Education – Improvement Planning Document 2023-24

Port Glasgow High School

 Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Gillian Carroll | Date | 25/06/23 |

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| Quality Improvement Officer | Adam Stephenson | Date |  |

Our Vision, Values and Aims

**Vision**

We will foster the attributes of confidence and enthusiasm in our learners to develop their enjoyment of lifelong learning. The provision of rich learning experiences will be enhanced through increasing positive partnerships within and out-with our community campus.

We will generate mutual pride between the school and its community through continually enhanced community connections and the celebration of learners’ achievements.

We will enhance the wellbeing of our learners through a commitment to full inclusion and equity, ensuring every individual is valued, respected and supported as a part of our caring learning community.

Our values are **CLEAR**

**C**onfidence

**L**earning

**E**quity

**A**mbition

**R**espect

**Our Aims:**

To improve outcomes for every learner, nurturing and utilising their ambition to ensure they are ready to fulfil a positive place in society with a sustainable, successful future.

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 |
| Improvements in attainment, particularly in literacy and numeracy | Development and implementation of Learning and Teaching policy. | Greater pedagogical consistency. | Expand pedagogical practice. |
| Closing the attainment gap between the most and least disadvantaged children | Implement revised S3 curriculum structure. Review pathways through the BGE. | Evaluate revised S3 curriculum structure with its coherence to the senior phase. | Review and evaluate BGE curriculum. |
| Improvement in children and young people's health and wellbeing | Whole school engagement in Trauma Informed Practice CLPL. Review pupil support policy and procedure through Trauma lens. | Implement revised pupil support policy and procedure. | Review and evaluate pupil support procedure. |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Enhance input on skills development in the BGE through implementation of Gen+.Review and refresh DYW offer with new PT DYW and DYW Coord.Review Senior Phase pathways. | Review impact of enhanced skills development. Continue to seek improvements and development in PGHS DYW Offer from S1 to S6 and post schoolEvaluate impact of senior phase pathways amendments. | Continuous evaluation of data to support maintenance of positive leaver destinations through the provision of appropriate curricular pathways |
| Placing the human rights and needs of every child and young person at the centre of education  | Increase in opportunities for pupil voice in school improvement. Participation in Young Leaders of Learning and revisit of Rights Respecting Schools | Evaluate impact of increased opportunities for pupil voice. | Pupil voice incorporated in school improvement. |

*Stakeholder’s views*

How were stakeholders views collected?

Views of parents sought via the Parent Council throughout the year.

An outline of improvement plan was discussed with the parent council and all staff in May.

The pupil council will discuss the plan in detail at their first meeting.

How was PEF spend consulted on?

As above.

