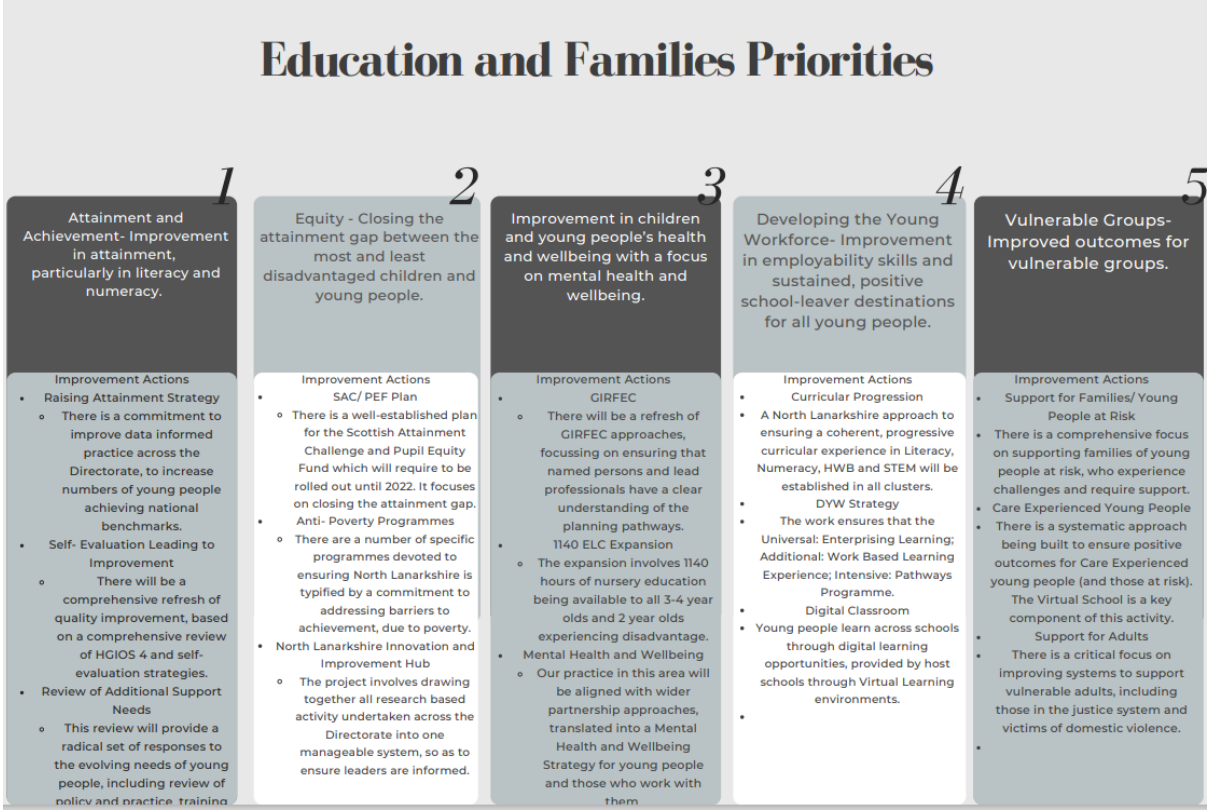
Driving *Equity and* *Excellence*

Improvement Action Plans

Session 2024-25

School:	Calderhead High School
Cluster:	Calderhead
Head Teacher:	John Robertson

Improvement Plan Summary	
Cluster Priority:	Support inclusion and wellbeing of children at risk of disengaging.
School Priority 1:	Improve Pupil Learning
School Priority 2:	Improve Pupil Attainment
School Priority 3:	Reduce Pupil Absence



School Vision and Values

Vision	Shotts Schools Transforming Lives
Values	Calderhead CARES
	Community
	Ambition
	Respect
	Equity
	Success

Audit and Consultation

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

Details of engagement (pupils, parents/carers, partners)

