



CASTLEHEAD HIGH SCHOOL

# School Improvement Plan

## 3 YEAR PLAN

### 2024-2027

## Planning framework

As part of Children's Services, Castlehead High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

### **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

### **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

### **Pupil Equity Funding**

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

## Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

<p>We will encourage kind and connected communities—where our citizens take pride in their <b>place</b>, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local <b>economy</b>—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.</p>	<p>We want Renfrewshire to be a <b>fair</b> place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.</p>	<p>We are working towards a <b>greener</b> future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.</p>	<p>We want our employees to feel proud to work for Renfrewshire Council because we are a <b>values</b> driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.</p>
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## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

### Renfrewshire's Education Improvement Plan Priorities

Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.	Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes
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### **Our Vision, Values and Aims**

In Spring 2023 we undertook a full review of our school vision and values to support our school aims.

#### **Castlehead High School Vision**

Cultivating a community of respect, equity, and kindness, fuelling ambitious minds to thrive and make a positive impact in our world.

#### **Castlehead High School Values**

Ambition

Respect

Kindness

#### **Castlehead High School Aims**

1. To be a place that every member of our school community is proud to belong to.
2. To be a safe, nurturing, and happy environment for all.
3. To provide high quality learning experiences in every classroom.
4. To ensure positive outcomes for all learners.
5. To work in partnership with parents/carers.
6. To be a school firmly embedded in the heart of its community.

### **Who did we consult?**

To identify our priorities for improvement, we sought the views of learners, parents, teaching and non-teaching staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Castlehead High School such as.

- Parents were consulted through Microsoft Forms parent surveys – 292 responses
- Parent council agenda item at annual general meeting.
- Teaching and support staff through two consultation whole staff meetings, where staff were asked to give their views on school improvement priorities and pupil equity funding.
- Local Authority School Review questionnaires to parents, staff, pupils and partners.
- Pupils were consulted through focus groups, learner questionnaires, pupil senate, pupil parliament and consultation activities using How Good is OUR school?
- Partners were also consulted to assist us in the delivery of our priorities including Skills Development Scotland and The Family Wellbeing Service.
- Local Authority School review on QI 1.1, 2.3 and 3.2 in November 2023.

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:

- Adherence to the Renfrewshire Council Quality Improvement Framework
- Whole school and department quality assurance programme using the quality indicators from HGIOS?4
- Departmental reviews that include learner, parent and staff Education Scotland questionnaires and focus groups.
- Self- evaluation using HGIOS? 4-star profiles and self-evaluation summaries.
- Planned ELT and SLT meetings to discuss progress and impact of department/faculty/school improvement plans.
- Whole staff meetings to evaluate progress and impact.
- Data analysis of tracking and monitoring data, Insight and SEEMIS.
- Regular review of pupil and departmental performance in certificated courses through attainment tracking using SEEMIS and inhouse tracking systems
- 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 – Improve the quality of Learning Experiences for all young people.									
<b>HGIOS/HGIOELC Qis</b> <b>2.3 – Learning, Teaching and Assessment</b> <b>2.3 - Curriculum</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"><li>Placing the human rights and needs of every child and young person at the centre of education</li><li>Improvement in attainment, particularly in literacy and numeracy</li><li>Closing the attainment gap between the most and least disadvantaged children</li><li>Improvement in children's and young people's health and wellbeing</li><li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li></ul>		<b>NIF Drivers</b> <table><tr><td>1. School Leadership</td><td>4. Assessment of Children's Progress</td></tr><tr><td>2. Teacher Professionalism</td><td>5. School Improvement</td></tr><tr><td>3. Parental Engagement</td><td>6. Performance Information</td></tr></table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions						
Our self-evaluation (November 2023) has identified that only a few pupils reported they are provided with opportunities (all of the time) to influence what and how they learn. Engagement in the Young Leaders of Learning programme (YLL) will increase the use of HGIOURS to support active participation in self-evaluation of learning, teaching and assessment and the curriculum.	<p>By June 2025 Young Leaders have participated in reciprocal visits to identify areas of strength in our school and have identified areas for improvement in relation to learning, teaching and assessment and curriculum through collaborative practices.</p> <p>By June 2026 YLL can demonstrate the language and processes of school improvement and lead improvement planning through engagement with HGIOURS.</p> <p>By June 2026 all classroom visits/walkthroughs will demonstrate learners being able to identify ways in that they have influenced what and how they learn.</p>	<p>Learner pre &amp; post YLL programme evaluation</p> <ul style="list-style-type: none"><li>- shows improvement in pupil leadership skills and use of evaluative language</li><li>- shows improvement in collaboration and sharing good practice with partner school (Gleniffer High)</li></ul> <p>In June 2025 our Visible Learning mindframes evaluation will demonstrate an improvement from our baseline data (October 2020) in relation to staff and pupil mindframes</p>	<p>Our YLL Team (comprising 8 x S3 learners) will attend YLL training in August 2024 along with learners from our partner school (Gleniffer High)</p> <p>Over a series of planning meetings (online and face to face) our YLs will develop a focus for the reciprocal visits from theme 2 'Our Learning and Teaching' in HGIOURS.</p> <p>S3 YLs will produce an action plan to take forward the areas for development within CHS.</p> <p>DHT with responsibility for Curriculum will continue to engage with a full range of stakeholders to ensure that a cohesive and progressive curriculum that supports our ambition is in place for all learners.</p> <p>Continue to implement 'Pupil Participation' with ELT to ensure department improvement plans for 2024-2027 in relation to learning, teaching and assessment are relevant to each</p>						

