

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Lenzie Academy
Head Teacher	Brian Paterson
Link QIO	Kevin Kelly

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Vision</u> - To provide a learning environment where every young person feels happy, safe and is able to realise their potential.</p> <p><u>Values</u> – Our primary values relate to AMBITION and INCLUSION. We are <u>ambitious</u> for every child within our school and thus we have <u>high expectations</u> for all and we encourage our pupils to strive for <u>continuous improvement</u> not just in their educational endeavours but 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 <u>embrace change</u> positively and look to make it work for them.</p> <p>As a school community we endeavour to be <u>inclusive</u> in our approaches and expect our pupils to be similarly inclusive through affording <u>respect</u> to others and having respect for the school environment and school traditions. We want our young people to have <u>compassion</u> for others and to be <u>tolerant</u> when confronted with attitudes and values that are at variance with their own.</p> <p>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.</p> <p><u>Aims</u> - Through universal application of our values we aspire for all our young people to become <u>confident individuals</u> who will develop their intellectual capacities and become <u>successful learners</u>. We value the contribution of young people to our school community and we encourage them to be <u>effective contributors</u> both in school and beyond school so that they become <u>responsible citizens</u> of the 21st century.</p>

Curriculum Rationale

Broad General Education

S1 / S2: In S1 our pupils follow a standard curriculum and the vast majority of classes are mixed ability, though there is some broad banding in Mathematics. All pupils study science as a generic curriculum area and social subjects discretely through rotational arrangements. When pupils move into S2 there remains a broad curriculum similar to S1, though sciences are taught as discrete subjects through a rotational system and pupils get exposure to Spanish as a second MFL to supplement French which is taught across S1 and S2. In S2 we have a two period elective programme to facilitate some limited personalisation and choice.

S3: In S3 pupils choose nine subjects in broad curricular areas – English, Mathematics, Modern Languages, Sciences, Social Subjects, Technologies and Expressive Arts. There are opportunities to study two languages and two social subjects and up to three sciences. All pupils continue to study core subjects of PE, PSE and RME. Pupils have electives in the third term as well as opportunities for wider achievement such as participation in the Youth Philanthropy Initiative (YPI).

The Senior Phase

S4/5: Pupils narrow their curriculum from nine subjects to six and opt to go on either two year pathways to H Grade in S5 (sitting N5 at the end of S4) or one year pathways whereby pupils sit the N5 in S4 and re-select another one year subject for S5. This flexibility suits some pupils whilst many opt for six subjects across two years to achieve six H Grades by the end of S5. Pupils continue to have input into core subjects of PE, PSE and RME across S4 and S5. A small number of pupils embark upon foundation apprenticeship programmes.

S6: Pupils must study a minimum of four subjects in S6 and there are a range of pathways available. For some, continuing studies to AH Grade is available in most subjects. Some pupils opt for a combination of AH and H Grades, whilst for others they can do combinations of in-school provision and vocational options via EDC's Senior Phase Vocational Programme. All S6 must engage in community involvement activities and / or in-school assistance such as being learning mentors.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Learning & teaching	Learning & teaching	Learning & teaching
Priority 2	Attainment & achievement	Attainment & achievement	Attainment & achievement
Priority 3	Health & wellbeing	Health & wellbeing	Health & wellbeing
Priority 4	Preparation for new school	Preparation for new school	Preparation for new school

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Section 2: Improvement Priority 1	
School/Establishment	Lenzie Academy
Improvement Priority 1	Learning & teaching: the development of meta-cognitive strategies into learning & teaching programmes
Person(s) Responsible	Who will be leading the improvement? Learning & teaching committee Who will they collaborate with? Each other; departmental colleagues; SLT; Osiris Educational Consultants

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<p>Delete / copy as required</p> <p>Choose an item. Closing the attainment gap between the most and least disadvantaged children Choose an item.</p>	<p>Delete / copy as required</p> <p>Choose an item. school improvement Choose an item.</p>	<p>Delete / copy as required</p> <p>Choose an item. QI 2.3 Learning, Teaching & Assessment Choose an item.</p>	<p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged Choose an item. Choose an item.</p>
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
All departments have a lead practitioner who will deliver CPD to departmental colleagues.	Ongoing engagement with Osiris consultancy has a cost implication.	Liaison with Parent Council GLOW survey of parents/carers Parental focus groups	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
CPD at DMs; Inset CPD; professional reading; class observations; professional dialogue.	Focus on independent learning will enhance learning strategies of all pupils but have greatest impact on pupils from SIMD 1-4	One PEF PT leading on meta-cognition and another leading on identifying those off track and facilitating interventions to support learning.	

