



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment

Saint Matthew's Academy Improvement Plan 2020-21



Vision, Values and Aims

Our Vision, Values and Aims

In Saint Matthew's Academy we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Vision

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

Values

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- *to promote Gospel values of love, understanding and respect through all our activities and at all times;*
- *to develop all members of our community spiritually, morally, intellectually, socially and physically;*
- *to provide the highest possible standards of learning and teaching;*
- *to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;*
- *to nurture in our young people creativity and aesthetic appreciation;*
- *to provide a safe, stimulating and welcoming environment;*
- *to work in close partnership with parents, the Church and the wider community; and*
- *to provide opportunities for the personal and professional development of staff.*

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

EDUCATION & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

Strategic Plan 2020-21: St Matthew's Academy

Covid-19 Recovery and Return

School Priorities	Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response the impact of COVID-19 in our community.
High Level Objectives	<ol style="list-style-type: none">1. <i>We will ensure staff feel safe and secure about a post lockdown return to school.</i>2. <i>We will ensure that time and space is provided to actively promote staff health and wellbeing.</i>3. <i>To further develop targeted approaches that support children and staff's mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection and recovery.</i>

Detailed Action Plan 2020-21: St Matthew's Academy

School Strategic Priority:1		Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response the impact of COVID-19 in our community.				Linked to initial Directorate Priorities: 1 and 3
High Level Objective 1	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Impact	Measurement
<p>We will ensure Staff feel safe and secure about a post lockdown return to school.</p>	<p>QI 2.1-2.4 QI 2.7 QI 3.1 NIF 3</p>		<p>Develop build and share school COVID plans, arrangements and expectations with staff and pupils in line with Scot Govt guidance on the opening of schools.</p> <p>Main messages</p> <p>This is not a normal return to school. We remain on a public health emergency footing. We need to maintain good public health behaviours in our establishments in line with recovery planning and SCOT GOV "FACTS" to reduce the incidence of the virus.</p> <p>Use corporate signage advice and public health messages to regularly revise procedures with all members of the community.</p> <p>Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities</p>	<p>Aug – Dec 2020</p>	<p>Staff will feel safer and confident in their return to duty in schools and establishments when following and adhering to policy and guidance</p> <p>Policies and procedures issued to staff are discussed and agreed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p>	<p>Regular discussions held to review procedures</p> <p>Observations on adherence to COVID arrangements.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.</p> <p>Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.</p>

All staff have access to North Ayrshire Council CLPL in Nurturing North Ayrshire's Recovery Modules 1,3,7

August 2020

There are clear plans and supports in place in place to support pastoral wellbeing of staff

A focus on Mental health and wellbeing of all supports and promotes wellbeing effectively.

Positive relationships feature highly in our response to CYP

Learning and teaching promotes resilience and safeguarding of CYP

Children and Young people feel safe

There is mutual respect based on shared values and expectations

There is improvement in children and young people's health and wellbeing.

School recovery plan in place focussing on

- *Mental health and wellbeing*
- *Nurturing recovery approach*

Analysis of staff/ pupil/ parent needs e.g. through discussions / surveys/ questionnaires/ ASN planning etc ensure the recovery plan and supports are responsive and supportive of staff / pupil/ community need.

Nurture observation data using materials from Applying Nurture as a whole establish process.

Pupil questionnaire analysis (eg based on Icepack/ HGIOURS HWB theme challenge questions and QIF visit 3 focus group questions) will reveal the extent to which our recovery plans have supported and improved HWB of our staff and pupils.

			Staff to undertake modules 2,4,5,6 of Nurturing North Ayrshire's recovery as required and in response to emerging staff and pupil needs		<p><i>This CLPL will support staff to:</i></p> <ul style="list-style-type: none"> • <i>Establish readiness for learning</i> • <i>Manage stress and promote resilience</i> • <i>Recognise and celebrate success</i> • <i>Be attuned and understand behaviours affected by trauma</i> • <i>Use emotion coaching and de-escalation techniques</i> 	<p><i>Evaluative statement drawn from professional feedback sessions built into the programme of CLPL to establish the staff capacity to help pupils and families through the recovery and return process.</i></p>
			A UNCRC rights respecting approach will be taken in our recovery planning	<p>Aug – June 2020-21</p>	<p><i>All will:</i></p> <p><i>be clear how coronavirus has impacted upon children's rights recognising it is our duty (as a team) to address this as nurturing practitioners.</i></p> <p><i>Be reassuring and optimistic endeavouring to keep everything in perspective and draw out and celebrate positives wherever possible.</i></p> <p><i>Be bold in quoting the CRC and asserting children's rights when advocating for our children with local and national authorities.</i></p> <p><i>Be child-centred in our thinking, planning and communication.</i></p> <p><i>Actively seek out and listen to CYP voices.</i></p> <p><i>Positive relationships in place with Children YP involved in decision making.</i></p>	<p>Use of RRS material and analysis questionnaire</p> <p>https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2020/05/Return-to-School-CRC-Planning_Final_210520.pdf</p>

