



West Lothian
Council



ST MARGARET'S ACADEMY IMPROVEMENT PLAN

2017 / 2018

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Plan
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap
Delivering Better Outcomes
Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian Parental Engagement Framework

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Catholic School Evaluation & Planning
Career-Long Professional Learning in Catholic Schools
Scottish College for Educational Leadership
How good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every Child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Developing the Young Workforce-Career Education Standard 3-18
Standardised Assessments
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update



Mission Statement and Values

We, the community of St. Margaret's Academy, with the help of God's grace, will be a school of **justice, wisdom, integrity and compassion** and so:

We will always value and respect each other, as we teach and learn, in the way Jesus taught us.

We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We will support everyone in need of help, in the spirit of St Margaret.

We will create a happy, peaceful and joyful school community, where all will be welcome.

We will help each other as we journey to our full potential.

Our Vision and Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- To develop leadership capacity in all staff and pupils.
- To support the continuing professional and spiritual development of staff.
- To have a clear vision about the aims of the school community based on high expectations and standards of excellence.

Learning Provision

- To commit to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.
- To ensure the highest quality of teaching leading to successful learning outcomes for young people, and to create an enjoyable learning environment.
- To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
- To develop the Curriculum based on design principles that provide breadth and progression through a coherent and relevant framework.
- To reach the best level of attainment and achievement for every young person.

Successes and Achievements

- To ensure the best possible outcomes for all our learners
- To provide a welcoming, peaceful, joyful and happy environment which nurtures and develops young people to grow in faith, wisdom and compassion, and nurtures an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

Key to Acronyms used in the plan

Key		Key	
HT	Head Teacher	BGE	Broad General Education
DHT	Depute Head Teacher		
CfE	Curriculum for Excellence	CEM	Assessment data
SEAMS	Self-Evaluation at St Margaret's	HGIOS4	How Good is Our School 4
CLPL	Career Long Professional Learning	SLDR	Scottish Leavers Destination Result
SCEL	Scottish College for Educational Leadership	NQs	National Qualifications
		N5	National 5 qualification
PEF	Pupil Equity Fund	STEM	Science, Technology, Engineering and Mathematics
LAC	Looked after children		
SCES	Scottish Catholic Education Service	SIMD	Scottish Index of Multiple Deprivation
DYW	Developing the Young Workforce	GIRFEC	Getting it Right for Every Child
SDS	Skills Development Scotland		
RE	Religious Education	SLT	Senior leadership team
PSE	Personal and social education	ELT	Extended leadership team
H&WB	Health and Well being	PTC	Principal Teacher of Curriculum
TLC	The Learning Centre (Learning Support)	PS	Pupil support
EAL	English as an additional language	RRS	Rights Respecting Schools
ASN	Additional support needs		

