School Improvement Planning

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| **School** | **Smithycroft Secondary School** |
| **Learning Community** | **Smithycroft** |
| **Link Officer** | **Samir Sharma** |
| **Head of Service** | **Jean Miller** |
| **School Roll** | **933** |
| **Attendance Rate** | **84%** |
| **Pupils affected by the poverty related attainment gap (**employment, income, housing, health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  |  |  | | --- | --- | --- | --- | | **PEF allocation 23-24:** | **£188,000 (22/23)** | **SIMD Q**uintile 1 **(% and Number)** | **63% - 588** | | **Carry Forward:** | £88,000 | **SIMD Q**uintile 5 **(% and Number)** | **None** | | **Total Allocation 23-24:** | **£276.000** | **Other** |  | | **FME (number and %)** | **51% - 455** | **Total No Pupils** |  |   **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* | |
| Ensure that all young people get the targeted support they deserve through **early intervention and prevention** to improve their learning and wellbeing  Continue to **Improve learning in every classroom** across the school to secure improved outcomes for young people | |

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| **Challenge: Early intervention and prevention** | | | | | |
| **Mission 1: Establish uniform ‘Attainment over Time’ data collection for each year group - RL** | | | | |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |  |
| Establish a rationale and statement of intent around data collection across all year groups | * All staff have a clear understanding of the tracking codes and understand how to use them to accurately reflect progress | * More consistent data across departments/whole school * Fewer anomalies in tracking | RL | Sept 2024 |  |
| Analysis of data after each data period to highlight young people who are off track (BGE and Senior phase)  Development of pro-forma for Curricular PTs to complete to record interventions and actions following each tracking period | * Staff at all levels will engage in analysis of tracking data at an appropriate level. * There will be a consistent approach to tracking interventions to support young people, these will be recorded centrally | * Departmental actions recorded to support young people who are off-track * Reduction in number of young people off track | RL  (Curricular PTs/FHs to support) | From Sept 2024 onwards  Sept 2024 |  |
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| Establish learner ‘groups’ based on data from CAT scores. Appropriate supports to be put in place for each group. | * Staff will have clear and concise information on all data that is available on young people; this will support in target setting and in-class supports. | * Tracking data; fewer pupils below track as appropriate supports will be in place * Departmental staged interventions | RL / CC | Oct 2024 |  |
| DHT analysis of tracking for each tracking period for each year group. | * DHTs for each year group will have a more in-depth overview of academic progress in their relevant year group; this will support early intervention. | * Reduction in number of young people off track * Increased levels of engagement with parents/carers concerning tracking | RL  MH / AH / JB / LM | From Sept 2024 onwards |  |
| Development of ‘Smithycroft pupil Virtual Comparator’ | * Quantitative, real-time data used to create ‘profile’ of different types of young people. Profile will illustrate the learning trajectory of learner. | * Virtual Comparator will allow staff to see potential of a learner and data will promote more accurate target setting and improved outcomes | RL / CC | Ongoing throughout session 2024-5 |  |
| **Mission 2: Streamline attainment intervention processes and capture in ‘Raising Attainment’ policy - RL** | | | | |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |  |
| Review of existing arrangements for intervention on S4/5/6 at tracking time and effectiveness of intervention | * More clarity surrounding the Senior tracking procedure to ensure accurate and consistent data | * Accurate tracking data will allow for more timely and appropriate interventions | RL / CC | Sept 2024 |  |
| Establish procedures for ‘early warning’ prior to tracking period | * Creation of a system that will allow young people/parents to be aware that they are at risk of being below track on next tracking report | * Number of young people highlighted as below track | RL / CC | Sept 2024 – on going throughout year |  |
| Liaise closely with PT English and Maths to support non-attenders/low attenders to secure English and Maths qualification | * Targeted intervention for non/low attenders to attend school at designated times to complete appropriate unit assessments | * Number of non / low attenders achieving qualification in English and Maths | RL  (AH / CT ) | Jan 2025 |  |
| More consistent and rigorous approach within the ‘options’ procedure to ensure progression for young people in areas where they have been successful previously | * Develop an option offer that will support progression onto higher level qualifications in areas where young people have track record of being successful * Broadening of choices available to young people during the option process | * The number of Senior pupils achieving Level 5/6 qualifications | RL  AH – Timetable | Jan 2025 onwards |  |

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| **Mission 3: to implement effective arrangements for Nurture throughout the school - MH** | | | | |  |
| Commitments(sprints) | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |  |
| Relaunch and delivery of nurture training and ABC training as part of Staff meeting. | A clarity for staff on nurturing principles, simple and effective approaches to nurture.  An understanding of ABC and how important this is. | Staff will complete a form prior to training  about their nurture knowledge – they will also complete an evaluation | S Stobie | **August/**  **October** |  |
| Nurture policy booklet for staff and parents | Further clarifies school commitment and can be used for school website | Parents and staff are more confident in describing nurture. There will be fewer enquiries. | S Brown  S Stobie | **August/**  **September** |  |
| Nurture calendar in place – clearly communicated to pupils, staff and parents | All stakeholders need clarity on timescales | All young people receive planned nurture inputs | S Stobie | **August** |  |
| Nurture groups identified | S2 Nurture groups are identified early (Sept), boxalls for new S1 are fully completed by mid-October. Register finalised – letters are sent home | Groups are ready to commence: Aug for S2  Mid October for S1 – registers are finalised | S Stobie | **September** |  |
| Nurture groups begin | Nurture commences S1 in October – clear pupil targets are set and shared with staff and parents | Registers are be completed, review dates should be in calendar, programme of work/activities should be share |  | **October** |  |

