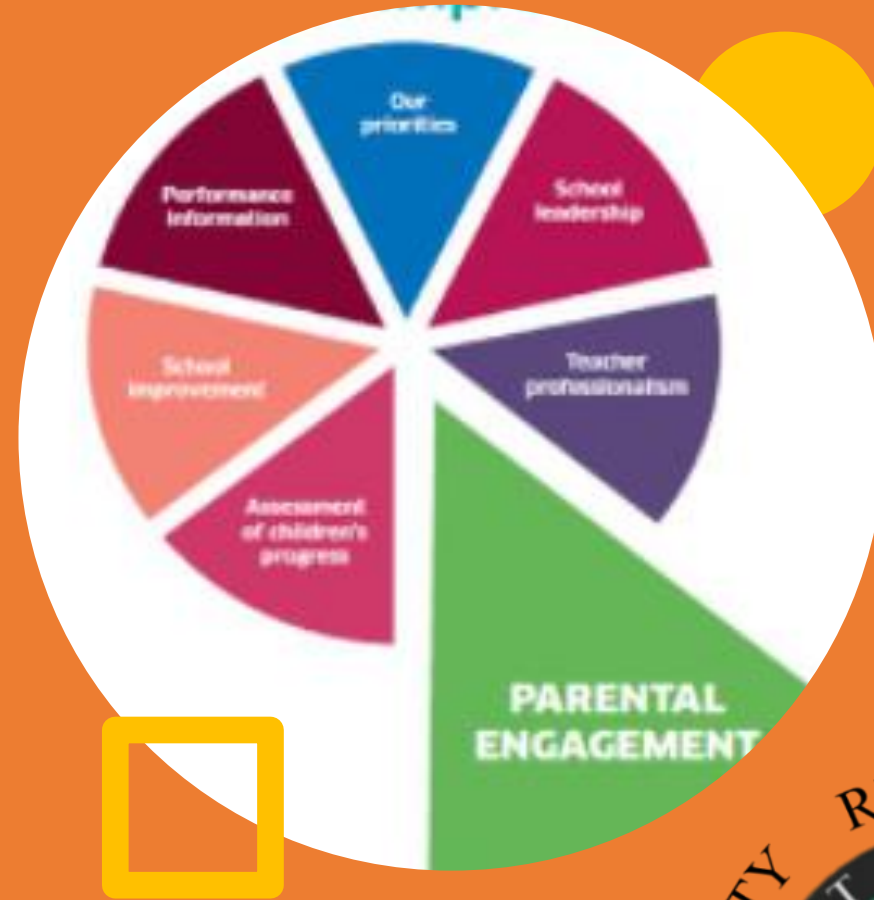


# Parent Council

School Improvement Plan

9 May 2022





Renfrewshire Council Children's Service

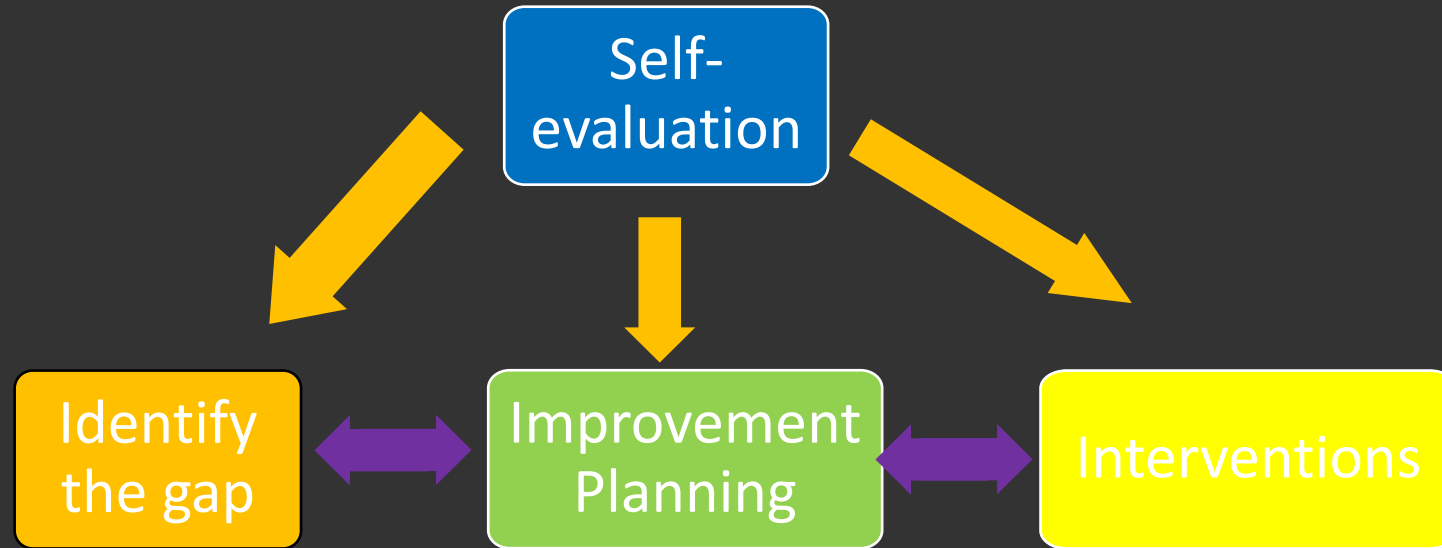
## **St Benedict's High School Improvement Plan 2021-2022**



