



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 school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- 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;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

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

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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
--	---	--	--	---

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.

<p>HGIOS/HGIOELC Qis 2.3 – Learning, Teaching and Assessment 2.3 - Curriculum</p>	<p>NIF Priorities</p> <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 Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 	<p>NIF 7 Key Drivers</p> <ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality
--	--	---

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>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>	<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 & post YLL programme evaluation - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with partner school (Gleniffer High)</p> <p>In June 2026 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</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 May/June 2025 and January 2026 continue to demonstrate an increase in strongly agree responses.</p>	<p>department improvement plans for 2024-2027 in relation to learning, teaching and assessment are relevant to each 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"> - support leadership capacity and understanding of highly effective LTA practice. - empower ELT to facilitate and support coaching and modelling approaches within departments and across the school community.
--	--	--	---

JUNE 2025 PROGRESS

- Our YLL have engaged in 3 reciprocal visits and additionally collaborated online via a shared Teams page with Gleniffer High School. This collaboration and school-based self-evaluation have supported YLL producing an [Improvement Action Plan](#) that will form year 2 and year 3 interventions of the SIP (2025-27). YLL have already started leading improvements and have relaunched the [Castlehead Lesson Cycle](#) which will be supported through our newly devised [CHS LTA Portal](#) (Our LTA Portal contextualises 'The Renfrewshire Way' with a focus on our Visible Learning Implementation Plan). We will recruit a new cohort of YLL in 2025-26 to lead improvements in theme 4 – Our Health and Wellbeing and in 2026-27 to lead improvements in theme 5 – Our successes & achievements.
- There has been a 12% increase, from November 2023 – May 2025, in the number of learners who believe they are given the opportunity to influence what and how they learn. This indicates increased pupil participation at department level, including personalisation and choice within the curriculum and an increased range of adaptive approaches to learning, teaching and assessment.

- [Department reviews](#), specifically concentrating on QI 2.3 (Learning, Teaching and Assessment) have been completed for every department/faculty from September 2024 to May 2025. Areas of strength and priorities for professional learning/improvement for each of the 4 themes within the QI have been discussed and agreed with PT/FHs and will be included within Department/Faculty Improvement Plans for session 2025-26.
- The [Quality Improvement Calendar](#), [revised PRD Guidance](#) and Visible Learning [VLAT1](#) and [VLAT 2](#) has improved staff self-evaluation of their own classroom practice. This has included all staff collecting data from learners on their own learning, teaching and assessment as part of our VL programme. This data has been used for staff to identify areas of improvement in their own practice and will be implemented and measured through practitioner enquiry in session 2025-26. In the HMiE questionnaire issued to staff (May 2025) almost all staff agreed that the professional learning they had engaged in allowed them to reflect on their practice and all staff stated they were supported to engage in professional learning. Good practice from Visible Learning Practitioner enquiries will be shared via our [LTA Portal – Sharing Good Practice](#).

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 experiences that will promote highly effective practice.

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.

By December 2024 all stakeholders will have participated in implementing our curriculum charter created in session 2023/4.

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 range of pathways for learning, life and work.

By August 2026 we will have devised a framework to monitor and track the development of skills across all stages of the curriculum.

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.

Learner participation consultation and self-evaluation will identify improvements in the development of the skills framework and identify further areas for improvement.

Through departmental discussion, all staff will be able to identify how their curriculum is planned to take cognisance of the curriculum design principles with a particular focus in 2024-2025 on pace & challenge, relevance and progression.

Analysis of pupil progress data on insight.

Identify an appropriate skills framework through consultation with all stakeholders that is embedded throughout our curriculum in the BGE and senior phase.

Continue to develop curriculum pathways that meet the needs of all learners.

Work in collaboration with associated primary schools and partners to ensure increased progression and relevant pathways in learning. WTA shows dedicated time for staff development in LT&A. 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.