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| **Mission 4: Streamline Staged intervention approaches in policy document – JB/MH** | | | | |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Progress** |
| Consult key individuals and groups on effectiveness of current SI approaches | Clarity around what is going well and what could be improved –  Clear guidance is issued on Staged Intervention – clarity given to procedures and processes | * staff understand this and are able to follow process * this will be evidenced by evaluations showing there has been an increase in confidence and knowledge – MS Forms * Evidence of clear and effective use of procedures and processes * record of conversations and evaluations. | M Hodgman | August |  |
| SIIM review with core group members | Clarity around what is going well and what could be improved – record of conversations and evaluations | * Quality assurance evidence will show areas for improvement and areas of strength | J Baxter | August |  |
| Implement changes to SI referral system, recording and reporting  Deliver JST training to learning community | Further improvement to processes making referrals clearer and the quality of support and guidance improves | Evaluation results, anecdotal and experiential data.   * improvements in quality of referrals made, a reduction in poor or unclear referrals (SIIM and JST core group) * Staff report that the systems are more user friendly and helpful (evaluations, anecdotal evidence) * More effective planning, reporting and reviewing of pupils within the staged intervention structure. | M Hodgman  S Stobie | September |  |

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| **Mission 5 : Review progress with Attendance Strategy - JB** | | | | |  | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Progress** |
| Review impact of  Attendance Strategy | * Reports show that attendance has improved by >3% and that systems and strategies for positive interventions have been relatively successful | * Attendance statistics comparison of 22-23 and 23-24 * Evaluation of Attendance Strategy – Form | J Baxter | August |  |
| Relaunch of  Attendance Matters Strategy | * All staff, parents and pupils know that we prioritise and value attendance * Agreed list of weekly actions for each PT Pupil Support teacher * Non attendance is always something we identify and take action on. Pupils know the importance of attendance and parents are fully informed/involved | * Knowledge amongst stakeholders about attendance levels and approaches to tackling attendance improves. * Assembly/Staff Meetings/DM Agenda * Letters to parents * Group calls * Staff Inservice Presentation | J Baxter | August |  |
| Improved focus from year group teams on positively addressing attendance concerns | * Year group teams will agree and embed a strategy, procedure and processes for analysing attendance data and engaging with it daily * Teams will engage positively with staged intervention process and partners in addressing attendance | * Minutes of year group Team Meetings discussing Attendance * More Pastoral Notes about Attendance * Positive improvements sustained in attendance percentages | J Baxter  SLT | August |  |

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| **Challenge: Improve learning in every classroom** | | | | | |
| **Mission 1: Implement graduated CLPL offer for staff using Glasgow Pedagogy Framework -AH** | | | | |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Progress** |
| Use SES to plan home team inputs in term one with LAT Team | * Each department will have a Key Element Focus identified from SES evidence. * This will be used to plan professional enquiry/ sprints * Specific interventions will be identified | * SES evidence will show most appropriate Key Element is identified | SB and LT Team | Week before L&T session 1 |  |
| L&T Team to meet with individual departments to discuss methodology/ evidence | * Clear intervention and evidence system identified | * Baseline evidence identified * Sprint started | SB and LT Team | L and T session 1 |  |
| **Challenge: Improve learning in every classroom** | | | | | |
| **Mission 2: Review Vision, Values and Aims of the school - RL** | | | | |  |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |  |
| Analysis of the recent feedback of ‘Because we care’ from PSE lessons, extract and group main themes together. | * Refinement of whole school feedback into 3-5 key points | * Stakeholders clear on key themes that will form the basis of whole school Visions, Values and aims | RL, with support of  Visions Values and aims working group | Aug 2024 |  |
| Taking each theme in turn, deeper consultation with young people, including assemblies and PSE input, into what it means to them. What are the most important aspects of that theme. | * Deeper understanding and development of key themes; what do they mean to young people. Deeper understanding of what makes Smithycroft important to the young people | * Young people will be fully engaged in the process and be able to have agency in the wording of the V V and As. | RL, with support of  Visions Values and aims working group | AUG 2024 – Feb 2025 |  |
| Consultation with parent council on different themes as they emerge, re-draft as appropriate. | * Parents/Carers will have a robust understanding of the views of the young people about the priorities in Smithycroft. Parents/Carers will have an opportunity to add suggestions. | * Parents/Carers will be engaged in the consultation process | RL, with support of  Visions Values and aims working group | March -April 2025 |  |
| Consultation with staff on different themes as they emerge-draft as appropriate. | * Staff will have a robust understanding of the views of the young people about the priorities in Smithycroft. Parents/Carers will have an opportunity to add suggestions. | * The final stage of consultation will result in final version of school Vision, Values and Aims | RL, with support of  Visions Values and aims working group | May 2025 |  |

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| **Challenge: Improve learning in every classroom** | | | | | |
| **Mission 3: Assimilate regular Learning and Teaching activities into Department learning and teaching QA calendars** | | | | | **Progress** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** |  |
| Decide on which types of data/ evidence will be most useful for measuring impact  (learning walks, VSE, pupil voice, staff consultation etc…) | We will identify the most helpful methods of gathering information on the impact of our L&T strategy. | Methods identified allowing us rigor in the evidence we collect in relation to measuring the impact of our L&T strategy | SB/ APH | 23/08/24 |  |
| Discuss preferable method of populating the L&T QA calendar with PT/ FH’s (standardised times for specific tasks or depts decide when to do specific tasks) | We agree on a method of scheduling evidence gathering | Agreement, through consultation on how the L&T QA calendar will be constructed | SB/ APH | 03/09/24 |  |
| Establish a whole school Learning and teaching Calendar. | A consistent and coherent schedule of evidence gathering activities supporting our Learning & Teaching strategy will be created | We will collect accurate and relevant data which can add rigor to our assessment of the impact of our L&T strategy. | SB/ APH | W/B 09/08/24 |  |