




Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Kirkintilloch High School		
Head Teacher	Maureen Daniel		
Link QIO	Kevin Kelly QIM/Mary Kerr QIO		

School Statement: Vision, Values & Aims and Curriculum Rationale	
http://www.kirkintilloch.e-dunbarton.sch.uk/school-info/vision-values-and-aims/ http://www.kirkintilloch.e-dunbarton.sch.uk/learning/curriculum/ Based on our agreed school values detailed above, our vision is that all members of the school community dream big, work hard and show kindness. Our aim is to improve outcomes for all learners and in doing so, to change lives for the better. Our curriculum scaffolds this by providing bespoke, tailored learner journeys that support and challenge all young people to sustained, positive destinations after school.	

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	School Leadership	QI 2.2 The Curriculum	QI 2.2 The Curriculum
Priority 2	Curriculum and Assessment (including creative pedagogy)	QI 2.3 Learning, Teaching and Assessment	QI 2.3 Learning, Teaching and Assessment
Priority 3	Health and Wellbeing (including GIRFEC and Child Protection)	QI 3.2 Raising Attainment and Achievement	QI 3.2 Raising Attainment and Achievement

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Section 2: Improvement Priority 1	
School/Establishment	Kirkintilloch High School
Improvement Priority 1	QI 2.2 The Curriculum
Person(s) Responsible	Pam Davie, DHT: H Reid, SCQF Lead: Pauline Bradley, RRSA: LGBTQ + SIP Group: STEM Subject Staff: Principal Teachers: Departments: DYW Lead: Youth Worker.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all Placing the human rights and needs of every child and young person at the centre	Curriculum and Assessment	QI 2.2 Curriculum QI 2.7 Partnerships QI 1.3 Leadership of Change	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of BGE Review Team. Participation in/Leadership of SCQF SIP Team. Participation in/Leadership of STEM Team. Participation in/Leadership of RRSA SIP Team. Participation in/Leadership of LGBTQ+ Alliance.	Time for SIP Teams to meet, as detailed in the Working Time Agreement Calendar.	Parent-led Improvement Plan linked to SIP. Parent views gathered as part of curriculum review in BGE.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL identified by each SIP Team and delivered to staff at pertinent points throughout the calendar. Responsiveness to ongoing recommendations of Hayward Review Group.	Launch of in-house construction academy and partnership working with Tigers and New College Lanarkshire for Targeted Groups undertaking bespoke, vocational qualifications.	Funding for Greenpower Vehicle £750.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Conduct a whole school review of BGE Provision including embedding employability taster sessions across the curriculum.	SIP Group Meetings – BGE Review Team. Departments to review BGE skills/provision. Delivery of employability skills tasters.	Feedback from BGE Review SIP Team. Department Planning to include review of BGE skills provision and evaluate impact of changes. Pupil evaluations of employability skills tasters.	By May 2024. Plans complete Aug 2023. DIPs evaluated by May 2024. Pupil evaluations linked to delivery of sessions.
Develop the quality of skills, pace and challenge in the BGE to prepare pupils highly effectively for the Senior Phase.	Subject teams to review BGE provision to ensure that skills align with senior phase courses and pace and challenge is appropriately rigorous for all pupils.	Department plans to reflect detail of review and alignment with senior phase skills. Regular tracking, assessment, and pupil feedback to chart impact of planned changes.	DIPS completed by Aug 2023 and reviewed in May 2023. Regular tracking and pupil feedback to gauge impact.
Following our recent achievement of Bronze SCQF Ambassador Status, school to aim for Silver Award.	SCQF SIP Team to lead the school strategically towards Silver/Gold Status through meetings planned in WTA. Subject provision to reflect alternative pathways that promote SCQF tariff points.	SCQF SIP Team to track progress across our school and to work with other centres and the SCQF Partnership to observe and mirror best practice. Course provision to reflect parity of experience across a broad range of SCQF accredited courses.	Evaluation of work of SCQF SIP Team to be on going throughout session. Departments continuously monitor quality, uptake and impact of course provision.
Having achieved the STEM Nation Award, we will continue to develop high quality STEM experiences for young people across the school	STEM SIP Group to lead strategy. Greenpower project for targeted pupils supported by Martyn Cosh/PEF. Young STEM Leader input to continue.	STEM SIP Group to track impact of actions. STEM subjects to offer and evaluate experiences. Greenpower project evaluated for impact. Pupil feedback to inform next steps for YSL input.	Meetings throughout WTA. DIP evaluations by May 2024. Pupil and teacher feedback to chart impact of Greenpower and YSL Projects.
Having achieved Bronze Status for Rights Respecting Schools Award and LGBTQ+ Award, we now aim for Silver.	Embed Children's Rights in learning intentions and all strategies across policy. Continue to promote and uphold equality and LGBT rights across the curriculum.	Pupils and staff confident in understanding how the UNCRC relates to our curriculum and pupil experience. LGBTQ+ rights upheld and promoted.	Meetings of RRSA SIP Groups and LGBTQ+ Team throughout session and linked to WTA. Evaluation of impact by May 2024.

