



Driving Equity and Excellence

Improvement Action Plan

Session 2019 - 2020

School/Establishment:	Braidhurst High School
Date Submitted:	

Scottish Attainment Challenge School:	Yes/No
--	--------

Pupil Equity Fund Allocation:	£95,000
--------------------------------------	---------

Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions

- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

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

Improvement Actions

- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions

- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions

- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
 - School Leadership
 - Teacher Professionalism
 - Assessment of Children's Progress
 - Parental Engagement
 - School Improvement
 - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

Vision: - Braidhurst is a school where everyone's voice matters in shaping the school and where we provide educational opportunities for our young people to help them succeed.

Values: - Our school is built on integrity, empathy and respect; where we have the trust and courage to try and inspire each other.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education, Youth and Communities' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

Opinions and views of parents are sought at strategic times throughout the session. The School Improvement Plan and Report are discussed at Parent Group meetings. We collect parent/carers views at each parent event and use social media and newsletters to keep them informed.

Details of engagement with learners

The main vehicle of collecting pupil voice is through our pupil council where, for example, our Improvement Plan, which was written in a pupil format, was discussed. This session we have also made more use of focus groups to seek the views of pupils on specific topics relevant to them. This has been a success and has, for example, driven our option forms for our pupils.

IMPROVEMENT PRIORITY 1: Improvements in attainment literacy and numeracy and, in particular, in the senior phase:
Develop the quality and consistency of Learning and Teaching across the school.

Person(s) Responsible Who will be leading the improvement?		SMT, PEF Staff, PT English, PT Maths, Class teachers			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
1.1, 1.3, 2.3, 2.4, 3.1, 3.2	4,5,6,7,11,12	2,3,4,5,6	1,2,4,5	1,2	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>Literacy in BGE</p> <p>Improve Reading age of targeted pupils in BGE</p> <p>Improve literacy levels of all pupils in BGE</p> <ul style="list-style-type: none"> • Reading • Writing • Listening & Talking <p>Pupils achieving level 3 by the end of S3: Reading – 92% Writing- 90% Listening & Talking - 92%</p>	<p>Interventions</p> <p>Toe by toe – Support for Learning (SfL) Read, Write, Inc. (RWI) IDL programmes Reading Championships programme</p> <p>Reviewed S2 English Course – LAL and reading</p> <p>Literacy / Comprehension across the curriculum – all departments</p> <p>Tasks Training of staff Peer Tutor Training</p>	<ul style="list-style-type: none"> • Pre/Post teacher judgements on pupil achievement • Pre/Post pupil surveys/questionnaires on confidence – (targeted and universal) • Professional judgements • Results from YARC testing • SNSA/new standardised assessments for S1/2 • Reading Awards - more than 35 	<p>Use mentor to work with RWI group</p> <p>Intervention resources purchased to enhance programmes (PEF)</p> <p>Persons Responsible PT English, English teaching staff, DHTs S1/2/3, PEF staff, librarian, mentor</p>	<p>Additional resources identified and purchased -Dec 19</p> <p>Aug-Sep to Apr - May</p> <p>S2 YARC testing – June 19 S1 YARC testing (if necessary) Aug 19 Results of RWI programme – June 20</p>
<p>Numeracy in BGE</p> <p>Improve basic number skills of all pupils in BGE phase through OMEGA programme</p> <p>Develop a growth mindset to improve attitude of pupils towards maths</p> <p>Pupils achieving 3rd level in numeracy by end of S3 will increase from 75.5% (end of S2) to 90% (end of S3)</p>	<p>Interventions</p> <p>Omega programme ICT Mental agility practices and Trial CPA in – targeted intervention Catch-Up Numeracy - targeted Number Box – targeted</p> <p>Tasks Staff training - ICT Peer Tutor Training</p>	<ul style="list-style-type: none"> • Pre/Post teacher judgements • Pre/Post pupil surveys/questionnaires • Results from OMEGA testing Increase in numbers achieving third level and gap closing • Results from ICT programmes • Standardised assessments • Professional judgements 	<p>Training of staff Resources purchased to enhance programmes (PEF)</p> <p>Persons Responsible PT Maths, Maths teaching staff, DHTs 1/2/3, PEF staff, PT SfL</p>	<p>Resources identified and purchased -Dec 19 Omega testing – ongoing ICT testing – ongoing Impact of interventions – June 20</p>

