

CRAIGROYSTON COMMUNITY HIGH SCHOOL

School Improvement Plan

2024/25



School Information	
School/Establishment	Craigroyston Community High School
Head Teacher	Shelley McLaren
Link QIEO	Janice Watson

School Statement: Vision, Values & Aims, Curriculum Rationale

Our school is situated in the North West of Edinburgh and the catchment covers Muirhouse and Pilton and sections of Drylaw and Granton - all of which are areas of high deprivation. Muirhouse is the sixth most deprived area in Scotland. We have a current roll of 737 pupils and this is set to increase to over 760 in the coming session. 70% of our pupils live in SIMD 1 and 2 and 86% live in SIMD 1 to 3. Currently 10% of our roll is Care Experienced – this is excluding our new S1; 35% of our pupils are EAL; 55% of our pupils have an additional support need and just under 40% of our pupils have FME. Due to the impacts of poverty, around 120 young people, who do not qualify for FME, are given free lunches each day.

Craigroyston Community High School was previously a Scottish Attainment Challenge School. This session we received £56,399 which will continue next year. This is in addition to £147,000 of Pupil Equity Funding. Our school was last inspected in 2015.

In terms of Covid-19, the biggest impact on our young people has been the even greater effects of poverty. Many of our parents and carers were furloughed or faced unemployment during the pandemic. Whilst we have moved on from the pandemic, the cost of living crisis has resulted in huge financial concerns and additional stress for families.

Our school is inclusive, poverty proofed and puts a huge emphasis on community, family, equity and equality. We have a ‘no exclusions’ approach and over the past five years have excluded only ten pupils in total – not including session 2023/24. Our drive to ensure positive destinations for all continues and last session 97.2% of young people achieved a positive destination. We are a school that ensures we solve any problem for our young people and that nobody is left behind. We believe that young people are better in school and put great emphasis on pupils staying until the end of S6.

Our School Vision

Every young person, without exception, receives excellent quality learning and teaching in a safe, welcoming, nurturing, happy and inclusive environment – so they are able and encouraged to achieve their potential.

The school will ensure every young person leaves Craigroyston at the end of S6 with a portfolio of qualifications, skills, experiences and a knowledge of the job market so that they can enter a sustained, positive destination of further/higher education, apprenticeship or employment.

Our School Values

Courage

Compassion

High Expectations

Solidarity

Our Core Priorities

1. We ensure all young people are on a pathway to a sustained positive destination
2. Our young people know how to progress in their learning
3. Our curriculum meets the needs of all learners
4. We provide a welcoming, inclusive and nurturing learning community
5. We demonstrate a strong commitment to self-evaluation

We are a school that is very good in terms of inclusive practice and ensures that every single young person is supported and given the best opportunity to succeed regardless of background or barriers. At the heart of everything we do is the love and care we give our young people.

Our main focus moving forward is the attainment and attendance of our pupils. This will underpin our drive to educate our young people out of poverty. In order to improve this, we must also focus on learning and teaching and ensure consistency across the school.

This session our key priorities continue to be attendance, attainment, teaching and learning and inclusion.