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Section 2: Improvement Priority 2	
School/Establishment	Kirkintilloch High School
Improvement Priority 2	2.3 Learning, Teaching and Assessment
Person(s) Responsible	Gillian Fraser, DHT: Maureen Daniel, HT: members of SIP Teams: Principal Teachers: Departments: PT Creative Pedagogy.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children.	teacher professionalism parent / carer involvement and engagement school improvement	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Learning & Teaching SIP Team. Participation in/Leadership of Homework Review Team. Participation in/Leadership of PRP Review Team.	Time for SIP Teams to meet, as detailed in the Working Time Agreement Calendar.	Parents invited onto Homework Review Team. Parent-led Improvement Plan linked to SIP.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Differentiation sessions delivered at August Inset. Staff led twilight CLPL Sessions throughout session. Staff involvement in West Partnership IOC Initiative. Significant CLPL delivered by Suzanne Zeedyk on Trauma Informed Responses in relation to PRP Review. Retrieval Practice CLPL Sessions for Staff.	Careful tracking of pupil progress to inform impact of learning and teaching strategies on engagement of all. A variety of interventions and restorative approaches underpin the Positive Relationship Policy.	£2,000 cost for Suzanne Zeedyk CLPL Training for all staff.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Fully embed newly developed Learning and Teaching Policy across the school.	Increase learner conversations and improve effective feedback to pupils. Increase opportunities for pupil feedback to inform next steps in learning. Continue to self-evaluate through staff participation in GROW coaching peer observations.	Evidence of pupil feedback. Action plan created in response to the above. Actions embedded in DIPs and tracked for impact. Records of peer observations kept and reflective practice embedded. Staff to act on feedback shared to effect improvement.	By September 2023. As above. As above. Throughout peer observation cycle, concluded by May 2024.
Promote creative pedagogy across the school in all classrooms.	Embed fun activities for learning. Provide more personalization & choice around learning activities. Develop pupil-led learning approaches further. Develop creative approaches to pedagogy, including a focus on retrieval practice.	Evidence of methodology and strategy agreed for teachers to gather feedback on 'fun'. DIPS to provide strategies for personalization and choice. Trial, share and showcase creative pedagogy and retrieval practice at DMs/through CLPL.	By September 2023. As above. Ongoing, and evaluated, throughout session.
Promote and deliver effective differentiation for all pupils, including stretching and challenging the most able pupils.	Deliver Inset and CPD on differentiation. Direct focus groups of able pupils to discuss how to improve pace/ challenge. Develop effective strategies for all and share best practice. Target groups for bespoke Literacy and Numeracy Interventions with key staff.	Inset evaluation to measure impact. Evidence of pupil feedback and action points arising thereto. Roll our programme of staff-led twilights to promote sharing of practice. Ongoing evaluation by Literacy/Numeracy staff, and tracking of pupil progress to inform impact.	By August 2023. By September 2023. Ongoing, and evaluated, throughout session. As above.
Review Homework Strategy, involving staff, pupils and parents, whilst appreciating and addressing equity issues.	Establish Homework SIP Group including pupils and parents. Roll out revised homework strategy including meaningful interventions for equity.	An effective strategy will be agreed and delivered. Supports rolled out for young people and families to enable equity of opportunity.	By October 2023. Throughout session, as prescribed in strategy.
Review Positive Relationship Policy, in response to feedback from stakeholders, within the context of the emergent EDC Policy.	Establish PRP Review Group. Look at solution focused and pro-active strategies for supporting class teachers. Revisit provision on publication of EDC Policy.	Additional supports for staff and pupils to be agreed, and included in policy. Referrals and data will be analysed for impact.	By September 2023. Ongoing, and evaluated, throughout session.