<p>To further develop targeted approaches that support children and staff's mental health and wellbeing through the application of nurture as a Whole Establishment approach promoting reconnection</p>	<p>QI 1.4 2.1 3.1 NIF 2/3</p>		<p>Transition programmes will be delivered in partnership with Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable CYP.</p> <p>Information re mental health supports available to CYP in school and in the community will shared and discussed at a collegiate session.</p> <p>PSE lessons will have an early focus on mental health and wellbeing.</p> <p>Activities will be planned for parents/carers including information sessions, Q&A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and outdoor learning during Co-Vid 19 phasing and post phasing.</p>	<p>By December 2020</p> <p>By October 2020</p> <p>By October 2020,</p> <p>By October 2020</p>	<p>New S1s will have successfully transitioned to school and all school returners feel safe, confident and engaged in their new surroundings.</p> <p>Almost all CYP have increased knowledge and understanding of the supports available to them within school and within the community.</p> <p>All staff have increased knowledge and understanding of the supports available to support CYP's mental health and wellbeing and signpost and draw upon these supports as required.</p> <p>Parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.</p>	<p>Perception of engagement in learning for specific classes or subjects for target groups of learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale. Pupils report through learning conversations that they feel happy and safe in school.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</p> <p>CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support CYP.</p> <p>Learner conversations will demonstrate that almost all CYP know and understand the supports available within school and the community.</p> <p>Learning visits and teacher evaluations will show that almost all CYP are happy in class and engaged in learning.</p> <p>Qualitative and quantitative information received from partners will show that almost all CYP successfully participate and engage in programmes.</p>
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			<p><i>Individual meetings will be offered for parents/carers of targeted CYP and a key adult within school.</i></p> <p><i>A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.</i></p>		<p><i>Parents/carers of CYP in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.</i></p>	<p><i>Participation rates in parental transition programme show that almost all parents/carers, of CYP in the target groups, attended (virtually or otherwise).</i></p> <p><i>Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.</i></p> <p><i>Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with, and understood by parents/carers.</i></p> <p><i>Communication to parents/carers through virtual meetings, Twitter, letters, demonstrates that clear consistent messages are being provided.</i></p>
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Strategic Plan 2020-21: Saint Matthew's Academy

School Priorities	<p>We will create the conditions for our children and young people to access the highest quality learning experiences.</p>	<p>We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.</p>	<p>We will offer opportunities to our young people and their families to play a more active role in the school life and encourage more participation in learning.</p>	<p>We will work with young people to build their resilience, supporting their mental health and physical wellbeing.</p>
High Level Objectives	<ul style="list-style-type: none"> • Catholic Ethos • Digital Technology • Personalised Learning Pathways 	<ul style="list-style-type: none"> • Use of PEF to close the attainment gap • Insight analysis • BGE analysis • Teaching and Learning Strategies • Literacy and Numeracy • Skills framework 	<ul style="list-style-type: none"> • Family Engagement Strategy • Activity Tracker 	<ul style="list-style-type: none"> • Whole school approach to Nurture • Emotional Wellbeing Strategy • Promoting Positive Relationships Policy

Detailed Action Plan 2020-21: Saint Matthew's Academy

School Strategic Priority:		We will create the conditions for our children and young people to access the highest quality learning experiences.				Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
Catholic Ethos	3.1 DiF p23 NIF: "Improve ment in children' s and young people's health and wellbein g"	Y	Catholic Ethos <i>By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration. We will ensure our vision and values are clear and visible throughout all interactions. We will work with parents and parishes as they support young people on their faith journey.</i>	<i>Timescale: Session 20-21 Lead – Liturgy committee/ RE Dept/RRS committee</i>	Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school. We know and can demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. We know and can demonstrate well-planned and progressive opportunities for young people to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. We know and can demonstrate young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it. We know and can demonstrate that all staff and partners model behaviour which promotes and supports the wellbeing of all.	Catholic Ethos <i>Pupil voice. Participation in liturgical celebration Caritas Award analysis Use of Developing in Faith Self Evaluation document. All members of school community can articulate school values. Progress towards RRS Silver Award</i>