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3 (leadership of change)	Curriculum Leaders will lead develop and diversify learner pathways in their faculty area to ensure curriculum meets the needs of all learners to attain and achieve to the end of S6.	Curriculum Leaders and Teachers will embed and lead development in alternative curriculum pathways and begin to develop links with other partners to sustain and deepen these pathways.	Curriculum Leaders and Teachers will seek to develop opportunities for achievement to be further recognised and celebrated as part of courses and qualifications offered. Faculty areas will offer a range of courses with sustained pathways for all pupils that includes sustained partnership working.
2.3 (LTA)	Curriculum Leaders and Teachers will begin to explore ways to try and further recognise achievement, particularly through skills development, in senior phase courses beyond traditional attainment and assessment measures.	Curriculum Leaders and Teachers will look to trial, track, adapt and embed practices that allow achievement and skills development to be recognised through assessment methodologies and celebrated as of senior phase courses.	Skills development and achievements within courses will be recognised and celebrated alongside traditional attainment progress methodologies
3.1 (Equality, Inclusion)	Curriculum offering expanded to meet the needs of all young people in our setting. Curriculum will be aligned to likely and desired sustained positive destinations for our young people.	Curriculum will be further expanded to include alternate qualifications at all levels (L3-7) making full use of a range of partners to provide appropriate learner pathways and qualifications.	Sustained curriculum pathways that meet the needs of all pupils and are fully integrated with curriculum alignment across CEC.
3.2 (raising attainment & achievement)	Pupils will have access to a greater range of qualifications at L4-6. Increased partnership work with colleges, locality schools, DYW, SDS. Positively impact on attainment data at L5 and L6	All faculty areas will deliver alternative qualifications at Level 5 and 6. Further increase in the qualifications and partnership work to deliver further qualifications where appropriate. Sustained delivery of further qualifications from 2024-25. Improvements in attainment data at Level 5 and Level 6	Alternative qualifications and courses sustained and embedded. All faculty areas will have increased partnership work and links to deliver and support with delivery of additional qualifications. Key focus on increase in number of Level 6 qualifications offered. Improvements in attainment in 3+ L6 qualifications achieved by young people.
Additional Qis (2.2, 3.3, 2.7)	<p>2.2 – Curriculum model expanded in all faculty areas. New qualifications offered at L5/6.</p> <p>3.3 – Increase number of qualifications that further develop skills relevant to the world of work (Foundation Apprenticeships trialed).</p>	<p>2.2 – All faculty areas offering further L5/6 qualifications. Learner pathways clear from S4-6.</p> <p>3.3 – Increase number of Foundation apprenticeships offered or similar qualifications that develop employability skills.</p>	<p>2.2 – All faculty areas review S1-3 curriculum to ensure that skills are developed relevant to new and learner pathways in S4-6.</p> <p>3.3 – Foundation Apprenticeships and alternative curriculum choices embedded as part of learner pathways.</p>

	2.7 – Partnership work trialled with colleges, DYW, locality schools through consortia and Foundation apprenticeships.	2.7 – Partnership work sustained and increased through alternative curriculum models. Increase in partnership work with local employers.	2.7 – Partnership work positively impacting on curriculum and qualification offering. Sustained positive destinations improved.
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Improvement Priority 1	
Priority	Teaching and Learning
Person(s) Responsible	Lorna Henderson and Michael Cunningham (SDO Teaching and Learning)
Next Steps from Standards and Quality Report	<ol style="list-style-type: none"> 1. Continue to use the CCHS Learning Standard and Teachers' Charter to improve Teaching and Learning with a particular focus on leadership of learning. 2. Continue to embed digital learning as an integral part of teaching and learning. 3. Continue to build leadership capacity through Aspiring Leaders of Pedagogy (ALP) programme. 4. Refine tracking and monitoring of BGE attainment. 5. Develop and implement a CCHS Home Learning policy.

HGIOS 4 QIs	NIF Priority
2.3 3.2	<ul style="list-style-type: none"> • Improvement in achievement, particularly in literacy and numeracy.

