

ROSSHALL ACADEMY SCHOOL IMPROVEMENT PLAN SESSION 2021 – 2022



No.	Quality Indicator	IMPROVING LEARNING and TEACHING
1		

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
The Good Lesson Recreate Teacher Learning Communities to: <ul style="list-style-type: none"> • Refocus on characteristics of The Good Lesson • Develop an agreed template for <i>Rosshall's Good Lesson</i> • Continue to develop and embed Making Thinking Visible approaches, including in Digital Learning • Update L & T policy, including digital learning • CLPL programme for staff focused on identified needs 	Pupil views via PP Sept 21 TLCs and working group established end Sept 21 Updated L&T policy by June 22 CLPL Staff Survey Sept 21 Programme in place Oct 21	<ul style="list-style-type: none"> • Enhanced teacher focus on Learning and Teaching. • Class observation. • TLC minutes. DM minutes. • Pupil Views • Priorities for PL identified and PL programme and support in place...staff skills in key areas enhanced
Implement Digital Strategy <ul style="list-style-type: none"> • Embed role of Digital Leaders of Learning • CLPL Digital Learning Programme for staff • Parental Engagement with Digital Learning • Enhance role of Pupil Digital Ambassadors 	CLPL staff survey Sept 21 Programme in place wb18 Oct <i>(some sessions to take place before this)</i>	<ul style="list-style-type: none"> • Priorities for digital PL identified and PL programme and support in place...staff skills enhance • Observation of: <ul style="list-style-type: none"> ○ Enhanced parental support of pupils. ○ Enhanced level of communication with parents around learning ○ Pupils effectively supporting peers with digital learning
BGE Planning/Moderation/Assessment <ul style="list-style-type: none"> • Revised S1 – S3 plans (to include digital learning, LfS, anti-racist and LGBT education - see Section 3 on Curriculum) 	Plans updated by Dec 21 Plan implementation from Jan 22	<ul style="list-style-type: none"> • Monitoring and Tracking calendar in place and distributed to staff. BGE tracking spreadsheets created. BGE intervention meetings in calendar.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>implemented</p> <ul style="list-style-type: none"> BGE Monitoring & Tracking fully implemented for S1 – S3 BGE Home Learning Hub updated to include online learning for non-attenders BGE Home Learning Hub to have homework resources for all subjects Links established with Glasgow Virtual School and a programme of online Teams lessons developed for non-attending pupils Accurate P7 literacy / numeracy levels provided in advance of P7-S1 transition 	<p>Moderation / levels workshops Feb 22 Oct 21</p> <p>By Jan 22</p> <p>By Jan 22</p> <p>Added to agenda of Pri/Sec transition meetings Oct 21 System agreed and implemented by May 22</p>	<ul style="list-style-type: none"> Staff better informed re. assessment of a level resulting in more robust tracking data Non-attenders engaging more fully in their education resulting in enhanced progress and attainment Home learning hub accessed regularly and effectively by all pupils to support learning and progress resulting in enhanced attainment. I MacKenzie leading on primary liaison and feedback to G Higgins. All tracking information will be standardised and provided at transition and recorded on new S1 tracking spreadsheets for department viewing. S1 pupils (Aug 22) more effectively supported and challenged in their learning from the start
<p>Quality Assurance of Learning and Teaching</p> <ul style="list-style-type: none"> Programme that focusses on QA of all above tasks 	<p>TLC peer observation Dec 21 / May 22</p> <p>Draft policy developed by June 22</p>	<ul style="list-style-type: none"> Observation of <ul style="list-style-type: none"> Enhanced understanding of the QA process Active involvement in development and implementation of QA process Enhanced standards of L & T in the classroom
Staff leading on this priority – including partners	Resources and staff development	
<p>S Murphy G Higgins O Drennan / I MacKenzie (P7/S1 transition) Faculty Heads TLC leaders S Lamont / C Edwards (digital learning) R Clelland / K Auld (family learning / community learning hub) R Docherty (home learning hub)</p>	<ul style="list-style-type: none"> Inset time / collegiate time for TLCs to meet and for moderation / sharing good practice. Time with primaries for literacy / numeracy moderation Time for peer observation CLPL opportunities for all staff Funding for completion and running of community learning hub 	

