



St Benedict's High School  
School Improvement Plan  
Build Back Better Phase  
2020-21

Priority 1 Promote the positive health and wellbeing of pupils, parents/carers and staff			
<b>HGIOS QIs</b>  QIs 2.1-2.4 QI 2.7 QI 3.1	<b>NIF Priorities</b>  Improvement in children’s and young people’s health and well-being	<b>NIF Drivers</b>  1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school.</p> <p>We will ensure that time and space is provided to actively promote staff health and wellbeing.</p>	<p>By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of resources.</p> <p>By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing.</p>	<p>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for discussion of policies and procedures to alleviate any staff concerns.</p> <p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p>	<p>Establish clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during and post covid-19 phasing.</p> <p>Plan the collegiate calendar/IS days in collaboration with staff to include dedicated time for staff wellbeing activities.</p> <p>Identify additional evidence-informed resources/programmes/activities to use to promote staff wellbeing in a nurturing environment.</p> <p>Identify professional reading texts and introduce a monthly book club/guided reading through invitations to Coffee and Conversation meetings.</p>

Priority 1 Promote the positive health and wellbeing of pupils, parents/carers and staff			
<b>HGIOS QIs</b>  QIs 2.1-2.4 QI 2.7 QI 3.1		<b>NIF Priorities</b>  Improvement in children’s and young people’s health and well-being	<b>NIF Drivers</b>  1.School Leadership 2.Teacher Professionalism 3.Parental Engagement
Rationale for change	Outcome and Expected Impact	Measures	Intervention
Following this extended period of remote learning, we recognise the importance of ensuring all learners feel safe and secure about transitioning back to school, particularly those at key transition stages and those who are in our vulnerable/targeted groups	By December 2020, learners in the target groups (new S1s, ASN, school leavers) will have successfully transitioned to new establishments and will feel safe, confident and engaged in their new surroundings.	<p>Teacher evaluation of engagement in learning for specific classes or subjects for target groups of learners.</p> <p>Learner conversations will demonstrate that almost all learners know and understand the supports available within school and the community.</p> <p>Learning visits and teacher evaluations will show that almost all learners are happy in class and engaged in learning.</p> <p>Insight data shows that almost all summer/ winter leavers (2019-2020) have entered a positive destination by March 2021. Careers Advisor appointments show that almost all leavers have benefitted from this individual support.</p>	<p>Transition programmes will be delivered in partnership with primary/secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable young people.</p> <p>Learning visits (SMT and peer) will focus on health and wellbeing and learner engagement.</p> <p>Pupil support team along with staff with responsibility for employability in schools and within the authority will work alongside the careers service and partners such as SDS/FE/HE to ensure the summer/ winter leavers receive support. Support with UCAS and college applications will be provided for leavers. Careers advice appointments will be offered remotely.</p>

<b>Priority 1 Promote the positive health and wellbeing of pupils, parents/carers and staff</b>			
<b>HGIOS QIs</b> QIs 2.1-2.4 QI 2.7 QI 3.1		<b>NIF Priorities</b> Improvement in children’s and young people’s health and well-being	<b>NIF Drivers</b> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their young people will be supported in their transition back to and beyond school.	<p>By August 2020, parents/carers will have increased knowledge of the arrangements during Covid 19 phasing and beyond.</p> <p>By October 2020, parents/carers of learners in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.</p>	<p>Communication with parents/carers through virtual meetings/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</p> <p>Minutes of meetings with PCT /support staff show that targeted supports are being discussed with and understood by parents/carers.</p> <p>Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community</p>	<p>Activities will be planned for parents/carers including information sessions, Q&amp;A, virtual tour of the building, curriculum overview and practical arrangements for social distancing, and hygiene during Covid 19 phasing and post phasing.</p> <p>Transition programmes for identified P7 children will take place over the summer holiday in small groups. The primary staff will support secondary colleagues to deliver the programme to ensure there is a known contact for young and parents/carers.</p>

<b>Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy</b>			
<b>HGIOS QIs</b>	<b>NIF Priorities</b>	<b>NIF Drivers</b>	
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> </ul>	2. Teacher Professionalism 4. Assessment of Children's Progress 5. School Improvement	
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
<p>Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-informed pedagogies to identify and address gaps in the attainment and achievement of learners.</p>	<p>By September 2020 all staff will recognise and effectively use evidence of learning previously collected to inform judgements on learners' progress during the period of school closure to plan appropriate revision and next steps in learning.</p> <p>By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-informed pedagogies to support blended learning experiences both in school and at home as part of a wider recovery curriculum.</p> <p>By September 2020, all staff will use a range of assessment data and evidence-informed approaches to raising attainment to support and challenge learners appropriately.</p>	<p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual learners.</p> <p>Teachers' planning reflects approaches in class-based learning, opportunities for home learning and learning online.</p> <p>Attainment and tracking data for almost all learners shows that they are making progress with a trend towards closing identified attainment gaps.</p> <p>Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.</p>	<p>Teachers will use formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences.</p> <p>Teachers continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required.</p> <p>Where needed, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.</p>

<b>Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy</b>			
<b>HGIOS QIs</b> QI 1.2 QIs 2.2 & 2.3 QI 3.2	<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> </ul>		<b>NIF Drivers</b> <ul style="list-style-type: none"> <li>2. Teacher Professionalism</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> </ul>
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-informed pedagogies to identify and address gaps in the attainment and achievement of learners.	<p>By October 2020, learners' engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches, digital tools and on-going nurture support.</p> <p>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</p>	<p>Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. pupil voice will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p> <p>Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting blended learning approaches including the skilful use of digital tools. This is evidenced in daily learning and teaching practice.</p>	<p>Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.</p> <p>The school Digital Learning Project Leader will participate in LA meetings and disseminate information and best practice approaches to the staff team.</p> <p>Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire's 'Home Learning' and the national 'Scotland Learns' site will be used to support this process.</p>