

Education – Improvement Planning Document 2024-25

Establishment Name: St Stephen’s High School

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1. Establishment Vision, Values and Aims
2. Action Plan for session 2024-25 including PEF planning

Signatures:

Head of Establishment	Jennifer McDonald	Date	Sept 2024
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Quality Improvement Officer	Adam Stephenson	Date	Sept 2024
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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

Overview of Establishment Priorities 2024-25

National Priorities	Session 2024-2025
Improvements in attainment, particularly in literacy and numeracy	<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.
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> • Continue to develop a consistency of high quality learning and teaching across the school with a particular focus on differentiation, effective questioning and responsive planning. • Monthly House Meetings to analyse attendance, remove barriers for our young people including our most vulnerable CEYP, ASN and SIMD 1 and 2, and ensure positive and sustained destinations. • Continue to develop our Senior Phase and BGE Curriculum to ensure it is developing our young people's skills and meeting their needs.
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> • Implement a Senior Phase PSE Programme which links with the RERC curriculum. • Clear action plan to promote Health and Wellbeing across the school. • Continue our journey 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.
Improvement in employability skills and sustained positive school leaver destinations for all young people	<ul style="list-style-type: none"> • Continue to strive to achieve 100% positive destinations within our school. • Embed new tracker to ensure early interventions • Refine and embed our Skills framework across our curriculum which enables our young people to articulate their skills and how they link to the world of work and their chosen career pathway.
Placing the human rights and needs of every child and young person at the centre of education	<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 Gold Rights Respecting School Award

Stakeholder's views

How were stakeholders views collected?

- Action Points from HMIE.
- Microsoft Forms
- Parent Council Meetings
- Pupil Leadership Council Sessions
- 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?

- Action Points from HMIE.
- Microsoft Forms
- Parent Council Meetings
- Pupil Leadership Council Sessions
- Focus Groups
- Parental Meetings and engagement seminars.
- Consultation Exercises through Staff Meetings and INSET Days.
- Direct observations and discussions with pupils and staff.

Plan –Session 2024-2025

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information	<u>HGIOS/ELC QIs</u> 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement Choose an item.	UNCRC Article 28: (Right to education): Choose an item.

Rationale for change based self- evaluation including data and stakeholder views

We will focus on raising attainment in Literacy and Numeracy at level 3 and level 4. When analysing the attainment gap between SIMD 1-2 and SIMD 3-10 at

level 3 there is a gap of:

9.2% in Listening and Talking

6% gap in Numeracy

At level 4 the gap increases:

17.1% in Listening & Talking

16.3% in Reading

10.9% in Reading

14% in numeracy

In the Senior Phase we will focus on ensuring young people are coursed appropriately to improve performance and earlier interventions in place.

In S4 5@ level 5 we had a dip this year to 32.69% from 39.53% in 2023 and it is lower than LA average.

Improvement this year in S5 3@level 6 34.88% from 24.49% so we will look to maintain or improve on this.

In S5 5@level 6 lower than LA average at 11.63%

In S4 we achieved 60.6% level 4 qualifications and will focus on ensuring that every young person is gaining a minimum of 5 qualifications.

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

- Pupils will have a greater awareness of their level through learner conversations, particularly at key tracking points, and 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, the percentage of pupils achieving Level 3 Listening and Talking will be above 92%
- By the end of S3, the percentage of pupils achieving Level 3 for Numeracy will be above 90%.
- By the end of S3, the percentage of pupils achieving Level 4 for Listening and Talking will be above 70%
- By the end of S3, the percentage of pupils achieving Level 4 for Reading will be above 72%
- By the end of S3, the percentage of pupils achieving Level 4 for Writing will be above 63%
- By then of S3, the percentage of pupils achieving Level 4 Numeracy will be above 64%
- Increase the number of pupils attaining Numeracy at SCQF Level 5 in S4 from 65% to 70%

SENIOR PHASE

- The percentage of S4 pupils achieving 5+ Nat 5 awards will be above 35% by Aug 25.
- The percentage of S4 pupils achieving 5+ at level 4 will be above 80% by Aug 25.
- The percentage of S5 pupils achieving 5+ @ level 6 will be above 12% by Aug 25
- The percentage of S5 pupils achieving 3+ Highers will be maintained or above 34.88% above by Aug 25
- The percentage of S5 pupils achieving 1+ Highers will be above 56% by Aug 25

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?

