School Improvement Aim	1

Task and Rationale
(Rationale should reference NIF)

Promote and develop pathways for learners at all levels linked to the DYW agenda. In particular, seek improvement in employability skills and sustained, positive school-leaver destinations for all young people (NIF).

Who is responsible?	Q.I.(s)
A Booth	Curriculum 2.2

Staff Involved		
Simone Purves (DYW PT) Deonne Currie (16+ Coordinator) DYW Committee	All teaching staff	SDS advisors

Start Date	Estimated Completion Date
August 21	June 22

Expected Outcomes *(What will to be different)*	Expected Impact *(How will this benefit our learners)?*
CES and CMS will be further embedded across the school, with a more joined up curriculum, regular self-evaluation and shared use of language. Teachers and learners better able to discuss, analyse and articulate skills and their links to both the curriculum and the world of work Increased number of school-employer partnerships, making the curriculum relevant to the world of work and broadening learner's understanding of careers and employability skills Increased use of MyWorldOfWork to support learners, with greater staff awareness and use of the profile tool.	Learners will develop their CMS more quickly and have improved understanding of CES entitlements. Learners will enjoy more work-linked curriculum activities, with attendant insights. Learners better able to recognise, analyse, record and improve their skills, and so be better prepared for fluid careers market Learners will experience a wider range of work-linked curriculum inputs and gain a broader sense of the range and nature of careers available and how they relate to their studies. Learners will develop a profile that captures their skills and experience and will support them as they develop application forms and personal statements. Learners will become increasingly confident using MWOW to search and understand career pathways
Challenges (*What might hinder success?***)**	**Solutions**
Sufficient employers willing to engage with school to provide meaningful inputs Covid restricting opportunities for in-person work experience Keeping school staff up to date with LMI data and high number of DYW initiatives	Balwearie Connect initiative building contacts with former pupils and their current careers; STEM lead identifying and building relationships with STEM employers Continue to create online and digital opportunities. DYW and Balwearie Connect films, employers collaborating over Teams Regular communication via DYW Coordinator and committee who will manage priorities. Continue to encourage departmental engagement with Fife College and SDS around LMI and pathways

Tasks	Responsibility	When	Comments
Delivery of DYW INSET, Aug 21 setting out key priorities	A Booth	Aug 21	
Introduction of DYW & Skills booklet to all staff	A Booth	Aug 21	
Launch DYW & Skills booklet online	S Purves	Sep 21	
STEM planning for August to December 2021	STEM Leads A Booth	Aug 21	
Launch Balwearie:Connect survey to link FPs with depts	A Booth	Aug 21	
Relaunch of DYW Noticeboard	S Purves D McLeod	Sep 21	
Ongoing Career Ready engagement	K McKenzie	Sep 21	
CES departmental self-evaluation 1	S Purves	Aug/Sep 21	
Meet with DYW Committee to revisit priorities and communicate with depts	A Booth S Purves DYW Committee	Sep/Oct 21	
Link FPs (as employers) to Departments for partnerships	S Purves	Oct 21	
Review website pathways information	S Purves A Booth	Nov 21	
Review PSE delivery of careers/DYW	A Booth S Purves SDS advisers T Mitchell	Nov 21	
Identify learners most at risk of neg destination and target for support/opportunities	D Currie S Purves A Booth SDS Advisers	Oct 21/Feb 22/May 22	.
Encourage staff to engage with Fife College SCP Convention	S Purves A Booth	Nov 21	
Covid-allowing, run in-person Careers Fair	S Purves A Booth	Feb 22	
Covid-allowing, run in-person Business Breakfast	S Purves A Booth	Feb 22	
PSE CES self-evaluation with learners	S Purves T Mitchell	Jan/Feb 22	
CES self evaluation 2	S Purves A Booth	Jan/Feb 22	

Self Evaluation (How are you going to measure progress)		
Quantitative	Direct Observation	People's Views
Insight data - destinations CES self-eval data 16+ Spreadsheet accuracy MWOW uptake figures Number of employer partnerships, work experiences DYW KPI numbers	Drop into to employer/dept partnership work DYW committee examples of case studies/DYW focused work Balwearie Connect in-person launch, Business Breakfast, Careers Fair	Learner voice in focus groups Learner & staff qualitative comments in CES self eval DYW committee perspectives Partnership review with employers .Business Breakfast/Careers Fair survey qualitative comments

Progress Meeting - December 2021

Impact (What specifically did the self-evaluation show)?

