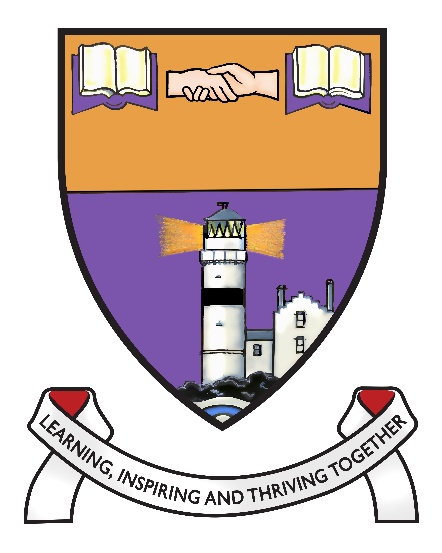
Education – Improvement Planning Document 2023-24

Clydeview Academy

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Craig Gibson | Date |  |

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| Quality Improvement Officer | Elaine McLoughlin | Date |  |

Our Vision, Values and Aims

Our vision is to Inspire Learning, Create Opportunity and Thrive Together.

Our aim for all members of our community is that we will work and learn together while upholding our values of Ambition, Respect, Determination, Creativity, Integrity and Commitment.

Our aim for our students is that they will be:

* Successful in all areas of achievement and attainment
* Confident in their communications
* Responsible citizens of our community
* Able to make an effective contribution to our school and society

We believe in a “Culture of Praise” for our students and celebrate their positive achievements through a process of issuing Merits. On occasions Alerts are issued when behaviour and application require improvement. This information is communicated to students and their parents/carers on 4 occasions throughout the year.

**Ambition: Striving to be the best that we can be**

* All learners are motivated by the desire to achieve, and experience **success in all endeavours.**
* Staff are dedicated to professional development and providing **opportunities** for all learners by delivering a creative and innovative curriculum, which ensures breadth of experience and appropriate challenge.
* Our school community supports the **aspirations** of all learners and cultivates a climate of limitless possibility.

**Respect: Respecting ourselves, others and our environment**

* All learners show an awareness of others and conduct themselves in a manner which demonstrates **consideration** for people, the school building, its facilities and the wider environment.
* Staff are committed to promoting **positive relationships,** achieved through unconditional positive regard.
* Our school community encourages **open mindedness,** respecting difference and individuality, creating an environment where every opinion is heard.

**Determination: Embracing every challenge with enthusiasm and resolve**

* All learners have high expectations of themselves and have the **focus, courage and conviction to persevere** and recognise the value of hard work.
* Staff are **tirelessly dedicated** to empowering learners and unlocking their true potential.
* Our school community values responsibility and seeks to develop the **skills of resilience** encouraging us all to never give up.

**Creativity: Inspiring curiosity for lifelong learning**

* All learners are inquisitive, using **flexibility of thought** to independently problem solve and apply knowledge, skills and *big ideas* beyond the classroom.
* Staff continually explore new ways of presenting ideas and concepts which **capture the imagination** of our learners whilst nurturing their talents.
* Our school community is strengthened by **collaboration and innovation** and celebrates the successes that stem from ‘thinking outside the box’.

**Integrity: Having the confidence to do what is right**

* All learners develop a **strong sense of self**. They are honest, take responsibility for, and reflect upon their actions.
* Staff display the qualities of **trust, truth and transparency.**
* Our school community supports the best interests of every individual; every action adheres to the **ethical and moral principles** fostered within our emotionally safe environment.

**Commitment: Upholding our values prepares us for success in an ever-changing world**

**Our School**

Clydeview Academy serves the towns of Gourock and Greenock and benefits from a commanding position overlooking the River Clyde from Bayhill. The state of the art building features modern teaching areas with the latest technology and wireless connectivity. The school has 11 ICT suites and 8 Science labs with extensive outdoor social areas complemented by a full size grass rugby pitch and a floodlit all-weather 3G pitch.

Clydeview Academy is associated with Ardgowan PS, Gourock PS and Moorfoot PS which incorporates Garvel School for the deaf. We provide for pupils of all levels of attainment and also cater for pupils with various degrees of hearing impairment, who are taught in mainstream classes supported by specialist teachers of the deaf.

