

Education – Improvement Planning Document 2023-24

Establishment Name:

St Columba's High School

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Signatures:

Head of Establishment	Nicola Devine	Date	June 2023
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Quality Improvement Officer	Elaine McLoughlin	Date	June 2023
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Our Vision, Values and Aims

Our Vision:

We nurture every young person's God-given talents within a climate of love and kindness.

Our Values:

We value: Faith; Ambition; Inclusion; Perseverance

Our Aim:

To offer rich learning experiences which enable young people to be successful and use their gifts and talents to serve others.

3 Year Overview of Establishment Priorities

National Priorities	Session 2023-2024	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<p>A daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy.</p> <p>Further improve our Senior Phase curriculum offer.</p>	<p>Further develop our approaches to a daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy.</p>	<p>Embed our approaches to a daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Continue to set aspirational targets in attainment and achievement with all young people with a particular focus on literacy and numeracy.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>New S2 – L3 Writing (-10.7% gap) New S3 – L3 Writing (-19.3% gap) New S3– L4 Numeracy (-16.9% gap) Introduce a systematic approach to involve pupils, staff, and parents in planning appropriate interventions and in measuring impact on a 6 weekly basis.</p>	<p>Identify gaps in literacy and numeracy. Further develop our approaches to involving pupils, staff, and parents in planning appropriate interventions and in measuring impact on a 6 weekly basis.</p>	<p>Identify gaps in literacy and numeracy. Embed our approaches to involving pupils, staff, and parents in planning appropriate interventions and in measuring impact on a 6 weekly basis.</p>
Improvement in children and young people's health and wellbeing	<p>Develop an educational programme of work to support those who have experienced and/or displayed bullying behaviours. Establish a plan for the development of trauma informed school.</p>	<p>Gather and analyse stakeholders' views in relation to wellbeing and equality and adapt PSE/RE programme accordingly. Further develop our plan for the development of trauma informed school.</p>	<p>Review and refresh PSE/RE programme in response to observations and stakeholders' views. Embed our approaches for being a trauma informed school.</p>

Improvement in employability skills and sustained positive school leaver destinations for all young people	Engage with partner agencies to source and secure alternative education/pathways provision for pupils disengaged from school. Introduce appropriate strategies to support pupils to secure work placements, building relationships and contacts with employers. Establish DYW events in both BGE and Senior Phase. Establish a systematic approach to ensuring all leavers sustain a positive post-school destination.	Further develop our approaches to engaging with partner agencies to source and secure alternative education/pathways provision for pupils disengaged from school. Further develop appropriate strategies to support pupils to secure work placements, building relationships and contacts with employers. Further develop DYW events in both BGE and Senior Phase. Further develop our approaches to ensuring all leavers sustain a positive post-school destination.	Embed a systematic approach to engaging with partner agencies to source and secure alternative education/pathways provision for pupils disengaged from school. Embed appropriate strategies to support pupils to secure work placements, building relationships and contacts with employers. Embed our approaches to DYW events in both BGE and Senior Phase. Embed our systematic approaches to ensuring all leavers sustain a positive post-school destination.
Placing the human rights and needs of every child and young person at the centre of education			

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 2024-2025

Session 2025-2026

Stakeholder's views

How were stakeholders views collected?

Pupils – Our BGE and Senior Phase Pupil Learner Councils met on a regular basis to discuss what was working well and what could be further improved. Furthermore, all pupils were given the opportunity to complete a questionnaire regarding their learning experiences and the wider life of the school. Year group focus group meetings have also informed what could be further improved.

Parents – Our Parent Council meetings convened every six weeks and feedback regarding school improvement is a standing item on the agenda. In addition, all parents were invited to complete a questionnaire regarding their child's learning experiences and the wider life of the school.

Staff & Partner agencies – We gathered the views of staff and partner agencies, both formally and informally, throughout the academic session. All staff were invited to complete a questionnaire regarding the quality of learning, teaching and assessment approaches and the wider life of the school. Staff also engaged in regular opportunities during INSET days and collegiate meetings to provide formal feedback on what is working well and areas for further improvement. Staff, pupils, parents and partner agencies collaborated on evaluating the impact of interventions which had been implemented to improve outcomes for learners.

