



ST ANDREW'S HIGH SCHOOL



School Improvement Priority I

Recovery from the impact of COVID 19 lockdown and mitigations ensuring we minimise the negative impact of this and any future disruptions on our stakeholder's Health and Wellbeing and their outcomes in general.

Some of the action points are:

- Continued focus on supporting Health and wellbeing needs.
- Implement good practice which was developed during the pandemic for example, alternatives to assemblies such as the use of MS Teams.
- Carefully begin to re-introduce practice such as clubs, Supported Study, Saturday School etc., Liturgical services, retreats, Outward Bound and plan for adapted SQA arrangements, Future Friday's initiative, etc.
- Consultative groups such as Learner voice, Parents as Partners, RRS guide and direct our recovery.
- Review and support the work of Staff Committees and Working Groups which will help to drive recovery
- Further investment in developing our digital resources to support learning and inclusion.

These improvements will mean that:

- We will see increasing confidence among learners as well as improving wellbeing as routines are re-established.
- Attendance rates move back towards NLC average levels and classroom learning will return to normal.
- We will further develop advances that were made through the pandemic, for example, the increased use of digital technology for communication.



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School Improvement Priority 2

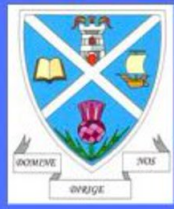
Learning and Teaching focus on Differentiation– What it looks like in the classroom.

Some of the action points are:

- Our Teaching & Learning Committee will plan support for teachers to further develop strategies to make learning engaging for all.
- Time for teachers will be given to support reflection, discussion, implementation, and review of new/improved strategies.
- We will re-focus on making sure that our classroom practice is of a high standard meeting the needs of learners.
- We will identify any developmental requirements and make plans to address these.
- We will rely on Learner voice conversations to support the review of our progress and inform any future plans.

• These improvements will mean that:

- Our staff will have time to reflect on, discuss and develop our approaches to teaching so that every one of our learners can be more engaged in their learning.
- Learners will further contribute to our Quality Assurance and Self-evaluation.
- This will support our assessment and moderation approaches in the BGE which will require some focussed work throughout the session.
- Our programme of formal lesson observations will support participating teachers to be more aware of their strengths and any development needs.



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Improvement Priority 3

Implement the relevant findings of our previous review of structures and systems which support the development of employability skills across the school.

Some of the action points are:

- Our Developing the Young Workforce Team will plan to implement recommendations such as using E – Portfolios and re-writing our Work Experience strategy.
 - Teachers will review and update where necessary their plans to develop employability skills across subjects.
 - We will continue to review and improve our Inter - Disciplinary approaches to Learning (IDL) building on good practice.
 - Every learner will be familiar with WORKIT supported by our school ambassadors and our senior phase will be prepared for Work Experience.
- These improvements will mean that:**
- Each S3 Pupil will complete their Skills Passport before they finish the BGE in May 2022.
 - Evaluations will identify strengths and development needs clearly for future planning so that Learners will experience a wider range and deeper level of employability skills development across the curriculum.
 - IDL practice across the school will be more visible and better.
 - Almost all learners in the senior phase will experience a planned work placement

SAC & PEF Improvement Plan Summary

Much of our strategy with Scottish Attainment Challenge and Pupil Equity Fund resourcing is building on established good practice which is aiming to improve outcomes for learners in the recovery phase. We will continue to focus staff resourcing on key areas such as Year Group Teams, Numeracy and Literacy improvements as well as the health and wellbeing drive.

Some of the action points are:

- Principal Teachers appointed to be part of Year Group Teams (six posts) who will focus support strategies around identified groups and individuals within each year group.
- Principal Teachers of Numeracy (2 posts) will concentrate our efforts around improving Numeracy skills as well as supporting STEAM initiatives.
- NLC are providing enhanced staffing for our school to support recovery.
- More staff will support our Support for Learning Department.
- We will renew and update our IT systems and hardware.

• These improvements will mean that:

- We are aiming for all Learners with greater than 80% attendance attaining at least 7 SQA National 4 qualifications by the end of S4 or on leaving school.
- We are aiming for all Learners with less than 80% attendance attaining at least 7 SQA National 3 qualifications by the end of S4 or on leaving.
- We will maintain our Outstanding Positive Destination leaver results.
- We will reach our predicted targets for SQA awards in S4, 5 & 6.
- Most learners will attain 3rd level in Literacy and Numeracy by the end of S3. The majority will attain 4th level Literacy and Numeracy by the end of S3.
- Almost all our **Leavers** will attain Literacy and Numeracy at level 4 and most of our Leavers will attain Literacy and Numeracy at level 5.
- Digital and IT equipment improved in every classroom across the school.
- Digital poverty mitigations mean that no learners are disadvantaged by lack of resource.