* All learners readily **contribute their service** to the school by using their skills and experiences and are spurred on by the collective aim of changing their community and the world for the better.
* Staff are **steadfast** in their pursuit to engage all learners in the curriculum and enriching extra-curricular experiences.

Our school community contributes to our caring ethosand seeks to **make a difference** to the lives of everyone, preparing all young people for the future.

The roll in September 2022 was 985. The teaching complement for this session is 69 teachers, including teachers to cater for the needs of pupils requiring additional support with their learning. This figure also included additional staffing to support our recovery from lockdowns due to the pandemic. We utilised recovery staff to target support in literacy, numeracy, health & wellbeing and digital literacy. There are 10 further support staff in post.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | **Session 2023-2024** | **Session 2024-2025** | **Session 2025-2026** |
| Placing the human rights and needs of every child and young person at the centre of education | * All departments will focus on the chosen articles from the UNCRC. * Prepare for the Gold Rights Respecting School Award * S2 to engage with anti-racism education through Humanities Curriculum | * Further develop children’s rights throughout the school * Enhance leadership capacity of students | * Pupil Voice continues to be embedded in all aspects of the school |
| Improvements in attainment, particularly in literacy and numeracy | * Develop high quality assessments frameworks across all curriculum areas within the BGE. * Exemplify the achievement of a level in identified year groups including the expected progression milestones across all curricular areas in the BGE. * Continue to further develop the use of HOTS and differentiation across all departments. * Further develop Literacy, Numeracy & HWB Tracking across the curriculum | * Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of an effective lesson. * Quality assure curriculum offer and Curriculum development- wider achievement offer * Further develop Literacy, Numeracy & HWB Tracking across the curriculum | * Further embed the use of high quality learning, teaching and assessment across our curriculum linked to our agreed features of an effective lesson. * Embed the tracking, monitoring and assessment of Literacy, Numeracy & HWB across the curriculum |
| Closing the attainment gap between the most and least disadvantaged children | * Identified learners to take part in intervention programmes * Development of the BGE Mentor programme and the Senior Phase mentor programme * Parental Engagement Events and communication to be developed | * All YP impacted by poverty to leave with 2 level 6 qualifications by enhancing SCQF portfolio | * Continue to improve the attainment data for all young people impacted by poverty and targeted groups. |
| Improvement in children and young people's health and wellbeing | * Trauma Informed Practice – embed nurture principles phase 1 | * Trauma Informed Practice – embed nurture principles phase 2 | Trauma Informed Practice – embed nurture principles phase 3 |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * Further embed Skills Framework across BGE curriculum and develop system for profiling skills * Increase positive destination figures | * Embed skills framework across senior phase curriculum and develop system for profiling skills. | * Continue to improve positive destination figures and work experience participation. |

*Stakeholder’s views*

How were stakeholders views collected?

* How Good is Our School 4 Quality Indicator self-evaluation with departments and faculties.
* Staff consultation at INSET day examining whole school priorities for the session 2023-24
* Staff consultation of tasks to achieve priorities.
* Parent Council updated and consulted.
* Parental survey feedback May 2023.
* Students consulted through Broad General Education Review.
* Student Council consultation.
* Student focus group feedback.
* Learning observations focussed on our features of an effective lesson.

How was PEF spend consulted on?

* Equity Committee views
* Parent Council updated and consulted
* Staff consultation at in-set day examining whole school priorities for the session 2023-24

