



St Benedict's High School

School Improvement Plan

2023/24

Planning framework

As part of Children's Services, St Benedict's 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

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.	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.	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.	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.	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
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Our Vision, Values and Aims

Our Vision

St Benedict's is a community where:

- All young people feel valued and included.
- The achievements of our young people are recognised and celebrated.
- Everyone is treated with respect and the values of the Gospel are evident every day.
- We share high aspirations for all of our young people.

Our Values

The values that support our vision and aims are

- Respect
- Love
- Trust
- Tolerance
- Integrity

Our Aims

- To put faith into action to support everyone in our wider community and beyond.
- To fully develop the talents of all members of our community spiritually, morally, intellectually, socially and physically.
- To provide a safe, caring, inclusive and nurturing environment where everyone feels valued.
- To provide our young people with the highest possible standards of learning and teaching.
- To maximise the attainment and achievement of our young people.
- To work in close partnership with parents, the Church and the wider community.
- To ensure all our young people progress into positive and sustained destinations.

Who did we consult?

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

- **Senior Leadership Team:** Head Teacher consults with Depute Head Teachers and Education Support Manager on strategic school planning through the weekly Senior Leadership Team meeting and through regular formal and informal individual meetings.
- **Extended Leadership Team:** The Head Teacher and Depute Head Teachers meet with the Faculty Heads regularly throughout the session to consult and discuss school administration, strategic planning and improvement planning.
- **Senior Leadership and Faculty Head meetings:** individual faculty meetings take place regularly throughout the session to discuss Learning and Teaching, Attainment, Improvement Planning, Curriculum for Excellence, Quality Assurance, Behaviour Management and Staff Development.
- **Faculty Meetings:** Faculty Heads meet with their staff regularly through department meetings to discuss learning and teaching, administration, performance management, behaviour management, strategic departmental planning and improvement planning.
- **Extended Support Team:** support staff; covering guidance, learning support, behaviour support and external agencies are consulted on the management and agreed provision of support for learners through the extended support team procedures.

- **Staff Collegiate Working Groups and Committees:** opportunities for shared responsibilities and distributed leadership are available to all staff through the school collegiate working groups.
- **Staff Union Meetings:** Head teacher meets with representatives from the professional associations on a termly basis.
- **Staff Focus Group:** Scheduled meetings throughout the school year with staff to discuss specific issues relating to the school.
- **Parent Council:** the council regularly meets to discuss national, council and school issues and to hear the Head Teacher's report on school developments, improvements and successes.
- **Pupil Councils:** elected learners represent the junior and senior schools through their pupil councils and work with staff on issues of importance to our young people.
- **Pupil Focus Groups:** SLT will meet learners formally and informally to discuss issues relating directly to learner experiences, learning and teaching and school improvement.
- **Parents:** In-school surveys and consultations. Information evenings.
- **Learners:** Whole school and individual department/faculty surveys through departments.
- **Stakeholders:** We work in partnership with a range of agencies, both in and out with the school.

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

How will we 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:

- Scheduled one : one meetings between Head Teacher and Faculty Heads.
- Interim written feedback reporting on progress.
- Minutes of meetings, including Senior Leadership team, Extended leadership team and departmental meetings.
- Data from tracking and monitoring, INSIGHT data and Scottish National Standardised Assessments (SSNA).
- Pupil evaluations and questionnaires.
- Focus groups including pupils, staff and partners.
- Classroom visits/learning walks/ departmental reviews.

