**IMPROVEMENT PLAN 2019-2020**

**Aberdeen Grammar School**



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service /School)**

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| **National Priorities** | **Local Authority Priorities** |
| **Cross cutting themes** | * Expand Early Learning and Childcare by 2020. * Establish Aberdeen as a UNICEF Child Friendly City. * Implement the recommendations of the child protection inspection * Improvement Methodology   95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026 |
| **NIF Priority 1:**  **Improvement in attainment, particularly in literacy and numeracy** | * Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. * Senior phase /Learner Pathways * Increase data literacy at all levels of the system |
| **NIF Priority 2**:  **Closing the attainment gap between the most and least disadvantaged children.** | * Close the Gap through effective multi-agency working * 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. |
| **NIF Priority 3:**  **Improvement in children and young people’s health and wellbeing.** | * Improve mental health services and understanding of the affects of trauma * Reduce youth crime * Increase pupil participation * 85% of children and young people will report that they feel mentally well by 2026. |
| **NIF Priority 4:**  **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.** | * Provide age appropriate employment skills for children and young people in schools * Survey aspirations to sharpen our pre and post school supports * Expand and improve post school learning and employment opportunities for children and young people * 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. |

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| **Overview** | | |
| **NIF Priority**   1. **Improvement in attainment, particularly in 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** 4. **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** | **NIF Driver**   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School Improvement * Performance Information |  |
| **LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:**   * Children are safe and responsible * Children are getting the best start in life * Children are respected, included and achieving | **The ICS primary drivers have guided the formation of 4 key priorities for action:**   * Closing the Gap * Youth engagement and inclusion * Health and wellbeing * Community safety and environment | |

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| **HGIOS?4 QIs** | | |
| 1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  1.4 Leadership of management and 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  3.2 Securing children’s progress (ELC)  3.3 Increasing creativity and employability |

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| **Curriculum for Excellence – Entitlements for all children and young people** | |
| 1. **Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.** 2. **Every child and young person is entitled to experience a broad general education.** 3. **Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.** | 1. **Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.** 2. **Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.** 3. **Every young person is entitled to support in moving into a positive and sustained destination.** |

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| **Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy**  **Lead Responsible: Emma Williams (PT English)**  **Jenny Smith (PT Maths)**  **Partnership Forum (where appropriate): ASG literacy and numeracy working groups.** | | | **Expected Outcome(s) for whom, by when, by how much?**   * Almost all young people will achieve third level by the end of S3 (90% and above) in literacy and numeracy. Most will (70%) achieve fourth level. * We will be above our Virtual Comparator for SCQF level 6 literacy and SCQF level 5 numeracy. | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Young people will have greater confidence in how to start a research task. The product of their research (e.g. assignments) will be of a higher quality. This will be evidenced through assessed pieces and feedback. There will be greater consistency across the school in teaching research skills. As a result, young people will have a clear structure and set of guidelines to follow. Class visits and focus groups will evidence this. | 2.3 | Launch the new research toolkit with P7 and S1 pupils, parents and staff. Evaluate effectiveness through focus groups and class visits.  PTs will customise the research toolkit to fit their subject specific needs.  Master classes will run for staff on how to teach research skills.  Master classes for S1 pupils on how to use the research toolkit. | | Staff meeting  Planning for Success S1 evening |  | Emma Williams (PT English),  Jo Peacock (History Teacher)  Anne Bell (DHT)  Extended Senior Management Team (ESMT)  All staff | June 2019  June 2019  Aug 2019  In service  Aug 2019 |  |
| We will be above our Virtual Comparator (VC) for SCQF level 6 literacy. | 3.2 | Track the attainment of young people at SCQF level 6 in literacy. Identify young people not being presented for Higher English and offer them SCQF level 6 literacy. Include this as a timetabled option from August. | | Staffing | 0.1FTE | Alan Martin (DHT) to timetable discrete level 6 class  Emma Williams to identify young people to benefit from this. | August 2019 |  |
| We will be above our Virtual Comparator (VC) for SCQF Level 5 numeracy. | 3.2 | Track the attainment of young people at SCQF level 5 numeracy. Identify young people at risk of not attaining National 5 Maths and offer them SCQF level 5 numeracy. Present young people as appropriate for a level 5 numeracy award. Consider our approach to setting in mathematics to maximise attainment for all of our young people. | |  |  | Jenny Smith (PT Maths) to identify young people to be presented for level 5 numeracy.  S O’Rourke (DHT) to track attainment in SCQF level 5 numeracy and SCQF level 6 literacy in partnership with the PTs. | August 2019  Monthly |  |
| Class visits will evidence increased pace, challenge and engagement for all of our young people in numeracy. Increased consistency in the delivery of high quality learning, teaching and assessment. |  | Now all staff are trained in the use of Number Talks, embed this as a methodology across the ASG from P1 to S1. | | ASG 2 meetings per term for class teachers |  | Jenny Smith  (PT Maths)  ASG Numeracy Group | 2 x meetings per term. |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

