



# St Mungo’s High School

## Improvement Plan 2018 – 2019

Year 1 of our 3 year improvement cycle 2018 - 2021

### EXCELLENCE and EQUITY

“

*We need Scottish education to deliver both **excellence** in terms of ensuring young people acquire a broad range of skills and capacities at the highest levels, whilst also to delivering **equity** so that every young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.*

”

✓ **Excellence through raising attainment** ensuring that every child achieves the highest standards in literacy and numeracy as set out within CfE levels, and the right range of skills, qualifications and achievement.

✓ **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.



# St Mungo’s High School

## Pupil Equity Funding 2018 - 2021

### SECTION 4: Pupil Equity Funding (PEF)

St Mungo’s High School will receive £78,600 from the Pupil Equity Funding (PEF) for the lifetime of the current administration. This money will support pupils who might experience barriers to learning, falling behind or not getting the same educational opportunities because they or their family are experiencing poverty/financial difficulties.

Following the Headteacher’s consultation with staff, the Parent Council, wider parent body and pupils, our PEF interventions will focus on:

- **Staffing** – Family Engagement PT (attendance and family engagement, CLD support worker (disengaged pupils, attainment and accreditation) primary teacher seconded (support transition), school counsellor (emotional support) and pupil support specialist (support attainment)
- **Literacy and Numeracy** - strategies to support improvements in literacy & numeracy (intervention class, pupil support teacher, numeracy & literacy toolkit)
- **Digital Learning** - develop and implement a Digital Family Engagement Programme
- **Nurture/Pupil Support** (S1 Nurture class, primary specialist)
- **Pupil Leadership** - programme to support pupil aspirations, leadership skills and wider participation
- **Pupil Fund** – provide additional resources to pupils and/or families facing financial hardship
- **Data Officer** – to collate data which will inform future planning and measure impact

*The Head Teacher is accountable for PEF spending and its impact across school life.*



### Recording progress

Progress on agreed Pupil Equity projects will be measured, tracked and reported as part of our annual improvement cycle (SIP and S & Q reporting).

### Finding out more about Pupil Equity Funding (PEF)

To find out more about the Pupil Equity Funding, please click the link/s below:

- [Pupil Equity National Operational Guidance](#)
- [Link to Interventions for Equity](#)



# St Mungo’s High School

## Strategic 3 Year Cycle: Improvement Priorities 2018 – 2019

### Priority 1:

**Improvement in attainment, esp. in literacy & numeracy**

- Revisit the 4 pillars of our Learning & Teaching Policy – (*AiFL, Feedback, Active Learning and Differentiation*)
- Cluster Skills Framework (*across learning*) launched
- Launch Literacy and Numeracy toolkit/s
- Leadership Academy and planned CLPL delivered to support staff
- Review Tracking, Target Setting & Interventions across the curriculum

### Priority 2:

**Improvement in young people’s & staff’s health & wellbeing**

- Focus on two additional Nurture principles (*importance of nurture for wellbeing and children’s learning is understood developmentally*)
- Follow up on self-evaluation findings aimed at improving staff and young people’s health & wellbeing especially in relation to:  
*Mental Health      Bullying      Communication*  
*Whole School Behaviour      Staff Health & Wellbeing*

### Priority 3:

**Improvement in employability skills and sustained destinations**

- Review and evaluate our S3 curricular experience with planned improvement/s implemented
- Implement our 3 year Developing the Young Workforce (DYW) Plan aimed at improving employability skills and sustained destinations for all school leavers

### Priority 4:

**Self-evaluation for self improvement**

- Whole school and Faculty Self Evaluation Calendars created
- Validated Self Evaluation (VSE) extended to more Faculties
- Whole school audit of two HGIOS 4 Quality Indicators (Q.I.s)

<b>School Priority 1:</b> National Improvement Framework Priority	<i>Improvement in attainment, particularly literacy and numeracy</i>	<b>SLT Lead</b>	<i>Anne Marie Jess &amp; Audrey Farley</i>	<b>Accountable to:</b>	<b>Head Teacher</b>
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IMPROVEMENT PRIORITIES 2018 - 2019	HGIOS 4 THEME AND QUALITY INDICATOR	NIF DRIVER	PEF FUNDING
1 Learning and Teaching: AiFL (AMJ)	1.1 Self-evaluation for self improvement	2.4 Personalised support	<i>YES</i>
2 Learning and Teaching Skills Framework (AMJ)	1.2 Leadership of Learning	3.2 Raising attainment and achievement	
3 Literacy and Numeracy (AF)	1.3 Leadership & Management of staff		<i>£TBC</i>
4 Tracking and Early Intervention (as appropriate) (CM)	2.3 Learning, Teaching and Assessment		
5 Leadership of Learning (AMJ)			

