meetings.   Throughout the session, we will ensure young people’s views are heard and that they have a key role in school leadership:   * By September 2021, we will strengthen our approach to the newly created school captaincy programme. School captains will meet weekly and will take forward projects within the school. * By November 2021, we will review the work of the pupil council – role and impact. We know that pupils are keen to discuss the one-way system. * By December 2021, we will re-establish our initial work on HGIOURS and will resume our strategic plan to develop pupil voice in decision-making processes across the school * By March 2022, leadership opportunities from S1- S6 will be developed into a coherent and progressive programme. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  We will produce recovery guidance, a Business Continuity plan and Covid risk assessments for August 2021 which all evidence that local and national guidance is being followed and that clear and consistent messages are shared with staff, pupils and parents/carers.  Minutes of staff meetings will evidence that staff are involved in the recovery planning process.  Observations of the internal and external building flow will evidence that in almost all instances, staff, CYP, parents/carers and visitors are adhering to the health and safety measures.  Teachers’ planning will evidence that all teachers know and follow the local authority and school guidance on recovery, and remote learning if required.  The JHS Business Continuity plan (BCP) will evidence detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.  Pupils and parents will report that digital learning is in place and being well supported by the school (including contingency planning for any potential more to remote learning).  Pre and post CLPL training surveys will evidence an increase in understanding and confidence in all staff in use of digital platforms for remote learning.  Communication to all stakeholders through digital platforms (virtual meetings, Facebook/Twitter/texts/website and online leaflets) will evidence that regular, clear and consistent messages are being conveyed to all in the school community.  Quality assurance/self-evaluation activities will demonstrate clear impact of staff professional learning on the quality of learning experiences. This will be evidenced through PRDs, class observations, learning trios, DM minutes.  Feedback from staff will evidence that almost all are engaging in self-evaluation and quality assurance activity, and increasingly comfortable with this, and are using SE/QA to improve their practice.  Feedback from the classroom visit programme will evidence that good practice is being identified and shared. Development areas are being addressed. This will be evidenced via PRDs, post-class observation notes/meetings, DM minutes and ongoing PT/SMT meetings.  Feedback from the closer look departmental review programme will show that good practice is being identified and shared. Development areas are being addressed. This will be evidenced in SMT/PT meetings and future closer look follow-up sessions.  School and departmental self-evaluation returns throughout the session will evidence how we are using SE information to identify development areas and deliver improvements in performance, using HGIOS?4 indicators.  Feedback at professional association meetings will evidence that staff views are sought and acted upon. This will be reflected in minutes of these meetings.  Returns from staff on professional enquiry and learning trios will evidence that this had a positive impact on their practice and enhanced their professional knowledge and skills. This will be documented in formal returns, PRDs and feedback from the learning trios.  Survey returns from staff will evidence that their professional learning activity had a positive impact.  Survey returns from staff will evidence that those who have engaged in enhanced leadership activity report that this had a positive impact. This will also be reflected in PRD returns.  Improved learning and teaching will contribute to on-going improvements in attainment, evidenced through Insight measures.  Pupil voice will also indicate that there has been improvement in the learning and teaching experience. Focus groups and surveys will evidence this.  Pupil voice (surveys and focus groups) will evidence that most pupils are clear about how they can get their views known and how they can engage in leadership activity across the year groups.  Pupil voice will evidence that when pupils do raise a matter, most feel that their views are heard and where possible, addressed. | ***What do we plan to do?***  Complete and issue recovery guidance as part of the return to school packages for parents, staff and pupils. Included in this will be updated H+S measures based on those successfully implemented in 2020/21.  •Reducing potential exposure  •Social distancing as required  •Hygiene and protection  •Cleaning regimes  Face coverings as directed by SG guidance.  Complete and retain the establishment ‘Business Continuity Plan’, using the LA template.  All classes will have MS teams codes/Satchel One set up for September 2021 (S1 may be delayed by Satchel One).  We will communicate codes to Parents/Carers to ensure rapid engagement with online learning.  Identify and address staff CLPL needs particularly around digital learning pedagogy, and health and wellbeing.  Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.  Effective collation of wider evidence on pupil experience during lockdown/blended learning, to ensure lessons are learned in the event of another period of lockdown. For example, awareness of families experiencing situational poverty linked to employment loss, newly in receipt of free school meals, learner engagement with online learning/classroom learning etc.  Continued development/evaluation of JHS approach to improving practice at both whole school and departmental levels.  Short life working group led by HT will review and refresh whole school and dept approaches to self-evaluation/ quality assurance for school improvement. Associated documentation will also be produced, agreed with staff (tackling bureaucracy agenda).  Classroom visits will be taking place as per working time agreement. Moreover, all staff will have one visit per session by their link PT or DHT.  The closer look programme will result in at least one curricular dept/faculty being reviewed this session. The report will highlight strengths and development areas and the link DHT will support the dept post review to engage with their improvement agenda.  Evidence used from departmental SE will be used to identify key trends and inform whole school recovery and improvement planning.  We will meet with professional associations at least termly to discuss and agree key areas of school improvement to ensure a collegiate approach.  All teaching staff will be engaging in professional enquiry and using this activity to improve their own classroom practice.  We will have appointed a range of project leaders who will be leading key areas of school improvement/ recovery planning.  Staff at all levels will have the opportunity to engage in leadership activity and in-house CLPL.  School Captains will all be undertaking projects that have a positive impact on an area of school or community life that they identified as a development area.  School captains will meet weekly and will be expected to take leadership roles with other year groups in terms of:   * Pupil council * HGIOURS group   Through both the HGIOURS group and Pupil Council, pupils will have a clear and transparent mechanism to convey their views and impact on aspects of school life.  S6 will engage in service to the school community. 80% will register and achieve within the Saltire programme. |
| **Improvement Priority 2 – Learning, Teaching and Assessment** | | | |
| **HGIOS/HGIOELC QIs**    *1.2 2.2 3.2*  *2.3* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  **Develop consistently high-quality learning, teaching and assessment that meets the needs of all pupils.**  **Following the most recent period of school closure, and impact of covid mitigations on classroom practice (e.g. limited movement) we recognise the need to**   * **identify and address gaps in the attainment and achievement of our pupils** * **re-establish routines** * **secure learning environment** * **motivate all pupils with engaging, relevant and stimulating lessons**   **Staff need to be supported to engage with the new GTCS standards which include professional enquiry. This will ensure staff are continually developing and improving their practice, and evidence-based pedagogy is being implemented in the school to maximise outcomes for our pupils. This includes building in pupil voice.**  **As a result of the ongoing covid situation and the recently published OECD report, ensure that we are in a strong position to adapt to changing assessment and certification approaches (including SQA) next session and beyond** | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  Throughout the session, support our young people to recover from the pandemic by focusing on **strategies to mitigate lost learning**.  By August 2021, provide staff with in-service on our Relationships Policy and new programme of professional enquiry.  By October 2021, provide staff with PIVOTAL behaviour support training (PEF FUNDED), and additional nurture training for the ‘core group’.  Furthermore, during the session, we will also provide staff with refreshed CLPL on the JHS lesson.  These will support staff to create a climate appropriate for meaningful learning to take place in classrooms; routines, nurturing approaches, and engaging, motivating and differentiated lessons that meet the needs of ALL learners.  Throughout the session, ensure consistency in the quality and impact of good practice in learning teaching and assessment across the school. This will involve the following:   * By October 2021, review the learning and teaching policy, post pandemic * By October 2021, review and refresh the JHS lesson and include pupil voice therein * By September 2021, re-instate learning walks for class teachers with colleagues * By September 2021, re-instate learning walks by PTs/SMT to support and develop practice with link depts   By March 2022, our young people will be taking more ownership of their learning through effective target setting and quality feedback. This will be taken forward by a project leader.  We know from pupils that they would like a variety of teaching styles during lessons.  