Completion Evaluation Meeting and Next Steps – April 2022

School Improvement Aim 2

Task and Rationale
(Rationale should reference NIF)

SIP AIM 3: Embed consistently high-quality approaches to learning and teaching, with a focus on pace and challenge.

NIF link: our vision for SIP Aim 3 will create significant opportunities for teachers to further engage in professional dialogue and collaboration as part of a strong in-house CLPL programme. This will be supported by our whole school approach to assessment and moderation and underpinned by teacher professionalism as part of the Self Evaluation for Self-Improvement (SEfSI) process. We aim to drive innovation and improvement in the quality of our learning and teaching as part of our undertaking to support our learners recover from the impacts of the COVID pandemic

Who is responsible?	Q.I.(s)
S Robertson	**Learning, Teaching & Assessment 2.3** *(Personalised Support2.4)*

Staff Involved		
Learning and Teaching Committee SEfSI Committee	Principal Teachers	Teaching Staff

Start Date	Estimated Completion Date
August 21	June 22

Expected Outcomes *(What will be different)*	Expected Impact *(How will this benefit our learners)?*
Greater consistency across the school of L&T based on the Balwearie Learning Framework with a focus on COVID safe and active learning approaches.	Learners will be more involved in learning episodes and benefit from a consistent structure of lessons across the school.
A quality assurance process that builds on self-evaluation and centres on meaningful feedback supporting teachers and departments to improve experiences and attainment for learners.	With teachers being more supported in their approach to improving experiences, learners will experience an improved level of attainment
Teachers will be able to further identify examples of good practice based on self-evaluation cycles and collaborative activities and use this to share a greater range of pedagogical approaches as a result.	Learners will enjoy an iterative process of learning and teaching where activities and approaches are matched to their ongoing support needs.
Teachers will be able to embrace digital technology as a tool for rich classroom experiences both during and post COVID.	Learners will be eager to benefit from a greater range of high-quality challenging and enjoyable learning episodes.
Teachers will be skilled in using learner conversations to provide effective feedback to learners. Also use these conversations to inform the planning of learning episodes and materials which are appropriately differentiated to match the needs of all learners.	Learners will experience appropriate challenge in lessons enabling all to progress at a pace matched to individual ongoing needs.

Challenges (*What might hinder success?*)	Solutions
Appropriate opportunities for high quality CLPL enabling staff to develop further expertise in adapting approaches and resources to meet a greater range of learners' needs.	Agree all staff CLPL and twilight sessions in advance for the year which will have a focus on L+T to support staff and provide opportunities to collaborate.
Potential inconsistency in understanding and application of differentiation and skills in coaching and learner conversations.	Facilitate CLPL activities to support staff and departments in their understanding and application of differentiation and learner conversations across the curriculum.
Recognising the staff-wise survey feedback from April 19 around maintaining manageable workload and support.	We have taken account of staff-wise survey April 19 to ensure that the pace of change is manageable. WTA (timing of frequency of CLPL) are negotiated openly with all staff. 3-year SIP with 8 key priorities helps to maintain focus on and understanding of, key improvement priorities. We focused our SIP during COVID to focus on Wellbeing and closing the gap.
Current COVID restrictions within school settings may hinder progress of learning and teaching within the classroom.	Developments will consider current restrictions and, where appropriate, support with digital approaches.

Tasks	Responsibility	When	Comments
L+T committee planning meeting to evaluate feedback gathered from Inset 1 to shape CLPL for the coming year with a focus on differentiation, active learning approaches and QA visit programme.	L+T committee	Sept. 21	
Planning for CLPL twilights and All Staff sessions	SLT L+T committee	By Mid-September	Digital L&T development sessions now planned

Planning taking place for Whole staff CLPL session in September. |
CLPL Digital L&T Twilight Programme	S. Robertson	By October Holidays	Agreed and now live for sign-up
Refocus of classroom observation programme to support self-evaluation and improvement	S. Robertson L&T Committee PT's Any other interested party	Oct '21	Modify current approach to make it more fit for purpose and supportive.
L+T committee progress meeting – December review based on evidence and agree and plan next steps.	S. Robertson L+T Committee	Dec '21	