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

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

HGIOS/HGIOELC Qis 1.2; 2.3;3.2	NIF Priorities <ul style="list-style-type: none">• Placing the human rights and needs of every child and young person at the centre of education• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children• Improvement in children's and young people's health and wellbeing• Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF Drivers <table><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	Interventions
Classroom observations (in house and HMle), departmental reviews, pupil voice and work, illustrate that whilst effective practice is demonstrated in most lessons not all learning and teaching is of a consistently high standard.	ELT will be more confident/ skilled at providing effective feedback following classroom observations.	Quality of feedback shared (observation return) with staff following classroom observations will illustrate a stronger focus on next steps.	An ongoing CLPL coaching programme (Teachmindset) will be implemented. The programme will be focussed on developing capacity within our ELT to recognise effective classroom practice and support improvements in colleagues' practice through providing effective feedback.
	<p>Staff will have an increased understanding of AifL strategies. A continued focus on differentiation and effective questioning/ feedback will ensure improved pace and challenge and result in increased levels of attainment for all.</p> <p>Young people will experience a greater consistency in the quality of learning and teaching. This will lead to greater engagement of pupils in their learning and increase in attainment.</p> <p>All young people will be provided with more opportunities to lead learning. They will be more actively involved in their learning journey and clearer in their personal targets for improvement.</p>	<p>Records from classroom observations (SLT and peer) will capture evidence to support improvements in practice e.g. increased pace and challenge, and more effective differentiation.</p> <p>Quality of the returns from all staff following L & T workshops will illustrate a deeper understanding of the features of an effective lesson. This will be captured via proformas, DM minutes and peer observations. QA visits from PT and FH supported by SLT.</p> <p>Evidence gathered from pupil voice (questionnaires and focus groups) will highlight the impact of this intervention on pupil engagement and confidence in evaluating the quality of their learning journey – this will be evidenced in their participation in learner conversations/mentor meetings.</p>	<p>Learning and Teaching (L&T) Improvement team will further develop our 'features of a highly effective lesson' and share this with all staff. This will include whole staff learning and teaching workshops.</p> <p>Collegiate working will have a stronger focus on more effective use of differentiation, effective questioning techniques and feedback. This will provide young people with more focussed feedback on their next steps in learning.</p> <p>An action research teacher programme will focus on developing the quality and use of Success Criteria.</p>

<p>Classroom observations (in house and HMle), departmental reviews, pupil voice and work, illustrate that whilst effective practice is demonstrated in most lessons not all learning and teaching is of a consistently high standard.</p>		<p>CLPL calendar will capture the professional learning opportunities developed in-house. In service programme will reflect identified CLPL and feedback from HMle and classroom observations.</p> <p>Increase in staff confidence will be evident in staff participation in and delivery of CLPL.</p> <p>Increased attendance at CLPL events. (Data from DHT Learning and Teaching)</p>	<p>L&T Improvement team will continue to share good practice and opportunities for professional learning. Collegiate calendar/IS programme will be developed in collaboration with staff to reflect identified CLPL.</p>
	<p>Staff will be proactive in directing their CLPL and will use a research informed approach to inform their practice.</p> <p>Staff will be increasingly reflective in their practice and be able to apply educational research to their classroom practice.</p>	<p>Staff returns (Professional Learning Plans); minutes from DMs; classroom observations will evidence the action research approach to CLPL.</p> <p>Review of individual professional learning plans (PLP) will evidence staff's engagement in the programme. Monitoring of progress will achieve through minutes of DM and classroom observations.</p>	<p>SLT will facilitate a whole school approach to action research which has a focus on staff developing a personal learning plan (PLP) which is supported by professional reading.</p>
	<p>All staff will have an increased awareness and capacity to use digital technology to enhance their learning and teaching.</p> <p>Young people will use ICT as an effective tool to develop greater independence in their learning.</p>	<p>We will develop a whole school framework to support the integration of ICT and digital platforms to enhance learning and teaching.</p> <p>Staff audit will identify required CLPL to develop staff understanding and opportunities provided by digital learning platforms.</p> <p>Staff and pupil focus groups and questionnaires will capture the increased use and integration of ICT to learning and teaching.</p> <p>Classroom observations will evidence a more effective use of ICT and digital platforms to enhance learning and teaching.</p> <p>Learner conversations (both within class and with mentors) will capture that pupils are making use of learning platforms such as West Partnership, Achieve and E-sgoil.</p>	<p>Making use of national guidance and appropriate networks, the School Digital lead will develop a whole school digital strategy.</p> <p>L&T Improvement team will continue to share good practice and opportunities for professional learning with a focus on digital literacy.</p> <p>CLPL will support staff understanding around how digital technology (hardware/software) can be used to improve learning.</p> <p>Collegiate calendar/IS programme will be developed in collaboration with staff to reflect identified CLPL related to digital literacy.</p>