Throughout the session, support staff to improve their practice in relation to learning, teaching and assessment by:   * By September 2021, introduce a programme of professional enquiry, supported by learning trios (in line with new GTCS standards) * Re-instate the LTA showcase during the May in-service, led by the LT project leader (PEF FUNDED). * Throughout the session, encourage staff to deliver and engage in appropriate CLPL and professional reading around LTA * Throughout the session staff will receive a monthly learning and teaching newsletter offering CLPL activities, professional reading and research articles and L+T updates.   Throughout the session, ensure that pupil voice impacts on learning, teaching and assessment within Johnstone High School. We know that pupils are keen to be involved in class observations.  Throughout the session, embed the gains made during the SQA alternative certification model (ACM) in terms of moderation, verification and approaches to assessment.   * Ensure that the culture of collegiate working in school and across the authority is maintained and supported. * Four PT/SMT meetings throughout the session on attainment will also reference moderation/verification and assessment. | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Teachers’ planning will evidence skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual pupils. This will be seen through classroom visits and in feedback from pupils, particularly those with ASN.  In/formal classroom visits, monitoring of home learning activities and use of specific tools will evidence high quality learning and teaching. This includes improved teacher confidence with digital / remote learning.  Similarly, almost all teachers will report increased confidence and comfort with their knowledge and skills in nurturing approaches and behaviour/relationships management.  Monitoring and tracking information will evidence that all pupils have access to sufficient hardware and data to enable online learning.  Pupils will demonstrate increased participation and engagement, evidenced through engagement with booster classes, extra-curricular activities and feedback from focus groups.  Pupil surveys and focus groups will demonstrate that almost all pupils engage with their learning, at home and online, and can talk confidently about their learning and next steps.  Curriculum PT/DHT link meetings will evidence progression/change/impact.  Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting recovery learning approaches including the skilful use of digital tools. This will be evidenced in daily learning and teaching practice.  Participation rates will show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.  Quality assurance activities will evidence clear impact of professional learning on the quality of learning experiences. This will be evidenced through DM minutes, classroom observations and staff/pupil focus groups.  Quality assurance activities will evidence clear impact of pupil voice on the quality of learning experiences, specifically pupil feedback / focus groups  Use of DHT Link Meetings will monitor departmental progress against the QA Calendar.  Staff will demonstrate their enhanced understanding and confidence using range of assessment approaches at both BGE and SP stages. This will be evidenced through tracking and monitoring and PT/DHT attainment meetings.  Staff will feedback positively about their departmental and subject forum time spent on moderation and verification.  Our assessment calendar will evaluate pupil progress on a consistent basis, and this is tracked over 6 years. It also takes into account the health and wellbeing of pupils and staff.  Staff will report increasing comfort around all aspects of tracking and monitoring (Seemis and in-house systems). DHTs will report fewer issues and inaccuracies at each reporting cycle. Parental feedback will indicate that they are satisfied with the quality of reporting information going home. | ***What do we plan to do?***  Refreshed learning and teaching policy including a reviewed JHS lesson featuring enhanced pupil voice.  Classroom visits (peer and PT/SMT) re-established.  Continue to make skilled use of formative assessment strategies to inform next steps in learning.  We will also engage in professional development and reading, linked to these approaches, where required e.g.:   * Learning Intentions & Success Criteria * Effective questioning * Feedback * Peer/self-assessment   We will support staff with nurture and behaviour/relationships management by providing training opportunities throughout the session.  Where required, staff will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online. Staff will keep abreast of resources and guidance in relation to digital and home learning.  Appointment of project leader(s) August 2021 to take forward target setting and feedback.  Staff will engage in inset training on professional enquiry and supported to embed this in practice.  Staff will engage with professional learning on effective approaches to learning, for example, approaches to formative assessment, differentiation and remote learning pedagogy. The agreed areas of focus for professional enquiry are: raising attainment, relationships, digital learning and health + wellbeing.  Staff will have the opportunity to share their learning at the May showcase event.  Teachers will use informal and formal pupil voice to ensure their approaches are meeting the needs of all their pupils.  Throughout the session, we will deliver CLPL for staff on classroom strategies support learners from SIMD 1-3.  