<p>Following the introduction of HGIOURS by all departments in planning for improvement (May 2024) we recognise the need to continue to build on this practice to ensure active learner participation in co-constructing our curriculum and planning for improvements to ensure that highly effective pedagogies and LTA methodologies are demonstrated consistently by all staff.</p>	<p>By March 2026 there will be an increase from the majority of learners (61% in November 2023) agreeing that we take their views into account, in relation to LTA/curriculum, to almost all/all agreeing with this statement.</p>	<p>Responses from HMle adapted pupil, staff and parent questionnaires in January 2025 and January 2026 continue to demonstrate an increase in strongly agree responses.</p>	<p>curriculum area and identify improvement priorities.</p> <p>Continue to develop the Quality Improvement Calendar from session 2023-24 to ensure that middle and senior leaders are aware of the impact of professional learning on the learning experiences provided for all learners.</p> <p>Engage YLL in leading consultation with all stakeholders to inform review of BGE curriculum.</p> <p>Continue to provide ELT with monthly professional learning to;</p> <ul style="list-style-type: none"> <li>- support leadership capacity and understanding of highly effective LTA practice.</li> <li>- empower ELT to facilitate and support coaching and modelling approaches within departments and across the school community.</li> </ul>
<p>Through whole school direct observation and learner participation, we recognise that our curriculum in the BGE is not promoting curricular design principles and is a barrier to effective learning, teaching and assessment practices being applied consistently across all departments/faculties. We have identified the need to ensure all staff are using our newly devised curriculum charter to plan learning</p>	<p>By December 2024 all stakeholders will have participated in implementing our curriculum charter created in session 2023/4.</p> <p>By June 2025 all staff and pupils will have been consulted in the creation of our skills framework and by June 2026 all learners will be able to identify their progress in a range of skills to support a</p>	<p>Learner participation consultation and self-evaluation will identify improvements in the development of the skills framework and identify further areas for improvement.</p> <p>Through departmental discussion, all staff will be able to identify how their curriculum is planned to take cognisance</p>	<p>Identify an appropriate skills framework through consultation with all stakeholders that is embedded throughout our curriculum in the BGE and senior phase.</p> <p>Continue to develop curriculum pathways that meet the needs of all learners.</p> <p>Work in collaboration with associated primary schools and partners to ensure increased progression and relevant pathways in learning.</p>