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>1. Continue to use the CCHS Learning Standard and Teachers' Charter to improve Teaching and Learning with a particular focus on leadership of learning.</p> <p>Young people are not active participants in their own learning. Learning is predominantly teacher-led.</p>	<p>Implementation of learning cycle process in key aspects of Teaching and Learning:</p> <ul style="list-style-type: none"> - Learning environment - Pupil engagement - Pupil dialogue 	<p>Learning Environment (August – September)</p> <p>Pupil Engagement (September – December)</p> <p>Pupil Dialogue (January – April)</p> <p>Professional reading → Professional learning sessions → Professional dialogue → Classroom pedagogy trials → Pedagogy breakfasts → SCE Learning Walks → Regular feedback → CL/SLT Link dialogues</p> <p><i>SDOs/SLT/CLs/Teachers</i></p>	<p>Learning environment <u>Classrooms</u> and resources are well-organised. Pupils make use of visual displays and support strategies to scaffold their own learning.</p> <p>Pupil engagement Learners take part in regular and effective pair and group work, in which all participants are effective contributors. Pupils participate in a range of activities that involve them in the learning process. There is an appropriate balance between teacher-led and teacher-facilitated learning.</p> <p>Pupil dialogue Teacher questioning makes use of a range of techniques and draws on different higher order thinking skills, and is tailored to meet the needs of individual learners. Pupils are confident individuals, participating in intentional dialogue within classes. Learners are able to articulate the purpose of their learning. Systematic and robust teacher-pupil conversations take place, including regular feedback, ensuring successful learners who are aware of their next steps.</p>	<p>5 x SCE learning walks</p> <p>2 x pupil focus groups</p> <p>1 x pupil survey</p> <p>1 x SCE full period visit</p> <p>Teaching and Learning showcase</p> <p>Growth of T&L Toolkit</p> <p>Faculty self-evaluation (HGiOF)</p>