No.	Quality Indicator	
2		INCLUSION AND EQUALITIES

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Inclusion <ul style="list-style-type: none"> Increase and embed nurture provision across the school Training for all staff around nurturing principles in practice QA of implementation and impact of nurture provision Facilitate a programme of training on specific ASN Raise awareness of and expertise in autism and trauma 	<p>Staff survey completed and implementation group established Sept 21</p> <p>EP staff training Oct inset</p> <p>Peer observation Dec 21 / May 22</p> <p>Pupil / parent / staff surveys June 22</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Staff will feel more confident in their understanding and implementation of nurture principles – feedback questionnaires Staff surveys/young people reflect positive relationships are key to supporting in school Attendance patterns, referrals and attainment data reflect positive engagement and support in school. Staff report feeling more confident in supporting young people with ASD diagnosis and trauma.
Promote and Enhance Positive Relationships <ul style="list-style-type: none"> PPR policy update to include RRS and UNCRC (see Equalities section below) Increase and enhance parental and community engagement incl development of communication strategy (use of social media / website) Continue rolling programme of ABIC training and QA of implementation and impact 	<p>PPR group established Sept 21, updated policy in place by May 22</p> <p>Family learning programme / community learning hub in place by Oct 21</p> <p>Communication strategy by March 22</p> <p>Ongoing; peer observation and surveys as above.</p>	<ul style="list-style-type: none"> All staff and partners are proactive in promoting positive relationships, with restorative practices embedded across the school. All young people are engaged in their learning and achieving their potential. Referrals, attendance, exclusion data will be used to reflect on impact of PPR Policy. Staff and young people surveys will show a positive response to building positive relationships in school.
Enhance Support and Awareness of Mental Health / Wellbeing in light of COVID-19 <ul style="list-style-type: none"> Implement systems for COVID-19 recovery Enhance role of Pupil and Staff MH Ambassadors 	<p>Ongoing</p> <p>Pupil ambassadors trained Oct 21; staff training ongoing</p>	<ul style="list-style-type: none"> Mental Health Ambassadors and Mental Health First Aiders will be known to the school community.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> Introduce and Implement Action for Children contribution 	To start Sept 21	<ul style="list-style-type: none"> Staff, learner and parental questionnaires will show positive responses to mental health support in the school. Young people engaging with programmes in the school e.g. Action for Children Blues programme, school counsellors
Extend and improve Equalities and Social Justice <ul style="list-style-type: none"> Start work towards <i>Rights Respecting School</i> status Create and implement equalities policy and procedures (as per GCC direction) Examine and extend the ways in which we acknowledge and celebrate linguistic and cultural diversity – beyond tokenism Reflect and embed UNCRC in our practice Introduce and implement anti-racist education programme – AR ambassadors and partnership with IYS. Work towards LGBT Silver Charter Update school vision and aims to reflect diversity of our community Create and embed ‘Everyone’s Invited’ response strategy 	<p>Audit current practice in school by Nov 21; policy in place by June 22</p> <p>Ambassadors group established Aug 21; programme ongoing throughout session Complete by June 22 By June 22 Staff / pupil group established Oct 21; ongoing</p>	<ul style="list-style-type: none"> Equalities Policy in place by June 2022 RRS and UNCRC included in new PPR policy Minutes of Equality Team Meetings – timescales and impact recorded Evidence of strengthening of curricular content on equalities across all learning compared to baseline audit 2021 Achievement of LGBT Charter Pupil Voice questionnaires will evidence improvement

Staff leading on this priority – including partners	Resources and staff development
R Guile E Cawley (nurture) B Sherry (PPR) O Drennan (community forum / Pupil Parliament) H Rankine (mental health / autism) F Drummond (ASN) N Simpson / G McCrossan / N Frediani / R Rowbottom (equalities) SFL Workers A Darling EP	<ul style="list-style-type: none"> Inset / collegiate / twilight time for staff training on nurture / trauma / ASN Training on ABIC for new staff Inset / collegiate time for working groups to meet Input from IYS for all staff MHFA training opportunities for staff

TF (IYS) Rights respecting Schools ?	
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No.	Quality Indicator	IMPROVING CURRICULUM
3		

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Continuation of review, consultation and development of Rosshall curriculum offer (S1 – S6) <ul style="list-style-type: none"> Review and update curriculum rationale – focus on inclusion of all in our community, individual pathways and parity of esteem of courses and programmes Widen curricular offer S5/6 Incorporate Learning for Sustainability, anti-racist (with a focus on decolonising the curriculum) and LGBT education (using TIE campaign resources) across all areas of the curriculum Aim for second green flag status Continue to embed our Positive Pathways programme Increase and embed opportunities for learning outwith school including use of community hub 	<p>Oct 21</p> <p>Additional subjects identified Oct 21</p> <p>Subject review of coverage of LfS / LGBT / anti-racist / DYW Oct 21</p> <p>New courses on offer for 22/23</p> <p>Ongoing – in course plans by May 22</p> <p>Complete by June 22</p> <p>Ongoing</p> <p>Ongoing – structured programme in place by May 22</p>	<ul style="list-style-type: none"> Updated curriculum rationale in place More subject options for 22/23 and again for 23/24 – senior pupils more engaged with improved attainment LfS, anti-racist and LGBT education embedded in all curricular areas Learners indicating an enhanced understanding of both areas Reduction in racist incidents (via bullying & equalities reporting) and BPOC reporting improved experiences Second green flag awarded EBSA and disengaged YP engaging with PP / CH – improved wellbeing (via pupil views) / attendance / attainment (via data)
Developing the Young Workforce <ul style="list-style-type: none"> Embed Career Management Skills into S3 curriculum Improve focus and prominence of DYW across the curriculum and through transition points Increase targeted support for leavers, particularly in light of COVID-19 	<p>Action plan in place Oct 21</p> <p>Developed by March 22</p>	

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<ul style="list-style-type: none"> Embed Work Experience opportunities for every young person and increase links with employers across the curriculum 	In place for session 22-23	
Wider Achievement <ul style="list-style-type: none"> Improve opportunities for, and encourage engagement in, wider achievement in and out of school Introduce use of M&T tool to track wider achievement Embed the use of Saltire Awards to accredit pupil volunteering within and outwith school 	From August 21 By March 22	<ul style="list-style-type: none"> Majority of S5 cohort attaining awards from Thurs WA classes Increased numbers of YP engaging in WA in and out of school Increased numbers of YP gaining accreditation for WA Data recorded on wider achievement will be collated on tracking spreadsheets

Staff leading on this priority – including partners	Resources and staff development
W Stillie K King K Milmore (wider achievement / new courses) G McCrossan / N Simpson (linguistic and cultural inclusion) Faculty Heads (LfS/ anti-racist / LGBT education) A McGinn (Eco Committee / Green Flag) J McAvoy (Positive Pathways) O Drennan / K McConnell / R Clelland (DYW) K Auld / R Clelland (community hub / Glasgow Life opportunities) TF (IYS)	<ul style="list-style-type: none"> Time for PT Curriculum Development Co-ordinator to visit other schools/ research good practice Time for development of new courses / funding for associated resources / relevant training for staff Funding for Positive Pathways programme Funding for completion and running of community learning hub Funding for wider achievement opportunities that will enhance achievement / attainment