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| **Improvement Priority :** |  |  |  |  |  |
| **What data / evidence informs this priority?** | **Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)** | **Interventions****(Interventions supported by PEF should be in Bold)** | **Expected Impact** | **Measures** **(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)** | **Actual Impact** |
| **Oxgang School and Support Service** |
| Sporadic use of wellbeing assessments has limited direct interventions and measurement. Reducing wellbeing assessments to ones that lead to skills based interventions will allow direct interventions to be designed to focus on specific skills based approaches. | To improve the quality and consistency of HWb assessments to inform planning and improve outcomes for young people.  | * **Train staff in using the Boxall online system**
* **Raise staff awareness of Boxall profile to support the assessment of HWb.**
* Research appropriate pupil HWb assessment.
* PT to share knowledge and skills in implementation and utilise online assessment profile.
* Build in daily Boxall sessions for pupils during school day.
* Identify CPD opportunities.
 | * Embed consistent use of Boxall to inform Form 4s and planning.
* Pupils will participate in daily Boxall sessions.
* Staff will be more confident in using Boxall profiles in planning and working.
* Staff are clear about the skills which are being developed through planned HWb experiences.
* Pupils are given valuable daily experiences to support their cognitive, social and emotional developmental skills.
* Pupils able to identify successes and next steps in learning.
 | * Boxall Profile scores improving over time.
* Improved reliance and regulation demonstrated through educational engagement and reduces incidents.
* Progress made in relation to benchmarks.
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| Children attending specialist provision have been assessed as having learning gaps within their early years experiences. The children have poor interaction, resilience and regulation skills.  | To improve the quality of children’s play experiences to facilitate play based learning using BTA document as a self-evaluation tool.   | * All children will receive quality play experiences.
* Both indoor and outdoor play areas are stimulating well-resourced environments with continuous provisions for play available
* Staff are clear about the skills which are being developed through planned play experiences. There is a clear progression of skills development.
 | * Children are engaged in purposeful play experiences.
* Children’s playground experiences are more active and positive.
* Children will be involved in planning their play experiences.
* Children will be more resilient.
* Children will be more ready to apply themselves to work in class.
 | * Children show increased self-confidence & self-esteem through increased social interaction.
* Children report more positive playtimes- fewer playground difficulties.
* Children show increased ability to participate in purposeful play experiences.
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| Children accessing specialist provision have had poor experiences of schools limiting their capacity to engage with academic learning. To reduce the barriers and anxiety about learning creative approaches to engagement and accessing literacy and numeracy are required. This will support potential to return to mainstream.  | To develop creative ways in Literacy and Numeracy to engage children in their learning. | * To create engaging, challenging and portable literacy and numeracy packs for each pupil
* Lists of creative and engaging activities for the packs will be created to support individuals in the future.
* Training on how to create and update packs will be delivered by Jan 2018
* Use of EYOs to support delivery of creative approaches
* Engagement of parents to help with resources
 | * Packs created for staff to refer to support creative engagement with literacy and numeracy
* Staff/pupil feedback
* Establish pupil voice in the assessment
* Each child will have a literacy and numeracy pack that they engage with on a daily basis
* Pupils will comment on their work and suggest ways to improve or identify what they have done well.
* Each child will track and monitor progress against benchmarks for their level twice/year
* Staff will feel confident choosing activities related to the learning targets
 | * Increased engagement with learning
* Samples of work demonstrating re-engagement with literacy and numeracy
* Progress made in relation to benchmarks in literacy and numeracy
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| There are no additional languages taught within the specialist provision. To reduce disadvantage for those returning to mainstream this is an area that will become increasingly important.  | To introduce a 1+2 approach within a small primary provision. | * Contact 1+2 council lead and discuss our setting
* Gather information as to what link schools are teaching for 1+2
* Make a decision on 1+2 languages to focus on for provisions
* Plan training opportunities for 1+2 languages – link to ERDs
* Create languages guideline for provision
 | * To develop links with mainstream schools to ensure consistency for children returning to mainstream
* Curriculum provided for learning of pupils
* Gather creative ideas to engage learners in 1+2
* Provide structure and guidance to the provisions to ensure quality learning and teaching
 | * Increased engagement with learning
* Samples of work demonstrating re-engagement with 1+2
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| **Mariner Support Service** |
| Positive destinations are sought for all of the young people leaving specialist provision, however, sustaining these destinations have been challenging for the children once they have left. The service commitment is to support the young people beyond their leaving date. Generational unemployment exists within the family setting and in order to support raising aspirations and opportunity the parents will also be supported by the service to increase their opportunities.  | **Increasing and promoting sustained and positive destinations for young people** | * Arrange parent sessions with SDS
* Assist parents with CV writing
* **Establish Careers Information Centre within the library**
* Establish positive destinations for current leavers
* **Liaise with College to develop up-skilling opportunities for parents both in-house and at College**
* Build on existing links with college
* All pupils to obtain and sustain positive destinations
* **Improved self-esteem and more access to college for parents**
 | * Annual increase to sustained positive destinations for young people and their parents
 | * Destination data for pupils and parents
* Uptake data around parental engagement with SDS
* Feedback from parents and pupils on personal impact of program Tracking across multiple sessions to measure sustainability of the intervention
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| A focus upon learning and teaching was identified by HMIe in January 2018. This will be a key focus to ensure consistent good practice is evident across each learning opportunity.  | Implementation of self-evaluation within the classroom to improve learning and teaching  | * For staff to be familiar with a wide range of starters and plenaries.