DATA & EVIDENCE TO INFORM THIS PRIORITY	OUTCOME/S (what do you want to achieve)?	INTERVENTION/S (Interventions supported by PEF should be in bold)	EXPECTED IMPACT	RESOURCES & PROFESSIONAL LEARNING	MEASURES (qualitative, quantitative)
<p><b>Learning and Teaching: Developing AiFL</b></p> <p><i>QA has indicated that there is a lack of consistency in the use of AiFL strategies across the school.</i></p>	<ul style="list-style-type: none"> <li>Increased staff awareness of the 4 pillars of our Teaching &amp; Learning policy</li> <li>Agreed AiFL approaches will be used consistently by all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Professional Dialogue</li> <li>Planned CLPL sessions and collegiate activities</li> <li>Planned Learning Walks to measure impact and consistency of practice</li> </ul>	<ul style="list-style-type: none"> <li>Cohesive and standardised use of SC, LIs, Feedback and Questioning</li> <li>Pupils encouraged to take greater responsibility for their learning</li> </ul>	INSET 1: 17 August Pupil Assemblies CAT 1: 30 August CAT 4: 6 December CAT 7: 9 May	Pre and post survey findings Learning Walk findings Focus Group findings
<p><b>L &amp; Teaching Skills Framework</b></p> <ul style="list-style-type: none"> <li><i>QA shows a lack of consistency in skills based planning/progression</i></li> <li><i>Pupils lack confidence when articulating skills across learning</i></li> </ul>	<ul style="list-style-type: none"> <li>Identified core skills adopted for the St. Mungo’s Cluster</li> <li>Skills are consistently and appropriately reflected within Learning Intentions and Success Criteria</li> </ul>	<ul style="list-style-type: none"> <li>Creation of a progressive pathway for identified core skills (cluster)</li> <li>Staff development on effective use of progression pathway in planning learning and teaching (cluster)</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence and knowledge of skills based learning</li> <li>Skills are visible within learning</li> <li>Pupils can articulate skills</li> </ul>	<ul style="list-style-type: none"> <li>Audit of skills</li> <li>Profiles</li> <li>Skills Framework</li> <li>CAT</li> </ul>	Clear skills framework developed and adopted across the cluster Learning Intentions relate to relevant skills
<p><b>Literacy and Numeracy</b></p> <p><i>Following the last cluster and August in-service days, evaluations indicated that staff would like access to literacy and numeracy support documentation.</i></p>	<ul style="list-style-type: none"> <li>Common practice/s exist in the use of literacy and numeracy across the school</li> <li>Staff are increasingly confident in delivering literacy and numeracy across their lessons</li> <li>Increased staff confidence when determining achievement of a level (especially at Third Level)</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and Numeracy Toolkit</li> <li>Planned whole school CLPL (including moderation) to support literacy &amp; numeracy developments</li> <li><b>Targeted literacy and numeracy interventions as appropriate (PEF) including the S1 intervention class</b></li> </ul>	<ul style="list-style-type: none"> <li>Well planned moderation</li> <li>Improvement in literacy and numeracy skills/levels</li> <li>Increased staff awareness, confidence and understanding of ‘Achievement of a Level’</li> <li>Toolkit used by staff</li> </ul>	<ul style="list-style-type: none"> <li>INSET 4: Cluster Toolkit</li> <li>PEF funding</li> <li>Moderation activities and tasks</li> <li>Planned CLPL activities – refer to CLPL calendar</li> </ul>	<ul style="list-style-type: none"> <li>Increased teacher confidence</li> <li>Consistency in teachers’ professional judgement</li> <li>% staff accessing toolkit</li> <li>Positive feedback on resources within the Toolkit</li> </ul>
<p><b>Tracking and early intervention</b></p> <p><i>QA has indicated that there is a lack of consistency in tracking, supporting and celebrating pupil progress</i></p>	<ul style="list-style-type: none"> <li>Common practice/s exist in the use of prediction</li> <li>Pupils/parents understand tracking processes</li> <li>Consistent intervention strategies for individuals and cohorts as appropriate</li> <li>Interventions to impact positively on outcomes</li> <li>Pupil success and progress is celebrated</li> </ul>	<ul style="list-style-type: none"> <li>Consistent tracking database</li> <li>Celebration events</li> <li><b>Planned interventions delivered by Family Engagement PT (PEF) &amp; Link CLD worker (PEF)</b></li> <li><b>Family Digital Learning Programme (PEF)</b></li> </ul>	<ul style="list-style-type: none"> <li>Agreed whole school tracking procedures in place</li> <li>Early Intervention strategies to support cohorts</li> <li>Accurate monthly, termly and annual data/evidence gathered, analysed/shared</li> </ul>	<b>Data Officer (PEF)</b> Tracking data Sourced professional learning from INSIGHT CLPL sessions on the use of data	<ul style="list-style-type: none"> <li>Consistent application of procedures</li> <li>Staff are confident in interpreting data for improvement</li> <li>Accurate predictions for future progress</li> <li>Impact of interventions</li> </ul>

