



SUPPORTING HOLOCAUST EDUCATION
VISION SCHOOLS SCOTLAND

Gryffe High School, Level 1, 2020-2023

Gryffe High School

School Improvement Plan 2023/24

Planning framework

As part of Children's Services, Gryffe High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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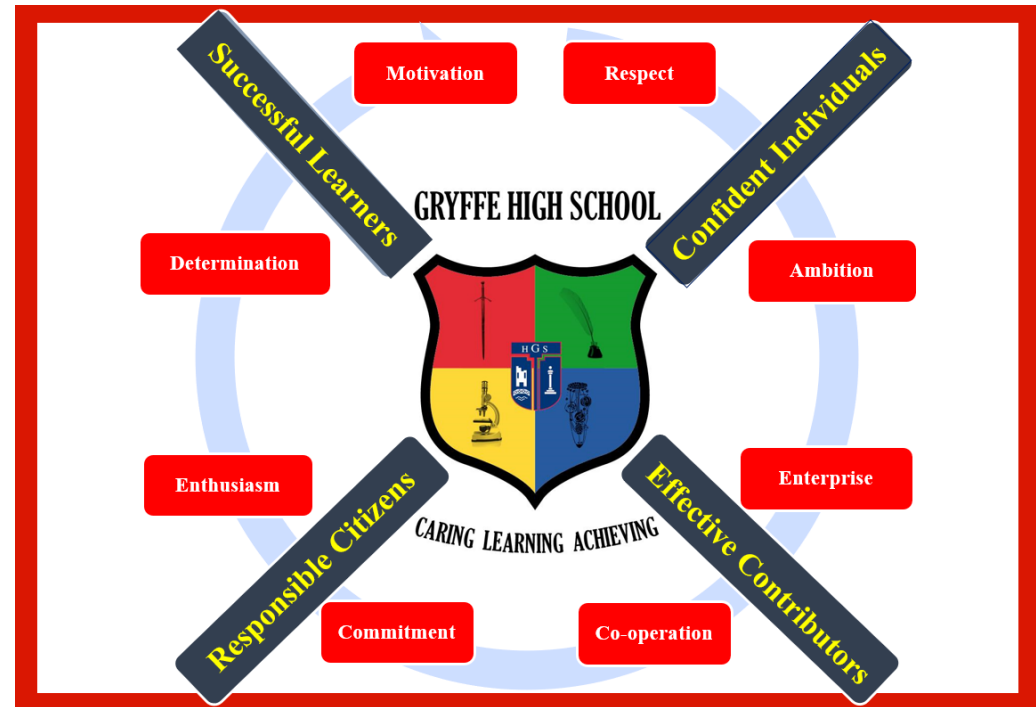
Our Vision, Values and Aims

Our School Vision

Gryffe High School is fully committed to maintaining consistently high standards in all aspects of school life. This will be achieved through fostering a caring environment, with learners at the centre, ensuring everyone feels safe and supported. We endeavour to promote effective learning and teaching and provide all pupils, and staff, with opportunities to enable their true potential to be realised in a challenging, supportive and enjoyable way.

Our School Values

CARING, LEARNING, ACHIEVING



We are committed to developing nurturing relationships in Gryffe High School

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Gryffe High School such as:

Pupils: Pupil Management Group, House Captains, Pupil Council, Assemblies, Pupil Focus Groups/surveys, Pupil and Staff Committees – Citizenship, ECO, LGBTQ

Parents/Carers: Parent Council, School Website and other media, surveys, focus groups

Staff: FHs/PTs, Senior Leadership Meetings, Staff Meetings, In Service Days, GLOW updates, Staff Focus Groups/surveys

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. Discussion with partner agencies such as SDS, Home Link, Education Psychology and Chaplaincy Team to identify strengths and areas of improvement in partnership working.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Whole school, Department/Faculty Quality Improvement Calendars
- Whole school, Department/Faculty Operational (Planning) Sheets
- FH/PT fortnightly meetings and Annual Reviews: September and February
- SMT, Department/Faculty Minutes
- Continuous monitoring and tracking on a range of data
- Collegiate SIP working groups
- Focus groups and questionnaires of pupils, parents/carers, staff and partners