Staff Survey using HMIe questions
Parent and Carers Survey using HMIe questions
Regular meetings with Pupil Council
Regular meetings with Senior Prefects
Monthly Parent Council meetings
Monthly Cluster meetings with HTs
Family HT meetings (Small School Collaborative)
Regular School Representative meetings
Extended Leadership Team Meetings
Weekly Senior Leadership Team Meetings
Pupil Learning focus group
All pupil safeguarding survey
GIRFME reviews
Feedback from parents and carers re course choosing events
Generic email address to contact the school, absence, enquiries.
School Twitter accounts

2024-25 Improvement Plan

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	The cluster will work collaboratively to utilise the staged intervention process, in order to reduce the impact of wellbeing as a barrier to pupil engagement with their educational experience.
Person(s) Responsible Who will be leading the improvement?	**Laura Simpson, Cluster Chair** **All Cluster Head Teachers** **Anne Trevorrow, Educational Psychologist** **CIIL - TBC**

(Please insert the relevant information below using the codes above)	
NIF Priority: **1. Human Rights** **2. Improvement in children and young people's health and wellbeing;**	**NIF Driver:** **NIF 1 – School and ELC Leadership** **NIF 2 – Teacher Professionalism,**
NLC Priority: **3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing**	**QI:** **2.4: Personalised support** **2.7: Partnerships** **3.1: Ensuring wellbeing, equality and inclusion**
PEF Intervention: **2. Social and emotional wellbeing**	**Developing in Faith/UNCRC:** **Article 3 - best interests of the child** **Article 12 - respect for the views of the child**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here: Each school will deploy their own PEF fund in support of the overarching priorities and their own school priorities.	
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? The cluster would consider a pupil to be fully engaged when they are attending school, have a voice and are contributing, and are experiencing joy in learning and an appropriate level of support and challenge. As a barrier to engagement, the cluster sees continued high absence rates and high levels of Additional Support Needs across the cluster. Attendance issues are often complex and multigenerational. A collaborative multi-agency approach is required to support these families.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**. CIIL, FESA, Cluster Support Teacher, Ed Psych, Active Schools, Virtual School, [3rd Sector e.g. GBT, Miracle Foundation, TeenTalk – SAC/PEF funded]	

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		

Children across the cluster who are being supported through the staged intervention process, will experience a consistent shared approach, by Jun 25.	Create a Calderhead Staged Intervention Framework, by October 2024. Establish a shared GIRFEC overview to track cluster children through the staged intervention process by Oct 2024.	Cluster HT dialogue and meeting minutes. Completed Intervention Framework. Cluster moderation of GIRFEC overview.		
All children in the Calderhead cluster will be supported by staff who have a secure professional understanding of the GIRFEC process, to ensure children's wellbeing needs are met.	All staff across the cluster will be offered GIRFEC training, by December 2024. GIRFME Plan moderation activity across cluster schools, to create a consistent high-quality planning to meet Learners needs, March 2025.	Staff feedback on training offered, confidence measures pre and post. HT dialogue moderation of planning quality		
Pupils across cluster schools from P1-S2 whose self-reported wellbeing is a cause for concern, will improve from a baseline in Sept 24 to an end of year measure in May 25.	All schools to utilise "Glasgow Motivation and wellbeing profile", for a consistent measure. CHS will collate cluster data for analysis. Pupils whose measure is a cause for concern will be discussed at cluster level. Cluster Planning for Children's Wellbeing meetings will be scheduled regularly, and attended by all cluster HTs regardless of school attended by children being presented. Cluster resources will be deployed to support measures identified.	Baseline and end of year measure from GMWP. Pupil & parent feedback and evaluation from cluster wellbeing interventions. CPFCWB Minutes		
Identified families across cluster schools, from P1-S3, whose attendance has been <80% in session 23-24, will improve by 5%.	Attendance self-evaluation toolkit (Forth Valley) will be utilised to audit current practice, and create a baseline. Cluster meetings will review implementation of updated NLC attendance policy.	Completed school audits, at start and end of school session. Schools attendance data.		