How was PEF spend consulted on?

We have consulted widely among stakeholders including staff, pupils and the parents of our targeted cohort. Staff were provided opportunities at INSET days to discuss the PEF plan, while further discussion around priorities took place in working groups. Pupil evaluations of the success of previous interventions will inform future planning while the views of parents has also helped to direct future interventions. For session 2023-24, we will establish a new PEF Stakeholders' Group to consider how we can use additional PEF spend to reduce the cost of the school day for identified families.

Plan –Session 2023-2024

Priority 1 Improvements in attainment, particularly in literacy and numeracy Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information Parental engagement	HGIOS 3.2 Raising attainment and achievement 3.2 Securing Children's Progress 2.3 Learning, teaching and assessment 2.5 Family learning	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):
Rationale for change based self- evaluation including data and stakeholder views		
<p>In order to raise attainment and achievement, we have a daily focus on improving attendance for all.</p> <p><u>Attendance</u></p> <p>Due to an increased focus and forensic analysis of attendance data, our average attendance in S1-6 has remained steady at 89.2%. We have observed that the poverty-related attendance gap was widest in S1 (-9.6%) and S3 (-8.2%).</p>		

Year Group	Overall % Attendance Aug - June	Ave % Attendance SIMD 1-2	Ave % Attendance SIMD 3-10	GAP
S1	89.7	84	93.6	9.6
S2	90.5	87.8	92	4.4
S3	87.2	81.9	90.1	8.2
S4	90.7	87.3	93.1	5.8
S5	90.7	89.1	91.6	2.5
S6	92.4	91.8	92.5	0.8

We will continue to maintain a relentless focus on improving attendance and drill down into the poverty-related attendance gap this session to ensure further improvement, especially in the new S2 and S4 cohorts which have the lowest average attendance rate. This will be supported by coordinated attendance interventions involving a team of staff including: Wellbeing Officer, Guidance Team, Year Head.

Attainment

BGE – Focus on Improving Writing and Numeracy in S2 and S3 cohorts at levels 3 and 4.

Senior Phase – Our ambition is to ensure all young people gain a qualification in literacy and numeracy by the time they leave school.

Relentless focus and rigorous tracking and monitoring to improve attainment breadth & depth, particularly in S5 and S6.

Regular analysis of data to ensure all pupils are making expected progress, in particular those with ASN, FME, EAL etc.

Explore and implement a wider curricular offering, which includes alternative pathways and awards e.g. NPAs, SCQF level 4/5/6 awards.

Expected outcomes for learners - Who? By how much? By when? What?

Attendance

To increase the average attendance of all pupils from 88.26% to over 90% by June 2024

To increase the attendance of pupils living in SIMD1/2 from 87% to over 88% by June 2024

To increase the attendance of S2 pupils living in SIMD1/2 from 84% to over 85% by June 2024

To increase the attendance of S4 pupils living in SIMD1/2 from 82% to over 83% by June 2024

Attainment

BGE –

Focus on Improving Writing and Numeracy in S2 and S3 cohorts at levels 3 and 4.

The percentage of pupils in S2 on track to achieve Level 3 Writing will be above 90% by June 2024

The percentage of pupils in S2 on track to achieve Level 3 Numeracy will be above 90% by June 2024

The percentage of pupils in S2 on track to achieve Level 4 Writing will be above 65% by June 2024

The percentage of pupils in S2 on track to achieve Level 4 Numeracy will be above 55% by June 2024

The percentage of pupils in S3 achieving Level 3 Writing will be above 96% by June 2024

The percentage of pupils in S3 achieving Level 3 Numeracy will be above 92% by June 2024

The percentage of pupils in S3 achieving Level 4 Writing will be above 72% by June 2024

The percentage of pupils in S3 achieving Level 4 Numeracy will be above 58% by June 2024

The percentage of pupils in S3 achieving Level 3 Literacy & Numeracy will be above 92% by June 2024

