

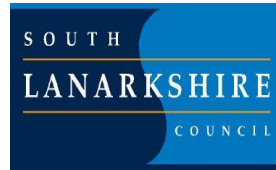
**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan Summary

2019 – 2020

Draft v1.0 – 26/06/19





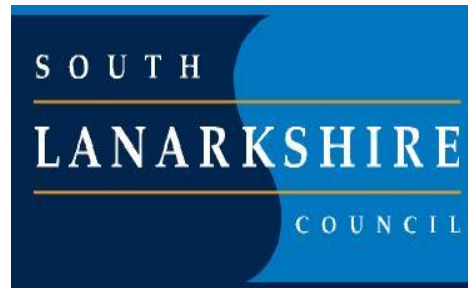
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Curriculum and Quality Improvement Service**

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National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people’s health and wellbeing; and Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
Strategic Priorities 3 Year Cycle		
<ul style="list-style-type: none"> To ensure that 85% of pupils have successfully experienced and achieved CfE Third Level Literacy and Numeracy by the end of S3 in preparation for the Senior Phase by 2020. (June’16 – Lit: 69.9%, Num: 71.8%) To ensure that 85% of leavers at S4/5/6 exit points achieve Level 5 Literacy by 2020. (2016 – 74.4%) To ensure that 70% of leavers at S4/5/6 exit points achieve Level 5 Numeracy by 2020. (2016 – 58.3%) To maintain above 95% of leavers at S4/5/6 exit points reaching a sustained positive destination by 2020. (2016 – 94.1%) To provide leadership for the implementation of Attainment Challenge and Pupil Equity Funding interventions towards meeting the priority to close the attainment gap between the most and least disadvantaged children. 		

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		<p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>PTs</td> <td>Mar’19-May’19</td> <td>Self-Eval & DIPS</td> </tr> <tr> <td>Imp. Planning Comm.</td> <td>May’19 – Jun’19</td> <td>Planned meetings</td> </tr> <tr> <td>Pupil Council</td> <td>Jun’19</td> <td>Planned meeting</td> </tr> <tr> <td>Parent Council</td> <td>Jun’19</td> <td>Planned meeting</td> </tr> </tbody> </table>	Who?	When?	How?	PTs	Mar’19-May’19	Self-Eval & DIPS	Imp. Planning Comm.	May’19 – Jun’19	Planned meetings	Pupil Council	Jun’19	Planned meeting	Parent Council	Jun’19	Planned meeting
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<p>National Improvement Framework Key Drivers</p>	<p>HGIOS 4 and Early Learning and Childcare Indicators</p>	<p>SLC Education Resources Themes</p>															
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 1.1 Self Evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children’s progress • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>															



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Pupil Equity Fund Planning and Reporting 2019 - 2020



The Gap:

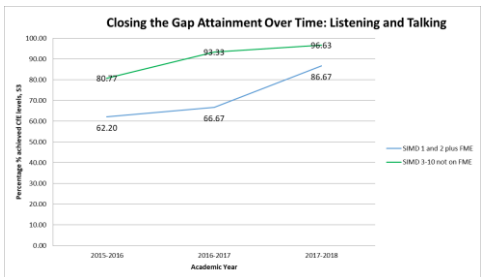
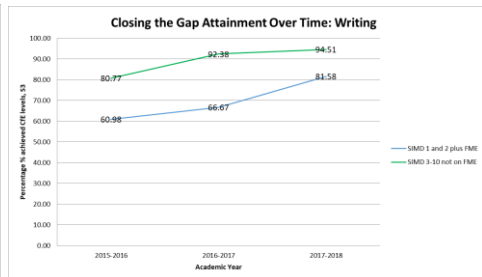
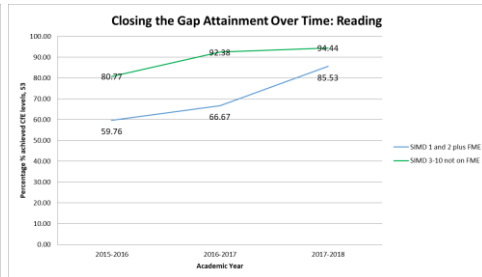
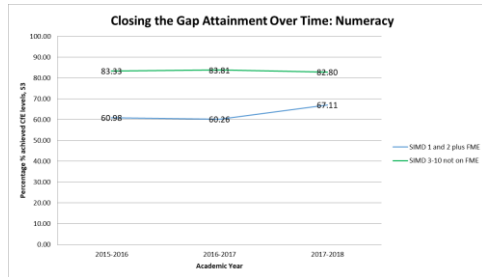
Our catchment area is very mixed and includes areas of major deprivation with 35% of our cohort in SIMD 1 and 2, and 60% in deciles 1 to 5. Over recent years poverty levels have been significant with the number of pupils receiving free school meals at 18%. Despite strong and consistent performance in Senior Phase SQA results, attainment levels for literacy and numeracy at the end of S3 and at the S4/5/6 exit points are currently below our local and national comparator schools.

