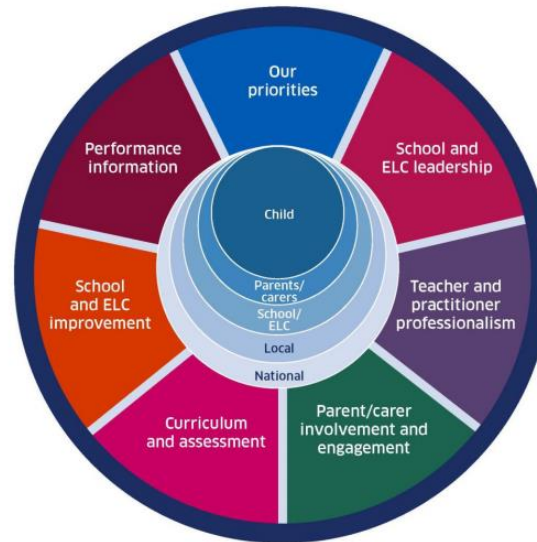


## Education and Learning Directorate

### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



**School:** Sanquhar Academy

**Date:** May 2022

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

#### Our Vision, Values and Aims

We will work with our parents, partners and the community to help develop in all our pupils the capacity to be their very best.

We will achieve this by promoting the highest aspirations and expectations for everyone and creating an ethos where there is equity of opportunity for all.

For session 2022-23 Sanquhar Academy has been allocated £41,605 Pupil Equity Funding (PEF).

**Review Date:** To be concluded by June 2022/23

#### Review Activities (as appropriate)

We will review our progress towards achieving the School Improvement Plan on a monthly basis.

We will gather the views of stakeholders using a range of methodologies on a regular basis. The analysis of stakeholder views will support our informed decision making to allow us to self-evaluate our progress in implementing this School Improvement Plan.

We will review the Schools Vision by the end of session 2022-23.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*





## 2. School Improvement Progress Report

*Include evaluative statement/s on the impact of Covid-19 on priorities.*

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?*

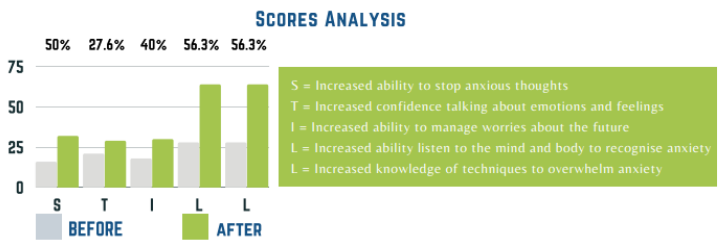
*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1</b> We are working towards becoming a nurturing school. Using assessment we have an identified BGE nurture group which meets daily. The number of wellbeing concerns for dysregulated behaviour reduce by 20% against Aug-Dec 2021.</p> <p><b>NIF Priority</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b> School leadership, teacher professionalism and assessment of children's progress</p>	<p>Awareness of Nurturing approaches has increased as 100% of staff were involved in baseline assessments using the Glasgow Nurturing Schools toolkit and received an introductory presentation conducted by SLT in August 2021.</p> <p>2 members of staff are currently involved in the Nurture UK training and cascading this learning to the Nurture SIG (7 members of staff). This has included the 6 Principles of Nurture and Boxall Training. 2 other members of teaching staff are already Nurture trained.</p> <p>One member of staff has been appointed as a Teacher of Inclusion and has recently participated in the Train the Trainer programme for Positive Relationships/Pivotal Practice.</p> <p>Parental engagement evening has taken place to raise awareness of the vision of becoming a nurturing school.</p> <p>Three new Nurture spaces have been created and staff have been relocated within the building. Classrooms have been refitted, painted and appropriate resources purchased to facilitate nurturing practices with appropriate staff timetabled to facilitate the nurture groups.</p>	<p>Practitioners will participate in a Nurture session to develop their understanding of, and confidence with, nurture approaches and be able to utilise these approaches within their own classroom setting to support learners' engagement and participation.</p> <p>Increase awareness of the CIRCLE approach (Inclusion) providing strategies for practitioners to use within their classroom setting to support learners' engagement and participation.</p> <p>Offer open evenings/days where parents and carers can experience nurturing approaches in action.</p>

