

Education – Improvement Planning Document 2023-24

Establishment Name:

St Stephen's High School

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Signatures:

Head of Establishment	David Killin	Date	27.09.23
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Quality Improvement Officer	Adam Stephenson	Date	27.09.23
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Our Vision, Values and Aims

St Stephen's High School



Our Vision:

"Together, as a community of faith and Learning, we STRIVE FOR SUCCESS for our families, community and world"

We Aim:

To provide high quality learning experiences in a loving, ambitious, inclusive and nurturing environment where everyone can achieve their potential"

We Value:



Fairness



Ambition



Inclusion



Trust



Honesty

Strive for SUCCESS

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

National Priorities	Session 2023-2024	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> • Increase the number of young people achieving the expected literacy and numeracy levels within the BGE and Senior Phase. • Develop a consistent approach to achievement of a level through close partnership working with our cluster schools. • Develop targeted intervention groups within the BGE to improve literacy and numeracy levels. • Review our moderation and assessment processes within the BGE to support Teacher Professional Judgements. 	<ul style="list-style-type: none"> • Continue to increase the number of young people achieving the expected literacy and numeracy levels within the BGE and Senior Phase. • Enhance our approach to identifying achievement of a level through close partnership working with our cluster school. • Refine our approach to targeted intervention groups within the BGE to improve literacy and numeracy levels. • Embed the renewed approach to moderation and assessment processes within the BGE to support Teacher Professional Judgements. 	<ul style="list-style-type: none"> • Continue to increase the number of young people achieving the expected literacy and numeracy levels within the BGE and Senior Phase. • Evaluate the effectiveness of our approach to identifying achievement of a level through close partnership working with our cluster school. • Support departments to identify how they contribute towards supporting literacy and numeracy within their curricular area.
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Develop a consistency of high quality learning and teaching across the school. • Develop our approach to digital learning through the Digital Schools Award. • Develop an integrated support system that removes barriers for our learners and their families improving attendance and reducing exclusions. 	<ul style="list-style-type: none"> • Continue to develop a consistency of high quality learning and teaching across the school. • Achieve the Digital Schools Award through our Digital Learning Strategy. • Refine our integrated support systems that removes barriers for our learners and their families improving attendance and reducing exclusions. 	<ul style="list-style-type: none"> • Continue to develop a consistency of high quality learning and teaching across the school. • Review our digital learning strategy to ensure the effectiveness of enhancing the learning experience for our learners and community. • Review the effectiveness of our integrated support system that removes barriers for our

	<ul style="list-style-type: none"> • Review our curriculum to develop planned opportunities for wider achievement. • Build leadership capacity within our staff at all levels through developing a high quality Career Long Professional Learning programme. 	<ul style="list-style-type: none"> • Implement changes to our curriculum that ensures planned opportunities for wider achievement in the BGE. • Continue to build leadership capacity within our staff at all levels through high quality Career Long Professional Learning programme. 	<p>learners and their families improving attendance and reducing exclusions.</p> <ul style="list-style-type: none"> • Continue to review our curriculum to ensure progression pathways for pupils within the Senior Phase alongside planned opportunities for wider achievement. • Evaluate the effectiveness of our Career Long Professional Learning programme in building leadership capacity within our staff.
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Develop a Senior Phase PSE Programme. • Develop a strategy to promote Health and Wellbeing for all across the school. • Our school and cluster will embark on becoming a Trauma informed and Nurturing school. • Develop a family learning strategy which focuses on improving literacy, numeracy and wellbeing of our learners. 	<ul style="list-style-type: none"> • Refine and implement a Senior Phase PSE Programme which links with the RERC curriculum. • Implement a strategy to promote Health and Wellbeing for all across the school. • Continue on our journey to as a school and cluster to becoming a Trauma informed and Nurturing school. • Implement our family learning strategy which focuses on improving literacy, numeracy and wellbeing of our learners. 	<ul style="list-style-type: none"> • Evaluate the impact of our Senior Phase PSE Programme. • Refine our strategy to promote Health and Wellbeing for all across the school with a focus on MESP. • Explore opportunities to be an accredited Nurturing School and Trauma Informed School+Cluster. • Refine our family learning strategy which focuses on improving literacy, numeracy and wellbeing of our learners.
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Strive to achieve 100% positive destinations within our school through developing a strategy that enables all young people to make a successful transition to life beyond school. • Develop a Skills framework which enables our young people to articulate their skills and how 	<ul style="list-style-type: none"> • Continue to strive to achieve 100% positive destinations within our school. • Refine and embed our Skills framework across our curriculum which enables our young people to articulate their skills and how they link to the 	<ul style="list-style-type: none"> • Continue to strive to achieve 100% positive destinations within our school. • Refine and Evaluate the effectiveness our Skills framework which enables our young people to articulate their skills and how they link to the