* For starters and plenaries to become regular practice in lessons.
* For starters and plenaries to be embedded in each lesson and have direct link to the previous learning.
 | * Better link between prior learning and current learning.
* Improved continuity of learning and progression.
* Increased engagement in learning.
 | * Pupil questionnaire.
* SQA results.
* Formative assessment.
* Leuven's Engagement scale recording and monitoring.
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| Quality Assurance and self-evaluation has identified the need to enhance the pathways across BGE to Senior Phase for the children accessing the secondary specialist provision. This includes clear identification of success and areas that require further support. | Tracking and Monitoring Across BGE to ensure all learners have timely, planned and evidenced based interventions | * Creation of a ‘Target & Tracking’ report to inform both pupils and parents of progress.
* Assessment of engagement/BGE tracking & monitoring record.
* The development of a ‘Pupil Skills & Development Record’ encompassing all subjects across BGE level.
 | * Improved pupil/parent understanding of individual progress and success through the BGE curriculum will be achieved.
* Pupils will receive appropriate interventions from teaching staff to maximise engagement and attainment.
* Pupils will begin to explicitly record their skills and achievements across BGE in all subjects.
 | * Feedback from Pupil Council and teaching staff regarding working example.
* Discussions with teaching staff regarding usability and pertinence. Collation of engagement data over each quarter.
* Feedback from Pupil Council and teaching staff regarding Pupil Skills & Development Record.
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| The service continues to strive to ensure that all children leave with suitable qualifications that build the options and pathways for adult life. Children accessing Mariner Support Service have poor experiences within other settings and often have lower aspirations.  | **Framework for wider achievement leading to purposeful learning and increased attainment for all children and young people.** | * Regular staff meetings to evaluate individual pupils and match them to the most suitable and relevant wider achievement activities
* **Outdoor Education across 32 weeks**
* **Increase Physical Education Resource**
* **Sourcing additional wider achievement opportunities for children and young people relevant to their needs, interests and skills**
* Reflection time in place on wider achievement days to support staff in ensuring pupils complete the relevant paperwork and evidence
* Complete and gather the relevant WA paperwork and ensure staff have copies of booklets needed for their specific group of young people
* PT to Support staff in filling in relevant paperwork and logging this in the spreadsheet when registered as completed.
 | * Pupils will develop and enhance resilience and regulation skills
* The pupils will begin to gain experiences away from the confines of the school environment
* Pupils will be able to learn and use social skills and practical transferable skills during their wider achievement experiences.
* Pupils will transfer skills they have developed to enable them to Access College, work experience or paid employment.
* Increased attainment and achievement
 | * Tracking through SCQF Framework and wider achievement providers (Amazing Things)
* Tracking of attainment and achievement via pupil evidence folders
* Attendance tracking to ensure improvement in accessing wider achievement opportunities
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| **Whole Service** |
| AN integral part of the service is staff capacity to build nurturing relationships and experiences across the context of the school community. This has a direct correlation to how we support children who have experienced trauma, loss and those who have had other poor life experiences.  | Adoption of nurturing approaches across the whole service as a solution and response to past or current trauma | * **DHT accessing additional training and cascade back to whole team**
* Education Psychology support for developing Solution Oriented Approaches
* Debriefs made available to staff
* Scaling used by key teachers to identify emotional improvement
* **CPD for newly recruited staff.**
* **Meeting with Inclusion and Family Support staff considering attendance supports for those with established patterns of non-attendance.**
* **Identification of suitable room for nooks.**
* **Additional resourcing to support key teacher times and reflection times.**
 | * Improved emotional and mental health and Increased enjoyment and engagement within learning contexts
* Increased capacity to access literacy and numeracy programmes
* Improved attendance
* Lower exclusion rates
* Reduction in recorded incidents
 | * Clerical support for SEEMIS data gathering and sharing
* Secondary Boxall profiles
* Nurture Audit Tool
* Key teachers leading Boxall Profiling and outcome/target setting
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**Improvement Planning 2018 -2019**

**Inclusion and Wellbeing Service 3-18**