

## School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

<p><b>School Priority Theme:</b> Achievement  <b>Improvement Outcome 1:</b> To help ensure equity for all learners by consolidating achievement and attainment.</p>			
<p><b>NIF Priority:</b>  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.</p>	<p><b>NIF Driver(s):</b>  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School improvement  Performance information</p>	<p><b>HGIOS4 QI(s):</b>  1.1 Self-evaluation for self-improvement  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.4 Personalised Support  2.7 Partnerships  <b>3.1 Ensuring wellbeing, equality and inclusion</b>  <b>3.2 Raising attainment and achievement</b></p>	
<p><b>School Leads:</b> MF/MR  Literacy Coordinator (EM/HH) /  Numeracy Coordinator (TL) / Pupil Support Team / Pupil Council  PT Engagement / PT Equity</p>	<p><b>Completion Date:</b> May 2018</p>	<p><b>Review Date:</b> October 2017 / December 2017 / February 2018 / April 2018</p>	
<p><b>What impact will you measure?</b></p>	<p><b>How will you measure it?</b></p>	<p>Resources / Pupil Equity Fund</p>	<p><b>Progress</b>  Red  Amber  Green</p>
<p><b>Equity for all learners. Knowing and Closing our Gaps (selective interventions).</b>  Early intervention and prevention.</p> <p><b>Utilising Performance Information (including Profiling and more regular Tracking).</b></p> <p><b>Raise attainment (universal) for all including an emphasis on literacy,</b></p>	<p>CfE Levels / NQ data in literacy and numeracy by SIMD quintiles.  The gap between the most and least, i.e. ACORN 1 and 5.  Use of virtual comparator school, local and national statistics.</p> <p>Implementation of 'Reporting to Parents and Carers Guidance for schools and ELC settings'  <a href="https://education.gov.scot/improvement/Documents/par7-ReportingParentsCarersGuidance300117.pdf">https://education.gov.scot/improvement/Documents/par7-ReportingParentsCarersGuidance300117.pdf</a></p> <p>Improvements enhanced through CfE levels, standardised</p>	<p>PT Equity (Acting 0.6 FTE)</p> <p>PEF SRA  Literacy  Resource x3</p> <p>MidYis /  SOSCA PEF</p>	

<p><b>numeracy and health and wellbeing across all curriculum areas and Standardised Assessment.</b>  Social and emotional wellbeing.  Targeted approaches to literacy and numeracy.</p>	<p>assessments, SQA/SCQF over time. Quality Assurance of Profiling (in calendar).</p> <p>Attainment levels in literacy and numeracy.</p> <p>Monitoring and tracking in literacy and numeracy formative assessment across the curriculum.  MidYis / SOSCA</p> <p>Improvement in literacy and numeracy evident across all learners. The impact on reducing the equity gap for group of learners in SIMD1&amp;2 in S1-3.</p> <p>Assessment approaches allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts.</p>	<p>Attendance at CPD Events (Literacy / Numeracy Coordinators)  Staff training including supply.</p> <p>School Improvement Groups</p>	
<p><b>Implement PKC Wider Achievement Standard</b>  Promoting healthy lifestyles.  Improved engagement in learning.</p> <p>Children’s University.</p> <p>SDS input in PSE programme and targeted year group interviews.</p> <p>Increased awareness of ‘Growth Mindset’ in children, young people, parents and staff.</p>	<p>Tracking and monitoring of attainment and wider achievement in and out of school, including SIMD/Acorn data.  Positive destinations.  Individualised focus on Health and Wellbeing (The Leuven Scale for involvement in learning).  Usage / update statistics.  Third sector engagement throughout the year.  Attendance and punctuality stats, exclusion (reduction) data.  Evidence of greater innovation, creativity and enterprise.  Participation rates in outdoor learning, Live Active Leisure, enhanced curricular opportunities relating to HWB, child’s plans.</p>	<p>PT Engagement (Acting 0.6FTE)</p> <p>Growth Mindset</p>	
<p><b>Specific Actions</b></p> <p><u>Departments / Faculties:</u> i) Programme modification in line with National Qualifications arrangements in Senior Phase. ii) All Departments / Faculties to have a renewed focus on Health and Wellbeing, Literacy and Numeracy in the BGE to align with Benchmarks. Planning learning, teaching and assessment across BGE to reflect curriculum Benchmarks to provide clarity on the national standards expected within each level to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements. iii) Assessment approaches are</p>			

matched to the learning needs of learners. iv) Start to incorporate Rights Respecting Schools into programmes of work.