Anywhere School/Cluster/Faculty			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 HGIOELC QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all:</p> <p>Young people receive an excellent educational experience which enables them to achieve their potential and develop their unique God-given talents.</p> <p>Professional enquiry will be embedded in the school culture of professional development and colleagues will share their findings and expertise in a collaborative way which supports improvement in every classroom. Staff engage in a personal call to leadership roles at various career stages.</p> <p>Teachers accompany young people in helping them to grow into young adults in a community of faith and learning.</p> <p>Young people will achieve their potential in numeracy and literacy, and develop a healthy approach to life and their well-being.</p> <p>Young people take responsibility for their own learning and can plan future learning targets both short and long term. Young people can articulate their progress in learning both in the BGE and Senior Phase.</p> <p>Young people engage fully with a high quality learning environment in RE and participate in the faith life of the school.</p> <p>Young people experience a high quality learning environment in the Technologies</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	2.3	Review and revise Learning & Teaching policy informed by <i>The National Excellence & Equity Plan</i> .	All staff Pupils Parents/ Carers	Oct 17	Pupil engagement surveys; Review team feedback; observation.
		1.1	SEAMS programme will focus on the extent that the learning experience is excellent and there are improvements to equity for all learners.	SLT & ELT	Mar 18	
		1.2	Develop and deliver a high quality CLPL programme which enables staff to engage with effective pedagogical practices in relation to Literacy and Numeracy, and engaging learners. Further develop the leadership programme and phase two of NCL.	HT PL Teams	Aug 17	CLPL feedback; staff confidence levels in teaching literacy, numeracy; prof enquiry examples with tests of change; increased pupil engagement.
		1.4				
		1.2	All teachers will continue to develop as enquiring professionals undertaking an enquiry research project with a colleague for collaborative support.	All teachers	Mar 18	Professional dialogue
		2.3				
		1.2	All teachers will plan and develop their knowledge and skills in understanding the Catholic mission and identity supported by <i>The Catholic School: Developing in Faith</i> CLPL publication.	All teachers	Dec 17	Classroom observation; Teacher focus groups; professional dialogue.
		2.3	All teachers will undertake professional learning to become experts in teaching literacy, numeracy and health and well-being.	Curriculum team led by DHT & PTCs	Nov 17	
		3.2				
		2.2	Create a new narrative for the Broad General Education to further develop the four capacities of CfE, and relevance of the curriculum in preparing pupils for the Senior phase.	HT/SLT	Dec 17	Pupil dialogue, learner conversations; Individual pathways & linked attainment outcomes; Stakeholders' articulation of the curriculum rationale.
		2.2	Engage the school community in deepening understanding of the curriculum rationale and prepare to review the BGE and transition to senior phase.	Curriculum team led by DHT & PTCs	Nov 17	
		1.1	Review the Core RE curriculum based on <i>This is Our Faith</i> supported by quality learning and teaching.	HT Review team	Sep 17	Class observation; Course outlines & content; Pupil and Staff focus groups.
		2.2				
2.3						
1.1	Review Technologies as a curricular area in line with advice on future pathways (Education Scotland) and STEM development.	HT Review	Oct 17	Increased pupil engagement and		
2.2						

<p>curriculum area which prepares them for current and future career pathways.</p> <p>Pupils experience a blend of subjects that are appropriate to their career aspiration and route leading to a positive leaver destination.</p> <p>Narrow the attainment gap particularly for those from the most deprived areas. Provide an individualised supported pathway for looked after children.</p> <p>Parental reports will give detail and relevant information that gives best advice on progress and next steps/targets, as well as advice about pathways into the senior phase.</p> <p>Consistent and coherent assessment of pupils' progress through the BGE. Pupils and parents/carers have a clear understanding of their progress in the BGE, know their next steps and targets.</p> <p>Staff will be able to access a tailored range of information on young people including attainment data and transition information. The progression of young people is seamless at key transition points including P7>S1 and S3>S4.</p> <p>Young people are fully supported with their individual needs.</p>		<p>2.2 3.2</p> <p>1.3 2.3 3.2</p> <p>2.3 2.7</p> <p>2.3 2.7</p> <p>1.2 1.3 2.4 2.6 3.1 3.2</p> <p>1.1 1.3 2.4</p>	<p>Build on the flexible pathways programme to develop further Skills for Work and specific employability routes in to Further and Higher education, and foundation apprenticeships.</p> <p>Action PEF plan (below) and implement strategies for raising attainment in numeracy and literacy for all young people. LAC action plan.</p> <p>Review current reporting narrative in consultation with parents and staff. Further develop the interim report information and detail for BGE reporting.</p> <p>Faculties will further engage in moderation of the BGE using benchmarks and in collaboration with colleagues in hubs/networks. The ELT will share approaches to assessment to further develop consistency and plan assessment throughout the school session. Course outlines including assessment shared with parents/carers.</p> <p>A Data Team will be launched to train/upskill staff in the use of relevant data information. The team will lead the appropriate sharing of data to inform staff so that they can provide targeted support to individual young people. Transition information will be shared with relevant staff using a planned and timely approach to ensure appropriate support is put in place for each young person.</p> <p>Review and develop a shared vision and strategic plan for excellence in delivery of Pupil Support.</p>	<p>team</p> <p>DYW partners College DHT</p> <p>SLT ELT</p> <p>ELT</p> <p>PTCs Curriculum</p> <p>DHT ELT Clusters TLC Data team</p> <p>ELT</p>	<p>Mar 18</p> <p>Nov 17</p> <p>Sep 17</p> <p>Aug 17</p> <p>Aug 17</p> <p>Sep 17</p>	<p>participation in Technologies; observed quality learning experiences.</p> <p>Improving pathways options – individualised and with maximum attainment potential realised, SLDR figure improving.</p> <p>Attainment data including numeracy & literacy.</p> <p>Example reports; Parent/carer feedback.</p> <p>Integrated assessment calendar. Parent/carer feedback. Learner conversations.</p> <p>Staff knowledge & understanding of individual pupil's needs. Demonstrating relevant supports in place.</p> <p>Examples of pupil support cases. PS team focus group. Communication records.</p>
---	--	---	---	---	---	--