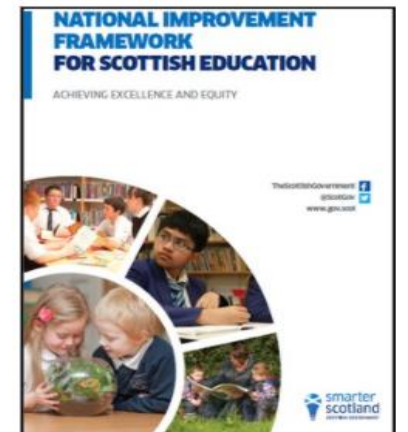
# Our Plan

- Relates to St Benedict's
- How do we know? Based on evidence .....
- Manageable ..... measurable plan
- Reviewed through Standards and Quality

# School Improvement Plan



Improvement Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	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



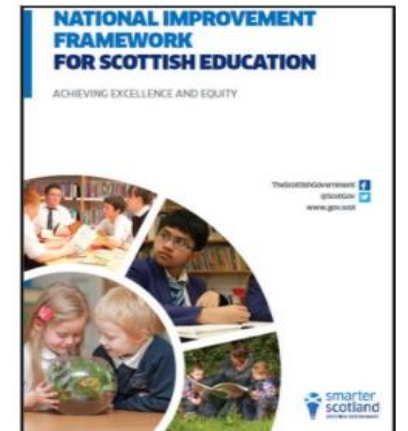
# School Improvement Plan

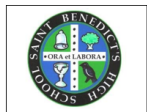
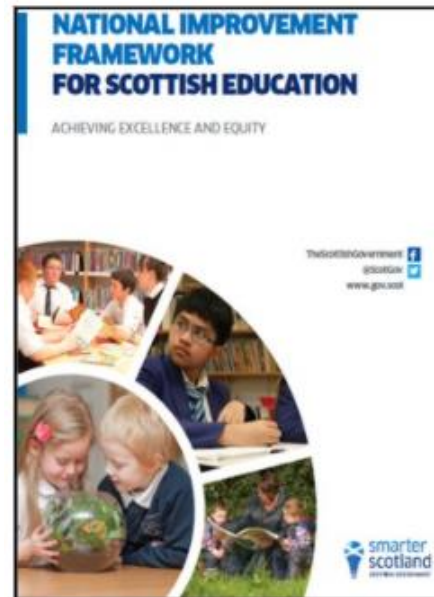
Underpinned by our school values

Links with Quality Indicators (QIs)

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring well-being, equality and inclusion
- 3.2 Raising attainment and achievement

Improvement Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	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





Renfrewshire Council Children's Services

**St Benedict's High School  
Improvement Plan  
2021-2022**

# School Improvement Plan 2021-22

Review this year's plan...

What is working well?