<b>School Priority 2:</b> <i>National Improvement Framework Priority</i>	<i>Improvement in young people’s health and wellbeing</i>	<b>SLT Lead</b>	<i>Stuart McKay</i>	<b>Accountable to:</b>	<b>Head Teacher</b>
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IMPROVEMENT PRIORITIES 2018 - 2019	HGIOS 4 THEME AND QUALITY INDICATOR	NIF DRIVER	PEF FUNDING
1 Launch Cluster anti bullying policy (SMcK) 2 Mental Health awareness and support (SMcK) 3 Whole school behaviour (SP) 4 Continue to apply Nurture principles – year 2 (MT)	1.3 Leadership of Change 1.5 Management of resources for equity 2.1 Safeguarding and Child Protection 3.1 Improving wellbeing, equality & inclusion 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	1. Teacher professionalism 2. Parental engagement	YES    £TBC

DATA & EVIDENCE TO INFORM THIS PRIORITY	OUTCOME/S (what do you want to achieve)?	INTERVENTIONS/S (Interventions supported by PEF - blue)	EXPECTED IMPACT	RESOURCES & PROFESSIONAL LEARNING	MEASURES (qualitative, quantitative)
<p><b>Launch cluster anti bullying policy</b></p> <p><i>Cluster anti bullying policy will be launched this session</i></p> <p><i>Q.A. has indicated that there is a concern with bullying across some year groups</i></p> <p><i>Strategies to reduce bullying has been a focus of Pupil and House Council meetings all session</i></p>	<p>Our learners will feel confident in recognising and addressing discrimination</p> <p>All pupils, parents and staff are aware of strategies to report incidents of bullying, support individuals/cohorts and minimise its impact</p>	<ul style="list-style-type: none"> <li>Awareness raising of the cluster anti bullying policy</li> <li>Pupil led implementation group</li> <li>Evidence gathering exercise</li> <li>Sourced and in-house training to support a pupil led ‘anti bullying implementation team’</li> </ul>	<ul style="list-style-type: none"> <li>Increased % of pupils feel safer in school</li> <li>Pastoral staff report a reduction in the number bullying incidents</li> <li>Increased parental awareness of impact of bullying and the impact of social media</li> </ul>	<p>Cluster anti bullying policy</p> <p>Baseline survey and impact review</p> <p>Pupil workshops</p> <p>Training by sourced provider/s</p>	<p>Decrease in referrals for bullying incidents</p> <p>Pupil and parent survey % improvement</p>
<p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li><i>Mental Health support strategies have been a focus of Pupil and House Council meetings all session</i></li> <li><i>Increasing number of referrals to the school counsellor</i></li> <li><i>Concerns raised by staff</i></li> </ul>	<p>Mental Health issues and available supports have a high profile across the school</p> <p>Our pupils will be confident individuals with a clear sense of respect, a sense of mental and emotional wellbeing</p>	<ul style="list-style-type: none"> <li><i>Professional development on Growth Mindset and Mental Health by sourced provider (PEF)</i></li> <li>Implement identified findings from good practice visit/s</li> <li>Support groups established</li> <li>Signposts established aimed at supporting pupils experiencing mental health issues</li> </ul>	<p>Learners will be actively pursuing a healthy and active life.</p>	<p>INSET / CAT Time Planning Meetings</p> <p><i>School Counsellor (PEF)</i></p> <p>Good practice visits</p> <p><i>Pupil Mental Health Champions (PEF)</i></p> <p>Revised PSE programme</p>	<p>Ongoing monitoring.</p> <p>Tracking of pastoral data indicates an improved mental health culture</p>
<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li><i>Pupil behaviour has been a focus of whole staff and ELT meetings</i></li> <li><i>Increasing number of referrals regarding low level behaviour</i></li> <li><i>Concerns raised by staff / pupil surveys</i></li> </ul>	<p>Fewer discipline referrals and exclusions</p> <p>Effective strategies in place for supporting and promoting good behaviour</p> <p>Consistent use of behaviour strategies</p>	<ul style="list-style-type: none"> <li>Standards and expectations set at the beginning of the session</li> <li>Sourced training for all staff</li> <li>Effective tracking of behaviour (OtB weekly reports</li> <li>House Team interventions</li> </ul>	<p>Better behaviour, better learning</p> <p>Less exclusions/ referrals</p> <p>Consistency of practice</p>	<p>INSET Day 1: 17 Aug</p> <p>CAT time</p> <p>ELT Meetings</p> <p>House Team Meetings</p> <p>Training</p> <p>Tracking data</p>	<p>Decrease in behaviour incidents</p> <p>Monitoring of referrals</p> <p>Staff-pupil surveys</p>