<p>Improvement in Literacy for all:</p> <p>Improve pupils' technical accuracy in writing</p> <p>Develop a culture of reading within the school and increase pupils' engagement with literature</p> <p>Improve teachers' understanding of literacy improvement strategies to ensure consistency of delivery in classrooms.</p> <p>Improve S2 CEM performance in literacy and ensure that pupils with particular barriers to learning achieve the highest possible level of literacy in S4.</p> <p>Clear strategy in place for individual pupils to support improvement in literacy levels.</p> <p>Pupils can articulate their progress in developing literacy in each of the key areas for example: writing and can discuss next steps and targets.</p> <p>There is an equitable approach to literacy development across the curriculum and all young people have equal access to resources to support such development.</p> <p>There is a co-ordinated and planned approach to literacy development that supports targeted progress for each individual pupil with a focus on those in the poverty related attainment gap.</p> <p>Parents/carers are more confident in supporting their children with literacy development and have a clear plan of</p>	<p><input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>	<p>1.5 2.5 3.2 2.3 2.3 3.2 1.2 1.3 1.5 3.2 2.6 2.3 1.5 1.3 2.5 2.7</p>	<p>Share timelines and resources with parents/carers to enable them to support their child in literacy learning.</p> <p>Develop a culture of reading within the school.</p> <p>Improve pupils' technical accuracy in literacy and ensure a consistent approach across the curriculum.</p> <p>Increase literacy support provision for pupils who are not achieving their potential in literacy. Establish a team of literacy coaches who will work with small groups of pupils to improve their literacy skills. This programme will be supported by senior pupils.</p> <p>Improve S2 CEM performance in literacy and ensure that pupils with particular barriers to learning achieve the highest possible level of literacy in the Senior Phase.</p> <p>Improve transition information from primary to secondary school.</p> <p>Develop 'Bright Track' as a tool to track literacy attainment and progress and provide young people with the opportunity to discuss their literacy learning with a member of staff.</p> <p>Provide all young people with adequate resources and materials to ensure equity in delivery of literacy across the curriculum. This will include books, worksheets and additional ICT provision where necessary.</p> <p>Appoint a development post holder to focus on closing the attainment gap in literacy in the BGE. The post holder will work with pupils, staff and parents to ensure that pupils are progressing in line with expectations in literacy.</p> <p>Raise parental awareness of the importance of partnership working in raising standards of literacy. Share timelines and resources with parents to enable them to support their child in</p>	<p>Literacy team Literacy team All staff TLC led by DHT & PTC English All staff Cluster HTs/PT PS DHT & Data team Smart Time teachers Literacy team Class teachers HT PTCs Curriculum Literacy</p>	<p>Oct 17 May 18 Apr 18 Sep 17 Feb 18 Jun17 Sep 17 Sep 17 Jun 17 Oct 17</p>	<p>Feedback from parents-increased confidence supporting children; Examples of improved technical accuracy; Increased use of library & reading throughout the curriculum; Increased teacher confidence and observed coherent strategies;</p> <p>CEM data; Target groups CfE levels</p> <p>Transition data informing support strategies.</p> <p>Learning conversations during Smart Time; Bright Track data.</p> <p>Resource packs and relevant resources in full use.</p> <p>Everyone in the school community can articulate the literacy plan and is confident in their part in supporting young people in this curricular area.</p> <p>Parents/carers are confident in supporting their</p>
--	---	--	--	--	---	---