<p>Quality assurance of BGE tracking and reporting highlights inconsistencies across the curriculum in ACCEL data (Achievement of a Curriculum Level) and progress within BGE levels.</p>	<p>All teachers will demonstrate a greater consistency in making judgements of progress through BGE levels which is supported by assessment evidence.</p> <p>Staff understanding of and engagement with the Learning, teaching and assessment cycle, will increase the consistency in approaches to subject specific learning, teaching and assessment.</p>	<p>Staff returns following IS3 will demonstrate a greater understanding of the national standard with respect ACCEL in literacy.</p> <p>BGE levels tracking data submitted. (Oct, Nov, Feb, May 24)</p> <p>Course plans will be updated to reflect moderation activities.</p> <p>Reports to parents will show a greater consistency in ACCEL data.</p> <p>Pupil voice (learner conversations; questionnaires) will illustrate a greater awareness of assessment criteria, working levels and next steps.</p>	<p>Whole school focus on Learning, teaching and assessment cycle will support staff's understanding of national expectations with respect to literacy responsibility of all (RoA)] (Oct 23)</p> <p>Moderation activities developed by PTs/FHs, (including working with colleagues across the authority) will be embedded across the BGE. This will include moderation of planning, approaches to teaching and instruments of assessment.</p>
<p>INSIGHT data and HMIE data show that whilst attainment is improving, the course comparator value data in most subject areas is not significantly above the virtual comparator. There is also a poverty related attainment gap.</p>	<p>All senior pupils will be supported to select pathways which will maximise their attainment.</p> <p>Learners in SIMD 1-3/FME at risk of underachieving will be known to all staff.</p> <p>Course comparator values increase in value particularly for FME/SIMD 1-3 - compared to the previous 2 sessions. (post covid) (INSIGHT UPDATE FEB 24)</p> <p>Parents are better informed on how to support their child as they prepare for examinations. Young people are more engaged in their learning and responsive to support when they encounter difficulties.</p>	<p>Analysis of options; pupil voice (learner conversations and questionnaires) and resultant attainment.</p> <p>'In school' tracking data including analysis of Course Comparator Values (against 2-year post Covid trend) for all courses.</p> <p>Parental feedback following workshops; parental engagement with resources; reduction in the number of young people asking to reduce the number of courses. There will be fewer requests for 'level changes' for learners sitting national qualifications as young people are coursed appropriately.</p>	<p>Post SQA results, SLT, PCT and Attainment Team will review course options for all senior students to ensure that they fully meet the needs of the young person. Subject choices will be optimised to maximise opportunities for attainment. (Aug 23-Sept 23)</p> <p>Additional enhanced tracking of cohort SIMD 1-3/FME by PCT/Guidance tutors /ISA/Attainment Team, focusing on progress across the curriculum, will ensure early interventions when pupils are off-track on key measures such as attendance and homework. (PEF)</p> <p>Maximise our opportunities to upskill parents to allow them to better support their child.</p> <ul style="list-style-type: none"> • Introduce a new BGE Parental information meeting 'How to help your child succeed' (Sept 23) • Increase opportunities for 'hands on' skills workshops within parental evenings. • Deliver a series of focussed social media messages / videos e.g on growth mindset; attendance; resilience to a target groups of parents (PEF)