<p>experiences that will promote highly effective practice.</p> <p>We recognise the need to provide an ambitious, responsive and relevant curriculum for all groups/cohorts of our learners which will lead to higher levels of attainment and achievement.</p>	<p>range of pathways for learning, life and work.</p> <p><i>By August 2026 we will have devised a framework to monitor and track the development of skills across all stages of the curriculum.</i></p> <p><i>By January 2025 all learners in S3-6 will have access to progression pathways from SCQF levels 4-7 in a range of certified courses in partnership with WCS, consortium and a range of other providers.</i></p>	<p>of the curriculum design principles with a particular focus in 2024-2025 on pace &amp; challenge, relevance and progression.</p> <p>Analysis of pupil progress data on insight.</p> <p>Progress in the relevance of our curriculum will be recognised through SCQF accreditation;</p> <ul style="list-style-type: none"> <li>- Bronze (2025)</li> <li>- Silver (2026)</li> <li>- Gold (2027)</li> </ul>	<p>WTA shows dedicated time for staff development in LT&amp;A</p> <p>All curricular areas, including the responsibility for all, will have a clearly mapped progression pathway taking cognisance of our school context and the career standard.</p> <p>An outdoor learning strategy will be constructed relevant to our school context and in response to pupil consultation session 2024-25.</p>
<p>Our self-evaluation and Local Authority School Review feedback (January 2024) has identified that we need to improve the overall quality of learning, teaching and assessment from satisfactory. We recognise the importance of planned professional learning and the evaluation of the impact that this professional learning has on learners in all classrooms.</p> <p>We have identified through our Visible Learning Implementation plan and self-evaluation that;</p>	<p>By September 2024 a professional learning programme for session 2024-25 will be in place based on the professional learning requirements of all staff.</p> <p>Universal and targeted CLPL programmes will be co-constructed in sessions 2025-6 and 2026-7 in response to our self-evaluation (including YLL programme and PRD requests for professional learning).</p> <p>By December 2024 all staff will demonstrate lessons that</p>	<p>DHT Professional Learning to monitor attendance and impact of professional learning through classroom visits and requests for professional learning (including through PRD).</p> <p>During classroom visits all learners will display assessment capable visible learner characteristics. Learners will understand what they are learning, how they are doing, where they will go next and be</p>	<p>In-house Professional Learning provision throughout sessions 2024-25, 2025-2026 and 2026-2027 will be informed by our teaching staff and YLL. Priorities for 2024-2025 include:</p> <ul style="list-style-type: none"> <li>- Develop a range of strategies to promote retrieval to assess pupil learning to inform teacher's planning.</li> <li>- Develop a shared understanding of responsive/adaptable teaching.</li> <li>- Refresh cooperative learning strategies.</li> <li>- Develop feedback strategies that promote young people as leaders. of their own learning - self regulation, metacognition</li> </ul>

<ul style="list-style-type: none"> <li>• we need to improve our use of assessment data to plan appropriate and relevant learning experiences across all curricular areas.</li> <li>• success criteria aren't used consistently to measure learning and progress throughout and at the end of lessons. This makes it difficult for our learners to set targets relating to their learning.</li> <li>• our learners don't always recognise when they are receiving feedback on their learning and progress.</li> </ul> <p>Our classroom visit programme has identified that we need to increase the use of digital technologies to support young people lead their own learning through enquiry and feedback.</p>	<p>promote the interconnected parts of the 'Castlehead Lesson Cycle' with an increased focus on using assessment data to plan high quality learning and teaching experiences. By June 2027 the quality of lessons demonstrated by almost all staff will be 'very good'.</p> <p>By June 2025 all staff and pupils will have co-constructed a whole school assessment strategy that will recognise progress and achievement across all curricular areas.</p> <p>By June 2026 we will have developed a shared language of learning across our learning cluster.</p> <p>By August 2025 all staff will have an increased knowledge on how to use a range of digital learning and teaching platforms to support highly effective learning, teaching and assessment.</p> <p>By August 2025 pupils will have an increased knowledge of how to use a range of digital platforms to support them in leading their own learning.</p>	<p>able to discuss and understand their own assessment data.</p> <p>All staff will be self-evaluating their own pedagogy and classroom practice against the GTCS Professional Standards and Education Scotland Model of Professional Learning. This will be reflected in PRD priorities for PL for session 2025-6 and 2026-7.</p> <p>Learner focus groups will be supported by our YLL and will identify improvements in classroom practice.</p> <p>Achievement of the Digital Schools Award (December 2024)</p>	<p>We will continue to implement our Visible Learning 3-year plan with a focus in session 2024-2025 on the Logic Model that promotes staff self-assessment and practitioner enquiry to improve learners' experiences. This will be supported by our Impact Coaches and WTA.</p> <p>Revised learning walk/classroom visit, and department review programme will focus on themes to measure the impact of professional learning and revisit previous priorities/improvements to ensure we build capacity for improvement and consistency across all curricular areas.</p> <p>Consultation with all stakeholders to devise an assessment strategy to inform planning of learning, teaching and assessment to support our Castlehead Lesson Cycle.</p> <p>Appointment of PT Learning, Teaching and Assessment to support the sharing of good practice and develop a shared understanding of highly effective practice with middle leaders.</p> <p>Develop a shared understanding of cognitive science through our visible learning programme to support planning of LTA experience for our young people</p> <p>In partnership with Tablet Academy Scotland Pupil Digital Champions will be support the learning of all stakeholders in our school community.</p>
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## Improvement Priority 2 – Maximise outcomes for our learners