<p><b>HGIOS?4 QIs</b> 1.3, 1.5, 2.2, 2.3, 2.5 &amp; 3.1</p>	<p>Tutorial groups which will begin in June 2022 using a nurturing approaches. All classrooms have been provided with a Nurture Box with a range of resources to assist the learners with self-regulation and concentration. Almost all staff are tutors and, in this capacity, have made initial contact with parents. They have introduced themselves, communicated the vision for whole school nurture and explained their enhanced role in working with parents to support their child’s wellbeing and promote an understanding of the UNCRC.</p> <p>WISH wellbeing forms have reduced by 99.4% for dysregulated behaviour and the SEEMiS referral system is now being used by all staff. Logged incidents are acted upon by the relevant line manager promptly and action taken to support staff and learners with dysregulated behaviour is noted. Parents and partner agencies are included to support co-regulation where appropriate. It is evident that staff can now differentiate between a wellbeing concern and dysregulated behaviour.</p> <p>There has been reduction in exclusion openings to 5 this session. Anticipated number of exclusions per year, per 1000 pupils is 20. A range of alternative to exclusion strategies are utilised to support learners.</p> <p>Boxall Profiling has been completed for a number of BGE pupils and 10 senior phase pupils. Assessment information has been used to target specific learners for Nurture Group work. There are currently four groups running who are working on co-regulation and decision making. Nurture provision is beginning to be included as appropriate within Child Plans as a planned support for learners.</p> <p>Zones of Regulation are being explored with the Nurture Groups and in S1 PSE lessons.</p> <p>I-abacus has been used for self-evaluation of 3.1 across all faculties.</p>	<p>Promote use of Nurture boxes within all classrooms.</p> <p>Finalise and implement a Tutor Programme based on nurture approaches, MVP, SHANARRI Principles and UNCRC.</p> <p>Tutor groups used to facilitate the creation of a ‘Buddy System’</p> <p>Offer opportunities for learning visits to share good practice.</p> <p>Continue to log all Wellbeing and Dysregulation concerns in separate systems to ensure appropriate approaches to support are used and can be used for valid and reliable comparison purposes.</p> <p>Encourage practitioners to adopt a range of strategies to support learners with co-regulation and engagement with learning, leading to self-regulation and to eliminate the need for exclusion.</p> <p>Increase the number of staff who are trained in Boxall Profiling.</p> <p>Use assessment more extensively and increase practitioners’</p>
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	<p>This demonstrates that there is a greater awareness of the Responsibility of All regarding Health and Wellbeing.</p> <p>Staff are working to embed two nurture principles into their classroom practice; the classroom is a safe base and all behaviour is communication. All classrooms have been equipped with a Nurture Box.</p>	<p>knowledge and understanding of how to set and support learners with Boxall targets.</p> <p>Continue to review child plans and include nurture provision where appropriate.</p>														
<p><b>School Priority 2</b> Improvement in Literacy, attainment by the end of the BGE 92% of learners attain L3 (taken from NIF stretch Aim). The percentage of pupils being presented for N5 English is increased to 50% in S4.</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children’s progress and performance information.</p> <p><b>HGIOS?4 QIs</b> 1.2, 1.3, 1.5, 2.2, 2.3, 3.2</p>	<p>A Literacy School Improvement Group has worked alongside cluster colleagues to adopt the local authority approach ‘creating balanced readers and writers’ with Steven Graham. This work will continue into next session alongside cluster colleagues. In addition we have adopted literacy ‘ninja’ across the school.</p> <p>The Gap between targeted pupils (<i>Care Experienced, SIMD 1&amp;2 or FME</i>) and other pupils in the achievement of L3 Literacy by the end of S3 (June 2022) is currently at 10%. The target was &lt;10%. A number of challenges have been faced this session. Analysis of impact carried out through the Scottish Attainment Challenge mid-year report, final report due end of Sept 22.</p> <table border="1" data-bbox="577 916 1480 1276"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">ACEL L3 Literacy at end of S3</th> </tr> <tr> <th>Overall Levels</th> <th>SIMD Quintile 1, FME &amp; CE</th> <th>SIMD Quintile 2 &amp; 3</th> <th>Gap Q1, FME &amp; CE - Q2 &amp; Q3</th> </tr> </thead> <tbody> <tr> <td><b>Current level at May 22 (2021/22)</b></td> <td>92%</td> <td>90%</td> <td>100%</td> <td>10%</td> </tr> </tbody> </table> <p>Presentations for S4 English 2021/22, 40% of learners presented for English N5 in S4. In session 2020/21 65% of learners were presented under the ACM model. A target of 50% will be maintained for session</p>		ACEL L3 Literacy at end of S3				Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1, FME & CE - Q2 & Q3	<b>Current level at May 22 (2021/22)</b>	92%	90%	100%	10%	<p>Continue to work alongside the cluster on the cluster approach to ‘creating balanced readers and writers’ through the Literacy School Improvement Group.</p> <p>Undertake a cluster literacy moderation session working with the cluster QUAMSO’s in Feb 2023.</p> <p>Continue to work towards stretch aim target of entries at English National 5 by the end of S4 in line with the VC.</p>
	ACEL L3 Literacy at end of S3															
	Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1, FME & CE - Q2 & Q3												
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<p><b>School Priority 3</b> Improved pedagogy by enabling learner led learning across the curriculum.</p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School leadership, teacher professionalism, parental engagement, assessment of children's progress and performance information</p> <p><b>HGIOS?4 QIs</b> 1.2, 1.3, 2.4, 3.2 &amp; 3.3</p>	<p>2022/23. Stretch aim to be in line with the VC.</p> <p>A number of practitioners took part in a School Improvement Group 'The teacher as the resource' practitioners worked alongside S.T.I.L.L Scotland and complete CPD using 'Teaching Walkthrus' by Tom Sherrington and Oliver Caviglioli.</p> <p>Using the S.T.I.L.L approach a demonstrated shift could be seen in the wellbeing of the group and in their mindset when entering the classroom.</p>  <p><b>SCORES ANALYSIS</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Before (%)</th> <th>After (%)</th> </tr> </thead> <tbody> <tr> <td>S</td> <td>50%</td> <td>27.6%</td> </tr> <tr> <td>T</td> <td>40%</td> <td>56.3%</td> </tr> <tr> <td>I</td> <td>27.6%</td> <td>56.3%</td> </tr> <tr> <td>L</td> <td>56.3%</td> <td>56.3%</td> </tr> <tr> <td>L</td> <td>56.3%</td> <td>56.3%</td> </tr> </tbody> </table> <p>     S = Increased ability to stop anxious thoughts      T = Increased confidence talking about emotions and feelings      I = Increased ability to manage worries about the future      L = Increased ability listen to the mind and body to recognise anxiety      L = Increased knowledge of techniques to overwhelm anxiety   </p> <p>Practitioners took part in a development session in partnership with cluster primaries to become familiar with the revised GTCS standards enacted in August 2021.</p> <p>Practitioners have increased knowledge and understanding of SQA content and current expectations in their curricular area. Learners achieve success in SQA awards.</p> <p>Practitioners have continued to work closely with colleagues on the changes to SQA qualification structures at both a local and National level. Current changes it has been announced will remain in place for next session.</p>	Category	Before (%)	After (%)	S	50%	27.6%	T	40%	56.3%	I	27.6%	56.3%	L	56.3%	56.3%	L	56.3%	56.3%	<p>The S.T.I.L.L approach will be invested upon to enable stakeholder adults to undertake the anxiety coaching improving wellbeing to support learners. Identified groups of pupils will also be given the opportunity to take part.</p> <p>Continue to develop learning approaches, utilising 'Walk Thrurs' and integrate the excellent lesson into the revised 'Better Relationships, Better Learning, Better Behaviour' Policy.</p> <p>Practitioners will continue to monitor and adapt to any SQA changes over the next academic session. Practitioners will also start to consider the impact of the 'Muir Report' on future SQA provision.</p>
Category	Before (%)	After (%)																		
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<p><b>School Priority 4</b> The school's curriculum will be reviewed, and changes planned for implementation into session 2022/23, to improve outcomes and positive destinations for all learners.</p> <p><b>NIF Priority</b> Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p><b>NIF Driver</b> School leadership, parental engagement, and teachers professionalism.</p> <p><b>HGIOS?4 QIs</b> 1.2, 1.3, 2.3, 2.4, 2.6, 2.7, 3.3</p>	<p>The school's curriculum for session 2021/22 took account of the national context and was shaped to allow a years recovery from the COVID 19 pandemic. Pupils were able to access double period blocks of learning and work from home when in isolation. Working from home for learners and staff became more challenging and a real time hybrid model was not able to be successfully achieved. GLOW Teams continues to be the primary platform for learning at home. Success was enabled by working in partnership with the SWEIC, a number of learners undertook learning at SCQF level 7 (Advanced Higher). The online model of learning at this level has been adopted into session 2022/23. Self-evaluation of the curricular model adopted has been taken into account in planning for the curricular model for session 2022/23.</p> <p>A School Improvement Group was developed to conduct action research in potential models that could be adopted at Sanquhar Academy. The group focused of the breadth of requirements of the learners across the school community, working collaboratively to ensure that the adopted curricular architecture could be delivered within the current capacity of the school. The group successfully planned and consulted with a range of stakeholders and has now adopted a revised curricular architecture for session 2022/23 and beyond. Practitioners across the school continue to review the SCQF framework and explore opportunities to close the attainment gap for all learners.</p> <p>As session 2021/22 began the wider National context became clearer. The 33 period week which had been suggested could no longer meet the demands of the evolving requirements following the OECD review. The drive to deliver enhanced Learning and Teaching approaches into the future needed to be adapted. As such, the school revised the school day and has restructured to allow practitioners the opportunity to deliver 21 teaching hours as and when it is requested of us.</p>	<p>Continue to develop the curricular offer across the school – taking account of the requirements across the Senior Phase including the Muir review 2022.</p> <p>Continue to enhance the current curricular model and communicate this effectively with pupils, parent and wider stakeholders, into session 2022/23 and beyond.</p> <p>Continue to monitor the wider national context and work collaboratively with the local authority to ensure that the requirements of the Sanquhar community are met.</p>
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### 2.1.1 Report on the impact of PEF