Project Leaders will complete research on most effective in class assessment strategies for   * assessment is for learning, * assessment of learning and * assessment as learning,   and will support other colleagues to evaluate their practices.  Teachers will engage with effective summative and formative assessment strategies in both the BGE and SP to assess the progress and learning needs of individual pupils, and to inform planning of appropriate individual learning experiences.  Teachers will engage with SQA Academy training courses to support the quality and validity of their judgements when determining final estimated grades.  PTs will engage with LA moderation forums to continue to ensure the robustness of assessments and marking.  Authority lead SQA Assessors on our teaching staff will lead training where appropriate.  We will maintain strong collegiate working relationships with key partners: Council Officers, SQA, SQA Coordinators and subject network forums.  We will be involved in planning approaches in response to the implications of the OECD report.  BGE and SP Attainment Project Leaders will review and enhance staff guidance documents to ensure a greater of consistently and to support parents/carers in understanding how best to support young people at home.  We will continue to develop target grades for pupils based on prior attainment which, whilst realistic, will maintain a level of challenge.  Staff will complete regular, accurate, tracking in both the BGE and Senior Phase |

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| **Improvement Priority 3 Health and Wellbeing** | | | | |
| **HGIOS/HGIOELC QIs**  *1.4 2.1 3.1*  *1.5 2.4 3.2*  *2.5 3.3*  *2.6*  *2.7* | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  **Following a second extended period of remote learning, and considerable covid-related disruption to session 2020/21, we recognise the importance of ensuring all pupils feel safe and secure in our school, particularly pupils at key transition stages and individuals who are in our vulnerable/targeted groups.**  **Re-establishing routines (including attendance) and supporting the health and wellbeing of all pupils in our school during the recovery period will be of paramount importance. In addition, we recognise that nurturing approaches will be key in supporting the health and wellbeing of young people in recovering from the trauma caused by COVID-19.**  **Post lockdown, we recognise the importance of meeting the wide-range of needs of young people who are struggling to cope with a standard mainstream curriculum/timetable.** | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  Throughout the session we will continue to prioritise pupils feeling safe in school. This will be done by:   * By August 2021, clearly communicating our health and safety measures (in line with SG guidance) to pupils via a range of means including online assemblies. * By September 2021 our seniors will have been trained in Mentors in Violence Prevention (MVP) and will be taking the programme forward throughout the session * By September 2021 we will have strengthened the befriending programme so that the S1-S6 link carries on beyond August * By June 2022 we will have listened to pupil voice and worked alongside multi-agency partners to deliver sessions in PSE (targeted groups / years) on issues important to the learners, such as mental health. * By June 2022 we will have engaged in a full programme of P7 transition, building on the successes of the previous covid-secure transition from 2021.   Pupils will have one- to one check ins with their pastoral teacher.  Throughout the session we will continue to prioritise the mental health of pupils, post pandemic through a range of in school and authority level initiatives such as:   * By September 2021 we will be in a position to roll out our new school mental health policy * By December 2021 our curriculum plan for PSE will show a priority given to mental health across all year groups * By May 2022 S5/6 will have been supported to complete mental health SQA units * By June 2022 all pupils will have been offered sleep training through PSE or 1/2/1 referrals * By June 2022 there will be school based staff mental health support.   Throughout the session we will embed the Relationships Policy by supporting all stakeholders to engage with its philosophy and operational procedures. This will include   * By August 2021 an in-service insert for staff * By October 2021, PIVOTAL training for staff (PEF FUNDED) * By December 2021 an interim review of the Relationships Policy. * By May 2022 further restorative practices training for staff * All session the Nurture Working Group will continue to embed nurturing approaches across the school. By June 2022 they will have successfully embedded three of the six nurture principals and will be seeking RNRA accreditation at the next level (PEF FUNDED). * Throughout the session, we will continue to provide support and challenge to ensure that the prevailing culture in our school is one of inclusion and support for all.   Throughout the session we will continue to focus on attendance and punctuality to maximise outcomes for learners.   * By August 2021 we will have reviewed our approach to daily late coming and related supports for families. * By August 2021 pastoral project leaders (PEF FUNDED) will be supporting house groups with attendance and late coming. * By October 2021 we will have appointed a new Parents in Partnership Project Leader and their remit will include parental engagement via family learning.   