

**Education Directorate**

**Auchenharvie Academy**

**Improvement Plan**

**2024-2025**





**Vision, Values and Aims**

 ***Auchenharvie Academy*** 

***Our Vision/Aim is:***

***To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.***

***Our Values are:***

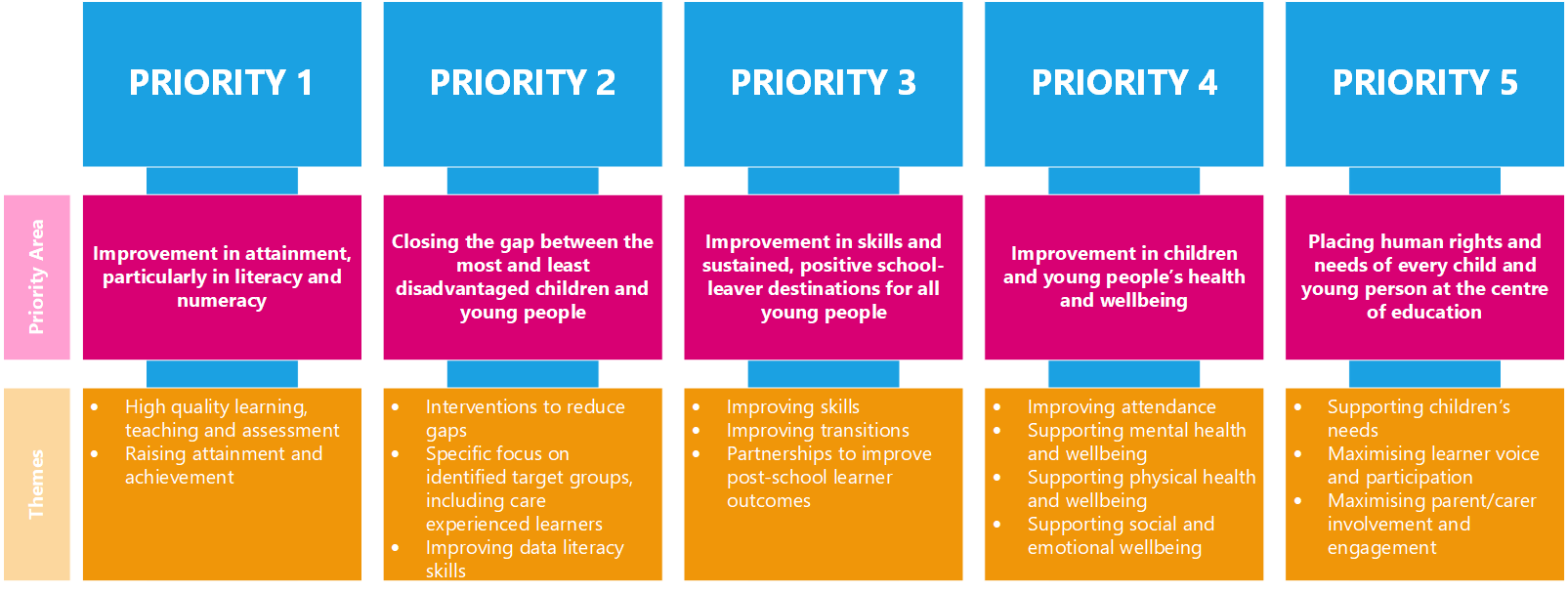
***Respect Equality Determination***

**Glossary of Terms – Please see below for a glossary of terms used in conjunction with our School Improvement Plan.**

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| **AAA** | ALTERNATIVE ASSESSMENT ARRANGEMENTS | **NAC** | NORTH AYRSHIRE COUNCIL |
| **ASN** | ADDITIONAL SUPPORT NEEDS | **NQ** | NATIONAL QUALIFICATION |
| **BGE** | BROAD GENERAL EDUCATION (S1-3) | **PEF** | PUPIL EQUITY FUND |
| **CfE** | CURRICULUM FOR EXCELLENCE | **PLA** | PROFESSIONAL LEARNING ACADEMY |
| **CLPL** | CAREER LONG PROFESIONAL LEARNING | **PRAG** | POVERTY RELATED ATTAINMENT GAP |
| **DHT** | DEPUTE HEAD TEACHER | **PSE** | PERSONAL and SOCIAL EDUCATION |
| **DYW** | DEVELOPING the YOUNG WORKFORCE | **PT** | PRINCIPAL TEACHER |
| **GBV** | GENDER BASED VIOLENCE | **PTPC** | PRINCIPAL TEACHER of PASTORAL CARE |
| **HGIOS 4** | HOW GOOD IS OUR SCHOOL (version 4 Staff) | **PT RAA** | PRINCIPAL TEACHER of RAISING ATTAINMENT AND ACHIEVEMENT |
| **HGIOURS** | HOW GOOD IS OUR SCHOOL (Pupils) | **QAMSO** | QUALITY ASSURANCE and MODERATION SUPPORT OFFICER |
| **HT** | HEAD TEACHER | **QI** | QUALITY INDICATOR |
| **HWB** | HEALTH AND WELLBEING | **S1/2/3/4/5/6** | SECONDARY 1/2/3/4/5/6 |
| **L+T** | LEARNING AND TEACHING | **SCQF** | SCOTTISH CREDITS and QUALIFICATION FRAMEWORK |
| **LGBT** | LESBIAN, GAY, BISEXUAL and TRANSGENDER | **SDS** | SKILLS DEVELOPMENT SCOTLAND |
| **MCR** | PUPIL MENTORING AGENCY | **SEEMIS** | SCOTTISH EDUCATION MANAGEMENT INFORMATION SYSTEM |
| **N4/N5** | NATIONAL 4 / NATIONAL 5 | **SP** | SENIOR PHASE (S4-6) |
| **SIMD** | SCOTTISH INDEX of MULTIPLE DEPRIVATION | **SWAY** | A VISUAL PRESENTATION TOOL USED AS PART OF MICROSOFT SOFTWARE |
| **SIP** | SCHOOL IMPROVEMENT PLAN | **TM+I** | TRACKING, MONITORING and INTERVENTIONS |
| **SLT** | SENIOR LEADERSHIP TEAM | **TT** | TIMETABLE |
| **SQA** | SCOTTISH QUALIFICATIONS AUTHORITY | **UNCRC** | UNITED NATIONS CONVENTION on the RIGHTS of the CHILD |
| **SSR** | SECONDARY SUPPORT RESOURCE | **VC** | VIRTUAL COMPARATOR |
| **SWEIC** | SOUTH WEST EDUCATION IMPROVEMENT COLLABORATIVE | **WNOC** | WRITTEN NOTIFICATION of CONCERN |

**EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

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| **PRIORITY 1** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  To improve attainment, particularly in literacy and numeracy for all learners. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. **Improvement in attainment, particularly in literacy and numeracy** 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2 Curriculum**  **2.3 Learning, teaching & assessment**  **2.4 Personalised Support**  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeingequality and inclusion  **3.2 Raising attainment & achievement**  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. **Teaching & Practitioner Professionalism** 3. Parent/carer involvement & engagement 4. **Curriculum & Assessment** 5. School & ELC Improvement 6. **Performance Information** | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.     * At national level, for the past three sessions the percentage of S4 leavers attaining Literacy at L4 has improved from being below the VC. Literacy at L5 has fluctuated, it has improved from being below our VC in 2022 to being above in 2023. The school has identified that continued focus/intervention here is key to meeting P1 strategic aim. * At national level, in Numeracy the percentage of S4 leavers attaining Numeracy at L4 and L5 is above the VC for the last three years and we would like to sustain this performance moving forward.      * Moreover, the percentage of learners leaving with L6 numeracy by the end of S6 in sessions 2021 – 23 is below our VC, hence the need for alternative curricular pathway to increase this moving forward.      * INSIGHT data shows that our top 20% of learners are achieving less than our VC.      * School self-evaluation from Trios, Department Health Checks and Education Scotland feedback areas with regard to L&T have been reflected upon for SIP. | | | | | | |

