

# SAINT NINIAN'S HIGH SCHOOL

## SCHOOL PLAN

2022-25



Floreat Iuventus

## IMPROVEMENT PLAN 2022-25

Our vision of *Let Youth Flourish* (Floreat Iuventus) ~~and within~~ the framework of the ERC Vision *Everyone Attaining, Everyone Achieving through Excellent Experiences* will be realised through the commitments signalled in this plan and reinforced by actions taken by our school to improve the quality of the experiences we provide for young people, and families. Our target outcomes & expected impacts in the next 3-year cycle are:

### ➤ Our Vision is to be a school that:

- is welcoming with genuine friendliness, concern and sense of community
- strives for educational excellence
- encourages the value of hard work
- encourages staff to reflect on the Gospel and its call to mission
- recognizes the uniqueness and dignity of each student as a gift of God
- is joyful, optimistic and genuinely happy
- speaks of Jesus' love through the strength of the loving kindness of our staff
- seeks opportunities for celebration
- recognises and expresses our Catholic Tradition with signs and symbols of our faith, in Eucharistic celebration, and through our Religious Education Programmes

### ➤ Our Aim:

We aim to help pupils develop their full potential in each aspect of their school life – spiritual, academic, physical, personal, social and emotional.

We will contribute to the ERC vision of ***Everyone Attaining, Everyone Achieving through Excellent Experiences.***

The intention is that all young people are **Safe, Healthy, Achieving, Nurtured, Active Respected, Responsible, & Included.**

Through the Curriculum for Excellence it is our ambition that young people will develop as:

- ✓ **Responsible citizens**
- ✓ **Successful learners**
- ✓ **Effective contributors**
- ✓ **Confident individuals**

### ➤ Our Commitment:

In order to achieve our vision and meet our aim, we are committed to:

- Promoting gospel values as a way of life
- Advancing equality of opportunity and social justice
- Providing a range of educational courses and opportunities which equip students with the knowledge and skills they require to meet future challenges
- Encouraging a view of education as a continuous, lifelong process
- Fostering a spirit of partnership among students and staff, between home and school and community
- Providing a well-ordered, attractive and well-resourced environment
- Promoting the health and wellbeing of all

### School Improvement Priorities for 2022-23

1. Learning & teaching
2. Support for Pupils
3. Developing the Young Workforce
4. Develop Consistent Approaches to Self-Evaluation across the school
5. Curriculum Design

### School Improvement Priorities for 2022-25

| 2022-23  | 2023-24  | 2024-25  |
|--|--|--|
| Learning & Teaching                                | Learning & Teaching                                | Learning & Teaching                                |
| Support for Pupils                                 | Support for Pupils                                 | Support for Pupils                                 |
| Developing the Young Workforce                     | Developing the Young Workforce                     | Developing the Young Workforce                     |
| Self-Evaluation                                    |  |  |
| Engage fully with developments in the Senior Phase | Engage fully with developments in the Senior Phase | Engage fully with developments in the Senior Phase |

*This is a brief summary grid of priorities over a 3-year period. Priorities may span one, two or three years within this. Expected future improvement priorities will be reviewed and where appropriate revised based on annual self-evaluation activities. Identifiable priorities for future sessions may be fewer.*

## Improvement Priority: Learning & Teaching

### NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

### Qis

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

### Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

### NIF Driver

- School leadership
- Teacher professionalism
- Parent engagement
- Curriculum and assessment
- School improvement
- Performance information

### LIP – Expected Outcome / Impact

- Improved attainment in the Senior Phase
- Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and in the life of the school.
- Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential
- Improved literacy and numeracy attainment throughout the years of the broad general education