DATA & EVIDENCE TO INFORM THIS PRIORITY	OUTCOME/S <i>(what do you want to achieve)?</i>	INTERVENTION/S <i>(Interventions supported by PEF - blue)</i>	EXPECTED IMPACT	RESOURCES & PROFESSIONAL LEARNING	MEASURES <i>(qualitative, quantitative)</i>
<p><b>Continue to apply nurture as a whole school approach (Year 2)</b></p> <p><i>Embedding nurture principles is now in Year 2 of a 3 year improvement cycle, therefore it is in this year’s S.I.P</i></p>	<p>Continue to embed nurture across the school and from October 2018, support staff in two further nurture principles which are (i) understand learning is developmental and (ii) the importance of wellbeing.</p> <p>Work with cluster schools to embed nurture principles</p>	<ul style="list-style-type: none"> <li>•Implementation group to deliver nurture training</li> <li>•Continued use and promotion of ‘The Hive’ – Nurture Room to support pupils</li> <li>•Professional Development sessions on nurture</li> <li>•Newsletters inform and promote nurture and celebrate successes</li> <li>•<i>SI Nurture Class interventions as appropriate (PEF)</i></li> <li>•<i>Primary Specialist to support nurture (PEF)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Through the delivery of whole school training, staff will be more aware of nurture principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Group to deliver training</li> <li>• Open Door policy to visit ‘The Hive’</li> <li>• Support documentation</li> <li>• Questionnaire findings (parents and pupils) to drive improvement</li> <li>• CAT to deliver CLPL</li> <li>• Planning Time and Meetings</li> <li>• Nurture staff have been asked to present at the National Nurture Conference in November</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards cluster accreditation</li> <li>• Staff are increasingly aware of nurture principles</li> <li>• Pupils feel supported</li> <li>• Staff and pupil feedback is increasingly positive</li> <li>• Increasing number of pupils exiting from nurture class</li> <li>• VSE findings</li> </ul>

<b>School Priority 3:</b> National Improvement Framework Priority	<i>Improvement in employability skills and sustained destinations for all young people</i>	<b>SLT Lead</b>	<i>A Farley (Curric) C Marshall (DYW)</i>	<b>Accountable to:</b>	<b>Head Teacher</b>
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IMPROVEMENT PRIORITIES 2018 - 2019	HGIOS 4 THEME AND QUALITY INDICATOR		NIF DRIVER	PEF FUNDING
1 Review the S3 curricular experience, identify strengths, priorities and plan for improvement (AF)	1.1 Self-evaluation for self improvement	2.6 Transitions	1. Assessment of young people’s progress	YES
2 Publish DYW Audit findings and implement recommendations (CM)	2.2 Curriculum	2.7 Partnerships	2. School improvement	£TBC
3 Pupil Leadership Academy (CM)	2.3 Learning, Teaching and Assessment	3.2 Raising attainment and achievement	3. Performance information	
		3.3 Increasing creativity and employability		

