Driving Equity and Excellence

Improvement Action Plans

Session 2024-25

School:	Caldervale High School
Cluster:	Caldervale
Head Teacher:	Tracey Fox

Improvement Plan Summary	
Cluster Priority:	(Year 1) By the **end of 2025**, almost all establishments will have embedded nurture, resilience, and trauma informed practices, through robust universal wellbeing systems to support our children, young people and families.
School Priority 1:	Improve learning, teaching and assessment
School Priority 2:	Creating conditions for pupils to thrive

Education and Families Priorities

1	2	3	4	5
Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.	**Equity -** Closing the attainment gap between the most and least disadvantaged children and young people.	**Improvement in children and young people's health and wellbeing** with a focus on mental health and wellbeing.	**Developing the Young Workforce-** Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	**Vulnerable Groups-** Improved outcomes for vulnerable groups.

Improvement Actions
• **Raising Attainment Strategy**
  ○ There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
• **Self- Evaluation Leading to Improvement**
  ○ There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
• **Review of Additional Support Needs**
  ○ This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training
	Improvement Actions
	• **SAC/ PEF Plan**
	  ○ There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
	• **Anti- Poverty Programmes**
	  ○ There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
	• **North Lanarkshire Innovation and Improvement Hub**
	  ○ The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.
		Improvement Actions
		• **GIRFEC**
		  ○ There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
		• **1140 ELC Expansion**
		  ○ The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
		• **Mental Health and Wellbeing**
		  ○ Our practice in this area will be aligned with wider partnership approaches, translated into a Mental Health and Wellbeing Strategy for young people and those who work with them
			Improvement Actions
			• **Curricular Progression**
			  • A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
			• **DYW Strategy**
			  • The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
			• **Digital Classroom**
			  • Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.
			•
				Improvement Actions
				• **Support for Families/ Young People at Risk**
				  • There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
				• **Care Experienced Young People**
				  • There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
				• **Support for Adults**
				  • There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.
				•

School Vision and Values

The school vision and values are being reviewed this session.

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities and the inspection report published 26 March 2024.

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

HMIE surveys.

Priority 1: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	**Improve learning, teaching and assessment.** • By June 2025, almost all lessons have clearly stated learning and intentions and success criteria. • By June 2025, almost all lessons have evidence of differentiation to meet learners needs. • By August 2025, more than 80% of S4 pupils will have achieved 5 or more level 4 qualifications. • By August 2025, at least 50% of S5 pupils will achieve at least 1 level 6 qualification. • By August 2025, at least 25% of S5 pupils will achieve 3 or more level 6 qualifications. • By August 2025, at least 10% of S5 pupils will achieve 5 or more level 6 qualifications. • At the end of the session, our destination figure will match or be better than 96.5% (NLC target).
Person(s) Responsible Who will be leading the improvement?	1.1 – JY/RI/TF 1.2 – JY/SM/WMcI 1.3 – DU 1.4 – DU/WMcI/SM

(Please insert the relevant information below using the codes above)	
NIF Priority: 1, 2, 3, 4, 5	**NIF Driver: 1, 2, 3, 4, 6**
NLC Priority: 1, 2, 3, 4, 5	**QI: 1.1, 1.2, 1.3, 2.2, 2.3, 2.7, 3.1, 3.2, 3.3**
PEF Intervention: 4, 5, 6, 8, 10, 11	**Developing in Faith/UNCRC: 3, 5, 12, 23, 24, 28, 31**
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?

• Learning, teaching and assessment evaluated as satisfactory by HMIE.
• Raising attainment and achievement evaluated as satisfactory by HMIE.
• Destination data in the last 3 years is 94.55%, 88.61% and 92.61%.

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**.
• CLPL
• Results machine subscription (£300 annually)
• Entry fees for courses other than SQA
• Resources to support study skills (TOK, study packs etc)
• Purchase of new resources to support course development

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)		
1.1 Improved quality of the learners' experience.	Provide opportunities for staff and teams to self-evaluate and develop their classroom practice and pedagogy. Develop a model for classroom visits that strengthens our shared understanding of effective learning and teaching.	PRD plans. Evaluation of CLPL activities. Record of classroom visits. Departmental minutes.		