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| PRIORITY 1: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners will benefit from consistent literacy approaches at whole school level as a result of increased staff capacities and capabilities in pedagogical approaches to literacy.  (SIP 1.1) | * Revisit and Refresh the whole school literacy strategy * Provide appropriate whole school CLPL on how literacy can be supported in the classroom, with a focus on oracy. | Session 24-25  FH English & Numeracy | Measurement of Impact (SIP 1.1 – 1.5)  **Literacy**   * Refreshed whole school literacy strategy completed/updated. * Literacy CLPL input sessions – staff feedback. * Numbers of pupils participating in the Literacy Ambassadors Programme/PR and their views through focus groups will be utilised monitor impact. * Attainment data will evidence increased learners’ attainment in aspects of literacy across the BGE. * % learners achieving Literacy levels at N3 to N5 by the end of S4 to increase. * % Learners achieving SCQF L6 English to increase.   **Numeracy**   * Attainment data will evidence Increased learners’ attainment in numeracy across the BGE. * Learners’ focus groups to monitor the quality of their L&T experiences in numeracy across the school will take place. (PLA) * % learners achieving Numeracy levels at N5 by the end of S4 to increase. * % pupils being presented for N5 and Higher Maths to increase. * Increased opportunity for pupils studying N5 Apps of Maths to progress to Higher Apps of Maths the following session. Uptake numbers analysed. * Parent attendance/engagement/feedback at Numeracy support sessions. * Numeracy Policy created and stakeholder feedback on impact. * PT Interventions & Transitions * Attainment progression data from pupils who will benefit from targeted interventions in S1 and S2 for session 24/25. |  |  |
| Learners will have increased opportunities to develop their leadership skills impacting at whole school level.  (SIP 1.2) | * Create a whole school literacy Pupils Ambassador Programme - Organise Paired Reading Groups given senior pupil’s opportunities to work with BGE pupils. | Session 24-25  FH English & Numeracy |  |  |
| All leaners will benefit from research-based coherent, relevant, justice oriented pedagogical approaches to numeracy across the BGE curriculum, thus removing barriers to attaining in numeracy.  (SIP 1.3) | * Continue the work of the strategic Numeracy Working Group to embed numeracy across the BGE. * Continue to collaborate with PLA colleagues and SWEIC representatives to offer professional learning opportunities for all staff on effective inclusive pedagogical approaches to embed numeracy across the BGE curriculum. * Re-establish collaboration with other faculties in moderating CfE Level 3 numeracy resources to further strengthen teachers’ judgements in numeracy * Pilot the Goos et al Model across the BGE and seek all stakeholders’ views throughout leading to the creation of a whole school numeracy policy across the curriculum. | Session 24-25  FH Maths & Numeracy |  |  |
| Learners will have the opportunity to experience further support at home as a result of parental engagement in the school numeracy programme.  Increased uptake of Maths based courses at N5 and Higher level in the longer term.  (SIP 1.4) | * Offer a monthly programme of numeracy sessions to our S1 and S2 parents/carers to increase their confidence in supporting their children engage with numeracy across the curriculum if staffing allows this. * Introduce Higher Applications of Maths to provide an alternative pathway for Maths, thus increasing uptake in the Senior Phase. | Session 24-25  FH Maths & Numeracy |  |  |
| Targeted support directed at identified groups of learners in S1 and S2 to further support their literacy skills across the BGE and maximise their access to the curriculum.  (SIP 1.5) | * PT Interventions & Transitions will work collaboratively with Literacy and Numeracy Faculty Heads as well as SfL staff to identify using a range of data, pupils who will benefit from targeted interventions in S1 and S2 for session 24/25. | Session 24-25  PT Interventions & Transitions |  |  |
| All learners will continue to develop their ability to self-reflect on their learning and to identify theirs strengths and next steps in their learning.  Improved learners curriculum access and learning experiences planned using data effectively.  All learners’ attainment to Improve over time.  Learners to benefit from a wide range of bespoken universal and targeted interventions leading to improved learners’ needs.  (SIP 1.6) | * Refresh the whole school tracking, monitoring and interventions policy to outline roles and responsibilities for universal and targeted interventions across the BGE and Senior Phase. * Consult staff for devising a Tracking and Monitoring timeline for session 24/25. * Offer further professional learning opportunities to maximise the impact of using the Equity & Excellence framework on teaching & learning, thus improving pupils’ outcomes. | Session 24-25  DHT leading on QI 3.2 & PT RAA | * Refreshed whole school TMI policy completed/updated. * T&M timeline agreed and in place. * Learners’ feedback on quality and frequency of learning conversations will be used to monitor impact at Faculty levels through the use of pupils’ voice as part of our self-evaluation calendar. * Observations of faculty leaders’ Equity and Excellence Data tasks returns as well as their quality of engagement during attainment meetings. * Copies of whole school and faculties spreadsheets highlighting information on identified learners and type of intervention required. Range and impact of interventions. * Tracking data for all year groups measuring progress over time will show an increase in attainment across all groups of learners, including CE learners. |  |  |
| An increased number of learners across the BGE will be making consistent progress across each CfE level, thus converting into Higher presentation numbers for NQs in the senior phase over time.  (SIP 1.7) | * Implement a BGE Moderation Calendar of activities for session 24/25. * Ensure all faculties engage with their critical friend in BGE moderation activities at least three times within the next academic session. * Ensure all Faculties continue to reflect on the effectiveness and impact of these moderation sessions by completing the Moderation diary for session 24/25. * Promote the completion of the QAMSO Programme to a wider range of members of staff to further increase confidence in teacher’s professional judgements across the BGE. | Session 24-25  DHT leading on QI 3.2 | * Number of candidates’ presentation for SQA NQs to increase proportionally to % of CfE levels achieved by the end of S3 in each curricular area. * SLT attendance at digital moderation sessions to evidence appropriate moderation approaches being fully implemented during collegiate and In Service sessions. * No. of colleagues completing the QAMSO Programme to increase. * Self-Evaluation of cluster moderation partnership to show impact on colleagues’ confidence in professional judgements on CfE attainment. * Qualitative information from the Moderation Diaries at FH/PT level to demonstrate ongoing professional engagement with the Moderation processes. |  |  |
| All learners to benefit from consistent and effective use SQA L&T resources and assessment practices, impacting positively on senior phase attainment.  (SIP 1.8) | * Continue to implement the whole school Internal Verification Policy across all SQA delivered courses. * Continue to disseminate to all teaching staff any CLPL opportunities provided by the SQA on understanding standards events, course reports and statistics. * Continue to embed our whole school AAA policy to ensure appropriate support is given to any eligible candidates at the Senior Phase. | Session 24-25  DHT leading on QI 3.2 & PT RAA | * Evidence of engagement with internal verification processes gathered from each faculty as part of self-evaluation activities within calendar for session 24-25. * Feedback from SfL department on numbers/supports of AAA policy supporting SP candidates. |  |  |
| The participation in the wider life of the school of all learners, with particular focus on care experienced young people will be consistently tracked thus increasing a focus on equitable opportunities for achievement for all learners.  (SIP 1.9) | * Seek pupils’ voice at the beginning of the new session regarding the range of extra-curricular activities that they would like to see on offer for session 24/25. * Implement termly reviews of the participation tracker by each Year Head and PTPC to ensure that participation rate is tracked for all year groups, particularly for CE and YC pupils. As a result of the regular reviews, Year Heads and PTPC to communicate this data to the wider staff, allowing a much larger number of staff to intervene and further increase pupils’ participation. | Session 24-25  DHT leading on QI 3.2 & PT RAA | * Data analysis by SIMD and other poverty related markers, across Year groups and individual learners will be used to monitor impact of interventions. * Feedback from YGH/PTPC termly reviews and uptake numbers across each activity offered to show increase over time. |  |  |
| All learners will have increased opportunities across the curriculum to develop skills for learning, life and work.  Learners will have greater opportunities for gaining additional SQA accredited qualifications to further support them in securing a positive destination.  (SIP 1.10) | * Review the whole school curriculum to ensure the needs of all our learners are being met. * Take forward SCQF Ambassador School programme. * Implement full IDL programme in the BGE. * Examine qualifications to support building skills in the BGE and Senior School. * Increase the opportunities for alternative qualifications across the curriculum. | Session 24-25  DHT Leading on QI 3.2  Curricular Review WG  PT RA | * % satisfaction rate in learners’ option choices at each transition point to be measured. Options Process. * Curricular review - Increased opportunities offered to all learners to develop skills for learning, life and work. * Number of leaners gaining accreditation of wider achievements awards to increase over time by the end of their BGE. * Breadth in the range of SQA courses offered and awarded. |  |  |
| Learners across the school will be supported in making the best options choices based on their strengths, thus maximising their attainment and achievements throughout their learners’ pathways.  (SIP 1.11) | * Continue to use SQA progression data and CfE data to best support learners’ coursing process. * Further develop All About You Information to enable data informed transitions and support post school destinations. * Develop a range of digital options information resources to help support parents and learners when making option choices | Session 24-25  DHT Leading on QI 3.2 | * Decision Making Support System in place to support learners options choices. * Digital options information to support parents/carers developed. Parent feedback will be sought. * % conversion of BGE attainment data into SQA attainment statistics across all subjects to show an improving trend. |  |  |
| Enriching all teaching staff’ understanding of the pedagogical practices which constitute the design of the SLIPP model through delivering targeted high quality learning & teaching professional learning opportunities for all teaching staff depending on their strengths and areas of development highlighted via Ed Scot report.  Improve the consistency and quality of learning and teaching taking the recommendations from Ed Scotland report May 2023.  Focus areas for session 2023 -24:  -Improving attainment in our top 20% achievers  -Quality, pace & challenge of SLIPP model  -Co-constructed success criteria  -Skills for L, L&W - Meta skills  -Digital Skills  -Promotion of learner independence  All learners will experience consistent high quality teaching and learning, resulting in increased engagement, attainment and achievement.  (SIP 1.12) | * Identify staff best practice areas within school via class observations. Identified staff to be requested to contribute to school CLPL programme/or be mentors in area of strength. * Collegiate sessions next year to be arranged to further focus on areas of development to build on CLPL input. * Digital CLPL programme to be launched for 24-25. * Meta Skills to be incorporated into all lessons. * CLPL sessions to be devised using strengths from lesson observation programme. * CIRCLE programme to be trialled with classes. Circle Framework of Inclusion to be embedded within school. Classroom observation schedule to identify and support best practise. | Session 24-25  DHT leading on QI 2.3 & PT with responsibility for L&T  PT SfL | * Qualitative data from lesson observations.  1. Overall percentage of lesson grading to increase: Percentage targets – Very good lessons to increase to 35%  * Digital resource bank to be established to support staff CLPL. * Meta Skills to be embedded in SLIPP model and evaluated in lesson observation schedule. * CIRCLE to be evaluated in Nurture Lesson Observation schedule. * Staff - evaluation of best practice/CLPL sharing sessions throughout the year. * Staff - evaluation of best practice/CLPL sharing sessions throughout the year. Qualitative data from lesson observations. |  |  |
| The whole school will develop a culture for learning where everyone within the school is learning and striving for the highest standards of teaching and learning to meet all our pupils’ needs.  Promote Teacher professional reflection, CLPL and collaborative enquiry to improve the quality of learning and teaching.  (SIP 1.13) | * Learning and Teaching staff working group to promote a culture of professional development and be facilitated to share best practice during in service days and collegiate sessions. L&T group will publish three L&T sharing best practice inserts/articles per year. * Adaptive Learning – Pilot to be undertaken with SWEIC, to improve differentiation & challenge in lessons. * Continue to look outwards, working with schools in Barrhead and Dumfries and Galloway to examine methods to continue to improve learning and teaching. * Continue to work with SDS to embed Meta-skills across the curriculum. This will form part of 3 year plan. * New S2 Employability course to be established. * Meta Skills incorporated into S1 and S2 employability courses. PSE input to establish Meta Skills programme. | Session 24-25 | * Number of best practice sessions/L&T articles offered throughout the session. Self-evaluation data on best practice sessions/articles. * Increased learners’ engagement in classes via data obtained through classroom observations and pupils’ focus groups. * Adaptive Learning pilot – feedback from staff and learner focus groups. * Meta Skills to be embedded in SLIPP model and evaluated in lesson observation schedule and pupil focus groups. * New S2 Employability course in place and reviewed. |  |  |

