*Driving Equity and Excellence*

# Improvement Action Plan

# Session 2019-20

| School/Establishment: | Chryston High School |
|---|---|
| Date Submitted: | Friday 14th June 2019 |

| Scottish Attainment Challenge School: | No |
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| Pupil Equity Fund Allocation: | £49,200 |
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**Education & Families 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

The shared vision for Chryston High School is to continuously and actively promote a positive, inclusive, engaging and aspirational ethos which enables all learners to achieve success and achieve their potential as lifelong learners and responsible citizens. We have a clear vision which is to continuously improve learning which ultimately raises attainment for all, especially in literacy, numeracy and health and well-being. Our school has two main aims – **continuously improve learning** and **build capacity of everyone in our community.** These aims are wrapped around our core values – I CARE **(Integrity, Compassion, Ambition, Respect and Equity).** We promise to care equally for all our young people and intervene appropriately to overcome barriers to learning. We actively seek opportunities to work in partnership with parents, carers, families and the wider school community. Our measure of success is that our young people leave Chryston High School with the necessary skills, knowledge and competences to achieve a positive and sustained school leaver destination into the world of work, training or further/higher education.

## 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

1/ **29th August 2018** – Consultation with representative parents from Parent Council
2/ **May 2019** - Parent focus group review of SIP Priorities
3/ **22nd May 2019** – SIP 2019-20 consultation evening with Parent Council
4/ **June 2019** – Parent survey/questionnaire

## Details of engagement with learners

1/ **March 2019** – Pupil focus groups regarding school improvement plan 2019-20
2/ **May 2019** – Pupil surveys/questionnaires
3/ **June 2019** – Consultation with CHS Pupil Parliament

## Details of engagement with staff

1/ **4th March 2019** – Staff consultation during Learning Together Staff Meeting
2/ **31st May** – SLT consultation (SMT & PTs) during SLT Conference 2019
3/ **June 2019** – Staff questionnaires/surveys

**2019-20 Improvement Plan**

| Establishment Priority 1: | Improvement in learning, teaching and assessment to raise attainment and achievement with a particular focus on literacy and numeracy. |
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| Establishment Priority 2: | Improvement in young people's health and well-being |
| Establishment Priority 3: | Improvement in employability and enterprise skills of all young people |
| Establishment Priority 4: | School leadership resulting in improved learning, teaching and assessment |

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

| Education, Youth & Communities Priorities | PEF Interventions | NIF Drivers | NIF Priorities |
|---|---|---|---|
| 1. Improvement in attainment, particularly literacy and numeracy<br>2. Closing the attainment gap between the most and least disadvantaged children<br>3. Improvement in children and young people's health and wellbeing<br>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people | 1. Early intervention and prevention<br>2. Social and emotional wellbeing<br>3. Promoting healthy lifestyles<br>4. Targeted approaches to literacy and numeracy<br>5. Promoting a high quality learning experience<br>6. Differentiated support<br>7. Using evidence and data<br>8. Employability and skills development<br>9. Engaging beyond the school<br>10. Partnership working<br>11. Professional learning and leadership<br>12. Research and evaluation to monitor impact | 1. School Leadership<br>2. Teacher Professionalism<br>3. Parental Engagement<br>4. Assessment of Children's Progress<br>5. School Improvement<br>6. Performance Information | 1. Improvement in attainment, particularly in literacy and numeracy;<br>2. Closing the attainment gap between the most and least disadvantaged children;<br>3. Improvement in children's and young people's health and wellbeing; and<br>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people |

| *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.* | **Developing in Faith Themes** | *All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.*<br><br>*The articles can be found [here](#).* | |
|---|---|---|---|
| | 1. Honouring Jesus Christ as the Way, the Truth and the Life<br>2. Developing as a community of faith and learning<br>3. Promoting Gospel Values<br>4. Celebrating and Worshiping<br>5. Serving the common good. | | |

| IMPROVEMENT PRIORITY 1: | Improvement in learning, teaching and assessment to raise attainment and achievement with a particular focus on literacy and numeracy. | | | | |
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| **Person(s) Responsible** Who will be leading the improvement? | **SMT, PTs Pupil Support & PTs Faculty** | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **E&F Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 1.2, 2.3, 3.2 | 4, 5, 6, 7, 10 | 2, 4, 6 | 1, 2 | 1, 2 | RRS Article 2, 28, 29 |