<p>Digital Technology</p>	<p>2.2 3.3</p>	<p>Y</p>	<p>Digital Technology</p> <p><i>We will ensure that young people are making effective use of digital technology to support and enhance their learning.</i></p> <p><i>We will support Teachers to continue to develop young people’s skills in digital technologies and plan for more regular interactive opportunities to develop and apply these skills.</i></p>	<p><i>Timescale: 20-21, Lead- IT coordinator</i></p>	<p>Digital Technology</p> <p>We know and can demonstrate effective use of a range of resources including digital technologies to provide appropriate support and challenge for learners</p> <p>We know and can demonstrate a clear focus on developing digital skills in a progressive way across the curriculum.</p> <p>We know and can demonstrate how digital skills enable children and young people to be creative and use digital technologies to meet a personal or social need</p>	<p>Digital Technology</p> <p><i>Capital spend to supplement existing resources</i></p> <p><i>To progress towards Digital Schools Award</i></p> <p><i>Staff training to raise awareness of Digital Literacy and promote digital skills</i></p>
<p>Personalised Learning Pathways</p>	<p>NIF: “Improve ment in employa bility skills and sustaine d, positive school leaver destinati ons for all young people.”</p>	<p>Y</p>	<p>Personalised Learning Pathways</p> <p><i>We will develop a targeted curriculum for those pupils at risk of not achieving a positive destination. Curriculum designed, including Skills Academy, to ensure identified pupils have opportunity to develop Skills for Learning, Life and Work.</i></p> <p><i>Specifically:</i> <i>-100% S6 Leavers achieving 1 or more SCQF Level 6</i> <i>-50% S6 Leavers achieving 3 or more SCQF Level 6</i> <i>-35% of S6 Leavers achieving 5 or more SCQF Level 6</i></p>	<p><i>Timescale: Session 20-21</i> <i>Lead – SMT, PT DYW, Post-16 Coordinator , PT Attainment through Achievement, SDS</i></p>	<p>Personalised Learning Pathways</p> <p>We know and can demonstrate that children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.</p> <p>We know and can demonstrate that partnerships are used effectively to deliver highly engaging creative learning to improve outcomes for learners.</p> <p>We know and can demonstrate that children requiring additional support have high quality individualised and meaningful progression pathways</p>	<p>Personalised Learning Pathways</p> <p><i>Pupil voice.</i> <i>Parental feedback.</i> <i>Review of referrals.</i> <i>Review of attendance.</i> <i>Review of attainment.</i> <i>Review of positive destinations for targeted pupils.</i> <i>Ayrshire College partnership</i> <i>‘Outreach’ partnership</i></p>

<p>Professional Learning</p>	<p>1.3 2.3</p>	<p>N</p>	<p>Professional Learning</p> <p><i>A continuation and development of PL programme to support and enhance professional skills and abilities of all staff.</i></p>	<p><i>Timescale: Session 20-21 Lead – SMT, PT L&T</i></p>	<p>Professional Learning</p> <p>All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.</p> <p>Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p>	<p>Professional Learning</p> <p><i>PL Programme PRD process GTCS Update Staff feedback</i></p>
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School Strategic Priority:		We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.				Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
Use of PEF to close the Attainment Gap	1.5 3.2	Y	<p>Use of PEF to close the Attainment Gap</p> <p><i>We will seek to secure additional staffing to focus on Literacy, Numeracy, Engagement and Support for Learning. We will facilitate the role of Campus Police Officer.</i></p> <p><i>We will seek to increase digital capacity within school and at home to ensure all pupils can access digital learning platforms</i></p> <p><i>We will use rigorous tracking and monitoring to identify pupils for targeted support.</i></p>	<p><i>Timescale: Sessions 18-21</i></p> <p><i>Lead – Various</i></p>	<p>Use of PEF to close the Attainment Gap</p> <p>We know and can demonstrate that learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>We know and can demonstrate that we have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>We know and can demonstrate that staff have a shared understanding of what impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.</p> <p>We know and can demonstrate the school can evidence that decisions about expenditure have resulted in increased attainment and achievement.</p>	<p>Use of PEF to close the Attainment Gap</p> <p><i>Pupil Voice</i></p> <p><i>School community can articulate curriculum rationale</i></p> <p><i>Analysis of BGE Tracking and Monitoring Insight</i></p> <p><i>SNSA & PASS results</i></p> <p><i>Ongoing whole school evaluation of QI 3.2</i></p> <p><i>Activity Tracker</i></p> <p><i>BGE attainment levels</i></p> <p><i>Increased IT inventory and resources</i></p> <p><i>Data Coach</i></p>