<b>HGIOS/HGIOEL</b> <b>C Qis</b> <b>3.2 – Raising Attainment and Achievement</b>	<b>NIF Priorities</b>	<b>NIF Drivers</b>	
	<ul style="list-style-type: none"><li>• Placing the human rights and needs of every child and young person at the centre of education.</li><li>• Improvement in attainment, particularly in literacy and numeracy</li><li>• Closing the attainment gap between the most and least disadvantaged children</li><li>• Improvement in children's and young people's health and wellbeing</li><li>• Improvement in employability skills and sustained, positive school leaver</li></ul>	School Leadership	Assessment of Children's Progress
		Teacher Professionalism	School Improvement
		Parental Engagement	Performance Information

Rationale for change	Outcome and Expected	Measures	Interventions
<b><u>BGE ATTAINMENT</u></b> Renfrewshire Authority Data has identified that S3 Learners are below Renfrewshire average in attainment in: <ul style="list-style-type: none"> <li>• Level 3 Reading</li> <li>• Level 3 Writing</li> <li>• Level 3 Numeracy</li> <li>• Level 4 Reading</li> <li>• Level 4 Writing</li> </ul>	<b><u>BGE ATTAINMENT</u></b> Increase in S3 3 <sup>rd</sup> Level Attainment in: <ul style="list-style-type: none"> <li>• Level 3 Reading 2024/25 Increase to 95 2025/26 Increase to 97 2026/27 Increase to 98</li> <li>• Level 3 Writing 2024/25 Increase to 94 2024/26 Increase to 95 2026/27 Increase to 96</li> <li>• Level 3 Numeracy 2024/25 Increase to 94 2025/26 Increase to 95 2026/27 Increase to 96</li> <li>• Level 4 Reading 2024/25 Increase to 79 2025/26 Increase to 82 2026/27 Increase to 85</li> <li>• Level 4 Writing 2024/25 Increase to 73 2025/26 Increase to 76 2026/27 Increase to 80</li> </ul>	<b><u>BGE ATTAINMENT</u></b> ACEL Data  Whole School BGE Tracker  English and Maths Department Tracking	<b><u>BGE ATTAINMENT</u></b> Learners to be identified for additional literacy and numeracy support at S1, S2 and S3. This will be delivered by Inclusive Support Teacher.  Whole school Literacy audit to be undertaken. Whole school Literacy Plan to be developed. (PT Languages and Literacy)  Whole school Numeracy audit to be undertaken. Whole school Numeracy Plan to be developed. (PT Numeracy)

<p><b><u>SENIOR PHASE LIT &amp; NUM</u></b></p> <p>Insight Data has revealed that school leavers are below Virtual Comparator in attainment in Level 5 Literacy and Numeracy.</p>	<p><b><u>SENIOR PHASE LIT &amp; NUM</u></b></p> <p>Increase in S4 Level 5 attainment to level of Virtual Comparator schools:</p> <p>Literacy:</p> <ul style="list-style-type: none"> <li>• 2024/25 Increase to 70</li> <li>• 2025/26 Increase to 74</li> <li>• 2026/27 Increase to 77</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• 2024/25 Increase to 54</li> <li>• 2025/26 Increase to 57</li> <li>• 2026/27 Increase to 60</li> </ul>	<p><b><u>SENIOR PHASE LIT &amp; NUM</u></b></p> <p>SQA Attainment Data</p> <p>Insight Data analysis</p> <p>Whole School SP Tracking</p> <p>English and Maths Department Tracking</p>	<p><b><u>SENIOR PHASE LIT &amp; NUM</u></b></p> <p>S4, 5, 6 Literacy and Numeracy Tracking Overview to be used as part of senior phase tracking.</p> <p>S4 leavers at risk of not achieving appropriate Literacy and Numeracy qualifications to be identified at start of S3 (using Intended School Leaver Data).</p> <p>Individual personalised intervention put in place at department, pupil support and whole school level.</p>
<p><b><u>SENIOR PHASE ATTAINMENT</u></b></p> <p>Local Authority Data has identified that S4 learners N5 presentation rate has fluctuated over time and is below Renfrewshire average presentation rate.</p> <ul style="list-style-type: none"> <li>• Renfrewshire – 4.7</li> <li>• Castlehead - 4</li> </ul>	<p><b><u>SENIOR PHASE ATTAINMENT</u></b></p> <p>S4 N5 Average Presentation Rate to increase by:</p> <p>2024/25 Increase to 4.4</p> <p>2025/26 Increase to 4.7</p> <p>2026/27 Increase to 5</p>	<p><b><u>SENIOR PHASE ATTAINMENT</u></b></p> <p>SQA Attainment Data</p> <p>Insight Data analysis</p> <p>Whole School SP Tracking</p>	<p><b><u>SENIOR PHASE ATTAINMENT</u></b></p> <p>S2 option choices to be analysed to ensure they are ambitious and will support attainment agenda.</p> <p>Increased tracking and monitoring of Personal Development and Wider Achievement Awards.</p> <p>S2,4,5 Options Choices to be Evaluated to ensure pathways are ambitious for all learners. (DHT Attainment and DHT Senior Phase).</p>
<p>Local Authority Data has identified that S5 learners are below Renfrewshire average in attainment at Level 6 in 3 key measures.</p>	<p>Increase in Senior Phase attainment for learners attaining 1,3,5 Level 6 awards.</p> <p>2024/25 Increase to 55, 30, 15</p> <p>2025/26 Increase to 58, 35, 18</p> <p>2026/27 Increase to 61, 40, 21</p>	<p>SQA Attainment Data</p> <p>Insight Data analysis</p> <p>Whole School SP Tracking</p>	<p>Introduction of mentoring period for S5 learners and focus on retrieval practice.</p> <p>S5 Options Choices to be Evaluated to ensure pathways are ambitious for all learners (DHT Attainment and DHT Senior Phase)</p> <p>Review Level 7 course provision in school.</p>