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Curriculum Area and Subjects			
Improve outcomes for learners through high quality learning and teaching that sustains and improves on high levels of attainment and achievement for all			
HGIOS QIs 1.1, 1.3, 2.2, 2.3, 2.4 3.3	NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least advantaged children and young people Improvement in attainment, particularly in literacy and numeracy	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Intervention (PEF)
<p>We recognise the increased importance of building pupil confidence, having an increased focus on skills to address the gaps within attainment and achievement. Supporting pupils to achieve their potential.</p>	<p>All new staff are confident in implementing Attainment procedures</p> <p>By May 2024, over 90% reports sampled demonstrate clear knowledge of pupils, progress statement & next steps comment, and more robust working levels</p> <p>Robust reporting data informs a wide range of timely interventions, including targeted support classes and study support</p> <p>Achieve Local Authority Senior Phase Attainment targets agreed in August/Sept 2023</p> <p>By May 2024, Level 3 numeracy increases to 94% from 93%</p> <p>By May 2024, Level 4 literacy, writing, increases to 80% from 71%</p> <p>By May 2024, at least 85% of pupils in S1 will have increased their reading age by a year.</p> <p>By May 2024, maintain and embed Silver Reading Schools Award criteria to promote reading for pleasure</p> <p>By August 2024, 75% to 90% of N5 results are in line with the pupil's S3 final BGE levels (S3 exam data) By May 2024, 90% of pupils in the targeted Literacy group will increase their reading age by over a year.</p>	<p>FH/DM Minutes In Service Day/Effective Practice Presentations and tasks New staff survey on attainment FH/PT collegiate discussion time and feedback Attainment data</p> <ul style="list-style-type: none"> • SQA • Insight • SNSA • Reporting data <p>HT/PT Annual Reviews Shared good practise / evidence submitted to our Pre/Post Accelerated Reading Data Pre/post numeracy intervention data Seal Maths data All departments and Attainment Team will sample reports – referenced in DM minutes Learner conversations National Qualifications – targeted group Use of Library S1 & S2 will engage in a weekly library period to promote a culture of reading Reading Project with Local Church Analysis of reporting data measured against National Standards or previous reporting data No. of care experienced pupils staying on beyond S4 compared to their peers. Analysis of care experienced attainment data.</p>	<p>Project Leader Attainment BGE to analyse attainment data and provide targeted interventions Project Leader Learning and Teaching Learning and Teaching Working Group Develop the role of teacher of SfL Literacy, Numeracy and Wellbeing to provide targeted interventions to identified groups.</p> <p>FTE Literacy - to support creative and bespoke interventions including transition work with Cluster primaries (PEF support £12,201.07) Talk for Writing Working Group including our Cluster Primaries</p> <p>Accelerated Reading Programme (PEF support £300) 0.1 FTE Numeracy to support creative and bespoke interventions including transition work with Cluster primaries (PEF support £6,100.53) Attainment profiles for those most at risk</p> <p>Enhanced use of attainment data to support pupils in making appropriate options choices</p> <p>Revised P7/S1 Transition Programme</p> <p>P7 Subject time within Cluster Primaries – Weekly: 2 periods English and Maths. Spanish and STEM to be allocated timed across the session</p> <p>Regularly updated ASN spreadsheet to inform staff</p>

