

School Improvement Partnership Programme (SIPP)

**Paperwork**



Establishments

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| **Phase One: Performance Information Analysis and Outcome Focussed Planning** |
| **Step One: Analyse pupil performance information**  Through analysis of pupil performance information identify a *small* group *(4-6)* of **vulnerable** learners to target in order to improve outcomes (attendance, attainment, exclusion/inclusion, engagement, participation). |
| Target Group |  |
| Number of Pupils |  |
| Detail the rationale for selection (SIMD, gender, LAC, ethnicity, lowest performing 20%) |  |
| **Step Two: Identify SMART outcomes for the target group**Following intervention, what improvements would you expect to see? *It might be helpful to review these outcomes following completion of phase 2.*  |
| Expected SMART outcomes (attendance, attainment, exclusion/inclusion, engagement, participation):*e.g. a 10% increase in attendance*eg By June 2019, there will be a 10% increase in attendance of targeted P4 boys. |

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| **Phase Two: Exploring and Understanding the Target Group’s Performance** |
| **Step One: Explore the strengths of and pressures on your target group**What are the factors that impact (positively/negatively) on this identified group of learners? You may want to consider the following (please note these are examples and not an exhaustive list).* + School learning environment – e.g. expectations of pupils, staff/pupil relationships, peer relations, quality and deployment of teaching and support staff, pedagogy, parental engagement
	+ Parental factors – e.g. engagement with pupils learning, relationships with school staff, value for education, parental educational experiences, parental physical, mental and cognitive health, parenting skills
	+ Pupil factors – e.g. SHANARRI, Aspirations for future, motivation for learning, pupils physical, emotional/mental and cognitive health, pupil involvement in their learning
 |
| **Strengths/positive factors** | **Pressures/negative factors** |

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| **Phase Three: Intervention and Evaluation Planning** |
| **Step One: Identifying evidenced based interventions through research/professional enquiry**Through professional enquiry and reviewing the research literature, explore relevant evidence based interventions?  |
| Evidence based interventions considered(highlight the selected intervention) |  |
| What actions could you take to build on the identified strengths of the target group? |  |
| Are there areas where the evidence base for improvement is weak? |  |
| **Helpful tips:*** multifaceted interventions tend to be the most successful (i.e. they target child, family and school/class factors)
* consider other groups that are performing well despite similar ‘risk factors’ and how can you learn from their success
 |
| **Step Two: Action Planning** |
| Research question(s) |  |
| Aims statement |  |
| Timescales*When?**How long?* |  |
| Who will be involved?*Specific staff/parents/pupils* |  |
| Control Group?*a group of pupils who have similar needs who do not receive the intervention but take part in the pre and post evaluation for comparison purposes* | Yes / No |
| **Helpful tips/reflective questions:*** A research question is a clear, focused, concise and arguable question around which to centre your research.
* What are the resource implications?
* Do you need to plan CLPL?
* What might get in the way of the intervention being successful? If possible, how are you going to avoid this?
* Do you need to plan time for pre and post information/data gathering and analysis?

**Appendix 1 may be helpful to plan the actions required to implement your intervention** |

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| **Phase Four: Action (Implement intervention)** |

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| **Phase Five: Evaluation and Reflection** |
| **Step One: Measuring impact and outcomes**Following evaluation of the intervention (as planned in phase 3): |
| What impact has the intervention had? |  |
| Did you achieve your aims statement(s)?*Please describe* |  |
| Have the SMART outcomes been achieved?  *Please describe* |  |
| **Step Two: Critical Reflection** |
| What have you learned? |  |
| What went well? |  |
| What didn’t work so well? |  |
| What changes would you make if you were to go through the process again? |  |
| **Step Three: Planning for Improvement** |
| What are you going to do now? |

 **Phase Three: Intervention and Evaluation Planning Appendix 1**

**Action Plan**

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| **Research question/s** |
| **List the actions/tasks needed to implement the intervention and evaluation** | **By Whom** | **When** | **Where** | **Notes/Comments** |
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