<p>2. Continue to embed digital learning as an integral part of teaching and learning.</p> <p>Pupils are not bringing charged iPads to school on a daily basis. Teachers are not regularly incorporating use of digital learning into their lesson planning. Digital provision is inconsistent across the school and not used to its full potential.</p>	<p>SDOs will incorporate digital learning as part of the Teaching and Learning professional learning provision going forward, supported by Digital Champions.</p> <p>Teaching staff will make use of OneNote with all classes, to create lesson pages and capture naturally occurring evidence of learner progress.</p> <p>Digital starters will encourage the use of iPads and ensure that all pupils have an iPad when required.</p>	<p>SDOs and Digital Champions to finalise a digital roadmap for session 2024-26, outlining CCHS adoption of the SAMR model. <i>August 2024</i></p> <p>Regular meetings between SDOs and Digital Champions.</p> <p>Bespoke support for faculties and / or individuals from Digital Champions, for example: twilight CLPL sessions, one-to-one help, attendance at faculty meetings, team teaching.</p> <p>Teaching staff will create lesson pages for all classes on OneNote.</p> <p>Teaching staff will adopt digital starters, supported by SDOs, to contribute to 'digital bootcamp.' <i>August 2024</i></p> <p>Digital learning strategies will be included in Professional Learning sessions.</p> <p>Digital learning strategies will be added to the Teaching and Learning toolkit.</p> <p>Increased T&L visibility through CRR-Central News and Updates.</p> <p><i>SDOs/ Digital Champions /CLs/Teachers</i></p>	<p>Learners take part in a variety of activities in every lesson, making use of iPads.</p> <p>Learners access lesson materials on OneNote.</p>	<p>Decreased number of pupils borrowing iPads.</p> <p>iPads are visible during SCE learning walks.</p> <p>Staff / Pupil feedback (surveys/focus groups)</p> <p>Lesson materials are accessible to learners and parents/carers.</p>
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<p>3. Continue to build leadership capacity through Aspiring Leaders of Pedagogy (ALP) programme.</p> <p>Non-promoted staff require opportunities to develop capacity for leadership.</p>	<p>Aspiring Leaders of Pedagogy programme offered to second cohort of teaching staff / new middle leaders.</p> <p>ALP will be used to support the leads of School Leadership Groups who will meet during Distributed Leadership Time to develop specific areas of focus:</p> <ul style="list-style-type: none"> - Outdoor learning - Parental engagement events - IDL across the curriculum - Pupil resilience e.g. growth mindset, zones of regulation etc. - Highly able - Skills across the curriculum 	<p>Teachers will choose from the areas of focus that are of interest to them and SDOs will compile groups.</p> <p><i>August 2024</i></p> <p>Leads will be appointed, who will be encouraged to participate in ALP 2024-25.</p> <p><i>August 2024</i></p> <p>ALP sessions will take place across the session, to include:</p> <ol style="list-style-type: none"> 1. Understanding yourself as a leader 2. Leading change 3. Using data to analyse and evidence improvement 4. Improvement planning 5. Coaching / Engaging in challenging conversations <p>School Leadership Groups will be supported by SDOs to develop and conduct a project within their area of focus.</p> <p><i>SDOs / Teachers</i></p>	<p>ALP participants will have increased confidence in their own leadership skills.</p> <p>Faculties (and subsequently pupils) will benefit from further staff who are able and keen to lead on pedagogical improvement.</p> <p>SLGs successfully complete projects.</p>	<p>ALP participants may apply for GTCS professional recognition.</p> <p>Staff feedback through MS Form.</p> <p>SLGS provide evidence applicable to their project, e.g.:</p> <ul style="list-style-type: none"> - Photos - Social Media posts - Contributions to CRR Central news and updates - T&L Toolkit materials - Faculty meeting minutes - Curriculum plan updates
