

Improvement Planning Guidance for Schools and Centres 2021-22

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School / Establishment

Vision, Values , Aims and Curriculum Rationale

Vision

To provide a learning environment where every young person feels happy, safe and is able to realise their potential.

Values

We are **ambitious** for every child within our school and thus we have **high expectations** for all and we encourage our pupils to strive for **continuous improvement** not just in their educational endeavours but also in every aspect of their character. We prepare our pupils for an ever changing world beyond school and thus look for our young people to **embrace change** positively and look to make it work for them.

As a school community we endeavour to be **inclusive** in our approaches and expect our pupils to be similarly inclusive through affording **respect** to others and having respect for the school environment. We want our young people to have **compassion** for others and to be **tolerant** when confronted with attitudes and values that are at variance with their own.

Through inculcating these values in all that we do we hope to develop the essential character of our pupils so that they can achieve the specified aims of our national aspirations as a society.

Aims

Through universal application of our values we aspire for all our young people to become **confident individuals** who will develop their intellectual capacities and become **successful learners**. We value the contribution of young people to our school community and we encourage them to be **effective contributors** both in school and beyond school so that they become **responsible citizens** of the 21st century.

	IMPROVEMENT PRIORITY	TARGETS
1	Recovery plan to overcome learning loss due to COVID	<ol style="list-style-type: none"> 1. All departments will reflect and consider how to learn the lessons from 'remote' learning to supplement existing courses to enable catch up from learning loss, where required. 2. The school will continue to roll out 'metacognitive strategies' to aid more independent learning in the BGE. 3. The school will utilise staffing additionality to create more classes and/or facilitate individual and small group extraction to provide more bespoke and targeted support for youngsters most in need.
2	Promoting inclusion and wellbeing through the implementation of our Equality and Diversity Programme.	<ol style="list-style-type: none"> 1. Staff training on equality and diversity will take place during Inset days. 2. The school will create an Equalities Steering Group with staff and pupils to review existing provision. 3. The Equalities Steering Group will devise a programme of events for 2021-22 and evaluate the programme at the end of the session. 4. All departments will engage in Equalities audit of their courses and make amendments where required. 5. The school will endeavour to achieve Rights Respecting Schools Silver Award and the LGBT Charter Award. 6. We will continue to build upon our support for pupil wellbeing through additional staffing and the expansion of our support groups. 7. PEF PTs will work to devise strategies to close the attainment gap between the most and least advantaged e.g. seeking accreditation as a 'reading' school this session.
3	Development of Parental Engagement strategy	<ol style="list-style-type: none"> 1. The Parental Engagement Group action plan agreed in 2020-21 will be taken forward across 2021-22. 2. The action plan recommendations will be monitored throughout the session. 3. There will be a comprehensive evaluation of the action plan at the end of the session to gauge what Progress has been made. 4. Any further actions deemed necessary will go forward into the 2022-3 SIP.

*Duplicate this section as required for each priority

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
Recovery plan to overcome learning loss	Improving attainment. Closing the gap.	School leadership. Assessment of children's progress.		Targets 1, 2 and 3	SLT
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Departments to incorporate lessons from 'remote' learning to supplement existing courses to enable catch up from learning loss, where required.	August 21 – January 22	Time to adapt courses, where required. Photocopying costs.	PTs (Subject) SLT Links	PT-SLT Meetings across August 21 to January 22	Departmental and school Standards and Quality Reports.
Implementation of agreed metacognitive strategies across the school.	Ongoing across the session	Time on Inset days and DMs. Requisite materials will be provided for departments	PEF PTs L/T Committee PTs (Curriculum)	SLT Meetings with PEF PTs.	PEF Impact Assessment Report.
Utilisation of additional staffing to create more targeted and bespoke support for those pupils in most need.	Ongoing across the session	Timetabling and accommodation requirements	PTs (Subject) SLT Links	PT-SLT meetings DHT (Timetable)	PT-HT Meetings across the session.
Leadership and Parental and Learner Engagement Opportunities					
<ol style="list-style-type: none"> Departments will engage in Pupil Voice to elicit perspective on appropriate forms of remote learning. Some departments may wish to elicit the perspective of parents/carers (this will be addressed as a school through our parental engagement strategy). Pupils engage with metacognition strategies across their curriculum. 					

Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
<p>Supplementing of existing courses will require time for departments to adapt and amend courses and ICT training for some staff</p> <p>Continued engagement with the Osiris organisation</p>	<p>Negligible cost</p> <p>£4000.00</p>	<p>ICT training and some inserts on differentiation strategies.</p> <p>All staff will engage in Metacognition CPD during Inset days. Thereafter staff will implement metacognitive strategies in their classes and engage with associated online CPD.</p> <p>Professional dialogue at DMs.</p>

Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
Identification of pupil underperformance	Devise intervention strategies at departmental and school level	More support for those who need it most at departmental and school level e.g. mentoring programmes	PEF PT Salaries	PEF Impact Assessment Report
Enhanced meta-cognition strategies for all	Provide a wider range of strategies for learning	Better learning should lead to better attainment	£4000.00 for Osiris	PEF Impact Assessment Report