The percentage of pupils in S3 achieving Level 4 Literacy & Numeracy will be above 59% by June 2024

Senior Phase -

The percentage of pupils in S4 achieving 5+ National 5 awards will be above 48% by August 2024

The percentage of pupils in S5 achieving 5+ Highers will be above 18% by August 2024

The percentage of pupils in S5 achieving 3+ Highers will be above 38% by August 2024

The percentage of pupils in S5 achieving 1+ Highers will be above 62% by August 2024

The percentage of pupils in S6 achieving 1+ Advanced Higher will be above 23% by August 2024

The percentage of leavers gaining a qualification in literacy and numeracy will be 100% by August 2024

Learning, Teaching & Assessment

Enhanced focus on high quality learning and teaching will lead to improved pupil experience and attainment outcomes. PT LTA to lead further development of SCHS Learning, Teaching and Assessment Strategy including approaches to checking for understanding to support planning for next steps in learning, differentiation, metacognition and the development of meta-skills.

If PEF spend is supporting – how much and what?

DHT Excellence & Equity - £7,969 – Strategic leadership and management of Wellbeing Officer and PT Learning, Teaching and Assessment
PT Guidance - £6,671 – back-fill for Acting DHT
Wellbeing Officer – £15,121 - Liaising with partner agencies, families and guidance staff to improve attendance for all and identified individuals.
PT Learning, Teaching and Assessment (LTA) - £6,671– Lead staff CLPL, approaches to checking for understanding to support planning for next steps in learning, differentiation and the development of meta-skills.
S1 Starter Pack - £500 – resources identified by pupils and families to support P7 to S1 transition.
Senior Phase Supported Study and Residential Study Trip - £18,000 – support identified by pupils and families to enhance preparations for SQA examinations.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
A daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils across the cluster. Phone calls, home visits, Attendance Forum meetings in school with families.	Aug '23 – Jun '24		Guidance Team SLT Wellbeing Officer	Attendance Policy
Identify and implement additional interventions for pupils who are not making expected progress in BGE and Senior Phase. Raising Attainment group established, target pupils agreed and staff mentors assigned to each target pupil. Early 'cause for concern' tracking period introduced in August to allow early intervention.	Aug '23 – May '24		SLT/PTs Curriculum PT Support for Learning Raising Attainment SIP group	Rigorous tracking and monitoring procedures. Supported Study and residential study weekend.
Implement and evaluate impact of new curriculum offer in BGE and Senior Phase.	Aug '23 – May '24		DHTs SFF Teaching Staff S3 Pupil voice Senior Phase Pupil voice	
Revisit 'Ready, Respectful, Safe' and embed SCHS Learning, Teaching & Assessment Strategy including the "St Columba's Lesson".	Aug '23 – Oct '23		PT LTA DHT LTA working group (including pupil reps – YLL)	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Design and implement a whole school approach to tracking the development and progression of meta-skills.	Aug '23 – May '24		DHTs PT LTA LTA working group (including pupil reps - YLL)	Engagement with Gen+ Programme

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?

- **Reduction in absence for targeted learners**
- **Tracking & monitoring data** (BGE dashboard) will **show targets are met**
- **Minutes of meetings** focusing on pupil progress and attainment in BGE and Senior Phase will **show improvement**
- **Data** which demonstrates that **almost all pupils are making expected progress**
- **Self-evaluation of learning and teaching** will evidence **improvement in our approaches to checking for understanding, differentiation, development of meta-skills** across the curriculum. Evidence will be gathered via analysis of pupil progress, pupils’ views and learning visits
- **Engagement levels data** demonstrates **evidence of improved engagement** for targeted cohort of pupils
- **Minutes of cluster and departmental meetings** will show **moderation activities**

Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people

Choose an item.

NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOS 1.5 Management of resources to promote equity 2.4 Personalised support 2.5 Family learning 3.2 Securing Children's Progress	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

Learning & Teaching

Research, including that of the Education Endowment Foundation, indicates that high quality learning and teaching has the greatest impact on those young people affected by poverty. As a result, a PT Learning, teaching and assessment (LTA) has been appointed in order to further develop our learning, teaching and assessment strategy in partnership with stakeholders. The PT LTA will work with staff to increase pupil development of these skills and will also work collaboratively to plan and implement a series of family learning workshops.