Plan –Session 2023-2024

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people |
| **NIF Driver**Performance informationTeacher professionalismAssessment of children's progress | HGIOS/ELC QIs 2.3 Learning, teaching and assessment3.2 Raising attainment and achievement 1.2 Leadership of learning | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| In S3, listening and talking along with writing has increased in SIMD 1 & 2 to over 90% young people achieving level 3. For writing the attainment gap is +1% Although talking and listening has seen a positive increase this was mirrored by a positive increase in attainment in SIMD 3-10 and so the attainment gap has increased. SIMD ACEL for reading remains at 87.5%.ACEL in numeracy has improved in SIMD 1&2 from 80.4% to 85.7%. However this was coupled with an increase in attainment in SIMD 3-10 and so the attainment gap has widened.Analysis of data across the curriculum demonstrates a lack of correlation between the percentage of young people achieving level 4 and progressing to National 5 in discrete subject areas.Staff and pupil evaluation of learning and teaching indicate that there is a requirement in increase consistent use of OTI strategies across the school to facilitate a high quality learning and teaching experience for pupil. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| **Literacy**To increase the percentage of pupils in S3 living in SIMD 1 & 2 making expected progress in reading from 87.5% to at least 90% by June 2024.To maintain the percentage of pupils in S3 living in SIMD 1 & 2 making expected progress in listening and talking at greater than 90% and reduce the attainment gap from 4.5 to 3.7 by June 2024.To maintain the percentage of pupils in S3 living in SIMD 1 & 2 making expected progress in writing at greater that 90% and maintain the closure of the poverty related attainment gap by June 2024.**Numeracy** To increase the percentage of pupils in S3 living in SIMD 1 & 2 making expected progress in numeracy from 85.7% to at least 90% by June 2024.**BGE Level 4**There will be an increase in the percentage of pupils achieving level 4 in discrete areas of the BGE by June 2024.**Pedagogy**By June 2024, most pupils will identify as learners through their ability to communicate their experiences in the classroom in terms of their- experience of OTI strategies. Measured through Learning and Teaching pupil focus groups. |
| ​**If PEF spend is supporting – how much and what?**  |
| PT Learning and Teaching £11,908 Osiris training £11,000Sumdog £861Show My Homework £2400Clickview £1400 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review tracking processes for identifying pupils requiring support in literacy and numeracy | Aug – Oct 23 |  | DHT BGEPT EnglishPT MathsPrimary Specialist | Authority T & M system to be introduced. |
| Identified learners given targeted support. | Aug – May 24 |  | PT EnglishPT MathsPT SfLPrimary Specialist | Programme of learningLiteracy and Numeracy intervention training.CMO literacy and numeracy supportSchool improvement groups |
| Revisit the learning, teaching and moderation cycle in the BGE. | Aug – May 24 |  | All staff | Collegiate time allocatedStaff training – Assessment and ModerationWest Partnership WorkshopsCross authority workingFebruary Inset day moderation focus |
| Using data gathered, carry out a review of attainment across the BGE. | Ongoing through tracking periods to May 24 |  | HTDHT BGEAll PTs | BGE Tracking and MonitoringBGE attainment meetings |
| Develop and implement learning and teaching policy. | Ongoing to May 24 |  | DHT BGEPT Learning and Teaching | School improvement groupStaff training - OTI |
| Develop and implement framework for self-evaluation for self-improvement. | Ongoing to May 24 |  | HTSLTPTs | Staff voicePupil voiceParent voiceCollegiate time |

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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? |
| * Tracking and monitoring data will show literacy and numeracy targets met.
* Data which demonstrates that most pupils are making expected progress.
* Teachers will demonstrate greater confidence in their TPJs and these will show greater correlation with learner journey through the senior phase.
* Minutes of department meetings will show moderation activities are taking place in the BGE across the curriculum.
* Feedback from staff and pupils, via focus groups, will indicate that most pupils are taking ownership of their learning and can use the language of OTI to discuss their learning experience
* Self-evaluation of learning and teaching will evidence an improvement in consistency of high quality learning and teaching across the curriculum. Evidence will be gathered through the self-evaluation for self-improvement framework.
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| **Priority 2** Improvement in children and young people's health and wellbeing- |
| **NIF Driver** School ImprovementChoose an item. | HGIOS/ELC QIs 3.1 Ensuring wellbeing, equality and inclusion1.5 Management of resources to promote equity 2.4 Personalised support | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| The school has many programmes of support in operation both run internally by staff or through effective partnership working. Feedback from staff, pupils and parents highlights that not all policy and procedure in place with regards to pupil support is meeting the needs of all learners. We will carry out a review of pupil support policies to ensure inclusion and trauma informed practice is at the centre of our pupil support strategies. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| Increase the wellbeing score of targeted learners from identified baselines through participation in appropriate planned interventions by May 24.Increase in the number of targeted young people able to self-regulate and maintain participation in class by May 24.Through staff training in trauma and circle training, reduce the number of pupils accessing support bases by May 24. |
| ​**If PEF spend is supporting – how much and what?**  |
| PEF DHT Wellbeing and Inclusion £ 11,908 (PT Backfill £11,908)Man On! Inverclyde £27, 840Breakfast Club £1300Columba 1400 £600 Cost of the school day initiatives £2000  |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review current policies and procedures ensuring they are consistent with Trauma Informed Practices and the Inverclyde GIRFEC pathway (Universal; Enhanced Universal; Collaborative and Enhanced Collaborative) | Aug 23 – Jun 24 |  | DHT Wellbeing and InclusionPTGPT SFLPT HWBHome link workerYear Heads | Time to review working practicesAccess to ongoing training and support Looking outwards to other establishments |
| Whole school engagement and utilisation of Inclusive Classroom Assessment (CIRCLE Resource) | Aug 23 – Jun 24 |  | DHT Wellbeing and InclusionPT HWBPT L & TPTG PT SFLROA Implementation GroupAll staffICOSEducational Psychology Team | School Improvement Group Time AllocatedAccess to ongoing training and supportExtended opportunities for deeper learning |
| Further develop approaches to enhance tracking and monitoring of CEYP by providing direct feedback to CEYP and their parents | Aug 23 – Jun 24 |  | DHT Wellbeing and InclusionPTGVirtual HTYear Heads | Continued access to training and support from Inverclyde Corporate Parenting Team |
| Implementation of JST using single agency pupil assessment and planning document  | Aug 23- Jun 24 |  | DHT Wellbeing and InclusionPTGPT SfLVirtual HTYear HeadsHome link worker | Opportunities for collaborative working with key agenciesTime to prepare and implement plans (targeted support) |
| Further development of attendance procedures with a specific focus on early intervention | Aug 23 – Jun 24 |  | DHT Wellbeing and InclusionPTGYear HeadsHome link worker | Looking outwards to other establishmentsContinued access to maximising attendance self-evaluation toolkitTargeted support  |