Whole School: Promotion of Growth Mindset apparent across all Departments / Faculties following November 17 inservice.

Target groups: Those at risk of not attaining national qualification(s) in S4 Literacy and Numeracy. Young people in BGE with gaps in Literacy; PSTs/PSAs in English (SRA) and Maths classes; intentions to be researched with view to implementation. Pupil Support Team to fully support inclusion and be seen as a resource for all learners. To include a May programme (for S4 pupils with no exams) e.g. Princes Trust.

## School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

<p><b>School Priority Theme:</b> Learning  <b>Improvement Outcome 2:</b> Learning, Teaching and Assessment across the curriculum is enhanced.</p>			
<p><b>NIF Priority:</b>          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.</p>	<p><b>NIF Driver(s):</b>          School leadership          Teacher professionalism          Parental engagement          Assessment of children's progress          School improvement          Performance information</p>	<p><b>HGIOS4 QI(s):</b>          1.1 Self-evaluation for self-improvement          1.2 Leadership of learning          1.5 Management of resources to promote equity  <b>2.3 Learning, teaching and assessment</b>          2.4 Personalised Support          2.5 Family Learning          2.6 Transitions  <b>3.2 Raising attainment and achievement</b>          3.3 Increasing creativity and employability</p>	
<p><b>School Leads:</b> CS / DYW Officer / SDS Careers Advisor / LLG facilitators / PTs / Teachers / EPS</p>	<p><b>Completion Date:</b> May 2018</p>	<p><b>Review Date:</b> October 2017 / December 2017 / February 2018 / April 2018</p>	
<p><b>What impact will you measure?</b></p>	<p><b>How will you measure it?</b></p>	<p>Resources / Pupil Equity Fund</p>	<p><b>Progress</b>          Red Amber          Green</p>

<p><b>Quality of teaching (Embed Learning and Teaching Policy / infographic and Leading Learning Groups)</b>  Promoting a high quality learning experience.  Improve quality of learning and teaching.  Increased level of learner engagement.  Young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.</p> <p><b>Implementation of Benchmarks across BGE for Planning, Learning, Teaching and Assessment</b></p> <p><b>Differentiated support.</b>  Planning, tracking and monitoring ensure timely feedback and support to meet the needs of all young people.</p> <p>High quality learning and teaching across all areas of the curriculum.</p> <p><b>Implementation of revised NQ arrangements</b>  Using evidence and data.</p> <p><b>Engaging families in learning</b></p> <p><b>Relationships for learning (incorporating Restorative Practice)</b></p> <p><b>Meet RO/RME guidance</b></p> <p><b>Homestudy – consistency / clear system</b></p> <p><b>Career Education Standard</b></p>	<p>Lesson visits, observations, evidence of pupil voice via HT self-evaluation sessions / Dept.&amp;Fac., Pupil Council, leadership opportunities, reviews, referrals re: disengagement in learning e.g. SRT/SIT.</p> <p>Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. Feedback from all learners and parents/carers.</p> <p>Sharing of effective practice.  Moderation / verification processes.  Staff engagement and feedback in Professional Learning opportunities.  Parental participation and feedback in relevant family learning opportunities.  Leading Learning Groups (LLGs)  School Improvement Groups (SIGs).</p> <p>SQA communications, information, data.</p> <p>S1-3 Open Day to promote home/school engagement.  Targeted support provided to families identified as having individual needs.  Parent engagement sessions designed by families.</p> <p>Achievement and successes are recorded and celebrated.</p> <p>Tree of Knowledge Employability input (S3).  Usage stats MyWOW.</p> <p>Careers Fair leading into Career Focus Evening 'Employing Our Strengths' November.</p>	<p>Best practice visits for facilitators (10 days equivalent)</p> <p>Training sessions (e.g. Understanding Standards).</p> <p>DYW Officer  0.2FTE (BGE focus)</p>	
---	---	---	--

