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**Airport House**

**ESTABLISHMENT IMPROVEMENT PLAN**

SESSION 2024-25

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| **Overview of National and Local Priorities** | | | | | | | | | |
| **National Improvement Framework Key Priorities**   * 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 | | | | | **National Improvement Framework Key Drivers**   * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer engagement and involvement * Curriculum and assessment * School and ELC improvement * Performance information | | | | |
| **HGIOS/HGIOELC/**  **HGIOURS** | | **Highland Council Education Priorities** | | | **GME Priorities** | | | **Health and Social Care Standards** | |
| * 1.1 Self-evaluation for self-improvement * 1.2 Leadership of learning * 1.3 Leadership of change * 1.4 Leadership and management of staff * 1.5 Management of resources to promote equity * 2.1 Safeguarding and child protection * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 2.4 Personalised support * 2.5 Family learning * 2.6 Transitions * 2.7 Partnership * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Raising attainment and achievement/Securing children’s progress * 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning   Theme 1 Our relationships  Theme 2 Our learning and teaching  Theme 3 Our school and community  Theme 4 Our health and wellbeing  Theme 5 Our successes & achievements | | * We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system. * We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. * We will maximise health and wellbeing for all children and young people to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in. * We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. | | | * Education Scotland Advice on Gaelic Education focus:   high quality immersion experiences  improving fluency  Gaelic ethos   * Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase * Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences * Activities to support Gaelic language and culture (arts, media, creative industries, workplace) * Local Authority Gaelic Language Plan priority | | | * I experience high quality care and support that is right for me. * I am fully involved in all decisions about my care and support. * I have confidence in the people who support and care for me. * I have confidence in the organisation providing my care and support. * I experience a high-quality environment if the organisations provides the premises. | |
| **Establishment Improvement Priorities** | **Linked NIF Priority** | | **Linked NIF Driver** | **Linked Highland Priority** | | **Linked QI** | **Linked GME Priority** | | **Linked H&SCStandard** |
| **Embedding Trauma Informed Practice** | Improvement in children and young people’s health and wellbeing | | School and ELC improvement | We will maximise health and wellbeing for all children and young people | | 3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change | Choose an item. | | Choose an item. |
| **Improving Parent/Carer Engagement** | Improvement in attainment, particularly in literacy and numeracy | | Parent/carer involvement and engagement | We will raise attainment and achievement for all | | 2.5 Family learning  3.2 Raising attainment and achievement/securing children's progress | Choose an item. | | Choose an item. |
| **Young People’s voice** | Placing the human rights and needs of every child and young person at the centre | | School and ELC improvement | We will maximise opportunities for our children and young people | | 2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and (employability)/developing creativityand skills for life | Choose an item. | | Choose an item. |

**Action Plans**

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| **Improvement Priority 1 Action Plan:** | *Embedding Trauma Informed Practice* | | | **Lead: Kimberley Sinclair, PT ASN (Manager)** | | |
| **Please detail the information/data which has prompted this work:** This follows on from advancements made with this priority from last year and self-evaluation through the standards and quality report. | | | | | | |
| **Expected outcomes:**  To improve the mental wellbeing of our young people through relationships built on safety and trust with Trauma Informed Practice at the heart of all of our interactions with the young people who attend Airport House.  Young people to know and understand what Trauma Informed Practice is and to identify that this the way in which staff work with them  Parents and carers to know and understand what Trauma Informed Practice is and to identify that this is the way in which staff work with their young person  Staff to feel supported through policies and protocols which are created in a Trauma Informed way | | **Measures:**  Well-being webs showing an improvement on young person’s SHANARRI indicators/young people’s views on their relationships with the staff at Airport House continuing to be positive  Pupil feedback questionnaires  Parent feedback questionnaires  Staff feedback questionnaires | | | **QI**  3.1  3.1  3.1  1.3 | **When? Who?**  Session 24/25  Airport House staff team |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Well-being web completed with all young people at the beginning of each term. Young people to compare previous scores and discuss the changes, if any. | | 1-1 social/emotional learning session – 50 minutes each | CSW | | Termly |  |
| Information shared with young people, parents/carers and partner organisations regarding implementation of Trauma Informed Practice in Airport House | | 1 hour | Manager | | August 2024 |  |
| Find and agree on a framework for implementation of Trauma Informed Practice for staff to follow | | Staff meeting | Airport House Staff | | August 2024 |  |
| Update policies and procedures, aims and values to reflect Trauma Informed Practices used in Airport House | | INSET day | Airport House Staff | | September 2024 |  |
| Create feedback questionnaire for staff, pupil, parent/carer and partner organisations to share their views on the development of Trauma Informed Practice in Airport House. | | 1 hour | Manager | | April 2025 |  |

