



ASPIRATION

MOTIVATION RESPECT

AMBITION BO'NESS INCLUSIVE SKILLS

OPPORTUNITIES

HAPPY ACADEMY SUPPORTIVE

INSPIRING RESPONSIBLE CONFIDENT

LEARNING

Improvement Priority : Moving Learning Forward					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Leadership & Management Self-evaluation is not yet impacting consistently well across every faculty'. [ROV Dec 18] Identify whole school, department and individual strength and areas for development through self-evaluation.	By session 21/22 - Staff can identify suitable data to triangulate evidence of impact. - Staff can access & collect quantitative +and qualitative data to measure impact and inform next steps. 'How Good is OUR school' used to triangulate evidence. - Staff more comfortable and adept at using 'How Good is OUR school?' [2018] to triangulate evidence of impact. - Creation of a VSE model which supports faculties in their self-evaluation which then leads to a better informed plan for improvement. - VSE model created and piloted with at least two departments/themes.	- Staff undertake moderation of BGE standards relating to their subjects, literacy, numeracy & HWB using National Benchmarks. - Staff led by FH review pace and challenge in their subject area. - Individually staff self-evaluate an area of their own teaching to inform improvement. - Whole school discussion on the use of 'How Good is OUR school?' [2018] to triangulate evidence of impact undertaken. - As part of individual and faculty Self-evaluation, staff access national data and gathered qualitative data to inform improvement. - VSE model created and piloted.	- Staff are more confident and comfortable in gathering and analysis data as part of self-evaluation. - Self-evaluation activities are more meaningful, and impact can be measured. - Staff have increased confidence in assessing BGE in their subject including literacy, numeracy & HWB.	- Faculty minutes - Link DHT & FH minutes - No. times staff actively engage/use 'How Good is OUR school?' [2018] in triangulation impact - Staff & Pupils able to discuss progress and available support. - Learning Walks, class observations & 1-2-1 conversations. - VSE model evaluated.	
		Interventions specifically supported by PEF:			

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Learning Provision Not all BGE courses provide good pace, challenge & progression to ensure pupils are NQ ready. - Tracking & monitoring is not providing reliable indication of best progression and pathways into Senior Phase. - Observations of number of pupils requiring change of level in Senior Phase. - Aspirational targets for many prove unachievable.	By session 21/22 All BGE courses provide good pace, challenge & progression, and dovetail into NQ courses. - Pupils confirm that pace and challenge in BGE course is preparing them for NQs. - BGE courses allow suitable evidence to be banked for NQs. - BGE evidence banked logged on OTB. - Pupils/parents/carers/staff through Tracking Reports, Learner conversations, data and discussion can make informed choices for progression onto NQs in S4.	- Staff led by FH implement the changes required following review of BGE courses, assessment, tracking & monitoring progress which was undertaken in Session 2020/21. - Work with pupils to establish what appropriate pace, challenge and enjoyment looks like. - Evidence based data collected/recorded every 6 weeks. - Learner conversations give clear expectations and focused feedback on what is required for learners to progress. - Discussion of progress concerns with parent/carers by FH/PH as per agreed no. of concerns. - Variety of data used to assist & inform pupils' Curriculum Review.	- Pupils are placed in the correct course and level in Senior Phase based on a wider range of reliable assessment data. - Increased involvement of parents/carers in discussions relating to Senior Phase. - Aspirational Targets set in S4 are informed by BGE tracking & monitoring. - BGE pupils bank NQ evidence at N3/N4 appropriate to 3rd Level/4th Level.	- Faculty improvements for BGE course implemented. - Faculty consult and Link DHT & FH minutes. - Pupil's feedback through survey, focus group, discussions. - NQ evidence banked. - No. attainment referrals & letters home. - Tracking reports [S4 2022 onwards] - Pupils able to discuss progress and available support. Via Learning Walks & 1-2-1 conversations. - Parental feedback.	
		Interventions specifically supported by PEF:			
		Literacy & Numeracy: RR and RMaths,	Improvement in numeracy & Literacy	Quantitative Data	

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What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Learning Provision <i>Learning & Teaching</i> - Significant number of pupils are unsure of their next steps in learning. - Direct observation through learning walks has demonstrated this.	By session 21/22 - Develop a consistent approach for learners to receive high quality feedback. 70% of pupils in S2-S6 are aware of feedback given and can articulate their next steps in learning. 80% of pupils in S1 are aware of feedback given and can articulate their next steps in learning.	- Collegiate working within faculties to share feedback given. - Staff CLPL. - Teacher to share with pupil the different types of feedback given (digital, written, verbal). - Focused Learning Walks from SLT. - Formal Observations from FHs. - FHs to introduce and implement of Digital Pupil Log Books to S1.	- Pupils are aware of feedback being given which allows them to identify areas to develop. - Pupils can articulate their next steps in learning. - Greater consistency across the school. - Improved pedagogy.	- Learning Walks/Observation paperwork. - Faculty VSE. - Pupil Feedback. - Pupil Log. - Books/Feedback Tag Sheets. - Teacher Feedback. - SQA Attainment.	