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| **Pupil Equity Fund Budget Allocation April 2019 - £32,400** |
| **Pupil Equity Fund Rationale 2019-2020**  **‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**  **Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)**  **Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  **Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles** |
| As a staff we have worked through the research and strategies which lead to the greatest gains for learners as evidenced in the Education Endowment Foundation. As a result, a Staff Hive containing materials on approaches to feedback, home learning, ownership of learning, learning approaches (differentiation, supporting EAL learners, digital learning) has been developed. Our PEF funding is being used to support professional learning in these identified areas and the practical strategies suggested to secure improvement.  The National Benchmarking Measures (NBM) show a three year trend of strong performance in Improving Attainment for All with the average tariff points for the lowest 20%, middle 60% and highest 20% above the Virtual Comparator (VC) and above City and National averages for each measure. There is no trend of young people performing less well based on their SIMD profile as evidenced in the NBM Attainment versus Deprivation. Thus substantiating the key point that it is important to work with young people on an individual basis to identify and address barriers. Young people in Aberdeen Grammar School are not defined by being in SIMD 1 and 2, all young people buy into a culture of high expectations and strong work ethic. In the Broad General Education (BGE) almost all learners achieve third level by the end of S3 for literacy and numeracy. It is expected that for the current S3, we will report that 65%-70% will achieve fourth level. This analysis fits with National 5 presentations where on average across a three year period 70% of learners in S4 achieve National 5 English and Mathematics. Rolling up the Senior Phase and considering the data for leavers, on average, 80% leave school with five or more level 5 qualifications and 60% with 5 or more level 6 qualifications.  Given the above, we need to dig a bit deeper to really see where our attainment gap is and as such we have analysed pupil attainment, attendance, SIMD, EMA, FSM, Exclusions, LAC on an individual basis. House Groups have met and looked at the barriers facing young peope and there are areas we can identify that would lead to gains for our learners. House groups pointed to:  No clear trend with pupils identified as SIMD 1 and 2. In fact, the postcode AB10 hides where the poverty really is. For example, pupils in SIMD 7, not SIMD 1 and 2 from our local knowledge can present as living with significant economic barriers. This can lead to, for example, to poorer % attendance. We also note that anxiety and mental health issues can pose significant challenges for young people. An analysis of AAA SQA arrangements point to an increased number of additional arrangements being made for young people suffering from anxiety.  Young people with English as an Additional Language (EAL) make up 1 in 5 learners within our school population. An increasing number enrol with no English at all and acquiring this in time for presentation for Senior Phase examinations is a real issue. Support for these young people and their families requires further investigation. One young person has been identified as in need of a specialist provision and is within SIMD 2 and in receipt of FSM.  A curriculum and learning experience for young people working at CfE second level and moving on to National 3 or 4 within S4 and then National 5 within S5 is where our real gap is. This is backed up by attainment data for Maths in S5. The biggest dip is in National 5 S5 attainment in Maths. We are very successful in ensuring pupils achieve National 4 by the end of S4 but the same young people find the transition to National 5 in S5 challenging. We are looking to use our PEF to develop learning experiences and resources we can sustain across a number of years following this initial investment.  Our analysis of referrals progressing through to multi-agency working points to further work being required in supporting young people to make safe choices. Supports are provided on an individual basis through the assessment process within the Child’s Plan. The interventions required which from our experience have led to improvement centre on increasing physical activity and individual counselling. |