<p>Insight Analysis</p>	<p>1.1 2.3 3.2</p> <p>NIF: "Improve ment in attainment , particularl y in literacy and numeracy" "Closing the attainment gap between the most and least disadvanta ged children."</p>	<p>Insight Analysis</p> <p><i>We will continue to use school Insight analysis document to inform improvement in practice. Faculty Heads will work with Senior Management to review whole school attainment and propose next steps for improvement. Departments will review departmental attainment.</i></p>	<p>Timescale: Session 20-21 <i>Lead – Senior Management, Faculty Heads, Data Coach, Data Analysis Team.</i></p>	<p>Insight Analysis</p> <p>We know and can demonstrate a focused attention on monitoring and evaluating learning and teaching and children’s achievements, and to taking improvements forward.</p> <p>We know and can demonstrate that teachers have well-developed skills of data analysis which are focused on improvement.</p>	<p>Insight Analysis</p> <p><i>Increased attainment in senior phase. Increased awareness across staff of whole school attainment and next steps for improvement. Breadth and Depth analysis continue to show positive results against Virtual Comparator. Positive Destinations continue to be above VC Departmental, BOS Minutes. Line management meetings SMT minutes School Insight analysis document</i></p>
<p>BGE Analysis</p>	<p>2.3 2.4 3.2</p>	<p>BGE Analysis</p> <p><i>We will continue to use school BGE tracking system in tandem with standardised testing to inform improvement and next steps. Senior Management will use the system to review whole school attainment, whole school curriculum and to support moderation. Departments will use the system to review Departmental attainment, Departmental</i></p>	<p>Timescale: Session 20-21 <i>Lead – Senior Management, Faculty Heads, Data Coach, Data Analysis Team.</i></p>	<p>BGE Analysis</p> <p>We know and can demonstrate the use of different assessments to measure children’s progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.</p> <p>We know and can demonstrate that assessment and reporting procedures are manageable and very effective in</p>	<p>BGE Analysis</p> <p><i>Increased attainment in BGE. Increased awareness across staff of BGE attainment of all pupils. Departmental Minutes. Moderation activities Targeted support to close Attainment Gap. BGE attainment levels</i></p>

<p>Teaching and Learning Strategies</p>	<p>2.3</p>	<p><i>analysis of curriculum and to support moderation.</i> <i>Whole school and Department analysis of the relationship between BGE attainment levels and progression within Senior Phase.</i></p> <p>Learning and Teaching Strategies</p> <p><i>Continue to look outwards to develop a robust CLPL programme</i> <i>We will continue to maintain the profile of the use of Learning Intentions and Success Criteria in lessons.</i> <i>We will build on current moderation practices in school and look outwards to share good practice.</i> <i>We will develop our shared understanding of effective plenaries.</i> <i>We will advance our use of effective feedback strategies in line with the pilot Learning Logs.</i> <i>We will make progress towards embedding the use of a variety of Visible Learning strategies across the school.</i> <i>We will develop our understanding of Growth Mindset strategies within the classroom.</i> <i>We will continue to enhance digital teaching strategies and enhance staff capacity in use of Teams, Notebook etc.</i></p>	<p><i>Timescale:</i> Session 20-21 <i>Lead – SMT, PT Learning and Teaching, Faculty Heads</i></p>	<p>informing improvements in learning and teaching.</p> <p>We know and can demonstrate learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Teaching and Learning Strategies</p> <p>We know and can demonstrate that learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>We know and can demonstrate that staff access and apply relevant findings from educational research to improve learning and teaching and assessment.</p>	<p>Teaching and Learning Strategies</p> <p><i>Observations</i> <i>CLPL activities</i> <i>Pupil voice</i> <i>Open Fortnight</i> <i>Moderation</i> <i>Attainment data</i> <i>Ongoing whole school evaluation of QI 2.3</i></p>
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<p>Literacy and Numeracy</p>	<p>2.3 3.2</p>		<p>Literacy and Numeracy</p> <p><i>We will continue to work with Primary colleagues to ensure effective transition. We will consolidate the introduction of benchmarks across the curriculum. We will continue to maintain the profile of the Dyslexia Friendly School status.</i></p>	<p><i>Timescale: Session 18-21</i> <i>Lead – Faculty Head of English, Faculty Head of Maths, Literacy Committee, Numeracy Committee.</i></p>	<p>Literacy and Numeracy</p> <p>We know and can demonstrate attainment levels in literacy and numeracy are a central feature of the school’s priorities for improvement and are raising attainment.</p> <p>We know and can demonstrate that there is a strong ethos across the school to minimise the impact of potential barriers to learning.</p> <p>We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p>	<p>Literacy and Numeracy</p> <p><i>+97% of pupils will have achieved Level 3 in all areas of Literacy by the end of S3. +97% of pupils will have achieved level 3 in Numeracy by the end of S3. Attainment of pupils who experience dyslexia. A whole school evaluation of Literacy and Numeracy experiences. N4 Numeracy above VC.</i></p>
<p>Skills Framework</p>	<p>2.2</p>		<p>Skills Framework</p> <p><i>We will continue to promote a skills framework to assist young people in making connections across their learning to inform pathways through the BGE and beyond.</i></p>	<p><i>Timescale: Session 20-21</i> <i>Lead – SMT, all staff</i></p>	<p>Skills Framework</p> <p>We know and can demonstrate a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.</p> <p>We know and can demonstrate planning for progression in children and young people’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.</p>	<p>Skills Framework</p> <p><i>Established skills framework Shared understanding of our core skills across the school Skills week Pupil voice DM minutes Learning Logs Learner Profiles Skills seminars</i></p>