	<p>By May 2024, 90% of pupils in the targeted Maths group will have completed SEAL Maths.</p> <p>By May 2024, almost all (91-99%) of our targeted group (S4-6) of pupils (care experienced, those impacted by poverty, young carers and those with ASNs) feel supported to achieve success and positive outcomes in line with their peers (May 2023 76% of targeted pupils compared to 97% of peers).</p> <p>By May 2024, 100% of FT ASNAs trained in:</p> <ul style="list-style-type: none"> • SEAL Maths • CIRCLE inclusive classroom • Accelerated Reading • Effective Check-ins with pupils 	S3 exam data	<p>Talk for Writing literacy programme, extended to include Social Subjects to improve writing</p> <p>Continue to have an increased focus on improving literacy and numeracy across the curriculum</p>
<p>Following advice from HMIE, Moderation in the BGE will continue to be a key focus – this is year 2 of 3.</p> <p>Moderation cycle: Point - Learning, teaching and assessment reflection on appropriate balance between ongoing and periodic assessment Point 4 - evidence gathering to demonstrate breadth, challenge and application</p>	<p>By May 2024, all departments will have uploaded two more fully moderated examples of assessment items to our moderation team</p> <p>All subjects will have completed a traffic light audit of the next two sections of the moderation cycle S1-S3 (points 3 and 4 of cycle).</p> <p>Over 90% of departments feel more confident in the application of focused aspects of the moderation cycle S1-S3.</p> <p>Over 90% of departments have made good progress with red traffic lighted moderation items identified in 2022/23 (1 & 2 of cycle).</p> <p>Over 90% of pupils report regular experiences of peer & self-assessment and opportunities to be involved in leading learning and regular learner conversations reviewing strengths, areas for development and next steps.</p>	<p>FH/DM Minutes In Service Day/Effective Practice Presentations and tasks HT/PT Annual Reviews Pupil Voice – pupil focus groups based on education Scotland prompt questions from the Moderation Hub Department traffic lighted surveys based on education Scotland prompt questions from the Moderation Hub Department review surveys Sharing examples of moderation BGE assessments on our whole school Moderation Microsoft TEAM L & T working group Pupil, staff & parent/carer consultation on L & T policy and excellent learning poster</p>	<p>Time allocated to R Sharp to support FHs/PTs with consistent whole school approach to Moderation with particular focus on the BGE</p> <p>All staff engage in Moderation tasks and activities, supporting teachers to provide courses at the right level for young people within their class (ongoing across the session starting with S3)</p> <p>Time protected on timetable for FHs/PTs to work collegiately on Learning and Teaching</p> <p>Inservice and Sharing Effective Practice Sessions on Moderation</p> <p>FH / PT meetings – time allocated for moderation activities</p> <p>Use of moderation cycle within BGE to build on existing practice to improve the reliability of assessment evidence from S1 to S3 Review and update of our Learning and Teaching policy and our excellent learning poster.</p> <p>Revamp Page of the month as Big Ideas in Learning and review peer observation programme</p>

Ethos and life of the school as a community

Reduce inequalities and delivering improved health and wellbeing outcomes for children and young people

