

Summary of Improvement Plan

<p style="text-align: center;">Raising Attainment, particularly in Literacy and Numeracy</p>	<p style="text-align: center;">Increased in sustained positive destinations and employability skills</p>
<ul style="list-style-type: none"> • To embed holistic assessment approaches in numeracy and mathematics • To ensure coverage of key concepts and the consistent teaching and learning of the five key mental maths strategies and the 4 operations. • To audit current practice in the teaching of reading and review current resources used, identifying any strengths and gaps. • Review Literacy policy and ensure a consistent, structured approach to the teaching of reading. • Listening & Talking – audit current practice/assessment approaches and develop effective approaches to teaching and assessing listening and talking. • To adapt our environment and practice to become more inclusive and communication friendly and apply for accreditation. 	<ul style="list-style-type: none"> • DYW – We will build on existing partnerships with local businesses, parents and the wider community by providing opportunities for collaboration throughout the session and out with the classroom environment. • To audit current situation with regards to coverage of the different curricular areas at each stage and establish consistent, progressive frameworks at each stage. • To incorporate Harmony Principles as the backdrop to our curriculum with a particular emphasis on Social Subjects and Science (and across the curriculum where appropriate). • To continue to plan learning using Harmony Principles and an enquiry approach. To work in stages and in levels to ensure coverage of experiences and outcomes across the session and agree our Curriculum Rationale.
<p style="text-align: center;">Ensuring the health and wellbeing of all young people</p>	<p style="text-align: center;">Closing the poverty related attainment gap</p>
<ul style="list-style-type: none"> • To further develop the use of the Glasgow Motivation and Wellbeing Profile to monitor the wellbeing of our learners. • To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training. • To embed EAC Relationships Framework guidelines and Rights Respecting Schools Framework in every classroom and adopt a consistent approach to managing behaviour so that it does not become a barrier to learning. • To improve attendance by addressing the root causes. • To ensure a consistent and progressive approach to PE ensuring all learners receive 2 hours quality PE per week. 	<ul style="list-style-type: none"> • To upskill SLT in methods of supporting mental wellbeing – LIAM training, DDP training. • Significant SLT time will be used to develop robust procedures for monitoring attendance and working with families to address barriers. • We will build on our current parental involvement programme in order to establish more meaningful opportunities for family learning and parental engagement in learning. • Additional teacher employed to team-teach and provide specific interventions to address gaps in learning identified by data analysis. • 3 x Classroom assistants employed to provide targeted and group support and interventions where required. • Breakfast Club – fully funded for those in receipt of FSM and heavily subsidised where required.