Look at the 5 key indicators for closing the poverty related attainment gap:

Attainment, Attendance, Exclusion, Participation and Engagement.

What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME.

Attainment:



Attendance:

School	% Absence			% Attendance		
	SIMD 1+2 +FME	SIMD 3-10	Gap	SIMD 1+2 +FME	SIMD 3-10	Gap
Trinity High School	13.8	8.0	-5.8	86.2	92.0	-5.8
SLC Secondary School Average	13.4	6.9	-6.5	86.6	93.1	-6.5

Exclusion:

School	Number of Exclusions		
	SIMD 1+2 +FME	SIMD 3-10	Gap
Trinity High School	90	168	78.0
SLC Secondary School Average	264	105	-159

Participation and Engagement:

Outcomes and Measures	Intervention Description New Interventions – description and clear rationale Max 200 words	Intervention Theme			Organiser		Type of intervention				Continuation of 2017/18 Plans Y	Mid-Year Progress To be completed at Mid-Year Stage	Actual Impact To be completed at End of Year	
		Literacy	Numeracy	HWB	Learning & Teaching	Leadership	Family & Communities	School generated	Partnership/charity	Commercial Resource				Consultant
Outcomes: <ul style="list-style-type: none"> Improved attainment in Literacy (achievement of Level 1 and/or 2) Decreased exclusion rates and increased attendance of targeted pupils. Successful integration into the BGE curriculum. To ensure that 85% of pupils have successfully experienced and achieved CfE Third Level Literacy by the end of S3 in preparation for the Senior Phase by 2020. Training secondary teachers in 'Big Writing' will strengthen and enhance the transition the L&T for our lower school pupils and enhance the quality of learning and teaching of writing in the senior phase. 	Literacy Interventions 1 to 8: <ol style="list-style-type: none"> Primary Staffing to Support Lit & Num Big Writing Delegate Day Modern Languages – Higher Challenge, More Authenticity Making Modern Languages Work Primary/Secondary Literacy Liaison Graphic Novels Drama Text & Performance Parental Engagement Transition 	✓	✓	✓	✓	✓				✓	N			
			✓			✓					✓	N		
			✓			✓			✓			Y		
			✓			✓		✓				Y		
			✓				✓	✓				Y		
			✓			✓			✓			N		
			✓			✓				✓		N		
			✓	✓			✓					Y		
Measures: <ul style="list-style-type: none"> Attainment data. Improved reading/ number age assessment scored. Successful completion of phase 1 and/or 2 of Catch Up Numeracy. SNSA data. Parental and Pupil Questionnaires 														
Outcomes: <ul style="list-style-type: none"> Improved attainment in Numeracy (achievement of Level 1 and/or 2) Decreased exclusion rates and increased attendance of targeted pupils. Successful integration into the BGE curriculum. To ensure that 85% of pupils have successfully experienced and achieved CfE Third Level Numeracy by the end of S3 in preparation for the Senior Phase by 2020. 	Numeracy Interventions 9 to 17: <ol style="list-style-type: none"> S1 Numeracy Curriculum S3 Maths Supported Study Enhance Numeracy Resources ICT Pupil Engagement/Enhancement 		✓		✓			✓			N			
				✓		✓			✓			Y		
				✓		✓				✓		N		
				✓		✓				✓		Y		
				✓		✓		✓				N		