<p>HGIOS QIs 1.1, 2.1, 2.4, 3.1</p>	<p>NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least advantaged children and young people</p>	<p>NIF Drivers</p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
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<p>We recognise the importance of building pupil confidence through the provision of a positive learning and teaching environment</p> <p>A focus on wellbeing, inclusion and nurture remains key. The GMWP continues to be a valuable tool to allow pupils to reflect on their own wellbeing</p>	<p>By June 2024, almost all young people (91-99%) report that they learn about their rights at school and feel they are treated with respect by adults and pupils</p> <p>Rights Respecting Schools Gold Award maintained – promoting the rights of the child in everything across Learning.</p> <p>By 31 May 2024, almost all young people (91-99%) will feel our school offers a positive environment where they are well supported and know what supports are available (SfL and Wellbeing) and where to access this support if needed.</p> <p>By June 2024, almost all young people (91-99%) Strongly agree or Agree with the statement 'I feel safe in this school' and 'Adults tell me what I am good at' (GMWP)</p> <p>By June 2024 almost all young people (91-99%) Strongly agree or Agree that anxiety 1-1 workshops are positively impacting their experience within and around the school</p> <p>By June 2024, all pupils (100%) who require additional wellbeing support, can access within</p>	<p>Staff and pupil RRSA Gold surveys Pupil wellbeing surveys – October 2023 Pupil MVP surveys Department Pupil Surveys Learner Conversations</p> <p>Pastoral Interview Registers Glasgow Motivation and Wellbeing Profile responses Mental Health survey stats</p> <p>Tracking and Monitoring of our Merit system Pre and Post Support Evaluations GMWP Scores Evaluation of Headstrong Programme Attainment Data Reporting Data and Comments Tracking and monitoring of Merits Reporting Data/Comments Increased GMWP scores Analysis of bullying and racist incidents</p>	<p>Well Being ambassador training Delivery of MVP lessons to all of S1 – S3 Promoting Positive Relationships Policy Revised PSE programme to include Headstrong Revise Whole School Charter GMWP – to inform interventions All pupil pastoral interviews planned and calendared Headstrong Programme (PEF support £9,440) Exchange Counselling, St Vincents, HomeLink CLPL: Support opportunities for staff and pupils, with regard to mental health GMWP – to inform support interventions required. Pupil Centred Planning to inform and support interventions Regular pupil meetings lead by the Wellbeing Team Art Therapy Use of LIAM lessons as part of S1 transition support - 21-25 August 2023 Wellbeing Working Group</p>
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	<p>school or are supported to access services outwith school.</p> <p>By September 2024, all new S1 pupils will have participated in MVP lessons. As a result, these pupils will have an increased awareness of the Bystander approach.</p> <p>By May 2023, 100% commitment from our Well Being Ambassadors</p> <p>By May 2024, 75% to 90% of S6 pupils will be trained as MVP mentors.</p>		
Ensuring staff have appropriate training to support pupils.	<p>By May 2024 all new staff will be trained in Nurture, Circle Inclusive classroom, Pivotal and any other whole staff training between June 2021-June 2023</p> <p>By 31 May 2024, increase staff participation in GMWP from 6 to 10 members of staff.</p> <p>By June 2024, all staff (100%) will be trained in the use of NVR to enhance and support classroom relationships and experiences</p> <p>By 31 May 2024, over 90% of staff will feel more confident in using appropriate language for referrals, pastoral notes and reporting.</p> <p>By May 2024, all new staff have had MVP/Equally Safe training opportunities</p> <p>By August 2023 100% of staff trained in NVR</p> <p>By May 2024 two staff trained in Ms/Miss/Mrs</p>	<p>All departments and Attainment Team will sample reports – referenced in DM minutes</p> <p>Staff survey evidence</p> <p>PT/FHs meeting minutes</p> <p>DM minutes</p> <p>CLPL opportunities</p> <p>NQT support programme</p> <p>GMWP - Tracking profile use via DM minutes/request for training</p> <p>Targeted empowerment groups (Ms/Miss/Mrs) – girls</p>	<p>In service day & sharing effective practice time)</p> <p>Information packs for new staff</p> <p>Information packs for NQTs</p> <p>Trained Gryffe staff will be able to support pupils who present with mild/moderate anxiety issues (LIAM/CBT)</p> <p>CLPL: Wellbeing Team to facilitate updates on Nurture; Pivotal; MVP/Equally Safe, GMWT and NVR</p> <p>Opportunities for ASIST, Safe Talk, Self Harm, Trauma Informed Practice, MVP, GMWT training for new pastoral/ SMT who have not completed</p> <p>Additional training opportunities/packs for new staff and staff who miss whole school training slots due to being part time or absences or out of school on other training/duties</p> <p>Ms/Miss/Mrs training for certain staff</p> <p>Two hours CLPL NVR – August 2023</p>
Recognising positive impact of parental involvement and engagement in supporting ethos, wellbeing, attainment and achievement.	<p>By May 2024, 75% to 90% of parents/carers have responded positively to our parental survey questions with a particular focus on awareness of our Ready, Respectful, Safe approach (behaviour blueprint) (2022/23 survey only 41% said they were aware of this)</p>	<p>Parental survey</p>	<p>Parental Engagement – Wellbeing Evening – September 2023</p> <p>Website/newsletter/Satchel One</p>

Opportunities for Personal Achievement

Reduce inequalities and delivering improved health and wellbeing outcomes for children and young people