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Learning Provision Digital Learning Connected Falkirk iPad will be with all pupils by end of August 2021. While Lockdowns forced staff to engage with technologies to provide learning and teaching, the experiences were inconsistent. - Feedback is being given across the school as identified through the L&T Feedback SIG from session 2019/20, however, it is inconsistent in approach and quality. - Pupil and Parental feedback suggests that there is a lack of understanding as to the purpose of the 1 to 1 roll out of iPads.	By session 21/22 100% of teachers using iPads at least once a week with all of their classes. - Increased instances of staff sharing good practice in the use of Digital Technologies to enhance learning and teaching. 70% of teachers using apps such as OneNote to provide effective feedback to learners. 60% of BGE pupils using their iPad to support their learn out with the classroom e.g Homework tasks, assignments etc.	CLPL Opportunities for staff throughout the session: - Digital Drop ins. - Signposted to Connected Falkirk/ CPD Manager. - XMA Digital Learning Team input. Digital Learning & Teaching as a standing point on Faculty Meeting Agendas. TeachMeets/Digital Drop ins with a focus on: - Effective Feedback. - Using apps to provide feedback. - Innovative Learning & Teaching using iPads. - Family Learning events throughout the year with tasks focussed on using the iPads to create a report on their learning.	- Increase in staff confidence in the use of iPads/ Digital Technology to enhance learning and teaching. - Greater engagement of staff with pedagogical theory for effective learning and teaching utilising Digital Technologies. - Increased understanding in Parents/Carers behind the purpose of the iPads and Connected Falkirk.	Baseline survey of staff confidence in use of iPads. Focus groups with staff. Focus groups with pupils. Questionnaires/ Focus groups with Parents/Carers. Learning Walks/Lesson Observations.	

Improvement Priority: Wellbeing					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Successes & Achievements Continue to develop a systematic approach for the accreditation of wider achievement. There is not yet a whole school systematic approach for the accreditation of Wider Achievement.	By session 21/22 - Data on impact of PEF interventions is recorded centrally on OTB. - By the end of the BGE, 90% pupils have gained accreditation for a WAO they have undertaken e.g. S1: John Muir Award, S2: Saltire award, S3: DoF or another award. 90% of S4 pupils can identify skills they have developed &/or accreditation they have gained through extracurricular activities &/or involvement in the wider community 90% of S5 & S6 pupils gain accreditation in a WAO they have undertaken. - At whole school level success in WA celebrated.	- OTB tracking of WA created. - Staff with PEF intervention responsibility on an ongoing basis track, monitor and discuss with pupils their progress e.g. logging no. hours, activities. - Staff on a regular basis track, monitor and discuss with pupils their progress in relation to the skills they are developing and the accreditation they are aspiring to gaining in the WAO. - Staff involved in extracurricular activities with S4 pupils highlight and reinforce the skills being developed &/or accreditation they can gained.	- Whole school community increasing awareness of the impact of PEF interventions. - The value and recognition of WAOs increases amongst pupils. - Parents have an increased awareness of the WAOs and their child's progress.	- Data indicating no. of S1-3, S5 & S6 pupils gaining accreditation for WA. - Data regarding WA available on OTB. - S4 pupil survey. - WS Celebration of WA event.	
		Interventions specifically supported by PEF:			
		PT Pupil Personal Development WAO PT Pupil Voice			

Improvement Priority: Wellbeing					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
- Key findings of Public Health Scotland e.g. the majority of mental health problems will develop before the age of 24 with 50% of mental health difficulties established by the age of 14. - Approx. 1 in 4 adults experience mental health problems throughout their lifetime 1 in 5 young people aged 16 – 24 experience a common mental illness such as anxiety or depression at any one time. - CLD (Falkirk Council) Young People Survey – July 2020 – found that 35% of young people in the area wanted to learn more about Mental Health, with almost 65% of those surveyed feeling concerned about the impact of Covid	By session 21/22 - A whole school approach to promoting and supporting positive mental health for all stakeholders will be embedded across the school community. 50% of staff are fully trained Mental Health First Aiders and can provide support required. - All stakeholders will be better equipped to recognise and support mental health and wellbeing. - All stakeholders will be able to identify staff in school who are trained/equipped to support mental health concerns. - A greater understanding of services available at local authority level and beyond that all stakeholders are able to access	- Promotion of staff CLPL opportunities in relation to promoting positive mental health and wellbeing, as well as supporting their own mental wellbeing. - Mental Health First Aid Training offered to the school and wider community. - Ongoing wellbeing tracking via PSE. - Short Life Working Group/Focus Group – pupils, staff, parents, external partners. - Planned CLPL in relation to inclusion and wellbeing – LGBTQ+ - Whole school promotion of Mental Health Awareness Week - Pupil/staff participation in local authority design of mental health services for children and young people	- Recognition and acceptance of the scale of mental health needs and concerns within the school community. - All stakeholders are able to discuss mental health and have an awareness of strategies to promote and support positive mental health. - Young people and staff have an awareness of who they can seek support and guidance from in relation to mental health concerns. - Young people are developing the coping strategies required for them to engage fully in school and the wider society. - Parents are better equipped to deal with ongoing concerns in relation to mental health and wellbeing.	- Quantitative Data – gathered from stakeholder surveys. - Qualitative Data – gathered from SLWG/Focus Groups. - Whole school mental health strategy rolled out to the school community. - Wellbeing tracking data.	
		Interventions specifically supported by PEF:			
		- School Counsellor - Family Support Worker	Improved wellbeing/outcomes for pupils attending the school counsellor – leading to wider engagement and attendance with school	- Quantitative Data - Pupil/Staff/Parent Evaluations	