| **Outcome(s) / Expected Impact / Critical Indicators** 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? |
|---|---|---|---|---|
| **1(a)** **Improved attendance – particularly SIMD quintile 1 improving to the national average - 91.2%** | (i)Fully embed our revised Pupil Support Structure/System with a PT Pupil Support in place for each year group, supporting high attendance for all young people in their year group as a key priority<br><br>(ii)Work with all CHS cluster schools to devise an attendance system/strategy which ensures guidance, support, consistency and opportunities to drive improved attendance<br><br>(iii)Offer further, ongoing information/training to staff to fully support their practice and approaches to encourage high attendance<br><br>(iv) Introduction of school's attendance procedures and implementation across all faculties to ensure attendance is recorded accurately with consistency | Attendance data (short, medium and long term)<br><br>NLC Dashboard data<br><br>Case Studies<br><br>Staff Views & Pupil Views (measuring consistent approaches/programmes in place to support high attendance across CHS cluster schools)<br><br>Data gathered on completion and accuracy of registers | HSPO<br><br>Breakfast Club (some costs covered through PEF)<br><br>Information to staff<br><br>Telephone in FH rooms<br><br>Training for staff<br><br>Information to all new staff | Aug 2019<br>Nov 2019<br>Feb 2020<br>May 2020 |
| **1 (b)** **The % of young people achieving the following will show a further improving/increasing trend:**<br><br>**5 or more awards at SCQF 5 by the end of S4**<br><br>**1 or more award at SCQF 6 by the end of S5**<br><br>**3 or more awards at SCQF 6 by the end of S5**<br><br>**5 or more awards at SCQF 6 by the end of S5** | (i)Further improve our tracking & monitoring systems – in the senior phase including engaging with parents<br><br>(ii)Revise & update our curriculum rationale<br><br>(iii)Review and re-design our S3 BGE curriculum model to prepare young people more fully for the senior phase<br><br>(iv)Further embed a consistent senior phase mentoring programme<br><br>(vii)Provide further equity in the senior phase curriculum (including Foundation Apprenticeships, Alternative SQA courses, NPAs)<br><br>(viii)Establish a BGE assessment & moderation strategy to share understanding/build staff confidence across all subject areas to ensure strong links made between BGE into the senior phase. Working frequently and learning with colleagues in other local secondary schools (NLC & RIC) | Ongoing tracking data including ongoing conversations with young people about their learning (strengths & next steps)<br><br>Assessment data/Dashboard data (school/NLC)<br><br>SQA data<br><br>Insight data (virtual & national comparators) | All staff training – SEEMIS Progress & Achievement Module (by August 2019)<br><br>Appropriate resources to facilitate Assessment & Moderation model – providing opportunities for staff to work with other colleagues from partner schools (INSET) | Aug 2019<br>Dec 2020<br>Feb 2020<br>April 2020 |
| **1 (c)** **Improved % literacy of all young people by end of S3 (BGE)**<br><br>**and**<br><br>**Improved % numeracy of all young people by end of S3 (BGE)** | (i)Assessment & Moderation workshops with all cluster colleagues – consistency/shared understanding and impact across the cluster (INSET Aug & Feb)<br><br>(ii)Introduce an improved BGE tracking & monitoring system – 'SEEMIS Progress & Application Module' | ACEL at Level 3 (professional judgements)<br>- % of S3 learners achieving third level or better in literacy & numeracy<br><br>SNSA data<br><br>Tracking data<br>Staff views | All staff training – SEEMIS Progress & Achievement Module (by August 2019)<br><br>Relevant resources to facilitate assessment & moderation staff training across the CHS cluster (INSET) | Nov 2019<br>Feb 2020<br>May 2020 |