	<p>they link to the world of work and their chosen career pathway.</p> <ul style="list-style-type: none"> • Develop partnerships that support targeted groups of learners at risk of becoming NEET to be supported into a Positive and Sustained Destination. 	<p>world of work and their chosen career pathway.</p> <ul style="list-style-type: none"> • Refine and implement our strategy that enables all young people to make a successful transition to life beyond school. • Review the effectiveness of our partnerships that support targeted groups of learners at risk of becoming NEET to be supported into a Positive and Sustained Destination. 	<p>world of work and their chosen career pathway.</p> <ul style="list-style-type: none"> • Refine and evaluate the impact of our strategy that enables all young people to make a successful transition to life beyond school. • Evaluate the impact of our partnerships that support targeted groups of learners at risk of becoming NEET to be supported into a Positive and Sustained Destination.
<p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> • Embed the school’s vision, values and aims across the school community. • Develop opportunities to build leadership capacity in our learners both in the classroom and across the school. • Develop our approach to promoting wellbeing, equalities and inclusion across the school community. • Renew the school’s approach to becoming a Rights Respecting School. • Re-establish our links with Classroom for Malawi to promote global citizenship across our community. • Develop our approach to sustainability through the lens of Laudato Si. 	<ul style="list-style-type: none"> • Continue to promote the school’s vision, values and aims across the school community and within our cluster. • Review the opportunities offered to our learners that builds leadership capacity both in the classroom and across the school. • Refine and Implement our approach to promoting wellbeing, equalities and inclusion across the school community. • Achieve the Silver Rights Respecting School Award • Grow our links with Classroom for Malawi to promote global citizenship across our community. • Implement our approach to sustainability through the lens of Laudato Si. 	<ul style="list-style-type: none"> • Review the school’s vision, values and aims to ensure they continue to capture our mission as a Catholic School. • Refine and evaluate the effectiveness and impact of the opportunities offered to our learners that builds leadership capacity both in the classroom and across the school. • Refine and evaluate the effectiveness of our approach to promoting wellbeing, equalities and inclusion across the school community. • Achieve the Gold Rights Respecting School Award • Continue to nurture our links with Classroom for Malawi to promote global citizenship across our community. • Evaluate the effectiveness and impact of our approach to

			sustainability through the lens of Laudato Si.
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Stakeholder's views

How were stakeholders views collected?

- Microsoft Forms
- Parent Council Meetings
- Focus Groups
- Parental Meetings and engagement seminars.
- Consultation Exercises through Staff Meetings and INSET Days.
- Direct observations and discussions with pupils and staff.

How was PEF spend consulted on?

- As above
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Plan –Session 2023-2024

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information	HGIOS/ELC QIs 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement <i>Choose an item.</i>	UNCRC Article 28: (Right to education): <i>Choose an item.</i>
Rationale for change based self- evaluation including data and stakeholder views		
<p>Our self-evaluation of data highlights the gap between SIMD1+2 and 3-10 at 3rd Level has increased in all measures. However, due to the significantly larger number of pupils in the cohort, more pupils achieved Literacy and Numeracy at Level 3 or above.</p> <p>The same gap at 4th Level has increased across all areas however analysis of our data highlights that the data from Teachers Professional Judgements does not articulate with the number of pupils being presented for and achieving National Qualifications at SCQF Level 4 + 5.</p> <p>The analysis from data and conversations with staff highlight the lack of confidence from teachers around identifying levels within the BGE which is supported with the inconsistency in data from the BGE and Senior Phase.</p> <p>There are some young people who failed to achieve an appropriate Literacy or Numeracy qualification in the Senior Phase due to following a bespoke curriculum, non-attendance and having significant barriers to their learning.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> • Pupils will have a greater awareness of their level through an increased staff confidence in making Teacher Professional Judgements at 3rd and 4th Level through moderation with colleagues across the cluster and local authority. • By the end of S3, 92% of pupils will have achieved Level 3 or above for Listening and Talking. • By the end of S3, 90% of pupils will have achieved Level 3 or above for Writing. • By the end of S3, 90% of pupils will have achieved Level 3 or above for Numeracy. • Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Literacy from 84% to 90% by the end of S3. • Increase number of pupils from SIMD 1+2 achieving Level 3 or above in Numeracy from 82.2% to 85% by the end of S3. • Close the Gap in those achieving Level 3 or above in Reading by the end of S3 by 5% (currently 8.4%) • Increased attainment for all learners in Literacy and Numeracy at SCQF level 4 and 5. • Increase the number of pupils attaining Literacy and Numeracy at SCQF Level 5 in S4 from 65% to 70% 		

If PEF spend is supporting – how much and what?