HGIOS QIs 1.1, 2.3, 3.2, 3.3	NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Closing the attainment gap between the most and least advantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
We recognise the importance of building on our system for tracking and monitoring of pupil achievement, including appropriate interventions where necessary, to ensure equity for all.	<p>All staff are familiar with ASN Pupil Support list, pupils with FME, SIMD 1-4, Care Experienced targeted pupils and ensure that within the classroom all pupils regardless of social background or learning needs are provided with same opportunities to succeed</p> <p>By May 2024, 75%-90% staff have issued a minimum of 5 tokens per week</p> <p>By May 2024, 75%-90% of all pupils should been recognised through the Achievements system with a minimum of 2 tokens</p> <p>Our targeted group of pupils (care experienced, those impacted by poverty, young carers & those with ASNs) have the same opportunities to participate beyond the curriculum</p> <p>By May 2024 4 staff will have completed level 2 Who Cares Scotland Training</p> <p>Wider achievement opportunities – DofE Maintain at least a 3% involvement of care experienced pupils as this is representative of our whole school role</p> <p>By May 2024, 90% - 99% of pupils in BGE will have tracked their progress, skills and achievements using new pupil profiles.</p>	<p>DM Minutes / staff survey</p> <p>InService Day/Effective Practice Presentations and tasks</p> <p>FH/PT collegiate discussion time and feedback</p> <p>Pupil surveys and focus groups</p> <p>Achievements data and interventions</p> <p>Increase in Saltire Hours</p> <p>Increase in Electronic tokens issued by staff</p> <p>Promotion of pupil achievement via social media</p> <p>Achievements Boards</p> <p>Pupil uptake at clubs and activities</p> <p>Roll out of My World of Work</p> <p>Newsletter</p> <p>Awards Ceremony</p> <p>Subject Ambassadors across all Faculties</p> <p>ASN sign off (Sept)</p> <p>Monthly Standing item on DM agenda</p> <p>Annual Reviews</p> <p>Evaluation of Cluster Primaries STEM Programme/Collaboration</p> <p>Evaluation and impact of Care Experienced lessons</p> <p>Evaluation and impact of Young Carers Assemblies</p> <p>Evaluation of Activities Week</p> <p>Minutes from Pupil Management Group</p> <p>Minutes from House Captains Meeting</p> <p>Minutes from Pupil Council</p> <p>Minutes and events from: Citizenship Committee, ECO Committee and Equalities Group</p>	<p>Project Leader Achievements</p> <p>Achievements Working Group</p> <p>Electronic tracking system for pupil achievement</p> <p>Sfl spreadsheets</p> <p>Project Leader: Pupil Equity and Participation– interventions and entitlements (PEF £1,500)</p> <p>Pupil Equity and Participation Working Group</p> <p>Cost of the school day: Instrumental lessons / D of E / Activities Week / Active 8 / School Clubs / Breakfast and Lunch clubs/Calculators, stationery, study packs/ School trip/events subsidy/Uniform items (PEF support £2,300)</p> <p>Activities Week Working Group</p> <p>Revised Pupil Profiling Booklet (Pupil Learning Diary)</p> <p>Leadership Opportunities for pupils: Leadership Assessment Centre for School Captains</p> <p>Weekly Pupil Management Meetings</p> <p>Weekly House Captain Meetings</p> <p>House Events and House Week</p> <p>Weekly Wellbeing Ambassador Meetings</p> <p>Subject Ambassadors training/expectations</p> <p>Pupils and staff committees: Citizenship, ECO and Equalities</p> <p>We will continue to have a focus on extra-curricular activities and clubs ensuring all pupils (care experienced, those impacted by poverty,</p>

	<p>By May 2024, Pupil leadership opportunities, (including calendared training) have allowed senior pupils to improve interpersonal skills and relationships with pupils and staff</p> <p>By May 2024, 75% to 90% of BGE pupils actively participating in the relaunch of Activities Week</p> <p>By end of October 2023, 75% to 90% of S1 pupils will have participated in ACTIV8 following an initial launch with an S1 Freshers Fayre</p>		<p>young carers and those with ASNs) feel supported to engage with opportunities for Personal Achievement</p> <p>STEM – working with Cluster Primaries to promote STEM Ambassadors and application for STEM National Award</p> <p>Through subject areas such Maths, Science and Technology promote careers in STEM industries</p>
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Interdisciplinary Learning
Support high numbers of our young people to enter positive destinations and sustained post-school destinations