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
Promoting inclusion through the implementation of our Equality and Diversity Programme	Improving children's health and wellbeing	School leadership Teacher professionalism School improvement		Target 4	DHT Equalities & Diversity DHT Support for Pupils
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Equality and diversity training for staff	August and October Inset days	Time set aside at Inset days in August and October	DHT Equalities & Diversity	Staff questionnaire	Outcome and review of questionnaire results
Creation of an Equalities Steering Group	August 21	N/A	DHT Equalities & Diversity	Regular meetings and minutes kept	N/A
Development of a programme of events for staff and pupils across 2021-22 and evaluation thereof	By October 21.	Time for the group to develop various events as required.	Equalities & Diversity Steering Group	Review each aspect of the programme as it is rolled out	Regular review of progress through group meetings
All departments engage in Equalities audit of courses.	August 21 – January 22	Time set aside through Inset days and DMs	PTs (Curriculum)	PT-DHT meetings and changes to courses made.	Departmental outcomes
Achievement of the RRSA (Silver) and the LGBT Charter by the school	By the end of 21-22 session.	Financial resources for awards. Time for ongoing work towards the awards to take place.	PT Citizenship Equalities & Diversity (sub-group)	Meetings between DHT and PT Citizenship Meetings between DHT and LGBT sub-group chair	Achievement of RRSA and LGBT Charter

Enhancement of our programme of support for wellbeing	Aug-Sep 21 for additional staffing and setting up of groups. Evaluation in May/June 2022	Additional staffing provided. Continued development of bespoke support groups as required to meet identified needs	DHT Support for Pupils PT Support for Pupils	Additional staffing reviewed re effectiveness thereof. Evaluation of our Positive Intervention Base. Review of the effectiveness of bespoke support groups	Review as part of our Standards and Quality review.
PEF PTs working to develop strategies to close the attainment gap	Across the session	PEF funding will be used where required.	DHT (PEF) PEF PTs	Regular meetings with DHT(PEF) and PEF PTs.	Enhanced support for those most in need is achieved.
Leadership and Parental and Learner Engagement Opportunities					
<ol style="list-style-type: none"> 1. Pupils will be actively involved in formulating the school's plans through the BGE Equalities Group; the Senior Phase Equalities Group; our House Councils and the Pupil Senate. 2. Parental involvement will be enhanced through active consultation (see parental engagement strategy for more details). 					
Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>		Professional Learning		
Initial costs to pump prime the equalities and diversity programme.	£1000.00		All staff engage with equalities training during inset days and complete GTC Module 1 Equalities & Diversity training. All staff engage with requirements of RRSA (Silver) and LGBT Charter. PEF PTs will require to investigate the efficacy of various possible initiatives that the school may introduce.		
Costs associated with RRSA (Silver) and LGBT Charter.	£2000.00				
Costs incurred through various strategies identified by PEF PTs and SLT.	Difficult to quantify at this point as COVID restrictions means we are unsure what opportunities will be available for our pupils.				

<p>Additional staffing costs prioritised for Support for Pupils</p>	<p>Pre-COVID the costs of supporting disadvantaged youngsters was £25000.00.</p> <p>1.4 FTE salary cost for 2021-22 session.</p>	
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Pupil Equity Target	Objectives	Impact for Pupils in Deciles 1-3	Cost	Review - Evaluation
A range of PEF strategies will be devised	Provide additional support in academic and non-academic activities.	All pupils from SIMD 1-3 feel included in aspects of school life and can participate as much as any other pupil.	TBC	PEF Impact Assessment Report

Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	Overall Responsibility
Development of Parental Engagement Strategy	Improvements in attainment	Parental Engagement		N/A	DHT (Parental Engagement)
Tasks/Action Required <i>This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.</i>	Timescale (by) <i>This should have clear timescales</i>	Resource Requirements <i>What do you need to complete the task?, (people, material, time)</i>	Person Responsible	Monitoring and Evaluation Arrangements <i>How will you know and what is the impact?</i>	Progress <i>This should be updated on a regular basis with clear detail on what has been achieved.</i>
Parental Engagement Action Plan to be implemented.	By October 21	Time made available at Inset	DHT Parental Engagement Group	Parental questionnaires demonstrate greater engagement with the school	At each stage of implementation there is a review of the effectiveness of each aspect of the programme
Monitoring of Action Plan is ongoing across the session	August 21 to June 22	As above	As above	As above	As above
Comprehensive evaluation of all aspects of the Parental Engagement strategy to be undertaken.	June 22	Time made available in May/June 22	As above	Review of all performance data is undertaken e.g. attendance at parents meetings	As above and changes agreed for further implementation across 2022-23
Leadership and Parental and Learner Engagement Opportunities					
<ol style="list-style-type: none"> 1. Parental questionnaires on school systems of communication will be issued. 2. Enhanced parental engagement and understanding of opportunities / achievements. This will focus on the impact on young people for these opportunities and how it develops their skills. 3. Family learning will further develop parental participation of learning approaches and how they can help their children in the learning process. 4. The further development of digital technology in support of all aspects of parental engagement. 					

Resource Requirements	Costs <i>Please see PEF funding – detailed breakdown on last page</i>	Professional Learning
<p>Time to create parental questionnaires and analyse results and formulate strategy and systems.</p> <p>Location required for filming and editing purposes.</p> <p>ICT equipment to facilitate the creation of videos</p>	<p>Negligible cost</p> <p>£1000.00</p> <p>£2000.00</p>	<p>Staff training on video editing techniques and use of social media.</p>