| Impact & Outcomes   | Action  | Personnel  | Timescale   | Resources                                      | Monitoring & Evaluation  |
|---|---|--|---|--|--|
| Learners and Parents enjoy streamlined and easier to access digital learning.   | Consolidate Digital Learning Approaches through one main platform   | C Boyle<br>D Downie<br>Departmental Representatives                            | June 2022-<br>June 2023   | Time   | <ul style="list-style-type: none"> <li>• CLPL Calendar</li> <li>• Pupil/Staff/Parental Focus Groups</li> <li>• Digital Learning Audit</li> <li>• Standards &amp; Quality Report</li> </ul>       |
| <p>Improved Consistency in Approaches to Learning &amp; Teaching across the school</p> <p>Learners will benefit from regular, high quality feedback that will enable them to better progress their learning</p> | <p>Form Learning &amp; teaching Working Group</p> <p>Audit of current Learning &amp; Teaching approaches to identify areas of consistency and next steps.</p> <p>Develop 3 year Learning &amp; Teaching Plan to be taken forward by working group and all staff</p> | C McCrea<br>A Baxter<br>J Bastable<br>K Grant<br>D Downie<br>L&T Working Group | <p>Working Group by Sept 2022</p> <p>Plan developed by Oct 2022</p> <p>Plan ongoing</p> | WSCA time<br>Dept Time<br>CLPL                 | <ul style="list-style-type: none"> <li>• Consistent use of Pupil questionnaires that feed into faculty QA.</li> <li>• Minutes</li> <li>• Staff Focus Groups</li> <li>• Learning Walks</li> </ul> |
| School offers a full range of qualifications to ensure the needs of all young people are being met.   | Continue to develop existing approaches to SQA qualifications to maximise opportunities for young people to attain and provide good progression pathways in the   | J Wilson/J Cumming<br>A Baxter<br>PTs Curriculum                               | Ongoing   | Dept time<br>Physical resources as appropriate | <ul style="list-style-type: none"> <li>• School T&amp;M</li> <li>• ERC Targets</li> <li>• Insight analysis of outcomes of learners in the</li> </ul>   |

|   |  |   |   |                                  |  |
|---|--|---|---|----------------------------------|--|
|   | <p>qualifications that are chosen.</p> <p>Widen the suite of available awards outwith the SQA National framework</p>   |   | <p>New courses developed and in place for session 2023/24</p> |                                  | <p>key equity groups</p> <ul style="list-style-type: none"> <li>• Pupils Voice</li> <li>• Options Uptake</li> <li>• Analysis of outcomes for learners in key equity groups</li> </ul>                                      |
| <p>Teachers use assessment data effectively to ensure all young people are supported and challenged to achieve their potential.</p> <p>SQA Presentation levels are maintained and improved where possible including the number and quality of passes.</p> | <ul style="list-style-type: none"> <li>• Continue to improve our formative and summative assessment procedures.</li> <li>• Ensure our tracking and monitoring in the BGE and Senior Phase is robust and reliable.</li> </ul> | <p>C Boyle<br/>PTs Curriculum<br/>All Staff</p>   | <p>Ongoing</p>  | <p>WSCA Time<br/>Dept Time</p>   | <ul style="list-style-type: none"> <li>• School T&amp;M</li> <li>• ERC Targets</li> <li>• Insight Data</li> <li>• SSNA Data</li> <li>• Standardised Test Data</li> <li>• Pupils Voice</li> <li>• Options Uptake</li> </ul> |
| <p>Pupils enjoy improved experiences and increased progress in Literacy &amp; Numeracy and maximized attainment on exit from high school.</p>   | <ul style="list-style-type: none"> <li>• Implement Updated Literacy &amp; Numeracy Strategy</li> </ul>   | <p>Catherine Boyle<br/>Margaret Gorman (PT Maths) and<br/>Chris Docherty (PT English)</p> | <p>June 2023 – ongoing</p>                                    | <p>Staff Time<br/>Inset Days</p> | <ul style="list-style-type: none"> <li>• Literacy &amp; numeracy plan reviews</li> <li>• SSNA Data</li> <li>• SQA Data</li> <li>• Standardised Test Data</li> <li>• Gradient of Learning</li> </ul>                        |

## Improvement Priority: Support for Pupils

### NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing

### Qis

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.4 Personalised support
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

### Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

### NIF Driver

- School leadership
- Teacher professionalism
- Parent engagement
- Curriculum and assessment
- School improvement
- Performance information

### LIP – Expected Outcome / Impact

- A culture based on Getting it Right for Every Child
- Practices and experiences which ensure the needs of children and young people are identified and met.
- A positive culture in health & wellbeing in every school.
- An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global