Analysis of the BGE dashboard data highlighted the widest gaps exist in Level 3 Writing and Numeracy and Level 4 Numeracy

		SIMD 1-2 on track L3+	SIMD 1-2 % on track L3+	SIMD 3-10 on track L3+	SIMD 3-10 % on track L3+	SIMD GAP	SIMD 1-2 on track L4	SIMD 1-2 % on track L4	SIMD 3-10 on track L4	SIMD 3-10 % on track L4	SIMD GAP
S1	Mathematics	38	88.4%	58	100.0%	-11.6%	5	11.6%	26	44.8%	-33.2%
	Numeracy	38	86.4%	57	98.3%	-11.9%	5	11.4%	28	48.3%	-36.9%
S2	Mathematics	35	92.1%	70	95.9%	-3.8%	4	10.5%	20	27.4%	-16.9%
	Numeracy	35	92.1%	70	95.9%	-3.8%	4	10.5%	20	27.4%	-16.9%
S3	Mathematics	37	84.1%	77	96.3%	-12.2%	10	22.7%	50	62.5%	-39.8%
	Numeracy	37	84.1%	77	96.3%	-12.2%	14	31.8%	58	72.5%	-40.7%

		SIMD 1-2 on track L3+	SIMD 1-2 % on track L3+	SIMD 3-10 on track L3+	SIMD 3-10 % on track L3+	SIMD GAP	SIMD 1-2 on track L4	SIMD 1-2 % on track L4	SIMD 3-10 on track L4	SIMD 3-10 % on track L4	SIMD GAP
S1	English	32	80.0%	52	94.5%	-14.5%	1	2.5%	7	12.7%	-10.2%
	ELT	40	90.9%	56	96.6%	-5.6%	2	4.5%	7	12.1%	-7.5%
	ER	38	86.4%	55	94.8%	-8.5%	2	4.5%	10	17.2%	-12.7%
	EW	37	84.1%	55	94.8%	-10.7%	1	2.3%	6	10.3%	-8.1%
S2	English	25	67.6%	63	88.7%	-21.2%	3	8.1%	5	7.0%	1.1%
	ELT	32	84.2%	68	93.2%	-8.9%	1	2.6%	4	5.5%	-2.8%
	ER	30	78.9%	67	91.8%	-12.8%	2	5.3%	6	8.2%	-3.0%
	EW	26	68.4%	64	87.7%	-19.3%	3	7.9%	5	6.8%	1.0%
S3	English	41	93.2%	79	98.8%	-5.6%	0	0.0%	2	2.5%	-2.5%
	ELT	42	95.5%	79	98.8%	-3.3%	0	0.0%	2	2.5%	-2.5%
	ER	42	95.5%	79	98.8%	-3.3%	0	0.0%	4	5.0%	-5.0%
	EW	41	93.2%	79	98.8%	-5.6%	0	0.0%	3	3.8%	-3.8%

Expected outcomes for learners - Who? By how much? By when? What?

BGE:

To narrow the expected progress gap in S2 Level 3 Writing by 3% (from 10.7%-7.7%) by June 2024

To narrow the expected progress gap in S2 Level 3 Numeracy by 3% (from 11.9%-8.9%) by June 2024

To narrow the expected progress gap in S3 Level 3 Writing by 5% (from 19.3%-14.3%) by June 2024

To narrow the expected progress gap in S3 Level 4 Numeracy by 6% (from 16.9%-10.9%) by June 2024

Targeted learners, impacted by poverty, will show an increase in their metacognition and self-study skills by June 2023

Senior Phase:

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 22% by August 2024

The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 25% by August 2024

The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 28% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 8% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 20% by August 2024

The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 55% by August 2024

If PEF spend is supporting – how much and what?

DHT Excellence & Equity - £7969 – Strategic leadership and management of PT Literacy and Numeracy

PT Learning, Teaching and Assessment (LTA) - £6,671– Lead staff CLPL, approaches to checking for understanding to support planning for next steps in learning, differentiation and the development of meta-skills. They will also work collaboratively with others to plan and implement a series of family learning workshops.