An outdoor learning strategy will be constructed relevant to our school context and in response to pupil consultation session 2024-25. Moved to session 2025-26

		<p>Progress in the relevance of our curriculum will be recognised through SCQF accreditation;</p> <ul style="list-style-type: none"> - Bronze (2025) - Silver (2026) - Gold (2027) 	
<p>JUNE 2025 PROGRESS</p> <ul style="list-style-type: none"> • By August 2025, we will have attained our SCQF Ambassador bronze level accreditation, following training for our staff. Moreover, we are progressing well towards achieving the silver accreditation by June 2026. • We have introduced several new courses and awards as part of our senior phase curricular pathways at SCQF levels 4-7. These courses offer ambitious and relevant progression pathways for students, equipping them with the skills and knowledge necessary for their post-school journeys. • We have conducted an implementation review of our curriculum charter. This review involved direct observations, pupil focus groups, and professional discussions between principal teachers and faculty heads. It revealed significant variations in the level of pace and challenge that students were encountering, particularly in the BGE (Broad General Education). The feedback gathered from this review will inform our next steps regarding the embedding of the curriculum charter at the department and faculty levels and has been incorporated into the recently launched flexible curriculum planner. • Our curriculum charter and approaches to assessment in the BGE, and introduction of senior phase assessment blocks are supporting the recommendations for curriculum reform • Senior and middle leaders have been involved in West Partnership and Education Scotland professional learning on curriculum reform, and are supporting improvements at whole school and departmental level. <p>In addition to project leader post being created last session for leading the implementation of a skills framework across all curricular areas, our self-evaluation has identified the requirement for leadership of interdisciplinary learning (to be appointed September 2025)</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>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>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</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"> - Develop a range of strategies to promote retrieval to assess pupil learning to inform teacher's planning - Develop a shared understanding of responsive/adaptable teaching. - Refresh cooperative learning strategies.

<p>We have identified through our Visible Learning Implementation plan and self-evaluation that;</p> <ul style="list-style-type: none"> we need to improve our use of assessment data to plan appropriate and relevant learning experiences across all curricular areas. 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. our learners don't always recognise when they are receiving feedback on their learning and progress. <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>By December 2024 all staff will demonstrate lessons that 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>learning, how they are doing, where they will go next and be 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>	<ul style="list-style-type: none"> Develop feedback strategies that promote young people as leaders of their own learning - self regulation, metacognition <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>
--	--	---	---

			In partnership with Tablet Academy Scotland Pupil Digital Champions will be support the learning of all stakeholders in our school community.
--	--	--	---

JUNE 2025 PROGRESS

- Planned universal and targeted approaches to in-service day programmes, [WTA LTA](#) and in-house CLPL has led to an improvement of Learning, Teaching and Assessment across most departments in session 2024-25. Our self-evaluation of QI 2.3 has improved from 'satisfactory' to 'good' using the 6-point scale. Our revised [Department Review](#) process has supported senior and middle leaders to identify strengths and areas for improvement in relation to the 4 themes within QI 2.3. Strengths in particular departments will be incorporated into a variety of CLPL sessions next session; improvement priorities will be included in DIPs for session 2025-26 and are also demonstrated in individual priorities for professional learning via PRD returns.
- We achieved our Digital Schools Award in June 2025 where the Education Scotland Validator commended our approaches to Leadership of Learning across our staff team, using 'Learning Together to Achieve More' and through Pupil Participation/[Leadership of our Pupil Digital Leaders](#).
- Our YLL have produced a '[Learning Wall](#)' (March 2025) that is now displayed in every classroom to improve the consistency and quality of LTA experiences. YLL have started to engage in 'classroom visits' to evaluate the impact of the learning wall and have reported that most staff are using it effectively. YLL will increase class visits next session to further evaluate the impact of the [CHS Lesson Cycle](#) and [Learner Questions](#).
- A SLWG led by our PT SfL with representation from all curricular areas and YLL have co-constructed a [Learner Centred Assessment Strategy](#) (January 2025). All departments have started the process of reviewing BGE assessment practices, with S1 assessments adapted for next session using the '[learner centred assessment flowchart](#)' to ensure learner assessment readiness, capability and accessibility for all.