<p>Assessment and Moderation</p> <p>Staff become more confident using moderation cycle to improve accuracy on reporting at a level</p> <p>Develop quality and reliability of pupil assessment evidence</p> <p>Introduce opportunities for moderation within the school, across the authority and wider</p> <p>Collect data from departments on levels achieved in BGE with high level statements</p> <p>Introduce BGE focussed meetings with PTs to discuss progress and identify interventions/support if necessary</p>	<p>Tasks</p> <p>Training organised to raise awareness and build confidence – delivered by NLC Workshops provided for staff by own staff</p> <p>Develop a format for collecting data – discuss with PTs/FHs</p> <p>Work with cluster with a focus on reading</p>	<ul style="list-style-type: none"> • Staff report on levels pupils working on with more confidence • Course plans clearly identify learning and assessment utilising Es and Os to meet learners needs • Clear identification of evidence required • Es and Os and benchmarks used to evaluate learning and monitor progress • Pupils given information on progress made and next steps to learning 	<p>Training for staff Time to enable staff to develop courses/materials</p> <p>Persons Responsible PTs/FHs, teaching staff, DHTs 1/2/3, NLC staff, Pedagogy Practitioner</p>	<p>Session for cluster led by NLC – May 19 In-house training – ongoing Data collected for reporting cycle</p>
<p>Improve attainment in senior phase</p> <p>Raise Attainment for all in senior phase in relation to:</p> <ul style="list-style-type: none"> • Comparator schools • NLC 	<p>Tasks</p> <p>Ensure pupils are aware of demands of courses and are coursed at correct level</p> <p>Utilise opportunities provided at consortium level to widen pupil choice</p> <p>Continue to investigate different pathways to enable pupils to gain more SCQF points</p> <p>Ensure robust monitoring of pupil progress with the application of interventions from:</p> <ul style="list-style-type: none"> • PT Curriculum • Pupil Support • DHT <p>Ensure all leavers are accredited prior to leaving</p> <p>Provide INSIGHT training for departments</p> <p>Investigate different pathways to enable pupils to gain more SCQF points</p> <p>Compile a QA calendar for PTs/FHs and SMT with actions/clear format for meetings/timescales</p>	<ul style="list-style-type: none"> • Seek PTs advice on appropriate pupil levels to ensure they are coursed appropriately • Ensure monitoring and tracking is shared with staff, pupils and parents – including early intervention • Follow up on targets and interventions • Monitor attendance levels • Feedback from PTs/FHs meetings • Insight data • NLC data • Interim/full reports 	<p>Time Meeting with PTs/FHs/SQA Coordinator/HT – Regular Costs to print letters/reports for parents/pupils Training of staff in INSIGHT data Trainer in INSIGHT data Time for meetings</p> <p>Persons Responsible PEF DHTs, PTs, DHTs 4/5/6, teaching staff</p>	<p>Use of QI machine to analyse data Analysis of INSIGHT – Aug 19 Analysis of NLC data – Sept 19 Interim Reports – Oct 19 Prelim results – Jan 20 Predications of results – March 20 Monitoring and tacking sheets – ongoing Letters to parents notifying concerns – ongoing Feedback from QA meetings INISIGHT data – results</p>