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| **PRIORITY 2** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  To close the gap between the most and least disadvantaged learners, thus raising attainment & achievement for all. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. **Closing the attainment gap between the most and least disadvantaged children and young people** 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
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| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. **Teaching & Practitioner Professionalism** 3. Parent/carer involvement & engagement 4. **Curriculum & Assessment** 5. School & ELC Improvement 6. **Performance Information** | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
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| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.     * Continue to improve school attendance post Covid. * Average total tariff points remain lower than our VC for our top 20% of learners. * From our self-evaluation of the Equity & Excellence BGE tasks as well as BGE attainment meetings, there is a need to increase staff confidence in using data effectively to impact on L&T and quality of universal and targeted interventions. * To increase equity and accessibility of curriculum, SSR provision to be further enhanced to target more learners.      * Local benchmarking measure of attainment versus deprivation shows that learners in SIMD 2, 3 and 6 are not attaining as well as the national trend. | | | | | | |

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| PRIORITY 2: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| The poverty-related attainment gap between the most and least disadvantaged learners to reduce over time, thus maximising attainment for all.  (SIP 2.1) | * Refresh the data around the PRAG and present the most updated whole school picture in August 24 INSET. * Continue to utilise effectively tracking information at class teacher and curriculum leader levels to ensure that the poverty-related attainment gap is minimised, particularly in selected categories such as CE pupils. * Consult all stakeholders on how to best utilise our pupil equity fund based on our identified areas of school improvement. * The outcome of the consultation will be shared with all stakeholders and appropriate spending of the PEF will be identified and planned according to whole school improvement priorities. | Session 24-25  DHT leading on QI 3.2  PT RAA | * PRAG Report issued to all staff to inform them of identified PRAG(s) within our school will inform all staff of current attainment gap. * Tracking data utilisation from faculty leaders and classroom teachers to be reflected during BGE attainment meetings. * Attainment data over time will show the poverty-related gap reducing over time, particularly in identified care experienced pupils. * Consultation data on PEF spending to be shared with key stakeholders. * Priorities within school improvement plan to reflect identified PEF priorities by all stakeholders. |  |  |
| All learners to benefit from excellent and equitable learning opportunities in all classrooms.  (SIP 2.2) | * Supporting staff capacity and capabilities in using data effectively by enhancing the Equity & Excellence data analysis. * Streamline the evaluation of the targeted interventions by using alternative paperwork to the one trialled this session. * Continue to deliver targeted CLPL on the effective use of the E&E resources at class, faculty and Pastoral Care level throughout session 24/25. | Session 24-25  DHT leading on QI 3.2  PT RAA | * Quality of data analysis tasks completed at classroom and faculty level. * Quality of professional dialogue during BGE attainment meetings from faculty leaders. * % staff attendance at professional learning opportunities on data analysis. |  |  |
| Learners with additional support needs will experience a decrease in barriers which are impacting negatively on their attainment and achievement.  (SIP 2.3) | * Maximise the number of targeted pupils receiving tailored interventions in literacy and numeracy in S1 and S2 by further training a wider number of SfL staff in specific interventions programmes. * Enhance our SSR curricula provisions to maximise the effectiveness of our tailored interventions. * Develop effective tracking and monitoring procedures as well as individual learning plans for all those pupils who access SSR input. * Continue to work with a wide range of external agencies and partners to maximise supports for all our learners. MCR Pathways coordinator will continue to work collegiately with the PTPC staff to support care experienced pupils who would benefit from targeted group work and individual mentoring support. Work in partnership with our colleagues from Health and Social Care to maximise the support for our learners and their families. | Session 24-25  DHT leading on QI 3.2  SSR staff | * SfL - Attainment progression data from pupils who will benefit from tailored interventions in literacy and numeracy in S1 and S2 for session 24/25. * Attainment data in literacy & numeracy in P.7, S1 and S2 over time will show an increased attainment trend for all. * Qualitative evidence of SSR provisions through lesson observations to be used to monitor the quality of learners’ experiences. * Data from SSR TMI to show pupil progression and impact from intervention. * Numbers of care experienced receiving support via MCR pathways will show an increase. * Attainment data over time, showing an improving trend for care experienced young people and other identified learners who are experiencing significant barriers to learning. |  |  |
| Pupils’ attendance in school will be maximised and pupils who have difficulties in attending will be identified early and appropriate supports implemented, thus impacting positively on their ability to attend school.  Progress for pupils who receive targeted nurture input will be better tracked and appropriate interventions implemented to maximise their achievements.  (SIP 2.4) | * Evaluate impact of late gate and current attendance procedures and interventions to maximise school attendance for session 24/25. * Continue to work in partnership with all relevant stakeholders to ensure that emotionally-based school non-attendance is minimised. * Establish a system of tracking and monitoring whole school interventions to better track the impact of these for particular groups of pupils. * Continue to work effectively with SDS colleagues to maximise positive destinations for all school leavers. | Session 24-25  DHTs leading on QI 3.1 & QI 3.2  PT RAA | * Attendance and exclusions % data over time to show an increase in attendance and a sustained decrease in exclusions rates in line with national and local expectations. * Progress over time of pupils receiving targeted nurture input against their nurture targets will be regularly monitored for impact. * Attainment data over time for care experienced pupils to show improvements in attainment. * Leavers’ destination % will continue to be show an ever increasing positive trend over time. |  |  |
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| **PRIORITY 3** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  Improvement in skills and sustained, positive school-leaver destinations for all young people to promote better life opportunities for all pupils. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **3.1** Ensuring wellbeing, equality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** Increasing creativity and employability  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. 1.2 Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.    Fig 1   * School analysis of destination statistics above. Auchenharvie shows a destination figure higher than our VC year 2020 to 2023. We want to continue to focus on supporting our pupils into a positive destination in a challenging economic environment.     Fig 2    Fig 3    Fig 4     * LMI for Ayrshire until 2033 and SDS feedback indicate economic environment in Ayrshire is challenging and will continue to be so. See statistics above Fig 2-4. * DYW Ayrshire funding for innovative projects - proposed funding cuts. * Increasing number of pupils with ASN/vulnerabilities to be supported re positive destinations. | | | | | | |

