School Improvement Planning Template

School	All Saints' RC Secondary
Learning Community	**All Saints' LC**
Link Officer	**James Kerr**
Head of Service	**Jean Miller**
School Roll	**907**
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: £183,500	**SIMD Quintile 1: (72.5% / 658)**
Carry Forward: n/a other than 20week.	**SIMD Quintile 5: (0.77% / 7)**
Total Allocation 24-25: £183,500	**Other**
FME (42.5% / 385)	**Total No Pupils: 907**

Grand Challenges 2023-26 (*Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy*)

Through collaborative and collegiate working, an explicit commitment to professional learning and highly-effective self-evaluation, we will:

1. Improve the quality and consistency of teaching and learning for all.
2. Get it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point.
3. Improve our curriculum across all four contexts for learning, supporting young people to develop all four capacities.

Challenge:	Improve the quality and consistency of teaching and learning for all						

Mission: We will continue to focus on improving practice via the All Saints' Guarantee and associated Lesson Evaluation Toolkit. We will focus on elements of assessment and both general and subject-specific pedagogy as well as digital learning.					Costs		
Commitments(sprints)	**Expected Outcomes**	**Measures of Impact**		**Lead Responsibility**	**Target Date**	**Core**	**PEF**
1. We will continue to engage in professional learning in identified pedagogy: **Questioning & Feedback.**	a) **All young people** will experience improved learning as **All staff** will consistently plan and employ high quality *questioning* strategies and will give high quality *feedback* to learners. This will apply in all subjects and in all contexts.	• Baseline data from 2023/2024 • Pedagogy & Practice Visits (T1) • VSEs (T2-4) • Dept. QA • Informal Observations • Pupil Voice: Surveys/Focus Groups		C. Shannon (L&T) P. Bell (Self-eval) All PTCs/FHs All Staff	PPV Term 1 (by Oct 24) SIP 1/SIP 2		
2. Subject specialists will review areas of pupil underperformance across planned learning & will improve pedagogy in these areas - including looking outwards to identify best practice.	a) Improvements, relative to 2023-2024, in knowledge, understanding and performance in identified areas – pupils and staff Relative to 2023-2024 – in **All Subjects**: b) Increase in number of on-track at level 4 learners in S3 at each T&M c) Improved A-C passes (# or %) in SP d) Increase in # of A-B passes in SP e) Where gaps exist between All Saints' and VC – we will close these (targets to follow post-SQA).	• Baseline comparison (23-24) • Tracking and Monitoring (whole school and local) • Prelim grades / Component Grades • Dept. QA & DIPs • Staff views / Pupils' views • Insight Analysis		Link DHTs P. Bell (Attainment) A. Madden (PTRA) PTCs/FHs All Staff	DIPs by 30th Aug 2024 T&M sched. SIP 1/SIP 2		
3. We will ensure that each BGE tracking period is informed by robust, clearly defined **level** and **progress within level** specific, summative and/or aggregated formative assessment judgements.	a) Improved level progression across all subjects for **All young people in S1**. b) **All young people** in the BGE will enjoy clarity of understanding around their progress within each CfE level at each tracking period. c) **All staff** will be clear about pupils' progress *within* and *across* BGE levels and these will be consistently employed within subject teams.	• Dept. BGE course outlines / assessment calendars • QA and sampling of planned learning approach • T&M data and case study QA • Dept. QA / DIPs • Pupil Voice: Focus groups/surveys/Learning conversations		B. Gallagher (Assessment & Moderation) N. Carruthers (T&M) Link DHTs PTCs/FHs All Staff	SIP 1/SIP 2 T&M Schedule.		
4. We will complete our transition from Teams to Showbie and improve our use of this format via professional learning.	a) **All young people's** learning will be enhanced via Showbie use as All staff have a Showbie classroom set up for **all** timetabled classes.	• Baseline/follow-up surveys: Staff/pupils • Professional learning offer • Staff attendance at above • Observations/sampling of Showbie use • Showbie classroom log • Dept. QA & DIPs		C. Shannon (L&T) J. Rainey (Digital Lead) I. Selas (PT Digital) All PTCs/FHs All Staff	Setup by: 30th Aug 24 SIP 1/SIP 2		PT1

	b) **All staff** will have engaged in Showbie functionality professional learning and will increase their awareness and use of what Showbie can offer as a learning, teaching and assessment tool				
December Check Point: Evaluative Comments					