<p>Learning and Teaching</p> <p>Increase the consistency of pupil experience – embed the expectations from the revised learning and teaching policy within all lessons</p> <p>Broaden the classroom experience of pupils to include wider skills for work, life and learning</p> <p>Increase the awareness of pupils in all subjects with regard to their working levels and next steps in learning</p>	<p>Tasks</p> <p>Robust PRD process, linked to profession standards, identify development needs – courses identified/workshops provided</p> <p>Posters derived from the new learning and teaching policy displayed in all classroom with expectations of both staff and pupils</p> <p>Utilise rolling pupil focus groups to elicit opinions of pupils</p> <p>Complete HGIOurS survey of BGE pupils on 2.3 (Learning and Teaching)</p> <p>Introduce TLC/PLC as an alternative to peer observation trios to:</p> <ul style="list-style-type: none"> • Increase criticality of observations • Share good practice • Increase professional dialogue <p>SMT observations to be followed by individual professional dialogue</p> <p>Development group audit staff to identify staff capacity, courses which enhance practice identified</p>	<ul style="list-style-type: none"> • Policy implemented and evaluated. • Posters provided and feedback elicited • TLC/PLC – feedback from staff on groups • Feedback form focussed development sessions • Pupil feedback and survey summary 	<p>Training of staff (TLC/ PLC)</p> <p>PT's observations</p> <p>Time at Inset to share good practice</p> <p>Resources if and when required Expertise of TLC/PLC Use Trios to share good practice and encourage professional dialogue</p> <p>Persons Responsible Chair of development group, committee, all teaching staff Chair of TLC/PLC</p>	<p>Resources identified and purchased Policy written – Aug 19</p> <p>Observations - ongoing</p>
--	--	--	---	---

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2:

Closing the attainment gap and look for opportunities to provide all pupils with enhanced experiences

Person(s) Responsible Who will be leading the improvement?		PEFStaff, SMT, Wider Achievement Committee, All staff, ASNAs, HSPO			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
1.2, 2.4, 2.5, 3.1, 3.2	2,3,4,6,7,11	3,5	2,3,6	2,3,5	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>Pupil Information</p> <p>Transition programme to provide accurate information on pupils for inclusion in risk matrix</p> <p>All staff to know pupils as individuals / learners</p>	<p>Tasks</p> <p>Enhance transition programme to elicit more accurate information and support vulnerable pupils – P6 onwards</p> <p>Increase information on pupils out with catchment during transition</p> <p>Increase accessibility of information to staff</p> <ul style="list-style-type: none"> GIRFme plans Risk Matrix SfL Handbook 	<ul style="list-style-type: none"> Feedback on risk matrix Establish process to measure effectiveness of transition programmes Reviewed process for GIRFme writing Reviewed process for GIRFme planning 	<p>Time</p> <p>Training of staff in Solihull</p> <p>Staffing for nurture groups (PEF)</p> <p>Resources for extra-curricular groups (PEF)</p> <p>Persons Responsible</p> <p>PEF staff, DHTs1/2/3, teaching staff, HSPO, Community Liaison Officer</p>	<p>Resources identified and purchased -Dec 19</p> <p>Feedback on Risk Matrix – ongoing</p>
<p>Developing Pupil Capacity</p> <p>Support the learning of our most vulnerable pupils</p> <p>Increase attendance of our most vulnerable pupils</p> <p>Building self-esteem and resilience in our most vulnerable pupils</p>	<p>Interventions</p> <p>Nurture groups run for S1/2/3 pupils, identified by risk matrix, to provide opportunities and support</p> <p>Groups to start by end September session</p> <p>Lunchtime club</p> <p>Provide a safe place and support and lunchtime</p> <p>Homework Club</p> <p>Targeted pupils invited to homework clubs to provide support with learning in a nurturing environment</p> <p>Extra-Curricular</p>	<ul style="list-style-type: none"> Measure impact of nurture groups using Boxall profiles pre/post What I think Tool Outcome Star Pupil Attendance <ul style="list-style-type: none"> School Nurture groups Lunchtime clubs Homework club Extra-curricular participation Punctuality 	<p>Time</p> <p>Training for staff</p> <p>Extra staffing (PEF)</p> <p>Extra staffing – ASNAs (PEF)</p> <p>Supplies</p> <p>Resources (PEF)</p> <p>Persons Responsible</p> <p>PEF staff, DHTs1/2/3, PT SfL, teaching staff, ASNAs, Community Liaison Officer, HSPO</p> <p>Resources (PEF)</p>	<p>Staffing in place - Aug 20</p> <p>Resources identified and purchased – ongoing</p> <p>Boxall profiles – June 20</p> <p>Check attendance registers – termly</p> <p>Monitor attendance of pupils involved in programme</p>

