



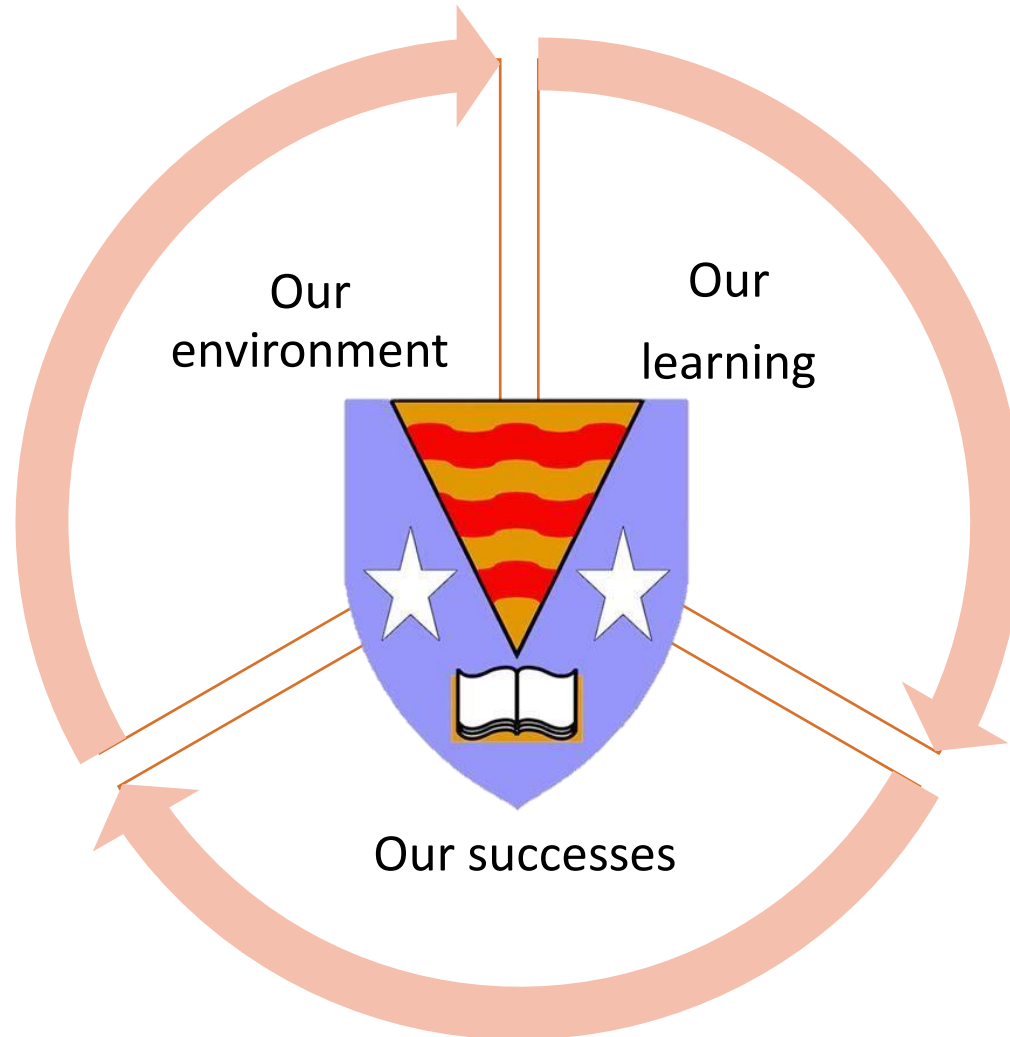
Improving Lives Together
Ambition | Compassion | Integrity



Quality Improvement Plan 2023-2024

SCHOOL: Crieff High School

Our CHS Curriculum Rationale:



Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> • Our vision – Rights Respecting School (journey towards Gold); Nurturing schools (journey towards Level 2 accreditation) • Our environment – Introduce and begin to embed our refreshed values into policy and practice • Our learning – Microsoft Accelerate and Demonstrate; BGE IDL; BGE Curriculum audit • Our successes – Evaluate impact of interventions on SIMD5 and Lowest 20%; Online achievement platform
2024-2025	<ul style="list-style-type: none"> • Our vision – Nurturing schools (journey towards Level 3 accreditation) • Our environment – Continue to embed our refreshed values into policy and practice • Our learning – Widen BGE IDL; Consider overview of BGE Curriculum audit • Our successes – Evaluate trends with post-pandemic SQA examination outcomes
2025-2026	<ul style="list-style-type: none"> • Our vision – Nurturing schools (journey towards being a Nurturing school) • Our environment – Continue to embed our refreshed values into policy and practice • Our learning – Implement the Curriculum Map for 2025.26 with our approach of developing our 'T-shaped learners'

LMG Priorities for 2023-2024

Introduce a model of Collaborative Self-Evaluation (CSE) across the LMG with a focus on differentiated learning.

Enhance our experiential transition programme while further development our approaches to ensuring continuity of learning.

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Priority One: With the embedding of our school policies, young people will increasingly reflect positively on their own **mental health and wellbeing** and identify how this contributes on their **personal growth** and positive experience of **our environment**.

NIF Priority (Highlight):

- **Placing the human rights and needs of every child & young person at the centre of education**
- **Improvement in children & young people's health & wellbeing**
- *Closing the attainment gap between the most & least disadvantaged children & young people*
- *Improvement in skills & sustained, positive school-leaver destinations for all young people*
- *Improvement in attainment, particularly in literacy & numeracy*

NIF Drivers (Highlight):

- *School & ELC leadership*
- *Teacher & Practitioner professionalism*
- *Parent/carer involvement & engagement*
- *Curriculum and assessment*
- *School & ELC improvement*
- **Performance information**

HGIOS4 QIs (Highlight) :

- | | | |
|---|-------------------------------------|---|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability |
| 1.4 Leadership & management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Intended Outcomes	Key Improvement Activity	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
Focus on positive relationships across the school as this is central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment.	<p>Mobile Device Policy -Continue to embed the Mobile Device Policy.</p> <p>Positive Relationships Policy - Review Positive Relationship Policy to include newly launched Vision, Values and Aims.</p> <p>Recognising Positive Achievements - Ensure an equitable approach to recognising positive achievements.</p> <p>Restorative Practice - Embed the Positive Relationships Policy with a focus on Restorative Practice. Update knowledge and skills for all staff.</p>	<p>Decrease in Mobile Device Demerits.</p> <p>Reduction in demerits and referrals issued.</p> <p>An equal spread of merits awarded to all Acorn Groups.</p> <p>Pupil Views "Staff help young people to be responsible for their own behaviour" Increase from Most young people to Almost all young people.</p>	<p>All staff</p> <p>All Staff</p> <p>All Staff</p> <p>All staff M Fotheringham</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>May 2024</p>	

<p>Focus on positive relationships across the school as this is central to the well-being of learners and staff and underpin an effective learning environment linked to higher attainment.</p>	<p>Nurturing Schools Project – embed Form class to support wellbeing and resilience through an emphasis on quality relationships across the school community with a focus on our 2nd Nurture Principle.</p> <p>Rights Respecting Schools – Planning towards Gold Award ‘Rights Respecting’ to embed children’s rights across the school community in its policies, practice and ethos.</p>	<p>Level 1 Accreditation of Nurturing Schools Project.</p> <p>Pupil Views “Other young people treat me fairly and with respect” - Increase from Mot young people to Almost all young people.</p> <p>“My school helps me to understand and respect other people” - Almost all young people</p> <p>Gold Rights Respecting School Accreditation</p>	<p>All staff L Birrell M Fotheringhame</p> <p>A Douglas and SIG group</p>	<p>Ongoing.</p> <p>May 2024</p> <p>Dec 2023</p>	
<p>Support all young people to feel safe within Crieff High School.</p>	<p>Embed the new anti-bullying policy with all stakeholders.</p> <p>Continue to record all incidents of bullying and ensure that they are reviewed and closed within appropriate timescales.</p> <p>Continue to develop a leaflet to ensure that the policy is accessible to all young people.</p> <p>Continue to address education for all around prejudice-based bullying.</p> <p>Equally Safe at School programme to address gender based violence.</p>	<p>Monitoring Seemis Bullying Data – reduction in bullying incidents.</p> <p>Pupil views “My school deals well with any bullying – Increase from Most to Almost all young people who Agree, Strongly agree of who have never experienced.</p> <p>Pupil Views</p>	<p>M Fotheringhame Guidance Team S McCully</p>	<p>Ongoing</p> <p>May 2024</p>	