1.2 Assessment in the senior phase is well planned and changes of level carefully considered.	Departments create assessment calendars with careful consideration of the burden of assessment for staff and young people. Staff engage in regular moderation and verification activities to develop a shared understanding of standards. Progress tracked and changes of level discussed and agreed by SLT. Study support skills and mentoring implemented.	Analysis of option choices at start of the session. Attainment analysis of August 2024 results. Collated calendars for senior phase. Analysis of change of level requests. Feedback from pupils.		
1.3 Senior phase curriculum provides appropriate pathways for all young people S4-S6.	Evaluate the success of existing courses including uptake and overall attainment. Consider progression pathways for all young people and explore alternative provision. Plan curriculum offer for session 2025-2026.	Analysis of trends and patterns in courses. Attainment profile of selected young people. Satisfaction rating of option choice process.		
1.4 Creation of vocational pathways in the senior phase.	Plan vocational courses and opportunities including the development of enterprise activities and work experience.	Monitor entries for courses other than N5/H/AH. Analysis of destination data.		

Final evaluation:

Priority 2: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Create conditions for pupils to thrive. • By June 2025, no care experienced children will be excluded from school and appropriate alternatives will be considered for all children and young people. • By June 2025, average attendance across the school will have improved by 3%. • By August 2025, more than 90% of S4 pupils will achieve a minimum of 5 or more level 3 qualifications. • By June 2025, young people will have greater opportunity to influence the life and work of the school. • By June 2025, almost all staff will demonstrate a better understanding of trauma informed practice.
Person(s) Responsible Who will be leading the improvement?	2.1 RI 2.2 RI/JY/EB 2.3 FO/SM 2.4 JY

(Please insert the relevant information below using the codes above)

NIF Priority: 1, 2, 3, 4	NIF Driver: 1, 2, 3, 5, 6
NLC Priority: 2, 3, 5	QI: 1.3, 1.5, 2.1, 2.4, 2.7, 3.1, 3.2, 3.3
PEF Intervention: 1, 2, 6, 7, 11	Developing in Faith/UNCRC: 2, 3, 5, 12, 13, 18, 28

If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:
See below

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

• Exclusions remain high despite efforts in previous sessions to reduce these.
• Analysis of attendance data shows an average attendance of 83% and an increasing number of pupils with less than 80% attendance.
• The average attendance in S4 is lower than any other year group and greatest for those in SIMD 1 and 2.
• Raising attainment evaluated as satisfactory by HMIE.
• Pupils not achieving 5 or more level 3 qualifications are likely to reside in Q1 and have low attendance.

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**.
• CLPL costs
• PEF DHT (and backfill)
• PEF PT1
• Pupil interventions (PEF spend)

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)		
2.1 Reduce exclusions by developing alternative strategies to support young people on a day-to-day basis.	Develop alternative to exclusion strategies to deal with behaviours impacting on the 'order and discipline in the school' and on the well-being of others. In the event of an exclusion, action plans will have specific strategies to support the young person and their reintegration to school.	Monthly exclusion data reviewed by SLT and Pupil Support Team. RI will review plans and involve partners where appropriate. (PEF spend)		

	Develop our shared understanding of de-escalation strategies and embed these in our day-to-day practice.	Classroom visits. Pupil referral data. (DHTs/PTs/FHs)		
2.2 Increase attendance and attainment of target groups.	With the help of parents/carers and partners, develop strategies to improve attendance of young people with <80% attendance in session 2023-2024.	Analysis of absence figures/patterns for target group.		
	Pupil Support/House Teams to develop a greater understanding of the more complex reasons for pupil absence and plan appropriate interventions.	Minutes of meetings/letters sent/meetings with parents/carers.		
	Identify our 'at risk' pupils (low attendance, SIMD 1 and 2) who find it difficult to achieve a minimum of 5 level 3 qualifications.	List reviewed monthly by SLT.		
	Develop and implement a curriculum recovery plan for 'at risk' pupils. (PEF spend)	JY/EB monitor individual progress and report monthly.		
2.3 Pupils have opportunities to express views and opinions that impact on their school experience.	Pupil Parliament relaunched to align with areas of school improvement.	Minutes of meetings reviewed by SLT.		
	Captaincy Team will have a budget of £1100 to support the work of the Pupil Parliament.	FO/SM to oversee the proposals and implementation.		
	Coordinate this work as part of our journey towards RRSA Gold.	Gather evidence termly and align with Gold Strand and Outcome Descriptors.		
2.4 Staff have a better understanding of trauma informed practice and can implement strategies in the classroom.	Develop a programme of professional learning to support individuals and teams.	JY to collate staff evaluations and plan next steps.		
		Review number of serious incidents monthly and target support where required.		
		Record of classroom visits.		
Final evaluation:				

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.