	<p>Increase participation in extra-curricular and record attendance</p> <p>Pupil Engagement / Belonging Continue to build a stronger house identity</p> <p>PEF Interventions – review and develop</p> <ul style="list-style-type: none"> - Breakfast club - Establish Soft Start - Netball - Football - Brilliant club - Live and Learn - Resilience group 	<ul style="list-style-type: none"> • Interim and final report – PEF Interventions 	<p>Persons Responsible PEF staff, SMT, PTs PS, staff, HSPO</p>	<p>Check attendance registers termly Report Dec/May Questionnaires</p> <p>Three presentations to cohort – Live & Learn Feb/March/May</p>
<p>Wider Opportunities</p> <p>Increase opportunities for accreditation for wider achievement</p>	<p>Tasks</p> <p>Examine timetable to see where possible to incorporate courses</p> <p>Increased promotion with pupils and parents the value of wider achievement and how this is recorded</p>	<ul style="list-style-type: none"> • More pupils achieving more qualifications 	<p>Time Resources</p> <p>Persons Responsible KD, SMT, teaching staff, HSPO</p>	<p>Check qualifications in Dec 19, March 20, June 20</p>
<p>Learning and Teaching</p> <p>Ensure lessons are appropriate to meet needs of all pupils to raise attainment</p>	<p>Tasks</p> <p>Solihull training for staff to help them appreciate need for strategies to improve behaviour</p> <p>Differentiated material to enable all pupils to meet their potential</p> <p>Clear learning intentions and success criteria to enable all pupils to be fully aware of demands and expectations</p>	<ul style="list-style-type: none"> • More staff trained and impact on behaviour in class • Learning intentions displayed during every lesson and pupils appreciate exactly aims of lesson • Pupils will know when they have succeeded 	<p>Solihull training – time, cover Costs for posters for classrooms Time to focus on learning intentions and success criteria</p>	<p>Solihull – throughout session as and when training is available LI/SC clear during classroom visits/observations – all year</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 3: Improvements in the health and well-being of our young people