PT Literacy/Numeracy- £4213- to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve literacy & numeracy levels.

PT Inclusion- £2106 – to use data to identify pupils who require interventions and work with staff to remove barriers to learning and maximise engagement and progress in learning. They will also develop awareness and understanding of the principles of the inclusive classroom.

Columba 1400 - £4000 – To support and challenge an identified cohort on pupils in the new S4 around their mindset and aspirations to attain and achieve best possible outcomes.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Identify poverty-related attainment gaps in both literacy and numeracy and implement appropriate research-based interventions.	Aug '23 - Mar '24		DHT Excellence and Equity PT Literacy/PT Numeracy PT Inclusion	Access to appropriate data Data analysis and collegiate discussion re: interventions

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Involve a range of stakeholders in identifying key resources to support delivery of PEF interventions.	June '23- Aug '23		DHT Excellence and Equity PEF Stakeholders' Group	Participatory budgeting consultation to be arranged with pupils, staff and parents. 6% (£6000) Columba 1400
Plan and implement staff CLPL on approaches to checking for understanding, differentiation, metacognition and meta-skills.	Aug '23 – May '24		PT LTA LTA working group (including pupil reps - YLL) GEN +	Education Scotland CLPL for staff
Plan and implement a series of family learning workshops.	Oct '23 – May '24		PT LTA PT Literacy/Numeracy PT Inclusion LTA working group (including pupil reps)	Young Leaders of Learning programme
Develop awareness and understanding among all staff regarding the principles and practices of the inclusive classroom.	Aug '23- Mar '24		DHT Excellence and Equity PT Inclusion	Education Scotland CLPL Data analysis and collegiate discussion re: pedagogy
Systematically track and monitor impact of interventions on a 6 weekly basis with key stakeholders and adapt as appropriate.	Aug '23 - Mar '24		DHT Excellence and Equity PEF Stakeholders' Group	Calendared collegiate time

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?

Minutes of meetings focusing on identified pupil progress and attainment in BGE and Senior Phase will demonstrate improved outcomes

Tracking & monitoring gap data will show targets are met

Leuven's scale data gathered every 6 weeks will show an increase of 2 points on the scale for identified cohort of pupil

Pupil/parent/staff views and observations every 6 weeks will evidence increased engagement levels and a reduction in referrals for targeted pupils from referral data gathered every 6 weeks

Priority 3 Improvement in children and young people's health and wellbeing Choose an item.		
NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	<u>HGIOS</u> 2.2 Curriculum 2.4 Personalised support 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):
Rationale for change based self- evaluation including data and stakeholder views		
Through collegiate discussions around our Curriculum Rationale and engagement with the Building Racial Literacy Programme, we have identified the need to conduct an updated audit of our Inclusive Curriculum.		
We will continue to implement a range of planned activities across all year groups to raise awareness of all protected characteristics and expectation of our behaviour towards others.		
Through evaluations of our Laudato Si programme we have identified a need to plan further outdoor learning opportunities as part of our curriculum.		
The implementation of the Glasgow Motivation and Wellbeing Profile (GMWP) enabled us to track plan interventions for BGE pupils. We will develop its use into the Senior Phase. Our baseline data tells us that most pupils impacted by poverty reported a low score for affiliation (sense of belonging), agency (a sense of competence and skills) and autonomy (a sense of being capable, trusted and allowed to embrace responsibility). Consequently, interventions have		

been planned to support this identified group of pupils. These include: nurture groups; Action for Children Blues Programme; 1-1 regular check-in, CLD interventions, Wellbeing Officer support.

As a result of our gathering data around pupil experiences across the four contexts for learning, we have identified groups of young people, including those impacted by poverty, who would benefit from further opportunities for personal achievement in order to enhance their overall wellbeing.

We will support self-regulation strategies through: restorative conversations and trauma informed practice.