Primary Teacher (0.2FTE) PEF Funded - £13058.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop our approach to tracking and monitoring within the BGE and Senior Phase to ensure gaps in Literacy and Numeracy are identified quickly and interventions put in place to support learners.	August 2023 – June 2024		M Parsons – DHT (Equity) Guidance PTs English and Maths Dept	<ul style="list-style-type: none"> Tracking and Monitoring System Staff CLPL to support use of the system.
Targeted groups of learners in S1-3 will be identified and participate in bespoke Literacy and Numeracy programmes.	August 2023 – June 2024		PEF Primary Teacher. Cluster Schools. English & Maths Depts.	<ul style="list-style-type: none"> CLPL for staff around the moderation cycle and identifying achievement of a level. Tracking and Monitoring systems with interventions following analysis of data. Time for staff to participate in moderation exercises with colleagues across the cluster.
Staff to participate with colleagues across the authority for departments and cluster for Literacy and Numeracy to increase confidence of Identifying achievement of a level.	August 2023 – June 2024		Cluster Colleagues All Departments English and Maths PTs Primary Teacher QAMSO	<ul style="list-style-type: none"> Time for staff to meet. Agreed paperwork to capture discussions and decisions made and shared with SLT in all establishments.
Review the curricular pathways open for learners who face barriers to their learning and undertaking a bespoke curriculum achieve a literacy and	August 2023 – June 2024		PT Targeted Support. English and Maths Depts.	<ul style="list-style-type: none"> Time to discuss partnerships to support bespoke pathways. Staffing to deliver literacy and numeracy qualifications.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
numeracy qualifications at SCQF Level 4 or 5.			CLD M Parsons – DHT (Equity)	

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 will show an increase in literacy and numeracy levels within the BGE.
- BGE Moderation paperwork with colleagues across establishments will highlight consistency and increased confidence with staff in making accurate Teacher Professional Judgements.
- Ongoing review of individual learner pathways will demonstrate the impact of bespoke interventions through increased attainment, achievement and engagement of those learners.

Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people		
NIF Driver Assessment of children's progress Performance information Teacher professionalism	HGIOS/ELC QIs 2.3 Learning, teaching and assessment 2.2 Curriculum 2.4 Personalised support	UNCRC Article 2 (Non-discrimination): Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<p>The attendance gap between the most and least advantaged young people has returned to pre-covid levels. The school's overall attendance level from last session was 87.73%.</p> <p>The attainment for our learners at SCQF Level 4 + 5 has increased in our S4 cohort.</p> <p>In S5, the number of pupils achieving 1+ at Level 6 increased by approximately 13% but continues to be lower than the authority average.</p> <p>In S5, the number of pupils achieving 3+ at Level 6 (24.7%) continues to be lower than desired levels.</p> <p>Our classroom observations highlight that the quality of learning and teaching across the school is inconsistent and at times passive.</p> <p>There are limited opportunities within and out with the curriculum for young people to experience achievement alongside attainment within the BGE and Senior Phase of the curriculum.</p> <p>Our support systems are having limited impact on removing barriers for families most impacted by poverty with exclusions increased in comparison to last session.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> • We will increase the school attendance to 90% over the course of the year through targeted interventions for groups of learners. • We will reduce the number of exclusions to be in line with numbers from session 2021-2022 (4). • We will aim to increase the number of pupils in S5 attaining 1+ at Level 6 from 56.7% to 60% in line with authority average. • We will aim to increase the number of pupils in S5 attaining 3+ at Level 6 from 24.7% to 28%. • Staff will be trained in Co-Operative Learning which will increase pupil engagement in lessons and support our drive to raise attainment. • Pupils attain and achieve their potential through interventions strategies employed by our integrated support system. Particularly for those most at risk of disengaging in school. 		
If PEF spend is supporting – how much and what?		
Depute Head Teacher (Equity) - £22,450 Wellbeing Support Officer - £12,000		