Improvement Priority 2 : Develop high quality learning and teaching that leads to improved levels of attainment and achievement in literacy and numeracy					
HGIOS/HGIOELC QIs 1.2; 2.3; 2.6; 3.2		NIF Priorities <ul style="list-style-type: none">Placing the human rights and needs of every child and young person at the centre of educationImprovement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged childrenImprovement in children's and young people's health and wellbeingImprovement in employability skills and sustained, positive school leaver destinations for all young people		NIF Drivers <ul style="list-style-type: none">School Leadership<ul style="list-style-type: none">Assessment of Children's progressTeacher Professionalism<ul style="list-style-type: none">School ImprovementParental Engagement<ul style="list-style-type: none">Performance Information	
Rationale for change		Outcome and Expected Impact		Measures	
Interventions					
Analysis of literacy (reading and writing data) (ACEL, SNSA) illustrates a poverty related attainment gap in levels of attainment at end of P7. 30% most deprived cohort: 62% achieved CFE 2 nd level writing. 70% least deprived cohort: 82% achieved CFE 2 nd level writing. 30% most deprived cohort: 73% achieved CFE 2 nd level reading. 70% least deprived cohort: 87% achieved CFE 2 nd level reading. This is impacting on the rate of progression through BGE and unless addressed will continue to impact on senior phase attainment.		All staff will have a greater awareness of literacy as a “responsibility for all” (RoA) area and this is reflected in updated curricular/lesson plans Young people will benefit from a more consistent approach to literacy across all areas of the curriculum. Young people’s confidence and attainment in reading and writing skills will improve. By the end of S1, the attainment gap in writing will decrease from 20% to 14%. By the end of S1, the attainment gap in reading will decrease from 14% to 9%.		Remit and whole school plan created and shared will all staff (Oct 23). ACEL/SNSA cluster data. Baseline and progress data through the session will be gathered through the IDL (International Dyslexia Learning) programme with analysis. Pupil evaluations (Microsoft Forms) at three points in S1 will track pupils’ confidence in their literacy skills. Staff questionnaire (Oct 23). Updated BGE curricular plans to include literacy focus. Classroom observation returns.	
Appointment of acting Principal Teacher Literacy (PEF) with clear remit agreed and shared with all staff. Whole school literacy plan is created in consultation with staff and young people and shared with all staff. Additional universal support for all S1 pupils will be developed through an extended Literacy programme. An additional period will be timetabled in S1 to increase young people’s confidence in their literacy skills with a focus on transferable skills. Young people at greatest risk of underachieving in literacy will be identified using (ACEL /SNSA) data from our associated primary schools. Specific interventions (reading programmes/phonics support) will target those learners (SIMD 1-3) identified at first level and below. This will include 1:1 work with individuals and small groupwork. Learners will be supported by SfL Dept and PT Literacy. (PEF) PT Literacy will conduct sample classroom visits for each faculty. Staff workshops, led by members of the school improvement team, will share a common methodology for approaches to BGE literacy (RoA). CLPL workshops will develop staff’s understanding of literacy benchmarks and national expectations. Departments will develop their curricular plans to ensure appropriate literacy outcomes are included.					

	There is greater confidence and a more consistent approach across key cluster staff.	Analysis of P7 BGE level progress data (per cluster primary) (Aug 23 & June 24.) Cluster staff questionnaire.	Further development of our established transition programme, working in partnership with primary colleagues, to ensure a shared understanding of achievement of a level at this crucial point of transition.
	Parental engagement and confidence will be increased. Parents will therefore be better able to support their young person in all aspects of literacy within the BGE.	BGE curricular evening attendance (targeted group/ Parental Questionnaires pre/post (Sept 23)	Further development of a suite of resources and guides for parents to use to support their child's homework.
<p>Analysis of numeracy data (ACEL, SNSA) illustrates an attainment gap, particularly from within our most disadvantaged learners (FME/SIMD1-3). P7 data shows that:</p> <p>30% most deprived cohort: 69% achieved CFE 2nd level numeracy.</p> <p>70% least deprived cohort: 86% achieved CFE 2nd level numeracy.</p> <p>This is impacting on the rate of progression through BGE and unless addressed will continue to impact on senior phase attainment.</p>	<p>All staff will have a greater understanding of numeracy as a "responsibility for all" (RoA) area and this is reflected in updated curricular/lesson plans</p> <p>Young people will benefit from a more consistent approach to numeracy across all areas of the curriculum.</p> <p>S2 pupils will benefit from additional time within the BGE curriculum to develop their numeracy skills.</p> <p>Young people's confidence and attainment in numeracy skills will improve. By the end of S2, the attainment gap in numeracy will decrease from 17% to 10%.</p>	<p>Remit and whole school plan created and shared will all staff (Oct 23).</p> <p>Subject curricular plans will include appropriate Numeracy outcomes.</p> <p>Staff questionnaire findings will reflect an increase in staff confidence and knowledge of numeracy skills.</p> <p>Updated BGE curricular plans to include numeracy focus.</p> <p>Pupil evaluations (Microsoft Forms) at three points in S2 will track pupils' confidence in their numeracy skills.</p> <p>Baseline and progress data through the session will be gathered through 'Numeracy Ready' programme with analysis.</p> <p>Classroom observation returns.</p>	<p>Appointment of acting Principal Teacher Numeracy (PEF) with clear remit agreed and shared with all staff.</p> <p>Whole school numeracy plan is created in consultation with staff and young people and shared with all staff.</p> <p>The introduction of the 'Numeracy Milestones' programme, led by members of the school improvement team, will support a common methodology for approaches to BGE Numeracy across curricular areas (RoA). CLPL workshops will develop staff's understanding of numeracy benchmarks and national expectations.</p> <p>PT Numeracy will conduct sample classroom visits for each faculty.</p> <p>Introduction of a new S2 numeracy programme delivered through additional allocated time and staff (1 period per week).</p> <p>Specific interventions will target those learners identified at first level and below. This will include 1:1 work with individuals and small groupwork. Learners will be supported by SfL Dept and PT Numeracy. (PEF)</p>