Expected outcomes for learners - Who?	By how much?	By when?	What?
<p>By April 2024, BGE and Senior phase pupil feedback from equalities questionnaire demonstrates an enhanced awareness of the identified protected characteristics maintaining the 50% reduction in bullying and equalities incidents recorded on SEEMIS since 2021-22. Most pupils will be able to identify all protected characteristics from a list.</p> <p>By May 2024, all BGE and Senior Phase pupils will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2024, all BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. 75% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.</p> <p>By May 2024, pupils impacted by poverty in BGE and Senior Phase will have completed the GMWP which will inform appropriate interventions to support the wellbeing of groups and individuals. By April 2024, pupils impacted by poverty in BGE and Senior Phase pupils will have completed a follow up GMWP which will measure the impact of planned interventions. 50% will positively evaluate the impact of Health and Wellbeing offer with a particular focus on mental and physical wellbeing.</p> <p>By May 2024, almost all targeted pupils including those impacted by poverty will report that they feel healthier and safer in school, as a result of interventions from Rhys McColl Boxing Programme.</p> <p>By May 2024, almost all targeted pupils including those impacted by poverty, will demonstrate increased confidence in discussing their mental health as a result of interventions from Man-On Inverclyde</p> <p>By May 2024, almost all BGE and Senior Phase pupils will have taken up opportunities across all four contexts for learning during session 2023-24.</p>			
<p>If PEF spend is supporting – how much and what?</p> <p>0.2 FTE Health and Wellbeing Liaison officer - £5,000. (to promote health & wellbeing through PSE inserts, 1-1 support focusing on minimising risk-taking behaviour)</p> <p>0.4 FTE Health and Wellbeing Teacher - £14,908 (to identify a targeted group of S2/3 pupils and implement appropriate interventions to improve wellbeing; to make continuous improvements to PSE courses in line with national, local policy and stakeholder views)</p> <p>0.2 FTE Nurture - £6,967 (to work with pupil support to identify pupils in S1/2/3 who would benefit from nurture and to lead nurture groups)</p> <p>Man On Inverclyde - £4,600 (Supporting mental wellbeing through PSE inserts, year group assemblies and mentoring)</p> <p>Rhys McColl Boxing - £6,000 (Supporting wellbeing and leadership of identified group of pupils)</p>			

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Exemplify how we, as a school community, live out our values on a daily basis.	Aug '23 – Dec '23		HT/DHT Romero Group/RRS Group	Protected time Calendared meetings Assemblies & PSE inserts
Conduct 'Inclusive Curriculum' audit and identify appropriate areas of development across the curriculum.	Aug '23 – Oct '23		DHT Equalities Coordinator (MH) PT Inclusion	TIE Building Racial Literacy Programme
Equalities Education – continue to raise awareness of all protected characteristics and expectation of our behaviour towards others.	Aug '23 – May '24		Romero Group HWB Teachers	Equalities and Inclusion Diocesan group
Audit current outdoor learning opportunities and plan additional experiences across the curriculum.	Aug '23 – Dec '23		FH HWB HWB Teachers Outdoor Learning Working Group	Laudato Si
Establish a universal approach to tracking wellbeing of all pupils. Implement universal and targeted support as required.	Aug '23 – Oct '23		DHT FH HWB Mental HWB Working Group (including pupil reps) Nurture Teacher Action for Children Barnardos Man On Inverclyde Rhys McColl	Glasgow Motivation and Wellbeing Profile
Establish a universal approach to tracking wider achievement of all pupils. Implement universal and targeted opportunities as required. In BGE, a Microsoft form has been	Aug '23 – Oct '23		DHT FH HWB AT& AF	Wider Curriculum Offer

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
created to track pupil experiences across all four contexts. This is aligned with tracking periods. As a result we are targeting support for pupils who are not participating in any wider achievement opportunities.				
Establish a clear plan to ensure that our practice and provision is trauma informed Planning meeting with Ed Psych has taken place and initial plans developed.	Aug '23 – Dec '23		DHT Pupil Support Educational Psychologist	Trauma Informed Practice training for staff