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| PRIORITY 3: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Learners are able to make informed choices about their next steps in their transition journey through skills for work experiences    Learners will be exposed to more opportunities to engage with employers directly to increase their understanding of skills for work  Learners will have opportunities to explore and develop their understanding and experience of vocational pathways and potential positive destinations  (SIP 3.1)  Learners across the school will have opportunities to explore and develop their understanding and experience of vocational pathways/potential destinations and careers, across each curricular areas and beyond  Learners will be able to create their own profiles which will mean they have a better understanding of the skills and knowledge they are developing and how this relates to the world of work  (SIP 3.2)  Learners will have a wider choice of experiences which will increase their chances of post school destination  All learners will understand the skills and knowledge required to embark on careers and further education choices  (SIP 3.3) | * Employability showcase during option time. * Re-launch Nail Bar linking into SCQF level 5 qualifications. * Barista S3 24/25 to be timetabled 2 periods for practical and 2 periods with A Todd from Ayrshire College to undertake customer service course.      * Barista progression S4 onwards. * All Aerospace employers to offer work experience to metalwork pupils during session 24/25. All metalwork pupils to undertake L4 steps to work qualification. * All construction and metalwork pupils to be put through CSCS card training. * New S2 Employability course to be launched. This will include practical employer insets and career awareness sessions. * Focus on Metaskills to support embedding them into the curriculum. * Develop a system to allow pupils to profile skills and their learner’s journey. * Continue to develop links with college to allow skills to be built including in school programme. * Further range of college taster sessions to be offered to allow for skills to be built in S1 and S2. * All About you system to be fully computer based. * Extend range of employer opportunities offered to learners in school through CoC. * Work experience weeks agreed with Chamber of Commerce. May work experience to target pupils not sitting exams. * Metalwork DYW launch in Sept for S5/6. * Information used at option and transition points. * Work with SDS to embed Meta skills and allow pupils to articulate these and link in to Labour Market Intelligence. * UCAS support re-structured to allow maximum amount of pupils to benefit. * Focus on National Apprentice Week through assembly programme, senior PSE and in related subject areas | Session 24/25  DHT lead  PT DYW  PT D&T  PT PC  CSC  SDS | * Calendar/Assembly programme mapping the number of events/inserts. Evaluations after each event to measure impact, this will include pupil voice. * Increase in the number of pupils achieving Skills for Work qualifications. * Increased number of pupils experience work placements and pupil feedback from these placements. * Employer engagement feedback through surveys. * A range of options and pathways available to learners involving DYW streams. * % of positive destinations above VC. * CES/Employability to be visible in curriculum and monitored. SLIPP model observations data. * Increased attainment and increase in achievement opportunities. * Data analysis of KPIs. * Increase in number of pupils gaining employability and other DYW awards. * Qualitative data such as pupils’ focus groups able to show that all learners are able to articulate the skills acquired during their learner’s journey and how their choices impact positively on their future ambitions post school. * Insight data showing positive destination statistics against VC. * Increased % of pupils accessing apprenticeships, employing and higher educations. * Tracking of UCAS applicants which will detail in interventions and whether on track/not. * Feedback surveys from employers. |  |  |

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| **PRIORITY 4** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  Improvement in children and young people’s health and wellbeing. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. **Improvement in children & young people’s health & wellbeing** 5. Placing human rights & needs of every child & young person at the centre of education | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** **Leadership & management of staff**  *(practitioners)*  **1.5** **Management of resources to promote equity** | | **2.1** Safeguarding & Child Protection  **2.2** Curriculum  **2.3** Learning, teaching & assessment  **2.4** Personalised Support  **2.5** Family Learning  **2.6** Transitions  **2.7** Partnerships | | **1.1** Self-evaluation for self-improvement  **1.2** Leadership for learning  **1.3** Leadership of change  **1.4** **Leadership & management of staff**  *(practitioners)*  **1.5** **Management of resources to promote equity** | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. **Teaching & Practitioner Professionalism** 3. **Parent/carer involvement & engagement** 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| The current evidence strongly suggest that the following improvements identified within this priority are vital for improving young people’s outcomes:   * Attendance statistics shows a marked increase in emotionally-based school non-attendance. * Code analysis and number of referrals indicate a marked increase in dysregulated young people, thus highlighting the need for a whole school focus on child’s centred relational practices. * Nature of referrals indicates the need for programmes such as MVP and Equally Safe at School. * No. of pupils affected by poor mental health has increased, indicating the need for a more robust focus on wellbeing for all learners across the school. * Senior pupils’ feedback on current PSE programme indicates the need for revising the PSE SP curriculum. * Our current systems do not allow for a robust tracking and evaluation of impact for whole school wellbeing targeted interventions, thus highlighting the need to develop these in order to measure impact of our interventions on our learners. * Due to an increased and more varied range of additional support needs, more learners would benefit from SSR input, thus highlighting the need for upskilling staff in a variety of approaches to ensure an inclusive classroom. * To fully re-affirm our commitment to The Promise, it is vital that the school achieved accreditation of ‘The Promise School Award’. | | | | | | |