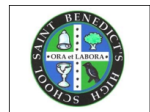
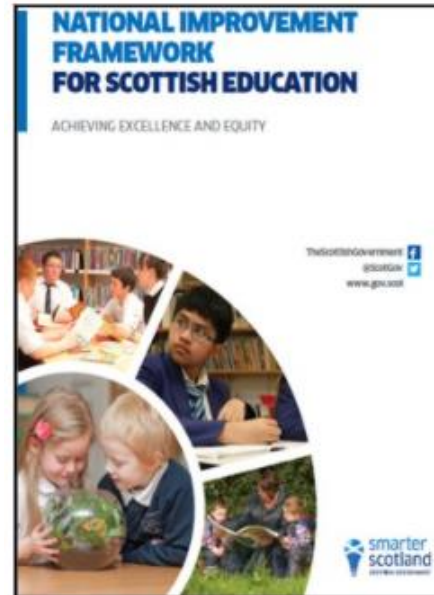
How do we know?

What should we continue  
to do?

Why - impact?

What should we be doing  
more of?

Why?



Renfrewshire Council Children's Services

## St Benedict's High School Improvement Plan

2021-2022

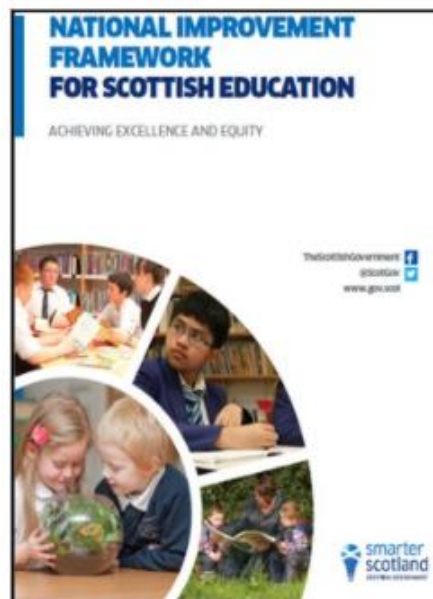
# School Improvement Plan 2021-22

Each of our priorities was prefaced by:

‘Given the impact that Covid 19 has had.....’



# School Improvement Plan 2021-22



Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement

Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff

Priority 3: Improve employability skills and support all of our young people to enter positive destinations

Improvement Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement			
HG10/HG10ELC QIs	<b>NIF Priorities</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
QI 1.2 QIs 2.2 & 2.3 QI 3.2			
Rationale for change	Outcome and Expected Impact	Measures	Intervention

# Review this year's plan...

What is working well?

How do we know?

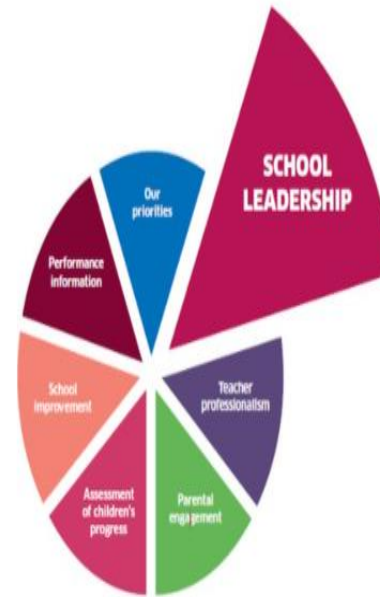
What should we continue to do?

Why - impact?

What should we be doing more of?

Why?

