

School Improvement Planning Template

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| School | | Bellahouston Academy | |
| Learning Community | | Bellahouston/Govan | |
| Link Officer | | Mairi Baker | |
| Head of Service | | Carolyn Davren | |
| School Roll | | 1131 | |
| Attendance Rate | | 88.95% | |
| Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | | | |
| PEF allocation 23-24: | £183,750 | SIMD Quintile 1 (% and Number) | 381 (35%) |
| Carry Forward: | £84,772 | SIMD Quintile 5 (% and Number) | 28 (3%) |
| Total Allocation 23-24: | £268,522 | Other | 691 (63%) |
| FME (number and %) | 448 (40%) | Total No Pupils | 1100 (no SIMD data currently available for 31 pupils) |
| Grand Challenges 2023-26 (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i>) | | | |
| <ul style="list-style-type: none"> To promote equity by raising the attainment of all young people To promote inclusivity by meeting the needs of diverse groups of learners To promote engagement with all stakeholders by empowering them to participate purposefully in school improvement | | | |

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| Challenge: 2) Achievement and Progress; 3) Connected Learning; 5) Engagement, Participation and Inclusion | | | | | | |
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| Mission 1: To raise attainment by embedding the equity-focused principles of our revised Curriculum Rationale and LEARN policy into our BGE and Senior Phase curricular offer and its delivery. | | | | | Costs | |
| Commitments (sprints) | Expected Outcomes | Measures of Impact | Lead Responsibility | Target Date | Core | PEF |
| To raise attainment at all levels | <ul style="list-style-type: none"> The improvement of attainment for the middle 60% and lowest attaining 20% of learners, particularly in S5 and S6, through: <ul style="list-style-type: none"> The improvement of BGE attainment in literacy and numeracy; earlier identification of pupils not on-track to achieve (or making insufficient progress) through new EDICT tracking system and regular Dept/Faculty and House Team Meeting follow-up; improved attainment in literacy and numeracy at levels 4 and 5 through introduction of earlier, more formalised and more regular "evidence-banking" arrangements; more solution-focused responses to tracking, to facilitate expectation and successful completion of more full course awards; more appropriate and varied progression pathways for learners in middle 60% and lowest-attaining 20% across all faculties, including alternative modes of certification (e.g. NPAs, etc.), offering progression by depth as well as breadth; the design and delivery of an alternative curriculum offering more vocational qualification via the support of partner agencies. The improvement of attainment for the highest-attaining S4 learners progressing into S5-S6, through: <ul style="list-style-type: none"> the quality assurance of all options choices, in order to ensure appropriate scope for progression is apparent, particularly for young people within the GSOS; the introduction of Parental Engagement Pathways event, the opportunity for subject specialist to have greater input into the options process; increasing consistency in pace and challenge of classroom experiences. | <ul style="list-style-type: none"> Improved attainment and progression for young people in lowest-attaining 20% of learners in S4-S6, including those with lower attendance. 100% of S4 leavers to achieve 5+ qualifications at level 3 or better 100% of S5 leavers to achieve 5+ qualifications at level 4 or better 100% of S6 leavers to achieve 5+ qualifications at level 5 and at least 1 + award at level 6 or better 85% (S4) and 95% (S5) of learners to achieve Literacy and Numeracy qualifications at level 4 55% (S4) and 70% (S5) of learners to achieve Literacy and Numeracy qualifications at level 5 Lowest attaining 20% of learners in S4 and S5 (annually and cumulatively) to access alternative awards which improve average complementary tariff points (Insight) Increasing number of young people progressing to 3+ and 5+ awards at level 6 in S5 and 5+ awards at level S6, having achieved 5+ level 5 awards in S4 <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Post-tracking period analysis of Edict Tracking data Analysis of Insight and Focus data Collated observations from Dept/Faculty Attainment Meetings Collated observations from Dept/Faculty Post-Prelim Progression Pathways Meetings F.I.P.s and D.I.P.s F.I.P. and D.I.P. review notes | BM, MMcD, and RA DHT PT/FH Subject | Oct 2024 Jan 2025 May 2025 | | |

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| <p>To continue to improve classroom pedagogy through the application of our LEARN Learning and Teaching Policy, specifically in relation to pace and challenge, and assessment.</p> | <ul style="list-style-type: none"> The consistent and effective use – across all curricular areas – of pedagogies promoting pace and challenge, such as: <ul style="list-style-type: none"> differentiation; active and collaborative learning activities; questioning approaches supporting cognition and higher-order thinking; opportunities for pupils to lead learning; digital technologies. The consistent and effective use – across all curricular areas – of varied and effective approaches to assessment, such as: <ul style="list-style-type: none"> Formative assessment strategies which identify development needs; Opportunities for self-assessment, reflection and metacognition; The shared understanding of the links between the LEARN Policy and the strategies endorsed by the Glasgow's Pedagogy approach. The regular and purposeful use of Glasgow's Pedagogy toolkits in self-evaluation activities undertaken at classroom, faculty/department, and whole school level. | <ul