Plan –Session 2023-2024

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| **Priority 1 Placing the human rights and needs of every child and young person at the centre of education.** | | |
| **NIF Driver**    School leadership  School Improvement | HGIOS/ELC QIs  1.1 Self-evaluation for self-improvement  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 3 (Best interests of the child):  Article 42 (Knowledge of rights): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Further our work on developing an inclusive curriculum with a focus on anti-racist education - **Local Authority Priority**  Continue our rights respecting school journey working towards achieving gold status. Our silver status was achieved in session 21/22. Staff and student consultations have identified five articles from the UN Convention on the Rights of the Child as a priority to take forward. Continued staff development will increase staff confidence in effectively teaching about the CRC and modelling rights respecting language and attitudes. Young people should be supported to engage in an increasing range of advocacy and campaigning activities which promote children’s rights locally and globally.  We continue to look for ways to reduce the cost of the school day and also to empower the voice of our young people who are impacted by poverty and those who are at risk of being impacted by poverty. An equity monitoring group will ensure that all those young people impacted by poverty have their voice heard and funds set aside to improve outcomes for young people will have been spent appropriately.    We continue to expand opportunities for pupil leadership within the BGE and closely monitor pupil led councils to ensure a proportionate membership to match the PEF profile of the school. As well as this, we continue to ensure that young people impacted by poverty and those at risk of being impacted by poverty are supported in their leadership pathway through peer support. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 2024 all young people in S2 will further their understanding of the harmful consequences of racism, their own rights and the rights of others within the school and within the community. * By June 2024 the majority of young people will be able to talk confidently about our identified articles from the rights of the child and identify contexts where these are delivered throughout their curriculum. * Beyond June 2024 most young people in S1-S3, across all subject areas, will experience increased levels of personalisation and choice - baselines have been established for each subject from the BGE Learning review pupil questionnaires – average response across all subjects indicate that currently the majority of young people experience personalisation and choice. * By June 2024 the number of S1-3 young people living in SIMD 1-2, engaging in pupil voice change projects will increase by 25% through the Equity Monitoring Group. * By June 2024 the motivation, aspirations and engagement in change projects will increase to 100% of a targeted group of learners in S2 living in SIMD 1-2. |
| ​**If PEF spend is supporting – how much and what?** |
| Participatory budgeting £2000  Columba 1400 £15000 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| All S2 learners engage with the newly developed Inverclyde historic links to slave trade unit. | by May 2024 |  | Humanities Faculty | Local authority curriculum plan/resources |
| All departments will provide S1-S3 learners further opportunities to personalise their learning experience including feedback to learners on actions taken – focus on chosen articles:  13. Sharing thoughts freely  12. Respect for Children’s views  3. Best interests of the child | by June 2024 |  | Departments/Faculties  Assessment and Moderation Working Group  UNCRC Working Group | Collegiate time  Audit tool adapted from UNCRC with exemplars  Next steps identified by dept. with best practice examples shared.  [Personalisation and Choice Baselines](Professional%20Reading%20and%20Resources/Personalisation%20and%20Choice%20BGE%20Review.xlsx) |
| Staff and students prepare the school for the Gold Rights Respecting School Award. | by June 2024 |  | School Council  Senior Student Leadership Team  UNCRC Working Group | Collegiate time |
| The creation of the Equity Monitoring Group to evaluate the success of proportionate representation | August 23 – ongoing |  | PEF Team  Staff membership  S1-6 pupil representation | CLPL for staff in:  The Cost of the School Day  Anti-racist education  Anti-bullying education |
| The continued close working with Columba 1400 to ensure specific outcomes are met for all delegates | By May 24 |  | Columba 1400 staff and liaison team | Recruitment process  Liaison team training  Legacy training |

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| **Measure of Impact: What we will see and where?**  **How will we measure this? What does “better” look like? How will we recognise better when we see it?** |
| * S2 focus groups will show learners have developed an increased understanding of anti-racist education. * Learners will demonstrate an increased understanding of the relevant articles of the rights of the child and how this links to the wider framework of human rights – pupil focus group discussions will evidence a greater understanding. * Department and Faculty Planning and Moderation Templates will reflect the curricular links to UNCRC. * Students will have enhanced opportunities for personalisation and choice across their subjects and within the wider work of the school. * UNCRC Working Group Minutes will detail the steps taken in developing a whole school approach to implementing the Rights Respecting School priorities for the Gold Award. * Minutes of meetings outlining strategic actions associated with pupil voice and the outcome and evaluations of those actions. * A range of evidence reaped from the evaluations of the Columba 1400 programme including delegate views, staff observations and the success of further activities. |