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| **Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people**  **Lead Responsible: Alison Murison (HT)**  **(See PEF Spending Plan for continuation items)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**  Increased attendance, participation, attainment and achievement as detailed as evidenced in PEF Tracking system. Team of staff identified below. It is difficult to enter % targets as this work is on a very individual basis. As a school we are above the national average for attendance and have very few exclusions. | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **PEF**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Increase attendance, attainment and participation for targeted young people (measured through the tracking system based on the Leuven scale)  The success of any new qualifications will be tested through pupil focus groups where questions will centre on relevance and increased motivation/participation.There will be increased accreditation for young people working at SCQF level 4 and 5 in S4/5/6.  There will be increased wider achievement accreditation for all young people in S1-S3. | 3.1  3.2  3.1  3.2  2.2 | Continue the assertive mentoring programme for young people in need of targeted support.  Provide young people with study kits to remove resource barriers such as pens, pencils, calculators.  Explore and develop a new range of qualifications to meet the needs of young people working at SCQF level 4 and 5 across the senior phase. This session materials will be produced with a view to the introduction of these experiences in 2020-21. The focus will be on delivering employability skills in partnership with Community, Learning and Development staff. Some examples being SCQF Level 4/5 Employability, Preparation for Work and Confidence to Cook.    Young people who will benefit from employability skills and youth achievement awards will be identified. Study periods in S5 and S6 will be used more effectively to deliver these qualifications.  Additional leadership and music qualifications at SCQF level 5 and 6 will also be offered.  Young people working at CfE levels 1 and 2 will be provided with targeted support in Mathematics and English. This will include additional teacher input and differentiated resources. They will also gain accreditation in Dynamic Youth Awards through the Life Skills and Practical Science courses.  All young people in S1 will undertake activities to achieve the Gold Jass Award. | | 0.5FTE  30 hours  per week(CLD**)**  Maths and English staff  CLD staff  Science, Music and PE staff | Study kits | Assertive Mentors  Lauren Bruce (PTPS  Alan Martin, Sandra O’Rourke and Ryan Robertson (DHTs) to timetable and work on ensuring increased accreditation for all groups listed.  Adam Douglas to co-ordinate. | 2 x termly meetings with young people  Young people identified in June 2019. Accreditation by May 2020.  August 2019, monthly tracking. |  |
| The cost of the school day will be significantly reduced. |  | A full audit of the cost of the school day will take place using “The cost of the school day toolkit” (Child Poverty Action Group). Key actions to progress will be identified and an action plan produced which will suggest where costs can be reduced. | |  | Opportunities Fund | Alison Murison (HT)  Ryan Robertson (DHT) | October 2019 |  |
| There is increased opportunity to celebrate the success and achievements of all our young people. |  | The Pupil Council will introduce their proposal for a new system to certificate hard work and success.  A full evaluation of our current approach to Prize Giving will take place. All staff, pupils and parents will be issued with a questionnaire.  Based on the report, staff to discuss how we celebrate the success of all our pupils as part of our equity agenda. Concrete actions agreed after the November In service task which will inform Prize Giving in 2020 and other opportunities to celebrate achievement.  The Parent Council will help us shape our approach and ideas.  The new Colours system will be introduced. | | Assembly time |  | Pupil Council  Janet Adams (DHT)  Janet Adams (DHT)  Parent Council  Colours Working group  Sandra O’Rourke (DHT) | September 2019  June 2019 consult.  Sept 2019  Report with recommendations.  November In service  October 2019 |  |
| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | | | | | | | | |
| **Impact and Evidence:** | | | | | | | | |