style="list-style-type: none"> More consistency and effectiveness in use of strategies promoting pace/challenging classroom experiences More consistency and effectiveness in use of varied assessment approaches More consistent application of and purposeful self-evaluation underpinned by LEARN Policy and Glasgow's Pedagogy approaches <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Collated Class Visit proformas Collated Learning Walk Microsoft Forms Collated data from PT/FH Pupil Focus Groups (Oct/Feb and Dec/April-May) Dept/Faculty Challenge Questions (Nov and Jan) VSE Joint Reviews TLC Collaborative Practitioner Enquiry Posters Pupil/Parent version of LEARN Policy sketch-note LEARN/Glasgow's Pedagogy Sketch-note F/DA Minutes SLT Minutes Inset Day Schedules Updated S1-S2 Course Outlines | <p>BM and LandT DHT PT/FH Subject</p> | <p>Oct 2024 Jan 2025 May 2025</p> | | |
| <p>To engage all stakeholders in an evidence-led whole school consultation exercise regarding the effectiveness of our current Senior Phase curricular model and the arrangement of the school day, so that we may identify the most appropriate solutions for our context.</p> | <ul style="list-style-type: none"> The collation and sharing of relevant contextual data (on attendance, attainment, wellbeing, etc.) so that stakeholder engagement with this consultation exercise is suitably informed. The development of a timetable of stakeholder consultation activities in order to identify perceived strengths and areas for development within current and possible alternative curricular models and arrangements of the school day. Following the completion of the consultation exercise and analysis of the resulting data, the development of a transparent options appraisal process to facilitate decision-making regarding any required changes to Senior Phase Curriculum model and/or arrangement of the school day | <ul style="list-style-type: none"> Agreed outcome regarding revised Senior Phase curricular model and school day which supports revised Curriculum Rationale and commitment to raising attainment <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Timeline of consultation activities Collated responses to stakeholder surveys Stakeholder Focus Group Minutes Parent Council Minutes SLT Minutes Updated "Our Context" document Options Appraisal Document | <p>BM and LG</p> | <p>March 2025 June 2025</p> | | |

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| <p>To continue to develop and deliver universal Interdisciplinary Learning input within the BGE curriculum</p> | <ul style="list-style-type: none"> The timetabling, delivery and evaluation of project-based interdisciplinary learning rotational input for all S1 learners. The development of a timetable of collaborative and collegiate activities (using Inset, WSA time and Development Days), supporting a distributed leadership approach to the development of S2 “mastery learning” interdisciplinary learning projects. The formation, direction and ongoing support of inter-faculty groups to facilitate collaborative design of S2 “mastery learning” interdisciplinary learning projects to be delivered in session 2025-2026. The embedding of Gen+ meta-skills within S1 and S2 IDL input, and subject course outlines within the BGE. | <ul style="list-style-type: none"> The successful delivery of S1 IDL input The successful collaborative development of S2 “mastery learning” IDL input <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> S1 IDL Course Outlines S2 IDL Course Outlines Pupil Evaluation of S1 IDL projects Staff Evaluation of S1 IDL projects Aspiring SLT Group Evaluations of S2 IDL Project Development S1 IDL Parental Showcase Evaluations S1 and S2 Subject Course Outlines S1-S2 Faculty/Department Curriculum Rationales Inset/WSA/Development Day schedules PT (Subject) Pupil Focus Groups: Nov/March Class Visits/Learning Rounds | <p>SA, BM, Aspiring SLT group, and IDL Professional Learning Group</p> | <p>April-June 2024</p> | | |
| <p>To ensure that the delivery of the revised curriculum effectively supports the Developing the Young Workforce agenda.</p> | <ul style="list-style-type: none"> The collaborative design and development of a more focused and coherent revised Skills Framework which reflects transferrable skills for life, learning and work, and Gen+ Meta-Skills The embedding of Gen+ Meta-skills within BGE subject courses, giving learners the opportunity the relevance of these skills, and apply them more independently in different contexts. The more regular and systematic delivery of learning – including practical activities which reinforce the relevance of skills, knowledge and attributes - relevant to careers education within BGE subject courses The more systematic and purposeful development of external partnerships - at faculty/department level - which may supplement classroom learning and giving learners the opportunity the relevance of these skills, and apply them more independently in different contexts. | <ul style="list-style-type: none"> The successful and collaborative development of a revised Skills Framework The consistent delivery of learning experiences using and promoting this revised skills framework across all curricular areas The consistent delivery - across the S1-S2 curricula - of learning experiences which develop skills, knowledge and attributes relevant to careers education and Gen+ meta-skills The consistent use of external partnerships to supplement learning experiences within subject course outlines <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Collated Class Visit proformas Collated Learning Walk Microsoft Forms Collated data from PT/FH Pupil Focus Groups (Nov/March) Revised Skills Framework Document Revised S1 and S2 Subject Course Outlines Revised S1-S2 Faculty/Department Curriculum | <p>DHT, SA, RB, PMcC and DYW Professional Learning Group</p> | <p>May 2024</p> | | |