Improvement Priority 2 – Maximise outcomes for our learners

HGIOS/HGIOEL C Qis 3.2 – Raising Attainment and Achievement

NIF Priorities

- 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
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy

NIF 7 Key Drivers

- Develop knowledge, skills, values and attributes to support children and young people to thrive
- Excellent partnerships in line with GIRFEC
- Inclusive and relevant curriculum and assessment
- High levels of achievement across the curriculum with action to close the poverty-related attainment gap
- Highly skilled practitioners and leaders driving excellent learning, teaching and assessment
- Improving relationships behaviour and attendance with increased engagement in learning
- Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality

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

	2026/27 Increase to 85 <ul style="list-style-type: none"> Level 4 Writing 2024/25 Increase to 73 2025/26 Increase to 76 2026/27 Increase to 80		
--	---	--	--

JUNE 2025 PROGRESS

- Primary transition data analysed in Aug 24 to target learners for Literacy & Numeracy interventions. Baseline assessments carried out using Accelerated Reader. This is tracked & monitored by PT SfL. [S1-S3 L&N Targeted Support](#)
- Additional S1 group targeted from Feb-March 25 to pilot First Start literacy materials. [Fresh Start S1 Reading Intervention Mar 25](#)
- Numeracy and Literacy audits postponed to September 25 following staff absence.

Next Steps:

- Continue to develop shared moderation resources for 3rd and 4th Level Writing
- Literacy Cluster Project to be developed this session to increase shared moderation opportunities

<p><u>SENIOR PHASE LIT & NUM</u> Insight Data has revealed that school leavers are below Virtual Comparator in attainment in Level 5 Literacy and Numeracy.</p>	<p><u>SENIOR PHASE LIT & NUM</u> Increase in S4 Level 5 attainment to level of Virtual Comparator schools: Literacy: <ul style="list-style-type: none"> 2024/25 Increase to 70 2025/26 Increase to 74 2026/27 Increase to 77 Numeracy <ul style="list-style-type: none"> 2024/25 Increase to 54 2025/26 Increase to 57 2026/27 Increase to 60 </p>	<p><u>SENIOR PHASE LIT & NUM</u> SQA Attainment Data Insight Data analysis Whole School SP Tracking English and Maths Department Tracking</p>	<p><u>SENIOR PHASE LIT & NUM</u> S4, 5, 6 Literacy and Numeracy Tracking Overview to be used as part of senior phase tracking. S4 leavers at risk of not achieving appropriate Literacy and Numeracy qualifications to be identified at start of S3 (using Intended School Leaver Data). Individual personalised intervention put in place at department, pupil support and whole school level.</p>
---	---	---	---

JUNE 2025

- CLPL on Understanding the VC delivered to English and Maths teachers to increase understanding of school targets in line with VC. [Literacy Attainment Update Dec 24](#)
- S4 Literacy and Numeracy tracking system simplified this year to reduce workload and to enable staff to engage with understanding the data. [L&N Tracker 25](#)
- S4 learners organised into key tracking groups including: 5@L5; 5@L4; At Risk [S4 Key Tracking Groups](#)

Next Steps:

- School leaver data to be integrated with attainment and achievement data in session 25-26 to better track attainment and achievement of leavers.
- S5 learners to be tracked in similar manner to S4.

SENIOR PHASE ATTAINMENT

Local Authority Data has identified that S4 learners N5 presentation rate has fluctuated over time and is below Renfrewshire average presentation rate.

- Renfrewshire – 4.7
- Castlehead - 4

SENIOR PHASE ATTAINMENT

S4 N5 Average Presentation Rate to increase by:
2024/25 Increase to 4.4
2025/26 Increase to 4.7
2026/27 Increase to 5

SENIOR PHASE ATTAINMENT

SQA Attainment Data

Insight Data analysis

Whole School SP Tracking

SENIOR PHASE ATTAINMENT

S2 option choices to be analysed to ensure they are ambitious and will support attainment agenda.