Final evaluation:				

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Improve Pupil Learning**
Person(s) Responsible Who will be leading the improvement?	**Graeme Russell, Depute Head**

(Please insert the relevant information below using the codes above)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
PEF Intervention:	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	
RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this? Many of our pupils are from families where there has traditionally been little academic study beyond S4. We will improve the metacognition skills of all pupils, in line with equipping pupils with the necessary skills for Life, Learning and Work. With a drive towards 100% positive destinations. We aim to improve from 92% to 96% for positive destination is session 2024-25. We aim for almost all pupils to have regular Learner Conversations with staff.	
Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.	

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Almost all pupils in the BGE will be able to identify the level they are working at.	All departments will implement the newly created learning framework to develop a consistent approach to Learning, Teaching and Assessment	Formalised calendar of classroom observations. Learning rounds Learner conversations		

BGE & Senior Phase pupils receive feedback that informs them of next steps in their learning.	All departments will follow the refreshed self-evaluation framework and create a departmental/faculty calendar Learning, Teaching and Assessment is a standing item at faculty DMs	Faculty DM minutes will reflect professional dialogue about the Learning Teaching and Assessment framework. Formalised learner conversations held in line with school tracking/reporting calendar. QI Machine		
Most pupils (from less than half) report that staff regularly refer to skills for learning, life & work in lessons. **Almost all pupils can reflect on how they apply meta-skills in lessons.**	Moving from school based to SDS Meta-Skills Framework. Use of house time to focus on meta-skills S3 Profiles Whole staff meetings/twilight sessions utilised to share good practice	Formalised calendar of classroom observations. Pupil questionnaires & learner conversations SDS Meta-skills self-reflection workbook. Snapshot of S3 profiles		
All pupils are supported to move onto a sustained positive destination (increase from 92% to 96% securing a positive destination)	SDS School Partnership Agreement Monthly 16+ meetings Monthly NLC Rubi reporting SLD Form completed by all S4-6 Targeted work placement for those furthest from positive destination. Work inspiration events/visits across all curricular areas. SDS Intensive offer?	Career inspiration spreadsheet updated and used for Rubi reporting. Rubi reports held in HGIOS Team SLD Form completed and used to update 16+ tab on SEEMIS.		
Almost all lessons offer a wide range of learning and assessment	All departments will implement the newly created learning framework to develop a consistent approach to Learning, Teaching and Assessment	Formalised calendar of classroom observations. Learning rounds		

opportunities, including the use of digital technology.	Learning, Teaching & Assessment working group to lead on effective pedagogy. Engage with NLC Pedagogy Team. Whole staff meetings/twilight sessions utilised to share good practice	Learner conversations QI Machine		
Almost all lessons make effective use of learning intentions and success criteria.	All departments will use 'We are learning to....' and 'I can...' to ensure consistency of approach regarding learning intentions and success criteria. Small schools collaborative moderation in the BGE project. All departments will implement the newly created learning framework to develop a consistent approach to Learning, Teaching and Assessment Learning, Teaching & Assessment working group to lead on effective Pedagogy.	Formalised calendar of classroom observations. Learning rounds Learner conversations Learning, Teaching and Assessment is a standing item at faculty DMs Formalised learner conversations held in line with school tracking/reporting calendar		
Final evaluation:				

Priority 2: Long Term Outcome	**Improve Pupil Attainment**

What do you hope to achieve? What is going to change? For whom? By how much? By When?	
Person(s) Responsible Who will be leading the improvement?	**Gillian Stewart, Depute Head**

(Please insert the relevant information below using the codes above)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
PEF Intervention:	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?

We need to ensure the best possible attainment for our pupils. We need to improve the progression pathways for all our learners. . In session 2024-2025. In session 2022-2023 26% gained 3 SCQF level 5 qualifications. Our aim is to match our Virtual Comparator where 35% of leavers have achieved 3 SCQF level 6 qualifications.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
By May 2025 almost all parents report work is hard enough within the Senior Phase from baseline of most in May 2024. **By December 2024 almost all pupils report work is hard enough.**	Parent Survey will be reissued using Education Scotland Secondary School Inspection Questions, May 2025 All departments will implement the newly created learning framework to develop a consistent approach to Learning, Teaching and Assessment to ensure pupils are engaged and challenged. Learner conversations will focus on QI 2.3 Learning, Teaching and Assessment. .	Parent survey results Learner conversations Pupil survey results		
35% of Leavers gaining 3+ level 6	Assertive coursing and alignment of S4 and S5/6 option columns.	Course uptake data		