DATA & EVIDENCE TO INFORM THIS PRIORITY	OUTCOME/S (what do you want to achieve)?	INTERVENTION/S (Interventions supported by PEF are in blue)	EXPECTED IMPACT	RESOURCES & PROFESSIONAL LEARNING	MEASURES (qualitative, quantitative)
<p><b>Review of S3 curricular experience</b></p> <ul style="list-style-type: none"> <li>Staff survey indicated a review of the BGE. S3 is our priority.</li> <li>VSE findings on pace of S3 course/s</li> </ul>	Provide an S3 curricular experience which provides meaningful, progressive pathways for all pupils through the BGE levels and beyond	<ul style="list-style-type: none"> <li>Consultation on S3 curriculum</li> <li>Identify and plan for improvement</li> <li><b>Develop alternative curriculum provision with CLD, Support &amp; Family Engagement PT (PEF)</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupil attainment will improve</li> <li>Targeted support for identified pupils</li> </ul>	CAT: 8 November ES documentation Faculty evaluation/s for Q.I. 2.2 (Curriculum) Consultation	<ul style="list-style-type: none"> <li>Minutes of meetings to plan curriculum interventions based on attainment data</li> <li>Pupil/Parent Surveys</li> </ul>
<p><b>Developing the Young Workforce (DYW)</b></p> <ul style="list-style-type: none"> <li>Audit of current provision</li> <li>Surveys request an improved range of partnerships and programmes</li> <li>More S4 leavers do not enter a positive destination compared to S5&amp; S6 leavers</li> </ul>	<p>Pupils will demonstrate positive attitudes and an increase in vocational and job related skills and knowledge</p> <p>Learners will experience more personalisation and choice in their learning, including vocational experiences</p>	<ul style="list-style-type: none"> <li>Creation of learner pathways with signposts to advice and support</li> <li>Revised PSE programme and inserts designed to support Career Management Skills (CMS)</li> <li><b>S4 Vocational Group and resultant evaluation (PEF)</b></li> <li>Establish a school based multi-agency DYW group to support, challenge and strategically plan activities and sustainable partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Increased awareness of pathways</li> <li>Wider curricular choice</li> <li>DYW has a raised profile across the school</li> <li>Increased staff confidence of their role in delivering the Career Standard expectations</li> </ul>	<ul style="list-style-type: none"> <li>CAT Session – share DYW audit findings</li> <li>Planning Meetings</li> <li>MWoW Ambassadors</li> <li>Planning Meetings</li> <li>Tracking information</li> <li>Social Media, IT resources and co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>Improved parental engagement</li> <li>Uptake of subjects</li> <li>Destination % increase</li> <li>Minutes of planning meeting</li> </ul>
<p><b>Pupil Leadership Academy</b></p> <p>There is a great deal of leadership across the school community – we aim to collate leadership opportunities and pilot a leadership academy with the S5/S6 Captains and Vice/Depute Captains</p> <p>Encourage active involvement of pupils in decision making process and influencing the life of the scho</p>	<p>Pupils will be actively influencing the work of the school</p> <p>Pupils will be actively involved in school decision making and policy creation</p>	<ul style="list-style-type: none"> <li><b>Selection process and Leadership Academy members identified (PEF)</b></li> <li><b>External training sourced and delivered (PEF)</b></li> <li><b>Improvement Plan created</b></li> <li><b>Impact Meetings (PEF)</b></li> </ul>	<ul style="list-style-type: none"> <li>Pupil responsibility</li> <li>Leadership and pupil voice</li> <li>Presence and impact of senior pupil leaders will encourage other leadership opportunities</li> <li>Accreditation awarded</li> <li>Active involvement of the pupil body in establishing whole school policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Assemblies</li> <li>Good Practice Visits</li> <li>Training</li> <li>Improvement Plan created</li> <li>Planning Meetings</li> <li>Assembly Updates</li> <li>Parent Council Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Focus Group findings</li> <li>Accreditation</li> <li>Completions and impact of improvement plan</li> <li>Policy changes across the school</li> <li>Minutes of meetings</li> </ul>

<b>School Priority 4:</b> National Improvement Priority	<i>Self-evaluation for self-improvement using a strong evidence base to measure impact</i>	<b>SLT Lead</b>	<i>Clare Marshall</i>	<b>Accountable to:</b>	<b>Head Teacher</b>
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IMPROVEMENT PRIORITIES 2018 - 2019	HGIOS 4 THEME AND QUALITY INDICATOR	NIF DRIVER	PEF FUNDING
1 Faculty self-evaluation calendar linked to whole school self evaluation strategies (CM)	1.1 <i>Self-evaluation for self- improvement</i>	1. Teacher professionalism	YES
2 Embed Validated Self Evaluation (VSE) (CM)	1.3 <i>Leadership of Change</i>	2. School improvement	£TBC
3 Evaluate impact of findings from stakeholder surveys e.g. (communication, attendance, staff HWB) (CM)	2.2 <i>Curriculum</i>	3. Performance information	
	2.3 <i>Learning, Teaching and Assessment</i>		
	2.4 <i>Personalised support</i>		