Person(s) Responsible Who will be leading the improvement?		PEF DHTs, SMT, All staff, ASNAs, HSPO, Community Liaison Officer			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
1.3, 2.2, 3.1, 3.2	2,3,5,7,9,10,12	1,2,3,4,6	2,3	2,3	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Health and Well Being (1) All pupils aware of issues affecting their own health and well being ASDAN paperwork completed and verified – increase number achieve certification 91%	Tasks PSHE Programme evaluated and improved – linked to benchmarks Resources provided for all pupil and staff Implement a HWB programme in PE Mentor/HSPO to provide targeted support for individual with anxiety Seasons of Growth to continue Sessions for parents on how to support their child Train pupils in CPR Train senior pupils to be mental health ambassadors to deliver sessions to S2 pupils and support sessions at lunchtimes Mental Health day for S3	<ul style="list-style-type: none"> • Pre/Post teacher judgements • Pre/Post pupil surveys • Evaluation of programme in PE • Feedback for pupils/staff • Pupils more confident on how to access support • Pupils have a better understanding of issues • LIAM • Number of pupils confident in using CPR 	Training of staff Writing programme (PEF) Resources to deliver programme (PEF) ASDAN registrations (PEF) Persons Responsible PEF staff, DHT S1/2/3, PTs PS, PT PE, teaching staff Trainers for pupils Resources for programme External providers for day event Resources Time Persons Responsible SMT, HSPO, Mentor, Identified staff to lead event, PTs PS, teaching staff	Resources identified and purchased -Dec 19 Programme evaluated by all stakeholders – May 20 Pupils achieve an award – June 20
Health and Well Being (2) Pupils become more tolerant and respectful of each other	Tasks Achieve Bronze award for Rights Respecting School and start working towards Silver Introduce MVP Look at achieving LGBTI+ charter mark	<ul style="list-style-type: none"> • Audit of what is needed and where we are to identify gaps • Start addressing gaps • Involve pupils, staff and parents at all stages Trainers invited into school if necessary 	Time Resources Staff training Persons Responsible SMT, PTs PS, Committees, All staff	Paperwork completed Pupil evaluations Staff evaluations
Health and Well Being (3) Pupils encouraged to self-reflect on progress and achievements to improve self-esteem and results	Tasks Self-reflection sheets for pupils to complete on achievements	<ul style="list-style-type: none"> • Pupils will complete curricular profiles pre/post issue of reports 	Worksheets produced and copied Folders purchased to collate information (PEF)	Completion of curricular profiles (Oct/Dec/Mar/June)

	<p>Self-reflection sheets for pupils to complete on emotional health</p> <p>Pupils to discuss self-reflection sheets with PT PS termly</p> <p>Profile to be completed each year</p> <p>Pupils have a clear understanding of their skills to enable them to make informed curricular choices</p>	<ul style="list-style-type: none"> • Pupils will complete HWB sheets 3 times per session • Profile to be completed each session • Profile to be presented at BGE graduation 	<p>Persons Responsible PEF staff, DHTs S1/2/3, PTs PS. Teaching staff</p>	<p>Completion of HWB profiles (Nov/Jan/April) Prolife completed (April)</p>
<p>Parental Engagement</p> <p>Increased average attendance at parents' nights to 75%</p> <p>Provide greater opportunities for parents to visit and become engaged in the life of the school</p>	<p>Tasks</p> <p>Identify and target parents who have previously not attended parents' night</p> <p>Introduce an open evening</p> <p>Continue to evaluate and develop current parental engagement opportunities.</p>	<p>Attendance statistics from parents' nights</p> <p>Evaluations from parents' nights and all parental engagement events.</p>	<p>Persons Responsible PEF DHTs, PT PS HSPO SMT Teaching Staff</p> <p>Working time agreement to create time in school calendar.</p>	<p>Sep 19 – May 20 Review following each parents night and event</p>
<p>Improve attendance</p> <p>Continue to improve attendance from 88.7% to 89% for all pupils to improve engagement with learning and results</p>	<p>Tasks</p> <p>PTs PS to be timetabled for classes to encourage more robust tracking of attendance</p> <p>Employ positive engagement assistant to help monitor attendance</p> <p>Continue with interventions – attendance trackers and support groups</p> <p>Ensure pupils on EMA meet attendance targets</p> <p>Promote good practice through assemblies</p> <p>Ensuring cost is not proving a deterrent to our pupils attending school</p> <ul style="list-style-type: none"> - Paying costs for HE/Tech in BGE phase - Subsidising costs for trips/games, school events, charity activities to enable all to participate 	<ul style="list-style-type: none"> • Regular attendance checks to lessen number of discrepancies • Weekly monitoring of attendance of pupils in target groups • Discussed at PTs PS DM on monthly basis <ul style="list-style-type: none"> • Pupils asked for opinions • Participation in events 	<p>Extra admin staff (<i>PEF</i>) Resources for intervention groups (<i>PEF</i>) Enhanced staffing where possible to work with pupils (<i>PEF</i>)</p> <p>Persons Responsible PEF staff, SMT, PTs PS, All staff</p> <p>Look at raising school funds to help fund events</p>	<p>Resources identified and purchased -Dec 19 Staffing in place – Aug 19 Monthly monitoring of pupils in groups Minutes of PTs PS DM</p>