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| PRIORITY 4: Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| All learners will benefit from an ethos and environment that promotes positive and respectful relationships, values diversity and challenges discrimination.  All learners will attend school regularly, feeling included, respected, safe and secure while attaining and achieving their full potential.  All learners will benefit from an ethos underpinned by a shared commitment to embed Children’s rights via the UNCRC.  (SIP 4.1) | The school will focus on relational practices such as:   * Implementation of a new Positive Relationships Whole School policy for session 24-25 underpinned by restorative approaches and trauma informed practices that promote positive relationships. * Continue to implement the Mentors in Violence Programme by maximising opportunities for staff and senior pupils training and identifying senior pupils who are or will become mentors who will lead on this initiative alongside the Pastoral Care Team. * Enhanced focus on whole school nurture practices by providing high quality professional learning on nurturing principles and practice, using data to from lesson observations to strategically identify best current practice and areas of further development. * Implementing *the Equally Safe at School* Framework at whole school level. * Working towards embedding children’s rights within the curriculum, thus achieving Silver accreditation for Rights’ Respecting School. * Deliver *The Keeping the Promise Award Programme* to all staff to promote awareness and understanding of The Promise, thus obtaining Award accreditation. * Enhancing and relaunching our Anti-Bullying Whole School Policy. * Regular analysis of the school bullying log on a termly basis with clear action plans devised to address issues within each year group. * Consistent use of our agreed Attendance Whole School Policy as per local authority policy. * Regular and consistent attendance tracking and monitoring at whole school level by the Pastoral Care Team using attendance trackers, logging interventions taken and impact. | 2024-2027  DHT leading on 3.1  2024-2027  DHT Leading on 3.1  H Shaw PTPC  2024-2027  DHT Leading on 3.1 and J Tipping (SfL)  2024-2027  DHT Leading on 3.1  E Shaw (PTPC)  2024-2025  DHT Leading on 3.1  E Shaw (PTPC)  2024-2025  DHT Leading on 3.1  C Scott (PTPC)  2024-2025  DHT leading on 3.1 & PTPC Teams  2024-2025  DHT leading on 3.1 & PTPC Teams | * No of referral and code analysis will show a decrease in number in both these parameters. * Qualitative observations and staff evaluations will be used to gather feedback on the effectiveness of the framework. * PSE inserts will be completed. * New cohort will complete all relevant training and will deliver PSE lessons. * Qualitative Self-evaluation activities will demonstrate impact on their input. * Analysis of referrals will show decrease in nature of issues of this kind across the school. * Qualitative observations will show better regulated young people, better engaged in classes. * Decrease in referrals. * Decrease in codes system. * Bullying log analysis will show a decrease in gender-based violence. * Decrease in referrals’ numbers. * Increase in dialogue amongst pupils and staff on how to prevent GBV in school * Lesson observations will focus on Children’s Rights. * Staff and pupils focus groups will demonstrate children’s rights embedded in the school life. * Silver Status Accreditation will be achieved. * Obtaining The Keeping the Promise Award by the end of the session. * Staff evaluation focusing on the impact of this programme on their practice. * Decrease in bullying incidents taking place as evidenced by SEEMIS. * Pupils’ surveys to evidence impact of how their experiences have been more positively impacted. * Attendance % to show an increase over time. * Regular and effective updates of attendance trackers with appropriate interventions implemented and evaluated. |  |  |
| All learners to benefit from an effective Personal and Social Curriculum which promotes resilience and supports mental, emotional and social wellbeing.  All learners’ voice will be enabled to participate to influence decisions.  (SIP 4.2) | * Each PTPC to be strategically responsible for the development, enhancement, implementation and evaluation of the PSE programme for the year group(s) allocated as caseload. * Introducing Quality assurance L&T observations led by PTPC as per whole school self-evaluation calendar. * PTPC staff to engage in BGE moderation activities to further refine L&T and assessment approaches to the PSE curriculum as per whole school BGE moderation activities. * Introducing termly meetings led by PTPC with non PSE specialists to provide further support and guidance to staff delivering the PSE curriculum, leading to the development of an induction programme for the delivery of the PSE curriculum to wider staff from 25/26. * Senior Phase PSE programme to be modified and better tailored to the current needs of our senior pupils. * SP pupils’ voice will co-create with the PTPC team shape the new PSE curriculum. * S3 pupils to begin the Mental Health & Wellbeing Award at SCQF L4 and L5 with the aim of accreditation in 25/26. * Launch of the Wellbeing Ambassadors Programme in the SP phase to support learners’ wellbeing at the BGE. * Wellbeing Ambassadors to complete MVP training, Suicide Talk and See Me training to equip them with the knowledge and skills to support wellbeing across the school with a focus on BGE learners while being accredited for Saltire Awards. | 2024-2027  DHT leading on 3.1 & PTPC Team:  S1- C Scott  S2- E Shaw  S3 & S6 – H Shaw  S4 & S5 – A Lynch  2024-2027  DHT leading on 3.1 & PTPC Team:  S1- C Scott  S2- E Shaw  S3 & S6 – H Shaw  S4 & S5 – A Lynch  2024-2027  DHT leading on 3.1  H Shaw (PTPC)  A Lynch (PTPC)  2024-2025  DHT leading on 3.1  H Shaw (PTPC)  2024-2025  DHT leading on 3.1  A Lynch (PTPC)  2024-2025  DHT leading on 3.1  A Lynch (PTPC) | * Lesson Observations will evidence a better level of engagement with all learners when in PSE classes. * Completion of the BGE Moderation diaries will evidence collegiate approach to moderation of the PSE curriculum. * Staff evaluations will show an increase in staff confidence and support in delivering the PSE curriculum. * Lesson Observations will evidence a better level of engagement with all learners when in PSE classes. * Pupils’ evaluation. * Accreditation of Mental Health & Wellbeing Award to take place for all S4 in session 25-26. * Targeted pupils’ focus groups will be able to evidence impact of the Wellbeing Ambassadors. * Teachers’ evaluations of Wellbeing Ambassadors contributions across the school will be collected to evidence impact. * Accreditation of Saltire Awards to take place by June 2025. |  |  |
| All learners will benefit from effective universal and targeted supports to thrive as successful learners, responsible citizens, effective contributors and confident individuals.  All learners needs will be promptly identified at whole school, group and individual level and appropriate targeted interventions will be implemented and their effectiveness monitored and evaluated to improves pupils’ outcomes.  Learners’ parents and carers will feel that their needs are being understood and met consistently with high quality supports.  (SIP 4.3) | * Use of SHINE surveys for all year groups to identify whole school areas for improvements. * Use of Wellbeing Database to assess levels of wellbeing for different groups as well as for individual learners, especially for care experienced, young carers and pupils with identified additional support needs. * Implementation of wellbeing intervention tracker to track, monitor and measure the effectiveness of agreed implemented targeted interventions at individual level. * Effective use of the Equity & Excellence Framework to further support all learners to attain and achieve. * Effective analysis of the participation tracker to further identify learners who are not involved in the wider life of the school and to offer further opportunities and supports for these to become included. * Use of the ASN overview to record and disseminate child-focused information to all practitioners regarding any leaner who requires additional supports. * Delivering information evening to all SP parents and carers on SQA Alternative Assessment Arrangements. * Effective use of the Staged Intervention Framework at whole school level, including streamlining of the current proformas to better tailor them to our secondary school context. * Effective implementation at whole school level of CIRCLE Education Scotland Framework approaches to further support inclusion. * Effective partnerships with external agencies from Health and Social Care to further support all learners’ wellbeing. * Working in partnership with MCR, school counsellor, youth worker, and area inclusion worker to provide a range of targeted interventions. * Implementing clear referral processes, curricular rationale and tracking and monitoring systems for the Secondary Support Resource to provide high quality targeted support to identified learners at risk of mainstream exclusion within the BGE. * Effective utilisation of Donna Shillinglaw from Megan’s Space to carry out group work with both targeted learners and parents/carers in session 24-25 thus improving wellbeing for learners both in school and at home. * Wellbeing Conversations Afternoons to take place in term 1 for each year groups’ parents and carers as a chance to establish effective partnerships between school and home. | 2024-2025  DHT leading on 3.1  C Scott (PTPC)  2024-2025  DHT leading on 3.1 & 2.4  All PTPC Team  2024-2025  DHT leading on 3.1 & 2.4  L McCrindle (SfL PT)  2024-2025  DHT leading on 3.1 & 2.4  L McCrindle (SfL PT)  2024-2025  DHT leading on 3.1 & 2.4  L McCrindle (SfL PT)  2024-2027  DHT leading on 3.1 & 2.4  PTPC Team  SfL PT  2024-2025  DHT Leading on 3.1 & 2.4  SSR colleagues  2024-2025  DHT Leading on 3.1 & 2.4  C Scott (PTPC)  2024-2025  DHT leading on 3.1 & 2.4  PTPC Team  SfL PT | * Pre-interventions baseline and post-interventions data would show an increase/and or improvement in learners’ wellbeing. * Tracking information obtained in Pd 2 would be compared to Pd 1, thus showing an increase in attainment for our learners. * Participation tracker analysis over time would show a reduction in the number of pupils not involved in any extra-curricular activities. * Lesson observations as part of self-evaluation calendar will evidence learners’ needs being met. * Intervention trackers within SfL and PTPC teams will demonstrate impact of effectiveness of interventions. * Parents/Carers’ feedback post Information Evening will evidence impact. * SLT and PTPC feedback will evidence an increased confidence in using the new streamlined paperwork. * Written plans will be quality assured evidencing high and consistent quality throughout all year groups. * Lesson observations will evidence inclusive classrooms. * Decrease in number of codes reported, thus highlighting more effective learners ‘engagement in classes. * Pupils and Parents/Carers views will highlight impact of collaborations with external agencies. * Increased attendance in school over time. * Increased attainment and achievement over time. * Lesson observations will evidence effective pupils ‘engagements with SSR curriculum. * Decrease referrals No will show better ability to cope in mainstream classes post-interventions compared to pre-interventions data. * Tracking and Monitoring data will evidence progress of these targeted learners over time. * Baseline assessments and post-interventions assessments will show and improved trend. * Attendance statistics to increase over time. * Pupils’ surveys on experience will evidence impact. * Attainment data over time will show progress being made. * Parents/Carers feedback post-event will show impact. * PTPC feedback will evidence positive relationships with parents/carers of new allocated year groups. |  |  |
| All learners will benefit from staff recognising that mental health is a key responsibility of all.  Staff will be responsive to the wellbeing of each learner and colleague across the whole school community.  (SIP 4.4) | * Offering high quality professional learning to develop and enhance knowledge, skills and attitudes of staff using the Framework for Children & Young People’s mental Health and Wellbeing (NES). * Introducing group de-briefing monthly sessions for the Pastoral Care Team staff. * Continue the use of Go to People and Go to Places within the school for all learners. * Offering professional learning at the September 24 INSET on how to be an effective Go to Person to all school staff. * Continue to maximise staff training in LIAM, ASSIST, Suicide Talk, Whole School Nurture principles, See Me training to maximise knowledge and skills in staff in being able to support learners’ wellbeing. * Deliver a programme of high quality professional learning for staff focused on Wellbeing, to be delivered at every collegiate session and future in service day utilising PRD information from colleagues and data obtained from various sources such as SHINE and ESAS surveys. | 2024-2027  DHT leading on 3.1 & 2.4  2024-2025  DHT leading on 3.1 & 2.4  2024-2025  DHT leading on 3.1 & 2.4  PTPC Team  2024-2027  DHT leading on 3.1 & 2.4  2024-2025  DHT leading on 3.1 & 2.4 | * Staff evaluations post CLPL sessions will be used to evidence impact. * PTPC Team feedback * Staff surveys will evidence an increased confidence in supporting pupils’ emotional and mental wellbeing. * Learners’ wellbeing data will show an improvement in their wellbeing indicators. |  |  |