Local Authority Data has identified that S6 learners are below Renfrewshire average in attainment at Level 7.	Increase in Senior Phase attainment for learners attaining 1+ Level 7 Award 2024/25 Increase to 12% 2025/26 Increase to 15% 2026/27 Increase to 18%	SQA Attainment Data Insight Data analysis Whole School SP Tracking	S5 Options Choices to be Evaluated to ensure pathways are ambitious for all learners (DHT Attainment and DHT Senior Phase) Review Level 7 course provision in school.
Insight Data has revealed that there is a significant gap between SIMD 30% Most Deprived and SIMD 70% Least Deprived Senior Phase learners.	Increase Total Tariff Points for 30% Most Deprived Learners.  2024/25 Increase to >220 2025/26 Increase to >243 2026/27 Increase to >270	SQA Attainment Data Insight Data analysis Whole School SP Tracking	Closing the Gap strategy to be developed for S4 & S5 CE and SIMD 1 Learners. Project Lead to work in partnership with DHT Attainment.
Insight Data has revealed that there is a significant attainment gap between our bottom 20% of learners and our Virtual Comparators.	Increase in Level 4 attainment for EBSA learners.  Increase in Average Total Tariff Points for Bottom 20% of S4 Leavers. 2024/25 Increase to >48 2025/26 Increase to >60 2026/27 Increase to >72	SQA Attainment Data Insight Data analysis Whole School SP Tracking	Specific attainment targets for all FLR and EBSA learners to be included in all Child's Planning paperwork.  Pupil Support to attend Senior Phase Tracking Meetings to track and monitor FLR and EBSA learners. Level 4 materials to be shared with FLR staff.  Support for Learning to track the attainment of the Bottom 20% in S4.  Support for Learning to support classroom teachers with adaptive learning practice to meet the needs of all learners.  Support for Learning to provide accredited Wider Achievement Qualifications for S3 learners.

<p><b><u>ACHIEVEMENT</u></b> Inconsistent tracking of learner achievement has identified a need for a strategic overview of all forms of achievement across the school – co and extra-curricular.</p>	<p><b><u>ACHIEVEMENT</u></b> By end of 2024/25 increased recognition and accreditation of extra and co-curricular achievements.</p> <p>Increased number of learners will achieve Saltire Awards in 2024/25.</p> <p>Increased number of learners will achieve CHS Values Award in 2024-25 than 2023-24.</p> <p>Increased number of learners will achieve an award at the Annual Awards Ceremony in 2024-25 than 2023-24.</p>	<p><b><u>ACHIEVEMENT</u></b> Increased number of extra-curricular achievements recorded.</p> <p>Increased variety of wider achievement qualifications attained and recorded.</p> <p>Parent and Learner survey during session 23-24 will act as a baseline for comparison of survey carried by Jun 25.</p>	<p><b><u>ACHIEVEMENT</u></b> Achievement Tracking Overview updated termly. (Project Lead and Pupil Support) Attendance at clubs to be monitored to target key equity learners. (Project Lead)</p> <p>School Facebook and House Updates updated on a regular basis (Project Lead &amp; Pupil Leadership)</p> <p>Awards Ceremony to be reviewed to celebrate successes of increased number of learners. (DHT)</p>
<p>The BGE curriculum does not currently offer opportunities for learners to undertake and achieve wider achievement qualifications.</p>	<p>By end of 24/25: All S3 learners will have taken part in wider achievement classes to develop skills for learning, life and work.</p> <p>Review of wider achievement qualifications that would help BGE learners develop key skills</p> <p>By end of 25/26: All S1 and S2 learners will achieve one or more wider achievement qualifications.</p>	<p>All pupils will record achievements and related skills in BGE Skills Profiles to ensure skills progression for all learners. (25-26)</p>	<p>BGE Record of Achievement to record learners' achievements.</p> <p>S3 co-curricular achievement opportunities to be tracked and monitored as part of S3 curriculum.</p> <p>BGE Profiling system developed in line with school Teaching, Learning and Assessment strategy. (DHTs and Pupil Support)</p>