	<ul style="list-style-type: none"> - Informing all females of provision of free sanitary products - Providing uniform for those in need 			
<p>Learning and Teaching</p> <p>Staff aware of the needs of all pupils</p> <ul style="list-style-type: none"> • GIRFMe Plans • ASN • LGBTI issues • Widening opportunities through the curriculum 	<p>Tasks</p> <p>GIRFme plans introduced and staff training given to ensure staff access the targets pupils set and action them</p> <p>Link ASN profiles to GIRMe plans and risk matrix.</p> <p>Further training on LGBTI to raise awareness of staff and assure appropriate action/language is used</p> <p>S3 Achieve will have the opportunity to work in the courtyard on their horticulture skills</p> <p>Outdoor learning - Ensure all pupils in S1 experience an outdoor learning event leading to a John Muir Award - with 80% or more achieving</p> <p>S4 pupils will have opportunity in science course to participate in outdoor learning</p> <ul style="list-style-type: none"> - garden/green links <p>Differentiation through professional development opportunity TLC/ PLC</p>	<ul style="list-style-type: none"> • Pupils report back to the PRIDE group they feel more comfortable in the school • Staff comment on pupil targets • Programme enhanced to meet demands of pupils and more achieve a John Muir award • Opportunities identified for pupils to participate in outdoor learning 	<p>Speaker, if necessary, to address staff – time at INSET</p> <p>Training of staff</p> <p>Once identified by evaluation of programme costs will be met (<i>PEF</i>)</p> <p>Persons Responsible PEF staff, SMT, PTs PS, KL (chair of Pride group), All staff</p>	<p>Resources identified and purchased -Dec 19</p> <p>Programme evaluated by all stakeholders – May 20</p> <p>Pupils achieve an award – June 20</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 4: Improvements in employability skills and sustained, positive school leaver destinations for all young people					
Person(s) Responsible Who will be leading the improvement?		SMT, Careers Advisor, PTs PS, DYW Team, FH/PTs, Teaching staff, HSPO			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.4, 2.6, 2.7, 3.3	5,6,7,8,9,10	2,5,6	2,4	4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Positive Destinations Increase number of pupils leaving to a positive destination from 94.5% to 96%	Tasks Review our policy and process of recording leavers destinations Use Risk Matrix to identify pupils in danger of not achieving a positive destination and highlight to SDS	<ul style="list-style-type: none"> Data on Seemis Targeted pupils in each year made known to SDS on regular basis Improvement in figures of pupils moving to a positive destination 	Photocopying costs Time Persons Responsible DYW Champion, DHTs S4/5/6, PTs PS, SDS, PT SfL, Careers Officer	Checks on Seemis – Monthly Meetings with SDS - Monthly
Work Experience - senior phase Continue to enhance Nat4 programme to afford pupils the opportunity to gain extra qualifications and a work placement Identify opportunities for pupils in senior phase to access work placements Pupils more confident at interviews and have clearer understanding of possible careers	Tasks Extend work related learning opportunities for pupils S4 Nat 4 initiative provides pupils with an opportunity of a work placement Pupils to gain further qualifications as part of programme Data collated with record on all pupils in work placement	<ul style="list-style-type: none"> Record of number of S4 pupils completing work placement Number of S4 pupils achieving a further qualification Record pupils in work related learning opportunities in S4 – 55% Statistics show increased participation Evaluation from Nat4 programme 	Photocopying costs Time Persons Responsible DYW Champion, DHTs S4/5/6, PTs PS, PT SfL, HSPO, Careers Officer	Termly checks of data sheet with records of work placements Record of extra qualifications gained Records of pupils on work placement
Embed Skills from Careers Education Standard All pupils and staff aware of the Career Education and Work Placement Standards with regards to entitlements and expectations	Tasks SDS careers adviser to deliver aspects of S5/6 PSHE programme to the employability group DYW skills highlighted in classrooms In BGE skills linked with PSHE programme and noted in homework diaries to show use across the curriculum Increase awareness of local labour market intelligence pupils & staff	<ul style="list-style-type: none"> DYW skills now being made explicit in ASDAN course for S1/2 Pupils h/w diaries have skills clearly listed Posters in each room DIP and DIR indicate clear targets for DYW Audit of PSHE course shows involvement of SDS and links to documents and LMI 	H/W diaries (PEF) Persons Responsible DYW Champion, SMT, FH/PTs, PTs PS, Teaching staff	Audit evaluation – June 20 Specific departmental audit – June 20 H/W diaries checked – as and when appropriate