Post-pandemic and the local authority ASN review, we must refresh our approach to inclusion and monitor its effectiveness to ensure the positive outcomes for our most vulnerable pupils:   * By October 2021 we will have reviewed our in-house reflection room and created an updated operating procedure / guideline * By October 2021 we will have an operating procedure / guideline for our in-house inclusion base * By December 2021 we will have reviewed our Learning Support provision * By May 2022 we will have carried out a review of the Thrive Hive and whole school nurture (RNRA) (PEF FUNDED) | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  A range of communications, policies and procedures issued to staff, parents and pupils will evidence that clear and consistent messages are being provided.  Staff will report feeling less anxious and more confident in relation to their own wellbeing. This will be evidenced in focus groups, PRDs and informal discussions.  Where appropriate, departments will be utilising wellbeing indicators to inform forward planning and lesson outlines.  Teachers’ planning will evidence approaches to differentiation to support the development of all pupils, recognising the different stages of development that young people are at.  Evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented. This will be in the form of class record keeping, DMs, discussions at house and EST meetings.  Minutes of meetings with pupil support/teachers will show that targeted supports are being discussed with and understood by parents/carers.  Classroom experiences will demonstrate an increased focus on health and wellbeing.  Learning visits and teacher evaluations will evidence that almost all pupils present as happy in class and engaged in learning.  Pupil voice (surveys, learner conversations, surveys) demonstrate that almost all pupils feel supported in their social and emotional development as well as their academic development and can talk confidently about the support that they get.  We will receive positive feedback from P7 learners, their parents and associated primary schools about the transition programme, evidenced through surveys  Parental surveys will evidence that parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.  Classroom experiences will demonstrate an increased focus on mental health. Learning visits and teacher evaluations will show that almost all pupils present as happy in class and engaged in learning.  Individual pupils will feedback positively to Pastoral Staff about enhanced supports they have received around mental health.  Pupil voice (individual conversations, surveys, focus groups) will evidence that almost all pupils feel supported in their mental health and can talk confidently about the support that they get.  Individual pupils will feedback positively about enhanced supports they have received around mental health.  Staff will report positively about their involvement with nurturing approaches (either Thrive Hive or whole school approach) and demonstrate increasing confidence in providing a nurturing learning environment.  All staff will understand the Relationships policy and will have engaged in PIVOTAL training to support their practice in this area. This will be evidenced through survey returns and in-service attendance.  Targeted pupils and families will report that supports to improve attendance have been welcome and made a positive impact. This will be evidenced at inhouse and multi-agency support meetings.  Attendance and punctuality data will show improvements for identified young people (inclusion support officer’s caseload) and across year groups.  Stakeholders will be consulted in our review of our in-house inclusion provision and will report that their views have been considered and acted on.  The review will ensure that we have a clear rationale for each support service we provide, so that each can be as effective and targeted as possible.  Pupils and families who access these services will report that it makes a positive impact. This will be evidenced in minutes of support meetings.  We will act upon the recommendations coming out of the review of the Thrive Hive. | | ***What do we plan to do?***  Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.  We will use information and data to better understand pupil experiences and needs, and we will use this to best support their learning and development.  Progress will be measured through ongoing evaluations, to ensure the needs of our pupils are being met.  Individual meetings will be offered for parents/carers of targeted pupils and a key adult within school.  Learning visits (SMT and peer) will focus on health and wellbeing and pupil engagement.  Partners will be identified to enhance delivery of emotional and social education as required.  Transition programmes will be delivered in partnership with Primary colleagues. Extended transition activities will be delivered for vulnerable pupils  Activities will be planned for p7 parents/carers including information sessions, Q&A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene etc.  Our mental health policy will be rolled out and staff will have undertaken either awareness raising or ambassador training.  