2023 Authority Review feedback highlighted that pupils were keen to take part in more leadership opportunities at all levels.	A culture of pupil leadership is embedded and is evident across our school community. Our young people are contributing to the wider life of the school and community and take increasing responsibility to add value to their achievements.	Pupil & Parent Consultation to be carried out in September 24 will act as baseline for establishing format and timeline for implementation of Leadership Academy.	S1-S4 Leadership Academy to be implemented in 24-25. (Project Lead) Learners to lead learner, staff and parent consultation to establish priorities.
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Improvement Priority 3 – Improve the health and wellbeing of all our young people.									
<b>HGIOS/HGIOELC QIs</b> <b>2.4 - personalised support</b> <b>3.1 - improving wellbeing, equality and inclusion</b> <b>3.3 - increasing creativity and employability</b>	<b>NIF Priorities</b> <ul style="list-style-type: none"><li>• Placing the human rights and needs of every child and young person at the centre of education</li><li>• Improvement in attainment, particularly in literacy and numeracy</li><li>• Closing the attainment gap between the most and least disadvantaged children</li><li>• Improvement in children's and young people's health and wellbeing</li><li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li></ul>		<b>NIF Drivers</b> <table><tr><td>4. School Leadership</td><td>4. Assessment of Children's Progress</td></tr><tr><td>5. Teacher Professionalism</td><td>5. School Improvement</td></tr><tr><td>6. Parental Engagement</td><td>6. Performance Information</td></tr></table>	4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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6. Parental Engagement	6. Performance Information								
Rationale for change	Outcome and Expected Impact	Measures	Interventions						
<b>WELLBEING</b> <p>We will follow Plan 24-30 to keep The Promise made to our care experienced pupils and their families, ensuring their rights, wellbeing and opportunities are at the forefront of our planning.</p> <p>WEMWBS data highlights the wellbeing scores of our care experienced learners are above the average of our school population and have increased this session.</p> <p>WEMWBS data shows a significant decline in wellbeing scores in our young people who have attendance of below 80% this session.</p> <p>Increasing referrals to Extended Support Team</p>	<b>WELLBEING</b> <p>By June 2025, all care experienced learners, and their families, will have identified supporters in school who will promote inclusion, equity, and achievement opportunities.</p> <p>By June 2027, WEMWBS data for care experienced learners will show continued improvements with an average increase of 0.9 in Wellbeing scores in each year of the improvement cycle.</p> <p>Wellbeing assessment data of pupils with attendance below 80% will show increases across most wellbeing indicators in year 1 of the improvement cycle, with improvements in every wellbeing indicator measurable in years 2 and 3 of the improvement cycle.</p>	<b>WELLBEING</b> <p>Focus groups of care experienced learners.</p> <p>WEMWBS data</p> <p>Attendance data</p> <p>Increase in numbers of pupils having school breakfast from 70 pupils per day to 90 per day</p> <p>Participation in Family Learning Workshops</p> <p>CHS Wellbeing assessments</p> <p>Referral data from the Exchange</p> <p>Staged Intervention planning show improvements in Wellbeing</p>	<b>WELLBEING</b> <p>Increase number of Promise Keepers from 1 to 2</p> <p>Embed Who Cares Scotland resource into PSE curriculum to increase understanding and awareness of keeping the promise</p> <p>Partnership with Magic Breakfast/new 'Grab 'n Go' provision</p> <p>Referral to on-site Citizens Advice worker</p> <p>Inclusion Support Assistants x 2 (PEF funded)</p> <p>Families in Partnership Project Leader</p> <p>Wellbeing Assessments aligned to tracking and monitoring periods</p> <p>Termly Miss/Ms/Mrs groups</p>						