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| <p>To audit and further develop universal curricular delivery – supported by our updated curriculum rationale – related to cross-cutting themes, such as equalities, equity, social justice, and sustainability.</p> | <ul style="list-style-type: none"> • The systematic and regular use of published whole school curriculum rationale to facilitate self-evaluation of each subject's course outlines, so that regular and purposeful opportunities for cross-cutting themes to be developed are identified and further developed as required. • The publishing of S1 and S2 course outlines across all subject areas, alongside accompanying department/faculty curriculum rationale, in order to identify where – across the curriculum – cross cutting themes are addressed. • The sharing of existing good practice across departments/faculties (and looking outwards at good practice in other school with similar contexts) in order to promote coherence and progression in the delivery of these cross-cutting themes; • The development of a community garden resource, and outdoor teaching space, where young people can engage in active learning for Sustainability in real-life, practical contexts. • The co-design (with pupils) and issue of a pupil and staff surveys exploring current strengths and areas of development in relation to anti-racist education (both in terms of ethos and relationships and learning and teaching). • The co-design of a Bellahouston Academy Anti-Racism Charter, to support ongoing development of anti-racist education input across the curriculum • Engagement in looking outwards to other local schools with similarly diverse demographical profiles, to look at how anti-racist curricula have been developed and delivered | <ul style="list-style-type: none"> • Greater evidence of cross-cutting themes being regularly delivered in a consistently effective way across the curriculum, having been successfully embedded within subject curricula <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> • S1 and S2 Subject Course Outlines • S1-S2 Faculty/Department Curriculum Rationales • Updated S1 and S2 Subject Course Outlines • Updated S1-S2 Faculty/Department Curriculum Rationales • Class Visits/Learning Rounds • D.I.P./F.I.Ps • Minutes of Faculty/Department Meetings • Community Garden • Community Garden Planning Document • Collated results from Anti-Racist Education Survey • Bellahouston Academy Anti-Racism Charter • Anti-Racist Education PLG Aspire Grow Achieve Planning Document • Inset Day Schedule (May) • Minutes of SLT Minutes | <p>BM, Anti-Racist Education, Sustainability PLGs</p> | <p>May 2025</p> | | |
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| <p>To audit, further develop, track, and evaluate the impact of universal and targeted wider achievement opportunities (delivered and accredited at faculty and whole school level).</p> | <ul style="list-style-type: none"> • The development of an updated and shared understanding - amongst all stakeholders - of what is meant by wider achievement. • Through the refined role of the PEF Team, the identification and promotion of additional wider achievement opportunities relevant to specific subject areas. • The systematic and regular use of published whole school curriculum rationale to facilitate self-evaluation of universal and targeted wider achievement opportunities delivered at faculty and whole school level, including targeted opportunities led through the Faculty of Inclusion, aimed at learners at risk of disengaging, and supported by agency partners. • The more robust and regular tracking of accredited wider achievement undertaken by learners. | <ul style="list-style-type: none"> • A greater availability of universal and targeted wider achievement opportunities being offered through subject course outlines across the curriculum • A higher and increasing number of young people having wider achievement accredited • The publishing of agreed PEF Team remits, highlighting roles and responsibilities regarding promotion of wider achievement <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> • S1 and S2 Subject Course Outlines • S1-S2 Faculty/Department Curriculum Rationales • Updated S1 and S2 Subject Course Outlines • Updated S1-S2 Faculty/Department Curriculum Rationales • Revised PEF Team Remits • Revised Wider Achievement Policy • Collated data from Curricular Enrichment Surveys | <p>CC, MMcD and RA DHT</p> | <p>May 2025</p> | | |
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| Challenge: 1) Wellbeing and Learning; 2) Achievement and Progress; 5) Engagement, Participation and Inclusion; | | | | | | | |
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| Mission 2: To better meet needs by embedding our revised Vision, Values and Aims, LEARN Policy and Rights Respecting Schools Charter into all practice, so that we may deliver learning, wellbeing and inclusivity provision which is contextually-responsive. | | | | | | Costs | |
| Commitments(sprints) | Expected Outcomes | Measures of Impact | Lead Responsibility | Target Date | Core | PEF | |