School Strategic Priority:		We will offer opportunities to our young people and their families to play a more active role in the school life and encourage more participation in learning.				Linked to Directorate Priority: 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
Family Engagement Strategy	2.5 2.6 NIF: "Improve ment in attainme nt, particula rly in literacy and numerac y." "Closing the attainme nt gap between the most and least disadvan taged children." "Improve ment in	Y	Family Engagement Strategy <i>Working in partnership with Connect we will aim to improve:</i> <i>Communication</i> <i>We will continue to reduce jargon in all literature and improve the content of school reports. We will continue to work with departments to develop resources that can be used at home to promote family learning.</i> <i>Learning at home</i> <i>Working with Family Engagement Ambassadors we will establish online support through 'how to' videos to encourage parents to support their child's learning at home.</i> <i>We will develop and explore new communication strategies through TEAMS / Zoom to continue programmes such as PIP.</i>	<i>Timescale: Session 20-21</i> <i>Lead – Senior Management, Family Learning Worker.</i>	Family Engagement Strategy We know and can demonstrate that creative approaches are used to engage families. We know and can demonstrate that Family Learning is responsive to identified needs. We know and can demonstrate that Family Learning is supporting families to minimise the impact of poverty on learning and achievement. We know and can demonstrate that families report improvement in their health and/or wellbeing. We know and can demonstrate that Family Learning is leading to stronger home-school links which are improving outcomes for learners.	Family Engagement Strategy <i>Pupil voice.</i> <i>Parental feedback.</i> <i>Tracking of parental engagement.</i> <i>Participation in learning events.</i> <i>Participation in celebration events.</i> <i>Whole school review of parental attendance at events.</i>