- Implement the new Tracking and Monitoring system within the BGE which will show an increase in literacy and numeracy levels within the BGE. Review data at key tracking points and plan interventions.
- 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.

If PEF spend is supporting – how much and what?

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 2024 – June 2025		M Parsons – DHT (Equity) SLT Guidance PTs Pt Sfl and PT TS English and Maths Dept	<ul style="list-style-type: none"> • Tracking and Monitoring System • Discussion of interventions and impact at DMs/attainment meetings. <ul style="list-style-type: none"> • SLT Meetings
Targeted groups of learners in S1-3 will be identified and participate in bespoke Literacy and Numeracy programmes.	August 2024 – June 2025		English & Maths Depts. Targeted support with PT Sfl PT TS	<ul style="list-style-type: none"> • Tracking and Monitoring systems with interventions following analysis of data. • Primary Transition Info
Staff will continue to participate with colleagues across the authority for departments and cluster for Literacy and Numeracy to increase confidence in Identifying achievement of a level.	August 2024 – June 2025		Cluster Colleagues All Departments English and Maths PTs QAMSO SIG	<ul style="list-style-type: none"> • Time for staff to participate in moderation exercises with colleagues across the cluster. • Agreed paperwork to capture discussions and decisions made and shared with SLT in all establishments.
Continue to review the curricular pathways open for learners who face barriers to their learning and undertake a bespoke curriculum.	August 2024 – June 2025		PT Targeted Support. English and Maths Depts. CLD M Parsons – DHT (Equity)	<ul style="list-style-type: none"> • Time to discuss partnerships to support bespoke pathways. • SCQF Training • Staffing to deliver literacy and numeracy qualifications. • Rigorous tracking system in place

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				<ul style="list-style-type: none"> Be Inn Unity interventions- analyse impact on attainment, attendance, wellbeing and achievement.

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

We will focus on improving attendance and drill down into the poverty-related attendance gap this session to ensure further improvement. Attendance was at 88% with a 2.7% gap between SIMD 1&2 and SIMD 3-10. We will also place a particular focus on new S4 and new S5 who had the lowest average attendance rate last year. Attendance will be tracked by PTGs, Year Heads and our Wellbeing Officer and analysed at monthly meetings involving Head Teacher, DHT, Guidance PTs, Year Head. Attendance concerns will also be raised at our Joint Support Team Meetings.

In 2022-23, the performance of young people in Quintile 1 is lower than the national.

Senior Phase:

The percentage of pupils in S4 living in SIMD 1-2 achieving 5+ National 5 awards will be above 19% by August 2025
The percentage of pupils in S4 living in SIMD 1-2 achieving 3+ National 5 awards will be above 33% by August 2025
The percentage of pupils in S4 living in SIMD 1-2 achieving 1+ National 5 awards will be above 54% by August 2025

The percentage of pupils in S5 living in SIMD 1-2 achieving 5+ Highers will be above 9% by August 2025
The percentage of pupils in S5 living in SIMD 1-2 achieving 3+ Highers will be above 30% by August 2025
The percentage of pupils in S5 living in SIMD 1-2 achieving 1+ Highers will be above 44% by August 2025

HMIe findings reported inconsistencies in the quality of learning and teaching across the school. Key areas to improve will be effective questioning, responsive planning and differentiation which will aim to reduce the gap.

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

- We will increase the school attendance to 90% from 88% over the course of the year through targeted interventions for groups of learners.
- We will continue to reduce the number of exclusions within the school to below 40 openings.
- We will aim to increase the number of pupils in S5 attaining 1+ at Level 6 in line with authority average.
- We will aim to maintain/increase the number of pupils in S5 attaining 3+ at Level 6 from 34.88%
- Staff will embed the Co-Operative Learning strategies with increased pupil engagement in lessons and a focus on differentiation and effective questioning and responsive planning to raise attainment and reduce the poverty related attainment gap.
- 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. Through targeted support, our aim is for these leavers to have five qualifications with a minimum of two at level 5.