| <p>BELONGING To empower parents and carers from all demographics to support learning at home, through improving accessibility to, and highlighting potential impact of universal and targeted opportunities for parental involvement and engagement,</p> <p>To improve the school environment by leading a pupil consultation on the current provision of social spaces and management of social times.</p> | <ul style="list-style-type: none"> The publication of a Parental Involvement/Engagement calendar, in in order to highlight the range, variety and scope of Parental/Engagement activities offered, promote attendance or engagement with these, and clarify the purpose of each activity. The provision of Parental Information Evenings (including input from all depts/faculties) relevant to Transitions and Pathways; The issuing of Subject Course Outlines and Department/Faculty Curricular Rationale for S1 and S2, including subject-specific advice on supporting learning at home and family learning. The establishment of new Parent Council processes (e.g. "Town Hall" Parent Forum; Consultation and Workshop Timeline; HT Monthly Update Sway presentation); The further development of Parent Partnership model to include targeted focus groups for parents in specific demographics (EAL, GSOS); The re-development of the school website, in order to ensure that information most relevant to parents is more easily accessible and that related information is collated in a way which illustrates coherence and context. The piloting and subsequent review of online booking arrangements for Parents' Consultation Evenings. The greater timetabled availability and promotion of clubs, MHFA spaces, social spaces for young people at social times. The development of a schedule and the clarification of roles and responsibilities for pupil leaders (e.g. MVP Mentors, MHFA-trained Senior Pupils, etc.) supporting a positive and supportive school ethos at social times. To co-design (with learners), develop, consistently implement and review updated standards for corridor movement and behaviour, which reflects our RRS Charter. | <ul style="list-style-type: none"> A greater and increasing number of parents – particularly in demographics where there are barriers to engagement – participating in Parental Involvement/Engagement Activities. A greater and increasing number of parents contributing more deeply to consultation activities related to learning and teaching. A greater and increasing number of parents expressing satisfaction with the school's communication with families, and the parental engagement/involvement opportunities on offer. <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Analysis of attendance at parents' consultation evenings, parent information evenings, and other school events, and data from satisfaction surveys issued at these events. Analysis of responses to Parent Partnership Surveys and Focus Groups (Nov and March) Minutes of Parent Council/"Town Hall" Parent Forum Meetings and Workshop Timeline Parental Involvement/Engagement Calendar "You Said, We Did" Parental Engagement Noticeboard Updated School website Analysis on responses to consultation on online booking arrangements for Parents' Consultation Meetings Published Subject Course Outlines and Department/Faculty Curricular Rationale for S1 and S2 <ul style="list-style-type: none"> A greater and increasing number of pupils expressing the view that they feel safe, nurtured and included A greater number of pupils sustaining attendance at clubs, MHFA safe spaces and social spaces at social times A greater and increasing number of pupil leaders effectively supporting young people at social times <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Analysis of House Team Pupil Focus Group responses (Dec/April – Our Health and Wellbeing; Nov/March – Our Relationships) Analysis of House Team S1 Settling-in Interviews Feedback from staff leading clubs, MHFA safe spaces and social spaces Social Time Supervision Rota | <p>LG, BM, MMcD</p> <p>PTs Pastoral Care, and Parental Engagement PLG</p> <p>BM, DHT, AN/PD</p> | <p>Sept 2024</p> <p>April/May 2025</p> <p>Sept 2024</p> <p>Dec 2024</p> <p>March 2025</p> | | | |

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| <p><u>BELONGING (cont)</u> To achieve Language and Communication Friendly Establishment status to support and develop the language and communication skills of all children.</p> | <ul style="list-style-type: none"> Engagement with the LCFE multi-agency self-evaluation and supportive validation process, achieving accreditation by: <ul style="list-style-type: none"> making required changes in the learning environment which will benefit the language and communication skills of all learners, including those with additional support needs. Facilitating whole staff capacity-building training from Educational Psychologist on LCFE and Talk strategies. Developing adult talk and interaction with children that is responsive to children's needs. implementing supportive learning strategies to develop language and communication skills of children. | <ul style="list-style-type: none"> The successful accreditation of LCFE Status A wider school and classroom environment which better meets the needs of all pupil, in regards to communication <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Language and Communication-Friendly Establishment accreditation evidence and feedback Collated Learning Walks/Class Visit Collated data from House Team Pupil Focus Group (Oct and Feb) Minutes of Link SLT and Faculty Head/ Principal Teacher Meeting Inset Schedule Feedback from staff on Inset Training LCFE PLG Aspire, Grow, Achieve planning tool D.I.P.s and F.I.P.s D.I.P. and F.I.P. Review notes | BM, BB and LCFE PLG | Jan 2025 June 2025 | | |
