




Framework for School Improvement Planning 2024/25

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 2.3 Learning, Teaching and Assessment
Priority 2	Curriculum and Assessment (including creative pedagogy)	QI 2.3 Learning, Teaching and Assessment	QI 3.2 Raising Attainment and Achievement
Priority 3	Health and Wellbeing (including GIRFEC and Child Protection)	QI 3.2 Raising Attainment and Achievement	

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 1	
School/Establishment	Kirkintilloch High School
Improvement Priority 2	2.3 Learning, Teaching and Assessment
Person(s) Responsible	Gillian Fraser, DHT: Jo McLaughlin, DHT: members of SIP Teams: Principal Teachers: Departments.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-2027
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. Pupil leadership of learning/Pupil Parliament.	Time for SIP Teams to meet, and collegiate observations to occur, as detailed in the Working Time Agreement.	Parents invited onto Homework Review Team. Parent-led Improvement Plan linked to SIP.
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Post Quality Improvement Review CLPL Sessions. Staff led twilight CLPL Sessions throughout session. Staff involvement in West Partnership IOC Initiative. Significant CLPL delivered by Bruce Robertson.	Careful tracking of pupil progress to inform impact of learning and teaching strategies on engagement of all. Staff/Pupil Voice feedback on impact.	£1,200 cost for Bruce Robertson CLPL Training for all staff. Investment in pedagogical literature.

Framework for School Improvement Planning 2024/25

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	Key dates for implementation? When will outcomes be measured?
<ul style="list-style-type: none"> Increase pace and challenge in all BGE Lessons to meet the needs of individual learners. Active learning approaches and activities to fully engage learners. 	<ul style="list-style-type: none"> DM time to reflect and evaluate impact. CLPL and sharing of practice. Implement L & T poster/policy consistently across teams. 	Young people experience active learning techniques as a key feature of a high-quality lesson. Assess impact via pupil feedback/plenaries/exit passes/formative assessment/the Leuven Scale.	At key BGE tracking and reporting points and throughout session.
<ul style="list-style-type: none"> All lessons planned using the KHS Lesson Planning Sheet with high aspirations for all young people All staff are ambitious for learners and should Dream Big regarding what young people can achieve within all lessons 	<ul style="list-style-type: none"> Time for preparation and planning within WTA. Utilise DM time for collegiate self-evaluation of impact. 	Scrutinise attainment data to see the effect of ambitious planning on pupil outcomes. Collegiate observations to scaffold feedback on levels of ambition and impact.	At key tracking and reporting points and throughout session.
<ul style="list-style-type: none"> Link learning intentions and success criteria to evaluate success in learning. Involve learners in identifying what success will look like. Use plenaries effectively to help young people to reflect on learning/success. 	<ul style="list-style-type: none"> Time for preparation and planning within WTA. Reflect on pupil feedback. 	Pupil feedback and AIFL checks for understanding throughout lessons. Collegiate observation feedback.	Continuous work throughout session.
<ul style="list-style-type: none"> Focus on effective questioning techniques to promote higher order thinking skills, embedding sufficient wait time. Utilise digital/cooperative learning/retrieval practice strategies to illicit higher order responses. Increase opportunity for higher order tasks/questions directed to learners to facilitate challenge/differentiation 	<ul style="list-style-type: none"> Use Blooms fans to support effective questioning. Staff involved in CLPL in active and cooperative learning and retrieval practice. 	Quality of responses from young people. Improvement in attainment data. Positive pupil feedback re. challenge. Improvement in levels of attainment covered at each level/stage.	Continuous work throughout session.
<ul style="list-style-type: none"> Embed robust processes for collaborative self-evaluation and validation of evidence at department level. Ongoing monitoring of sustained improvement, through tracking procedures and evaluation of this. Use pupil voice to assess consistency and success in provision. 	<ul style="list-style-type: none"> DM time for self-evaluation. QA Calendar rolled out to PTs by JM. Planned pupil voice activities. 	Department Data in QA Calendar/DM Minutes. Data from tracking and evaluation. Feedback from young people.	Continuous work throughout session, as detailed in QA Calendar.
<ul style="list-style-type: none"> Roll out refreshed homework strategy with planned interventions and supports to affect challenge and equity of opportunity and engagement. 	<ul style="list-style-type: none"> Depts to plan HW calendar. HW club to be established. 	Carefully measure quality of homework responses in relation to data about yp.	Continuous work throughout session.

Framework for School Improvement Planning 2024/25

Section 2: Improvement Priority 2	
School/Establishment	Kirkintilloch High School
Improvement Priority 3	3.2 Raising Attainment and Achievement
Person(s) Responsible	Maureen Daniel HT: Stuart Law DHT: Pam Davie, DHT: Pauline Bradley, DHT: Claire Walsh, CIRCLE Trainer: Principal Teachers: All staff: Wider Achievement SIP Team.

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. A variety of interventions/restorative approaches underpin the Positive Relationship Policy.	Raising Attainment Sessions/Easter School - £11,000. Continuous universal/targeted support to scaffold excursions/wider achievement Opps and remove barriers to participation - £16,000. Progress Tracker - £8,000. PT Attendance for Achievement - £5,000. PT DYW - £5,000.

