



Renfrewshire Council Children's Services

Saint Benedict's High Improvement Plan

2022-2023

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 the next page.

Pupil Equity Funding

Our school received 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's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our
place, our
economy, our
future

Building strong,
safe and resilient
communities

Tackling inequality,
ensuring
opportunities for all

Creating a
sustainable
Renfrewshire for all

Working together
to improve
outcomes

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

Develop high quality
learning and teaching that
leads to improved levels of
attainment and
achievement in all of our
establishments

Reduce inequalities and
deliver improved health and
wellbeing outcomes for
children and young people

Develop high quality
leadership to promote
empowerment at all levels

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

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.

In developing this plan, we sought the views of parents, pupils and staff. We also 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 staff meetings, pupil focus groups, parent council meetings.

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 we will 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 HT and FHs.
- Interim written feedback reporting on progress.
- Minutes of meetings, including SLT; ELT and departmental meetings.
- Data from tracking and monitoring, INSIGHT data and SSNA data.
- 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 <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Intervention	Measures
Classroom observations, 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>ELT will be more confident/ skilled at providing effective feedback following classroom observations. (by June 2023)</p> <p>All staff will have an increased understanding of the features of a highly effective lesson and the quality of learning and teaching will be consistently high across all curricular areas for all pupils.</p> <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 more actively involved in their learning journey and clearer in their personal targets for improvement. They will use ICT as an effective tool to develop greater independence in their learning.</p>	<p>CLPL focussed on developing capacity within our ELT to recognise effective classroom practice and support improvements in colleagues' practice. (PEF) (Aug – Dec 22)</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>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>A whole school focus on a more effective use of differentiation and effective questioning techniques / feedback. This will support next steps in learning and provide quality feedback to learners. Curriculum plans updated to reflect this focus.</p> <p>A whole school focus on more effective use of ICT (MS TEAMS/ Clickview / Satchel one) to enhance the learning experience. (PEF – PL) £1500</p> <p>A whole school focus on use of homework as an effective intervention to support learning.</p>	<p>Records from classroom observations (SLT and peer) will capture evidence to support increased pace and challenge, and more effective differentiation.</p> <p>Greater differentiation of resources will be evident from course plans and in classroom observations.</p> <p>Professional dialogue and minutes from DMs will capture evidence of good practice.</p> <p>Classroom visits, discussion at DMs and evidence gathered from staff questionnaires before and after CLPL will provide evidence of effective questioning and improved feedback to learners.</p> <p>Pupil voice (questionnaires/focus groups), classroom observations, DM minutes will evidence the impact of CLPL.</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>Analysis of monthly tracking data show improvements in behaviour/ effort/ homework ratings.</p> <p>Number of referrals/detentions will decrease compared to previous session.</p> <p>Satchel one data will evidence an increase in completion rate for homework set by teachers as per school policy and</p>