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 and monthly House meetings to ensure interventions are identified early and are systematic.
- The principles of trauma and nurture will be evident in relationships across our school and demonstrated through a reduction in exclusions and referrals
- A consistent approach across the school in the learning experience of our young people through classroom observations and pupil feedback and aim to move from 'Good' to 'Very Good'
- 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 teaching and learning provides appropriate challenge and pace and is meeting learners' needs through appropriate differentiation.
- Our observations and our Gen + 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.

If PEF spend is supporting – how much and what?

Depute Head Teacher (Equity) and PTG backfill - £22,450

Wellbeing Support Officer - £12,000

Targeted Supported Study - £11,000

CLPL including Cooperative Learning to support improvement in Learning and Teaching and close gap with a focus on differentiation - £8,000

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Ensure that the tracking system of attendance is reviewed regularly and utilise the support of the PEF Equity Wellbeing Officer to work with an identified caseload and families. Early interventions crucial.	August 2024 – June 2025		DHT Equity/DHT Pupil Support PEF Equity Wellbeing Officer. PT Guidance HT	Cost of travel to support families to engage in school through transport. Tracking system utilised. Identified interventions through Pupil Support. Monthly House Meetings. Staff to engage with Attendance CLPL through Education Scotland
Staff will continue to be trained in a variety of pedagogical approaches including, Cooperative learning strategies and differentiation supported through Learning Trio's to develop and enhance their practice.	August 2024 – June 2025		CMcK DHT L & T SIG Learning and Teaching Co-Op Learning Consultancy All Staff including PSAs	Time during In-service Days and identified weeks. CLPL Learning Festival in summer term.
Continue the work of the Curriculum School Improvement group to offer a wider curriculum to meet the needs of our learners in Senior Phase. Explore opportunities for developing skills and wider achievement in the BGE. Work with two other schools West Partnership on BGE Curriculum Achieve Bronze and work on Silver SCQF Ambassadors Award	August 2025 – June 2025		SIG DHT (Equity) – M Parsons HT PT Guidance staff. PT DYW	Parent Info Evenings Attend West Partnership Courses Authority Working Groups – BGE and SP
Implement the in-house calendar of CLPL with a particular focus on Wellbeing and Teaching and Learning.	August 2024 – June 2025		CMcK and RC and JMCD Appropriate Partners	Funding to pay for visiting speakers if appropriate and required.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				Time for staff to meet and participate in the learning programme.

Priority 3 Improvement in children and young people's health and wellbeing
Choose an item.

NIF Driver Parental engagement School leadership Teacher professionalism	<u>HGIOS/ELC QIs</u> 2.4 Personalised support 2.5 Family learning 2.6 Transitions	UNCRC Article 3 (Best interests of the child): Article 5 (Parental guidance):
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Rationale for change based self- evaluation including data and stakeholder views

Discussions with our Senior Phase learners, highlight that they are not confident in planning for life beyond school, particularly in relation to finance education and preparing for university and college. Therefore, we will focus on a programme of Senior Phase PSE inserts to meet their needs and ensure they are fully prepared for Positive and Sustained Destinations.

48% of our young people have an identified ASN and are not systematically tracked and monitored across the school.

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. The Inspection findings indicated that many learners are not able to articulate how they are used within classrooms and link across the curriculum.

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 would be beneficial. Therefore, we will continue to enhance our Family Learning Programme.

With 68% of our young people living in the most deprived areas of Scotland, we will continue to aim to reduce the cost of the school day to create a sense of belonging and young people feeling safe and included. We will track impact through attendance, attainment and achievement.

A minority of our young people are disengaging with education evidenced by attendance, attainment and referrals.

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

- By the end of the year, our Senior Phase 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.
- Young people with an identified ASN will be clear on the supports that they will be able to access to ensure they achieve their potential within the school. Through clear Pupil Support Plans with SMART targets which are regularly reviewed, staff will be clearer on the strategies they can employ to support our learners.
- The GMWP tool (Glasgow City Council) will be utilised to measure learners' wellbeing at the start of the year as a baseline and at the end of the year to measure impact.
- By the end of the year, our departments will have identified where they can support our learners in linking their wellbeing to their learning.
- Senior Phase pupils will have access to a PSE curriculum.
- We will have an enhanced family learning programme with a focus on those most impacted by the barriers of poverty.
- Our disengaged learners will feel a sense of belonging and achievement through targeted support in the Hub and work with Beinn Unity mentors.

