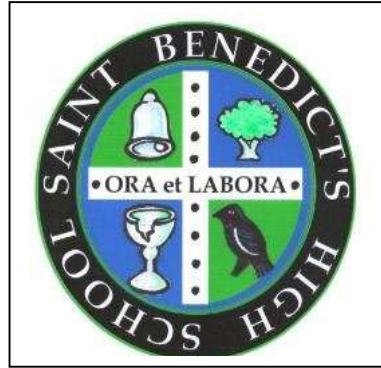




St Benedict's High School

School Improvement Plan

2024/25

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

St. Benedict's High School is a Roman Catholic community with an ethos centred on and inspired by the love of Christ, expressed through our shared vision, values and aims.

Our Shared Vision – Ora et Labora – Pray and Work

St. Benedict's is a community that fosters ambition for all, where all young people feel safe, valued and included, and where attainment and achievements are recognised and celebrated. It is an inclusive, diverse community where everyone is treated with respect and the values of the Gospel are alive and evident every day. High aspirations of excellence are encouraged for all our young people.

Our Values

The values which underpin this vision, and which shape our approaches, relationships, policies and behaviour 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 unique 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, teaching and assessment** that leads to improved outcomes

HGIOS/HGIOELC
Qis 1.2; 2.3;3.2

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
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.	Within our ELT, there is a consistent approach to supporting improvements in learning and teaching across all departments. FH/SLT will have a more informed view of classroom practice. Feedback following joint FH/SLT observations will improve practice. Feedback from lessons will be used to stimulate professional dialogue and reflection on their practice. This will inform staff PLP for this session. Staff will be increasingly reflective in their practice and be able to apply educational research to their classroom practice and in directing their CLPL needs.	Evaluation questionnaires demonstrate a positive impact of coaching programme (Teach mindset) Mins of ELT discussions show "sharing of good practice" as a standing item with impact. Classroom observation returns demonstrate high quality of feedback shared with a strong focus on next steps for staff. Observee evaluation returns (post observation) highlight a clear understanding of their strengths and areas for development / next steps. Inservice day staff evaluation returns Staff returns (Professional Learning Plans); minutes from DMs; classroom observations will evidence the action research approach to CLPL.	Continue with the implementation (year 3) of ELT coaching programme (Teachmindset). The programme will focus on developing capacity within our PTs to recognise effective classroom practice and support improvements in colleagues' practice through providing effective feedback. Restructuring of ELT meetings to include 'sharing of good practice' as a standing item. Introduce a revised programme and policy for PT/SLT led classroom observations to be implemented by all PTs. Introduce an updated classroom observation proforma to include observee evaluation comment. Classroom teachers will showcase the key features of an effective lesson in a series of lessons in IS3/4 (October 24/Feb 25). All staff will engage in an action research project involving creating a personal learning plan (PLP), supported by professional reading.

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.	Staff will have an increased understanding of key L&T strategies. This will include an increased awareness of the capacity to use digital technology to enhance learning and teaching. Young people will experience a greater quality of learning and teaching in line with the agreed “features of an effective lesson”. This will lead to greater engagement of pupils in their learning and an increase in attainment. 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. A continued focus on differentiation and effective questioning/ feedback will ensure improved pace and challenge and active pupil participation. This will result in improved outcomes for all. Feedback (departmental and whole school) highlight the impact of the “key features of an effective lesson” intervention on pupil engagement and confidence in evaluating the quality of their learning journey. Young people will use ICT as an effective tool to develop greater independence in their learning.	CLPL calendar will capture a variety of inhouse professional learning opportunities based on feedback from staff. Attendance at CLPL events will be captured. L&T CLPL feedback and evaluation illustrates a deeper understanding of the features of an effective lesson. Classroom observations records (Whole school and departmental level) will demonstrate a variety of L&T strategies being implemented and capture further evidence to support ongoing improvements in practice. Departmental and whole school returns demonstrate an increased understanding and use of a variety of L&T approaches. Whole school framework is created to support the integration of ICT and digital platforms to enhance learning and teaching. Staff audit will identify required CLPL to develop staff understanding and opportunities provided by digital learning platforms. Staff and pupil focus groups and questionnaires will capture the increased use and integration of ICT to learning and teaching. Classroom observations will evidence a more effective use of ICT and digital platforms to enhance learning and teaching. Pupil voice (whole and departmental level) will capture that pupils are making use of learning platforms such as West Partnership, Achieve, thinkfour and E-sgoil.	The Learning and Teaching improvement team will continue to develop collegiate working and provide CLPL opportunities. Areas will be developed to exemplify our “key features of an effective lesson”. This will include a focus on • Responsive teaching • Pace and Challenge • Improved questioning • Pupil led learning L&T improvement team will develop a series of pupil evaluations to be used across all areas of the curriculum. These questions will focus on the impact of approaches to learning and teaching. Making use of national guidance and appropriate networks, the School Digital lead will further develop a whole school digital strategy including CLPL to support staff understanding around how digital technology (hardware/software) can be used to improve learning.
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Improvement Priority 2 : Develop high quality learning, teaching and assessment 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 - 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 School Leadership Assessment of Children's progress Teacher Professionalism School Improvement Parental Engagement 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 (PRAG) in levels of attainment at end of P7. Entitled to FME cohort: 73% achieved CFE 2nd level reading. Not entitled to FME cohort: 92% achieved CFE 2nd level reading. Entitled to FME cohort: 58% achieved CFE 2nd level writing. Not entitled to FME cohort: 84% achieved CFE 2nd level writing. 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. S1 pupils will benefit from additional time within the BGE curriculum to develop their literacy skills. Young people’s confidence and attainment in reading and writing skills will improve. By the end of S1, there will be an increase in the % of pupils who have achieved 2nd level. By the end of BGE, the cohort attainment gap in reading/writing will decrease to less than 7%. There is greater confidence and a more consistent approach across key cluster staff.	Updated whole school plan shared will all staff (August 24 INSET day). Staff questionnaire findings will reflect an increase in staff confidence and knowledge of literacy skills. (May 25) Updated BGE curricular plans to include literacy focus. Classroom observation returns. Baseline/progress data will be gathered Sept/Nov/Jan/May. ACEL/SNSA data in S3. Pupil voice Dec/May in BGE will track pupils’ confidence in their literacy skills. Analysis of P7 BGE level progress data (per cluster primary) Mins of cluster meetings	Appointment of acting Principal Teacher Literacy (PEF) with clear remit agreed and shared with all staff. Whole school literacy plan is created/updated in consultation with staff and young people and shared with all staff. 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. PT Literacy will conduct sample classroom visits per faculty (PEF) 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. (PEF) 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 literacy. (PEF) 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. Further development of a suite of resources and guides for