| Impact & Outcomes  | Action  | Personnel                        | Timescale   | Resources  | Monitoring & Evaluation  |
|--|---|----------------------------------|-------------|--|--|
| To ensure all Pupils, Parents and Staff are invested in a simplified set of values that permeate the daily work of the school. | Review of School Values   | G O'Neil<br>/ J Cumming          | By Oct 2022 | Staff time<br>Pupil Time (PSHE)<br>Parental Consultation | <ul style="list-style-type: none"> <li>• New Values statement in place</li> <li>• Stakeholder questionnaires to gather evidence of the lived experience of values in the school</li> </ul> |
| Review pastoral support structure to enhance early intervention and improve outcomes for individuals, groups and cohorts       | Increase number of Pastoral PTs to reduce and streamline caseload.  | G O'Neil<br>A Creighton          | August 2022 | Salary<br>Space/IT                                       | <ul style="list-style-type: none"> <li>• Dept S&amp;Q</li> <li>• Focus Groups Parent/Pupil/Staff</li> </ul>  |
| Increase the ability of pupils to assess and articulate their wellbeing and support pupils to understand their wellbeing and   | <p>Determine individual baselines for all learners using consistent set of key questions\measures\indicators</p> <p>Further develop a comprehensive and robust tool that allows for successful tracking and monitoring of pupil</p> | J Wilson<br>J Young / C McCallum | June 2023   |  | <ul style="list-style-type: none"> <li>• Discussion between Pastoral and DHT during tracking meetings</li> <li>• Produce whole school analyses of the interventions put</li> </ul>         |



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| <p>seek support were required.</p>  | <p>wellbeing and for intervention to be put in place.</p> <ul style="list-style-type: none"> <li>• Record and implement interventions being put in place following wellbeing tracking</li> <li>• Track JST Data and input from external organisations</li> </ul>  |  |                |   | <p>in place to monitor success and impact</p> <ul style="list-style-type: none"> <li>• BGE Tracking &amp; monitoring</li> <li>• Senior Phase Tracking &amp; Monitoring</li> </ul> |
| <p>Support pupils to achieve positive mental health with a view to ingrain a culture of strong and resilient young people who are capable of self-help and accessing support where required</p> <p>Increase skillset of parents and staff to promote mental wellbeing through prevention and early intervention</p> | <ul style="list-style-type: none"> <li>• Regular positive mental Health Input in PSHE</li> <li>• Comprehensive Mental wellbeing plan in place eg <ul style="list-style-type: none"> <li>○ Bespoke programmes</li> <li>○ 1 to 1 counselling</li> <li>○ Increase the number of staff trained and develop the MHFA role further. Increase awareness to pupils and parents.</li> <li>○ Mental Wellbeing Ambassadors – S6 pupils to receive training. Lead activities in PSHE, Assembly and whole school activities.</li> <li>○ Signposting resources – Re-</li> </ul> </li> </ul> | <p>J Wilson<br/>J Young/C McCallum<br/>M McKean<br/>School Councilor</p> | <p>Ongoing</p> | <p>Counselling Service<br/>Staff Time<br/>CLPL<br/>Information Events</p> | <ul style="list-style-type: none"> <li>• Pupil feedback</li> <li>• Focus groups</li> <li>• Feedback from parents/carers</li> <li>• Parent Focus group</li> </ul>                  |

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|  | <p>establish the Mental Wellbeing Website and Twitter</p> <ul style="list-style-type: none"><li>○ Upskill parents/carers – Provide workshops, email information and sign post information to support parents/carers to support their children</li><li>○ Professional learning activities for all staff to improve their confidence to promote wellbeing across the school</li><li>○ Mental Wellbeing SCQF award</li><li>○ Establish partnerships with different organisations and invite to assembly/RE/PSHE</li><li>○ Promotion of the support available to pupils</li></ul> |  |  |  |  |
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| <p>Increase pupil engagement in Physical activity.</p> <p>Increased awareness about the positive impact of good physical health</p> | <ul style="list-style-type: none"> <li>• Physical Wellbeing Ambassadors</li> <li>• Track engagement in co-curricular clubs</li> <li>• PE and HE department to work in partnership to develop positive eating/lifestyle information</li> <li>• Establish partnerships with different organisations and invite to assembly/RE/PSHE</li> <li>• Develop Wellbeing award in PE</li> <li>• Introduce SQA L5 Wellbeing: Personal Training as an S6 HWB option</li> <li>• Introduce Healthy Cooking class as an S6 HWB option</li> </ul> | <p>J Wilson<br/>G Cappuano<br/>C Lynch</p>                                | <p>June 2023</p>                | <p>Departmental Time<br/>DMs<br/>Pastoral Time</p> <p>Costs for award accreditation</p> | <ul style="list-style-type: none"> <li>• Participation Tracker</li> <li>• Pupil Progress</li> <li>• Pupil Feedback</li> </ul>                            |
| <p>All learners feel safe, nurtured and included in a nurturing school.</p>   | <p>Establish a Nurture Action Plan to take forward over the current three year improvement cycle</p>   | <p>C McCrea<br/>J Marshall<br/>Ed Psych<br/>All Staff</p>                 | <p>Oct 2023</p>                 | <p>Staff Time<br/>Resource budget (TBC)</p>   | <ul style="list-style-type: none"> <li>• Nurture Action Plan</li> <li>• Pupil Views</li> <li>• Parent Views</li> <li>• Staff Views</li> <li>•</li> </ul> |
| <p>Learners will develop as Responsible Global Citizens</p>   | <p>Development of a Learning for Sustainability / Laudato Si Action Plan</p>   | <p>C McCrea<br/>M Gallagher<br/>A Baxter<br/>J Bastable<br/>A Carroll</p> | <p>June 2022-<br/>June 2024</p> | <p>Time<br/>WSCA Time<br/>LFS Audit<br/>Laudato SI<br/>Audit</p>                        | <ul style="list-style-type: none"> <li>• LFS Audit</li> <li>• Laudato Si Audit</li> </ul>  |

