

School Improvement Planning Template (Year 3)

School	Westmuir High School
Learning Community	St Andrew's LC
Link Officer	Anne Woods
Head of Service	Jean Miller
School Roll	35 (May 25), 40 (August 25)
Attendance Rate	65.3%
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 25-26: £17,150	SIMD Quintile 1 (% and Number) 63% (22)
PEF Carry Forward:	SIMD Quintile 5 (% and Number) 3% (1)
Total PEF Allocation 25-26: £17,150	Other
FME (number and %) 30 (86%)	Total No Pupils 35
Grand Challenges 2023-26 (<i>Grand Challenges are the long term strategic changes you intend to achieve i.e. 'to improve attainment in literacy'</i>)	
<ol style="list-style-type: none"> 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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Grand Challenge: Diversify curriculum, develop effective learning & teaching approaches in SEBN context, raising attainment for learners						
Mission: Continue to review & diversify the curriculum to better meet the range of needs of young people attending Westmuir High School.				QI (HGIOS 4) 2.2,2.3,2.4,3.1, 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Integrate Equals Curriculum for learners with more significant barriers to learners.	Equals curriculum being used to support and develop the skills and abilities of young people with significant barriers to learning	Young people identified as appropriate being supported to make progress and achievements in the learning and skill for independence.	D Lobo (PT) M Smith (HT) J McLean (Business Manager)			
Embed nurturing support and interventions across all areas of the school.	All staff providing nurture support in areas designed to better support young people's developmental needs.	Young people making progress in their social, emotional development as evidence by Boxall evidence	C McVicar (PT) S Ogston (DHT)			
Embedding elements of play based curriculums into educational programmes for young people.	Young people engaging in different models of play as part of their individualised social and developmental growth.	Young people showing subjective improvements in their social, emotional and mental development	D Lobo (PT) M Smith (HT) J McLean (Business Manager)			
Better holistic assessment of children's needs, including cognitive capacity, level of independence and functioning.	Training on FBA as part of All behaviour is communication. Creation of an assessment/intervention framework	Reduction in dysregulated outburst from young people from better proactive and reactive staff support.	S Ogston (DHT) M Smith (HT)			
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: Improving relationships, attendance and engagement						
Mission 1: Removing barriers to learning				QI (HGIOS 4) 1.3, 2.4,3.1, 3.2	Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Better identify, develop support strategies and address barriers to learning.	Individualised regulation plans and wellbeing passports that support staff to better sustain young people's ability to cope. Staff supporting young people to engage with activities and experiences closer aligned to their capacity.	All young people have updated and reviewed regulation plans and wellbeing passports. Summary of young people's needs updated and used to support individualised planning.	S Ogston (DHT) M Smith (HT)			
Promote the use of Emotion Works plans with young people to develop young people's social and emotional wellbeing.	Staff implementing Emotion Works approaches and resources into their classrooms in a systematic and structured manner.	Clear evidence from all subject areas of examples of Emotion Works integration into delivery of support.	C McVicar (PT) S Ogston (DHT)			
Review school vision, values and aims. Update relationship policy taking consideration of new vision, values and aims.	Refreshed vision, values and aims for Westmuir High School created in collaboration with staff, young people, parents/carers and partners. Updated relationship policy.	Feedback and input from groups informing refreshed vision, values and aims. Relationship policy draft out for consultation.	M Smith (HT) S Ogston (DHT) J McLean (Business Manager)			
Develop low arousal approaches with all staff to consistently manage distressed and dysregulated behaviour.	Exploring low arousal approaches with GEPS partners, moving towards lower demand intervention techniques and approaches.	Discussion at higher level about expectations managing significant events within Westmuir. Staff training on identified approach to support young people in crisis.	M Smith (HT)			
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>						

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Grand Challenge: <i>(copy/paste aligned Grand Challenge from above)</i>							
Mission: <i>(medium term strategic change achievable within an academic year)</i>				QI (HGIOS 4)		Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF	
Dec/May Evaluative Comments on impact of SIP work: <i>(Used to support completion of SER)</i>							

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Maintenance Agenda:
Please use the space below to note any other improvement actions initiated in previous years which are continuing to be a focus in the coming year but not on your identified priorities for 25-26

Grand Challenge	Area of Focus	QI HGIOS 4
Dec/May Evaluative Comments on impact of maintenance agenda work: <i>(Used to support completion of SER)</i>		