Increased tracking and monitoring of Personal Development and Wider Achievement Awards.

S2,4,5 Options Choices to be Evaluated to ensure pathways are ambitious for all learners. (DHT Attainment and DHT Senior Phase.

JUNE 2025 PROGRESS

- CLPL undertaken with Pupil Support staff re: using pupil data to support ambitious options choices
- S2 [S1-S3 BGE Overview Jan 25](#) & [S2 Options Pathway to S5 Attainment](#)
- S4/5 Learners grouped into key attainment groups & data shared with Pupil Support staff [S4 Options Tracking Groups](#)
- Pilot group of S1 (SIMD ½) completed Dynamic Youth Award

AUGUST 2025 PROGRESS

S4 Attainment (N4/5 Graded Courses) in following areas:

5@N4: 82%

5@N5: 49%

S5 Ambitious Options Review undertaken to review all Senior Phase options in line with attainment targets & learner attainment.

Next Steps:

- Update Level 4 and Level 5 data following September 25 Insight Release
- Develop 'Pathway' tracking system as part of existing BGE Tracking Overview to identify learner pathways from S1
- Develop means of integrating Attainment, Achievement & DYW tracking overviews
- Roll out of S1 Dynamic Youth Award for all learners [Dynamic Youth & Personal Achievement Forward Plan 25-27](#)

<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. 2024/25 Increase to 55, 30, 15 2025/26 Increase to 58, 35, 18 2026/27 Increase to 61, 40, 21</p>	<p>SQA Attainment Data Insight Data analysis 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) Review the Level 7 course provision in school.</p>
<p>Local Authority Data has identified that S6 learners are below Renfrewshire average in attainment at Level 7.</p>	<p>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%</p>	<p>SQA Attainment Data Insight Data analysis Whole School SP Tracking</p>	<p>S5 Options Choices to be Evaluated to ensure pathways are ambitious for all learners (DHT Attainment and DHT Senior Phase) Review the Level 7 course provision in school.</p>

JUNE 2025 PROGRESS

- See above re: Quality Assurance of Options Processes

AUGUST 2025 PROGRESS

- Senior Phase Attainment has increased in following areas:
 1,3,5 Graded Higher Awards 51,27,15 (Level 6 to be updated following Insight)

Next Steps:

- Analyse S5 & S6 options choices following SQA results release in August.
- **Update data following September 25 Insight Release**

Insight Data has revealed that there is a significant gap between SIMD 30% Most Deprived and SIMD 70% Least Deprived Senior Phase learners.	<p>Increase Total Tariff Points for 30% Most Deprived Learners.</p> <p>2024/25 Increase to >220 2025/26 Increase to >243 2026/27 Increase to >270</p>	<p>SQA Attainment Data</p> <p>Insight Data analysis</p> <p>Whole School SP Tracking</p>	<p>Closing the Gap strategy to be developed for S4 and S5 CE and SIMD 1 Learners. Project Lead to work in partnership with DHT Attainment</p>
<p>JUNE 2025 PROGRESS</p> <ul style="list-style-type: none"> • Update data following September 25 Insight Release • PT Attainment appointed to lead 'Closing the Gap' strategy for S4 and S5. This is key part of 3 year attainment strategy. Raising Attainment Driver Diagram V1 • Analyse Projected Attainment Data (Potential Tariff Points) for SIMD 30% Most Deprived 			
Insight Data has revealed that there is a significant attainment gap between our bottom 20% of learners and our Virtual Comparators.	<p>Increase in Level 4 attainment for EBSA learners.</p> <p>Increase in Average Total Tariff Points for Bottom 20% of S4 Leavers.</p> <p>2024/25 Increase to >48 2025/26 Increase to >60 2026/27 Increase to >72</p>	<p>SQA Attainment Data</p> <p>Insight Data analysis</p> <p>Whole School SP Tracking</p>	<p>Specific attainment targets for all FLR and EBSA learners to be included in all Child's Planning paperwork.</p> <p>Pupil Support to attend Senior Phase Tracking Meetings to track and monitor FLR and EBSA learners.</p> <p>Level 4 materials to be shared with FLR staff.</p> <p>Support for Learning to track the attainment of the Bottom 20% in S4.</p> <p>Support for Learning to support classroom teachers with adaptive learning practice to meet the needs of all learners.</p>