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|  | <p>Implementation of new SCES and Diocesan resources to ensure our approach to inclusive education is reflective of our Catholic Ethos</p> <p>Equalities Group take forward action plan for Equalities incorporating UNCRC</p> <ul style="list-style-type: none"> <li>• Equality Ambassadors</li> <li>• Approaches developed to all protected characteristics</li> <li>• Establish partnerships with different organisations and invite to assembly/RE/PSHE</li> </ul> | <p>Departmental Representatives</p> <p>J Cumming<br/>A Carroll</p> <p>M Gallagher<br/>J Bastable<br/>Various Staff<br/>Pupils<br/>Parents</p> | <p>June 2022-<br/>June 2023</p> | <p>Time Equalities Audit</p> | <ul style="list-style-type: none"> <li>• Achieve full Laudato Si accreditation</li> <li>• WSCA Evaluations</li> <li>• Standards &amp; Quality Report</li> <li>• Pupil Voice</li> <li>• Achieve Silver Award for UNCRC</li> </ul> |
|--|--|---|---------------------------------|------------------------------|--|

## Improvement Priority: Developing the Young Workforce

### NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

### Qis

- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

### Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

### NIF Driver

- School leadership
- Teacher professionalism
- Parent engagement
- Curriculum and assessment
- School improvement
- Performance information

### LIP – Expected Outcome / Impact

- A skilled and confident workforce
- A further improvement in school leaver destinations
- An increase in the number of pupils, school leavers and adults with well-developed employability skills

| Impact & Outcomes  | Action  | Personnel                                     | Timescale   | Resources              | Monitoring & Evaluation  |
|--|---|---|---|------------------------|--|
| <p>To support the school's approaches to DYW and ensure young people achieve positive and sustained destinations</p>   | <ul style="list-style-type: none"> <li>• Appoint DYW Support Officer to work in partnership with DHT/PT Development/PT Pastoral/SDS</li> <li>• Introduce and develop the role of DYW support Officer through assessing pupil needs.</li> </ul>  | <p>G O'Neil<br/>J Wilson/<br/>M Gallagher</p> | <p>July 2022 then ongoing</p>                     | <p>Time<br/>Salary</p> | <p>Position appointed</p>  |
| <p>Use opportunities/resources available to provide targeted support to those most at risk</p> <p>Maintain the high standard and further increase initial school leaver destinations</p> | <ul style="list-style-type: none"> <li>• Work with colleagues and partners using the national data hub to assist with early identification of gaps and support young people's transition to education, employment or training.</li> <li>• Develop bespoke timetables incorporating work placements, mentoring and support for identified individuals</li> </ul> | <p>M Gallagher<br/>L McIntosh</p>             | <p>Regular Agenda Item at Pastoral DM Ongoing</p> | <p>Time</p>            | <ul style="list-style-type: none"> <li>• Analyses Reports</li> <li>• Pastoral DMs</li> <li>• Participation Measure</li> <li>•</li> </ul> |