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| <p>GROWTH</p> <p>To more effectively support the most vulnerable young people at risk of disengagement through the more effective provision of support within a reviewed, more coherent and holistic Faculty of Inclusion offer.</p> <p>To agree upon and consistently use classroom routines to foster a safe, calm, positive and purposeful learning environment.</p> | <ul style="list-style-type: none"> The development of more supportive spaces within the new Faculty of Inclusion, so that differing aspects of learning and wellbeing support can be offered, depending on the needs of our context and individual pupils: <ul style="list-style-type: none"> A Nurture Base; A Sensory Space; A Learning Hub; An EAL Classroom. The development of an effective referral and tracking processes relevant to these new Faculty of Inclusion spaces to ensure that: <ul style="list-style-type: none"> pupils accessing these spaces receive support which is purposeful, impactful, and bespoke to their needs; key staff members (House Team, FH Inclusion, EAL Teachers, SfL Teachers and Workers) are aware of their roles and responsibilities in ensuring this support meets the needs of the learner. The development and consistent and pupil-led approach to identifying strategies and interventions significant to those with ASN The refinement and delivery of range of timetabled interventions delivered within the Faculty of Inclusion, to ensure that these are bespoke to pupil needs, and contextually-responsive: <p>The co-design (with learners and parents), develop, consistently implement and review the OPENS Policy, making clear the relevance to our school value of growth and our expectations re: outdoor clothing, phones, earphones, necessary equipment and starter activities.</p> | <ul style="list-style-type: none"> Improved attainment, engagement and attendance of those pupils being supported through the Faculty of Inclusion <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Analysis of Seemis Attendance Analysis of Seemis Bullying and Equalities module. Analysis of uniform and iPad non-compliance data Minutes of SLT Meetings (fortnightly QA check on Seemis Bullying and Equalities module) Analysis of attainment data (including Insight and Focus) specifically for those with ASN Analysis of Faculty of Inclusion referral/attendance spreadsheet Minutes of House Team Meetings Accreditation of Language and Communication-Friendly Status ASN Spreadsheet Minutes of Faculty of Inclusion Meetings Partner Agency Tracking Spreadsheet <ul style="list-style-type: none"> A more consistently purposeful classroom learning environment More regular and effective use of iPads to support digital learning <p>This will be evidenced through:</p> <ul style="list-style-type: none"> School Routines Sketch-note Class Visits/Learning Walks Feedback from staff Minutes from Parent Council Meetings Minutes from Pupil Council Meetings S.I.P., F.I.P. and D.I.P. reviews Minutes from SLT, Leadership Team and F/DA Meetings | <p>CC, FH Inclusion. PTPCs</p> <p>BM</p> | <p>Oct 2024</p> <p>Jan 2025</p> <p>May 2025</p> <p>Sept 2024</p> <p>Jan 2024</p> | |
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| <p><u>GROWTH (cont)</u> To improve attendance, punctuality and engagement by embedding the principles of and supports offered within our revised Attendance Policy</p> | <ul style="list-style-type: none"> The publishing of a revised Attendance Policy, communicating to families the learning, attainment and wellbeing benefits of positive attendance, school expectations (re: roles and responsibilities), and available supports: The fortnightly monitoring at House Team meetings - by House Teams and Home School Support Worker - of attendance/time-keeping, and subsequent solution-focused contact between House Teams, our Home School Support Worker, and families The more focused support made possible via a reviewed, more coherent and holistic Faculty of Inclusion offer The continuing commitment - supported by the Home School Support Worker - to Learning Community collaboration with associated primaries to support transitions, supported by the development of a Learning Community Attendance Policy. The development and delivery of a schedule of Multi-agency Attendance Support team meetings. | <ul style="list-style-type: none"> Improved attendance across all stages Fewer young people with attendance lower than 80% and 90% Improved attendance for those attendance lower than 80% and 90% Fewer young people with erratic patterns of non-attendance (i.e. period truancy) <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Revised Attendance Policy Revised Learning Community Attendance Policy Analysis of Seemis Data Schedule of Attendance Support Team Meetings •Minutes from Attendance Support Team Meetings Minutes from Learning Community Meetings Learning Community Improvement Plan Review notes Collated data from LC HSSW Survey Revised HSSW Remit Minutes from House Team Meetings Minutes from SLT Meetings (Fortnightly QA check on Attendance) | CC and House Teams | Oct 2024 Jan 2025 May 2025 | | |
| <p><u>ASPIRATION/ ACHIEVEMENT</u> To design and deliver a whole-school timeline and processes for the regular and inclusive recognition and celebration of success</p> | <ul style="list-style-type: none"> The promotion of a more consistent application of the revised merit system, via the regular publication of the Merit List, leading to follow-up contact with parents, and a more transparent rewards provision. The development and delivery of a House Assembly programme which creates pupil-led opportunities (through Pupil Ambassadors and House Representatives) for pupil successes to be celebrated. Following consultation with all stakeholders, the design and delivery of more inclusive parental involvement /engagement events celebrating success: <ul style="list-style-type: none"> Awards Ceremony IDL Parent Showcase Leavers' Ceremony | <ul style="list-style-type: none"> A greater number of young people receiving merits and participating in reward events, and believing that success is celebrated A greater number of parents attending and valuing parental involvement and engagement events related to the celebration of success. <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Collated Data from House Team Pupil Focus Groups (Dec/April-May) Collated data from Parental Satisfaction Surveys House Assembly Programme Noticeboards | BM, CC and SG. | Oct 2024 Jan 2025 May 2025 | | |