**Overall Pupil Equity Funding Planned Expenditure**

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|  | **Details – Resources and Staffing** | **Approximate Cost £** |
| **Literacy** | | |
| **Reading** | Teaching support for young people working at first and second level. Small budget allocated to produce differentiated materials. | £10, 464.28 (0.25 FTE) |
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| **Writing** |  |  |
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| **Listening and Talking** |  |  |
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| **Numeracy** | | |
| **Numeracy** | Teaching support for young people working at first and second level. Small budget allocated to produce differentiated materials. | £10, 464.28 (0.25FTE) |
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| **HWB** | | |
| **Staffing** | Assertive mentors will meet with young people twice a term. They will discuss progress and potential barriers. Based on this interventions will be put in place and progress tracked. | £2,000 to support cover requirements. |
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| **Additional** | Opportunities Fund to support with the cost of the school day including recoveries charges, trips, uniform, study kits, revision classes/homework support and pupil support boxes. | £1500.00 for recoveries costs.  £6,000 study support (staffing)  £664.99 study kits  £1,000 contingency (to cover arising costs for individual pupils) |
|  | **Total** | £32,400 |

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| **Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people**  **Lead Responsible: Alan Martin (DHT) Matthew Foster (PT DyW)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**  100% positive leaver destinations for this session.  Almost all young people will achieve third level outcomes across the 8 curriculum areas by the end of S2. | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Young people will experience a progressive and engaging curriculum relevant to their needs and aspirations. This will be evidenced through class visits and attainment information (CfE levels) | 2.2  3.3 | Implement the new curriculum model with the S1 cohort. Faculty PTs will adapt the learning experiences delivered to ensure all young people experience third level outcomes by the end of S2 and fourth level outcomes by the end of S3. Faculty Improvement Plans will detail these changes.  The S1 Learner Pathways evening will provide parents with detailed information on the new curriculum model and how it will support their child’s progression and attainment.  Investigate and develop SCQF Level 4 and 5 vocational options for implementation in 2021/2 as the current S1 progress to S3.  Work with RGU, Aberdeen University and NESCol to offer SCQF level 4,5,6,7 awards for implementation in 2020/21. | | DyW PT Project | £6,000 | Alan Martin (DHT)  Faculty PTs  Alison Murison (HT)  Alan Martin (DHT)  Sandra O’Rourke(DHT),  Alan Martin (DHT), PT DyW, PTs.  Alison Murison (HT) | August 2019  December 2019  December 2019  October 2019 |  |
| All young people will be be able to self-evaluate and articulate their skills. Their career management skills and decision making will support them in progressing to a positive destination on leaving school. | 3.2  3.3  2.6 | All young people to evaluate their employability skills using My World of Work (My WoW) and build a CV/profile. This will progress from S1 to S6.  Audit progress against the entitlements within the Career Management Standard and the Work Placement Standard. | | PT DyW |  | PTsPS  PT (DyW)  Alan Martin (DHT) | Termly  Report to HT by May 2019 |  |
| All young people will have the opportunity to benefit from a work experience placement at a relevant time for them during the senior phase. | **2.6**  **3.2** | Track work experience placements for each young person and link this to their course choices/learner pathway. Ensure this is relevant to their pathway and supports them in achieving a positive destination. | | PT DyW |  | Alan Martin (DHT)  Sandra O’Rourke (DHT) | Monthly check |  |
| All young people will benefit from specific careers advice to ensure they are making informed choices. | **2.6**  **2.2** | Implement a calendar detailing parental and pupil meetings to discuss course choice. This will be on a universal and targeted level in partnership with Skills Development Scotland. | | Cover requirements for designated days. |  | Pupil Support Team.  Identified staff  Alan Martin (DHT) | As per agreed planning for choices/  learner pathway calendar. |  |

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| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* |
| **Impact and Evidence:** |