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

#### Literacy - £28,000.00

*Stephen Graham 'Creating balanced Readers and Writers'* – Staff from the School improvement Group have attended training, alongside the Sanquhar education cluster. As part of a 2 year programme, year 1 has now been completed. Practitioners are continuing to work alongside colleagues to continue to conduct professional enquiry into how we will use this as a cluster approach to meet the needs of our learners.

*Literacy Ninja* – The Write like a Ninja resource has been adopted through the Literacy School Improvement Group. This resource is continuing to be adopted across the school to close the gap in writing.

*Reading* – The school library has undergone a refresh post COVID and almost has the infrastructure back into place to return to lending books. Our Learning Assistant allocation has been utilised to facilitate the library restructure. NGRT Literacy Assessments were used across the BGE to monitor progress and support attainment tracking. These assessments provided an insight, however they will not be utilised in the same way next session.

	ACEL L3 Literacy at end of S3			
	Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1, FME & CE - Q2 & Q3
<b>Current level at May 22 (2021/22)</b>	92%	90%	100%	10%

#### Numeracy - £15,000.00

Ongoing supports adopted through PEF and the Schools programme have now been subsumed into the work of the STEM faculty, as such they will remain an ongoing priority for the school. Curricular adaptations have been adopted to ensure that we continue to close the Gap in attainment of Numeracy. Learning Assistants are currently deployed through PEF and will continue to be deployed through the core allocation into session 2022/23 to support closing the attainment gap in Numeracy. Stretch aims have been adopted for next session's targets.

	ACEL L3 Numeracy at end of S3			
	Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1 - Q2 & Q3
<b>Current level at May 22 (2021/22)</b>	92%	91%	100%	10%

### Health & Wellbeing - £10,500.00

#### *Nurture*

The classroom resource required to deliver a focused Nurture provision for learners has been developed. Four Nurture groups have been established across this academic session. Boxall and other Health and Wellbeing measures such as the Wellbeing Web analysis continue to be monitored to measure gains in pupil's progress. Nurture groups have been timetabled into the curriculum for session 2022/23.

Practitioners have researched and developed Tutorial resources for session 2022/23. Tutor Groups have been integrated into the Curriculum Architecture for session 2022/23 and beyond to enhance Health and Wellbeing outcomes for all learners.