<p>what the framework looks like at each stage of learning.</p> <p>A consistent and coherent approach to literacy development leads to improved attainment outcomes for pupils. Teachers across the curriculum have confidence in teaching literacy and delivering a high quality learning experience. Specific groups of pupils (including EAL and ASN) improve their literacy performance.</p>		<p>2.4 2.7</p> <p>2.5</p> <p>1.2 2.4 2.6 3.2</p> <p>2.2 2.3</p> <p>1.1 1.2 1.3</p>	<p>literacy learning. This will include a literacy pack at the start of each year.</p> <p>Provide a point of contact for each parent/carer to liaise with regarding literacy learning and homework support. Improve communication with parents/carers to enable them to support their child in literacy learning. Email parents/carers fortnightly with a literacy programme which will support the work pupils are experiencing in school.</p> <p>Run a series of workshops for parents/carers to enable them to best support their child in literacy learning.</p> <p>Improve teachers' understanding of literacy improvement strategies to ensure consistency of delivery in the classroom. Improve partnership working with primary schools to develop understanding of teaching methods and approaches to literacy. Introduce additional support programmes for pupils with potential barriers to learning including EAL, ASN.</p> <p>Review literacy focus across faculties including expressive arts, social subjects and religious education. Ensure teaching in literacy is consistent across all areas of the curriculum.</p> <p>Establish a professional enquiry approach to reviewing literacy across the curriculum and carry out a whole school review of literacy.</p>	<p>team</p> <p>Literacy team</p> <p>Literacy team PT-Family learning</p> <p>PL team Literacy team Cluster TLC</p> <p>SLT ELT</p> <p>SLT ELT</p>	<p>Sep 17</p> <p>Nov 17</p> <p>Dec 17</p> <p>Mar 18</p> <p>May 18</p>	<p>child's literacy progress; Literacy plan communicated through a range of media.</p> <p>Examples of parent/contact liaison; literacy programme and examples of how it has supported parents/pupils.</p> <p>Attainment data & CfE levels; Lesson observations; Professional dialogue –confidence levels; Literacy results by group (EAL & ASN).</p> <p>Benchmarking of literacy in each curriculum area; moderation examples at levels 3 and 4</p>
--	--	--	---	---	---	---