Framework for School Improvement Planning 2024/25

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?
<ul style="list-style-type: none"> Robustly track and support the highest 20% in S4 and S5 to ensure they remain on track for 7 Level 5 qualifications in S4 and 5 Level 6 qualifications in S5. Informed coursing options to ensure success for pupils in their 'highest' attaining subjects 	<ul style="list-style-type: none"> Regular progress checks/DM discussions/data analysis. Rigour around coursing. 	Dept and central data checks and interventions. Ambitious August re-coursing.	Data checks at agreed input points & post-assessment. August course checks.
<ul style="list-style-type: none"> Improve attendance in class by rigorously implementing the EDC Attendance Policy. Encourage consistent attendance in class to embed class routines and increase the pace at which learning can be progressed. 	<ul style="list-style-type: none"> Bank qualifications at key points. Appoint PT Attendance for Achievement. EDC Attendance Policy Pilot. 	Feedback from Attendance SIP Groups. Attendance Data. Increased participation levels.	SIP Group established: Aug. PT appointed: Aug. Ongoing attendance checks and delivery of policy.
<ul style="list-style-type: none"> Improved attainment / increased tariff points of Quintile 1 learners in S4 and S5 	<ul style="list-style-type: none"> Seek opportunities to dual present/accredit success. 	Carefully scrutinise tracking data/progress at DMs.	Data checks at agreed input points & post-assessment.
<ul style="list-style-type: none"> Effective recording of pupil experiences through carefully planned employability skills and wider achievement tracking. 	<ul style="list-style-type: none"> Record skills as pupils achieve these. 	Centrally track skills. Identify gaps and seek ways to fill.	Wider achievement fayre launched in Term 1.
<ul style="list-style-type: none"> Review BGE courses to improve attainment in Mathematics, with consistent approaches to pace and challenge Provide leadership opportunities for all Maths staff to lead an area of curricular development. 	<ul style="list-style-type: none"> Time to be provided for Maths Team to collaborate and develop provision. 	Improvement in course provision, challenge and attainment.	New courses delivered and evaluated throughout session across the BGE.
<ul style="list-style-type: none"> Continue to add value in S4/5 by widening the accredited offering to young people. Continue to identify pathways to ensure that we add more value to Senior Phase attainment e.g. Leadership Award, L6 First Aid at Work, personal development L6 within S5 PSE 	<ul style="list-style-type: none"> Appoint PT DYW to support additional accreditation. Depts to seek opportunities for additionality. 	Evaluate impact of PT DYW. Evidence of improvement in attainment and accreditation.	Implemented throughout session with regular attainment checks.
<ul style="list-style-type: none"> Foster leadership at all levels to ensure a collaborative and consistent approach, to ensure all staff have consistently high expectations of all pupils. Positive Relationship Policy with all staff following procedures fairly and sensitively. 	<ul style="list-style-type: none"> PRP SIP Team to continue to support and scaffold policy. Continued training and resource to impact positively on staff capacity. 	Ongoing analysis of data and engagement to inform success of implementation of PRP. Reduction in referrals/on-calls and exclusion data.	Implemented throughout session with regular data checks.
<ul style="list-style-type: none"> Roll out an implement CIRCLE training to all staff to affect a positive environment and an inclusive CIRCLE classroom scale. 	<ul style="list-style-type: none"> C Walsh to deliver CIRCLE training to all staff during August Inset Day. 	Feedback from the CIRCLE Inclusive Classroom Scale (CICS) to inform next steps.	Staff trained by August. Evaluated throughout session.

Framework for School Improvement Planning 2024/25

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-2					
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
Continued engagement with our in-house school counsellor, complementing 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.
Continuation of our UNCRC journey, aiming for Silver accreditation.	Continue to place the UNCRC charter at the centre of our practice.	As required to deliver on this legislation.	Achievement of Silver/Gold status.	Ongoing to end of session.	Very good progress made again this session.
Continuation of our LGBTQ+ Charter journey, having now achieved GOLD Charter Status.	Continue to place LGBTQ+ rights at the centre of our practice.	£1,500 to secure Gold Charter status.	Continued progress as a GOLD charter school.	Ongoing to end of session.	Excellent progress made, that led to GOLD status.
Continuation of our SCQF Partnership Journey, aiming for Gold accreditation, having gained Silver status.	Continue to secure high quality experiences that gain pupil SQCF tariff points	Time to support staff to develop experiences.	Aiming towards achievement of GOLD Status.	Ongoing to end of session.	Excellent progress made, that led to Silver status.
Continue to 'Keep the Promise' with our focused support for Care Experienced Young People including our Care Experienced Teacher, Support Groups, Youth Worker and MCR Pathways Programme. In addition, this session we are launching the GetSetGo Programme to targeted girls' groups.	Continue to keep our care experienced young people our most precious priority in supporting them to blossom and thrive, both socially, emotionally and academically.	Timetabled provision for the GetSetGo launch in addition to existing priorities that support us to keep the Promise.	Scrutiny of data on care experienced young people and their learner journeys.	Ongoing to end of session.	Very good progress with a continued key focus on this essential priority.