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?

- Parental engagement will be measure by the number of families who engage and the impact on children's attendance, attainment and achievement.
- Everyone within our school community will have begun to see the Wellbeing Factors integrated into their learning.
- GMWP survey will capture improvement in young people's wellbeing.
- Our young people will be able to make informed decision about issues that impact on them and the local community.
- Our disengaged learners will feel a greater sense of connectedness as evidence by Beinn Unity survey tool; referrals and exclusions will decrease, and attendance and attainment will improve.

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

Be INN Unity - £27000

Breakfast Club - £2000

Set Up Strategy (Cost of the School Day) - £8,000

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
Consult all stakeholders and establish a Senior Phase PSE programme through four full day inserts.	August 2024 – June 2025		<ul style="list-style-type: none"> PTGs – SMcC leading Partners Pupils Parents RC & JMcD	Funding to engage with external providers Access to ICT
Utilise partnerships in order to support young people most affected by poverty and trauma.	August 2023 – June 2025		Principal Teacher Targeted Support Pupil Support DHT – R Carroll JMcD BelInnUnity Rhys McCole – Wellbeing Worker	Funding for staff provider GMWP Tool Access to ICT
<ul style="list-style-type: none"> Develop an understanding of wellbeing language including wellbeing indicators, particularly within the Senior Phase. Young people leading on aspects of learning and wellbeing. Establish a universal approach to assess, track and monitor the Wellbeing of all learners. 	Oct-June 2025		<ul style="list-style-type: none"> Working Group led by PTGs Partners Pupils PT TS PT Sfl	Glasgow Motivational Wellbeing Profile Stonelaw resources
<ul style="list-style-type: none"> Build on Care Experienced Tracker to allow for a more strategic overview of outcomes for care experienced young people. 	Sept – June 2025		PTGs Sfl PT & TS PT RC	
<ul style="list-style-type: none"> Develop our Family Learning Programme focusing on Literacy, 	August 2024 – June 2025		DHT – C McKinney	Funding for resources to support programme

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Numeracy and Health and Wellbeing.			SIG Principal Teachers of Guidance	
<ul style="list-style-type: none"> • Review the tracking and monitoring of young people with ASN. • Ensure young people have support plans as per the identified ASN which are reviewed regularly. • Review how support plans are written and ensure outcomes are clear and measurable. • Define the criteria for a place in the Hub and how we support young people back to mainstream classes. • Analyse the impact of the Hub in supporting young people offering a targeted curriculum. • Use of Be Inn Unity to provide targeted support 	August 2024 – October 2024		Principal Teacher of Support for Learning PT Targeted Support Pupil support DHT – Robert Carroll. BeInn Unity	Time Funding for resources.
<ul style="list-style-type: none"> • Enhance the role of Registration Teachers as First Line Guidance Teachers. • Review processes for attendance and late coming linked to use of wellbeing officer and registration teachers. • Improve tracking of achievement and interventions 	August 2024 – October 2024		PT Guidance DHT Pupil Support – R Carroll	Time to meet and visit schools of best practice. Funding for resources. CLPL for staff as required.
<ul style="list-style-type: none"> • Further develop our approaches to a daily focus on improving attendance for all and targeted interventions for specific cohorts of pupils. 	June 2025		JMcD, RC and PTGs Office staff First Line Guidance Teachers	

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
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Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people

<p>NIF Driver School Improvement Performance information School leadership</p>	<p><u>HGIOS/ELC QIs</u> 1.1 Self-evaluation for self-improvement 2.6 Transitions 3.3 Increasing creativity and employability</p>	<p>UNCRC Article 28: (Right to education): Article 3 (Best interests of the child):</p>
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Rationale for change based self- evaluation including data and stakeholder views

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.
The curriculum is very traditional and is not meeting the needs of all our young people.
Leavers Initial Destinations data for learners gaining a Positive and Sustained Destination was 97.8%. We will aim for 100% and decrease those identified as being potentially NEET at points of transition.

