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School Improvement Planning Template

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| **School** | **Westmuir High School** |
| **Learning Community** | **St Andrew’s LC** |
| **Link Officer** | **Anne Woods** |
| **Head of Service** | **Catherine Gallagher** |
| **School Roll** | **43** |
| **Attendance Rate** |  |
| **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 24-25:** | **£17,150** | **SIMD Q**uintile 1 **(% and Number)** | **7**1.8% (28) | | **Carry Forward:** |  | **SIMD Q**uintile 5 **(% and Number)** | **2**.6% (1) | | **Total Allocation 24-25:** | **£17,150** | **Other** |  | | **FME (number and %)** |  | **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)* | |
| 1. Diversify curriculum, develop effective learning & teaching approaches in SEBN context, raising attainment for learners 2. Improving relationships, attendance and engagement | |

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| **Challenge:** | | | | | | |
| **Mission 1:** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| **Challenge: Diversify curriculum, develop effective learning & teaching approaches in SEBN context, raising attainment for learners** | | | | | | |
| **Mission 1: Continue to review & diversify the curriculum to better meet the range of needs of young people attending Westmuir High School.** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Analysis and review of the changing needs being presented by pupils allocated to Westmuir High School | Improved levels of engagement being observed in monthly engagement trackers for most young people. | Paper produced identifying range of approaches to better meet the needs being presented by young people | HT  SMT | Dec 24 |  |  |
| Develop the range of approaches identified by the Creative Curriculum Working Group to support engagement and learning for young people. | Most young people showing improved engagement and ability in a wider range of activities as appropriate to their individualised educational programme. | Using feedback approaches, monitor improvement in engagement and efficacy of approaches through self-evaluation, observation and young person questionnaires. | SMT  Teaching Staff  Trusted Adults | Jan 25 | £8000 |  |
| Continue to expand range of social & vocational training opportunities available to young people | Through discussions with young people, develop additional avenues for further training with partners to develop skills and abilities, to support pathways to positive destinations. | Young people reporting reduced levels of social anxiety or improved vocational skills and abilities. Positive destinations being supported for individual young people. | S Ogston (DHT)  D Lobo (PT)  J McLean (BM) | March 25 |  | £10000 |
| **Challenge:**   **Diversify curriculum, develop effective learning & teaching approaches in SEBN context, raising attainment for learners** | | | | | | |
| **Mission 2:**  **Support staff to develop approaches to learning & teaching underpinned by our understanding of pupil need.** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Explore, with young people, what interests and activities they would like to see incorporated into the curricular offer available within the school. | Evidence from new activities being introduced as a result of young people’s discussions with staff.  Observation of young people’s interests being used to support and contextualise learning. | Questionnaires to be issued to partners, parents/carers, staff and pupils to gather views on curriculum and activities. | S Ogston (DHT)  D Lobo (PT)  J McLean (BM) | Nov 24 | £2000 | £1000 |
| Staff training and professional discussion on four areas being targeted by Working Groups |  |  |  |  |  |  |
| 1.NDD Working Group (June - Nov 24) to research and implement strategies to better meet the increasing needs of pupils with a variety of neurological development disorders. | Clear guidance and strategies developed for all staff to implement in relating and supporting young people with NDDs to engage, regulate and make progress in school. | Using our feedback approaches, review and monitor improvement of approaches through self-evaluation to changes made and what improvement this has resulted in, in engagement and regulation. | Teaching Staff  Trusted Adults | Dec 24 | £500 |  |
| 2.Social & Emotional Learning Group (SEL) (June -November 24) research and implement strategies to better meet the increasing needs of pupils with delayed acquisition of SEL | Clear guidance and strategies developed for all staff to implement approaches in lessons to supporting SEL. | Using our feedback approaches, review and monitor improvement of approaches through self-evaluation to changes made and what improvement this has resulted in, in engagement and regulation. | Teaching Staff | Dec 24 | £500 |  |
| 3.Whole school approaches to nurture Group (December 24 - May 25) research and implement strategies to implement whole school nurture strategies in all classes | Clear guidance and strategies developed for all staff to implement nurture into approaches in class. | Using our feedback approaches, review and monitor improvement of approaches through self-evaluation to changes made and what improvement this has resulted in, in engagement and regulation. | Teaching Staff | May 25 | £500 |  |
| 4.Support and Guidance to Staff (December 24 - May 25) support to provide clear information to staff on approaches to managing working in school in an effective manner. | Clear guidance and strategies developed for all staff to effectively plan, manage and work effectively in Westmuir High School. | Staff confidence in using guidance and support produced to make positive impact on staff efficacy. | Teaching Staff | May 25 |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |
| **Challenge:**  **Improving relationships, attendance and engagement** | | | | | | |
| **Mission 1: Removing barriers to learning** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Multi-agency group to provide improved holistic planning to support improved regulation, positively impacting on young people’s resilience and capacity to engage positively in school | Development of bespoke regulation plans for identified young people to ensure staff support young people’s dysregulation in a consistent and reliable manner. | Evidence from minutes of multi-agency meeting, specific FCAMHS consultations  Observation of highlighted young people receiving additional support to help them develop greater abilities to regulate. | HT  All Staff | Oct 24  Dec 24  Jan 25  June 25 |  |  |
| Adapting curricular arrangements in all subjects to ensure that young people are supported to develop their social and emotional learning. Social & Emotional Learning Working Group | Staff adapting and evaluating young people’s individual learning plans to address social & emotional learning needs  Individualised and targeted approaches to meeting the various needs of all young people | Successful implementing social and emotional learning opportunities as part of the routine learning offer in lessons to allow young people to make progress on 75% of targets set. | DHT  All staff | May 25 | £2500 |  |
| Developing good relationships and positive behaviour in the classroom | Ensure young people feel included, respected, safe and secure their achievements and that their contributions are valued and celebrated. Support them to develop self-confidence, resilience and positive views about themselves. | Most staff and young people reporting in questionnaires that they think that there have been improvements in relationships in school. | Danny Lobo (PT)  Brian Canty (PT) | May 25 | £1000 |  |
| **Challenge: Improving relationships, attendance and engagement** | | | | | | |
| **Mission 2: Tackling poverty and poor diets** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | **Core** | **PEF** |
| Addressing issues of poor diet & food poverty | Implementation of new food assistance policy  Young people engaging in lifeskill healthy cooking activities. | Positive feedback from targeted families. Young people obtaining appropriate support to young people access to a healthy diet  Most young people responding positively towards healthy cooking activities. | Jen McLean (BM) | Feb 25 |  | £4000 |
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| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |

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| **Challenge:** | | | | | | | | | | |
| **Mission 1:** | | | | | | | | **Costs** | | |
| **Commitments** | **Expected Outcomes** | | **Measures of Impact** | | **Lead Responsibility** | **Target Date** | | **Core** | **PEF** | |
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| **Mission 2 :** | | | | | | | | | | |
| **Commitments** | | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | | | **Target Date** | **Core** | | **PEF** |
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| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* | | | | | | | | | | |