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All departments will incorporate a range of meta-cognitive strategies into their practices across 2022-23.	<p>L+T Committee members will deliver CPD to departmental colleagues and lead on the evaluation and impact of meta-cognition approaches in a departmental context.</p> <p>SLT will liaise with the L + T Committee to discuss and agree next steps in the process.</p>	<p>All departments will review the impact of meta-cognition strategies through a combination of qualitative and quantitative methods. The L + T Committee will evaluate data across all departments re what strategies have greatest impact.</p> <p>L+T Committee will discuss findings with SLT and agreeing next steps.</p>	Interim evaluation of strategies used will take place in January 2023 and full evaluation in May 2023.	

Section 2: Improvement Priority 1	
School/Establishment	Lenzie Academy
Improvement Priority 1	Learning & teaching: Continued development of digital learning
Person(s) Responsible	Who will be leading the improvement: ICT Committee Who will they collaborate with? PTs (Curriculum)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<p>Delete / copy as required</p> <p>Choose an item. Closing the attainment gap between the most and least disadvantaged children Choose an item.</p>	<p>Delete / copy as required</p> <p>Choose an item. school improvement curriculum and assessment</p>	<p>Delete / copy as required</p> <p>Choose an item. QI 2.3 Learning, Teaching & Assessment Choose an item.</p>	<p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged Choose an item. Choose an item.</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>All departments have a lead officer who has primary responsibility for the development of digital learning in a departmental context.</p> <p>The ICT committee will engage in internal CPD for staff across the school as required.</p>	<p>Reliability of ICT in both hardware and band width is required.</p> <p>We will seek to invest in more laptops and iPads in 2022-23.</p> <p>Time for CPD sessions made available via Inset days and flexibility time.</p>	<p>Parents/carers made aware of digital learning as part of our wider family engagement in learning & teaching strategy.</p>

Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
ICT CPD if required will be provided.	<p>ICT devices can be made available for youngsters who do not have devices at home.</p> <p>Alternatives to ICT made available e.g. hard copies of work if required.</p>	Use of PEF funds for devices e.g. scientific calculators; iPads and laptops.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
The lessons learnt from the use of digital learning through COVID will continue to be incorporated into all courses.	All courses should have digitised versions to enable pupils to access courses when they are absent for whatever reason.	All departments will review and reflect on existing provision and update where required e.g. making links to West Partnership materials and other online supports that are available.	<p>Ongoing across the session.</p> <p>ICT committee to evaluate progress in March 2023 with a view to sharing good practice on the May Inset day.</p>	

Section 2: Improvement Priority 1	
School/Establishment	Lenzie Academy
Improvement Priority 1	Learning & teaching: Development of DYW
Person(s) Responsible	Who will be leading the improvement? Acting PT DYW; DYW Committee Who will they be collaborating with? SLT; PTs (Curriculum) / wider staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
<p>Delete / copy as required</p> <p>Choose an item. Improvement in skills and sustained, positive school-leaver destinations for all Choose an item.</p>	<p>Delete / copy as required</p> <p>Choose an item. curriculum and assessment Choose an item.</p>	<p>Delete / copy as required</p> <p>Choose an item. Q! 3.3 Increasing creativity and employability Choose an item.</p>	<p>Delete / copy as required</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people Choose an item. Choose an item.</p>

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<p>Selected staff to lead on the development of more vocational options for the Senior Phase.</p> <p>DYW committee members will have opportunities to lead and deliver CPD to other staff and senior pupils. Leadership of follow up skills audit to that from 2017-18.</p>	<p>Cost of delivering courses provided.</p> <p>DYW budget will be used to purchase various items required across the session.</p>	<p>N/A</p> <p>Parents consulted as required.</p> <p>Parental engagement as employers and as part of pupil conferences when representing different occupations / career pathways.</p>