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| **Priority 2** Improvements in attainment, particularly in literacy and numeracy including learning, teaching & assessment | | |
| **NIF Driver**    Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  1.2 Leadership of learning  Choose an item. | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Broad General Education Review – Curricular review undertaken and students consulted regarding the learning experience within S1-S3. The student feedback along with teacher observations identified a number of priorities such as: Questioning, Differentiation, Digital Technologies and Feedback.  Work continues from last year to embed the new learning and teaching policy, building consistency in the delivery of high quality learning experiences in every lesson based on our agreed features of an effective lesson.  Staff and parent surveys indicate that, in some areas of the curriculum, there needs a stronger and more consistent understanding among key stakeholders of the achievement of a level and the expected milestones as learners progress through the Broad General Education.  The work already completed on assessment and moderation will now continue to ensure that all learners benefit from curricular plans that are based on the benchmarks, experiences and outcomes and skills for like, learning and work.  Through improvement planning, staff are more confident in the Cycle of Effective Learning and Teaching, particularly though the use of moderation templates.  Some staff are now tracking Numeracy outcomes across departments and through a renewed focus on Literacy and Numeracy ROA, more staff will be confident in tracking and reporting on experiences and outcomes across more departments.  Our BGE and Senior Phase mentoring programmes continue to support learners through bespoke supports based on attainment, achievement, attendance as well as the measures of the Glasgow Motivational Scale.  Questionnaires demonstrate that staff are increasing their confidence in their capacity to support young people and we are now looking to develop programmes to include small group settings to maximise the level of interventions |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 2024 the majority of learners benefit from a curriculum that develops their critical thinking skills and learning experiences that incorporate the appropriate pace and challenge matched to their needs. * By December 2023 all learners in S1 will experience a consistent approach within subject areas regard learning, teaching and assessment procedures which incorporates skills for life, learning and work and links to articles from the UNCRC. * By June 2024 the number of learners in S1-S3 that will have a clearer understanding of their learning pathway through the broad general education through to the senior phase will increase from most (76%) to almost all (expected milestones) * By December 2024, almost all S1-S3 learners will show an improved understanding of their next steps in learning as a result of improved high quality assessments. * To increase the social and emotional wellbeing from negatives to positives on the Glasgow Wellbeing tool for a targeted group using the mentoring programmes – individual baselines to be established |
| ​**If PEF spend is supporting – how much and what?** |
| PT Raising Attainment £7718  DHT PEF DHT £12149 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Learning and Teaching Policy embedded into practice with a particular focus on:   * Differentiation (Departments to choose own area of focus) * Questioning – Critical Thinking Skills | From August 2023 |  | * Learning and Teaching Improvement Group * All Staff * PTs/FHs/SMT | * HOTS and AIFL best practice delivered and refreshed. * Moderation templates reflect HOTS * Differentiation focus at all DMs/Collegiate Meetings and incorporated into moderation/assessment frameworks. * [Differentiation – Education Scotland Training](file:///N:\Whole%20School\4.%20Improvement%20Plan\2021-2024\2023-2024\Professional%20Reading%20and%20Resources\Differentiation%20PTs%20Aug%2022.pptx) |
| BGE assessment toolkit completed by all departments. | by October 2023 |  | * PTs/FHs * Assessment and Moderation Improvement Group | * Toolkit * INSET Day 2 Training |
| Learner friendly Assessment Frameworks, that include a breadth of differentiated assessment tools for each subject area to be completed along with an audit of departmental/faculty reporting procedures.  Departments to create subject specific progression framework which demonstrates the correlation between BGE and the Senior Phase. (exemplar hyperlinked in resources)  Departments produce exemplification of the achievement of level 3 and expected milestones linked to assessment frameworks. | One year group completed by Feb 2024  Additional year group completed by May 2024 |  | * All Staff * PTs/FHs * Assessment and Moderation Improvement Group | * Best practice session delivered last session and feedback very positive. * Group establishing whole school practice and agreeing commonality across all curricular areas. * Moderation calendars produced for BGE and similar process to Senior Phase * [Progression Framework](file:///N:\Whole%20School\4.%20Improvement%20Plan\2021-2024\2023-2024\Professional%20Reading%20and%20Resources\Progression%20Framework.jpeg) * [Assessment Framework exemplar](file:///N:\Whole%20School\4.%20Improvement%20Plan\2021-2024\2023-2024\Professional%20Reading%20and%20Resources\Development%20in%20Africa%20%20-%20Assessment%20Framework.docx) |
| All Curricular areas to audit and update Planning and Moderation templates for BGE courses. S1 Planning and Moderation templates to be completed by December 2023. | By December 2023 |  | * All Staff * PTs/FHs | * Templates underway – a number of departments well ahead with S1-S3 * Central Folder created and quality assurance process carried out by the assessment and moderation working group. |