			Support for Learning to provide accredited Wider Achievement Qualifications for S3 learners.
--	--	--	--

JUNE 2025 PROGRESS

- Pupil Support now responsible for tracking and monitoring of all EBSA learners. (See S4 Tracking Groups) PS now included as integral part of Senior Phase Attainment Meetings: [Pupil Support & SfL Attainment Meeting 6.3.25 \(Minutes\)](#)

Next Steps:

- **Update data following September 25 Insight Release**
- PT Attainment appointed to lead 'Closing the Gap' strategy for S4 and S5.
- Quality assurance of EBSA & FLR learner Child's Plans in October 25 to ensure clear attainment targets are included
- Increase SfL role in tracking attainment of Bottom 20%

<p><u>ACHIEVEMENT</u> 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><u>ACHIEVEMENT</u> 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><u>ACHIEVEMENT</u> 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><u>ACHIEVEMENT</u> 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 & Pupil Leadership)</p> <p>Awards Ceremony to be reviewed to celebrate successes of increased number of learners. (DHT)</p> <p>By 2027 YLL will have engaged in reciprocal visits with Johnstone and Gleniffer High School to lead improvements in HGIOURS theme 5 – 'Our Successes and Achievements' – Additional intervention Sept 2025</p>
---	---	---	---

JUNE 2025 PROGRESS

- Saltire Awards Tracking Spreadsheet – 108 Saltire Awards issued this year – significant improvement on 43 in 23/24 [Saltire Awards Tracker](#)
- Pilot group of S2 (SIMD 1&2 and not engaging in clubs) learners targeted for Wider Achievement Dynamic Youth Award
- 356 Learners Received Awards at Awards Ceremony (359 in 23/24)

Next Steps:

- Whole school audit of faculty attainment to be led by Project Lead Achievement
- S3 Skills & Leadership Group to lead on Social Media Strategy for Celebrating Achievement
- Integration of Achievement & DYW data is required to better track learner achievements and target opportunities.

The BGE curriculum does not currently offer opportunities for learners to undertake and achieve wider achievement qualifications.

By end of 24/25:
All S3 learners will have taken part in wider achievement classes to develop skills for learning, life and work.

Review of wider achievement qualifications that would help BGE learners develop key skills

By end of 25/26:
All S1 and S2 learners will achieve one or more wider achievement qualifications.

All pupils will record achievements and related skills in BGE Skills Profiles to ensure skills progression for all learners. (25-26)

BGE Record of Achievement to record learners' achievements.

S3 co-curricular achievement opportunities to be tracked and monitored as part of S3 curriculum.

BGE Profiling system developed in line with school Teaching, Learning and Assessment strategy. (DHTs and Pupil Support)

JUNE 2025 PROGRESS

- Pupil evaluation of skills classes highlighted high level of pupil engagement (85% of 91 respondents)
- S3 BGE Profile redesigned & used in S3 skills classes [S3 Profile Pilot](#)

Next Steps

- BGE Profile to be updated to reflect school's skills framework
- S1 Dynamic Youth Wider Achievement Programme to be implemented
- All S3 learners to receive Record of Achievement at end of session 25/26

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

Pupil & Parent Consultation to be carried out in September 24 will act as baseline for establishing format and timeline for implementation of Leadership Academy.