Measures: <ul style="list-style-type: none"> • Attainment data. • Improved reading/ number age assessment scored. • Successful completion of phase 1 and/or 2 of Catch Up Numeracy. • SNSA data. • Parental and Pupil Questionnaires 	13. Primary/Secondary Numeracy Liaison	✓	✓		✓			✓			Y		
	14. Science Residential	✓	✓		✓	✓		✓			N		
	15. Digital Learning and Teaching		✓		✓					✓	Y		
	16. Practical Electronics		✓		✓					✓	N		
	17. Learn Online (Videoscribe)												
Outcomes: <ul style="list-style-type: none"> • Reductions in exclusions (20% reduction in targeted groups). • A positive destination at exit point for all targeted pupils All targeted pupils achieving at least Level 3 in Literacy and Numeracy Improved average attendance rates Aug - Dec 19 of targeted groups (10% increase compared to Aug – Dec 18) • Increased engagement with employability • Young people will be more confident in their approach to study. • Young people will be able to attain across the curriculum by using the strategies taught to revise for assessments. • Young people will be confident in making healthier choices when eating/snacking. • Enable targeted pupils to manage risk with their own wellbeing. To provide pupils with coping strategies for difficult situations they face both within and out with school. • Developing the skills required for Life, Learning & Work wide range of contexts and settings. • Enhanced understanding of mental health in pupils. • To help improve pupil’s ability to problem solve and access a more skills based science curriculum with the intent that these skills will be more transferable once pupils enter into a place of employment. • All students included regardless of gender, socio-economic backgrounds, or faith journey. – 	Health and Wellbeing Interventions 18 to 28:												
	18. Mental Health Workshops				✓					✓	✓	N	
	19. Positive Futures	✓	✓	✓	✓					✓		Y	
	20. Seasons for Growth				✓			✓			✓	N	
	21. Living Life to the Full				✓			✓			✓	N	
	22. Yoga Meditation				✓						✓	Y	
	23. S1 Team Building Day				✓				✓			N	
	24. Let’s Get Talking				✓						✓	N	
	25. S2 Net Ministries				✓					✓		Y	
	26. RE Parental Engagement				✓			✓				Y	
	27. Scrumptious Study				✓	✓		✓	✓			Y	
	28. Meeting the Cost of the School Day				✓			✓				N	

<p>reducing barriers to participation so all S2.</p> <ul style="list-style-type: none"> • Pupils and their parents have increased involvement in the life of the school and physical activity. Parents increased confidence will hopefully enable them to feel empowered to support their son/daughters learning and health and wellbeing. Improved connection with families will return an increase attendance and retention. 																														
<p>Measures:</p> <ul style="list-style-type: none"> • Reduced exclusion rates • Increased attendance rates • Observation and feedback from learning activities • Learning conversations/Focus group discussions • Number of pupils who have achieved both ASDAN award & Youth Achievement Award. • Nurturing strategies and their impact with specific pupils measured via the completion of boxall profiles pre and post interventions. • Leuven Scale (Impact and engagement in class) • Positive and sustained post-school destinations • Student and parental survey pre-retreat and after retreat - • Increased parental engagement with health and well-being aspects of the curriculum/greater links with home/school/church • Student survey pre-retreat and after retreat - improvement in results for S2 assessment for targeted cohort. • Pre and post attitudinal surveys. 																														

Sustainability:

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

The above proposals and those delivered in years 1&2 of PEF all factor in sustainability in the building of capacity of staff and improvements to the learning environment and curriculum for our learners. Where impact is measured and proven then these interventions and approaches are valued and shared as good practice, for example our Nurture Base. PEF and its delivery over the next 1 to 2 years will provide temporary financial sustainability. Factored into our forward planning beyond PEF is an element of building the skills and capacity in parents to improve their own Literacy and Numeracy to better support their children in the longer term. This include giving parents advice on how to support their children's learning at home.