Data demonstrates that there continues to be a gap in pupil attendance. Nurture provision will continue to be a strategy used to support increasing pupil attendance. Pupil attendance will become one of our participation measures for Health and Wellbeing and will be a focus of PEF allocation within the SIP into session 2022/23. Stretch aims have been adopted for next session's targets.

	Pupil Attendance			
	Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1, FME & CE - Q2 & Q3
<b>Current level (2021/22) at March 22</b>	81%	77%	86%	9%

	In Addition to the information above please see mid-year Scottish Attainment Challenge schools programme report. Note, Schools Programme funding concludes at the end of the academic session 2021/22.
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<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<p>We have been able to adopt School Improvement Groups this session with focused targets through the School Improvement Plan. Enabling practitioners to lead change collaboratively across the school.</p> <p>Nurture – 12% of learners have benefited from targeted Nurture groups. Improvements in their health and wellbeing have been recorded through both Boxall and Wellbeing Web analysis.</p> <p>Literacy - Improvements in Literacy at L3 with 92% of learners achieving L3 by the end of S3. At SQCF L4 with 98% of leavers attaining L4, 5% above the VC and at SQCF L5 with 78% of leavers attaining L5, 4% above the VC (Insight Feb 22).</p> <p>Curriculum – A revised Curriculum Architecture has now been adopted. Learners are now structuring their options via their individual Learner Pathways.</p> <p>Learning and Teaching – A number of Practitioners have utilised the 'Teacher as the Resource' as an approach to ensure that</p>	<p>Continue to develop Health and Wellbeing approaches across the whole school community. Enable practitioners to have the resources to support pupils Health and Wellbeing. Evidence of impact anticipated through increased attendance and participation in learning activities.</p> <p>The school's vision will be re-established. Taking into account the post COVID landscape.</p> <p>Continue to utilise i-abacus for self-evaluation; encourage faculties to become more data aware and support learners and respond to pupils views.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">11</p>

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	looking after their own Health and Wellbeing enables them to be more available for learners.		
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li><i>Learning and engagement</i></li> <li><i>Quality of teaching</i></li> <li><i>Effective use of assessment</i></li> <li><i>Planning, tracking and monitoring.</i></li> </ul>	<p>A curriculum review has been undertaken this session and developed to enable learners follow their chosen learner pathway. We are developing our curriculum model, including planning teaching and assessment, to meet the needs of our pupils. Developing courses and offering learners NPAs and alternative SCQF level courses which meet their needs.</p> <p>Practitioners have effectively planned, tracked, and monitored attainment and achievement with feedback being provided for learners and parents at regular intervals. The new tutor group system establishes an additional link with parents to discuss report cards and wider school issues.</p> <p>Throughout this year staff have continued to embed assessment opportunities into practice. Practitioners used SQA information and updates to plan effective use of assessment and enhance classroom practice to support revision of current courses in the</p>	<p>The curriculum has been impacted by staffing; a national shortage of HE and Technical teachers. Alternative ideas have been discussed including food production and outside agencies. Alternatives continued to be researched to provide leaner pathways into the hospitality and food production industries.</p> <p>The tutor group will continue to establish links and build relationships with parents and pupils which is a key area for improvement post pandemic.</p> <p>Practitioners must continue to keep up to date with SQA information and adapt where required.</p> <p>This will involve colleagues developing courses; researching the diverse range, and developing the knowledge to deliver these courses.</p> <p>The aim for the positive leavers destination</p>	4

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Senior Phase.</p> <p>Online opportunities continue to be developed and embraced, where applicable, within the senior phase curriculum including YASS Courses, college courses. Advanced Higher and some Highers are being delivered through SWEIC working alongside Universities to provide SCQF L7 learning.</p> <p>Pathways for learners continue to be supported though partnership working across the school. 95% of learners entered a positive destination in 2020/21 in line with the National, Regional and SWEIC and that was 3% higher than the virtual comparator.</p> <p>We will continue our focus on literacy, numeracy and HWB in the BGE to sustain and improve levels and to close the gap between Quintile 1 and Quintile 2&amp;3 within the BGE levels and the senior phase.</p>	<p>for 2022/2023 is 97%.</p>	

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>SAC has been utilised to support wellbeing through developing Nurture provision: new facilities, resources and training.</p> <p>Targeted nurture provision has supported soft starts; providing a safe base for check-in, nutrition and a nurture activity to support the young people to understand their emotions, promote self-regulation and enable them to be ready to learn.</p> <p>Child Protection Procedures are in place and all staff have received appropriate training.</p> <p>All staff are aware of their responsibility to support the health and wellbeing of all learners.</p> <p>Bullying, Equality and Racism incidents continue to be addressed promptly and recorded using SEEMiS. Reports are generated and reviewed termly.</p> <p>Diversity is encouraged and there has been an attempt to establish a GSA group, Youth Work Services have been involved in supporting this work. LGBTQ+ and preferred</p>	<p>Use assessments and feedback to evaluate provision and its impact on a termly basis.</p> <p>Mandatory 3-year enhanced training for the cluster is scheduled for 23.02.23.</p> <p>All staff need to be fully familiar with the UNCRC and use the articles to support learning through tutor time.</p> <p>Utilise tutor time and partners to further improve awareness of Diversity and support for young people and their families.</p> <p>Share links with staff to ensure familiarisation with new and refreshed national and local documents and guidance.</p>	4