HGIOS QIs 1.1, 2.6, 3.3	NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in skills and sustained, positive school-leaver destinations for all young people	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We recognise the importance of parental engagement to support learning and achievements</p> <p>We recognise the importance of partnership working including virtual partners.</p> <p>We recognise importance of maintaining and developing our digital learning skills.</p>	<p>By May 2024, over 90% of parents/carers within S1 – S6 have accessed year group padlets to support engagement in their child’s learning.</p> <p>By May 2024, the identified group of 133 pupils will achieve the Scottish Studies Wider Achievement Award. This will be an increase of 29% from the previous presentation.</p> <p>100% of S1 pupils will be registered on My World of Work by September 2023 which will help build career management skills and discover what careers match pupil skills, interests, education, and experience.</p> <p>My World of Work platform will be used by 100% S3 for profiling by June 2024. explore their interests and strengths using the online tools.</p> <p>By May 2024, Increase employability qualifications for pupils at risk of a negative destination to ensure 100% of pupils achieve a positive destination</p> <p>Re-introduce My World of Work Ambassadors to promote career education with parents and pupils.</p> <p>Embed Career Education Standards by May 2025</p>	<p>DM Minutes In Service Day/Effective Practice Presentations and tasks FH/PT collegiate discussion time and feedback Hard copy of Pupil Learning Diary Positive Destinations Audit Pupil Voice SEEMIS 16+ Data SDS Partnership UCAS Destinations Data Curricular (subject) promotion of Career Educations Insight data – Parental engagement Padlets Tracking via dept padlets / MS forms Parental Survey Work experience data analysis Scottish Studies return / analysis of numbers of pupils pass FH/PT collegiate discussion time and feedback</p> <p>Recording partnership evidence on Rubi (LA platform) Pupil Evaluations of employability events.</p>	<p>Parental engagement padlets including DYW S2 One to One SDS careers interview S1-6 SDS Career Group Work input by SDS Enhanced Service Offer via Matrix data PL Employability Tracking, Monitoring and Interventions (Additional DYW Scottish Government Funding) My World of Work Ambassadors to promote career education with parents and pupils</p> <p>C Marshall (DYW) – targeted interventions, including works experience placements, for S4 and S5 Winter Leavers and those at risk of a negative destination</p> <p>Increase opportunities for 3 day work experience for those pupils identified through our destination audit at risk of a negative destination</p> <p>Increase work with partner agencies to improve sustained destinations – LA link D Conway: CSCS card training.</p> <p>Presentation to staff On Career Education Standards - what this means and how to bring it into class lessons</p>

			Project Leader STEM
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Career Long Professional Learning
Develop high quality leadership for staff at all levels

HGIOS QIs 1.2	NIF Priorities Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least advantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We recognise the increased importance of facilitating regular professional dialogue and leadership opportunities for all staff.</p> <p>To support staff to plan and undertake professional learning to fulfil the GTCs requirements and that of the Local Authority Agreement of 35 contractual</p>	<p>By May 2024 staff evaluations demonstrate increased practitioner knowledge and confidence in our SIP</p> <p>By May 2024 100% of Senior Leaders have engaged with a weekly programme of collaboration to support a consistent approach to L&T</p> <p>By May 2024, 100% of staff have engaged with revised and agreed Working Groups:</p>	<p>PRDs CLPL Staff Survey and feedback InService Day/Effective Practice Presentations and tasks Uptake of leadership opportunities and evaluation of impact SIP Working Groups/Committees: Progress and Impact</p>	<p>Continue to support and provide staff with their Professional development - SQA Markers, SQA Examining Team, LA Working Groups and Forums, GTCS</p> <p><u>Leadership opportunities in areas such as:</u> Moderation Fair Trade, RRSA, Citizenship, ECO Activities Week MVP/ESAS Parental Engagement Wellbeing SfL- Dyslexia</p>

<p>hours out with the 35 hour working week</p>	<p>Wellbeing Learning and Teaching Achievements Pupil Equity and Participation Activities</p> <p>The impact of this: We take forward school SIP priorities in a manageable and collegiate manner</p> <p>By May 2024, 100% of staff will have engaged in PRD with identified links to both curriculum and whole school improvement</p>	<p>Weekly Senior Leadership: L&T Group</p>	<p>Collaboration with Cluster Primaries: Literacy, Numeracy, STEM and Spanish Website NQTs and Students</p> <p><u>To support SIP:</u> <u>7 Project Leader roles for 2023-2024</u></p> <p>Attainment Achievements Equity and Inclusion Learning and Teaching Communications STEM DYW/Employability</p> <p>By May 2024 all teaching staff and ASNAs – Circle trained By May 2024 all teaching staff and ASNAs NVR trained Promotion of LA monthly Health and Wellbeing Newsletter By May 2024, 100% of FT ASNAs trained in: CIRCLE Inclusive Classroom Accelerated Reading Programme, SEAL Maths, NVR & GMWT</p>
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