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| **Improvement Priority 5: Continue to ensure that high quality learning and teaching is consistent across the school.**  **Lead Responsible: Alison Murison (HT)**  **Anne Bell (DHT) Sandra O’Rourke (DHT)**  **Partnership Forum (where appropriate):** | | | **Expected Outcome(s) for whom, by when, by how much?**  All learners will experience high quality learning and teaching consistently across the curriculum. | | | | | |
| **Impact Measures How will we know?** | **QI** | **Specific Actions** | | **QI 1.5**  **Management of resources to promote equity** | | **QI 1.3 Leadership of change**  **Who?** | **Timescale**  **By When?** | **Progress** |
| **On Track** |
| **Time Resource** | **School Budget Resource**  **£** | **Behind Schedule** |
| **Not Actioned** |
| Class visits and learning walks evidence that high quality learning and teaching is consistent across the school. Collated faculty and whole school observation of learning reports in May and November detail examples of this. | **2.3** | Based on the Aberdeen Grammar School Summary of Inspection Findings (SIF) published in December 2018, we have identified the key areas as a staff we will be working on to ensure high quality learning, teaching and assessment with the aim of moving from very good to excellent. These areas will be the focus of class visits in May and November. Each class teacher will be visited and there will be a clear focus.  Each faculty PT will produce a faculty report which will be submitted to the HT. The HT will then compile a whole school report detailing strengths and any areas for improvement. | | ESMT  Time equivalent to 1FTE across May and November | Cover may be required in November (subject to weighing up disruption to classes) | ESMT  Faculty PTs  HT | May and November 2019  November In service  Staff meetings  May and November 2019 |  |
| Young people will continue to improve their independent learning skills. | **2.3** | Opportunities for home learning will be built into course plans. Parents will be issued with “Planning for Success - Home Learning” booklets which will detail the expectations from each faculty. | |  |  | Anne Bell (DHT)  Sandra O’Rourke (DHT)  Faculty PTs | September 2019 |  |
| Young people and their parents will have a clear understanding of strengths and areas for development.  Staff will benefit from more detailed information on prior learning and use this when planning lessons. This will allow for increased pace, challenge and differentiation. | **3.2**  **2.3** | Implement the new Progress & Achievement Tracking, Monitoring and Reporting (TMR) system in the Broad General Education (BGE).  Review the success of the new ASG tracking system. Test out with staff if it has provided them with more information on prior learning and attainment to support progression for S1 learners. | |  |  | Sandra O’Rourke (DHT) | August 2019  In service |  |
| Staff will increase their knowledge of the range of approaches to differentiating the learning experience. During class visits we will see learning experiences matched to learner needs and interests. Increasingly, young people will be involved in decision-making about their learning and have opportunities to lead learning. | **2.3**  **3.1** | The Teacher Learning Community will focus on the structure of a lesson and how to achieve depth in phases of the lesson (starter activities etc).  Professional learning materials will be created and shared with all staff. We will do this through our “Learning Together” series. The new areas will include Learning Together guides on Differentiation, Visual Stress, Autism and Selective Mutism. | |  |  | All staff  Anne Bell (DHT) | As per school calendar  June 2020 |  |

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| **Monitoring Progress and Evaluating Impact**  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* |
| **Impact and Evidence:** |