	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 (focus on targeted group) Parental Questionnaires.	parents to use to support their child's homework. PT literacy involvement with Parents in Partnership programme.
Analysis of Numeracy (ACEL, SNSA) illustrates a poverty related attainment gap (PRAG) in levels of attainment at end of P7. Entitled to FME cohort: 67% achieved CFE 2nd level numeracy. Not entitled to FME cohort: 83% achieved CFE 2nd level numeracy. 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 understanding of numeracy 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 numeracy across all areas of the curriculum. S2 pupils will benefit from additional time within the BGE curriculum to develop their numeracy skills. By the end of S1, there will be an increase in the % of pupils who have achieved 2nd level. By the end of BGE, the cohort attainment gap in numeracy will decrease to less than 10%. There is greater confidence and a more consistent approach across key cluster staff. 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.	Updated whole school plan shared with all staff (Aug INSET 24). Staff questionnaire findings will reflect an increase in staff confidence and knowledge of numeracy skills. (May 25) Updated BGE curricular plans to include numeracy focus. Classroom observation returns. Baseline/progress data will be gathered Sept/Nov/Jan/May. ACEL/SNSA data in S3. Pupil voice Dec/May in BGE will track pupils' confidence in their numeracy skills. Analysis of P7 BGE level progress data (per cluster primary) Mins of cluster meetings BGE curricular evening attendance (focus on targeted group) Parental Questionnaires.	Appointment of acting Principal Teacher Numeracy (PEF) with clear remit agreed and shared with all staff. Whole school numeracy plan is created/updated in consultation with staff and young people and shared with all staff. 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. Departments will develop their curricular plans to ensure appropriate numeracy outcomes are included. PT Numeracy will conduct sample classroom visits per faculty. (PEF) Additional universal support for all S2 pupils will be developed through an extended numeracy programme. An additional period will be timetabled in S2 to increase young people's confidence in their numeracy skills with a focus on transferable skills. (PEF) 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) 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. Further development of a suite of resources and guides for parents to use to support their child's homework. PT numeracy involvement with Parents in Partnership programme.

Improvement Priority 3 – Increase our young peoples ‘readiness to learn’ through enhanced health, wellbeing and engagement leading to improved outcomes

HGIOS/HGIOELC QIs	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 <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
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							
3.1, 2.4								

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 – Readiness to Learn.	Our young people are better informed about the range of factors affecting their wellbeing. 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. The use of GWBT will ensure a consistent approach across PCT and their caseloads. This will enable the impact of any intervention to be evaluated more accurately. Young people will demonstrate greater responsibility for their learning and day-to-day actions across the school community. Young people will recognise the link between their attitudes, achievements, and success.	Results from the audit including pupil voice. Updated SE programme with planned evaluation at key points across the session. Data gathered from 1-1 interviews with PCT and young people. 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. 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. Celebrating success and recognising achievements policy created Increased number of achievements recorded and recognised across the school community including within departments and our annual awards ceremony. Pupil voice will demonstrate young people acknowledge that their achievements are recognised.	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. 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. 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 external partner - Teach Mindset (PEF) A school wide consultation involving young people, parents and staff will gather views on all aspects of achievement and celebrating success.