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| <p>RESPECT</p> <p>To embed the principles of our Pupil Empowerment Strategy</p> <p>To safeguard pupil and staff welfare, by supporting positive mental health</p> | <ul style="list-style-type: none"> The publication - following extensive stakeholder consultation - of our Pupil Empowerment Strategy, illustrating the connectedness and coherence between the various ways in which we engage pupils in school improvement: <ul style="list-style-type: none"> The Pupil Parliament The Pupil Council Pupil Steering Groups Pupil Focus Groups Pupil Leadership Teams The regular promotion of our Pupil Empowerment Strategy's impact, in order to encourage continuing engagement from the broadest possible range of young people. The improvement of two-way communication between Pupil Leadership Teams and Pupil Steering Groups and the wider pupil body through the re-development of main corridor notice boards offering potential for regular contact through QR codes. The clarification of roles/responsibilities associated with particular pupil leader roles: Pupil Ambassadors; Academy Ambassadors; Pupil Steering Group Representatives (e.g. MHFA and MVP Mentors); <ul style="list-style-type: none"> The formation of a staff Health and Safety Committee, creating a supportive forum for regular discussion regarding potential stimuli for stress The continuous development of available social, collaborative and quiet work spaces for staff Training a further group of 10 -12 staff in Mental Health First Aid. Training at least two groups of senior pupils in Mental Health First Aid. Involvement of senior pupil leaders (particularly MHFAs and MVPs) - in a more purposeful and visible way - in leading the promotion of positive behaviours and inclusivity at social times. Pupils and staff experiencing an increasingly calm and positive environment. | <ul style="list-style-type: none"> A greater and increasing number of young people participating in and valuing Pupil Empowerment activities A greater and increasing number of young people able to identify ways in which pupil voice has led to positive change within their school Concrete examples of pupil voice leading to positive changes in regards to: learning and teaching; and ethos and relationships <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Minutes of Pupil Parliament and Pupil Council meetings Collated data from all House Team and PT/FH (Subject) Pupil Focus Groups Collated data from House Team Pupil Focus Group: October/February Publication of Pupil Empowerment Strategy Publication of Pupil Empowerment Roles and Responsibilities Feedback from pupil leaders Analysis of Pupil Steering group QR Code/Microsoft Form use "You Said, We Did" Pupil Empowerment Noticeboard HT Monthly Update Sway Minutes of Link SLT and Faculty Head/ Principal Teacher Meeting Minutes of SLT Meetings <ul style="list-style-type: none"> A greater number of young people feeling emotionally safe at school A greater number of young people accessing MHFA support from trained staff and/or pupils. A decreasing number of staff experiencing work-related challenges in relation to their welfare <p>This will be evidenced through:</p> <ul style="list-style-type: none"> Analysis of Seemis referrals Analysis of Seemis attendance statistics Analysis of Seems Bullying module Feedback from staff on value of social, collaborative and quiet work spaces. Minutes of Health and Safety Committee Meetings Termly Analysis of HANDS system entries Interval/Lunchtime Supervision Rota Collated data from House Team Pupil Focus Group: October/February Analysis of Faculty of Inclusion referral/attendance spreadsheet | <p>BM, PD and AN</p> <p>CC</p> | <p>Oct 2024</p> <p>Jan 2025</p> <p>May 2025</p> | |
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| Evaluative Comment (<i>HG/OS 4 Link Outcome to QI Challenge Questions</i>) | | | | | | |
| Challenge: 3) Connected Learning; 4) Networked Learning Organisations | | | | | | |
| Mission 3: To develop - in a manner reflecting the key principles of the School as a Learning Organisation (OECD, 2016) - an increasingly consistent, collegiate and collaborative approach to quality assurance, self-evaluation and school improvement, and evaluate the impact of these approaches on the experiences of young people. | | | | | Costs | |
| Commitments(sprints) | Expected Outcomes | Measures of Impact | Lead Responsibility | Target Date | Core | PEF |

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| <p>To issue - reflecting last session's staff consultation and subsequent pilots - reviewed and formalised Quality Assurance and Self-Evaluation calendar (re-branded as our School Improvement Calendar) and accompanying resources which offers opportunity for extensive stakeholder engagement:</p> | <ul style="list-style-type: none"> • The publication of a Quality Assurance and Self-Evaluation calendar (and its accompanying resources) which creates opportunities for all stakeholders to give their views on the most significant aspects of our practice, including Learning and Teaching, and Wellbeing: • All staff with scope to engage in peer observation (VSE, Learning Walks and Class Visits) • All unpromoted staff to meet with HT for individual school improvement meetings, using Aspire, Grow, Achieve planning tool. • All staff encouraged to engage in critically-reflective discussion of faculty/department strengths and areas for development in relation to key themes related to HGIOS Q.I.s (Challenge Questions and VSE) • Relevant staff and pupils have scope to evaluate impact of Curricular Enrichment activities