	<p>PSHE option choices/personalisation process takes into account LMI</p> <p>Greater involvement of pupils in subject areas and in the life of the school</p> <p>Opportunities for highlighting links to various industries/businesses becoming embedded in subject areas</p> <p>Increase in wider achievement evident throughout the school</p>			
<p>Specific events for each year group to highlight DYW skills</p> <p>All pupils participate in appropriate activity for their stage</p>	<p>Tasks</p> <p>S1 – Registration on MYW + IDL project linked to DYW skills</p> <p>S2 – Inspire4school programme to be investigated</p> <p>S3 - 8 different events thorough out year</p> <p>S4 – Mock interview evening; work experience</p> <p>S5 – Targeted PSHE courses; Mock Interviews; CSCE cards</p> <p>Careers evening for S3-6</p> <p>Develop role of the MYO ambassadors</p>	<ul style="list-style-type: none"> • Questionnaires from pupils • Evaluation of event • Increase stalls at careers event following feedback • Consult with parents as possible stall holders 	<p>Time</p> <p>Photocopying</p> <p>Resources</p> <p>External providers</p> <p>Transport costs</p> <p>Persons Responsible DYW Champion, SMT, PTs/FHs, Teaching staff, Careers Officer</p>	<p>Events organised and positively evaluated – Time TBC</p>
<p>Develop Strategic Partnerships</p> <p>John Lewis</p> <p>Saltire LTD</p> <p>Robertson LTD</p> <p>Lanarkshire Housing Association</p> <p>Sidey LTD</p> <p>NL Leisure</p> <p>NL Properties</p>	<p>Tasks</p> <p>Work with partners to ensure they provide workshops in and out of school; placement opportunities and attend careers event</p> <p>Provide extra qualifications for pupils in senior phase to enhance CVs</p> <p>Develop Forgewood Holdings partnership</p> <p>Planned regular meetings with SDS SDS keep records of pupils S1-S6 regarding aspirations and intended leaving dates</p>	<ul style="list-style-type: none"> • Start addressing gaps – create opportunities for college involvement • Strengthen links with partners • Use risk matrix to identify to SDS pupil who will require support towards a positive destination • Evaluation from Forgewood Holdings re partnership 	<p>Time</p> <p>Cost for courses</p> <p>Trainers</p> <p>Persons Responsible PEF DHTs, DYW Team, SMT, PTs PS, PT SfL, Teaching staff, careers Officer, HSPOS</p>	<p>Regular meetings with SDS – Monthly Meeting with Forgewood holdings and other partners - ongoing</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY: Improvement in attainment of Literacy through assessment and moderation of Reading within the cluster.