<p>WEMWBS data highlights the need to increase interventions for our female learners as 32% of respondents reported low levels of wellbeing compared to 14% of boys.</p> <p>Increasing numbers of Exchange Counselling referrals for anxiety, low mood and self-worth in our female pupils.</p> <p>Our school demographic data shows 15.2% of our pupils are from black and minority ethnic backgrounds. We want all our pupils to feel included within their school community.</p>	<p>By the end of session 24/25, almost all female pupils report positively on the PSE programme which focuses on tackling misogyny and promoting self-esteem.</p> <p>Exchange Counselling referrals for low mood and self-worth in female pupils reduce by: 5% by June 2025 7% by June 2026 10% by June 2027</p> <p>All BAME pupils will report less unconscious bias in curricular content and delivery by the end of the improvement cycle.</p> <p>All staff will have increased confidence in recognising incidences of racial micro-aggressions and unconscious bias by the end of the improvement cycle.</p> <p>By the end of the improvement cycle, all pupils will have completed Show Racism the Red Card training. S1 by 2025 S3 by 2026 S4/5/6 by 2027</p>	<p>Data from EST meetings</p> <p>Whole school attainment data for our targeted groups of pupils (CE, FSM, ASN)</p> <p>Boxall profiles</p> <p>BAME pupil focus groups</p> <p>BAME pupil surveys</p> <p>Zero reported incidences of racism on SEEMIS</p> <p>BAME pupils continue to have higher than average wellbeing scores.</p>	<p>Termly Mankind groups</p> <p>MVP Mentor programme for S5</p> <p>S6 Befriender programme</p> <p>Exchange P7 Transition programme</p> <p>INSET staff training on Wellbeing Indicators and promoting wellbeing across the curriculum</p> <p>Appoint a Project Leader Diversity</p> <p>Celebrate our diversity through events/awards/environmental improvements</p> <p>Embed the Education Scotland <i>Building Racial Literacy</i> programme into every day practice</p> <p>Focus groups of our minority ethnic pupils</p>
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<p><b><u>RELATIONSHIPS</u></b></p> <p>In this improvement cycle, positive relationships will be central to all aspects of our work. Following evaluation of the Nurturing Relationships policy in year one, all stakeholders have given their views on improvements.</p> <p>When consulting with pupils and parents/carers, developing our work around creating a positive and inclusive school environment was consistently highlighted in the top 3 priorities for this session.</p> <p>83% of parents/carers and 74% of pupils who responded to the evaluation of the Nurturing Relationships Policy liked the recognition of House points and Badges.</p> <p>Staff surveys continue to identify positive relationships with pupils as necessary for a conducive learning environment.</p> <p>We understand the requirements for robust policies and procedures in place to ensure a consistent approach to recognising children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>By May 2025, all teachers will be more confident when managing pupils demonstrating distressed behaviours using the policy.</p> <p>By the end of the improvement cycle, we will obtain RNRA accreditation for our work on nurturing approaches: Ruby by December 2024 Amethyst by September 2026 Gold by December 2028</p> <p>By June 2025, all staff will have an awareness of and use NVR approaches to manage distressed behaviour.</p> <p>All classrooms will be rated positively by CIRCLE Ambassadors for their inclusivity (Physical Environment measures) by June 2027.</p> <p>By December 2024, pupil and staff focus groups will recognise improvements in ethos where there will be a kind, respectful and engaged atmosphere.</p> <p>By May 2025, the school will have attained Silver accreditation through the Rights Respecting Schools Award (RRSA) Programme. By May 2027 the school will have achieved Gold accreditation.</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>All pupils have increased their number of House points and badges at the end of each term.</p> <p>Numbers of Requests for Support have reduced.</p> <p>Increased numbers of pupils can identify the steps in Classroom Agreement (currently 50%).</p> <p>Learner and staff focus groups will be positive about the changes to the revised Nurturing Relationships policy</p> <p>Pupil Parliament minutes</p> <p>Nurture group minutes will show progress towards reaching Ruby/Amethyst/Gold level</p> <p>CIRCLE Participation Scale tool use will be routine in classrooms as a means of increasing levels of participation.</p> <p>Pupil focus groups</p> <p>Staff focus groups</p> <p>Survey of staff and pupils at the beginning and end of the Silver award will indicate increased awareness of the goals of RRSA</p>	<p><b><u>RELATIONSHIPS</u></b></p> <p>All staff will receive Nurturing Relationships policy training on inset day 2.