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>pronouns are supported and dealt with sensitively by staff.</p> <p>Systems are in place to support learners identified as Care Experienced or with ASN and to share information with relevant parties. Strategy sheets, IEP's, Child Plans and CSPs are reviewed regularly. Staff understand the framework for escalation and use the framework when the need arises.</p>		
<b>3.2 Raising attainment and achievement</b> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul>	<p>Our PEF funded literacy and numeracy interventions are improving outcomes for our targeted group of pupils in the BGE. There has also been a positive impact from interventions in Literacy.</p> <p>The % of S3 targeted pupils achieving L3 were  <i>Numeracy 92%; literacy 92%</i>            % Of leavers achieving L4 in 2021  <i>Numeracy 95% VC 86%</i>  <i>literacy 98% VC 92%</i>            % Of leavers achieving L5 in 2021  <i>Numeracy 80% VC 60%</i>  <i>literacy 78% VC 74%</i> the L5 has improved 10% from last year.</p> <p>Participation in Stephen Graham Literacy</p>	<p>Keep reviewing how we take in to account the new guidance from SQA relating to the ongoing gathering of evidence and exam adaptations throughout next session for young people studying NQ courses.</p> <p>Discussions can again take place at in-person parents' nights regarding progress and achievement. Tracking reports and full reports with comments allow staff to share information with parents</p> <p>Continue to moderate internal evidence and review to adapt our school quality assurance processes for verification and moderation.</p>	<b>4</b>



## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>workshops has increased understanding of text types for most staff. Staff have started to embed 'Literacy Ninja' tasks and activities into their planning and shared their experiences with the whole school.</p> <p><i>Senior phase</i> Leavers 1+@L4 100%; 1+@L5 88%; Leavers 1+@L6 49%</p> <p>Pupils in S3 have made extensive use of the learner pathways as part of their preparation for the senior phase and have been well prepared for making their option choices to raise the overall attainment going into the senior phase.</p>	<p>We would need to continue our tracking, monitoring and interventions to achieve/maintain senior phase targets as below: - Leavers 1+@L4 100%; 1+@L5 90%; Leavers 1+@L6 54% using the stretch aims to close the gap between the gap between Quintile 1 and Quintile 2&amp;3. Leavers 1+@L4 maintain; 1+@L5&lt; 6pp; Leavers 1+@L6 &lt;5pp</p> <p>We must continue as practitioners to self-reflect, set targets, improve school ethos to create a calm learning environment, building positive relationships between staff and pupils including the use of peer assessment. The new tutor group should contribute to a calm learning start to lessons and build these positive relationships.</p> <p>Strong learning interventions in place, paid for through the Pupil Equity Fund (PEF), are resulting in improved achievement in literacy and numeracy for learners. Considering the insight data further improvements are needed to increase the level of qualification gained by leavers to</p>	

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
		improve attainment data.	
<b>2.2 Curriculum: Theme 3 Learning Pathways</b>	<p>Throughout this session we have revised our curriculum architecture. A School Improvement Group have led on the consultation with staff, pupil, parents and wider stakeholders.</p> <p>The BGE has had the balance across all 8 curricular areas reviewed and changes have been implemented. Tutor Groups have also been created for all learners and will be integrated into the curriculum. Allowing us to address Health and Wellbeing, children's rights and take account of learners entitlements, the four capacities and our setting. The curriculum has been developed to take account of current educational thinking and involves partners to support learners to reach positive outcomes. Learner</p>	<p>Continue to embrace the curricular opportunities locally and work with our partner organisations. Take account of the outcomes of the Muir Review and consider alongside the context of our local setting and sustainability.</p> <p>Learning and Teaching about children's rights within Tutor Time alongside MVP. Develop a programme for Tutor Time with dedicated check in's for learners.</p>	4

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	Pathways have been adopted to support pupils to evaluate the totality of their learner experience. The pathways take account of progression and choice for our learners. Skills for learning, life and work continue to be a focus across the curriculum and staff and partners provide opportunities for learners to continue to develop an awareness of the world of work.		
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  <b>The impact of parental involvement on improving children and young people's learning.</b>	<p>Partnerships with parents, carers and the local community is continuing to develop using digital platforms such as: the School App and the use of Vscene, Microsoft Teams and Forms. Digital parental engagement evenings have been well attended. Face to face meetings are beginning to be reintroduced now that covid restrictions have been lifted.</p> <p>An added layer of support and engagement has been developed this academic session with the introduction of Tutor Allocation, supporting our drive towards whole school nurture and promoting positive relationships. An additional member of staff will know the young person well and be able to track and monitor progress of the learner</p>	<p>Continue to offer a blend of face to face and digital platforms to promote parental and community engagement and information sharing.</p> <p>Embed tutor support and build positive relationships with young people and parents. Promote further parental engagement with the young peoples' learning and wellbeing.</p>	<b>4</b>

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>and report regularly to the parent/carer. Further impacting on greater involvement of parents/carers in the young persons' learning and wellbeing.</p> <p>We continue to work with our feeder primary schools and the relevant parents to support a smooth transition to secondary school with enhanced transition for those who require it.</p> <p>All S2–S5 parents/carers have had the opportunity to be involved in working with the school and SDS (Skills Development Scotland) to support their child with decisions regarding their Learner Pathway.</p> <p>The learners have had input from expert partner agencies, face to face and online, raising the awareness of potential pathways to support decision making, promote career ambitions and enhance positive destinations. Links with DYW partners remain strong despite changes in personnel.</p> <p>Our annual survey (AS) has been conducted offering all stakeholders the opportunity to have their say in school improvement</p>	<p>Commence support for Transition-in earlier; start when the learners are in P6. Collaborate with the Primary School staff to expand the enhanced transition offer (AS identified this as a development need).</p> <p>Commence the learner pathway discussions pre-christmas to enable all learners and their parents/carers the opportunity for a face-to-face meeting.</p>	

## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

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Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	planning.		