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<p>Quality assurance of BGE tracking and reporting highlights inconsistencies across the curriculum in ACEL data and progress within BGE levels.</p> <p>SQA entry data shows an increased number of level changes following the prelim exam diet. This highlights the need for earlier interventions/ appropriate coursing for learners.</p>	<p>All teachers will demonstrate a greater consistency in making judgements of progress though BGE levels which is supported by assessment evidence.</p> <p>All departments will have clear and coherent curricular plans and pathways to map learner journeys from BGE to senior phase. Young people will be coursed at the correct aspiration level of study as they enter the senior phase. This will ensure maximum potential is realised for all learners.</p>	<p>Moderation activities developed by PTs/FHs, will be embedded across the BGE. This will include moderation of planning, approaches to teaching and instruments of assessment.</p> <p>Increased analysis of tracking four times a year detailing ACEL and progress within a level for every subject. Learner conversations with class teachers and PCT to focus on next steps to progress through levels.</p> <p>BGE and Senior Phase tracking analysis used to identify pupils at the earliest opportunity who are underperforming or incorrectly coursed. Pupils will be directed to a more appropriate level of study/course to ensure maximum level of attainment.</p>	<p>will be monitored monthly by FHs/SLT with overview provided by Attainment PL.</p> <p>Tracking analysis will show greater consistency in ACEL across subjects which will be reflected in parental reports.</p> <p>SQA entries will reflect fewer changes of level / withdrawals following analysis of prelim data.</p> <p>SQA attainment data.</p>
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Rationale for change	Outcome and Expected Impact	Intervention	Measures
<p>Analysis of reading and writing data (ACEL, SNSA) illustrates a decline in levels of attainment at end of P7.</p> <p>This has had a significant impact, leading to a further widening of the attainment gap</p> <p>FME cohort: 48% achieved CFE 2nd level writing</p> <p>Non FME cohort: 71% achieved CFE 2nd level writing</p> <p>FME cohort: 68% achieved CFE 2nd level reading</p> <p>Non FME cohort: 86% achieved CFE 2nd level reading</p> <p>This is impacting rate of progression through BGE and unless addressed will continue to impact on senior phase attainment.</p>	<p>Young people will benefit from a more consistent approach to literacy across all areas of the curriculum. (by June 2023)</p> <p>Young people’s confidence and attainment in reading and writing skills will improve. This will lead to a greater engagement in learning across curricular areas. (by June 2023)</p> <p>Learners in SIMD 1-3/FME at risk of underachieving will be known to all staff. Appropriate interventions will support improvements in reading and writing. (by Aug 2022)</p>	<p>Appointment of Project Leader Literacy (PEF) £1500</p> <p>Universal support for all S1 will be developed through an extended Literacy programme.</p> <p>An additional period will be timetabled to address the identified decrease in literacy skills within this cohort.</p> <p>Appointment of 1FTE transition teacher (LA funded) to provide targeted intervention in P7/S1.</p> <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 literacy will be identified using (ACEL /SNSA) data from our associated primary schools. These young people will be known to our transition support teacher in P7.</p> <p>Specific interventions (reading programmes/phonics support) 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 transition teacher, PT SfL and PL Literacy (PEF)</p> <p>Close /enhanced tracking of SIMD 1-3/FME by PCT /ISA/PT Data Literacy will ensure early interventions when pupils are off-track on key measures such as attendance and homework. (PEF)</p>	<p>Pupil evaluations (Microsoft Forms) at three points in S1 will track pupils’ confidence in their literacy skills.</p> <p>In house tracking system will gather data at three points in the year.</p> <p>Baseline data will be gathered from the IDL* programme.</p> <p>Assessments at key points will measure improvements in reading and spelling.</p>

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	<p>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 (By Easter 2023)</p> <p>By the end of S1, the attainment gap in writing will decrease from 23% to 10%.</p> <p>By the end of S1, the attainment gap in reading will decrease from 20% to 10%. (By end of June 2023)</p> <p>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. (by September 2023)</p>	<p>Staff literacy workshops, led by members of the school improvement team, will share a common methodology for approaches to literacy (RoA) at third level.</p> <p>CLPL workshops will develop staff’s understanding of literacy benchmarks and national expectations. (PEF - PL)</p> <p>Departments will develop their curricular plans to ensure appropriate literacy outcomes are included.</p> <p>Moderation activities developed by PTs/FHs, will be embedded across the BGE.</p> <p>Literacy workshops will be introduced to develop parental confidence and knowledge on how they can best support learners at home and school. (PEF PL)</p>	<p>Samples of young peoples’ work will show a greater understanding of national expectations in Literacy being delivered across curricular areas.</p> <p>Staff evaluation forms.</p> <p>Updated curricular plans.</p> <p>Parental evaluation of confidence pre/post workshops.</p> <p>* International Dyslexia Learning Solutions</p>
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		School Leadership	Assessment of Children's progress
		Teacher Professionalism	School Improvement
		Parental Engagement	Performance Information
Rationale for change	Outcome and Expected Impact	Intervention	Measures
<p>Analysis of numeracy data (ACEL, SNSA) illustrates an increasing widening of the attainment gap, particularly from within our most disadvantaged learners (FME/SIMD1-3). P7 data shows that</p> <p>FME cohort 68% achieved CFE 2nd level numeracy</p> <p>Non FME: 81% achieved CFE 2nd level numeracy</p> <p>This is impacting rate of progression through BGE and unless addressed will continue to impact on senior phase attainment.</p>	<p>Young people will benefit from a more consistent approach to numeracy across all areas of the curriculum. (by June 2023)</p> <p>Young people’s confidence and attainment in numeracy skills will improve. This will lead to a greater engagement in learning across curricular areas. (by June 2023)</p> <p>Learners in SIMD 1-3/FME at risk of underachieving will be known to all staff. Appropriate interventions will support improvements in numeracy. (by August 2023)</p> <p>By the end of S1, the attainment gap in numeracy will decrease from 13% to 7%.</p> <p>All staff will have a greater awareness of numeracy as a “responsibility for all” area and this is reflected in updated curricular/lesson plans (By end of June 2023)</p>	<p>Appointment of Project Leader Numeracy (PEF) (£1500)</p> <p>Universal support for all S1 will be developed through an extended numeracy programme.</p> <p>An additional period (S3) will be timetabled to address the identified decrease in numeracy skills within this cohort.</p> <p>Appointment of 1FTE transition teacher (LA funded) to provide targeted intervention in P7/S1.</p> <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. These young people will be known to our transition support teacher in P7.</p> <p>Specific interventions (numeracy ready programme) will target those learners identified at first level and below. This will include 1:1 work with individuals and small groupwork. (PEF PL)</p> <p>Learners will be supported by transition teacher and PT SfL.</p> <p>Close /enhanced tracking of SIMD 1-3/FME by PCT /ISA/PT Raising attainment will ensure early interventions when pupils are off-track on key measures such as attendance and homework.</p>	<p>‘Numeracy ready’ programme will be used to assess baseline data. Assessments at key points will measure improvements.</p> <p>Students from SIMD 1- 3/FME have increased attendance rate, attendance at Homework Club, participation in extra-curricular clubs. This will be monitored by our extended PCT (PEF – PL).</p> <p>Pupil evaluations (Microsoft Forms) at three points in S1 will track pupils’ confidence in their numeracy skills.</p> <p>In house tracking system will gather data at three points in the year.</p>