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<p>4. Refine tracking and monitoring of BGE attainment.</p> <p>BGE Attainment tracking is regular but often subjective and therefore inconsistent, sometimes with no clear evidence of pupil progress over time.</p>	<p>Faculties will refine their instruments of assessment for BGE to ensure that they robustly cover CfE experiences and outcomes / benchmarks.</p> <p>These assessments will link into a matrix designed to facilitate tracking of progress through CfE levels.</p> <p>National Standardised Assessment data will be analysed, and the results used to support teaching staff in their understanding of national progress parameters in literacy and numeracy, across the BGE (P1 to S3.)</p>	<p>SDOs and DHT Curriculum will engage with new CEC tracking and reporting system to develop future protocols for the school.</p> <p>CLs and teachers will continue to create robust instruments of assessment for BGE, including feedback and tracking across the range of benchmarks at each level.</p> <p>A systematic method of tracking progress will be developed, e.g. the 'Organisers' already developed by faculties and a bronze / silver / gold matrix, along with a clear plan of how this will link with the new CEC system.</p> <p>Any new method of recording attainment will be trialled and consulted upon.</p> <p>NSA data analysis <i>August 2024</i></p> <p>Professional learning for staff on literacy and numeracy bandings in practice.</p> <p>Development of an NSA-style assessment will be created, to be conducted towards the end of S1, in order to facilitate S2 broad-banding. <i>April 2024</i></p> <p><i>SDO/DHT Curriculum</i></p>	<p>Learners within the BGE are given the opportunity to sit assessments at an appropriate level of challenge, which cover the full suite of benchmarks / Experiences and Outcomes.</p> <p>Learners are aware of the level at which they are working, and what their next steps are in order to progress.</p> <p>Parents and carers are aware of progress through and between levels.</p> <p>Assessment results are used to plan for learning of appropriate level and challenge, and to aid in target setting and relevant interventions.</p> <p>Teaching staff are aware of learners' literacy and numeracy levels, and understand the ability and achievement linked to each level. They use this information to help plan for differentiated materials, tasks, and assessments.</p> <p>S2 pupils are broad banded with current and robust assessment information, and therefore experience teaching and learning of appropriate challenge / support.</p>	<p>Updated instruments of assessment</p> <p>Assessment results</p> <p>Learner conversations</p> <p>TAMAR / tracking reports</p> <p>Moderation evidence on CRR-Central</p> <p>CL / teacher professional dialogues</p>
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<p>5. Develop and implement a CCHS Home Learning policy.</p> <p>Pupils do not often receive home learning, especially in the BGE, and this has an impact upon attainment.</p>	<p>SDOs will create a home learning policy.</p> <p>Teaching staff will make greater use of home learning to support pupil attainment across all year groups.</p>	<p>Consultation with faculties to agree subject-specific expectations around home learning. <i>September 2024</i></p> <p>Consultation of parents / carers to gauge opinions and support. <i>September 2024</i></p> <p>Professional learning for staff on 'flipped learning' delivered at FSM, supported by Digital Champions.</p> <p>Creation of a home learning policy that outlines expectations to learners and parents / carers. <i>October 2024</i></p> <p>Teaching staff utilise home learning to promote challenge and increase attainment. <i>November 2024 onwards.</i></p> <p>Tracking of home learning completion as appropriate.</p> <p><i>SDO / Digital Champions / Teaching staff</i></p>	<p>Learners are given regular opportunities in all subjects to engage with learning at home, in a variety of ways.</p> <p>Some teachers will make use of 'flipped learning' to maximise pupil engagement and dialogue during class time.</p> <p>Home learning tracking is used as further evidence for pupil progress and attainment.</p>	<p>Clear, whole-school home learning policy in place.</p> <p>Home learning tracking and attainment tracking.</p> <p>Pupil focus groups / survey.</p> <p>Parent / carer MS Form feedback.</p> <p>CL/Teacher professional dialogues.</p>
<p>Evaluation (January, May)</p>				