<p>Improvement in Numeracy for all: An increased number of pupils are fully engaged and confident in using numeracy across the curriculum.</p> <p>Parents'/carers' confidence is increased in supporting their child's numeracy development. Communication with parents/carers is improved to enable them to support their child in Numeracy learning.</p> <p>Teachers' understanding of numeracy improvement strategies is built on to ensure consistency of delivery in classrooms, with a particular focus on STEM related subjects and Social subjects.</p> <p>S2 CEM performance in numeracy is improved and ensures that pupils with particular barriers to learning achieve the highest possible level of Numeracy as they progress into the Senior Phase.</p> <p>The percentage of pupils achieving national Numeracy awards at levels 4 and 5 continues to increase.</p> <p>More young people access areas of the curriculum supported by numeracy mainly in STEM related subjects, and achieve awards in national qualifications progressively through stages of development (ie. N5 and Higher).</p> <p>The attainment gap for numeracy (S4) between pupils in the range of SIMD bands is reduced.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.2	Promote a positive culture in Numeracy learning and increase pupil engagement and confidence by engaging in positive conversations based on Growth Mind-set theory. Undertake professional reading and dialogue to support the approach with staff. Organise Maths event in line with National Maths week.	Numeracy team	Sep 17	Pupil engagement and participation in class and various events.	
		2.3					
		1.5	Share timelines and resources with parents/carers to enable them to support their child in numeracy learning. This will include a numeracy support pack at the start of each year. Deliver family learning programme in numeracy. Improve partnership working with parents/carers to ensure that there is a shared understanding of the importance of raising standards in numeracy.	Numeracy team Family Learning lead S1-3	Sep 17 Nov 17	Parent/carer feedback through discussion, survey, attendance at related events.	
		2.5					
		2.7					
		2.4	Provide a point of contact for each parent/carer to liaise with someone in the school regarding numeracy learning and homework support. Email parents fortnightly with a numeracy programme which will support the work pupils are experiencing in school.	Numeracy post holder	Sep 17		
		2.7					
		1.2	Implement 'West Lothian learning and teaching approaches for Maths & Numeracy' and Education Scotland's 'Make Maths Count' policy to ensure consistency in approaches between both primary and secondary.	PTC Numeracy & Team	Dec 17	Class observation, staff confidence levels, staff focus group feedback.	
		2.3					
		2.6					
1.2	Increase numeracy support provision for pupils who are not achieving their potential in numeracy.	Numeracy team	Aug 17	CEM data; CfE level in numeracy; targeted group data evidenced against a baseline.			
1.5	Establish a team of numeracy coaches who will work with small groups of pupils to improve their numeracy skills. Deliver stages of early arithmetical learning (SEAL) training to all staff members who take on the role of a numeracy coach. The programme will be supported by senior school pupils.	CLPL Co-ordinator	Sep 17	NQ award data.			
2.4							
1.1	Improve transition information from Primary to Secondary.	DHT Data Team	Jun 17	Use of transition data. Tracking progress tool. Pupil views on dialogue.			
2.3	Develop 'Bright Track' as a tool to track numeracy attainment and progress and provide young people with the opportunity to discuss their numeracy learning with members of staff.	Coaches Cluster		Pupil uptake/ make up & progression pathways in STEM subjects.			
2.6							
3.2							
1.5	Provide all young people with adequate resources and materials to ensure equity in delivery of numeracy across the curriculum. This will include calculators, textbooks and additional ICT provision where necessary.	Numeracy post holder	Aug 17				
1.1	Appoint a development post holder to focus on closing the attainment gap in numeracy. The post holder will work with pupils, staff and parents/carers.	HT	Jun 17	Attainment gap data trends.			
1.3							