to be evaluated (Curricular Enrichment Surveys) • Pupils consulted regarding strengths and areas for development in relation to key themes relevant to HGIOS and HGIOURS Q.I.s (Pupil Focus groups) • Parents consulted on strengths and areas for development in relation to key aspect of our provision (Parent Partnership Surveys and Focus Groups) | <ul style="list-style-type: none"> • A greater and increasing number (and more evidence of higher-quality) responses to the various quality assurance and self-evaluation activities within the School Improvement Calendar. • Greater evidence of positive change to classroom experiences arising from self-evaluation and quality assurance activities. • Greater evidence of positive changes to practice arising from the analysis of other stakeholder views (esp. Parents and staff) • Greater evidence of young people able to engage effectively in reflective conversations about their learning and the school's provision of support for inclusion and wellbeing • Greater evidence of young people and staff connecting learning undertaking in class with learning undertaken via curricular enrichment activities <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> • Analysis of collated responses to quality assurance and self-evaluation activities (PT/FH Pupil Focus Groups, House Team Focus Groups, Dept/Faculty Challenge Questions, Curricular Enrichment Surveys, Parent Partnership Surveys and Focus Groups) • House Assembly PPTs • "You Said, We Did" Parental Engagement Noticeboard • "You Said, We Did" Pupil Empowerment Noticeboard • Parent Council Minutes • Pupil Parliament and Pupil Council Minutes • SLT Meeting Minutes • F/DA Meeting Minutes | <p>BM and SLT</p> | <p>Oct 2024</p> <p>Jan 2025</p> <p>May 2025</p> | | |
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| <p>To create and implement processes to track how effectively tracking data, Self-Evaluation and Quality Assurance evidence is impacting upon practice at pupil, classroom, faculty and whole school level</p> | <ul style="list-style-type: none"> • The embedding of a new EDICT tracking system, and related capacity-building, so that, through periodically and systematically analysis of the available data, this can be used by all faculties and colleagues to earlier identify and plan/implement interventions to overcome issues apparent at pupil, class, accreditation level, or faculty/department level. • The development of a fortnightly schedule and common agenda for regular House Team Meetings, to facilitate: <ul style="list-style-type: none"> • at the level of individual pupils, more regular and systematic tracking (using available data on learning, wellbeing and relationships), particularly for those within particular vulnerable target groups, or more susceptible to disengagement or lower attainment; • to facilitate broader school improvement discussion at SLT meetings by highlighting trends in common needs being identified, and potential interventions which could be valuably introduced. • The development of a schedule and common agenda for regular Link SLT and Faculty Head/Principal Teacher Meetings, to facilitate: <ul style="list-style-type: none"> • more regular and systematic tracking of S.I.P. and F.I.P./D.I.P. progress; • critical reflection on relationship between school/faculty/department improvement agenda/actions and currently-available contextually-significant tracking and self-evaluation data. • The adaption of existing self-evaluation and quality-assurance activities, so that PTs/FH are better equipped with reliable and valid data when evaluating the consistency of strengths and areas for development within department/faculty practice: <ul style="list-style-type: none"> • Departmental Challenge Questions to use a thematic “golden thread approach” in order to highlight/clarify the relationship between key HGIOS 4 QIs, and will be answered using HMIE evaluative language where appropriate. • PT/FH Pupil Focus groups will now include “scaling” questions in order to provide a baseline for tracking improvement • The development of processes and a review calendar to set targets and systematically track the impact of targeted support supported by partner agency input. | <ul style="list-style-type: none"> • Greater evidence of positive change to classroom experiences arising from self-evaluation and quality assurance activities. • Greater evidence of positive changes to practice arising from the analysis of other stakeholder views (esp. Parents and staff) • Greater evidence of young people able to engage effectively in reflective conversations about their learning and the school’s provision of support for inclusion and wellbeing <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> • School Improvement Calendar and accompanying resources PPT • Analysis of collated responses to quality assurance and self-evaluation activities (PT/FH Pupil Focus Groups, House Team Focus Groups, Dept/Faculty Challenge Questions, Curricular Enrichment Surveys, Parent Partnership Surveys and Focus Groups) • House Assembly PPTs • “You Said, We Did” Parental Engagement Noticeboard • “You Said, We Did” Pupil Empowerment Noticeboard • Parent Council Minutes • Pupil Parliament and Pupil Council Minutes • SLT Meeting Minutes (esp. “Response to Tracking” and Response to School Improvement Activity Data) agenda items • F/DA Meeting Minutes (esp. “Response to Tracking” agenda item) • House Team Meeting Minutes • Link SLT and Faculty Head/ Principal Teacher Meeting Minutes • S.I.P./F.I.P., and D. I.P. review minutes • Partner Agency Tracking Spreadsheet | <p>BM</p> | <p>Oct 2024</p> <p>Jan 2025</p> <p>May 2025</p> | | |