<p>CES training carried out by a member of staff in all departments. Opportunity to cascade training to colleagues.</p> <p>DYW Committee members lead employer engagement opportunities.</p>	<p>Time required for delivery of training.</p> <p>Time required for contact and engagement with various employers.</p>	<p>N/A</p> <p>Some parents/carers may be involved as employers.</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Staff engage in professional reading and dialogue around DYW, wider vocational courses and CES.</p> <p>Engagement through CPD on DYW and CES.</p>	<p>The development of more vocational courses offers more flexible curricular pathways for pupils. This will help pupils in SIMD 1-4 more but should be advantageous for pupils across all deciles.</p>	<p>We will need to pump prime courses to secure new materials / resources for any new course that is developed.</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Delivery of additional vocational courses in the SP planned.</p> <p>DYW Skills Audit should highlight positive developments</p>	<p>Suitable courses identified and planning for delivery initiated.</p> <p>If skills audit shows deficits these will be looked at with a view to improve in this area</p>	<p>All courses ready for implementation in 2023-24.</p> <p>Time for review of courses and inclusion of key skills.</p>	<p>Planning across 22-23 with implementation in 2023-24.</p> <p>Audit October 2022 Change June 2023</p>	
Barista training for staff and pupils takes place.	Staff enable senior pupils to operate Barista machine to enhance school's vocational offer.	Barista machine being operated and coffee being provided by senior pupils to all pupils and staff within the school.	Implementation by October 2022.	
DYW Mentor scheme is operational providing bespoke help/support to targeted individuals in S4-6	Staff identified and linked with pupils identified by PT DYW and PTs Guidance. Training is provided to mentors.	Mentors engage with pupils across the session and ensure that their skills are enhanced to facilitate a move to a positive destination post-school.	<p>Mentor training by Oct.</p> <p>Engagement with pupils Oct-Apr.</p>	
Employer Engagement Programme to be re-instated post-COVID.	Contact and engagement with prospective employers set up. Visits by employers agreed for the session.	<p>A calendar of visits is agreed by Oct 2022.</p> <p>Visits by employers initiated across the session.</p>	<p>October 2022</p> <p>Ongoing across the session.</p>	

Section 2: Improvement Priority 2	
School/Establishment	Lenzie Academy
Improvement Priority 2	Attainment & achievement: Enhanced BGE moderation
Person(s) Responsible	Who will be leading the improvement? PTs (Curriculum) Who will they collaborate with? SLT; departmental teams

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required Choose an item. teacher professionalism Choose an item.	Delete / copy as required Choose an item. QI 2.3 Learning, Teaching & Assessment Choose an item.	Delete / copy as required Choose an item. Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Departmental staff can lead on areas of moderation in the BGE within their curricular area(s).	Time made available through DMs to review, collaborate with others through professional dialogue.	Possible survey to ensure parental perspective on moderation is clear and understood.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Ongoing professional dialogue. Review of ES documentation / examples.	N/A	N/A

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
There will be a systematic approach to moderation across the school based upon departmental policies derived from school guidelines.	Departments agree what will be moderated and use DM time to engage in moderation procedures; have professional discussion around moderation and agree standards relative to their policy and wider school guidelines	Ongoing professional dialogue takes place by moderation teams and thereafter wider departmental staff. Review of data in tracking reports to ensure consistency across the school.	Subject departments will moderate different things at different times. Review of levels in BGE tracking reports by SLT.	

Section 2: Improvement Priority 2	
School/Establishment	Lenzie Academy
Improvement Priority 2	Attainment & achievement: Development of BGE Cfe Levels Guidelines
Person(s) Responsible	Who will be leading the improvement? SLWG on Cfe Levels Who will they collaborate with? All subject departments; EDC; Education Scotland; Insight

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Improvement in attainment, particularly in literacy and numeracy. Choose an item. Choose an item.	Delete / copy as required Choose an item. Choose an item. teacher professionalism	Delete / copy as required Choose an item. QI 2.3 Learning, Teaching & Assessment Choose an item.	Delete / copy as required Choose an item. Improvement in attainment in literacy Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Engagement in the SLWG affords staff opportunities to input into the development of whole school guidance.	Time for research and professional discussion.	N/A

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Review of Cfe benchmarks in different curricular areas; review of EDC data, Parentzone data, Insight data and SIMD data for our school relative to the national norm and virtual comparators.	Quality assurance by PEF PT Performance Management who will engage with guidance and SLT if departments are at variance with expected pupil performance of school guidelines. Focused intervention strategies if pupils off track in one or more curriculum areas.	Some funding for intervention materials. PEF PTs engage with selected pupils re intervention strategies.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
All departments use the Cfe guidelines to inform the allocation of levels for pupils in their subjects at key points across S1, S2 and S3.	Time is available in the WTA via DMs and PTs management time – curriculum and PEF.	Review of levels across S1-3 discussed by PTs-DHTs in their monthly meetings.	January and June 2023.	