awards by August 2025.	Update SQA presentation policy for Senior Phase.	Tracking and monitoring data, including prelim results SQA results		
S5 - Highest attaining 20% and middle attaining 60% are in line with Virtual Comparator on Insight by August 2025.	Senior Phase pathway updated, including targeting winter leavers. All departments will implement updated SQA presentation policy. Highest attaining 20%, middle attaining 60% and lowest attaining 20% are identified and shared with all staff. A 1-page summary for each year group detailing SIMD, FME, ASN, Attendance, LACE, ACEL and any additional information is produced and shared with staff.	Course uptake data Tracking and monitoring data, including prelim results SQA results Insight data		
Almost all Senior Phase pupil on track to pass each course by April 2025.	S5 and S6 pupils to study in the Library supervised and registered by SLT when not in class. Robust tracking and monitoring procedures to ensure early interventions. Attainment is a standing item at Support and challenge meetings. Faculty DM to have attainment as standing item on their agenda. Targeted S4 Mentoring scheme	Tracking and monitoring data, including prelim results SQA Estimates Faculty DM minutes SLT Support & Challenge Minutes		
All staff aware of Senior Phase deadlines to maximise opportunities for success.	All SQA deadlines to be published on Whole School Outlook Calendar. All SQA deadlines to be included in updated SQA presentation policy. Tracking and Report dates to be published in Whole School Outlook Calendar.	Whole School Outlook Calendar SQA presentation policy		
Almost all pupils are aware of the	Learning Agreement signed by all returning Senior Phase pupils.	Year group Teams		

attainment and achievement opportunities available.	Induction programme to highlight skills, careers and planning for the future. Wednesday X column to provide opportunities for Personal Achievement.	Assemblies Electronic House Time Bulletin Uptake in SQA wellbeing award, mentoring and work placement unit.		
By May 2025 there is an increase in the percentage of pupils achieving Level 4 within the BGE. **By May 2025 there is an increase in the percentage of pupils who have achieved the next level within the BGE.** **By May 2025, almost all parents report that they receive helpful, regular feedback about how their child is learning & developing, from majority in May 2024**	Tracking and Reporting dates to be published in Whole School Outlook Calendar. Small schools collaborative to provide opportunity for moderation and improve learning, teaching and assessment within the BGE Highest attaining 20%, middle attaining 60% and lowest attaining 20% are identified and shared with all staff. A 1-page summary for each year group detailing SIMD, FME, ASN, Attendance, LACE, ACEL and any additional information is produced and shared with staff. All data provided is used in planning, to meet the needs of all pupils During parental events, SLT engage in conversation with parents/carers to gather feedback. Agenda item at parent council meetings	Small schools collaborative data Tracking and monitoring data. Learner conversations ACEL Data Parental feedback Parent council minutes		
Final evaluation:				

Priority 3: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Reduce Pupil Absence**
Person(s) Responsible Who will be leading the improvement?	**Monica Darragh**

(Please insert the relevant information below using the codes above)	
NIF Priority:	**NIF Driver:**
NLC Priority:	**QI:**
PEF Intervention:	**Developing in Faith/UNCRC:**
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as priority? What data did you have to support this?

Our attendance data for sessions 21/22 and 22/23 were down on pre Covid years. The number of pupil absences in all year groups had increased. We are targeting the reduction of periodic absences and reducing the number of pupils who have persistent long term absence. We will do this by enhancing our positive climate for learning which is achieved through positive relationships and excellent opportunities of pupil achievement. We will also put measures in place to engage with families to promote attendance. We aim to improve attendance from 80.5% in 2023-2024 to 85% in session 2024-2025.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets**.