Improvement Priority 2	
Priority	Curriculum – Attainment & Achievement
Person(s) Responsible	S. McLaren (Headteacher) A. McFarlane (Depute Headteacher) Michael Cunningham & Lorna Henderson (Senior Development Officers) Curricular Leaders
Next Steps from Standards and Quality Report	<p>Attainment <i>Continue to develop a curriculum that meet the needs off all learners. Ensuring they attain to the best of their abilities whilst also improving whole school attainment targets and priorities.</i></p> <p>Achievement <i>Increase opportunities to celebrate achievement through an expanded curriculum offer that further incorporates skills development alongside accumulation of knowledge.</i></p>

HGIOS 4 QIs	NIF Priority
2.2 – curriculum 3.1 – equity & inclusion 3.2 – raising attainment & achievement 3.3 – increase creativity & employability 2.3 – learning, teaching & assessment 1.3 – leadership of change 2.7 – Partnerships	<p>Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p>Improvement in achievement.</p>

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>(1) Having a Senior Phase (SP) curriculum that meets the needs of all learners through to the end of S6.</p> <p>(2) Increasing the number of pupils achieving 1, 3, 5 qualifications @Level 5 and Level 6</p> <p>(3) Lack of emphasis on skills development through SP courses and opportunities to celebrate other achievements in courses/qualifications as opposed to sole focus on traditional attainment measures.</p> <p>(4) Engaging all teaching staff to become curriculum makers in their subject area to develop and deliver alternative courses/qualifications. Including increasing pupil and parental voice in decision making around changes.</p>	<p>Auditing current curriculum approaches. Specifically focusing on learner pathways through each curricular area. Evaluate curriculum against vision – where do we sit against our vision? Where does our curriculum need to adapt/improve? (Key Issue 1)</p> <p>Continue to develop learner pathways that meet the needs of all learners (KI 1)</p> <p>Senior Phase curriculum that offers a wider range of courses/qualifications and opportunities for young people through increased use and access to Consortia, College, Foundation Apprenticeships, and other partnership work (KI 1 & 3)</p> <p>Increase the number of qualifications offered by subject areas at Level 5 and Level 6 and as such make progress towards achieving specific attainment targets (KI 2)</p> <p>Focus on developing current assessment practices and incorporate ways to assess skills development and celebrate achievements through this (KI 3)</p>	<p><u>Activity</u> Audit of current curriculum – This will include, breadth of qualifications offered, assessment approaches used, links with partners, positive destinations. This audit will act as baseline for check-in and comparison opportunities in short term (October) and yearly in the long term (2-3 years). <u>When/Who</u> August/October/May - AMC</p> <p><u>Activity</u> Inset/FSMs – curriculum planning. Staff engage with professional reading and CLPL based around proposed national and local curricular changes to evaluate current learner pathways within subject areas. To develop new courses and qualifications and increase breadth of qualifications offered at Level 5 and 6. <u>When/Who</u> August/throughout session – AMC/CLs/all teaching staff</p> <p><u>Activity</u> Curriculum Change (test group) – staff and pupils involved in delivering and participating in new qualifications. Those involved will meet throughout the year to evaluate progress, and</p>	<p>All faculties will have increased the number of Level 5 and Level 6 qualifications on offer for session 2025-26 (KI 1 & 2).</p> <p>All faculties will have a sustained learner pathway model that allows all pupils to achieve and progress in that faculty through to the end of S6 (KI 1)</p> <p>Enhanced positive destination data – with a focus on sustainable destinations. (KI 1)</p> <p>Almost all pupils that started courses through Consortia, FAs, and with other partners will have completed this and be on track to achieve a qualification in it (KI 1 & 3)</p> <p>As a school we will have increased access to courses through Consortia, FAs, others for session 2025-26 (KI 1 & 3)</p> <p>The number of S4 pupils accessing 1, 3, and 5 qualifications @ Level 5 will have increased for session 2024-25. Figures for session 2023-24 were 72% (1@) and 32% (5@) (KI 2)</p> <p>The number of S5 pupils accessing 1, 3, and 5</p>	<p>Audit of Current Curriculum practice (baseline)</p> <ul style="list-style-type: none"> – Interviews – Focus groups – Faculty evaluations <p>Curriculum Focus Groups</p> <ul style="list-style-type: none"> – regular meetings – feedback on progress. <p>CLPL/Professional reading</p> <ul style="list-style-type: none"> – evaluations of impact – progress review with changes <p>Assessment Practices</p> <ul style="list-style-type: none"> – faculty audits – sharing classroom experience (observation) – Improvement planning focus <p>Pupil engagement</p> <ul style="list-style-type: none"> – Evaluations – Focus groups <p>Parental engagement</p> <ul style="list-style-type: none"> – Focus group – Targeted interviews – Feedback opportunities at school events <p>Staff engagement</p> <ul style="list-style-type: none"> – Feedback on CLPL – Evaluation on progress