Self Evaluation (How are you going to measure progress)		
Quantitative	Direct Observation	People's Views
SLT sampling of Tracking Reports across year groups will evidence a range of high quality 'next steps' in learning feedback over the course of the year. SEEMiS Referrals and demerits will decrease as a result of improved learner engagement.	Planned Quality Assurance Focus Visits will evidence a greater number of high-quality L+T episodes across the school. DHT link discussions will reflect on PT collated SEfSI responses relating to 2.3.	PT led pupil focus groups will provide views relating to an improved learner experience. DM minutes will support a greater focus on developing resources and approaches to include more learners.

Progress Meeting - December 2021

Impact (What specifically did the self-evaluation show)?

Completion Evaluation Meeting and Next Steps – April 2022

School Improvement Aim	3

Task and Rationale
(Rationale should reference NIF)

Universal Support for the health and wellbeing of young people to be embedded into the practice of all staff.

NIF link: our vision for SIP Aim 4 will seek to ensure continued wellbeing, equality and inclusion for all members of the school community. Education recovery is a key theme alongside focusing on health and wellbeing to ensure equity for every young person attending Balwearie High School.

An additional focus is placed on our young people with additional support needs-in light of the ASL review and the requirement to remove all barriers to learning in a classroom context.

Who is responsible?	Q.I.(s)
J MacLaren	**Wellbeing 3.1** *(Personalised Support2.4)*

Staff Involved		
Health and Wellbeing Committee Learning and Teaching Committee SEfSI Committee	Principal Teachers	Teaching Staff/Pupil Support Assistants

Start Date	Estimated Completion Date
August 21	June 22

Expected Outcomes *(What will to be different)*	Expected Impact *(How will this benefit our learners)?*
Improved overview of support needs and strategies in our school which can be easily accessed and used by all staff.	The support needs of all young people will be better recognised and as a result will have a more positive learning experience.
All pupils/staff will have an awareness of the changes to the UNCRC, The Promise and Corporate Parenting	Pupils will understand these changes and their rights when it comes to their education.
Teachers will remove barriers to learning by taking account of the range of support needs of all pupils in their classes.	Pupils will be more engaged in learning that is matched to their abilities. Attainment with identified key groups will show improvement.
BGE course planning will begin to incorporate wellbeing experiences and outcomes as part of the responsibility for all.	The greater focus on wellbeing will help to ensure young people increasingly develop all capacities of wellbeing with increased attendance, attainment and overall wellbeing. (GIRFEC questions)
Explicit evidence of planning to support pace and challenge in learning(from least to most able learners)	Young people benefit from staff responsiveness, with meaningful differentiation routinely planned into lessons.

Challenges (*What might hinder success?*)	Solutions
SEEMIS system does not allow easy information sharing. Spreadsheet not real time and multi-user.	Support to examine system changes.

Time not prioritised by teachers or PT's for this in very busy 35 hours week. (Culture)	Use of the WTA to agree all staff CLPL and twilight sessions in advance for the year which will have a focus on Universal support. 3 year SIP with 8 key priorities helps to maintain focus on and understanding of, key improvement priorities.
Expertise in L&T (Pace, Challenge and Differentiation) has improved but is inconsistent at present. Improving the quality of advice and strategies for all young people with differing needs.	Consider Learning Partnership model to help to look at developing a collaborative approach to quality improvement.

Tasks	Responsibility	When	Comments
Explore staff needs on universal support, based in part of feedback from staff-wise survey in order to plan themes for CLPL/INSET.	HWB Committee L&T committee	October 21	Needs analysis tool to clearly capture where further professional learning is required/ utilise existing talent within school. Delivery of CLPL/ INSET sessions to support practitioner understanding of pupil needs.
Look at the equity sheet developments alongside MIS system changes.	Support Services Coordinator PT's Pupil Support	October 21	Building on feedback from the PT body, further develop our information sharing capability – particularly around ASN/ strategies
Further develop the school vision for universal support, linked to school values and learning & teaching	HWB Committee L&T committee	June 22	Through stakeholder engagement, clearly identify and define what we're trying to achieve in year 1.
Develop an all staff awareness of the changes to the UNCRC, The Promise and Corporate Parenting	J MacLaren HWB Committee	June 22	Delivery through CLPL/INSET sessions to introduce the concepts to wider staff. Further embed concepts with Pastoral Team