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. Our attendance statistics (85.9%) illustrate that our average rate per pupil is below both authority (86.9%) and national averages. There is also a poverty related gap (quintile 1 and 5) in attendance rates of 8%.	Through participating in the YLL programme, the school will be supporting articles 12 and 13 from the UNCRC. Young people will have increased opportunities to shape improved educational experiences in our school community. Whole school attendance data increases by 4% (86% to 90%). 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.	YLL pupil voice will be gathered through a questionnaire produced by The West Partnership. YLLs will complete the questionnaire twice: before the commencement of the programme and then on completion. The number of discrepancies and anomalies is reduced in recording of attendance. Pupil voice recognising the importance of good attendance and timekeeping. Monthly analysis of attendance/late-coming will show an overall pattern of improvement. Comparison of school data versus authority /national benchmarks will demonstrate an improvement in attendance. Attendance EST mins and linked action plans.	Young people will take a lead role in the development of the Young Leaders of Learning Programme from Education Scotland and The West Partnership. The YLLs will be actively involved in self-evaluation activities participating in reciprocal visits to a partner school to identify what is working well, areas for improvement and effective practice. (Partner school Gryffe High) Our Attendance and Timekeeping policy will be reviewed to ensure clarify of the roles and responsibilities of SLT, ELT and class teachers. Key worker (PEF) will support and monitor an identified cohort to support improvements (attendance 80-85%). 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. 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. 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. PCT/DHT will identify patterns in non-attendance and support parents and young people with strategies to improve.
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As a school we are committed to adopting RNRA/Circle framework. Our chosen nurture principle “All behaviour is communication” supports the health and wellbeing of our young people with social, emotional and behavioural difficulties.	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. Lead staff will have a greater understanding of core principles and are more able to support colleagues to apply nurture principles within classrooms. Consistent routines and structures will support young people to feel safe, secure and included.	Focus groups /staff evaluations (before and after training) will illustrate a deeper understanding of how nurture principles can be applied in classrooms. Classroom observations will capture RNRA principles being implemented. Pupil voice and evaluations (including GWBT tool data) will indicate that they feel safe, secure and included. Reduction in referrals for behaviour and exclusion (external/internal). Termly 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. Reduction in referrals for behaviour will be reduced. Staff feedback (round robins) on progress of targeted pupils will demonstrate greater engagement in their learning.	Ongoing RNRA/Circle training will support all staff to create a consistent language and approach to responding to behaviour both in class and across the school community. Following enhanced training identified from EP, core group will work together to launch a whole school approach to Nurture Principle. Staff will continue to work collegiately through RNRA and Circle framework to further develop their practice.
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Feedback from HMIE highlights the importance of broadening our young people's cultural horizons, and their understanding of diversity and inclusion. 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. Classroom observations, referral statistics, tracking data indicate whilst most young people pupils are engaging well classroom learning experiences, a more consistent approach would be of benefit to all pupils and staff in the learning environment.	Our young people develop their understanding of and can recognise examples of positive diversity and inclusion. Young people will have more opportunities to encounter examples of diversity and inclusion and to celebrate their achievements. These approaches will have a positive impact on the young people's sense of belonging to their community. Almost all of our young people demonstrate consistently positive behaviours in classroom lessons through engagement with the schools lets achieve policy	Pupil focus groups/questionnaires. Assembly programme and whole school events schedule. Increased number of visits and field trips. Departmental curricular plans. Twitter posts / Newsletters. Staff questionnaires /Pupil questionnaire (May 25). Satchel merit data. Tracking data.	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. Departments will include aspects of diversity and inclusion where appropriate within their learning programmes. Introduce the "Let's achieve together" policy and structure (June 24) Monitor and evaluate the policy throughout the year.
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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
We recognise the importance of improving young people's employability skills and ensuring all young people are supported into a positive and sustained destinations. Positive destinations data indicates that we need to enhance our support for young people living in quintile 1 into positive destinations (4% less than virtual comparator)	There is a progressive and coherent programme to develop employability skills in our young people. Positive destination data shows that young people are sustained in positive destinations. Increased pupil and staff awareness of skills for life, learning and work. (Careers Standard). Young people will have a greater understanding of the relevance of what they are learning at school to the world of work. All young people will be more knowledgeable about their future choices. Increased partnerships with local businesses which highlight how skills developed within subjects can be applied to the world of work. Partnership working will help promote and explore opportunities to connect learning to employability. Transferable skills developed through curricular inserts will strengthen the link between learning 'in school' and employability.	Strategic plan details whole school employability programme. This will be reflected in our refreshed SE programme. The strategic plan will result in an increase in the number of our young people who enter and are sustained in positive destinations. 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%. Departmental curricular plans include reference to the Career Standards. 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).	A clear whole school strategic plan is created and shared with all staff (August 24). This will be led by the acting PT Employability (PEF) working in conjunction with PCT. A Working Group of staff will be established to promote and enhance DYW opportunities across curricular area. PT Employability, link depute, project leader and SDS will support staff to engage Career Education Standards in relation to their subject area. 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. PT Employability further develops partnership working / links with SDS and local businesses. PT Employability will also liaise with departments to develop industry links. 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. 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.

		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. Questionnaires and course plans will capture that staff are more confident in how to integrate the 'world of work' to their lesson plans. 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. Partnership Agreements are increased. Increased number of young people are taking part in work experience (both on-site and remotely).	
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