DATA & EVIDENCE TO INFORM THIS PRIORITY	OUTCOME/S (what do you want to achieve)?	INTERVENTION/S (Interventions supported by PEF are in blue)	EXPECTED IMPACT	RESOURCES & PROFESSIONAL LEARNING	MEASURES (qualitative, quantitative)
<p><b>Whole School and Faculty Self Evaluation Calendar created</b></p> <p><i>We need to further promote and develop an evidence based culture which allows year on year comparison.</i></p>	<ul style="list-style-type: none"> <li>Improved staff awareness of self-evaluation strategies</li> <li>Self-evaluation strategies are increasingly being embedded across faculties</li> <li>Improved confidence in the use of data to inform improvement planning</li> </ul>	<p>Staff presentation</p> <p>Self-evaluation calendar</p> <p>INSIGHT training for staff</p> <p>CLPL sessions on the use of data</p>	<ul style="list-style-type: none"> <li>An increasing number of staff, parents and pupils will feel that their views are influencing school decisions</li> <li>Planned activities will ensure evidence is delivered in a manageable manner</li> <li>Self-evaluation becomes a collaborative activity</li> </ul>	<ul style="list-style-type: none"> <li>Staff Presentation</li> <li>Planning time</li> <li>SIP Group meetings</li> <li>Data collection throughout the session</li> <li>Impact and outcome support sessions</li> </ul>	<ul style="list-style-type: none"> <li>Increased use of data from faculty and whole school self-evaluation activities</li> <li>Planned next steps derived from data – informed judgements</li> <li>SLT link support and monitoring of impact of self-evaluation strategies</li> <li>Outcome Reports and action/s resulting</li> </ul>
<p><b>Validated Self Evaluation process complete with 3 Faculties</b></p> <p><i>Allow a standardised approach to structured validated self-evaluation.</i></p>	<ul style="list-style-type: none"> <li>The creation of a faculty self-evaluation calendar which will support a consistent use of evidence across the school</li> <li>Self-evaluation strategies embedded</li> <li>Evidence of impact</li> </ul>	<p>Validated Self-evaluation (VSE) process undertaken with 3 identified Faculties.</p> <p>Toolkits created and developed to support Faculty Heads</p>	<p>VSE Reports to support faculty and school evaluation</p> <p>VSE Action Plans and resultant impact recorded</p>	<p>Presentation (INSET 2)</p> <p>Sharing experiences</p> <p>VSE calendar</p> <p>VSE Toolkit (QI 2.3)</p>	<ul style="list-style-type: none"> <li>Faculty VSE Report</li> <li>Resultant action plan</li> <li>Completed faculty returns for Q.I. 2.2 Curriculum and Q.I. 2.3 Learning, Teaching &amp; Assessment</li> </ul>
<p><b>Follow up from whole school surveys</b></p> <p><i>Teaching staff, pupils (S1 – S3) and parents/carers who attended parents’ night have been surveyed. Results have been shared and action plans will be implemented next session</i></p> <p><i>We need a baseline to allow future evidence based predictions and planning</i></p>	<p>Promotion of the pupil, staff and parent voice</p> <p>Greater participation of stakeholders in the life of the school</p>	<p>Faculty evaluation of HGIOS4 QIs (2.2 Curriculum &amp; 2.3 Raising Attainment &amp; Achievement)</p> <p>Communication findings and <i>Attendance Outcome Report</i> shared with agreed strategies implemented and evaluated over time</p>	<p>School improvement is noted as a result of planned action</p> <p>Staff, pupils and parents voice is listened to and acted upon and taken into consideration</p>	<ul style="list-style-type: none"> <li>CAT / INSET summary</li> <li>Outcome Reports and recommended action</li> <li>Family Engagement PT</li> <li>Evaluation</li> <li>Toolkit for QIs 2.2 and 2.3</li> <li>ES documentation</li> </ul>	<p>Improvement or sustained satisfaction levels from all stakeholders – see outcome reports for specific targets</p> <p>Attendance % improved especially from pupils in the lower SIMD</p>