Challenge: Get it right for everyone in our learning community, including improved wellbeing & improved outcomes in our BGE, Senior Phase and at exit point						
Mission: Through professional learning, collaboration and sharing practice, we will ensure everyone feels/is: Safe – Healthy – Achieving – Nurtured – Active – Responsible – Respected - Included					**Costs**	
Commitments(sprint)	**Expected Outcomes**	**Measures of Impact**	**Lead Responsibility**	**Target Date**	**Core**	**PEF**
1. Through professional learning, communication and collaboration, we will improve our provision for young people with barriers to learning.	a) **All young people** with barriers pertaining to neurodiversity, will feel better supported and understood and will be better able to engage in learning. b) **All staff** will engage in professional learning around supporting neurodiversity and will employ new learning to compliment existing skillset c) **All staff** will feel better-equipped to support these young people. d) **All departments** will consider how to employ strategies locally and will regularly review impact.	• Professional learning offer • Staff engagement in above • Baseline: Pupils/Staff/Parents (survey/focus groups) • Targeted T&M analysis • DM Minutes/DIPs/Dept. QA • Observations • Referral Data: Year-on-Year and/or within year comparisons for targeted groups • Staff. pupil and parent voice (targeted termly)	C. Shannon (GIRFEC) E. Asken (PTSfL) M. Bhaumik (SfL) All PTPS PTCs/FHs All Staff	SIP 1/SIP2		

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2.	To improve attendance, we will create an attendance strategy, including a shared approach across the LC.	a) Attendance of **targeted pupils** – *targets to be shared via PTPS for each caseload, e.g. pupils with 70%-80%, pupils with 85%-90%* – will improve in line with targets. b) Accumulatively, the attendance of **All pupils** will improve by at least 3% relative to 2023-2024. c) **All departments** to consider & develop options for alternative/differentiated offers for pupils with low school engagement – once informed by PTPS 'needs analysis'.	• Baseline data: cohort level and pupil level (to include P7s) 23-24 • Weekly Openings Reports • Weekly 'Attendance by Stage' reports • Needs analysis: Pupil/parent surveys and action point follow-up to inform strategy • Strategy document and KPIs – e.g. 3% overall plus targeted/incremental gains • Pupil voice: surveys and focus groups • Observations • Dept. QA	C. Shannon (GIRFEC) B. Gallagher (LC) All PTPS All Staff	Baseline: 30th Aug 24 Weekly SIP1/SIP2	
3.	We will target our Looked After/Care Experienced young people to ensure we close the attainment gap	a) **All LAC pupils** will be known to **All staff** and regularly discussed in **all departments**. b) Supported by PTPS, **All Staff** will specifically track the attainment of all the LAC pupils in their care c) **All staff** will flag early progress/engagement concerns directly to the PTPS and to their PTC/FH. *d)* The gap between LAC/Non-LAC, as measured by tariff points and breadth versus depth in the SP, will reduce relative to 2022/23 and 2023/24. *Data to follow post-SQA*. e) In the BGE, pupils who are LAC will be better represented as a proportion of middle 60% and Top 20% attainers, relative to 2023-2024.	• Confidential Register • Communication from PTPS • T&M – baseline: 2023-24 • Insight analysis (tariff): 2023-24 • Referral data • T&M comparison data • Pupil voice: targeted surveys/focus groups/1-2-1 (baseline and follow-up) • DM Minutes	C. Shannon (GIRFEC) P. Bell (Attainment) A. Madden (PTRA) M. Marlin (LAC Coordinator) All PTPS All Staff	LAC lists – by INSET 2 T&M Schedule SIP1/SIP2	