Planned Opportunities for Wider Achievement – £10,000**Targeted Supported Study - £11,000****CLPL including Cooperative Learning to support improvement in Learning and Teaching - £8000**

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Develop a systematic tracking system of attendance that is reviewed regularly and utilise the support of the PEF Equity Wellbeing Officer to work with an identified caseload and families.	August 2023 – June 2024		DHT Equity/DHT Pupil Support PEF Equity Wellbeing Officer. PT Guidance	Cost of travel to support families to engage in school through transport. Tracking system utilised. Identified interventions through Pupil Support. Time to analyse data. Staff to engage with Attendance CLPL through Education Scotland and Forth Valley RIC.
Staff will be trained in Cooperative learning strategies and supported through Learning Trio's to develop and enhance their practice.	August 2023 – June 2024		SLT Co-Op Learning Academy All Staff including PSAs	Time during In-service Days.
Establish a Digital Learning School Improvement Group to develop our Digital Learning Strategy.	August 2023 – June 2024		SIG DHT (Equity) – M Parsons	Time Appropriate CLPL identified and put in place to support staff confidence.
Establish a Curriculum School Improvement Group to explore opportunities for developing skills and wider achievement in the BGE.	August 2023 – June 2024		SIG DHT (Equity) – M Parsons PT Guidance staff. PT DYW	Funding for pupils to participate in potential experiences. Staffing identified to support experiences that are put in place.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				Tracking and monitoring system to capture wider achievements both in and out of school.
Create an in house calendar of CLPL to support staff and build leadership capacity.	August 2023 – June 2024		SLT QIO Support – Alison McLellan Appropriate Partners	Funding to pay for visiting speakers if appropriate and required. Time for staff to meet and participate in the learning 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?

- We will track and monitor attendance, particularly key groups of learners through the attendance tracker to ensure interventions are identified early and are systematic. We will see the attendance of identified learners increase.
- A consistent approach across the school in the learning experience of our young people through classroom observations and pupil feedback.
- Our observations will highlight learners actively participating in lessons and having increased confidence in leading learning.
- Our observations, pupil and staff feedback will demonstrate that staff and learners have increased confidence in using technology to support and enhance learning.
- Our observations and pupil profiles will demonstrate that our learners will have increased confidence in identifying their skills and how they articulate across the curriculum and into the world of work.
- Our staff will confidently engage in professional learning, taking a lead role within their classrooms and school improvement groups and changes to their practice highlighted through observations and staff feedback.

Priority 3 Improvement in children and young people's health and wellbeing Choose an item.		
NIF Driver Parental engagement School leadership Teacher professionalism	HGIOS/ELC QIs 2.4 Personalised support 2.5 Family learning 2.6 Transitions	UNCRC Article 3 (Best interests of the child): Article 5 (Parental guidance):
Rationale for change based self- evaluation including data and stakeholder views		
<p>From discussions with our learners highlights that they are not confident in planning for life beyond school, particularly in relation to finance education and preparing for university and college.</p> <p>The rise in exclusions and referrals alongside the discussions with colleagues across our cluster, our knowledge of families and incidents within the local community indicates that there are a number of young people who are disengaged with their learning and find challenges with regulating their behaviour and emotions in school.</p> <p>Whilst staff are well versed in supporting young people within their departments, the universal use of the Wellbeing Indicators and Responsibility of All organisers within classrooms and lessons is not evident. Many learners are not able to articulate how they are used within classrooms and link across the curriculum.</p> <p>Discussions with parents and feedback through our parent forum highlight that parents would like more opportunities to engage with the school in order to support their children. Families have highlighted that they feel much has changed since they were at school and having the opportunity to learn how to support their child(ren) would be beneficial.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> • By the end of the year, our learners will feel more confident in tackling the challenges of life beyond school and will be able to articulate how to access supports they may require. • By the end of the year, our staff will become confident in how to manage instances of dysregulation in learners and how they can change their practice to ensure an inclusive, welcoming and nurturing learning environment that helps all learners to engage and achieve success. This will be demonstrated through a decrease in the number of referrals and reduction in exclusions. The GMWP tool (Glasgow City Council) will be utilised to measure learners' wellbeing at the start of the year as a baseline and end of the year to measure impact. • By the end of the year, our departments will be confident in their responsibility for linking the wellbeing indicators in their practice and how they contribute to the Responsibility of All organisers within their curriculum. Our learners will be able to articulate this through their learner conversations and focus groups. 		