Person(s) Responsible Who will be leading the improvement?		All HT's and Heads of Establishments, AML's and Pedagogy Practitioners from Cluster			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement	4 Targeted approaches to Literacy and Numeracy 5 Promoting a high quality learning experience 7 Using evidence and data 11 Professional learning and leadership	2. Teacher Professionalism 4. Assessment of Children's progress 5. School Improvement 6 Performance Information	1 Improvement in attainment, particularly in literacy and numeracy. 2 Closing the attainment gap between the most and least disadvantaged children	1 Improvement in attainment, particularly in literacy and numeracy. 2 Closing the attainment gap	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Improve the attainment and experience of all children and young people in Reading across the curriculum.	<ol style="list-style-type: none"> Roll out of training for Pedagogy Practitioners in each establishment. Highlight awareness at cluster level and plan events to inform all ELPs and teaching staff of the initiative. Identified times/opportunities for staff across the school community (ELPs/Primary Teachers and Secondary teachers) to meet at regular intervals to plan the process of Moderation, in line with the Working Time Agreement. 	<ol style="list-style-type: none"> Variety of audio-visual and written evidence gathered. Teacher records of assessment related to Reading. Tracking of frequency and variety planned opportunities for Reading across stages. Selection of audio-visual and written evidence, if appropriate, shared and analysed through moderation activity within the cluster. 	Training of Pedagogy Practitioners £25pp <i>CPD Manager Codes 10001 or 10002</i> Protected time for cluster moderation activities – during INSET days in the afternoon – 2 hours Additional technology to facilitate audio-visual evidence (i.e. iPads, tripods, headsets and microphones, etc).	Training – Ongoing August – June Shared with Staff August – Tuesday 13 th August (PM – 2 hours) Venue-Logans Primary Resources Purchased September

<p>Develop a more consistent range of reliable and robust assessment opportunities when moderating children and young people's work within the school and cluster.</p>	<ol style="list-style-type: none"> 1 Pedagogy Practitioners lead assessment and moderation activities at cluster level will provide opportunity to build capacity through professional dialogue. 2 Staff to work as a cluster to produce periodic assessments to aid the moderation process, using the agreed West Partnership paper work, featuring: <ul style="list-style-type: none"> • Es and Os • Benchmarks • LI and SC • learning, teaching and assessment opportunities • the gathering a wide range of appropriate, robust evidence • the evaluation and monitoring pupils' progress • quality feedback linked to SC and next steps 	<ol style="list-style-type: none"> 1. Variety of periodic assessment developed and implement consistently across stages and establishments. 2. Evidence of cross cluster collaboration and dialogue. 3. Use of a consistent proforma for tracking assessment information emerging from Reading periodic assessments. 	<p>Protected time for development of Reading periodic assessments and assessment tracking proforma.</p>	<p>Assessment Tracking for Periodic Assessments Proforma to be agreed August</p> <p>Periodic Assessments Planned –focus to be agreed August In-Service Tuesday 13th (PM – 2 hours) Venue-Logans Primary</p> <p>Thursday 13th Feb (PM – 2 hours) Venue- Muir St Primary</p> <p>Moderate Periodic Assessment Nov In-Service Tuesday 19th Nov Venue – Braidhurst HS (PM – 2 hours)</p> <p>Tuesday 5th May (PM – 2 hours) Venue - Fir Park Sec</p>
<p>Develop confidence in ACEL data by using more robust and reliable evidence.</p>	<ol style="list-style-type: none"> 1. SMT facilitating robust conversations with all staff to identify ACEL data and predictions/projected levels. 2. CIOs to support HTs with robust dialogue around attainment and engage in discussions regarding ACEL, future predictions in line with the National average, data and barriers to improving attainment results. Looking at planned interventions and possible positive outcomes for children. 3. SNSA testing and additional standardised testing, as and when necessary, to confirm and further evidence teacher professional judgement. 	<ol style="list-style-type: none"> 1. Variety of evidence gathered. 2. Selection of evidence shared and analysed through moderation activity within the cluster. 3. Evidence of cross cluster reflection, evaluation and dialogue regarding assessments. 	<p>Protected time for cluster moderation activities and professional dialogue.</p>	<p>Achievement of a Level Evaluation of Delivered Assessments May In-Service Tuesday 5th May (PM – 2 hours) Venue - Fir Park Sec</p>

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	