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| Improvement Priority 6:  Improvement in children and young people’s health and wellbeing  Lead Responsible: Alison Murison (HT)/Ryan Robertson (Acting DHT)  Partnership Forum (where appropriate): | | Expected Outcome(s) for whom, by when, by how much?   * Increasingly, young people make safe and informed choices in relation to their wellbeing. * All young people feel they have a voice in decision making at class and whole school level. | | | | | |
| Impact Measures How will we know?  Attainment; Attendance; Inclusion / Exclusion; Engagement; Participation; Consultation; Professional Dialogue; Self-Evaluation; HGIOS 4 | Specific Actions  (All of the materials produced will be shared with colleagues across ACC) | | QI 1.5  Management of resources to promote equity | | QI 1.3 Leadership of change | Timescale | Progress |
| On Track |
| Behind Schedule |
| Not Actioned |
| Staff professional dialogue indicates greater awareness and understanding of the universal, targeted and specialist resources available to support our young people.  Staff and pupils have a shared understanding of wellbeing and make greater use of the wellbeing indicators across all aspects of school life.  The wellbeing indicators are used by young people to reflect on their progress in being safe, healthy, achieving, nurtured, active, respected, responsible and included.  House teams identify and demonstrate improved outcomes for young people.  All young people receive support from a key adult and engage in a meaningful programme of learning activities during tutor time. A whole school approach is in place to ensure the delivery of universal entitlements for all young people. They will have regular opportunities to discuss their wellbeing, learning, achievement and set appropriate targets.  All young people feel safe and respected. As a school we celebrate diversity and challenge discrimination “do not be a bystander.”  All young people feel they have a voice in the school and can shape discussions and decisions which impact on their lives.  Young people transfer their food knowledge to healthy eating choices.  Young people will benefit from a coherent whole school approach to wellbeing. Young people will be supported in their decision making regarding safe and healthy choices. A progressive PSE curriculum will be in place. Young people will benefit from a PSE curriculum where there is an increased focus on skills for life such as personal finance and moving from home. | See actions contained within the priority 2 plan. Cross reference required. | | PEF/ SAC | Resource Time / People / CLPL | Who? | By When? |  |
| Staff training on the use of the new cause for concern form where the wellbeing indicators are used to assess need. The training materials and tasks will exemplify how the wellbeing indicators can be used to assess need and inform interventions to secure improved outcomes.  More specific training for house teams on using the wellbeing indicators to assess and plan interventions within the Child’s Plan. This will include how to use the headings contained within a Person Centred Risk Assessment (PCRA) when required for the action plan part of the Child’s Plan. A checklist will be developed for all multi-agency meetings to ensure the assessment of wellbeing is thoroughly completed prior to the drafting of a shared plan.  Development and implementation of the “Adaptive Processing Personality Assessment” (APPA) for roll out with young people in August 2019.  Strategic pupil support meetings to be introduced to the faculty calendar. At these meetings, resources available at school and authority level will be discussed. Updates from the Multi-Agency Referral Group (MARG) will be shared. The impact to date of the MARG will be tested through staff questionnaires.  Resources available to house teams to be reviewed and increased. Third sector organisations to be included and utilised including our Youth Development Worker from the Chaplaincy Team. A resource directory to be produced which details all agencies/resources and how to access these. House meetings and structure of these to be reviewed to maximise resource and outcomes. Template for recording and tracking outcomes to be developed and used across all house groups. | | Funding of 23 month secondment at DHT level.  PEF payment of license for APPA | Time and photocopying materials  Meeting time | Ryan Robertson (acting DHT)  Alison Murison  (HT) and Ryan Robertson.  Ryan Robertson, Emma Powell (EP)  Ryan Robertson to chair.  Ryan Robertson  Ryan Robertson | August 2019  September 2019  August 2019  Monthly  August 2019 |  |
| Tutor group pilot resources and approaches (e.g. learning conversations) to be implemented across all tutor groups. A programme of activities to be developed and in use this session. These materials will include resources to support discussion and set targets for individual pupils on their wellbeing, learning and achievements. This work will be joined up with Pupil Profiles and accreditation. | |  | Teaching materials/programme | R Robertson to develop tutor group materials.  All tutor teachers.  Tutor system working group  S O’Rourke (accreditation)  Alan Martin (CMS/profiling) | August 2019 |  |