- By the end of the year, we will have established a family learning programme with a focus on those most impacted by the barriers of poverty. This will be measured by the number of families who engage and the impact on their children's attainment and engagement will be monitored through school tracking periods.

If PEF spend is supporting – how much and what?

Pupil Support Nurture/Wellbeing Base – £3000
Retreat and Intervention Programme - £5000
Family Learning and Engagement - £3000
Breakfast Club - £2000
Set Up Strategy (Cost of the School Day) - £12,000
Pupil Voice to support those at risk and impacted by poverty - £2000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Establish a Senior Phase PSE programme through inputs.	August 2023 – June 2024		Pupil Support DHT – R Carroll Principal Teachers of Guidance PT RE External Partners	Funding to engage with external providers Access to ICT Time to map out PSE organisers alongside TIOF outcomes.
All staff will engage in Trauma informed CLPL and a Trauma and Nurturing Schools Audit will be taken.	August 2023 – June 2024		All Staff Principal Teacher Targeted Support Pupil Support DHT – R Carroll	Funding for staff provider GMWP Tool Access to ICT
A Health and Wellbeing School Improvement Group will be established to undertake an audit of Wellbeing Indicators in Departments and where Responsibility of All Organisers are being covered.	August 2023 – June 2024		Principal Teachers Curriculum SLT All Staff	Time
Develop a Family Learning Programme focusing on Literacy, Numeracy and Health and Wellbeing.	August 2023 – June 2024		DHT – C McKinney	Funding for resources to support programme

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			Principal Teachers of Guidance CLD	Time for staff to engage in the 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?

- We will have greater parental participation and engagement in the school.
- Our young people will feel safe, happy in school.
- Our young people will be able to make informed decision about issues that impact on them and the local community.
- The principles of trauma and nurture will be evident in the relationships seen across our school and demonstrated through a reduction in referrals and exclusions.

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people		
NIF Driver School Improvement Performance information School leadership	<u>HGIOS/ELC QIs</u> 1.1 Self-evaluation for self-improvement 2.6 Transitions 3.3 Increasing creativity and employability	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>Our analysis of Insight highlight there are a number of our learners who leave school and fail to move into a positive and sustained destination with the follow up report highlighting a decrease in the initial figure. Our initial Leaver Destination statistics was 91%, a drop from 93% the previous session.</p> <p>Following discussion with our learners and observations of learning, our young people are unaware of the skills they are developing within the curriculum and how they help to prepare them for the world of work and life beyond school.</p> <p>Through discussions with our leavers and analysis of the local data, the number of our leavers who enter a positive and sustained destination are those identified as being potentially NEET at points of transition. The partnerships utilised by the school have been limited and are not sufficiently meeting the needs of learners resulting in some failing to move into a positive and sustained destination.</p>		
Expected outcomes for learners - Who? By how much? By when? What?		
<ul style="list-style-type: none"> • The number of young people entering into a positive and sustained destination will increase and be maintained in the follow up report. • Through observations and pupil feedback, our young people will become confident in identifying the skills they are learning and how they link into the world of work and career pathways. This will help to focus all young people within the BGE in selecting pathways that prepare them for the career pathways they want to study. • Staff will be confident in articulating the Career Education Standard and where it links to their curriculum. • Targeted groups of young people will be identified and supported through strong partnerships with external agencies and providers to make a successful transition into a positive and sustained destination. The number of young people being NEET will decrease and attendance will improve through strong partnership working. 		
If PEF spend is supporting – how much and what?		
Columba 1400 Leadership Academy CEYP £666 Columba 1400 Leadership Academy Partnership £750 Career Ready Mentoring Programme £850 Partnerships and alternative pathways - £1600		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Undertake an audit of the Career Education Standard Across the school to develop a strategy that prepares learners to move into a positive and sustained destination.	August 2023 – June 2024		Principal Teacher of DYW PT Targeted Support DYW Coordinator DHT – Year Heads. Career Ready Coordinator SDS	Time to meet with all stakeholders Tool to undertake the Audit
Develop and implement a Skills Framework that will be used across all lessons and wider school.	August 2023 – June 2024		Principal Teacher of DYW Gen+ All Staff SDS	Pupil Profiles Skills Framework Strategy ‘St Stephen’s Super Six’ Access to ICT
Explore partnerships that can be utilised to support those young people most at risk of becoming NEET when identified within the BGE and in the Senior Phase.	August 2023 – June 2024		Pupil Support Team DHT Pupil Support DYW Coordinator CLD SDS SLT	Time to meet potential partners Funding to support partnerships for targeted groups of learners

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?