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| <p>To develop staff capacity through a more streamlined, evidence-driven, coherent and contextually-responsive CPD programme, including leadership development</p> | <ul style="list-style-type: none"> The ongoing evaluation, review and updating of Leadership Growth programmes for Student and Probationer Teachers, Aspiring PTPCs, Aspiring Subject PTs and Aspiring SLT, and further improve opportunities for meaningful distributed leadership within these programmes. The development of more coherent and streamlined in-school CLPL programme that is increasingly responsive to the needs identified through the PRD process and through other self-evaluation and quality assurance activities, and formed around two distinct pathways (Wellbeing/Inclusion and Learning/Teaching) in order to better link content to career aspirations or individual interest. To develop more purposeful opportunities for collegiate work by designing and piloting a Teacher Learning Community PLG programme focusing upon peer observation, professional reading and collaborative practitioner enquiry | <ul style="list-style-type: none"> The successful design and delivery of a coherent and streamlined in-school CLPL programme which reflects staff needs identified within PRD and within S.I.P. A greater and increasing number of staff participating in in-school CLPL activities. A greater degree of staff satisfaction with in-school CLPL activities. A greater and increasing number of colleagues assuming purposeful distributed leadership opportunities related to CLPL activities and S.I.P. priorities. Greater evidence of in-school CLPL and distributed leadership impacting upon capacity-building and school improvement, and - more specifically - pupil experiences. A high degree of staff satisfaction with the pilot TLC programme. <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Published CLPL Programme Staff Evaluations of CLPL Programme activities Analysis of collated data from PRD meetings Analysis of collated data from Unpromoted Staff/HT Aspire, Grow, Achieve Meetings TLC Practitioner Enquiry Posters TLC Peer Visit Schedule Analysis of TLC Staff Feedback Updated Learning and Teaching Strategy (esp. section on TLC) | <p>SG, LG, and BM</p> | <p>June 2024</p> | | |
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| <p>To develop more formal and purposeful networks with associated primaries and other Learning Community partners, through the delivery of a Learning Community Improvement Plan which facilitates more systematic collaboration related to key shared missions.</p> | <ul style="list-style-type: none"> The improvement of pupil attendance through the following collaborative work: <ul style="list-style-type: none"> Develop consistent processes to support the work of our HSSW across all establishments; Develop a Learning Community communication strategy for highlighting the positive impact of regular attendance; Through collaborative practitioner enquiry, share effective strategies for supporting better attendance, specifically where mental health presents a perceived barrier; Develop and deliver a Learning Community Attendance Support Team Meeting schedule, providing targeted, solution-focused and holistic support for families where young people face barriers to regular school attendance. The development of more effective transitions arrangements through the following collaborative work: <ul style="list-style-type: none"> Develop and deliver a transitions calendar which supports effective transitions – in regards to learning, wellbeing and pastoral issues – for all young people; Create opportunities for colleagues across sectors to share and observe delivery of curricula, in order to ensure learning at points of transition is coherent and supports progression. The development of more effective moderation arrangements through the following collaborative work: <ul style="list-style-type: none"> Develop and deliver a moderation calendar which supports regular moderation of planned learning, and appropriate standardisation activities across various curricular areas; Form a Learning Community Moderation Working Group (involving QAMSOs and other expert colleagues) to facilitate the development of a revised, purposeful and engaging moderation calendar; Create opportunities for colleagues across sectors to share and observe delivery of curricula, in order to share | <ul style="list-style-type: none"> A decreasing number of young people with attendance lower than 95%, 90% and 80%. Evidence of a correlation between improved wellbeing and attainment for pupils with improved attendance A greater and increasing number of parents expressing satisfaction with revised arrangements for supporting attendance and transitions. Practical examples of revised and improved curriculum, pedagogy and assessment approaches, in light of Learning Community collaboration. <p><u>This will be evidenced through:</u></p> <ul style="list-style-type: none"> Learning Community Improvement Plan Learning Community Improvement Plan Review Learning Community Meeting Minutes SLT Meeting Minutes House Team Meeting Minutes Attendance Support Team Meeting Schedule and Minutes Home School Support Worker Weekly Timetable and Job Specification Learning Community Attendance Policy Learning Community Policy Sketch-note SIIM /JST Minutes Collaborative Practitioner Enquiry Posters Revised Transitions Calendar (inc. Enhanced Transitions) Revised Moderation Calendar Inset Day Schedule (esp. "Moderation" agenda item) Staff Feedback re: Moderation Activities Pupil and Parent Focus Groups Analysis of SEEMIS data Learning Community Sharing of Good Practice Showcase programme Staff Feedback re: Learning Community Sharing of Good Practice Showcase programme | | | | |
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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)