| Fully implement the Mentoring Violence Protection (MVP) initiative. Senior pupils to deliver MVP lessons to S1 pupils. | |  | PSE lesson time | C McTernan (PTPS)  MVP working group | June 2019 |  |
| Pupils to be issued with a questionnaire asking key questions regarding the wellbeing indicators. Baseline self-assessment and then questionnaires linked to impact of improvement priorities. (May be overtaken by APPA) | |  | Pupils questionnaires  Pupil focus groups. | R Robertson |  |  |
| Consult with school on canteen provision and healthy eating options.  Review the curriculum in PSE and HWB against the benchmarks and join up approaches to curriculum delivery on areas such as healthy eating, lifestyle and choices from S1-S6  A policy statement detailing our wellbeing strategy will be produced. | |  |  | J Adams, J Landragon (catering)  R Robertson and I Stanger (PT HWB). PTsPS | December 2019  October 2019 |  |
| There will be increased understanding on the differences between forms of support planning. A more manageable set of support plans with Specific, Measurable, Achievable, Relevant and Time-Related (SMART) outcomes will be in place. As a result staff will be able to evaluate more rigorously and robustly the extent to which young people are overtaking their targets.  Young people will benefit from an increased understanding of strategies they can use to support their emotional wellbeing and resilience. | An initial discussion and review of approaches to assessing and planning to take place. QI 2.4 will be used as will the challenge questions to review approaches to planning.  Streamline documentation such as PSPs and IEPs. Group outcomes for learners with similar barriers to learning. Then, share these plans and highlight specific strategies with teachers.  The “Live Life to the Full” programme will be extended into S2.  Mental Health Week will raise awareness of the work going on throughout the year on emotional wellbeing.  An evening for parents with this focus will be arranged | |  |  | R Robertson’  PTsPS,  House Heads, PT Project (Inclusion),  SfL staff.  L Bruce (PTPS) | June 2019  Sept/Oct 2019 |  |
| Care experienced young people will benefit from a thorough assessment of their needs and as a result we will see improved outcomes in all measures (attendance, attainment, participation) | Review our approaches to assessing outcomes for care experienced young people. This will include working with colleagues in Social Work to determine if a Co-ordinated support Plan (CSP) is required.  A policy statement will be produced detailing a consistent and rigorous approach to the tracking of outcomes for care experienced young people.  Tracking of progress of care experienced young people to be checked on a monthly basis. PTsPS meet with R Robertson now that a baseline has been established. Success of interventions checked. Close scrutiny of course withdrawals. Other options and pathways explored where there are withdrawals. | |  |  | R Robertson  R Robertson  R Robertson  PTsPS | June 2019  August 2019  Monthly |  |
| Staff will have a shared understanding of the issues associated with caring responsibilities for young carers. | In line with the Carer’s (Scotland) Act 2016, a young carer statement will be produced for each young carer. This will contain information about their caring role and the support offered by the local authority. | |  |  | R Robertson  L Gibson (PTPS) | Oct 2019 |  |
| There will be very few young people on part-time timetables. Where this support is required, there will be a tight review mechanism to ensure we build to the legal entitlement to 27.5 hours. | A system to track young people on part-time timetables across house groups will be in place. Interventions will be agreed and resourced to support increased attendance. | | MARG |  | R Robertson  PTs PS  House Heads | Monthly review of young people on part time timetables. |  |
| Monitoring Progress and Evaluating Impact  *(To be completed during the course of the session to inform the audit for SQUIP 2019-2020)* | | | | | | | |
| **Impact and Evidence:** | | | | | | | |

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| **QI 1.2 Leadership of Learning 2019-20**  **Professional Engagement and Collegiate Working – Leadership at all Levels** | |
| **Whole School Initiatives / Maintenance Areas** | **Leader(s)**  **Promoted and Unpromoted Staff** |
| Assertive Mentoring | Lauren Bruce (PTPS) |
| Mentoring Violence Protection (MVP) | Chris McTernan (PTPS) |
| Staff Hive | Elaine Forrest (PT Art, design & Technology) |
| TLC Planning Group | Michael Gibson, Caroline Fraser, Jackie Laundon, Sinde Astraea, Hazel Croft |
| Accreditation - Jass | Adam Douglas (Physics Teacher) |
| Emotional Wellbeing/Mental Health | Lauren Bruce (PTPS) |
| Literacy | Emma Williams (PT Literacy) |
| Numeracy | Jenny Smith (PT Numeracy) |
| Developing the Young Workforce | Matthew Foster (PT Project, DyW) |
| Google Trainers | Each faculty has a representative. |
| Activities/Skills Week | To be confirmed. |
| Tutor System | To be confirmed. |

**Date uploaded onto website:** Monday 17th June