### 3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?																											
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area																									
<p><b>School Priority 1 - Learning</b> Develop, through Nurturing practice, Tutor Time and continue to develop the curriculum to meet the needs of all.</p> <p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the center of education.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people.</p>	<p><i>Literacy &amp; Numeracy</i> The school will seek to recruit a transition teacher to deliver Literacy and Numeracy Interventions within the secondary and work alongside cluster primary colleagues to support Literacy and Numeracy interventions throughout the Transition to the Secondary school.</p> <p>Within Literacy the identified gap at L3 by the end of S3 will reduce to less than 5%. The stretch aim set for number of learners overall achieving L3 Literacy by the end of S3 is 96%.</p>	<p>Continue with implementation of the 'Steven Graham' Literacy programme alongside the Education Cluster.</p> <p>Continue to develop school approaches using literacy 'Ninja'</p>	<p><i>Strategic Lead - NS</i> <i>Lead - CC &amp; SIG</i> <i>Time Allocation - In-service days and CT sessions.</i> <i>Funding – School Fund</i> <i>Completion Date - June 2023</i></p>																									
	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">ACEL L3 Literacy at end of S3</th> </tr> <tr> <th>Overall Levels</th> <th>SIMD Quintile 1, FME &amp; CE</th> <th>SIMD Quintile 2 &amp; 3</th> <th>Gap Q1, FME &amp; CE - Q2 &amp; Q3</th> </tr> </thead> <tbody> <tr> <td><b>Current level at May 22 (2021/22)</b></td> <td>92%</td> <td>90%</td> <td>100%</td> <td>10%</td> </tr> <tr> <td><b>Stretch aim to be achieved at May 23 (2022/23)</b></td> <td>96%</td> <td>95%</td> <td>100%</td> <td>&lt;5%</td> </tr> <tr> <td><b>Improvement (Percentage point)</b></td> <td>4pp</td> <td>5pp</td> <td>0pp</td> <td>&lt;5pp</td> </tr> </tbody> </table>		ACEL L3 Literacy at end of S3				Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1, FME & CE - Q2 & Q3	<b>Current level at May 22 (2021/22)</b>	92%	90%	100%	10%	<b>Stretch aim to be achieved at May 23 (2022/23)</b>	96%	95%	100%	<5%	<b>Improvement (Percentage point)</b>	4pp	5pp	0pp	<5pp	<p>Develop approaches across the school using the 'Text Types'.</p> <p>Liaise with cluster on approaches to Text Types being embedded. Undertake cluster moderation.</p>	<p><i>Lead - CC &amp; SIG</i> <i>Time Allocation - In-service days and CT sessions.</i> <i>Completion Date - June 2023</i></p> <p><i>Lead - CC &amp; Cluster QAMSO's</i> <i>Time Allocation - In-service day in Feb 2023</i> <i>Completion Date – End Feb 2023</i></p>	
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		Recruit Transition Teacher (PEF £10,000 plus other	<p><i>Lead – EH</i> <i>Funding - PEF £10,000, CPD budget £10,000 plus other</i> <i>Completion Date – By 30 Aug 2022</i></p>																									

<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Drivers</b> School Leadership Teacher and practitioner professionalism Curriculum and assessment School improvement Performance information</p> <p><b>HGIOS4 QIs</b></p>	<p>Within Numeracy the identified gap at L3 by the end of S3 will reduce to less than 5%. The stretch aim for learners achieving L3 numeracy by the end of S3 is 96%.</p> <table border="1" data-bbox="485 256 1224 716"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">ACEL L3 Numeracy at end of S3</th> </tr> <tr> <th>Overall Levels</th> <th>SIMD Quintile 1, FME &amp; CE</th> <th>SIMD Quintile 2 &amp; 3</th> <th>Gap Q1 - Q2 &amp; Q3</th> </tr> </thead> <tbody> <tr> <td><b>Current level at May 22 (2021/22)</b></td> <td>92%</td> <td>91%</td> <td>100%</td> <td>10%</td> </tr> <tr> <td><b>Stretch aim to be achieved at May 23 (2022/23)</b></td> <td>96%</td> <td>95%</td> <td>100%</td> <td>&lt;5%</td> </tr> <tr> <td><b>Improvement (Percentage point)</b></td> <td>4pp</td> <td>4pp</td> <td>0pp</td> <td>&lt;5pp</td> </tr> </tbody> </table>		ACEL L3 Numeracy at end of S3				Overall Levels	SIMD Quintile 1, FME & CE	SIMD Quintile 2 & 3	Gap Q1 - Q2 & Q3	<b>Current level at May 22 (2021/22)</b>	92%	91%	100%	10%	<b>Stretch aim to be achieved at May 23 (2022/23)</b>	96%	95%	100%	<5%	<b>Improvement (Percentage point)</b>	4pp	4pp	0pp	<5pp	funding)	
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	<p><i>Tutor Time</i> Every learner will take part in Tutor Time 3 mornings per week. Tutor time will focus on pupils Health and Wellbeing. The launch of whole school Tutors will be supported by whole school activities days. PEF £10,500. The allocated timetabled time will enable learning to explore the Health and Wellbeing indicator on an individual basis. Learners will develop their awareness of the 'Rights of the Child' through the UNCRC, the school will secure the Bronze Award by June 2023. Tutor Time will support the development of whole school Nurture approaches.</p>	<p>Tutor Time implemented 3 morning per week. Tutors identified for all learners.</p> <p>Calendar developed to support planning for learning during Tutor Time.</p> <p>Learners will participate in a whole school 'Outdoor Learning' Activities day in their Tutor Groups.</p> <p>School will complete</p>	<p><i>Strategic Lead – DT</i> <i>Lead – AM, AD &amp; Nurture SIG</i> <i>Time Allocation – Timetabled Tutor Time &amp; CT/in-service as required to support delivery.</i> <i>Funding - PEF £10,500 and School Fund £3,000</i> <i>Completion Date – Sept 22</i></p> <p><i>Lead – JB</i> <i>Time Allocation – 4 Days</i> <i>Funding - PEF £10,500 and School Fund £3,000</i> <i>Completion Date – Sept 22</i></p> <p><i>Lead – AL</i></p>																								