EXPECTED IMPACT (SHORT TERM TARGETS)	**INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?**	**HOW WILL YOU TRACK PROGRESS? MEASURES**	**EVALUATION CHECKPOINT 1 (Internal Process)**	**EVALUATION CHECKPOINT 2 (Internal Process)**
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
Reduce whole school absence from 19.5% (June 2024) to 15% by June 2025, with a particular focus on target groups where absence is a cause for concern.	Implementation of new NLC Attendance Policy. Promote positives of attendance at Parents meetings, assemblies, House Time, lessons. Review of rewards for attendance.	SEEMIS Data will show Almost all pupils have reduced absence by 11.5 days. . SEEMIS Data will show an improvement compared to		

	Increase the number of home visits. Review attendance strategies in other schools, within NLC and beyond. Target Groups shared with staff to ensure appropriate interventions.	previous 2 sessions, especially on a Thursday and Friday.		
Almost all pupils engaged in learning that meets their individual needs.	SFL to monitor GIRFEC strategies being implemented across the school and take action is required. Faculty DM to have absence management and GIRFEC as standing items on their agenda.	PT SfL and staff to ensure Almost All identified pupils have strategies in place. Faculty DM minutes will reflect professional dialogue about absence management and will shared with SLT link.		
Almost all pupils will engage in positive behaviour with a deduction in behaviour referrals in BGE.	S2 Core Skills class created to support their engagement with curriculum and meet their individual needs. S2 core skills group supported during House Time to evaluate progress and set targets.	SEEMIS data will show a reduction a reduction compared to previous years. For identified new S2 pupils Glasgow Wellbeing Survey to show improvement between September 2023 to June 2024, September 2024 and May 2025.		
Final evaluation:				

PEF ALLOCATION: £103000

RATIONALE FOR EQUITY (PEF) PLAN				
Please provide below detail around your rationale for the Equity plan. Highlight how PEF expenditure is integrated to support improvement priorities. **For priorities around equity please detail the poverty related gap which you are addressing and the data which supports your rationale**. Consider the following: attainment, health & wellbeing, attendance, exclusion, participation, engagement.				
Link to Improvement Plan	**Detailed Costings**	**Priority/Description**	**Intended Outcome/Impact** Please describe your planned use of SAC resource/PEF allocation and what you intend to achieve.	**Evidence/Measures** Please indicate what evidence you are going to collect to show impact and progression.
Reduce pupil absence **Increase the SQA awards gained in S4 by our lowest achieving 20% of pupils**	**4 x Acting PT1 Raising Attainment and Achievement (£24212)** **0.6 Acting DHT 1 Plus back fill. Plus Acting PT1 Data Champion (£25000)**	**Link each Acting PT Raising Attainment and Achievement to one of our four Houses to reduce pupil absence** **This will be done by linking each Acting PT Raising Attainment and Achievement to one of our four Houses to ensure target identified pupils.**	**Improve pupil attendance from 80.5% (June 2024) to 85% (June 2025) by reducing on average the number of days missed by 11.6 days per pupil.** **Almost all pupils in S3 and S4 are on track to gain at least 5 awards. From 87.4% January 2024 to 95% January 2025.**	**SEEMIS attendance data** **S4 tracking data January 2025, ACEL data May 20205**
Increase Attainment	**Recruit 0.2FTE staff (12800)**	**Attainment Mentor to work with target groups.**	**Attendance and attainment is better than similar pupils in previous years.**	**SEEMIS attendance data**
Improve Attainment in the BGE	**Recruit 1FTE match funded teacher (£32000)**	**As part of our COVID Recovery to work with BGE pupils to improve numeracy and literacy to close the poverty related attainment gap.**	**Identified Pupils are supported to attain Level 3 by end of S3**	**ACEL data**
Improve Learning	**£5000 allocated to support projects**	**Project bids from staff to improve attainment.**	**Staff initiatives to improve attainment are support**	**SQA, ACEL & INSIGHT data to show improvement**

Appendix 1:

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

UNCRC	HGIOS 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and 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 and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life **PEF INTERVENTIONS** 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	NIF Priorities 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy. **NIF Drivers** 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information

Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, sale and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	**Education and Families Priorities** 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	

Developing In Faith

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
6. Serving the common good.