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|---|--|---|------------------|--|--|
| <p>Further embed links between curriculum and the World of Work</p> <p>Staff and pupils can articulate the skills being developed</p> | <ul style="list-style-type: none"> <li>• DYW group with link to each faculty/dept</li> <li>• Continue to develop Dept DYW pages</li> <li>• Provided CLPL for new staff regarding lesson inserts available from MyWOW.</li> <li>• Learning outcomes to include skills developed within lessons</li> <li>• DYW Icons to be incorporated into lessons</li> <li>• Develop and introduce the Skills Matrix as a way of pupils identifying and recording their skills</li> </ul> | <p>M Gallagher<br/>L McIntosh<br/>C Ward<br/>C Duffy<br/>S Martin</p> | <p>June 2023</p> | <p>Staff planning time<br/>Staff meeting time<br/>CLPL</p> | <ul style="list-style-type: none"> <li>• Updates during DYW department links meetings</li> <li>• Pupil Focus groups</li> </ul> |
| <p>Increased pupil understanding of the CES</p> <p>Increased knowledge of labour market information and Career Management Skills</p>  | <ul style="list-style-type: none"> <li>• Promote and implement the Career Education Standards across the school</li> <li>• PSHE. Lessons and booklet to be reviewed and modified. Highlight DYW website and Twitter</li> <li>• Increase pupils engagement with MyWOW to increase their skillset and support their career journey</li> </ul>  | <p>M Gallagher<br/>L McIntosh<br/>R Weir</p>                          | <p>June 2023</p> |  | <p>Website/twitter<br/>PSHE Programme<br/>Pupil feedback<br/>Staff feedback</p>  |

|  |  |  |  |  |  |
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|  | <ul style="list-style-type: none"><li>• Develop a Mock Interview programme</li></ul> |  |  |  |  |
|--|--|--|--|--|--|



## Improvement Priority: Self-Evaluation

### NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

### Qis

- 1.1 Self-evaluation for self-improvement
- 3.1 Ensuring wellbeing, equality and inclusion

### Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

### NIF Driver

- School leadership
- Teacher professionalism
- Parent engagement
- Curriculum and assessment
- School improvement
- Performance information

### LIP – Expected Outcome / Impact

- A culture of self-evaluation and continuous improvement in all schools and services.
- A skilled and confident workforce

*For each improvement priority, record the relevant NIF Priority and Driver, QIs from HGIOELC? and HGIOS?4, and expected outcome / impact from the LIP.*

| Impact & Outcomes  | Action  | Personnel                       | Timescale             | Resources | Monitoring & Evaluation  |
|--|---|---------------------------------|-----------------------|-----------|--|
| Consistency in streamlined S&Q reports at end of session 2022/23 | Develop consistent approaches to self-evaluation at all levels in the school <ul style="list-style-type: none"> <li>• Short life working group developed</li> <li>• Consistent Self-Evaluation Calendars developed</li> <li>• Consistent approaches to self-evaluation fully embedded</li> <li>• Focus Groups embedded where required (e.g. year group Parent Focus Groups etc.)</li> </ul> | T Creighton<br>PTs<br>All Staff | August 2022-June 2023 | Time      | <ul style="list-style-type: none"> <li>• SIP/DIP reviewed twice throughout the year.</li> <li>• Focus Groups</li> <li>• Staff Views</li> <li>• Parent Views</li> <li>• Pupils Views</li> </ul> |
| Increase Pupil Voice within our Self Evaluation                  | Fully embed the use of How Good is OUR school for pupils.   | T Creighton<br>J Bastable       | June 2023             | Time      | Develop Pupil S&Q Report   |

## Improvement Priority: Curriculum Design

### NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

### Qis

- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

### Developing in Faith Themes

- Honouring Jesus Christ as the Way, the Truth and the Life.
- Developing as a Community of Faith and Learning.
- Serving the Common Good.
- Promoting Gospel Values
- Celebrating and Worshiping

### NIF Driver

- School leadership
- Teacher professionalism
- Parent engagement
- Curriculum and assessment
- School improvement
- Performance information

### LIP – Expected Outcome / Impact

- A skilled and confident workforce
- Continue to be the highest performing mainland council area as measured by national examinations for school leavers

| Impact & Outcomes   | Action  | Personnel  | Timescale      | Resources            | Monitoring & Evaluation  |
|---|---|--|----------------|----------------------|--|
| <p>Ensure school is in a robust position to take account of developments at local and national level.</p> | <p>Review\audit current curriculum pathways and determine areas of strength and development opportunities?</p> <p>Engage fully with developments in relation to curriculum design, 21hr teacher contact etc.</p> <p>Engage all stakeholders in the National Discussion.</p> <p>Engage all stakeholders in the Hayward Review.</p> | <p>M Gallagher<br/>PT Development</p> <p>All Staff</p> | <p>Ongoing</p> | <p>Time<br/>WSCA</p> | <ul style="list-style-type: none"> <li>• SLT Minutes</li> <li>• National Documents</li> <li>• Pupil Council Minutes</li> <li>• Parent Council Minutes</li> <li>• WSCA Documentation</li> </ul> |