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| **Measure of Impact: What we will see and where?**  **How will we measure this? What does “better” look like? How will we recognise better when we see it?** |
| * Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching (including effective use of differentiation/critical thinking skills). Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits. * Departmental and Faculty planning and moderation activities will take place developing exemplification materials of achievement of a level. These moderation activities will lead to increased confidence of staff and lead to greater consistency within departments on the professional judgements of achievement of a level. * Pupil questionnaires and focus groups will show that learners strongly agree that their teacher helps them to understand how their work is progressing across all curricular areas leading to a clearer understanding of their future pathway and their next steps in learning. |

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| **Priority 3 -** ​Closing the attainment gap between the most and least disadvantaged children and young people​ | | |
| **NIF Driver**  ​​Assessment of children's progress​  ​​Teacher professionalism​  ​​Performance information​ | HGIOS QIs  ​​3.2 Raising attainment and achievement​  ​​3.2 Securing Children's Progress​   ​Choose an item.​  ​​Choose an item.​ | **UNCRC**  ​​Article 28: (Right to education):​  ​​Article 3 (Best interests of the child):​ |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| There has been an increase in the instances of pedagogical avoidance. 5% of S3 have been identified as having a significant issue with pedagogical attendance.  Almost all of those young people who are absenting themselves reside in SIMD 1 and 2.  The introduction of the Achievement Room has brought about positive changes in the way that these learners have been able to access a wider curriculum and experience a nurturing, purposeful environment. Learners are supported in literacy and numeracy and users report an increase in their wellbeing.  Staff are widening the curricular offer and learners are achieving success in Personal Development Awards and Employability Awards. Staff in the Achievement Room are also able to support learners who are not making expected progress by providing bespoke interventions, removing literacy and numeracy as a barrier to learning across other subject areas. Further building upon the capacity for the Achievement Room will support more learners to reach milestones and develop stronger affiliation to their learning thus further reducing period by period absence as well as improving literacy and numeracy outcomes for those young people who are impacted by poverty and who are at risk of being impacted by poverty.    As well as pedagogical avoidance, some learners from SIMD 1-2 struggle with their attendance and the 2022 2023 attendance gap is thus:    C:\Users\ras269\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7B364BAB.tmp  Particular focus is required with the new S3 and S5 pupils living in SIMD 1-2 and through the BGE and the Senior Phase Mentoring programmes, learners will be supported to improve their attendance.    From P7 data, we have identified a number of learners who would benefit from literacy and numeracy intervention programmes.  We also use data from S1 and S2 to inform us of who should be supported by interventions.  The focus will centre around creating interventions for these learners from SIMD 1-2 and will be monitored by the PEF team through the improved PEF tracking and monitoring system.  This system, through the evaluations of its efficiency will better support staff in informing their pedagogy.  The achievement of 4th level in literacy and numeracy in some learners impacted by poverty by the end of S3 needs attention and so earlier careful planning for interventions is required.  Our BGE and Senior Phase mentoring programmes continue to support learners through bespoke supports based on attainment, achievement, attendance as well as the measures of the Glasgow Motivational Scale.  Questionnaires demonstrate that staff are increasing their confidence in their capacity to support young people and we are now looking to develop programmes to include small group settings to maximise the level of interventions as well as starting the programme earlier in the year and with further CLPL in coaching and mentoring approaches.    Parents and carers from SIMD 1-2 are sometimes the hardest to reach and they have benefitted from bespoke arrangements to encourage them to attend school events. We continue to build upon our BGE Parental Engagement programme. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **BGE:**  **Literacy:**   * To increase the attainment in Writing of identified learners: 10 in S1, 10 in S2, 10 in S3, living in SIMD 1-2 by at least 2 stages within a level by June 2024 * To increase the attainment in Listening and Talking of identified learners: 10 in S1, 10 in S2, 10 in S3, living in SIMD 1-2 by at least 2 stages within a level by June 2024 * To increase the attainment in Reading of identified learners: 10 in S1, 10 in S2, 10 in S3, living in SIMD 1-2 by at least 2 stages within a level by June 2024   **Numeracy:**   * To increase the attainment in Numeracy of identified learners: 10 in S1, 10 in S2, 10 in S3, living in SIMD 1-2 by 2 at least stages within a level by June 2024   **Health and Wellbeing:**   * To decrease the instances of pedagogical avoidance in learners in S1-3 living in SIMD 1-2 by December 2023 through the management of the Achievement Room - baseline to be established by August 23 * To increase the attendance of 14 S3 pupils living in SIMD 1-2 by 5% by December 2023 * To increase the  social an emotional wellbeing from negatives to positives on the Glasgow Wellbeing tool of 20 young people living in SIMD 1-2 the mentoring programmes – individual baselines to be established * To increase attendance in learners in 12 S3 and 6 S5 learners living in SIMD 1-2 by 5% by May 24   **Attainment**   * To increase the curricular offer to learners in S1-3 living in SIMD 1-2 by June 23   **Parental Engagement, Parental Involvement, Family Learning and Learning at Home:**   * To increase parental engagement for parents and carers of young people from SIMD 1-2 to 80% by June 2024 through the parental engagement strategy.   **Senior phase:**   * To increase the percentage of leavers in SIMD 1-2 attaining 1 or more pass at SCQF level 5 by August 2024 - S4 from 43% to 48%, S5 from 78% to 85%, S6 from 88% to 95% * To increase the percentage of leavers in SIMD 1-2 attaining 1 or more pass at SCQF level 6 by August 2024 - S5 from 33% to 45%, S6 from 77% to 83% * To increase the SCQF tariff points of 10 S5 pupils living in SIMD 1-2 by August 2024 by a minimum of  72  through a widened curricular offer * To increase the average SCQF tariff points of S6 pupils living in SIMD 1-2 from 144 to 168 by August 2024 * To decrease the percentage of pedagogical avoidance 7 S4 learners from SIMD 1-2 by November 2023 * To increase the attendance of 10 S5 pupils living in SIMD 1-2 by 5% by December 2023 – baseline to be established   **Other (if required):**  To increase the number of S1-3 young people living in SIMD 1-2, engaging in pupil voice change projects by 25% through the Equity Monitoring Group.  To increase motivation, aspirations and engagement in change projects by 100% of a targeted group of learners in S2 living in SIMD 1-2. |
| ​**If PEF spend is supporting – how much and what?** |
| DHT PEF £12149  PT Raising Attainment £7718  Clerical (11.47 Hours Term time) £7561  Columba 1400 £15000  Action for Children Family Wellbeing Practitioner £17574 PT SSA (backfill) £7718 |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Review of efficiency of the PEF Tracking and Monitoring system to monitor the success of intervention programmes.  System to record updates to strategies for support through Confidential Register | August 23 - October 23 |  | DHT PEF  PT Raising Attainment  Administrative staff | CLPL on data management and the management of the PEF Tracking System  Refresh to staff on the use of data, informing pedagogy to improve outcomes for learners. |
| Identify learners to be given intervention programmes through the implementation and monitoring of the Achievement Room | August – May 23 |  | DHT PEF  PT Raising Attainment | Achievement Room – Learning Space with resources: Laptops, iPads, Learning materials.    CLPL in:   * Personal Development and Employability Awards * Metacognition |
| BGE Mentoring Programme –recruitment and training of staff to deliver assertive interventions, including attainment, achievement and attendance | Set up by September 23  Reviews in December, February  Final evaluations:  May 24 |  | Staff Mentors  PT Raising Attainment  DHT PEF | CLPL for mentors  Review Calendar, caseload meetings, sharing best practice.    Parental engagement to share strategies for supporting learning in the home |
| Senior Phase Mentoring Programme –recruitment and training of staff to deliver assertive interventions, including attainment, achievement and attendance | Set up by September 23  Reviews in December, February  Final evaluations:  March 24 |  | Staff Mentors  PT Student Achievement  DHT PEF | CLPL for mentors  Review Calendar, caseload meetings, sharing best practice.    Parental engagement to share strategies for supporting learning in the home |
| Careful planning of events through the Parental Engagement Strategy will be supported by improved communication, particularly to the parents and carers of young people impacted by poverty. | Sept – March 24 |  | The parent council  Staff delivering workshops  PEF Team | 3 events held throughout the year for S1-3  Comms to be improved |