<p>Employability and skills development. Engaging beyond the school.</p> <p>All leavers achieve quality positive and sustained destinations. Partnership working.</p>	<p>Participate in the 'Self-regulation' practitioner enquiry project.</p>	<p>Inservice input at all inservice days 17/18. Collegiate session for Personal Support Teachers. Curricular links with employers.</p> <p>Associated costs for event.</p>	
<p>The Health and Wellbeing of learners is improved and barriers to learning removed.</p> <p>Self-regulation EPS.</p>	<p>Tracking of wellbeing through the SHANARRI wheel.</p> <p>Positive leaver destination and intervention data.</p> <p>Improved parental involvement / engagement e.g. in homework and relationships. More opportunities to engage with the school.</p>	<p>Funding for Educational Psychology Service</p>	
<p><b>Specific Actions</b></p> <p><u>Whole School:</u> ELT to consider further ways to broaden pupil opportunity – Fully explore options for accreditation, certification and to encompass the Key Themes within the PKC Wider Achievement Entitlements. Enhancement of whole school events e.g. S1-3 Open Day, curriculum events such as STEM and GenUp.</p> <p><u>Departments / Faculties:</u> Incorporate MyWOW curriculum inserts into BGE, further develop employer links, DYW noticeboard and info in all departments. Work experience / targeted curriculum pathways. Review course offers to enrich Senior Phase. Individual targeted interventions coordinated by Pupil Support Team.</p>			

## School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

<p><b>School Priority Theme:</b> Leadership  <b>Improvement Outcome 3:</b> All members of our learning community are leaders of learning and change.</p>			
<p><b>NIF Priority:</b>          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.</p>	<p><b>NIF Driver(s):</b>          School leadership          Teacher professionalism          Parental engagement          Assessment of children's progress          School improvement          Performance information</p>	<p><b>HGIOS4 QI(s):</b>          1.1 Self-evaluation for self-improvement          1.2 Leadership of learning  <b>1.3 Leadership of change</b>          1.4 Leadership and management of staff          1.5 Management of resources to promote equity  <b>2.3 Learning, teaching and assessment</b>          2.5 Family Learning          2.7 Partnerships  <b>3.1 Improving wellbeing equality and inclusion</b>  <b>3.2 Raising attainment and achievement</b>          3.3 Increasing creativity and employability</p>	
<p><b>School Leads:</b> FR/MR</p>	<p><b>Completion Date:</b> May 2018</p>	<p><b>Review Date:</b> October 2017 / December 2017 / February 2018 / April 2018</p>	
<p><b>What impact will you measure?</b></p>	<p><b>How will you measure it?</b></p>	<p>Resources / Pupil Equity Fund</p>	<p><b>Progress</b>  <i>Red Amber</i>  <i>Green</i></p>

<p><b>Rights Respecting Schools Award Level 1 including intergenerational work, LGBTI+</b> 2018 is the 'Year of Young People' <a href="http://yoyp2018.scot">http://yoyp2018.scot</a> #YOYP2018 <a href="mailto:2018yoyp@young.scot">2018yoyp@young.scot</a></p> <p><b>Consolidate leadership and teamwork at all levels (including pupil participation and teacher leadership)</b> <a href="#">Professional learning and leadership.</a> Impact of career long professional learning on our learning community. Building skills, 'professional capital' and capacity.</p> <p>Improved opportunities for professional development and collegiate learning. LLG facilitators are supported to develop their leadership skills through CLPL provision. <b>Develop digital learning experiences across our curriculum (including Glow)</b></p> <p><b>Reception area / Refurbishment Programme / Bertha Park</b></p>	<p>Evidence from self-evaluation processes; plans, minutes, records. Stakeholder feedback. Analysis of needs from link meetings, Extended Leadership Team meetings, SIGs.</p> <p>Evidence of learners planning and leading learning in a variety of ways and settings.</p> <p>Everyone to engage in learning and leadership. School priorities becoming embedded (Year 1 LLGs, L&amp;T, Relationships).</p> <p>Improving attainment, feedback from staff and learners. Pupil, Dept./Fac. usage of Glow will increase.</p> <p>Establish LMG membership. Transition.</p>	<p>Intergenerational Development Officer</p> <p>LLG – WTA (2 inservice inputs Feb/April)</p> <p>AC (lead)</p>	
<p>Young people leading learning experiences.</p> <p><a href="#">Research and evaluation to monitor impact.</a> Teachers are supported to implement improvement and change through practitioner enquiry / small-scale action research.</p>	<p>Evidence of learners planning and leading in a variety of ways and settings. Impact of peer education initiatives (e.g. MVP, Tobacco-free Generation, GenUp).</p> <p>Self-evaluation evidence of impact and change. Outcomes / findings / data of action research.</p>	<p>Costs as per Equity requests.</p>	
<p><b>Specific Actions <u>Whole School/Depts&amp;Facs:</u></b> Teacher Leadership – SCEL Framework. Development of Pupil Leadership. Increased Coaching and Mentoring. PTs (School Improvement) and staff with whole school lead responsibilities to contribute to and populate QI folders (electronically or on paper dependent on evidence). PKC leadership and management development for existing PTs.</p>			