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| | (iii)Provide professional learning and support for all teaching staff to further enhance learning, teaching and assessment (particularly in literacy and numeracy pedagogy)<br><br>(iv)Continue CHS Learning Journeys Programme (sharing good practice, incorporating Making Thinking Visible principles)<br><br>(v)Devise a programme encouraging and facilitating high quality reflective practice particularly through observing learning to ensure positive impact on outcomes of all young people based on supportive validating faculty self-evaluation systems/strategies<br><br>(vi)Continue to engage appropriate young people (target group) in the Reading Bridge initiative/intervention & Read, Write, Inc programme | Pupil views<br><br>Parent views<br><br>Assessment data/Dashboard data (school/NLC)<br><br>Observing learning | 0.2 FTE Literacy (some costs met through PEF)<br><br>Relevant resources for The Reading Bridge & Read, Write Inc. (some costs met through PEF)<br><br>Relevant resources for Numeracy Catch up & Maths Recovery programmes (some costs met through PEF)<br><br>Engage with NLC Pedagogy Team (some costs met through PEF)<br><br>External partners/resources (some costs met through PEF):<br>- Osiris<br>- Single Steps Learning<br>- Education Scotland<br>- Making Thinking Visible (Tapestry) | |
| **1 (d)**<br>**By June 2020, by the time they leave school more young people in the senior phase (S4-S6) will have achieved SCQF level 4 and level 5 in literacy & numeracy (National Benchmark).**<br><br>**Achieved L4, 7% – 9% improvement (87 – 89%+)**<br>**Achieved L5, 10% – 12% improvement (60%+)** | (i)Provide further equity in the curriculum linked specifically to improving literacy & numeracy<br><br>(ii)Target groups identified, mentored and fully supported to achieve the highest literacy and numeracy level possible for each young person | Tracking data<br><br>SQA data<br>- % of school leavers achieving SCQF 5 literacy and numeracy<br><br>Insight data (virtual & national comparators)<br>Assessment data/Dashboard data (school/NLC) | SAC Teacher (small group/1:1 literacy and numeracy support) | Aug 2019<br>Dec 2020<br>Feb 2020<br>April 2020 |
| **1 (e)**<br>**Further improve the percentage of young people in quintile 1 (SIMD) achieving Numeracy SCQF 5 by 10 – 15% (National Benchmark, Insight)** | (i)Provide further equity in the curriculum linked specifically to improving numeracy<br><br>(ii)Target group identified, mentored and fully supported to achieve the highest level possible for each young person | Tracking data<br><br>SQA data<br><br>Insight data (virtual & national comparators)<br><br>Assessment data/Dashboard data (school/NLC) | SAC Teacher (small group/1:1 literacy and numeracy support) | Aug 2019<br>Dec 2020<br>Feb 2020<br>April 2020 |

| **Evaluative Statement & Actual Impact/ Evidence** |  |
|---|---|
| **November** | |
| **February** | |
| **May** | |

| IMPROVEMENT PRIORITY 2: | Improvement in young people's health and well-being | | | | |
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| **Person(s) Responsible**<br>Who will be leading the improvement? | | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **E&F Priorities** | **Developing in Faith/ RRS Article(s)** |
| 2.1, 2.2, 2.3, 2.4, 3.1 | 1, 2, 3, 6, 7, 9, 10, 11, 12 | 1, 2, 3, 4 | 2, 3 | 2, 3 | RRS Article 3, 14, 23, 28, 29, 31, 39 |

| Outcome(s) / Expected Impact<br>Detail targets, %, etc. | Tasks/ Interventions to achieve priority | Measures<br>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | Resources<br>Please include costs and, where relevant, state if cost is being met from PEF. | Timescale<br>What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|---|---|---|---|
| **2 (a)**<br>**CHS achieves the Rights Respecting Schools Silver Award by March 2020** | (i)Agree & confirm programme for accreditation – reviewing relevant school policies as appropriate to incorporate RRS and our school values<br><br>(ii)Communicate & share understanding with school community (including Parents, Staff, Assemblies, PSHE)<br><br>(iii)Further update our Positive Behaviour Learning Policy into a 'Relationships Policy' based on nurture principles, Solihull strategies, ACES awareness and incorporate a rewards/celebrating success programme based on strong foundations of equity<br><br>(iv)Establish Mentors in Violence Prevention programme in line with aspiring to achieve RRS Silver status.<br><br>(v)Further embed CHS Parliament as a platform to provide opportunities to hear, consider and act upon pupil views<br><br>(vi)Fully implement parent pay system as a further step in poverty proofing our school<br><br>(vii)Updated and revised educational excursions policy in place aimed at further poverty proofing our school | RRS accreditation awarded (Silver)<br><br>Positive Behaviour Learning data<br><br>Tracking & monitoring (behaviour, effort)<br><br>Attendance & late-coming data<br><br>Inclusion/exclusion statistics<br><br>People's views (staff, pupils, parents)<br><br>Observing learning<br><br>CHS Parliament minutes of meetings/white papers | Relevant funding for RRS Silver award (some costs met through PEF)<br><br>Relevant, supportive TT structures as appropriate (MVP)<br><br>CHS Parliament funds as appropriate (Pupil Parliament Fund – tbc) | March 2020 |
| **(2b)**<br>**CHS Positive Mental Health strategy/programme devised, communicated and in use to support all young people appropriately** | (i)Review/audit of existing strategies to support Mental Health of young people (Curriculum, PSHE, Assemblies, MHA, YC, local community group support)<br><br>(ii)Engage specialist services to assist development of our mental health strategy for the CHS cluster<br><br>(iii)Continue to employ a Youth Counsellor (1.5 days p/w)<br><br>(iv)Raise staff awareness of agreed positive mental health strategies and further support all staff (staff training opportunities) to plan learning, teaching and assessment appropriately<br><br>(v)Explore and pilot SQA Mental Health N5 qualification into the CHS curriculum | Attendance data<br><br>Case studies<br><br>Pupil views<br><br>PASS<br><br>SHANARRI data<br><br>Additional data provided by YC/specialist services | Youth Counsellor (YC – some costs met through PEF)<br><br>CLPL opportunities & relevant funding<br><br>Curriculum resources as appropriate | Nov 2019<br>Feb 2020<br>May 2020 |