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| **PRIORITY 5** | | | | | | |
| **Strategic Objective:**  What do you we want to specifically achieve across your school/department/EY centre?  Placing human rights and needs of every child and young person at the centre of education. | | | | | | |
| **Highlight your KEY drivers for this improvement priority** | | | | | | |
| **Service Priorities**   1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children and young people 3. Improvement in skills & sustained, positive school-leaver destinations for all young people. 4. Improvement in children & young people’s health & wellbeing 5. **Placing human rights & needs of every child & young person at the centre of education** | **HGIOS□ & HGIOS ELC**  *Language specific to HIGIOELC is in green* | | | | | |
| **1.1** Self-evaluation for self-improvement  **1.2** **Leadership for learning**  **1.3** Leadership of change  **1.4** Leadership & management of staff  *(practitioners)*  **1.5** Management of resources to promote equity | | **2.1** Safeguarding & Child Protection  **2.2** **Curriculum**  **2.3** **Learning, teaching & assessment**  **2.4** Personalised Support  **2.5** **Family Learning**  **2.6** Transitions  **2.7** **Partnerships** | | **3.1** Ensuring wellbeingequality and inclusion  **3.2** Raising attainment & achievement  *(Securing children’s progress)*  **3.3** **Increasing creativity and employability**  *(Developing creativity and skills for life and learning)* | |
| **NIF Drivers of Improvement**   1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. **Parent/carer involvement & engagement** 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information | **Care Standards - Care Inspectorate Quality Indicators**  *Applicable within all early years settings* | | | | | |
| * 1. Nurturing care and support   2. Children are safe and protected   3. Play and learning   4. Family engagement   5. Effective transitions | **2.1** Quality of the session for care, play and learning  **2.2** Children’s experience high quality facilities | | **3.1** Quality assurance and improvement are led well  **3.2** Leadership of play and learning  **3.3** Leadership and management of staff and resources | | **4.1** Staff skills, knowledge and values  **4.2** Staff recruitment  **4.3** Staff deployment |
| **Rationale for Change**  What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.   * Continue to build on the work around children’s rights and continue to embed programmes such as Harvies Heroes to further promote this. Achieved Bronze RRS Award in 2020. * Increased awareness of LGBTQ+ matters and increased engagement in LGTB charter activities. Increase on 23 staff trained in LGBT awareness. * Launch gender based violence reduction programmes to increase participation in action groups. * Build on increased pupil voice and inter-house activities to allow for maximum participation in whole school and leadership activities. * Increase number of families involved in school based learning activities with an aim of building on sector leading work currently taking place. | | | | | | |