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| **Measure of Impact: What we will see and where?**  **How will we measure this? What does “better” look like? How will we recognise better when we see it?** |
| * PEF caseload meetings will monitor and record the success of interventions and further share strategies for support with staff through the Confidential Register. * The success of the Achievement Room evidenced by data from pupil progress and achievements, pupils’ views, attendance and learning visits. * Data to demonstrate that pupils are improving attendance through SEEMIS. * Evidence regarding attainment levels in numeracy and literacy gathered from a range of departments to demonstrate achievement of a level. * Data from the monitoring of parental engagement to show the increase in parent and carer attendance through the parental engagement programme. * Data that demonstrates the increased success (engagement, attendance, attainment) of learners who are mentored in the BGE and Senior Phase Mentoring programmes |

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| **Priority 4** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**    Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| * Maintain a high-level focus on improving attendance for all pupils – Local Authority Priority for Schools * Trauma Informed Practice is a Local Authority priority and will provide a refresh to staff and ensure that all staff can recognise the early signs of trauma and respond appropriately ensuring early intervention for all young people - Local Authority Priority for Schools * The analysis of our HWEB tracking audit indicated that young people do not feel confident when speaking in front of others and do not know basic first aid. We will address these areas throughout curriculum delivery. * Implement the single agency pupil assessment and planning document – Local Authority Priority for Schools * The school’s strategy on parental engagement has continued to grow and will now more fully track parental engagement, parental involvement, family learning and learning at home. Some departments are looking to expand their parental offer with more regular events such as Family Cookschool and Family Sports events.  Communication regarding parental engagement events will improve and parents will benefit from more accessible resources. | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | |
| * By October 2024 all young people being referred to ASNMF and ASG will benefit from use of the new single agency pupil assessment and planning. * By June 2024 the overall number of referrals will decrease by 20% for young people in S1-S3 with the number of pupils receiving referrals reduced by 10%. * Beyond June 2024 almost all young people will benefit from nurture principle ‘Language is a vital means of communication’ and can talk confidently about the use of language to support them in the classroom. * By June 2024 identified pupils will indicate improvements across wellbeing indicators. * By June 2024 overall attendance will have improved from 89.5% to above 91.5% with attendance rates of those impacted by poverty improving from 86.5% to more than 88.5% * By June 2024 attendance of S3 students in SIMD bands 1 and 2 will have improved from 85.2% to more than 87.2% * By June 2024 attendance of S4 students in SIMD bands 1 and 2 will have improved from 87.5% to more than 89.5% * By June 2024 attendance of S5 students in SIMD bands 1 and 2 will have improved from 86.5% to more than 88.5% * To increase parental engagement of parents and carers through parental engagement strategies. (Baseline to be established) | | | | |
| ​**If PEF spend is supporting – how much and what?** | | | | |
| Action for Children Family Wellbeing Practitioner £17574 | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| Complete an audit of current nurture practices across departments and identify the most appropriate nurture principles to embed across our school community through the provision of staff training and development.  Departments will identify nurture strategies to take forward using the plan-do-study-act improvement cycle in order to share good practice and embed our nurture principles. | by August 2023  by May 2024 |  | All Staff  J Wilson Milliken/J Sloan  Health and Wellbeing Improvement Group | [Applying Nurture as a Whole School Approach](file:///N:\Whole%20School\4.%20Improvement%20Plan\2021-2024\2023-2024\Professional%20Reading%20and%20Resources\Applying%20nurture%20as%20a%20whole%20school%20approach) |
| Refresh our approach on trauma informed practice/attachment theory through upskilling and training of staff – partnership working with Educational Psychologist/Be-inn Unity. | from August 2023 |  | Inverclyde Educational Psychology  Health and Wellbeing Improvement Group | Be-inn Unity |
| Take forward priorities from the student wellbeing tracker: build student confidence, develop a programme to teach basic first aid. | from August 2023 |  | J Wilson Milliken/V Forsyth |  |
| Review attendance policy in line with the local authority approach. Key staff understand/carry out roles and responsibilities. | from August 2023 |  | J Wilson Milliken/V Forsyth  Pupil Support Department |  |
| All referrals to ASNMF and the ASG will be completed using the new single agency pupil assessment and planning | by October 2023 |  | J Wilson Milliken  Pupil Support Department |  |
| **Measure of Impact: What we will see and where?**  **How will we measure this? What does “better” look like? How will we recognise better when we see it?** | | | | |
| * By June 2024 all staff will have an increased knowledge of Trauma Informed Practice. Staff questionnaire will demonstrate more confidence in supporting students who have experienced trauma. * By June 2024 there will be a reduction in the number of referrals/de-merits and pupil focus groups will show an increase in the number of young people feeling confident in regulating emotions and associated behaviours. * Beyond June 2024 behaviour data should demonstrate a decrease in the number of referrals and school exclusions. * Student wellbeing data will demonstrate an increase in confidence and an understanding of basic first aid. * Student attendance for target groups will show an improvement on 22/23 attendance. | | | | |