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 views of pupils, staff, parents and partners indicate that, our values are making an explicit impact on the life and ethos of the school
- Our curriculum has been reviewed in order to ensure that equality and diversity are clearly addressed, in particular racial equality / anti-racist education
- Pupils report improved learning experiences and knowledge in relating to racial equality
- Most pupils can articulate their awareness and understanding of protected characteristics and how this informs their behaviour via questionnaires and focus group discussion
- Pupil evaluations will show that they value enhanced outdoor learning experiences
- Wellbeing measured across Agency, Autonomy and Affiliation scale of GMWP
- Increased number of accredited wider achievement opportunities
- Increased participation in wider achievement opportunities
- The views of pupils, staff and parents indicate that, our trauma informed provision and practices are supporting pupils affected by trauma.

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in skills and sustained, positive school-leaver destinations for all young people					
NIF Driver Assessment of children's progress Teacher professionalism Performance information		HGIOS 3.2 Raising attainment and achievement 3.2 Securing Children's Progress		UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):	
Rationale for change based self- evaluation including data and stakeholder views					
Our 3 year School Leavers’ Destinations Report (SLDR) average is 95.2% (2018-2021) and in session 2021-22, the percentage of school leavers in positive destinations was 96.06%. We will focus on further improving this figure and ensuring that positive school leaver destinations are sustained.					
Establishment	Year	% of ALL Leavers in a Positive Destination	% of SIMD1-2 Leavers in a Positive Destination	% of FSM Leavers in a Positive Destination	% of ASN Leavers in a Positive Destination
St Columba's High School	2021/22	96.06	92.73	100	91.49
Expected outcomes for learners - Who? By how much? By when? What?					
School leavers in sustained positive destinations, will increase by 1% to 97% by February 2024. School leavers from SIMD 1-2, in sustained positive destinations, will increase by 2% to 95% by February 2024.					
If PEF spend is supporting – how much and what?					
DYW Coordinator 0.5FTE - £3,300– supporting all tasks identified below					

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Engage with partner agencies to source and secure alternative education/pathway provision for pupils disengaged from school.	Aug '23 – May '24		DHT DYW Coordinator SDS/MCMC & Partner Agencies	DYW West Local Authority DYW lead (Bob Davidison)
Support pupils to secure work placements, building relationships and contacts with employers.	Aug '23 – May'24		DYW Coordinator Community Development	WorkIT DYW West
Ensure all pupils complete questionnaires and input data to 16+ tab. Track and monitor pupils at risk of disengaging. S3 now complete. Regular LA meetings	Aug'23- Oct'23 Aug'23-May'24		DHT PT Pastoral Care DYW Coordinator Local Authority lead	16+ tab T&M Positive Destination Spreadsheet Local Authority personnel
Embed a greater focus on 'Skills for the Future' into learning, teaching and assessment cycle	Aug '23 – May'24		DHT PT LTA GEN+ Meta-Skills Leaders	PSE Staff – feedback PSE Staff – collegiate time Pupil feedback Gen+ Programme
Further develop DYW events in both BGE and Senior Phase eg. Higher Education/Further Education event; Careers Fayre; Mock Interviews. Careers Event planned for January 2024.	Aug '23 – May' 24		DYW Coordinator PSE Staff SDS/WCS/DYW West & partners	DYW West Focus West/SDS/DYW C (Mock interviews)

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			Focus West	
Establish a systematic approach to ensuring all leavers sustain a positive post-school destination.	Aug '23 – May '24		DHT PT Pastoral Care DYW Coordinator	T&M Positive Destination Spreadsheet Calendar of interviews with intended school leavers School Registration ppt – work opportunities GIRFEC Overview
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?				
<ul style="list-style-type: none"> Expected outcomes observed on School Leavers' Destination Report Termly report indicating increased uptake of S6 Leadership opportunities Increased engagement levels in work placements and FAs through tracking data and feedback from pupils and employers Positive evaluation of DYW inserts through pupil questionnaires and focus groups PLP documentation completed and pupil accreditation secured GIRFEC Overview updated with new 16+ Tab information including career interests, employability pathways and evidence that career information is being distributed to pupils based on career interests. 				