	There is greater confidence and a more consistent approach across key cluster staff.	Analysis of P7 BGE level progress data (per cluster primary) Aug 23 & June 24.	<p>Further development of our established transition programme, working in partnership with primary colleagues, to ensure a shared understanding of achievement of a level at this crucial point of transition.</p> <p>Young people at greatest risk of underachieving in numeracy will be identified using (ACEL /SNSA) data from our associated primary schools.</p>
	Parental engagement and confidence will be increased. Parents will therefore be better able to support their young person in all aspects of numeracy within the BGE.	BGE curricular evening attendance (targeted group/ Parental Questionnaires pre/post (Sept 23)	Further development of a suite of resources and guides for parents to use to support their child's homework.

Improvement Priority 3 – Promote the positive health and wellbeing of pupils, parents/carers and staff

HGIOS/HGIOELC QIs 3.1, 2.4	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <div> 1. School Leadership 4. Assessment of Children's Progress </div> <div> 2. Teacher Professionalism 5. School Improvement </div> <div> 3. Parental Engagement 6. Performance Information </div>		
Rationale for change	Outcome and Expected Impact	Measures	Interventions	
Evidence gathered from our Quality Assurance approaches, including HMIE feedback, has highlighted that young people need to be supported further to understand the link between wellbeing, their lives and the ability to succeed.	<p>Our young people are better informed about the range of factors affecting their wellbeing.</p> <p>Analysis of data on wellbeing from GWBT will enable PCT/SfL staff to track and monitor improvements in young people's wellbeing thus improving outcomes for all.</p> <p>The introduction of the GWBT will ensure a consistent approach across PCT and their caseloads. This will enable the impact of any intervention to be evaluated more accurately.</p> <p>Young people will demonstrate greater responsibility for their learning and day-to day actions across the school community.</p> <p>Young people will recognise the link between their attitudes, achievements and success.</p>	<p>Results from the audit including pupil voice.</p> <p>Updated SE programme with planned evaluation at key points across the session.</p> <p>Data gathered from 1-1 interviews with PCT and young people.</p> <p>Young people will engage in meetings/ learner conversations about their wellbeing and be able to make informed decisions about their wellbeing using GIRFEC indicators and wellbeing triangle.</p> <p>Questionnaires and focus groups involving young people. This will also include measuring target cohort's engagement with coaching process, participation with learning and involvement with wider life of the school.</p> <p>Tracking data – behaviour and effort ratings.</p> <p>Increased number of achievements recorded and recognised across the school community including within departments and our annual awards ceremony.</p> <p>Pupil voice will demonstrate young people acknowledge that their achievements are recognised.</p>	<p>The Social Education (SE) programme will be audited. The results of the audit will be used to inform our renewed programme. The revised SE programme will include key areas of equality, diversity (including reference to racial literacy document) and health education.</p> <p>PCT will introduce and administer the Glasgow's Motivational Wellbeing Tool (GWBT) to S1 cohort and targeted S2-S6 pupils to measure and monitor wellbeing across the school community. (PEF)</p> <p>PCT/SfL will respond to data from GWBT on an individual and year group basis through for example through special assemblies /SE inserts and individual interventions. This will include additional support for a targeted group of learners to improve their attitude towards learning. PCT will be assisted by guidance tutors and external partners - Teach Mindset and CANI coaching (PEF).</p> <p>A school wide consultation involving young people, parents and staff will gather views on all aspects of achievement and celebrating success. This will inform our Celebrating Success Policy.</p>	