<p>Activity Tracker</p>	<p>children's and young people's health and wellbeing"</p> <p>1.5 3.2</p>	<p>Y</p>	<p><i>We will continue a programme of Family Learning through our work with NAC Family Engagement Team.</i></p> <p><i>We will deliver increased opportunities for parental engagement through a variety of Family Learning events, subject taster events, health and wellbeing sessions and curriculum information evenings.</i></p> <p>Activity Tracker</p> <p><i>We will continue to develop the Activity Tracker and embed its use across the school to support targeted interventions.</i></p> <p><i>Members of the school community will make use of the Activity Tracker to promote equity and support inclusion.</i></p>	<p><i>Timescale:</i></p> <p>Sessions 19-21</p> <p><i>Lead – AIW, PT</i></p> <p><i>Attainment Through Achievement</i></p>	<p>Activity Tracker</p> <p>We know and can demonstrate that children and young people are applying and increasing their achievements through active participation in their local community.</p> <p>We know and can demonstrate that expenditure decisions are made in line with the school's aims and vision to achieve planned priorities.</p> <p>We know and can demonstrate that staff have a shared understanding of what impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.</p>	<p>Activity Tracker</p> <p><i>Participation levels</i></p> <p><i>Activity analysis by key group e.g. SIMD</i></p> <p><i>Staff engagement</i></p> <p><i>Pupil engagement</i></p> <p><i>House competitions</i></p> <p><i>Targeted interventions</i></p>
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School Strategic Priority:		We will work with young people to build their resilience, supporting their mental health and physical wellbeing.					Linked to Directorate Priority: 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
Whole School Approach to Nurture	2.1 3.1	Y	<p>Whole School Approach to Nurture</p> <p>We will continue the whole school 3 year strategy to embed Nurture principles. The Steering committee will continue to implement our programme. CLPL will be employed to support all staff to develop and deliver the nurture principles:</p> <p>18/19- Principles 2 & 5 19/20- Principles 1 & 4 20/21- Principles 3 & 6</p> <p>Classroom observation cycle will prioritise Nurture strategies. Nurture teacher will continue to support pupils in The Nest.</p>	<p>Timescale: Sessions 18-21</p> <p>Lead – Nurture Steering Group</p>	<p>Whole School Approach to Nurture</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>We know and can demonstrate that we consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We know and can demonstrate that staff and partners create environments where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p>	<p>Whole School Approach to Nurture</p> <p>Pupil voice. Classroom observation. Pupils will be tracked using PASS assessments. Review of attendance based against national and authority figures. Ongoing whole school evaluation of QI 3.1 Ongoing evaluation based on Education Scotland's Whole School Approach to Nurture Document. Identified pupils will participate in Boxhall profiling to identify progress. Parental feedback. Referrals, attendance and exclusion will be tracked to identify progress. Activity tracker.</p>	
Development of Emotional Wellbeing Strategy	3.1 2.7	Y	<p>Development of Emotional Wellbeing Strategy</p> <p>The steering group will continue to promote an emotional wellbeing policy and strategy that can be shared with all members of the school community</p> <p>We will facilitate opportunities for CLPL training which will enhance the</p>	<p>Timescale: Sessions 18-21</p> <p>Lead – Emotional Wellbeing Committee</p>	<p>Development of Emotional Wellbeing Strategy</p> <p>We know and can demonstrate that our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that staff make effective use of staged intervention</p>	<p>Development of Emotional Wellbeing Strategy</p> <p>Pupil voice Staff views Implementation of the PPR policy Staff to receive opportunities for training in: Mindfulness Mental Health First Aid</p>	

<p>Promoting Positive Relationships strategy</p>	<p>1.3 2.3 3.1</p>	<p>N</p>	<p><i>implementation of the emotional wellbeing strategy</i></p> <p>Promoting Positive Relationships strategy</p> <p><i>We will continue to implement the Promoting Positive Relationships policy and strategy.</i></p> <p><i>We will ensure that there are opportunities for staff CLPL in restorative practice and de-escalation strategies.</i></p>	<p><i>Timescale: Sessions 20-21</i> <i>Lead – PPR committee</i> <i>All staff</i></p>	<p>processes (and the named person service) to ensure children and young people’s needs are met.</p> <p>We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners.</p> <p>We know and can demonstrate that children and young people and their parents/carers are fully involved in decisions about how their needs will be met.</p> <p>We know and can demonstrate that effective partnership approaches are embedded within planned programmes and support processes</p> <p>Promoting Positive Relationships strategy</p> <p>We know and can demonstrate that all staff have consistently high expectations of all learners.</p> <p>All staff and partners model behaviour which promotes and supports the wellbeing of all.</p> <p>All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.</p> <p>The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p>	<p><i>Safe Talk</i> <i>ASIST Training</i> <i>What’s the Harm?</i> <i>Pupil and staff participation in Wellbeing Week</i> <i>Wellbeing inservice</i> <i>Increased partnership working: Choose Life</i> <i>Breathing Space</i> <i>Police Scotland</i> <i>CAMHS</i> <i>SeeMe</i></p> <p>Promoting Positive Relationships strategy</p> <p><i>Referrals</i> <i>Merit system</i> <i>CLEAR reward system</i> <i>Exclusion analysis</i> <i>Attendance analysis</i> <i>Attainment analysis</i> <i>Pupil Support provision</i> <i>Nurture walks</i> <i>DM minutes</i> <i>SMT minutes</i> <i>Staff voice</i> <i>Pupil voice</i></p>
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