<p>Improvement in all children and young people's wellbeing: Young people are developing their values and are able to apply them to life and their approach to learning. All young people feel valued within the school community.</p> <p>Parents/carers and families are equal partners in their child's education and learning at home, at school and in their community.</p> <p>There is a shared understanding and support for activities which improve the health and well-being of young people which helps them to engage fully with their learning and development.</p> <p>Young people feel more able to express their feelings about mental health issues and seek advice and support. Individual pupils display increased resilience, confidence and participation in a range of learning environments and activities.</p> <p>The engagement and participation of pupils in H&WB activities throughout the curriculum is increased, and is inclusive and equitable in delivery.</p> <p>The needs of all young people are being met in a holistic and nurturing way.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.3	Review school mission statement in supporting and promoting the aims, values and ethos of the school as a community of faith and learning.	HT	Dec 17	Pupil & staff conversations & focus groups.	
		2.7					
		1.3	Further develop a culture of health & well-being amongst pupils, staff and parents/carers. Introduce partnership working with parents as part of the new Family Learning programme to build a shared understanding of various aspects of H&WB. Further develop the H&WB newsletter, share online resources and present workshop activities.	H&WB team PTC Family Learning	Oct 17	Parent/carer feedback/surveys.	
		1.5					
		2.5					
		2.7					
		3.1					
		1.1	Carry out large scale survey of health & well-being amongst pupils across the school. Use this information to identify individual's strengths and areas of development in relation to their health and well-being.	DHT H&WB team	Sep 17	Parent/carer, staff and pupil feedback. Survey results and analysis.	
		2.4					
		3.1					
		1.2	Focus on mental health of young people and raise awareness of mental health amongst pupils, staff and parents/carers. Deliver mental health training to all staff. Review content of mental health education in PSE programme for all year groups.	CLPL co-ordinator PEF team PTCs PS	Nov 17	PT PS records, engagement & participation study from baseline.	
		2.2					
		3.1					
		2.4	Deliver a series of lessons through SMART time and PSE focusing on resilience, anti-bullying and developing values of diversity, respect and understanding.	PS Devpt post-holders	Dec 17	Reduction of bullying incidents, recording and evaluation of outcomes.	
3.1							
3.1	Provide opportunities and develop activities for pupils to further build positive relationships with peers and staff through the school youth club.	RE dept	Sep 17				
2.2	Review and develop a range of activities to increase engagement and participation with Health and Well-being throughout the curriculum.	PTC H&WB DHT	Sep 17	Participation measures and trends.			
1.5	Review the provision of Physical Education within the school and compliment access to sport out-with school (map participation).		Oct 17	Participation overview, wider achievement profile			
2.2	Provide targeted opportunities for outdoor activities to increase pupil engagement with learning.						
2.3							
3.1							
1.3	Appoint a Health & Well-Being development post holder to support targeted groups of pupils, and work with parents/carers and staff to reduce barriers to learning.	HT	Jun 17	Staff confidence in using nurturing techniques. Class observation.			
2.7							
1.2	Deliver CLPL for staff in becoming a more nurturing school using consistent and effective approaches.	Nurture team	Sep 17	Targeted pupil confidence levels.			
3.1							

<p>All young people and staff respect each other and their school and wider community. Young people demonstrate their faith in action by their interactions and involvement in supporting the school in for example leadership roles, charitable work, and pupil voice.</p> <p>There is a partnership approach to supporting individual young people in attending school which is contributing to closing attainment gaps and improving numeracy, literacy and H&WB outcomes for each young person.</p>		<p>2.7 3.1</p> <p>1.3 3.1</p> <p>1.3 3.1</p> <p>1.1 1.5 2.4</p> <p>2.6 3.1</p>	<p>Provide opportunities for pupils to take part in retreats, pilgrimage and visit places of Christian worship. Continue to develop and nurture the faith life of the school.</p> <p>Launch new Rights Respecting Schools team and review progress in line with national guidelines.</p> <p>Review and update the Playing Our Part policy and further develop restorative approaches to ensure consistency in building relationships with all young people.</p> <p>Appoint a dedicated member of staff to work with families and support attendance. Further develop the monitoring arrangements for attendance and late-coming.</p> <p>Develop partnership working and a joint plan with primary cluster to build a shared approach to improving health and well- being of pupils.</p>	<p>HT PTC RE</p> <p>SLT Soc Sub</p> <p>DHT</p> <p>SLT PTCPS</p> <p>SLT PEF team Cluster</p>	<p>Mar 18</p> <p>Sep 17</p> <p>Aug 17</p> <p>Aug 17</p> <p>May 17</p>	<p>H&WB survey. Wider achievement and participation overview. RRS award. Staff and pupil surveys/focus groups.</p> <p>Attendance data. Attainment data.</p> <p>Cluster improvement plan. Attainment data.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>The curriculum is meeting the needs of all young people and is providing them with the opportunity to develop relevant skills for life, work and future learning.</p> <p>There is a greater focus on skills so that young people can make direct links with the world of work.</p> <p>There is a shared understanding and vision for DYW for all young people by the whole school community including parents/carers.</p> <p>Young people can access work relevant learning through a wide range of pathways and there are opportunities to access vocational qualifications in the senior phase.</p> <p>A wide range of strategic and sustainable partnerships increases the breadth of opportunity and choice for young people</p>	<p><input checked="" type="checkbox"/>School Improvement <input checked="" type="checkbox"/>School Leadership <input checked="" type="checkbox"/>Teacher Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Assess. of Children's Progress <input checked="" type="checkbox"/>Performance Information</p>	<p>2.2 3.3</p> <p>1.1</p> <p>1.5 2.5 2.6 2.7</p> <p>1.3 2.7 3.3</p> <p>1.3 1.4 2.7</p>	<p>Revise the existing 'Skills for Work' options and ensure that there is a consistent approach to skills development across the range of courses. Introduce relevant work experience as part of the Skills for Work programme.</p> <p>Review progress with DYW against the Career Education Standard (3-18).</p> <p>Work in partnership with parents/carers to support career education and share skills and knowledge. Further develop access to career information including My World of Work and the new DYW portal.</p> <p>Develop apprenticeship strategy for the range of options- foundation, modern and graduate. Link with key partners to support individual young people.</p> <p>Appoint a DYW lead person to drive planning forward and build/embed partnership with business, employers, Further and Higher education (supported by work with SDS).</p>	<p>DHT Senior team</p> <p>DYW lead</p> <p>DYW lead SLT PT PS</p> <p>DYW lead DHT TASAR</p> <p>HT</p>	<p>Sep 17</p> <p>Oct 17</p> <p>Mar 18</p> <p>Dec 17</p> <p>Sep 17</p>	<p>Pathways & learner journeys. SLDR analysis.</p> <p>Objectives of DYW met.</p> <p>Parent feedback. Pupil use of career info. Informing pathways.</p> <p>Uptake of options. SLDR data.</p> <p>Shared vision & strategic plan</p>