<p>Evidence gathered from our Quality Assurance approaches, including HMIE feedback, has highlighted the importance of attendance and timekeeping on young people's attainment and wellbeing.</p> <p>Our attendance statistics illustrate that our average rate per pupil is below both authority and national averages. There is also a poverty related gap in attendance rates comparing SIMD 1-3 with SIMD 4-10.</p>	<p>Whole school attendance data increases by 4% (86% to 90%).</p> <p>Students from SIMD 1- 3/FME have increased attendance rate (by 7%) and they will be more involved in the wider life of the school.</p>	<p>The number of discrepancies and anomalies is reduced in recording of attendance.</p> <p>Pupil voice recognising the importance of good attendance and timekeeping.</p> <p>Monthly analysis of attendance/late-coming will show an overall pattern of improvement.</p> <p>Comparison of school data versus authority /national benchmarks will demonstrate an improvement in attendance.</p> <p>Attendance EST mins and linked action plans.</p>	<p>Our Attendance and Timekeeping policy will be reviewed to ensure clarify of the roles and responsibilities of SLT, ELT and class teachers. (Dec 23)</p> <p>CLPL for all staff will clarify their role and responsibility in supporting young people's attendance and timekeeping. This will also highlight the importance of maintaining accurate records of attendance and timekeeping to help support interventions.</p> <p>Our high expectations for our young people re. attendance/timekeeping will be established through our SE programme; year group and House assemblies. Attendance will be recognised and celebrated via year group and house assemblies.</p> <p>Raise parental awareness of the importance of good attendance and the impact of time lost over an academic year on a young person's attainment. This will be shared through parental newsletters, attendance fliers, workshops.</p> <p>PCT/DHT will identify patterns in non-attendance and support parents and young people with strategies to improve.</p>
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<p>As a school we are committed to adopting RNRA framework. Our chosen nurture principle “All behaviour is communication” supports the health and wellbeing of our young people with social, emotional and behavioural difficulties.</p>	<p>A whole school nurture approach is adopted by all staff to provide universal support to young people. This will develop a more consistent approach towards inclusion across the school community.</p> <p>Lead staff will have a greater understanding of core principles and are more able to support colleagues to apply nurture principles within classrooms.</p> <p>Consistent routines and structures will support young people to feel safe, secure and included.</p>	<p>Focus groups /staff evaluations (before and after training) will illustrate a deeper understanding of how nurture principles can be applied in classrooms.</p> <p>Classroom observations will capture RNRA principles being implemented.</p> <p>Pupil voice and evaluations (including GWBT tool data) will indicate that they feel safe, secure and included.</p> <p>Reduction in referrals for behaviour and exclusion (external/internal).</p> <p>Analysis of ratings for behaviour/effort in tracking reports will show a reduction in the number of young people receiving ratings of 3 or 4.</p> <p>Reduction in referrals for behaviour and the number of exclusion (external/internal) will be reduced.</p> <p>Staff feedback (round robins) on progress of targeted pupils will demonstrate greater engagement in their learning.</p>	<p>Whole staff training from Educational Psychologist (EP) will be provided on nurture principle. RNRA training will support all staff to create a consistent language and approach to responding to behaviour both in class and across the school community.</p> <p>Following enhanced training identified from EP, core group will work together to launch a whole school approach to Nurture Principle.</p> <p>Staff will continue to work collegiately through RNRA and Circle framework to further develop their practice.</p>
	<p>Staff will have consistent approaches to monitoring and recording of decisions regarding young people’s well-being and additional support. This will lead to a more strategic overview of the support offered to young people.</p>	<p>Renfrewshire’s template is used by PCT /SfL to record and monitor support offered to all young people.</p> <p>Partners/agencies are able to access required information relating to young people in need of enhanced support.</p>	<p>Implementation of Renfrewshire’s Staged Intervention Monitoring and Planning process to ensure a consistent approach to co-ordinating the support offered to young people.</p>