- There will be an increase in the number of young people in a positive and sustained destination.
- Our young people will confidently be able to articulate the skills they are developing and how they link to career pathways and what is being learned in classes across the school.
- Our partnerships will wrap around young people to ensure they are supported through bespoke interventions to make a positive and successful transition to life beyond school.

Priority 5 Placing the human rights and needs of every child and young person at the centre of education			
NIF Driver School leadership Parental engagement	<u>HGIOS/ELC QIs</u> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion <i>Choose an item.</i>	UNCRC Article 6 (Survival and development): Article 42 (Knowledge of rights):	
Rationale for change based self- evaluation including data and stakeholder views			
<p>The school has undertaken a review of the vision, values and aims this session which captures the mission of the school. As these are new, we will embed them across the school community.</p> <p>Feedback from parents and our learners highlights that there are little opportunities for learners to take a lead role in shaping and contributing towards school improvement outside the S6 Leadership Team.</p> <p>Whilst we pride our school on being welcoming, nurturing and inclusive environment however, discussion with young people, staff and families indicate that our approach to ensuring wellbeing, equalities and inclusion is not consistent or prominent across the school.</p> <p>Some young people are aware of their rights however, these are not prevalent across the work taking place in our school.</p> <p>Initial observations and discussions demonstrate that there is limited awareness of the Learning for Sustainability agenda amongst pupils, staff and parents and how it links to the world and community we live.</p>			
Expected outcomes for learners - Who? By how much? By when? What?			
<ul style="list-style-type: none"> • Everyone in our community will be able to articulate confidently the school's vision, values and aims and model these through daily interactions. • Our young people will have a wide range of opportunities to develop and hone their leadership skills supported by staff. • Everyone in our community feels supported and included. There will be a reduction in instances of bullying reported or alleged bullying. • Everyone in our community can articulate the UNCRC and it features at the centre of all we do as a school community. • Everyone in our community will develop their awareness of each of the protected characteristics through a UNCRC approach. • Staff and young people will become more confident on implementing the Learning for Sustainability agenda within their classrooms and how it links with the Laudato Si agenda from the Catholic Church. 			
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
Launch the School's renewed vision, values and aims, promoting this across all aspects of the school community.	August 2023 – June 2024		Head Teacher SLT All Staff Parents	Funding for visuals displaying vision/values
Design and implement a Pupil Leadership Council which links to school improvement including Young Leaders of Learning programme.	August 2023 – June 2024		DHT – C McKinney PT Guidance Young people	Time Authority timeline and paperwork
Establish a Wellbeing, Equalities and Inclusion strategy that helps all young people to see themselves in the image of God.	August 2023 – June 2024		PT Guidance DHT Pupil Support – R Carroll PT RE	Time
Embark upon becoming a Rights Respecting School.	August 2023 – June 2024		PT Social Subjects All staff	UNCRC Articles
Undertake an audit of the schools approach to being building racial literacy across the school.	August 2023 – June 2024		PT Guidance All staff	Building Racial Literacy CLPL and audit tool. Share practice from other schools within the local authority and beyond.
Establish a Learning for Sustainability group which explores this through the lens of Laudato Si.	August 2023 – June 2024		PT RE SLT All staff	Time Learning for Sustainability Action Plan

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?

- Everyone in the school community will be able to speak confidently about how they model the vision, values and aims of the school community. These will be displayed prominently in the school and in all communications to parents and partners.
- Pupil Leadership Council (comprising of the S6 Leadership Team and members from all registration classes) will meet formally on a monthly basis and use “HIGIOurs” to increase confidence in using the language of improvement and putting this into practice across the school.
- All young people will feel valued, respected and included in the life of the school and will have the opportunity to increase their knowledge of their faith and display this in all interactions
- All young people will be familiar and able to discuss articles from UNCRC. Staff will be aware of their role in promoting and adhering to the content of the UNCRC.
- We will have a clear indication of the current levels of awareness in relation to Building Racial Literacy within our community and identify an action plan to address this through the lens of Developing in Faith and Rights Respecting School’s.
- All young people will have a clear understanding and knowledge of the importance of sustainability and their role in protecting the environment.