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4.	We will better support early school leavers and those at risk of non-attaining.	a) **All pupils** who intend to leave at the end of S4 will attain a minimum of 5 NQs. These will be at the *highest level possible* and most appropriate to their needs and will include Lit/Num. b) **All departments** will engage with the 'at risk' register and support attainment and aspirational early intervention. c) We will close the attainment gap between our S4 leavers and our VC's S4 leavers as measured via tariff points and breadth versus depth. (Up to date data to follow post-SQA).	• Insight baseline and comparison • Skills and Aspirations audit • T&M data • At risk register • SQA export	P. Bell (Attainment) A. Madden (PT RA) B. Gallagher (S4) A. Lamont (S4) PTCs/FH All Staff	T&M Schedule SIP1/SIP2 Skills & Aspirations – early Term 1		PTRA

December Check Point: Evaluative Comments

Challenge:	Improve our curriculum across all four contexts for learning, supporting young people to develop all four capacities.						
Mission: We will build key skills, knowledge, concepts & capacities into planned learning in our BGE.						**Costs**	
Commitments(sprint)	**Expected Outcomes**		**Measures of Impact**	**Lead Responsibility**	**Target Date**	Core	PEF
1. We will consolidate our S1 & S2 foci from the last two sessions for pupils/parents/staff	a)	Using a consistent shared template, we will create an S1/S2 'Key Learning' summary for parents, pupils and staff. **All departments** will contribute to this.	• 'S1 Key Learning' completed summary • 'S2 Key Learning' completed summary • Pupil Voice: baseline surveys/focus groups with follow-up comparisons • Parent Voice (as above) • Staff views (within and across subject disciplines)	N. Carruthers (Curriculum) PTCs/FHs All Staff	End of term 1 for summary completion Baseline – Aug 24 Follow-up in line with SIP1/SIP2		
	b)	**All young people** in S1 and S2 will have improved (or new) clarity over their key learning.					
	c)	**All parents** of S1/S2 pupils will be better informed (or informed) of the key learning experienced/to be experienced by their child					
	d)	**All staff** will have access to the key learning experienced by all learners across the S1 and S2 curriculum					
2. We will focus on 'Key knowledge, Key Skills' progression for the new S3.	a)	**All departments** will create and employ a clear rationale for planned learning progression from S2 into S3.	• Pupil voice: baseline surveys and follow-ups • Dept. course outlines and plans – S3 • Dept. QA / DIPs / DM minutes	As above, plus: C. McKenzie (Schema) D. Bradley (Schema) S. Forrest (Schema)	Baseline – by end of term 1 DIPs by 30th Aug 24 SIP 1 SIP 2		
	b)	**All departments** will revisit their S3 curriculum to review key learning: key skills, key knowledge and will articulate this in course plans					
	c)	**All pupils** in S3 will experience clarity around key learning					
3. We will improve the quality and consistency of our home learning provision	a)	**All pupils** will be expected to engage in weekly home learning tasks – including experiential –in all subject areas,	• Department Home Learning Policies and Schedule • 'HW' T&M Analysis • Dept. QA • QA including sampling • Pupil Voice: baseline/follow-up	N. Carruthers (Home learning) All year teams PTCs/FHs All Staff	SIP 1 SIP 2		
	b)	**All departments** will create a Home Learning policy and schedule					

December Check Point: Evaluative Comments

Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
	Restorative Approaches / Nurture Wellbeing Targeted Literacy & Numeracy interventions	3.1/3.2
	Parental Engagement Celebrating Success	2.3/2.5 / 2.7 / 3.1
	Pupil Voice Strategy Profiling UNCRC Equalities	1.3/2.4/3.1/3.2/

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