<p>Feedback from HMIE highlights the importance of broadening our young people's cultural horizons, and their understanding of diversity and inclusion.</p> <p>We recognise the importance of continuing to develop our young people's sense of belonging to their community and importantly their understanding of the diverse world we live in today.</p>	<p>Our young people develop their understanding of and can recognise examples of positive diversity and inclusion.</p> <p>Young people will have more opportunities to encounter examples of diversity and inclusion and to celebrate their achievements.</p> <p>These approaches will have a positive impact on the young people's sense of belonging to their community.</p>	<p>Pupil focus groups/questionnaires.</p> <p>Assembly programme and whole school events schedule.</p> <p>Increased number of visits and field trips.</p> <p>Departmental curricular plans.</p> <p>Twitter posts / Newsletters.</p>	<p>A whole school programme of events (e.g. Holocaust Memorial Day, International Languages day) will be developed to recognise and celebrate our diverse and inclusive community.</p> <p>Departments will include aspects of diversity and inclusion where appropriate within their learning programmes.</p>
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Improvement Priority 4 – Improve employability skills and support all of our young people to enter positive destinations

**HGIOS/HGIOELC
QIs**
2.6;3.2; 3.3

NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability 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	Interventions
<p>We recognise the importance of improving young people's employability skills and ensuring all young people are supported into a positive and sustained destinations.</p>	<p>There is a progressive and coherent programme to develop employability skills in our young people.</p> <p>Positive destination data shows that young people are sustained in positive destinations.</p> <p>Increased pupil and staff awareness of skills for life, learning and work. (Careers Standard).</p> <p>Young people will have a greater understanding of the relevance of what they are learning at school to the world of work.</p> <p>All young people will be more knowledgeable about their future choices.</p> <p>Increased partnerships with local businesses which highlight how skills developed within subjects can be applied to the world of work.</p> <p>Partnership working will help promote and explore opportunities to connect learning to employability.</p> <p>Transferable skills developed through curricular inserts will strengthen the link between learning 'in school' and employability.</p>	<p>Strategic plan details whole school employability programme.</p> <p>This will be reflected in our refreshed SE programme.</p> <p>The strategic plan will result in an increase in the number of our young people who enter and are sustained in positive destinations.</p> <p>3 year average – school 95.3% authority 95.7%. Target > 99% 2022-23* - Quintile 1 - 3 94% Quintile 4-5 100%. Target reduce gap by 4%.</p> <p>Departmental curricular plans include reference to the Career Standards.</p> <p>Pupil voice will demonstrate that young people have a greater understanding of the relevance of what they are learning at school and the world of work. Our young people are better informed about their options at key points of transition (S2 & S4).</p>	<p>A clear whole school strategic plan is created, in consultation with pupils, parents and staff. This will be led by the newly appointed PT Employability working in conjunction with PCT. (Oct 23)</p> <p>A Working Group of staff will be established to promote and enhance DYW opportunities across curricular area.</p> <p>PT Employability, link depute, project leader and SDS will support staff to engage Career Education Standards in relation to their subject area.</p> <p>Departments to develop their BGE/SP courses to provide opportunities for learners to develop employability skills. SDS/ PT Employability will liaise with PCT in order to deliver input.</p> <p>PT Employability further develops partnership working / links with SDS and local businesses. PT Employability will also liaise with departments to develop industry links.</p> <p>Curricular inserts for year groups will enhance the profile of local industries. This will lead to a greater understanding of the skill set required and the employment needs of the community. For example, expanding our partnership with Malcolm's Group through their Braveheart Challenge.</p> <p>At key points in the year (e.g. STEM Week, European Day of Languages) there will be a strong focus on the appliance of subject specific skills and knowledge to industry.</p>

		<p>Increased number of partners working with subject specific specialists. Departmental data linked to number of industry partnerships. This will include an increase in the number of field trips which strengthen the application of knowledge to the world of work for our young people.</p> <p>Questionnaires and course plans will capture that staff are more confident in how to integrate the 'world of work' to their lesson plans.</p> <p>Pupil voice (focus groups and questionnaires) will provide evidence that young people are aware of the relevance of what they learning to the world of work and employment opportunities in our local community.</p> <p>Partnership Agreements are increased. Increased number of young people are taking part in work experience (both on-site and remotely).</p>	
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