Section 2: Improvement Priority 2	
School/Establishment	Lenzie Academy
Improvement Priority 2	Attainment & achievement: Accreditation of wider achievement
Person(s) Responsible	Who will be leading the improvement? School working groups / key staff Who will they collaborate with? Wider staff as required; various external agencies

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Choose an item. Placing the human rights and needs of every child and young person at the centre Choose an item.	Delete / copy as required Choose an item. school leadership Choose an item.	Delete / copy as required Choose an item. QI 3.2 Raising attainment and achievement Choose an item.	Delete / copy as required Closing the attainment gap between the most and least disadvantaged Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff engagement and leadership in various areas where the school is seeking further accreditation for the work that we do.	There are cost implications with some accreditation organisations	Parent Council discussions. Wider parental engagement when required via surveys and follow up focus groups.

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>Staff engaged in the accreditation processes will engage with the appropriate literature.</p> <p>Staff can lead others through requirements, devise overall school strategy and facilitate operational frameworks for the completion of tasks.</p>	<p>Involvement of pupils as an integral part of the process with a focus on engagement of those in SIMD 1-4</p>	<p>PEF funding may be required for the school to be awarded with wider achievement awards.</p> <p>PEF money for PEF PT to travel to Character Education conference.</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
The school gains a Rights Respecting Schools Silver Award, Vision Scotland L2 Award, LGBT Charter and a Reading Schools Award.	Staff involved will be given time to allow for the evidence and administrative tasks that accompany accreditation to be undertaken.	We are awarded RRSA (Silver); Vision Scotland (Level 2); LGBT Charter Award and the Reading Schools Award.	Each award has a different dates. Award conferred to the school is evidence of success.	
The school seeks to attain a Character Education Charter Mark and a STEM Nation Award	As above.	Awarded kite mark as a School of Intentional Character Education from A.C.E. We attain the STEM Sustainability Award.	Attaining Charter Mark status Attaining the STEM Award	

Section 2: Improvement Priority 3	
School/Establishment	Lenzie Academy
Improvement Priority 3	Health & wellbeing: Improving inclusion through the promotion of our equality and diversity programme
Person(s) Responsible	Who will be leading the improvement? PEF PTs, Equalities Group, MVP Group, House Committee Who will they collaborate with? SLT Links; wider school community as and when required

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Choose an item. Placing the human rights and needs of every child and young person at the centre Choose an item.	Delete / copy as required Choose an item. school improvement Choose an item.	Delete / copy as required Choose an item. Choose an item. QI 3.1 Wellbeing, equality & inclusion	Delete / copy as required Choose an item. Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff and pupils will play a leading role in a range of school developments related to PEF, Equalities, MVP, Mental Health Ambassadors and House developments.	Training for S6 pupils will need to be undertaken for the MVP programme and M.H Ambassadors. Some financial outlay may be required for specific programmes.	Parent Council consulted re MVP and PEF. Wider parental consultation as required re Equalities and Mental Health Ambassadors programme.

Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
<p>Staff have undertaken MVP CPD in session 2021-22. Further training and reinforcement will take place if required</p> <p>Staff engaged in a range of professional reading around Equalities and PEF.</p> <p>Staff engaged in House developments have professional dialogue on how to enhance the House system further.</p> <p>Staff lead senior pupils who will act as Mental Health Ambassadors.</p>		<p>N/A</p> <p>PEF interventions based upon perceived needs.</p> <p>Focus on engaging more SIMD 1-4 in House leadership activities and as Mental Health Ambassadors.</p> <p>Focused support for BGE pupils, particularly but not exclusively on those in SIMD 1-4.</p>	<p>N/A</p> <p>A range of materials will be costed and purchased for PEF and Equalities work across the session e.g. literacy and numeracy programmes; PEF interventions based upon tracking data.</p> <p>Some purchase of House rewards materials and any necessary resources for the Mental Health Ambassadors programme.</p>	
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
<p>Staff are trained in MVP programme and feel comfortable delivering training to S6 pupils.</p> <p>Staff CPD on Mental Health to lead our S6 Mental Health Ambassadors programme</p>	<p>S6 pupils trained and this is evaluated prior to delivering workshops to junior pupils.</p> <p>S6 pupils trained to fulfil role as ambassadors for mental health.</p>	<p>S6 pupils deliver workshops with staff assistance.</p> <p>S6 pupils deliver six lessons through PSE to BGE pupils</p>	<p>Training Aug/Sep Delivery to junior pupils Oct-Feb Review of impact in Mar/April.</p> <p>As above.</p>	

Equalities Committee to evaluate their 2021-22 input.	Based upon feedback changes are made to the Equalities work from 2021-22.	Re-vamped Equalities input for all year groups takes place across 2022-23.	Evaluation - June. Adapt - Aug/Sep. Revamp - Sep onwards.	
PEF PTs regularly engage in professional reading around their remits to inform best practice.	<p>PEF PTs suggest Learning + Teaching approaches (see meta-cognition)</p> <p>PEF PTs engage in tasks to enhance the assessment and achievement of SIMD 1-4 pupils.</p>	<p>Review of performance data by SIMD and subsequent interventions by PEF PTs and Guidance/SLT.</p> <p>Evidence of the impact of interventions should be evident in improved pupil performance of those in SIMD 1-4.</p>	Key points throughout the session i.e. follow up to tracking reports for BGE and SP years.	
The school will be looking at ways to further embed our House system more fully into our existing systems and processes.	Greater involvement of a wider range of staff and pupils in House related activities is evident.	<p>Staff PRDs.</p> <p>Evidence / data of greater staff involvement throughout the session will be sought/expected.</p>	Review of staff returns in Aug. Active engagement and leadership with selected staff across the session.	
Self-evaluation committee will work with departments to evaluate how embedded Equalities work is within subject curricula.	Self-Evaluation Committee and PTs (Curriculum) to engage a key points across the session	Curricula should include sufficient inclusion of Equalities work by the end of the session.	Meetings in September with a review in May/June.	

Section 2: Improvement Priority 4	
School/Establishment	Lenzie Academy
Improvement Priority 4	Preparation for a new school
Person(s) Responsible	Who will be leading the improvement? HT + DHT Who will they collaborate with? EDC Education and Major Assets Teams; Holmes Miller (Architects); McLaughlin Harvey (Construction); wider staff/pupils/parents;

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required Choose an item. Improvement in children and young people's health and wellbeing Choose an item.	Delete / copy as required Choose an item. Choose an item. school leadership	Delete / copy as required Choose an item. QI 1.3 Leadership of Change Choose an item.	Delete / copy as required Choose an item. Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT will lead on many aspects of the new build. Acting DHT (backfill) will afford whole school leadership opportunities. PT backfill will afford a departmental leadership opportunity.	Time for DHT to engage as much as is required has been made available through the appointment of an Acting DHT.	Parent Council will be consulted regularly once the new build has a site agreed and planning agreed.

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<p>Our School and House Captaincy Teams will lead the BGE and SP Councils in discussions about the new school.</p> <p>The BGE and SP Council members will be able to lead fellow pupils through some of the important aspects of the new build.</p>		<p>Training for captaincy teams and time to brief them on developments and approaches to sharing the information.</p>		
Professional Learning		Interventions for Equity	Pupil Equity Funding (PEF) Allocation	
<p>HT and DHT will engage regularly with specialists and visit other schools to learn from their experiences.</p> <p>Wider staff engagement around aspects of internal design from a departmental perspective</p>		N/A	N/A	
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Regular updates, discussions and consultations with key stakeholders will take place throughout the session.	Time made available via staff meetings and PT meetings.	The plan and design for the new school will evolve based upon consultation with key stakeholders across the session.	Still to be determined.	

Section 2: Improvement Priority 3	
School/Establishment	
Improvement Priority 3	
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with?

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022