S1-4 Leadership Academy to be implemented in 24-25/ (Project Lead) Learners to lead learners, staff and parents consultation to establish priorities.

	add value to their achievements.		
--	----------------------------------	--	--

JUNE 2025 PROGRESS

- Pupil Overview of Leadership Opportunities Across School Developed [Overview of Leadership Groups](#)
- Pupil Consultation of Leadership Academy Strands Completed [Leadership PSHE Lesson October 24](#)

Next Steps

- Re-launch Leadership Academies with Senior Pupil Leaders & Staff
- Develop Clear Timelines
- Create Media/Promotion Strategy

Improvement Priority 3 – Improve the health and wellbeing of all our young people.			
<p>HGIOS/HGIOELC QIs</p> <p>2.4 - personalised support</p> <p>3.1 - improving wellbeing, equality and inclusion</p> <p>3.3 - increasing creativity and employability</p>	<p>NIF Priorities</p> <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 Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy 	<p>NIF 7 Key Drivers</p> <ul style="list-style-type: none"> Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>WELLBEING</p> <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>	<p>WELLBEING</p> <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</p>	<p>WELLBEING</p> <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>WELLBEING</p> <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>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>indicator measurable in years 2 and 3 of the improvement cycle.</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>Staged Intervention planning show improvements in Wellbeing</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 Miss/Ms/Mrs groups</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>
---	---	---	---

JUNE 2025 PROGRESS

- Promise Keepers increased from 1 to 2, each with different remits to ensure holistic support for our care experienced learners.
- Who Cares Scotland resource embedded into PSE curriculum for pupils.
- Care experienced pupils' wellbeing scores have dipped by 0.8 points compared to a Renfrewshire average of -1.9 points from 23/24 to 24/25. Promise Keepers to identify focus groups of care experienced learners to discuss this trend.
- Who Cares Scotland INSET Aug 2024 event to ensure all staff are aware of their responsibilities to care experienced pupils.
- Almost all Young Carers have a Young Carer Statement in place.
- Young carers drop-in pilot to offer additional support in place May-June 2025.
- Bespoke programmes which support emotional literacy and regulation in place and delivered by our Key Workers. Training resourcing and staff recruitment underway to offer a suite of interventions to support learners in session 25/26.
- Family Wellbeing Hub set up where parents/carers can access a range of support groups via our Family Wellbeing Service.
- Magic Breakfast partnership established with increased covers from average 70(2023) to 80(2024). Increased provision now includes Grab 'n' Go.
- WEMWBS data for learners with less than 80% attendance shows improvement of 0.5 in wellbeing scores between session 23/24 and 24/25.
- Exchange Counselling referrals for low mood in females has stayed the same. There is an increased number of males accessing the service. More data needed to assess causes for this, and explore additional interventions.
- MVP programme continues to flourish with 25 mentors in place ready for session 25/26.
- Transition programmes have started from P6 to support our most vulnerable learners in our cluster primaries. 30 Befrienders have been trained in Child Protection to support our new S1 cohort 2025/2026.
- Appointment of Project Leader Diversity and Inclusion and appointment of Diversity Pupil Leaders: led the Equalities Policy update, promoted an International Food Festival (June 25), created a new pupil welcome committee, created a Stand up to Racism wall, analysed results of pupil survey about an Inclusive Curriculum.
- Project Leader Diversity also collected data from staff about Building Racial Literacy. Results to be analysed and develop next steps.
- Education Scotland Building Racial Literacy programme is no longer running however PS DHT is a member of the EPS Cultural Competency group, sharing ideas across sectors about how to reduce unconscious bias in curricular content and build confidence in staff about how to recognise and challenge incidences of racial micro-aggressions.
- All S1 pupils have had Show Racism the Red Card training completed by May 2025.

RELATIONSHIPS

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.

When consulting with pupils and parents/carers, developing our work around creating a positive and inclusive school environment was

RELATIONSHIPS

By May 2025, all teachers will be more confident when managing pupils demonstrating distressed behaviours using the policy.