19 on the their mental health. - Increasing concerns raised from staff, young people and their families in relation to poor mental health. - Increasing number of referrals to school counsellor. - ASN Data - Parental Survey/response to the pilot FDAMH opportunities - Ongoing impact of the coronavirus pandemic.					

Improvement Priority: <i>Transitions – DYW</i>					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
- Data Capture. - Destination Figures. - Increasing youth unemployment (16 – 24 year olds) – 13.3% in (January-March 2021)	By session 21/22 100% of Senior Phase will have an accurate profile on SEEMiS in relation to Data Capture (3 times per session). 100% of BGE will have an accurate profile on SEEMiS in relation to Data Capture (once per year.) - Local Partnerships - devise a local partnership agreement that embodies “No Wrong Door” to ensure that young people have seamless access to individual support, advice, guidance and engagement with employers. - Develop all levels of education-employer partnerships with regional and national employers, including Small and Medium Sized Enterprises. - Increase in the number of pupils gaining accreditation for work placements. - Increase in those entering a positive destination.	- Data Capture process to be clear to all stakeholders and undertaken at the relevant points in the session. - Data Capture to inform Tracking and Monitoring of destinations. - Shared ragged tracking of pupils – DHT/Pastoral/16+/SDS. ‘At Risk’ pupils identified both in Senior Phase and BGE - Targeted support provided for pupils. - DYW Coordinator - Engagement with External Partners (College/ETU/Work Placements). - Monthly destination meetings – DHT, Pastoral, 16+ and SDS. - Identified roles and responsibilities of all partners. - Identify any gaps in provision across partners and recommendations that can mitigate against any identified risks. - Regular review points and updating partnership agreements where appropriate	- Improved sustained positive destinations. - Clear identification of concerns at any point within the session. - Bespoke support offered to individuals – needs being met. - Increased numbers seeking and securing work placement opportunities.	- SLDR figures. - Accreditation data. - Pupil Engagements with SDS - Written partnership agreement with local employers - Monitoring and recording of active participation from target groups in employer engagement activity	

		Interventions specifically supported by PEF:			
		• Work Placement Coordinator	• Coordinated approach to 16+ Work Placements and Data Capture organisation, compilation and monitoring impact	• Work Placement data • Accreditation • Continued analysis and T&M of Data Capture	

Improvement Priority: <i>Moving Learning Forward – School Ethos</i>					
What data / evidence informs this priority?	Outcomes	Interventions	Expected Impact	Measures	Actual Impact
Development of a Positive Whole School Ethos - Negative Referrals. - Negative interactions across the school community. - ATE/Exclusion Data. - Attendance data. - Limited opportunities for parental engagement.	By session 21/22 - The new school values of “Aspiration, Motivation and Respect” will be re-launched and embedded across the school community, with all stakeholders being able to identify these. - Launch of reviewed “Positive Behaviour and Relationships” Policy to embed across the school community. - Key focus on identifying and acknowledging positive behaviour. - Negative referrals/interactions will have decreased. - Exclusion rate will have decreased. - Attendance rate will have increased. - At least 50% increase in opportunities for parental engagement across the BGE.	- Values based approach promoted within the life and work of the school – “Values Based Learning Days”. - Implementation of updated referral process. ‘Back to Basics’ – Planned CLPL opportunities to promote positive classroom/behaviour management. - Promotion of professional reading to improve practice. - Alternative to Exclusion – reflection/restorative practices. - Focus Groups – pupils/staff. - Increased parental communication – letters/telephone calls/focus groups. - Family Learning Programme in relation to HWB.	- Pupils and staff are able to demonstrate the school values in their daily work within the school. - Referral process streamlined in recognition of pupil/staff input. - Improved ethos in relation to attendance, behaviour, relationships, punctuality, organisation and uniform. - Increase in recognition of positive approaches to learning and relationships. - Increase in overall attendance.	- Qualitative Data – Referrals Attendance Exclusions. - Quantitative Data – Focus Group. - Calendar of parental engagement opportunities is evident – data gathered on engagement. - Consistent whole school/Faculty/Departmental approaches to celebrating success – wider community involvement.	

		Interventions specifically supported by PEF:			
		• Family Support Worker • Attendance monitoring and interventions	• Improved attendance for targeted cohort – • Term 1 – 90% – 95% • Term 2 – 85% - 95% • Term 3 – 85% - 95% • Tracking punctuality	• Quantitative Data • Qualitative Data – Staff, Pupil, Parent Feedback	