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| **Improvement Priority 2 Action Plan:** | *Improving opportunities for parent/carer engagement* | | | **Lead: Kimberley Sinclair ASN PT (Manager)** | | |
| **Please detail the information/data which has prompted this work:** Through the success of our Christmas Family fundraisers over the last two years, we have been given feedback that parents/carers enjoy coming in to Airport House and taking part in what we are doing. We would like to present more opportunities for parent/carer engagement to help support young people’s achievement through various activities such as family wellbeing sessions and family learning sessions. Our most recent ‘Parent/feedback’ google form only received 2 responses – we would like to help improve this by giving parents/carers more opportunities to provide us feedback without the use of technology as this can often be a barrier. | | | | | | |
| **Expected outcomes:**  More parent/carers will attend our family engagement sessions due to a more varied selection of events being on offer  More parents will value the educational support that is on offer to their young people and encourage their young people to have a high attendance  Young people will feel proud to show their work to their parents/carers or to engage in sessions with their family and learn together  Young people’s engagement levels in their education/vocational sessions will improve and this positiviely impact their attainment and achievement. | | **Measures:**  Increased attendance rates – recorded on spreadsheet  Continued high engagement with CSWs and parents encouraging young people to come to their Airport House sessions.  Feedback from young people  Staff observation during sessions | | | **QI**  2.5  3.2  2.5/3.2  3.2 | **When? Who?**  Session 24/25  Airport House staff team |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Family fun day planned and organised by young people – mind map on board for young people to contribute | | Various sessions | CSW and young people | | June 2024 |  |
| Family fun day prep and communication | | Various sessions | CSW and young people | | June 2024 |  |
| Family engagement brainstorming session – generate ideas for future parent/carer engagement session that could be offered | | Staff meeting | Airport House staff | | June 2024 |  |
| List created of activities based around areas of expertise that parents have – staff to contact parents | | 2 hours | CSW | | July/august 2024 |  |
| Family fun day take place – paper feedback/comments area signposted and staff to encourage to use. | | 2 hours | CSW | | 7th August 2024 |  |
| Family engagement sessions planned for year | | INSET day | Airport House staff | | August 2024 |  |
| Family engagement session information shared with parents and young people | | 1 hour | Manager | | September 2024 |  |
| Reminders of family engagement sessions sent termly via e-mail, text, paper poster and on website | | 1.5 hours | Manager | | Termly |  |
| Feedback opportunities (paper, face to face and online forms) to be prepared and presented at the time of each engagement session | | 1 hour | Manager | | Termly |  |

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| **Improvement Priority 3 Action Plan:** | *Young People’s Voice* | | | **Lead: Kimberley Sinclair, PT ASN (Manager)** | | |
| **Please detail the information/data which has prompted this work:** Feedback from our young person’s questionnaires highlighted that young people don’t always feel listened to. We would like to investigate this further with our young people, so that they know and understand their rights to be listened to and to share their own views, and jointly with them we would like to plan a way forward to ensure that when young people and other staff enter Airport House, they can feel a strong sense of our young people’s voices throughout what we do. | | | | | | |
| **Expected outcomes:**  **All young people, when asked, will feel that the have opportunities to be listened to when they are in Airport House based on their own individual needs/shared needs**  **Visitors to Airport House will feel and see that our young people are listened to**  **Policies and protocols will reflect pupil’s voice** | | **Measures:**  Feedback – verbal, paper, forms  Feedback – partnerships  Visible within policies and protcols | | | **QI**  2.4  3.1  3.3 | **When? Who?**  Session 24/25  Airport House staff team |
|  | | **QI 1.5 Management of Resource** | **QI 1.3 Leadership of Change** | | | **QI 1.1 Self-evaluation for self-improvement** |
| **Implementation/Actions** | | **Time Resource** | **Who?** | | **When?** | **Progress** |
| Feedback board created outlining young person’s rights with mindmap for ways to capture pupil voice | | 1.5 hours | CSW | | August 2024 |  |
| Timetabled sessions set up based on feedback from the mindmap created by young people – time for them to use to support capturing their pupil voice with support of CSW | | Based on regularity young people agree on – 50 mins per session maximum. | Young people and CSWs | | As per young people’s agreement |  |
| Young people’s suggestions shared and implemented (where appropriate) | | Based on regularity agreed by young people | Manager | | As per young people’s agreement |  |
| Policies and protocol’s requiring update to be shared on topic board as and when appropriate and feedback gathered from young people with regards to changes | | 1 hour | Manager | | Termly |  |