Self Evaluation (How are you going to measure progress)		
Quantitative	Direct Observation	People's Views
SEEMiS referrals FFA data Attendance data for FFA pupils	Planned Quality Assurance Focus Visits to look at implementation of Universal Support	Pupil Focus groups will indicate positively on universal support provision. SELFSI model will capture views of teachers/ their sampling of pupil voice.

Progress Meeting - December 2021

Impact (What specifically did the self-evaluation show)?

School Improvement Aim 4

Task and Rationale
(Rationale should reference NIF)
Identify pupils at risk of being furthest from attainment and support through targeted interventions. Towards achieving equity where all pupils have the same opportunity to succeed with a particular focus on closing the poverty related attainment gap. This will be particularly important as Covid has disproportionally affected those facing the biggest challenges.

Who is responsible?	Q.I.(s)
S McGuckin	3.2

Staff Involved		
S McGuckin A Brawley S Linton M Johnston	P Clark A Whyte Z Robertson	K Miller J Cairney S Clunie J MacLaren

Start Date	Estimated Completion Date
June 2021	June 2022

Expected Outcomes (What will to be different)	Expected Impact (How will this benefit our learners)?
- Increased attainment outcomes for pupils in FFA group. - Wider pathways, opportunities and experiences available and linked to individual pupil needs. - Increased pace of improvement evident in closing the attainment gap for our most disadvantaged learners.	- Pupil's increased attainment will allow greater destination options for learners in S4. - Increased options and pathways for pupils staying on in the senior phase with greater staying on rate and pupil outcomes. - Individual pupil needs are met in bespoke and pupil centred way.
Challenges (*What might hinder success?*)	**Solutions**
- Covid has increased the gap and challenges faced by our most disadvantaged learners and may continue into this session. - Partnership working and options have been severely restricted by Covid restrictions. - The barriers faced by some learners in this group are historically difficult to overcome even with intense support.	- Greater and more joined up planning and approach with a disproportionate on learners facing the greatest barrier to learning. - Creative in school solutions that lead to accreditation and increased pupil engagement. - ABCD partnership working to support learners in all aspects of their education and wellbeing.

Tasks	Responsibility	When	Comments
Use variety of data streams and historical information to identify pupils most at risk being FFA in S3 and S4.	S McGuckin	August 21	
PEF funded EAL support teacher to supported targeted interventions for this group of learners.	S McGuckin J Cairney	August 21	
To support emerging universal need for Covid recovery in literacy and numeracy all S2 pupils will receive an addition period of English and Maths this session.	A Brawley	August 21	
PEF funded PT with specific focus and remit towards supporting learners facing the greatest challenges.	S McGuckin P Clark	August 21	
Weekly Guidance meeting format changed to specifically focus on overview and intervention of pupils at risk of being FFA.	J Maclaren	October 21	
Pupil support to engage in person centred planning and bespoke small targeted groupwork toward wider achievement for S3 and S4 pupils. Boxall profiling to identify needs	Z Robertson S Clunie	October 21	
Targeted and additional numeracy and literacy support for S1- S3 pupils with identified needs timetables within their curriculum.	S Miller A Whyte	October 21	
Make further use of baseline testing SNSA/CEM testing to support progress for identified pupils.	A Brawley	November 21	
Alternative pathways and wider accreditation opportunities for S3 and S4 targeted pupils and groups. This will include PEF funding and BRAG input	M Johnstone	On-Going	

Self Evaluation (How are you going to measure progress)		
Quantitative	Direct Observation	People's Views
INSIGHT FFA Analysis INSIGHT Tariff Scores Attendance/Softer Indicators	Quality assurance visits with a specific focus on out most disadvantaged learners. DHT link sessions will focus on how needs are being met	Focus groups with pupils and staff

Progress Meeting - December 2021

Impact (What specifically did the self-evaluation show)?

Completion Evaluation Meeting and Next Steps – April 2022