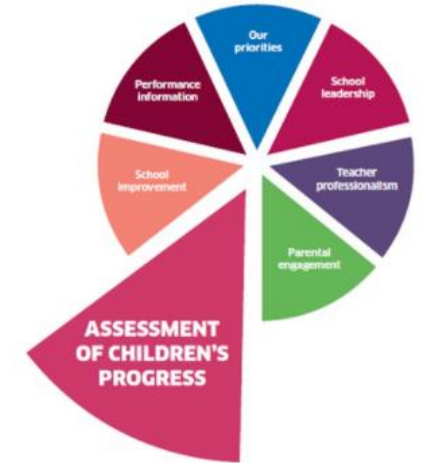
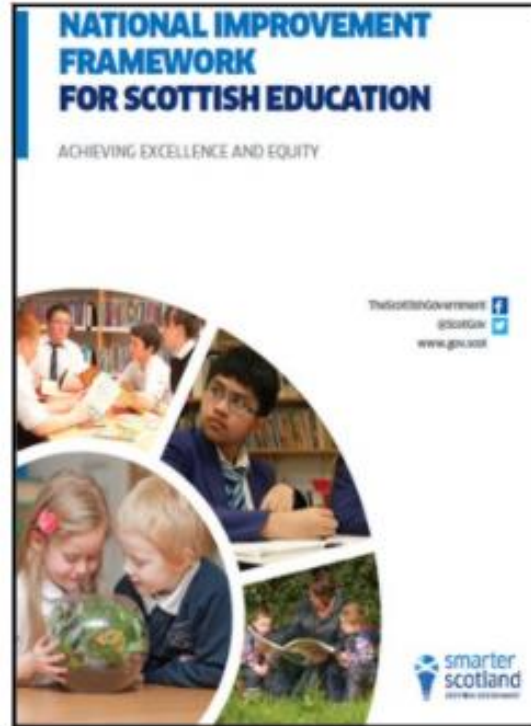
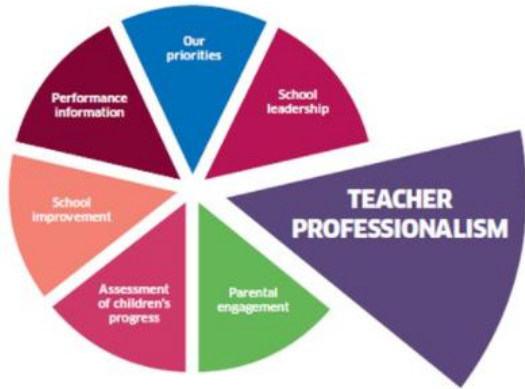
Driver of improvement : School leadership



What is this?

The quality and impact of leadership within schools and at all levels – including members of staff





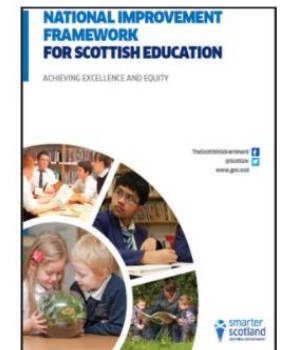
Strong focus on impact on young people

# School Improvement Plan 2021-22

Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement

Given the impact that Covid has had on young people's learning, we recognise the increased importance of formative assessment and the use of evidence-informed practice **to identify and address gaps in the attainment and achievement of learners.**

Improvement Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	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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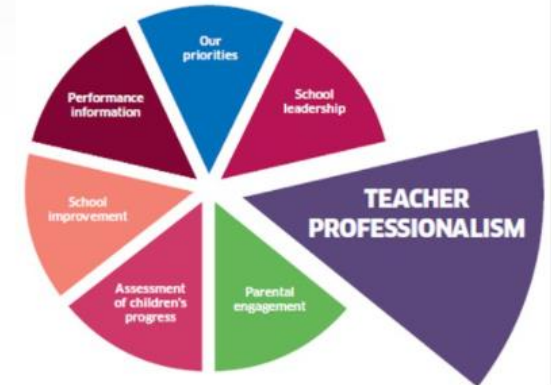
# School Improvement Plan 2021-22

Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement

Given the impact that Covid has had on young people's learning, we recognise

**the impact that high quality learning and teaching can have on the attainment of all learners.**

Improvement Priority 1: Develop high quality learning and teaching that leads to improved levels of attainment and achievement			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	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



# Collegiate working

KEY FEATURES OF AN EFFECTIVE LESSON	
<input checked="" type="checkbox"/>	Learning intentions and success criteria are shared with learners
<input checked="" type="checkbox"/>	Approaches to teaching are planned to meet the needs of all learners
<input checked="" type="checkbox"/>	Differentiation is used to challenge every pupil
<input checked="" type="checkbox"/>	Pace and rigour are built in to every lesson
<input checked="" type="checkbox"/>	A range of questioning techniques are used to develop thinking
<input checked="" type="checkbox"/>	Feedback is used to inform next steps