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| PRIORITY 5 : Action Plan | | | | | |
| Pupil Outcomes | **Implementation Plan** | **Timescales/**  **Responsibility** | **Measurement of Impact** | **Analysis & Evaluation of Progress** | **Cost**  **(PEF)** |
| *Specifically, what will change for our learners?* | *How will we achieve this?*  *What do we plan to do?* | *What are our timescales? Who will lead?* | *How will we know the change is an improvement? Can you quantify this?*  *What data will be collated and analysed to demonstrate progress? Consider baseline data.* | *How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?* | *Please enter the cost to the nearest £* |
| Together young people and the school community learn about children’s rights, putting them into practice every day.  (SIP 5.1) | * Continue to work towards the Silver Rights Respecting School status with continued focus on school values. * Review and refresh Harvie Hero initiative to allow for maximum staff and learner participation and relevant links to UNCRC with monthly focus on articles and values. * Linking RRS and Harvie Heroes into significant events such as World AIDS day. * Introduce Rights Respecting School Ambassadors. | May 2025  DHT  RRS Working Group | * Achieve Silver Rights Respecting School awards. * Increased awareness and visibility of UNCRC within and out with classes. * Increased participation in Harvie Hero scheme (ADD DATA HERE) * Rights Respecting School Ambassadors introduced at every stage in the school * Increased understanding of children’s rights through pupil surveys. * Reduction in referrals due to focus on school values and the impact of actions on others. * Increase in knowledge of contemporary issues through learning links to real world events. |  |  |
| Improve learners awareness, knowledge and confidence to challenge prejudice and proactively create an inclusive environment where LGBTQ+ people are valued.  (SIP 5.2) | * Achieve LGBT Bronze charter status. We will achieve this through improved participation in Equality & Diversity based activities. | May 2025  DHT  PTPC  LGBTQ+ Group | * Grow the number of staff trained in LGBT+ awareness training (currently 23) * Achieve the LGBT Bronze charter status. * Increase in pupils’ awareness of understanding of LGBTQ+ through pupil surveys. * Increase in number of learners actively participating in LGBTQ+ group. * Classrooms to be improved to become LGBT friendly. |  |  |
| Enable learners to participate in a whole school approach to preventing gender-based violence, with staff and students working together with a shared understanding and commitment to equality and safety for all.  (SIP 5.3) | * Launch the Equally Safe At School initiative and increase awareness and understanding of the issue of gender based violence. * Launch an school action group with a focus on preventing gender based violence and abuse * Continue to embed the Role of MVP mentors in the senior school. | May 2025  DHT  PTPC | * Launch Equally Safe at Schools Programme. * Reduction in gender based violence and abuse in school through monitoring of referrals, bullying incidents and exclusions of this nature. * Feedback from parental, staff and learner surveys * Grow number of learners involved in MVP programme in senior school. * Staff participating in CLPL related to Equally Safe at Schools and MVP. |  |  |
| Learners will have access to a range of formal and informal opportunities to participate in decision making activities and leadership roles in the school and community  (SIP 5.4) | * Formalise the range of participation and leadership opportunities available to learners and create role profiles and responsibilities for these opportunities. * Implement the Young Leaders of Learning Programme. * Implement school buddying programme. * Review pupil voice calendar in line with HGIOURS to ensure maximum impact on learners. * Implement wider achievement opportunities and pathways to allow SCQF accreditation. * Revise inter-house programme to be led by house leads to promote positive school ethos and culture. * Refresh extra-curricular programme with a focus on activities determined by pupil voice. | May 2025  DHT  PT RA&A  House Leads | * Formalised range of participation and leadership opportunities with responsibilities and expectations. * Implementation of Pupil Improvement Plan highlighting actions and progress on pupil leadership activities throughout the school. * Results of whole school pupil survey on participation and leadership roles within the school. * Number of pupils participating in whole school activities monitored using the school participation tracker with targeted interventions to ensure maximum participation * Uptake of inter-house activities increased and monthly events running. * Improvement of inter-house activities and increased visibility throughout the school. * Increase the offering of wider achievements SCQF qualifications throughout the school and the number of pupils being successful in gaining these awards. * Senior school buddies introduced to support transitions into S1. |  |  |
| Learners will benefit from increased  parental empowerment to support attendance, learning, engagement, attainment and wellbeing  (SIP5.5) | * Implement a range of targeted and universal programmes for parents/carers. * Continue to build a range of opportunities for P7 families as part of early intervention programme to support targeted pupils. * Embed Cost of the School Day Ambassadors into the life of the whole school. * Introduce a wellbeing exam support activity to support families through the exam process. | May 2025  DHT  PT Equity and FL  PT Transitions and Interventions | * Pre and post programme surveys to gauge progress. * Increased numbers in family programmes. * Improved transitions from P7 leading to improvement in attendance in S1 and beyond. * Increased attainment of learners from families targeted for support. |  |  |

**This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.**

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| **PEF contact - HT or DHT with responsibility for the plan:** | | | Additional DHT being appointed with effect from 19.08.24 | | |
| **Carry forward:** | £-1614 | **Total Allocation:** | £139,650 | **Total:** | £138,036 |

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| PEF Action Plan | | | | | | |
| Poverty Related Gap | **Pupil Outcomes** | **Implementation Plan** | **Timescales/**  **Responsibility** | **Detail of Spend** | **Measures of Impact** | **Analysis & Evaluation of Progress** |
| Provide details of the gap or barrier you wish to address. | Specifically, what will change for our learners? | What do we plan to do to achieve this outcome? | What are our timescales?  Who will lead? | Record cost & provide concise detail of what this entails. | How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data. | What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap? |
| Improve and strengthen ways in which we engage with parents and families to ensure they are at the centre of decision-making processes about their children’s learning | With the relationships between families and our school being strong and any barriers being broken down, our most in need families will feel safe in asking for support when they need it. This ensures the families we are keen to support’s needs are being fully met. | All of our programmes are bespoke for our families for maximum impact and engagement. PEF allows for various activities to take place to support families through a variety of programmes which ultimately support the attainment of young people. | PEF DHT  PT Family Learning | £3,469  £12,490 | We measure our programmes effectively to allow for the appropriate initiatives to continue or be adapted to suit the needs of our families. We incorporate into our planning a pre-questionnaire, mid check-in and post questionnaire. |  |
| Develop our Young Workforce | Learners will have access to a wider variety of education streams and also have the opportunities to improve their knowledge and learn more about jobs and pathways for leaving school. | Continue to expand the range of education streams such as Nailbar; Barista; Construction etc  Provide the latest technology to enhance young people’s ICT skills  Offer a precise programme of supported study sessions in all areas of the curriculum | PEF DHT  PT Developing Young Workforce  IT Resources  Supported Study | £3,469  £6,241  £5,000  £8,000 | Pupils leave school with positive destinations and an improved bank of qualifications and achievements. |  |
| Improve the Wellbeing of our young people | Underpinned by effective use of data, knowledge of pupils and highly effective working relationships with parents/carers and partners this intervention will contribute to the whole school agenda of improving mental health and wellbeing through effective co-ordination of external supports with a particular focus on young people from most disadvantaged backgrounds. | Effective working with our staff and partners such as   * Barnardo’s; Megan’s Space; New Chapter Coaching and Duel Fitness * Staff Training for Safe Talk. ASIST, LIAM, See Me and Suicide prevention | PEF DHT  PT Pastoral  Teacher Costs  Class Asst  Wellbeing Services & Resources | £3,469  £7,699  £35,491  £2,629  £8,705 | All supports will continue to be in place for our young people and have now been embedded into the Pastoral Care remit. We, as a school, recognise the positive impact these supports and interventions have had on our young people. |  |
| Enhance our Primary Transition Programme and continue work on targeted Interventions | In taking part in the transition programme pupils will become more familiar with the staff at Auchenharvie and will feel more confident in their transition from Primary to Secondary school. | The Transition Team will work closely with the PT of Raising Attainment, PT of Family Learning, SSR and SfL to ensure we are targeting the correct pupils with the correct intervention. | PEF DHT  PT Transitions & Interventions  L&N Resources inc. Software to enhance literacy & numeracy throughout the school | £3,469  £7,478  £6,246 | Impact will be measured through feedback and data sources such as  Verbal and written from relevant primary and secondary staff; Pupils/Parent voice after each event or engagement in an intervention; Literacy baseline assessments and marks final piece against specific level rubric; Data on completion of Numeracy Interventions including baseline; attainment data and tracking and monitoring reports. |  |
| Improve pupil attendance at school with a particular focus on pupils impacted by poverty and/or have additional barriers to their learning | Pupils’ attendance in school will be maximised and pupils who have difficulties in attending will be identified early and appropriate supports implemented, thus impacting positively on their ability to attend school. | Admin staff examine and report on reasons for latecoming, absences and truancy and regularly meet with pastoral staff who make contact with home to put measures in place to support attendance. | PEF DHT  EBA with responsibility for attendance initiatives | £3,469  £20,712 | Percentage attendance data is improving and on occasion where a pupil’s attendance has not improved we have increased the communication with parents therefore ensuring their child’s safety and wellbeing. |  |