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| **2(c)**<br>**Further improved system for all young people entitled to/requiring support implement CHS cluster Health & Well-being Forum for all education and families services to meet regularly, discuss and plan the support of our most vulnerable young people (including those affected by ACE, Trauma) -Social Work, Health, Police, Education…** | (i)Implementation of a pilot model for further supporting young people in a CHS cluster Health & Well-being Forum for all education and families services to meet regularly, discuss and plan the support of our most vulnerable young people (including those affected by ACES, Trauma) including colleagues from Social Work, Health, Police, Education…<br><br>(ii)Establish list of suitable and appropriate partners/contacts<br><br>(iii)Regular meetings and meeting programme in place | Minutes of meetings<br><br>CHS cluster Improvement Plan & Review<br><br>People's views (particularly partners and relevant staff) | Key contact details for all agencies/partners | Nov 2019<br>Feb 2020<br>May 2020 |
| **2 (d)**<br>**100% of young people requiring/entitled to support for their learning have agreed and clearly identified strategies which are shared, understood and consistently used by all involved in their learning/education** | (i)Continue to grow our Learning Centre (Support for Learning Faculty) resources particularly staffing to at least 3 FTE by August 2019<br><br>(ii)Further enhance our support for learning mechanisms including staged intervention entitlements/expectations including differentiation approaches (GIRFMe and Staged Intervention plans in place) | Pupil views<br><br>Observing learning<br><br>Attendance data<br><br>Inclusion/exclusion data | Staffing (some costs met through PEF) | Nov 2019<br>Feb 2020<br>May 2020 |

| **Evaluative Statement & Actual Impact/ Evidence** | |
|---|---|
| **November** | |
| **February** | |
| **May** | |

| IMPROVEMENT PRIORITY 3: | Improvement in employability and enterprise skills of all young people | | | | |
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| **Person(s) Responsible** <br> Who will be leading the improvement? | | **DHT – A Jopling** | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **E&F Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.2, 2.2, 2.3, 2.7, 3.2, 3.3 | 5, 6, 8, 9, 10 | 1, 2, 3, 4 | 1, 2, 4 | 1, 2, 4 | RRC 3, 28, 29 |