	<p>Increase autonomy at all levels to develop effective curriculum pathways to meet the needs of all learners in each curricular context. Through CLPL opportunities to enhance knowledge, expertise and develop autonomy. (KI 4)</p> <p>Evaluate impact on pupils through their experiences and outcomes in and beyond school (including pupils, parents, staff, partners) (KI 4)</p>	<p>plan for improvement for next session and wider roll out across the school (sharing effective practice)</p> <p><u>When/Who</u> May 2024/August/throughout session – AMC/Curriculum trial group/selected pupils</p> <p><u>Activity</u> Curriculum Development Group – staff involved in analysing current curriculum practices. These staff may be part of the test group as well. There will be representation from each faculty area with the aim of sharing effective practice in their faculty and leading curriculum change in this area. This group will also be involved in the initial phase of how we assess skills development and celebrate and recognise these achievements in a school.</p> <p><u>When/Who</u> August/throughout session – AMC/Curriculum working Group/all teachers</p> <p><u>Activity</u> Review Assessment approaches – professional reading, CLPL tailored towards reviewing assessment and how we make use of effective assessment practices to assess skills, and achievements of young people in</p>	<p>qualifications @ Level 6 will have increased for session 2024-25. (KI 2)</p> <p>The number of school leavers achieving 1, 3 and 5 qualifications at Level 5 and Level 6 will have increased for session 2024-25 (KI 3)</p> <p>All Curriculum Leaders and Teachers will have explored ways to try and further recognise achievement, particularly through skills development, in senior phase courses beyond traditional attainment and assessment measures (KI 3)</p> <p>Improved pedagogical understanding and practice around use of effective assessments. (KI 3)</p> <p>Increased engagement with parents – parents that feel part of decision making. (KI 4)</p> <p>Improved pupil voice – genuine partners in learning & teaching approaches. (KI 4)</p> <p>Increased and improved links with partner agencies/community/employers both through and after school (KI 4)</p>	<ul style="list-style-type: none"> – Leaders of change <p>Stakeholder engagement</p> <ul style="list-style-type: none"> – Comparison of year on year use – Feedback from partners <p>Attainment</p> <ul style="list-style-type: none"> – Insight – Termly CL meetings – Tracking and Monitoring system – Year on year comparison <p>Curriculum Planning (future)</p> <ul style="list-style-type: none"> – Faculty learner pathways – Update and progress year on year versus initial baseline
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		<p>addition to traditional attainment measures of success.</p> <p><u>When/Who</u> August/FSMs(throughout session) – AMC/LHE/MCU/Curriculum working Group/all teachers</p> <p><u>Activity</u> Pupil Voice – pupils involved in sustained meaningful contribution to curriculum development in the school. Pupils will be play an active roll in determining future direction of curriculum changes</p> <p><u>When/Who</u> August/December/April– AMC/Curriculum working Group/pupils</p> <p><u>Activity</u> Engage Parental Network – parents will have the opportunity to meaningfully contribute to how we take curriculum forward. How we celebrate achievements of all pupils. How we engage further with community and partners with our curriculum offering.</p> <p><u>When/Who</u> August/December/April– AMC/Curriculum working Group/parents</p>	<p>Empowered staff that are leaders in curriculum making. (KI 4)</p>	
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		<p><u>Activity</u> Attainment Review – SLT and CLs will meet to review each faculties current curriculum progress alongside improving attainment. This will involve regular attainment meetings. Focus on numbers sitting and achieving L5 and L6 qualifications.</p> <p>Tracking and monitoring of pupils attainment against VC and previous years.</p> <p>Meetings with individual pupils to support and sustain progress with current qualifications.</p> <p>Identify gaps in subject/faculty areas where attainment can be improved and curriculum changes can be planned for to improve this.</p> <p><u>When/Who</u> Throughout session– AMC/SMCL</p> <p><u>Activity</u> Partner Engagement – SLT and CLs will look to build on and develop further partnerships with colleges/FAs/Consortia/Employers to increase opportunities for young people. Those involved in curriculum trial will link in with CLs to support with this.</p> <p><u>When/Who</u></p>		
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		<i>December/May– AMC/Curriculum Trial group/CLs</i>		
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Evaluation (January, May)

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Improvement Priority 3

Priority	Attendance
Person(s) Responsible	S. McLaren (Headteacher) S. Ellis (Depute Headteacher) C. Yardley, S. McNeill, H. Hunter, D. Black (Pupil Support Leaders) M. Summers, E. Bidier (Development Officers) D. Aldridge (PSO) L. Smith (EWO)
Next Steps from Standards and Quality Report	Improve systems Reduce number of young people with attendance below 85% Improve whole-school attendance on Fridays

HGIOS 4 QIs	NIF Priority
1.1 2.2 2.3 2.4 3.1	<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 children and young people's health and wellbeing