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| **Priority 5** Improvement in Employability Skills and sustained, positive school destinations for all young people | | |
| **NIF Driver**    School Improvement  Performance information | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  1.1 Self-evaluation for self-improvement  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| * Positive destinations – we are not yet in line with our virtual comparator and more work needs to be done to ensure that the information we have is accurate and timeous to allow appropriate interventions to aim to improve. * Work Experience – while there has been some work experience taking place this year, it falls short of the number expected. A clear process of targeting students and ensuring the work experience takes place is required. * Skills – continue to embed the skills framework into lessons and revisit the skills profile to ensure that an appropriate method of completion can be found. | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | |
| * By December 2023, almost all students who have chosen to leave school will be in a positive destination. This will be monitored by DYW Co-ordinator/SDS/Guidance and DHT. By September 2024 the percentage of pupils in a positive destination will increase from 95.34% to 96.5% (in line with our virtual comparator). For students impacted by poverty the percentage will increase from 89.7% to 91%. * By December 2023, almost all of the students in S4/5 who have planned to leave school in June 2024 will have been offered a work experience opportunity. * By December 2023, almost all targeted students (Care Experienced, Maximum risk and SIMD Band 1 and 2) in S4 will have been offered a work experience opportunity. * By October 2023, a skills event will be held for S3 students and a revised skills profile produced for use by students and staff. * By March 2024, almost all students in S3 will have reflected upon their skills development across all curricular areas and use their strengths to inform pathways for S4. | | | | |
| ​**If PEF spend is supporting – how much and what?** | | | | |
| N/A | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| 16+ data analysed and appropriate interventions considered at regular points throughout the year | Monthly attendance at guidance – discuss leavers/16+ |  | S Coulter  DYW Co-ordinator  SDS  Pupil Support Department | Electronic 16+ form created and used. |
| Clear system for targeting students for work experience along with procedures for follow up during work experience. Departments supported to establish employer links. | By September 2023 |  | S Coulter  DYW  SDS  Pupil Support Department DYW Improvement Group | Work Experience Pack produced and issued to all students undertaking work experience.  [Career Education Standard](file:///N:\Whole%20School\4.%20Improvement%20Plan\2021-2024\2023-2024\Professional%20Reading%20and%20Resources\dyw2-career-education-standard-0915.pdf) |
| Further explore ways to enable young people to profile their skills as they progress through BGE to Senior Phase. | By October 2023 |  | DYW Group  DHT  DYW Co-ordinator |  |
| Skills embedded in lessons across all departments and key skills highlighted and recorded for S2 and S3.  Departments further explore opportunities in the Senior Phase about how we ensure the skills framework is embedded. | from August 2023  By April 2024 |  | DYW Improvement Group  PT/FH | Moderation Templates |
| **Measure of Impact: What we will see and where?**  **How will we measure this? What does “better” look like? How will we recognise better when we see it?** | | | | |
| * Almost all students in S2 and S3 will have produced a skills profile. S2 students will work with Gen+ to gather a skill’s record. * Staff questionnaires and learning observation will show an increase in the development of skills within the classroom. * Insight data and the school positive destination measure will demonstrate a percentage improvement. * Work Experience participation data will show an improvement in the numbers of your people successfully completing placements and the number of students gaining Employability at SCQF Level 4/5 will increase. (baseline to be established) | | | | |