

Govan/Bellahouston Learning Community Improvement Plan 2024-2025

This Learning Community Improvement Plan identifies key areas where establishments across the Learning Community can work together to bring about improvements for the benefit of our young people, our families and our staff. It was developed – in a collaborative way, involving colleagues from the Early Years, Primary and Secondary sectors – by identifying commonalities within the various establishments Improvement Planning programmes. The Missions and Commitments within the plan reflect the Glasgow City Council Education Services Grand Challenges identified within the **All Learners, All Achieving** policy. These Grand Challenges are:

- 1) Wellbeing and Learning
- 2) Achievement and Progress
- 3) Connected Learning
- 4) Networked Learning Organisations
- 5) Engagement, Participation and Inclusion

Mission 1 (*Improve Pupil Attendance*) gives scope for collaboration across the wider Govan/Bellahouston Learning Community, whilst Mission 2 (*Develop More Effective Transitions Arrangements*) and Mission 3 (*Develop More Effective Moderation Arrangements*) will be undertaken largely by the separate Govan and Bellahouston Learning Communities.

Mission 1 Improve Pupil Attendance

Wellbeing and Learning
Engagement, Participation and Inclusion

• Commitments

- 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.

How would we know that we'd achieved this?

Fewer young people with attendance lower than 95%, 90% and 80%, evidenced through analysis of SEEMIS data.

Improved pupil wellbeing (specifically for those with improved attendance), evidenced through learner conversations, surveys and focus groups, using SHANARRI indicators, GFWL, and GMWP.

Improved parent satisfaction with attendance arrangements, evidenced through surveys and focus groups.

Mission 2 Develop More Effective Transitions Arrangements

Wellbeing and Learning
Networked Learning Organisations

• Commitments

- Develop and deliver a 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.

How would we know that we'd achieved this?

Improved pupil, parent and staff satisfaction with transition arrangements, evidenced through surveys and focus groups.

Mission 3 Develop More Effective Moderation Arrangements

Wellbeing and Learning
Achievement and Progress

• Commitments

- Develop and deliver a 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 effective practice.

How would we know that we'd achieved this?

Revised and improved curriculum, pedagogy and assessment approaches, evidenced through direct observation.