	<ul style="list-style-type: none">• Closing the attainment gap between the most and least disadvantaged children and young people• Improvement in attainment, particularly in literacy and numeracy.
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Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes (what does success look like?)	Measurements (how will you know?)
<p>Using an appropriate system to ensure that all young people's attendance is monitored effectively each day by all</p> <p>Currently we use Seemis and TAMAR; however, there needs to be a consistent approach to how attendance is managed to ensure early and appropriate interventions happen systematically</p>	<p>Create a flow chart</p> <p>Share this flow chart with all staff</p> <p>Meet with staff who will be responsible for key aspects of attendance to ensure the system is robust and agree strategies, actions, responsibilities and timelines</p>	<p>August 2024 (S. McLaren)</p> <p>August 2024 (S. McLaren)</p> <p>August 2024 (SLT, PSLs, DOs, PSO, EWO)</p>	<p>All members of staff effectively following the flow chart so that a change in young people's attendance is identified at the earliest opportunity</p>	<p>Feedback from staff</p> <p>A reduction in the number of young people whose attendance falls below 85%</p>
<p>Recording attendance accurately</p> <p>Currently registers are not completed consistently and accurately, including a high number of TBCs – young people's attendance needs to be recorded consistently</p>	<p>Whole-staff training/reminder on recording attendance</p> <p>Meeting with PSLs/PSO with a focus on clearing TBCs and Seemis coding</p>	<p>August 2024 (S. Ellis)</p> <p>August 2024 (S. Ellis)</p>	<p>All members of staff effectively and consistently completing their registers</p> <p>Young people's attendance featuring no TBCs</p>	<p>A reduction in the number of TBCs</p> <p>A reduction in the number of incomplete registers</p>

<p>Ensuring rigorous attendance monitoring by SLT</p> <p>Currently this is completed by the HT alone – this now needs to be completed by the whole of SLT led by the Pupil Support DHT</p>	<p>Weekly meeting with HT/DHT Pupil Support to discuss attendance</p>	<p>August 2024 and ongoing (S. McLaren/S. Ellis)</p>	<p>Early interventions resulting inputted for young people who are struggling to attend school</p>	<p>A reduction in the number of young people with an attendance below 85%</p>
<p>Improving communication between PSLs, DOs, Year Heads/SLT and the PSO Attendance regarding attendance</p> <p>Currently the process to improving a young person's attendance is reactive – there needs to be a focus on this being proactive which requires communication between all involved</p>	<p>Monthly meetings with PSLs, PSO, EWO, DOs and Year Heads/SLT to discuss pupils' attendance, interventions and supports</p>	<p>August 2024 and ongoing</p> <p>S. McLaren (Headteacher) S. Ellis (Depute Headteacher) C. Yardley, S. McNeill, H. Hunter, D. Black (Pupil Support Leaders) M. Summers, E. Bidier (Development Officers) D. Aldridge (PSO) L. Smith (EWO)</p>	<p>Fully attended monthly meetings where young people's attendance is discussed and interventions actioned</p>	<p>A reduction in the number of young people with an attendance below 85%</p>
<p>Reduce below 85% attendance from 41% (235 pupils) to 25% (143 pupils), working towards 20% (114 pupils)</p> <p>Greater communication between school and home is required to ensure that the importance of attendance is communicated – there also needs to be greater focus on communicating this with our young people</p>	<p>Identify cohort of young people to target – share with all staff</p> <p>Use Seemis daily reports to inform the targeted group</p>	<p>August 2024 and ongoing</p> <p>S. McLaren (Headteacher) S. Ellis (Depute Headteacher) C. Yardley, S. McNeill, H. Hunter, D. Black (Pupil Support Leaders) M. Summers, E. Bidier (Development Officers) D. Aldridge (PSO) L. Smith (EWO)</p>	<p>Young people attending school and being fully engaged with their education</p>	<p>The percentage of young people with an attendance below 85% moving from 41% to 25%</p>

Improve Friday attendance from 65% to 85% Greater communication with home and the young people about the importance of attending school on a Friday	Identify cohort of young people to target – share with all staff Use Seemis reports to inform the targeted group	August 2024 and ongoing S. McLaren (Headteacher) S. Ellis (Depute Headteacher) C. Yardley, S. McNeill, H. Hunter, D. Black (Pupil Support Leaders) M. Summers, E. Bidier (Development Officers) D. Aldridge (PSO) L. Smith (EWO)	Young people attending school on Fridays and being fully engaged with their education	The percentage of young people with an attendance below 85% moving from 41% to 25%
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Evaluation (January, May)