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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? |
| * Through self-evaluation of learners’ experiences: class visits, learner voice.
* Increased attendance statistics.
* Parent and pupil feedback will identify the school as a supportive establishment that supports inclusion.
* Reduction in demerits.
* Reduction in number of exclusions.
* Reduction in the number of pupils who have missed learning opportunities.
* Analysis of data collected from GMWP questionnaires (baseline in pre-intervention v post intervention) will highlight increase in scores across four domains.
* Staff evaluations will indicate increased staff confidence in adapting classroom setting and practices that are inclusive and trauma informed.
* Minutes of department meetings will show considerations given to inclusive classroom structures.
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| **Priority 3** Improvement in skills and sustained, positive school-leaver destinations for all young people - |
| **NIF Driver** School ImprovementPerformance information | HGIOS/ELC QIs 3.3 Increasing creativity and employability2.7 Partnerships 2.2 Curriculum | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| 96.6% of our young people progressed on to positive destinations. Although this was the highest for Inverclyde Council we continue on a journey of improvement and aim for all young people to get the targeted support they need to progress onto a positive destination.In response to data analysis and staff and pupil voice we continue to review our senior phase offer to ensure all learners can access appropriate curricular pathways that maximise their attainment.Our existing PSE programme contains input on careers education. Staff voice and observation indicates that this input is not consistently experienced by all learners. S1/2 will engage in the Gen+ programme this year with departments across the school highlighting skills development in their curriculum. Careers Education and Skills Development across PSE will be reviewed. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 98% of young people leaving school progress onto a positive destination by August 2024.All senior pupils experience a senior phase offer that maximises their attainment by June 2024.All young people experience the consistent delivery of careers education and skills development through PSE. |
| ​**If PEF spend is supporting – how much and what?**  |
|  PSA Alternative pathways £17,750Columba 1400 £600Supported Study Initiatives £15000 |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| PSE career education/ skills development |  Throughout 2023/2024 |  |  DHT Senior Phase DHT Equity & Excellence PT Guidance and Curricular PSE TeachersSubject Teachers SDS Careers Officer  |  Meeting time allocated for PSE staff Collegiate sessions to increase  awareness of DYW role and content |
| Senior phase offer enhancements |  Throughout 2023-2024 |  |  DHT Senior Phase PT DYW West College Scotland CLD |  Pupil Voice gathered on curricular offer June 2023 – analysis required.Discussion with QIO on possible LA/central provision. |
| SCQF Ambassadors |  Oct 2023 – Aug 2024 |  |  DHT Senior PhaseAN Other Staff Member Senior Pupils |  Development time Platform for training and agreement on make up of group and commitment. |
| Gen+ implementation | Ongoing June 24 |  |  DHT BGEPSE Teachers | Staff trainingIT access |
| DYW offer | 2023/2024 and beyond |  |  DHT Senior Phase PT DYW SDS Careers OfficerQIO (DYW Coordinators) |  Sufficient development time allocatedCollegiate/IS time to outline DYW function and wider responsibilitiesGuidance staff development time |