		the UNCRC Bronze Award.	<i>Time Allocation</i> – In-Service/CT as required. <i>Funding</i> - N/A <i>Completion Date</i> – Jun 23																							
<p><b>Curriculum Development</b> Curriculum architecture will continue to developed across the BGE and Senior Phase. Career Management Skills (CMS) will continue to be embedded into the curriculum. Practitioners will consult with colleagues on the ‘Muir Report’ and any required updates will be communicated to stakeholders. Working alongside partners we will seek to enhance our curricular pathways. Working alongside the Local Authority we will adapt the Curriculum Architecture to implement national requirements, such as teachers contact time. Stretch aims - Leavers will increase their 1+ SCQF Awards at L4, L5 &amp; L6. Positive Destinations will increase.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Leavers 1+ SCQF L4</th> </tr> <tr> <th>Overall Levels</th> <th>SIMD Quintile 1</th> <th>SIMD Quintile 2 &amp; 3</th> <th>Gap Q1- Q2 &amp; Q3</th> </tr> </thead> <tbody> <tr> <td><b>Current level (2021/22) at Feb 22 Insight Update</b></td> <td>100%</td> <td>100%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td><b>Stretch aim to be achieved 2022/23 at Feb 23 Insight Update</b></td> <td>100%</td> <td>100%</td> <td>100%</td> <td>&lt;2%</td> </tr> <tr> <td><b>Improvement (Percentage point)</b></td> <td>Maintain</td> <td>Maintain</td> <td>Maintain</td> <td>&lt;2pp</td> </tr> </tbody> </table>		Leavers 1+ SCQF L4				Overall Levels	SIMD Quintile 1	SIMD Quintile 2 & 3	Gap Q1- Q2 & Q3	<b>Current level (2021/22) at Feb 22 Insight Update</b>	100%	100%	100%	0%	<b>Stretch aim to be achieved 2022/23 at Feb 23 Insight Update</b>	100%	100%	100%	<2%	<b>Improvement (Percentage point)</b>	Maintain	Maintain	Maintain	<2pp	<p>Learners will have the opportunity to work with partners from across the SWEIC and local partners such as ‘Happy Hooves’ to gain National Qualifications.</p> <p>Barista DYW Innovation project will be developed and implemented.</p>	<p><i>Strategic Lead</i> – NS <i>Lead</i> – NS <i>Time Allocation</i> – CT/in-service as required to support delivery. <i>Funding</i> - N/A <i>Completion Date</i> – Jun 23</p> <p><i>Lead</i> – AD <i>Time Allocation</i> – Timetabled alongside Personal Development. <i>Funding</i> – Applied for through DYW &amp; Princes Trust. <i>Completion Date</i> – Jun 23</p>
		Leavers 1+ SCQF L4																								
	Overall Levels	SIMD Quintile 1	SIMD Quintile 2 & 3	Gap Q1- Q2 & Q3																						
<b>Current level (2021/22) at Feb 22 Insight Update</b>	100%	100%	100%	0%																						
<b>Stretch aim to be achieved 2022/23 at Feb 23 Insight Update</b>	100%	100%	100%	<2%																						
<b>Improvement (Percentage point)</b>	Maintain	Maintain	Maintain	<2pp																						



	Leavers 1+ SCQF L5			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 2 & 3	Gap Q1 - Q2 & Q3
Current level (2021/22) at Feb 22 Insight Update	88%	79%	92%	13%
Stretch aim to be achieved 2022/23 at Feb 23 Insight Update	90%	86%	94%	6%
Improvement (Percentage point)	2pp	7pp	2pp	<6pp

	Leavers 1+ SCQF L6			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 2 & 3	Gap Q1- Q2 & Q3
Current level (2021/22) at Feb 22 Insight	49%	53%	36%	17%
Stretch aim to be achieved 2022/23 at Feb 23 Insight Update	54%	55%	52%	3%
Improvement (Percentage point)	5pp	2pp	16pp	<5pp

	Leavers positive destinations			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 2 & 3	Gap Q1 - Q2 & Q3
Current level Insight @ Feb 2022 Insight	95%	95%	93%	2%