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Section 2: Improvement Priority 3	
School/Establishment	Kirkintilloch High School
Improvement Priority 3	3.2 Raising Attainment and Achievement
Person(s) Responsible	Stuart Law: Principal Teachers: All staff: Wider Achievement SIP Team: Youth Worker.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	school improvement performance information	QI 3.2 Raising attainment and achievement QI 1.1 Self evaluation for self improvement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Participation in/Leadership of Raising Attainment SIP Group. Participation in/Leadership of Wider Achievement SIP Group.	Time for SIP Teams to meet, included in the Working Time Agreement Calendar.	Parental input into assessment strategy. Family learning sessions around content of assessment. Parent-led Improvement Plan linked to SIP.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continuous training and CLPL on aspects of Progress Tracker. On-going support in providing CLPL opportunities for our Mathematics Team.	Progress of all young people rigorously tracked and targeted interventions delivered in response to barriers to attainment.	Raising Attainment Sessions/Easter School - £11,000. Continuous universal/targeted support to scaffold excursions/wider achievement opportunities and to remove barriers to participation - £16,000. Progress Tracker - £8,000.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning, Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Refresh and share raising attainment strategy, including a clear change of level timeline.	Raising Attainment SIP Team to meet throughout session, as detailed in WTA Calendar. Clear Raising Attainment Strategy developed, including a level change strategy.	Progress in attainment rigorously tracked and monitored and interventions implemented to scaffold attainment. Reduction in level changes due to appropriate pathway coursing.	By September 2023. Impact tracked by April 2024.
Fully embed our progress tracker, including regular interim reporting as detailed in working time agreement.	Staff to prepare regular tracking reports to parents, detailing attainment and skills, at regular points.	Parents and pupils will be fully aware of their child's progress through easily accessible attainment data.	Ongoing throughout the session.
Consult and support parents with our assessment strategy, ensuring that they are confident interpreting data.	Deliver parents' evenings and Family Fridays to support parents with the language of assessment, with accompanying texts.	Consult with parents at end of each reporting diet to evaluate progress.	Ongoing throughout the session, linked to reporting calendar.
Review wider achievement provision and record pupil experiences through carefully planned employability skills tracking.	Continue to embed skills tracking as part of assessment and reporting to parents. Identify gaps in achievement and participation and provide opportunities to plug those gaps. Accreditation identified wherever possible.	Wider Achievement SIP Team established. Pupils tracked and gaps plugged to ensure a broad spread of wider achievement opportunities for all, linked to our employability skills. Pupil receiving accreditation for efforts.	Ongoing throughout the session, with evaluative checks to plug gaps in provision.
Continue to Improve Attainment in Mathematics, throughout the BGE and into the Senior Phase.	Provide targeted support to identified cohorts. Review BGE skills to ensure seamless transition into Senior Phase Courses. Target and embed Applications of Maths Course. Improve pass rate at National 5 and Higher Mathematics/Applications of Mathematics.	Provision reviewed and refreshed in both the BGE and Senior Phase. Resources identified and embedded as required to scaffold adaptations to provision. Scrutiny of data to inform effectiveness of provision through regular, reliable and challenging methods of assessment.	Provision evaluated and reviewed by September 2023. Ongoing analysis of assessment data at key assessment points in WTA.

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Continue to embed successful roll out of House System at Kirkintilloch High School, but linking a member of SMT to each house group.	DHT to continue to provide pastoral care for Peel House. Alongside the PT guidance, to bolster health and wellbeing supports for young people.	£13,890 to cover the cost of the acting DHT post.	Rigorous tracking of pupil data linked to inclusion and engagement to continue to form analysis of impact.	Post commenced last session and will be reviewed in March, 2024.	Thus far, very good progress made for the young people in Peel House. Monitoring continues.
A middle leader for Music and Drama appointed to enable the House Head for Peel House to focus on their SMT role.	The PT Music/Drama will lead the above teams, enabling the acting DHT to focus on their role.	£4,488 to cover the cost of the acting PT post.	Data for Peel House evaluated to track whether the release of the DHT from the PT post has a positive impact on provision in Peel House and Drama.	Post to be in place for start of session, August 2024 and reviewed in March 2024.	Post approved and advertised and interviews imminent.
Continuation of excellent work of our in-house school counsellor, complementing the service provide by our Life-link Counsellors, due to demand for appointments.	School Counsellor to support young people with health and wellbeing interventions.	£10,000 to cover payment to counsellor.	Impact of counselling carefully tracked for impact on young people using wellbeing indicators.	Continuation of post.	Very good progress made again this session.