<p>to develop and enter positively into their career pathways.</p> <p>Teachers develop young people's learning about the world of work and articulate attainment and achievement outcomes with leavers' destinations.</p> <p>There is an even spread of pupils choosing curriculum pathways by gender and young people are confident in choosing options based on skills, strengths and interests.</p> <p>Young people can demonstrate and apply learned skills from across the curriculum in relation to the world of work. They can manage their profile and choose subjects and experiences to enable career pathways to be reached.</p> <p>Individual young people, in particular LAC and ASN, are fully supported in their career development and pathway into a leaver's destination.</p> <p>Young people have developed relevant technology based skills and can apply them to their learning and future career pathways.</p>		<p>1.2</p> <p>1.1 3.1 3.3</p> <p>2.3 2.4</p> <p>2.7 3.3</p> <p>1.1 3.3</p>	<p>Engage with teachers to improve awareness and understanding of DYW priorities and curriculum impact on learners. Deliver PL for staff linking attainment outcomes and national priorities directly with leavers' destination outcomes.</p> <p>Address equality issues such as gender imbalance in the curriculum and career routes building on the Pathways Programme, using PSE and Smart Time as well as targeted events and role models.</p> <p>Engage in learner discussions through profiling to support learning and the development of skills for work and future career choices. Pupils will use 'I can' statements in articulating their understanding of their progress with career education in the BGE.</p> <p>Explore a mentor scheme for senior pupils with local employers/business for targeted groups of pupils.</p> <p>Review Technologies provision through the curriculum to develop relevant and up to date skills for the work place. The STEM Education and Training Strategy for Scotland is used to support the Technologies review.</p>	<p>SLT DYW lead CLPL co-ordinator</p> <p>ELT Smart Time devpt post holders</p> <p>PT PS Smart Time teachers</p> <p>DYW lead Business link. HT/DHT</p> <p>Curriculum team led by DHT & PTCs</p>	<p>Jan 18</p> <p>Mar 18</p> <p>Jan 18</p> <p>Oct 17</p> <p>Nov 17</p>	<p>implemented. Partnership feedback.</p> <p>Professional dialogue; Pupil focus groups; Curriculum outlines.</p> <p>Curriculum analysis; Pupil dialogue.</p> <p>Profiles; Pupil conversations.</p> <p>Pupil feedback & engagement measure. LAC attainment and SLDR data.</p> <p>Curriculum analysis & evaluation.</p>
--	--	--	--	--	---	---