| **Outcome(s) / Expected Impact** <br> Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures** <br> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources** <br> Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale** <br> What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|---|---|---|---|
| **3 (a)** <br> **At least 5% increase in the number of young people leaving CHS to enter a sustained positive leaver destination in line with NLC DYW Delivery Plan 2019-21.** | Devise be-spoke pathways/packages for all relevant young people in the senior phase to ensure high quality skills based learning providing strong links to employment – in line with the Careers Education Standard and the Work Placement Standard <br><br> Further develop and formalise links with the local community, using labour market intelligence to support the attainment and achievement secured by young people engaged in our Enhanced Curriculum strategy <br><br> Develop and implement appropriate tracking programme to record and monitor leaver destinations (in partnership with SDS) <br><br> All young people by the end of S3 will have completed a BGE Profile recording attainment, experience and success of young people clearly highlighting skills and interests. <br><br> Devise a system/programme to collate information about and track the wider achievement of all young people in CHS (in school and out-with school) | Tracking and Monitoring data <br><br> SQA data <br><br> SDS data <br><br> School leaver information <br><br> Insight data <br><br> Case studies <br><br> Pupil Views <br><br> Parents Views <br><br> Partner / community views <br><br> S3 Profiles | Ongoing funding for Enhanced Curriculum programme (£5,000) <br><br> Funding allocated to most appropriate profiling strategy | Nov 2019 <br> Feb 2020 <br> May 2020 |
| **3 (b)** <br> **Improved % of young people engaged in high quality extended work placements as part of their curriculum/school TT** | Ensure all young people engaged in work experience gain appropriate, recognised SQA accreditation (SQA Work Experience qualification) <br><br> Establish formal partnership agreements and create extensive database to facilitate the distribution of appropriate work experience places. | Formal work experience agreements with providers in place <br><br> Case studies <br><br> SDS data <br><br> SQA data <br><br> Pupil Views <br><br> Parents Views <br><br> Partner / community views | Training – SQA (Work Experience accreditation) | Nov 2019 <br> Feb 2020 <br> May 2020 |
| **3 (c)** <br> **All staff in the school are confident in the Career Education Standard and are planning and delivering learning within the classroom environment to ensure all young people are aware of and developing employability skills** | Identify key employability skills and consider pedagogy integrating across all curricular areas <br><br> Identify a STEM key worker in the school to facilitate relevant opportunities for young people and provide support for all staff in planning learning. <br><br> Appoint an Acting PT DYW/Employability with a remit based on ensuring that the Careers Education Standard is planned for effectively in every classroom across CHS | Learning observations <br><br> Curriculum reviews – notes/minutes from meetings <br><br> Pupil Views <br><br> Staff Views | Appropriate resources to facilitate high quality careers/employability events for young people <br><br> Acting PT DYW/Employability <br><br> Professional learning opportunities arranged for all staff (Planning learning in line with Careers Education Standard) | Nov 2019 <br> Feb 2020 <br> May 2020 |

| | | Provide further equity in the curriculum linked specifically to improving career planning and employability of young people.<br>Careers events for young people supported by business and employability partners (BGE and Senior Phase)<br><br>Provide professional learning for all staff to support the implementation of employability skills across the curriculum | | | |
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| Evaluative Statement & Actual Impact/ Evidence | |
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| November | |
| February | |
| May | |

| IMPROVEMENT PRIORITY 4: | School leadership resulting in improved learning, teaching and assessment | | | | |
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| **Person(s) Responsible**<br>Who will be leading the improvement? | | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **E&F Priorities** | **Developing in Faith/ RRS Article(s)** |
| 1.1, 1.2, 1.3, 2.3, 3.2, 3.3 | 5, 6, 8, 9, 10, 11 | 1, 2, 5, 6 | 1, 2, 4 | 1, 2, 4 | RRC 28, 29 |

| **Outcome(s) / Expected Impact**<br>Detail targets, %, etc. | **Tasks/ Interventions to achieve priority** | **Measures**<br>What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Resources**<br>Please include costs and, where relevant, state if cost is being met from PEF. | **Timescale**<br>What are the key dates for implementation? When will outcomes be measured? Checkpoints? |
|---|---|---|---|---|
| **4 (a)**<br>**100% of young people in CHS leave school with a recognised leadership qualification and other related accreditation** | (i)Leadership programme built into our curriculum ensuring that each year group follows a progressive leadership framework, S1 – S6 (Saltire Award, SQA Personal Development/Leadership Award, Columba 1400 etc)<br><br>(ii)Create and implement a 'CHS Leadership Passport' which follows each young person throughout S1 – S6, tracking and indicating progress and achievement specific to leadership skills and qualities | SQA data<br><br>Wider Achievement data<br><br>Tracking & monitoring data<br><br>Positive sustained leavers destinations data (SDS & Insight) | External resources and partners | Nov 2019<br>Feb 2020<br>May 2020 |
| **4 (b)**<br>**Further improving outcomes for young people based on staff leadership centred around learning, teaching and assessment** | (i)Leadership framework for staff created and implemented (catalogue of in-house CLPL opportunities based on strengthening leadership capacity including a 'teacher leadership programme', 'middle leadership programme' and 'school leadership programme' as designed by the CLPL/PRD school improvement team<br><br>(ii)Most staff engaged in a professional enquiry programme | Learning observations<br><br>Pupil views<br><br>Staff views<br><br>Statistics, data, findings and outcomes from individual practitioner enquiries | External partners/resources (some costs met through PEF):<br>- SCEL<br>- Education Scotland<br>- Support from other NLC colleagues, including CIOs | Nov 2019<br>Feb 2020<br>May 2020 |

| **Evaluative Statement & Actual Impact/Evidence** | |
|---|---|
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