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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? |
| * The planned PSE Careers Programme (Linked to the CES) will be more consistently delivered from S1 to S6 and so young people will have overtaken the learning required to become more familiar with the language of Careers and their own skills/qualities and pathways post-school. We may continue to explore some early certification through PSE from S3 for our young people.
* Pupils in S1 and S2 will be able to identify the skills they are developing through participation in the Gen + programme and identify where they use skills developed throughout the curriculum.
* Our positive partnership with SDS will continue to be strengthened as we work on Careers Ed development through PSE classes jointly and delivery of key outcomes is taken on by SDS Careers Officer.
* Our Careers PSE Programme – and the wider PSE programme – continues to develop its relevance and impact on pupils from S1 to S6. Pupil voice will tell us that this has more impact and feedback through SDS may highlight where young people are more prepared and ambitious in their post-school journey planning.
* Our Senior Phase Curricular offer will continue to evolve and develop offering a positive range of options for our learners S4 – S6. As we continue to develop stronger partnerships – more diverse curricular offers become possible – with partner delivery. Attainment in these areas will be a key measure of impact and effectiveness.
* A plan for taking forward the SCQF Ambassador group has been set out, spanning the year and an appropriate member of staff identified to work with DHT Senior Phase. Drawing on the experience of partner schools with the programme already running – a programme of training and delivery will ensure our pupils are better informed on study levels, a parent event will have been held and feedback/parent questions received to continue to inform. Moving forward, a programme of delivery will be in place to run each year.
* DYW Offer. Our continual review and improvement of our DYW provision will see maintenance of already positive statistics regarding Post School destinations and an effective use of resources through our PT DYW, DYW Coordinators, SDS Officer and an increasing engagement with partner agencies and employers to enhance the DYW experience. Parent events and feedback, in addition to a fuller programme of targeted pupil events annually, will allow us to continue to use our tracking data to maximum impact. Learner motivation will increase as they fully understand their post-school targets and the pathway to achieve these. This could increase attainment and engagement even further and look to eliminate risk for those furthest form the employment marker.
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| **Priority 4** Placing the human rights and needs of every child and young person at the centre of education**.**Choose an item.Choose an item. |
| **NIF Driver** School ImprovementChoose an item. | HGIOS/ELC QIs 1.1 Self-evaluation for self-improvement1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**Article 3 (Best interests of the child):Article 28: (Right to education):  |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Staff observation and feedback from the pupil council and Senior Pupil Leadership Team has indicated that there is a need for greater pupil participation in school improvement. We have also identified that the pupil council in its current form is not representative of the pupil cohort in terms of age, SIMD, ASN, EAL or those who are care experienced. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| Ownership and leadership of their education will improve for most pupils by June 24. |
| ​**If PEF spend is supporting – how much and what?**  |
| Cost of the school dayPEF Participatory budget £2000DHT Wellbeing and Inclusion |

| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Increase number and wider demographic of the pupil council | Oct 24 |  | HTDHT Wellbeing and InclusionPT Guidance | Pupil training |
| Develop and implement pupil leadership framework | Oct 24 |  | HTSLT | Pupil training |
| Establish a cost of the school day committee to oversee school activities and manage the pupil involvement in the participatory budget | On going June 24 |  | DHT Wellbeing and InclusionSPLT | Staff and pupil training |
| Implement Young Leaders of Learning Programme | Ongoing June 24 |  | DHT BGE | Staff and pupil training |
| Revisit and review Rights Respecting School progress including an audit of racial literacy. | Oct 23 |  | DHT Wellbeing and InclusionPT GuidancePT Curriculum | Staff and pupil 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? |
| The pupil council participation information and the minutes of meetings will show active involvement of pupils from S1 – S6 and representative of the demographic of the school cohort.Pupil questionnaires will identify the school as a supportive establishment that supports equity.Pupil focus groups will identify pupil leadership opportunities in school improvement.  |