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

RELATIONSHIPS

All pupils have increased their number of House points and badges at the end of each term.

Numbers of Requests for Support have reduced.

Increased numbers of pupils can identify the steps in Classroom Agreement (currently 50%).

RELATIONSHIPS

All staff will receive Nurturing Relationships policy training on inset day 2.

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.

By September 2024, SatchelOne information sessions for parents will run online and in-person.

<p>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>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>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>Minutes of RRSA meetings with the staff/S6 ambassador groups</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>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> <p>By 2026 YLL will have engaged in reciprocal visits with Johnstone and Gleniffer High School to lead improvements in HGIOURS theme 4 – 'Our Health and Wellbeing' - Additional intervention Sept 2025</p>
--	---	---	--

JUNE 2025 PROGRESS

- Almost all staff follow the Nurturing Relationships policy to promote a positive classroom ethos.

- De-escalation training has been delivered to most staff by December 2024.
- RRSa Silver accreditation process underway. Pupil and staff groups established.
- RNRA submission made to EPS – awaiting outcome for Amethyst 12 months ahead of schedule.
- NVR staff training delivered during February INSET. Pilot planned for 15 identified pupils starting August 2025.
- House assemblies this year have celebrated learner successes for points, badges and good attendance.

ATTENDANCE

The overall attendance rate for session 2023/ 2024 was 86.6%. We recognise the need for positive attendance to improve wellbeing and raise attainment.

Using attendance data, the following groups are highlighted for additional targeted interventions:

- 18% of FSM pupils had less than 60% attendance last session compared to 5% who are not in receipt of FSM.
- 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.
- 26% of care experienced pupils had less than 60% attendance last session compared to 7% who have no experience of care.
- Extended Support Team planning data has identified a group of learners who are able to attend school but not attend all their classes.

ATTENDANCE

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)

The attendance of identified targeted groups will increase:

- 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
- 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
- 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

ATTENDANCE

Data Dashboard

SEEMIS daily attendance data shows fewer absences

SEEMIS monthly reports for targeted groups

Weekly evaluation at House meetings of interventions which support attendance

Targeted group surveys

Parent/Carer surveys

EST meetings/minutes will show impact of interventions.

Pupil exclusion data

ATTENDANCE

New Attendance Policy (published by Oct. 2024)

Attendance tracker

Parent/Carer Communication Strategy developed in partnership agreed with cluster primaries.

Weekly House Meetings

"Code Red" system

Inclusive Support Assistants x 2 (PEF Funded) to:

- Monitor TBC list and contact parent/carers
- ISA 1 - Support pupil attendance (FSM/less than 70% attendance)
- ISA 2 – Support pupil attendance (ASN/less than 70% attendance)
- Offer NVR support to families
- Run Ms/Mrs/Ms and Mankind groups

EBSA classes in the Hive

SISP/ESRG request for assistance

Working with partners to deliver alternative curriculum input

<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>Development of early intervention strategies with cluster primaries</p> <p>DHT input with Local Authority EBSA Steering group</p>
<p>JUNE 2025 PROGRESS</p> <ul style="list-style-type: none"> • Attendance rate to date (20.06.25) is 87.63% (missing target by 0.17%) • Data needed from Data Dashboard for some group comparisons. Update in August 2025. • Attendance at EBSA classes has been sporadic and has not met our target. Plans to create our own FLR/online offer are underway for session 25/26 with appointments for primary teacher and key worker complete. • Attendance related referrals to EST this session was 23 – well below target. • Exclusion incidents total 20 for session 2024/25. • Cluster Attendance Communication Strategy in place. • Attendance pilot for pupils between 70—84% attendance saw an increase in identified pupils' attendance in 9 out of 15 pupils. • Staff and parent/carer surveys on attitudes to attendance complete. • Pupil questionnaires completed by targeted groups of learners. • Data gathering complete and evidence to be used to design new compassionate attendance policy ready for roll-out August 2025. 			