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	<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.</p> <p>(By end of September2022)</p>	<p>Staff numeracy workshops, led by members of the school improvement team, will share a common methodology for approaches to numeracy (RoA) at third level.</p> <p>CLPL workshops will develop staff's understanding of numeracy benchmarks and national expectations. (PEF PL)</p> <p>Departments will develop their curricular plans to ensure appropriate numeracy outcomes are included.</p> <p>Moderation activities developed by PTs/FHs, will be embedded across the BGE.</p> <p>Numeracy workshops will be introduced to develop parental confidence and knowledge on how they can best support learners at home and school. (PEF PL)</p>	<p>Staff evaluation forms</p> <p>Updated curricular plans</p> <p>Samples of young peoples' work will show a greater understanding of national expectations being delivered across curricular areas.</p> <p>Parental evaluation of confidence pre/post workshops.</p>
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Improvement Priority 2 : 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 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		School Leadership Teacher Professionalism Parental Engagement	NIF Drivers Assessment of Children's progress School Improvement Performance Information
	Rationale for change	Outcome and Expected Impact	Intervention	Measures
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 particularly post Covid.	<p>Staff will continue to work collegiately through RNRA framework to further develop their practice, leading to improvements in attainment and achievement. (June 2023)</p> <p>Young people are able to support and challenge peers (beliefs and attitudes) in a safe and supportive manner. (ongoing)</p> <p>More positive relationship with staff and young people leading to a greater engagement in the curriculum. (ongoing)</p> <p>Leadership capacity is built within our senior students, as well as our cluster primaries. Younger learners will become aware of how to achieve positive resolutions to tense situations and avoid and prevent conflict. (ongoing)</p> <p>Young people develop a positive attitude towards their learning and develop resilience resulting in increased attendance and a reduction in exclusions. (ongoing)</p> <p>Pupils are active participants in their learning and are aware of their rights and responsibilities. (June 2023)</p>	<p>Training will be provided on nurture principles for core group. This group will cascade and inform the wider staff group.</p> <p>Staff will train senior students who will work as peer mentors supporting younger pupils to understand the importance of language in de-escalating potentially confrontational situations.</p> <p>Senior MVP mentors continue to assist with the whole-school implementation of MVP as appropriate throughout the course of the year. For example, S5 pupils trained in the MVP programme and will assume the role of MVP mentors to our S2 pupils. S6 MVP mentors will introduce the programme into cluster primary schools.</p> <p>Planned nurture groups with targeted support including 1-1 support for individual pupils. Staff case conferences for our vulnerable pupils will share approaches and good practice enabling young people to engage more fully in lessons.</p> <p>Partnership working to provide additional support for a target group of S3 learners to improve their attitude towards learning. (PEF – Guidance tutors x 4 £750, Teachmindset £2000)</p> <p>Embed rights-based education across learning.</p>	<p>Focus groups /staff evaluations will show that the core group have a greater understanding of core principles and are more able to support colleagues to apply nurture principles within classrooms.</p> <p>Peer mentoring programme is established that allows young people to challenge attitudes and beliefs. Pupil voice (focus groups and questionnaires) demonstrate a greater understanding of the impact of their choices.</p> <p>Referral system based on Boxall profile with indicators and descriptors will identify young people in greatest need of support. Nurture teacher observations.</p> <p>Staff feedback on progress of targeted pupils</p> <p>Reduction in referrals for behaviour and exclusion (external/internal) to pre covid levels. Pupil voice questionnaire before and after group work.</p> <p>Attendance rates increased by at least 5%</p> <p>Achieve Rights Respecting Schools Award – Bronze level</p>	