	Update						
	<b>Stretch aim to be achieved by Feb 2023 Insight Update</b>	97%	97%	97%	0%		
	<b>Improvement (Percentage point)</b>	2pp	2pp	4pp	<1pp		
<p><b>School Priority 2- Relationships and Behavior</b> Develop inclusive learning and collaborative working across the school community.</p> <p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the center of education.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Drivers</b> School Leadership Teacher and practitioner professionalism</p>	<p><i>School Vision</i> Over the course of the session a range of stakeholders and partners will be consulted on a revised school vision statement. The Pupil Leadership Team will lead the consultation with pupils. By June 2023 the school will have its new vision statement in place.</p>	<p>Consult with a range of stakeholders to create a revised vision statement for the school.</p>	<p><i>Strategic Lead</i> – EHC <i>Lead</i> – Pupil Leadership Team <i>Time Allocation</i> – In-service as required. <i>Funding</i> – N/A <i>Completion Date</i> – Jun 23</p>				
	<p><i>Family Learning, supporting Health and Wellbeing</i></p> <p>S.T.I.L.L Scotland Anxiety Coaching (PEF £21,200)</p> <p>A range of stakeholders from across the school community will have access to S.T.I.L.L Scotland's Anxiety coaching programme. Targeted Pupils, Parents and Staff will have the opportunity to undertake the programme using a step-by-step approach to reduce anxiety, build confidence and challenge negative bias. By studying the most up-to-date social science, The S.T.I.L.L Method addresses anxiety at its root, whilst managing the feelings it creates. Through this and existing health and wellbeing initiatives our stretch aim is to increase overall school attendance to 88%</p>	<p>To run S.T.I.L.L Scotland programs alongside current health &amp; well-being initiatives and mental health services.</p> <p>To support the school community in tackling anxiety with practical, easy to apply and effective strategies.</p> <p>To consider targeted interventions for individuals, and measure impact.</p>	<p><i>Strategic Lead</i> – DT <i>Lead</i> – JK S.T.I.L.L Scotland <i>Time Allocation</i> – CT/in-service as required to support delivery. <i>Funding</i> – PEF £21,200) <i>Completion Date</i> – Jun 23</p>				

Parent/carer involvement and engagement School improvement Performance information  <b>HGIOS4 QIs</b>	<b>Pupil Attendance</b>						
	<b>Overall Levels</b>	<b>SIMD Quintile 1, FME &amp; CE</b>	<b>SIMD Quintile 2 &amp; 3</b>	<b>Gap Q1, FME &amp; CE - Q2 &amp; Q3</b>			
	<b>Current level (2021/22) @ March 22</b>	81%	77%	86%			9%
	<b>Stretch aim to be achieved 2022/23</b>	88%	85%	90%			5%
	<b>Improvement (Percentage point)</b>	7pp	8pp	4pp			<6pp
<p><i>Better Relationships, Better Learning, Better Behavior Policy Review and Implementation</i></p> <p>Our expectations will be set out within our policy; establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives. Promoting a climate in which children and young people feel safe and secure, modelling behaviour which promotes health and wellbeing and encouraging it in others. Enhancing learning and teaching methodologies which promote effective learning and are sensitive and responsive to the wellbeing of each child and young person. In partnership with stakeholders we will create an authoritative school 'climate' that it is one in which there is a balance between a high expectations and structure on one hand and warmth and support on the other.</p>					Rewrite and implement Better Relationships. Better Learning, Better Behaviour Policy.	<i>Strategic Lead – EHC Lead – NS, AM &amp; SIG</i> <i>Time Allocation – CT/in-service required to support delivery.</i> <i>Funding – N/A</i> <i>Completion Date – Jun 23</i>	

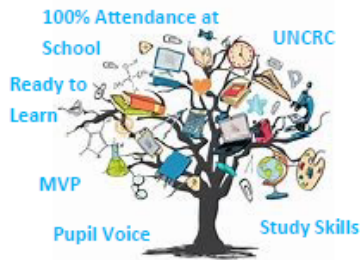
	<p>Implementation of the CIRCLE framework - Inclusive Learning and Collaborative Working.</p> <p>There can be a tendency to focus on how specific physical, sensory or behavioural strengths and support needs can impact on a learner's ability to be included in school; however this is usually only a small part of the picture. We know from current research that inclusion is influenced by a combination of factors including the physical environment, attitudes, expectations and opportunities, in addition to the learner's skills and abilities implementing the circle framework will enable the school to continue to develop its inclusive practice.</p> <p>Greater than 20% reduction from session 2021/22 in the number of referrals for dysregulated behavior.</p>	<p>Implement the CIRCLE, Inclusive Learning and Collaborative Working, ideas in practice framework.</p>	<p><i>Strategic Lead</i> – DT  <i>Lead</i> – AD &amp; AMc  <i>Time Allocation</i> – CT/in-service required to support delivery.  <i>Funding</i> – N/A  <i>Completion Date</i> – Jun 23</p>
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# Better Relationships, Better Learning, Better Behaviour

Ready Respectful Safe

Human Rights, Health & Wellbeing, Close the Attainment Gap, Positive Destinations, Improve Attainment

We will implement Tutor Groups for all learners.



PEF £10,500

We will continue to review and enhance our curricular offer for all Learners.



Sanquhar Academy



We will continue to implement Nurture Groups for identified Learners.



"The more you read the more things you know.  
The more that you learn the more places you'll go."  
-Dr. Seuss

We will continue to improve attainment in Literacy and Numeracy.

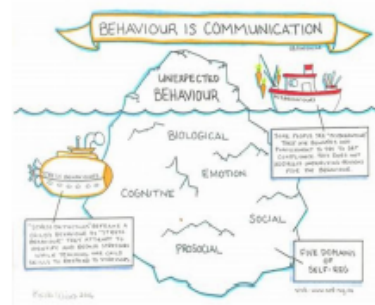
PEF £10,000

School Improvement Plan 2022-23

We will implement the CIRCLE, Inclusive Learning and Collaborative Working; Ideas in practice, across the school.



We will review our Better Relationships, Better Learning, Better Behaviour policy.



Working alongside S.T.I.L.L. Scotland we will implement a range of strategies to overcome anxiety with positive action.

PEF £22,500



We will review the schools vision statement by June 2023.