PSE lessons will have an early focus on mental health and wellbeing. The SQA Mental Health award will be embedded within PSE programmes for S5/6.  Our counselling service will be promoted through class contact, PSE, assemblies, posters etc. Referrals will be made for targeted pupils.  Information re mental health supports will be available to pupils in classrooms across the school.  Staff will be aware of resources and guidance in relation to Nurturing Approaches and the 6 Nurture Principles.  Staff will have access to CLPL and professional reading linked to these approaches to promote a shared understanding of, and provision of, high quality support:   * Nurturing Approaches * Trauma Informed Practice * The 6 Nurture Principles * Positive, supportive behaviour management   Staff will use pupil voice to ensure pupils feel supported in their social, emotional and learning development.  Nurturing Approaches will feature as a regular item in departmental meetings and PT/DHT link meetings.  Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment.  Pastoral staff will review their approach to supporting attendance and late coming. Mini- EST meetings will prioritise attendance and utilise multi-agency supports (if available).  Our support department has been reviewed and there will be an overarching rationale and set of operating guidelines/procedures for each service therein.  Our support department aligns and complements the reviewed local authority ASN service.  We will have an annual mechanism to monitor the effectiveness of the work of our support department. |

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| **Improvement Priority 4 Raising attainment** | | | | |
| **HGIOS/HGIOELC QIs**  ***1.5 2.2 3.2***  ***2.4 3.3***  ***2.6***  ***2.7*** | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| ***Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?***  **We recognise the importance of utilising a range of data to identify and then address attainment underperformance in both the senior phase and BGE.**  **IN OCTOBER 2021 WE WILL INSERT TARGETS DERIVED FROM ANALYSIS OF OUR INSIGHT DATA.** | ***What change do we want to see for learners? By how much? Who are the target group? By when?***  From August 2021 we will support staff at all levels to engage in a range of data packages (in-house and external) in order to support our existing attainment priority areas of:   * Numeracy and Maths * S5 N5 (continuation of strategies already implemented such as reduce no awards and deliver higher quality passes in the SP)   Throughout the session we will continue to embed recent improvements to assessment, moderation and the rigour of tracking in the BGE. At regular points throughout the terms, this will help us to quickly identify where young people have not made sufficient progress and intervene earlier.  This too will support progression into the senior phase.  Throughout the session continue to work with PTs to ensure appropriate interventions are made to improve subject performance (four attainment /SQA meetings throughout 2021/22: Insight meetings (when available) and resultant action plans, intervention spreadsheet, earlier prelims, clear assessment weeks and online assessment calendar). | ***How will we know the change is an improvement?***  ***What information/data will we gather to measure progress and impact?***  Feedback from staff will show an increase in understanding and confidence in all practitioners in data handling and analysis.  All planning associated with pupils (curricular and pastoral) will demonstrate a range of data sources are being considered.  Evidence of collaborative approaches the school.  Information gathered through self-evaluation processes (see above) will evidence that staff have used data to effectively plan approaches to all aspects of classroom practice.  Recent improvements in senior tracking and monitoring will be sustained. This will be evidenced during each tracking cycle and pupil discussions/attainment interventions discussed at house meetings. | | ***What do we plan to do?***  Staff will engage with a range of training opportunities throughout the session e.g., Insight.  Project Leaders research and disseminate information on strategies that will support pupils in senior phase assessments and examinations.  Senior phase curricular planning and relevant quality assurance a regular item in SMT meetings and PT/DHT link meetings.  Focus on collaborative approaches across the council with DHT networks and emphasis on the importance of sharing models/resources across the school and council. There may also be scope to be involved in national working groups. |
|  | We know that pupils would like more supported study opportunities earlier in the session.  Continue to improve curricular transition processes primary to secondary. By January 2022, have undertaken primary transition work with a focus on numeracy skills development. This will support young people to progress more quickly in Maths, especially in BGE, which will ultimately lead to improved attainment in the senior phase. | Maths and numeracy will continue to be prioritised with pupils in the maths department reporting an improving experience. This will be evidenced through surveys and focus groups.  PTs will demonstrate increased confidence and capacity in utilising data to plan and deliver interventions. This will be evidenced through PT/SMT meetings and attainment meetings.  