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

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
3.1, 2.4	<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	School Leadership	Assessment of Children's progress
		Teacher Professionalism	School Improvement
		Parental Engagement	Performance Information

Rationale for change	Outcome and Expected Impact	Intervention	Measures
<p>Pupil/parental voice* and classroom observations highlight the need to provide a more consistent approach to inclusion across the school community.</p> <p>*Survey completed May 2022</p>	<p>All staff will have a consistent understanding of the impact of classroom environments on pupil wellbeing. (By September 2022)</p> <p>All pupils will feel nurtured and supported within classrooms. (Ongoing)</p> <p>Consistent routines and structures will support young people to feel safe, secure and included.</p> <p>There will be consistent structures and routines across all departments.</p> <p>Pupil motivation and engagement will increase.</p>	<p>CLPL on Circle Framework delivered to all staff during IS day 2.</p> <p>Circle Framework will support staff to establish consistent routines across each classroom.</p> <p>Pupil and staff consultation on promoting positive relationships will inform our 'refreshed policy'.</p> <p>A cross curricular working group will review school's 'positive relationships' policy to include staff and young people feedback and align with the Circle framework.</p>	<p>Staff evaluation before and after CLPL will show the impact of training.</p> <p>Staff will use the Inclusive Classroom scale to rate the inclusivity of the physical environment and adjust their classrooms appropriately.</p> <p>Classroom visits.</p> <p>Pupil voice including PCT 1-1 interviews.</p> <p>Classroom observations and pupil voice will illustrate consistent routines being applied across the school community.</p> <p>Reduction in number of referrals (by 10%) to pupil support base.</p> <p>Relaunch of the refreshed positive behaviour policy.</p> <p>Reduced number of referrals (by 10%) from class teachers.</p> <p>Reduced number of FH/PT sanctions (by 10%) issued.</p>

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Improvement Priority 3 : 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 <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 <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement 	<ul style="list-style-type: none"> Assessment of Children's progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Intervention	Measures
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>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 and the world of work. (by June 2023) 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. (by June 2023)</p> <p>Increased partnerships with local businesses which create opportunities for young people. (by June 2023)</p> <p>Partnership working will help promote and explore opportunities to connect learning to employability. Increase in the number of our young people who enter and are sustained in positive destinations. 3 year average – school 95% authority 95%. Target > 97% 2020/21 - Quintile 1 91% Quintile 5 99%. Target reduce gap by 4%. (by June 2023)</p> <p>Young people develop an improved mindset towards their own achievements. Resilience as well as key employability skills: communication, team work etc. will be developed. These skills will assist learning in other curricular areas, positively impacting on attainment and achievement of this group. (by June 2023)</p>	<p>BGE/SP courses will be developed to provide opportunities for learners to develop employability skills.</p> <p>All departments develop new or re-establish industry links.</p> <p>DYW key worker, project leader and SDS will support staff to engage Career Education standards in relation to their subject area. (PEF) (PL £1500, Key worker – Authority funded)</p> <p>DYW key worker and project leader further develop partnership working / links with SDS and local businesses. (PEF)</p> <p>Duke of Edinburgh award scheme added to the formal curriculum for a targeted group of learners</p>	<p>Evidence of skill progression within course plans.</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. Data will show the young people have made successful transition from school to a positive destination. Increased number of partners working with subject specific specialists.</p> <p>Questionnaires capture that staff are more confident in how to integrate the 'world of work' into their lesson plans.</p> <p>Partnership Agreements are increased. Increased number of young people are taking part in work experience (both on site and remotely).</p> <p>Positive destination data shows that young people are sustained in positive destinations.</p> <p>Departmental data linked to number of industry partnerships.</p> <p>All young people complete the bronze award.</p> <p>Pupil evaluations of their attitude towards learning in school. Before and after.</p> <p>Reduced numbers of referrals (Behaviour, timekeeping, attendance).</p>

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