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

- The number of young people entering into a positive and sustained destination will increase to 100% 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 able to identify 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.
- 48% of our young people have ASN and they will have clear Pupil Profiles with Smart targets regularly reviewed.

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 use of our new tracker, we will implement early interventions and there will be an increase in the number of young people in a positive and sustained destination.
- Our young people will begin to articulate the skills they are developing and how they link to career pathways and what is being learned in classes across the school. This will be demonstrated through learning walks and pupil focus groups.
- 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. Survey tools will be used at beginning and end by our partners to measure impact.

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
<p>Develop a Positive Destinations strategy and framework to support its delivery across the school.</p> <p>Use of tracker for early interventions</p> <p>Introduction of Leavers' Guidance and ASN Transition Guidance</p> <p>Strategic responsibility of PTGs to ensuring all leavers sustain a positive post-school destination.</p>	August 2024 – June 2025		<p>DYW Coordinator</p> <p>Pupil Support DHT – R Carroll</p> <p>PT Guidance</p> <p>Career Ready Coordinator</p> <p>SDS</p>	Time to meet with all stakeholders
<p>Refine the Skills Framework that will be used across all lessons and wider school ensuring it articulates with the work of Gen+</p>	August 2024 – June 2025		<p>PT Guidance</p> <p>Gen+</p> <p>All Staff and SIG</p> <p>SDS</p>	<p>Pupil Profiles</p> <p>Skills Framework Strategy 'St Stephen's Super Six'</p> <p>Access to ICT</p>
<p>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.</p>	August 2024 – June 2025		<p>Pupil Support Team</p> <p>DHT Pupil Support</p> <p>DYW Coordinator</p> <p>CLD</p>	<p>Time to meet potential partners</p> <p>Funding to support partnerships for targeted groups of learners</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			SDS SLT BeInnUnity Barnardos Rhys McCole Boxing & Wellbeing	

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

HGIOS/ELC QIs

1.3 Leadership of change
3.1 Ensuring wellbeing, equality and inclusion
Choose an item.

UNCRC

Article 6 (Survival and development):
Article 42 (Knowledge of rights):

Rationale for change based self- evaluation including data and stakeholder views

Following a refresh of the vision, values and aims, we will continue to embed these across our school community.

Feedback from parents and our learners highlights that learners enjoy the opportunity to take a lead role in shaping and contributing towards school improvement outside the S6 Leadership Team. We will continue to provide opportunities for increased pupil voice (UNCRC Art 12) particularly through the work of the Pupil Council.

Last session we achieved our Silver Rights Respecting School Award, so we will continue to strive towards Gold status to ensure that the rights of the child are fully embedded across all areas of the curriculum and our school is welcoming and inclusive for all.

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.

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

- 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 and any incidents will be recorded appropriately.
- 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.

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. They will have a particular focus on Health and Wellbeing.
- 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 Schools.

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
Continue to embed the School’s renewed vision, values and aims, promoting this across all aspects of the school community.	August 2024 – June 2025		Head Teacher SLT RRS All Staff Parents	Celebration of achievement – assemblies, social media, departments
Refine the work of the Pupil Leadership Council which links to school improvement with a clear focus on Wellbeing, Equality and Inclusion.	August 2023 – June 2024		DHT – C McKinney PT Guidance Young people	Time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Enhance leadership roles in the BGE</p> <p>Continue Young Leaders of Learning programme and look to work schools across West Partnership as well as the LA.</p>				
<p>Work towards achieving Rights Respecting School Gold Award.</p>	<p>August 2024 – June 2025</p>		<p>Social Subjects – Simon Graham lead</p> <p>RRS Steering Group</p> <p>RRS Ambassadors from each dept</p> <p>All staff</p>	<p>UNCRC Articles</p>
<p>Undertake an audit of the school's approach to being building racial literacy across the school.</p>	<p>August 2023 – June 2024</p>		<p>PT Guidance</p> <p>All staff</p>	<p>Building Racial Literacy CLPL and audit tool.</p> <p>Share practice from other schools within the local authority and beyond.</p> <p>Embed into PSE Curriculum</p>