Attainment and tracking data for almost all pupils will show that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.  Attendance at supported study sessions centrally recorded.  P7 pupils and their teachers will feedback positively on Maths and Numeracy links/events.  We will receive positive survey feedback from attendees of relevant CLPL activities.  PTs will demonstrate their understanding of the importance of their departmental curricular offer by positively engaging with DHT Curriculum and to plan improvements in time for June 2022 delivery. | | RABS sessions and SS in school to be added to support calendar and issued to all stakeholders.  Work with the authority transition teacher team and our Maths department will enhance curricular transition.  Where required, practitioners will access high quality CLPL to promote understanding on approaches to raising attainment, wider achievement, and curriculum planning. |
| **Develop consistent, high -quality curricular approaches in both the senior phase and BGE which ensure that**   * **all our pupils are receiving an equitable learning experience that builds confidence and develops key skills in learners** * **pupils maximise their attainment and achievement outcomes.** | By December 2021, support staff to offer alternative options for pupils in subject areas where underperformance is notable/declining e.g., vocational courses, NPAs, freestanding units, two-year Highers etc. This will help to ensure that all young people have a route to a positive destination available to them in all subject areas.  By June 2022 have achieved SCQF ambassador status.  By June 2022 there will be viable alternative senior phase courses (e.g., skills for work courses) available as required across all faculty areas.  By March 2022 we will have formalised a process to celebrate pupil successes and achievements across the wider school. | We will be successful in obtaining SCQF ambassador status and will begin to observe the impact of this programme through improved awareness of all stakeholders about the SCQF framework and wider achievement. This will be evidenced through options interviews with pupils and parents.  We will have evidence of alternative courses featuring more prominently on options forms for session 2022/23.  We will have evidence of our new approach to celebrating pupil achievement including awards issued to pupils S1-6, posters and photographic displays around the school. Pupil and parental feedback will be overwhelmingly positive about these changes. | | Applied for and been successful in obtaining SCQF ambassador status.  PTs will be supported to explore alternative curricular pathways and to engage in course development.  We will carry out research into capturing pupil achievements in and out of school. We will utilise pupil voice to create a new approach that engages and motivates pupils to take part in a range of achievement activity.  We will appoint project leaders to support |
| **We recognise the importance of providing clear information and support to young people and their parents about their post school transition.** | Continue to support the work of the employability project leader (in conjunction with SDS, RC Economic Development and the employability lead officer in Children’s Services) to support the most vulnerable leavers. Particular focus areas include:   * By October 2021 reduce the numbers of leavers in unknown destinations, and liaise with external agencies to support our leavers who are unemployed and not seeking work (i.e. through illness / mental health issues). * Term one support packages for LAC and winter leavers and term three, support packages for LAC and summer leavers. * By March 2022, ensure our most vulnerable young people are supported into training, activity agreements and volunteering * Throughout the session, attempt to keep more young people in school until 18 as their outcomes improve * By June 2022, support more young people into an appropriately aspirational destinations, particularly those from the lowest deciles (widening access) * By June 2022, evidence impact of the newly appointed ‘developing young workforce’ role. | Statistics will evidence that almost all Summer/Christmas leavers (2020-2021) have entered a positive destination by March 2022.  Careers Advisor appointments and resulting actions/interventions will evidence that almost all pupils have benefitted from this individualised support.  Targeted pupils will speak positively about their work with the school’s DYW officer and the employability project leader. This will be evidenced through focus groups and surveys.  Parents will be more aware of the range of supports available for pupils to help them move on to a positive destination via a range of platforms such as the school twitter. This will be evidenced in parental interviews at options evenings, and informally in discussions with the support team. | | Careers advice appointments will be offered remotely or face to face, to suit pupil preference.  We will appoint a DYW funded officer to support our in-house employability team.  Pupil support teams along with staff with responsibility for employability in schools (and within the authority) will work alongside the careers service and partners such as SDS/FE/HE to ensure leavers receive the support they need to ensure a successful transition post school.  We will provide high-quality support with UCAS and college applications for our pupils. |