</p> <p>Targeted and universal Nurture provision in school with Nurture base led by PT SfL, appointed key worker (PEF) for vulnerable pupils and pupils at risk of exclusion.</p> <p>By September 2024, SatchelOne information sessions for parents will run online and in-person.</p> <p>Calendar for Recognition Assemblies in place by September 2024 to maintain increased focus on positive behaviour.</p> <p>Circle Framework to be visible in all classrooms to promote accessible and inclusive learning spaces for all our young people.</p> <p>CIRCLE Ambassadors</p> <p>NVR staff training</p> <p>Staff and pupils will participate in RRSA input to introduce the 3 Key Strands of the RRSA programme and RRSA language, and work collegiately to develop a Silver Award Action Plan.</p> <p>De-escalation training programme complete by December 2024</p>
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		Minutes of RRSA meetings with the staff/S6 ambassador groups	
<p><b><u>ATTENDANCE</u></b></p> <p>The overall attendance rate for session 2023/ 2024 was 86.6%. We recognise the need for positive attendance to improve wellbeing and raise attainment.</p> <p>Using attendance data, the following groups are highlighted for additional targeted interventions:</p> <ul style="list-style-type: none"> <li>• 18% of FSM pupils had less than 60% attendance last session compared to 5% who are not in receipt of FSM.</li> <li>• 14% of those across the school with ASN recorded had less than 60% attendance compared to 4% of pupils who do not have a recorded ASN.</li> <li>• 26% of care experienced pupils had less than 60% attendance last session compared to 7% who have no experience of care.</li> <li>• Extended Support Team planning data has identified a group of learners who are able to attend school but not attend all their classes.</li> </ul>	<p><b><u>ATTENDANCE</u></b></p> <p>By the end of session 2024/25 whole school attendance will be above 87.8%. By the end of session 2025/2026 whole school attendance will be 88.9% or above. By the end of the improvement cycle, attendance will above 90.8% (pre-COVID high)</p> <p>The attendance of identified targeted groups will increase:</p> <ul style="list-style-type: none"> <li>- pupils in receipt of Free School Meals: 3% by the end of session 2024/5 5% by the end of session 2025/6 8% by the end of session 2026/7</li> <li>- pupils who have an identified ASN: 2% by the end of session 2024/5 4% by the end of session 2025/6 6% by the end of session 2026/7</li> <li>- pupils who are care experienced: 5% by the end of session 2024/5 10% by the end of session 2025/6 15% by the end of session 2026/7</li> </ul>	<p><b><u>ATTENDANCE</u></b></p> <p>Data Dashboard</p> <p>SEEMIS daily attendance data shows fewer absences</p> <p>SEEMIS monthly reports for targeted groups</p> <p>Weekly evaluation at House meetings of interventions which support attendance</p> <p>Targeted group surveys</p> <p>Parent/Carer surveys</p> <p>EST meetings/minutes will show impact of interventions.</p> <p>Pupil exclusion data</p>	<p><b><u>ATTENDANCE</u></b></p> <p>New Attendance Policy (published by Oct. 2024)</p> <p>Attendance tracker</p> <p>Parent/Carer Communication Strategy developed in partnership agreed with cluster primaries.</p> <p>Weekly House Meetings</p> <p>“Code Red” system</p> <p>Inclusive Support Assistants x 2 (PEF Funded) to:</p> <ul style="list-style-type: none"> <li>• Monitor TBC list and contact parent/carers</li> <li>• ISA 1 - Support pupil attendance (FSM/less than 70% attendance)</li> <li>• ISA 2 – Support pupil attendance (ASN/less than 70% attendance)</li> <li>• Offer NVR support to families</li> <li>• Run Ms/Mrs/Ms and Mankind groups</li> </ul> <p>EBSA classes in the Hive</p> <p>SISP/ESRG request for assistance</p>

<p>We will continue to recognise our young people's right to an education and our responsibilities within Included, Engaged and Involved: part 2.</p>	<p>Reduction in the number of attendance-related referrals to the Extended Support team. From 25 in session 24/25 to: 23 in 25/26 20 in 26/27</p> <p>Almost all learners who have timetabled EBSA classes attend these at least 90% of the time.</p> <p>Reduce number of exclusions year on year throughout this improvement cycle: Less than 20 exclusion incidents by the end of 2024/25. Less than 16 exclusion incidents by the end of 2025/26. Less than 10 exclusion incidents by the end of 2026/27.</p>		<p>Working with partners to deliver alternative curriculum input</p> <p>Development of early intervention strategies with cluster primaries</p> <p>DHT input with Local Authority EBSA Steering group</p>
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