Writing Good Practice through the Observation of Learning Experiences	
ALL LEARNERS HAVE A CLEAR UNDERSTANDING OF SHORT AND LONG TERM LEARNING GOALS	
<ul style="list-style-type: none"><li>Learners know where they are and/or co-construct the learning intention and success criteria of the lesson</li><li>Tasks are set to enable the learning goals to be met and learners understand why they are completing that task</li></ul>	
ALL LEARNERS ARE ACTIVELY ENGAGED AND CHALLENGED	
<ul style="list-style-type: none"><li>Use strategies, such as think/pair/share or active learning, to ensure that all learners can successfully work independently and are all engaged and challenged</li></ul>	
DIFFERENTIATION IS EVIDENT	
<ul style="list-style-type: none"><li>All learners are provided with additional support or challenge as they need it</li><li>Tasks are provided which meet the needs of individual learners</li></ul>	
THERE IS CHALLENGE, PACE AND RIGOUR	
<ul style="list-style-type: none"><li>Learners are asked challenging questions which require detail, deeper understanding, extended answers and a connection to previous learning</li><li>Subject specific language is modelled and learners are challenged to use correct terminology in context</li></ul>	
GOOD PRACTICE IS OBSERVED	
<ul style="list-style-type: none"><li>Success criteria/learning goals are used to model the expected standards</li><li>Use a range of feedback strategies – whole class, peer assessment, whole class plenary, feedback from marking, questioning techniques</li><li>Learners are asked to reflect on their learning, self-assess, evaluate and understand the next steps</li></ul>	



# Key features of an effective lesson



- We are focusing on improving the **consistency of the quality of learning and teaching** across classes in order to improve outcomes for children and young people.



Safe

Healthy

Achieving

Nurtured

Active

Respected

Included

# Achieving and Included





# Key features of an effective lesson



- Continue to consult our young people on the impact....
- Pupil Council
- All pupils ... Microsoft Forms
- Classroom observations:
  - SLT
  - Peer:peer

# School Improvement Plan 2021-22

Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff

Given the impact that Covid has had on young people's learning, we recognise

.....the importance of nurture in supporting the health and wellbeing of young people.

Improvement Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff		
HG/IOS/HG/IOELC QIs	NIF Priorities	NIF Drivers
QI 2.2 QIs 3.1, 3.3	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>



Safe

Healthy

Achieving

**Nurtured**

Active

Respected

Included

# School Improvement Plan 2021-22

Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff

Given the impact that Covid has had on young people's learning, we recognise

**importance of young people being able to recognise factors affecting their health and wellbeing and access support..**

Improvement Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff		
HG/IO/SHG/IO/ELC QIs	NIF Priorities	NIF Drivers
QI 2.2 QIs 3.1, 3.3	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>



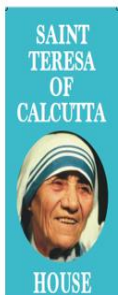
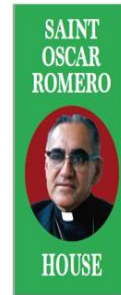
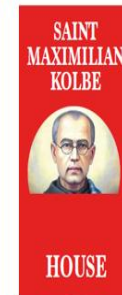
# School Improvement Plan 2021-22

Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff

Given the impact that Covid has had on young people's learning, we recognise

.....the importance of community in supporting staff and young people's health and wellbeing.

Improvement Priority 2: Promote the positive health and wellbeing of pupils, parents/carers and staff		
HG/IOS/HG/IOELC QIs	NIF Priorities	NIF Drivers
QI 22 QIs 3.1, 3.3	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>



# School Improvement Plan 2021-22

Priority 3:

Improve employability skills  
and support all of our young  
people to enter positive  
destinations

Improvement Priority 3: Improve employability skills and support all of our young people to enter positive destinations		
HG/IOS/HG/IOELC QIs	NIF Priorities	NIF Drivers
QI 2.7 QI 3.3	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>

**DYW coordinator and project leader further develop partnership working / links with SDS and local businesses. (PEF)**