<p>Support all young people to feel safe within Crieff High School.</p>	<ul style="list-style-type: none"> Continue to work towards LGBT Charter to ensure that LGBTQ+ young people are included. Continue to engage with Anti-Racist Curriculum and raise awareness of anti-racist education. <p>Respectme Anti-Bullying accreditation.</p>	<p>“I feel safe when I am at school” – Almost all young people “My school helps me feel safe” - Increase from Most young people to Almost all young people</p> <p>Respectme framework</p>			
<p>Support the Mental Health and Wellbeing of all</p>	<p>Embed Mental Health Supports across the school with a continuum of support offered.</p> <p>Launch the Wellbeing Hub so young people, parents/carers and staff can access online supports.</p> <p>Focus on Positive Mental Health through raising awareness by Mental Health Ambassadors and through Wellbeing Days.</p> <p>Support young people to improve problem solving skills and resilience-</p> <ul style="list-style-type: none"> Implement Bounce Back programme in S1/S2 PSE Staff training on Limitless Learning on Growth Mindset to encourage young people to become more resilient 	<p>SHINE Survey Increase in % of pupils who report excellent health Decrease in % of pupils with low mood Overall decrease in % of pupils who report low happiness in different aspect of life.</p> <p>Pupil Views “My school is helping me to become confident” Increase from Most young people to Almost all young people</p> <p>“My school teaches me how to lead a healthy lifestyle” – Increase from Most young people to Almost all young people.</p>	<p>S Russon Guidance team M Fotheringame</p>	<p>Dec 2023</p> <p>May 2024</p>	

<p>Support attendance of all young people, with increased focus on young people in S3 & S4.</p>	<p>PCWO role – reframed to have increased focus on school attendance as well as attendance in classes. Recruitment of inclusion officer to increase home/school links.</p> <p>Trial use of S1 Form tutors to support monitoring of attendance. Embed use of SIFA to support emotionally based absence.</p> <p>PT1 Equity – focus on support for targeted group of young people.</p>	<p>Attendance data- PKC Stretch aim of 92%.</p> <p>Average attendance for CHS for 2022 -23 is 86.5%.</p> <p>CHS stretch aim is 90%.</p>	<p>PT Guidance M Fotheringhame Guidance team</p>	<p>Ongoing monitoring throughout session 2023 -24</p>	
<p>Reduce exclusions across the school.</p>	<p>Continue to embed Back on Track as an alternative to exclusion with a focus on additional support for Acorn 4 & 5 pupils (75% exclusions from this group.)</p>	<p>Exclusions – 2019-20 – 25 2020-21 – 14 2021-22 – 10 2022-23 – 12</p> <p>Back on Track 2021-22 – 11 2022-23 – 18</p>	<p>DHTs</p>	<p>Ongoing</p>	
<p>Pupils will learn in an inclusive, engaging environment.</p> <p>Vision, values and aims live in classrooms and school estate.</p>	<p>Review classroom equipment and environment, along with other school estate areas. Prioritise areas requiring input.</p> <p>Pupil led design team leading consultation and review of school estate.</p> <p>Ongoing consultation process throughout 2023.24 with pupils, staff and partners.</p>	<p>Pupil Views “My school listens to my views” Increase from Majority of young people to Most young people</p> <p>“My school takes my views into account” – Increase from Majority of young people to Most.</p>	<p>CBM</p>	<p>Review to be completed by Oct 2023</p> <p>Consultation to be completed by Dec 2023 Actions to then follow in Jan-May 2024</p>	

Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Priority Two: Our learning experience for young people is increasingly and consistently **high-quality** through our **teaching and assessment** approaches and increasingly young people identify how this impacts positively on their learning journey.

NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

HGIOS4 QIs (Highlight):

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|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment |
| 1.3 Leadership of change | 2.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability |
| 1.4 Leadership & management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnerships | |

Intended Outcomes	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
Young people to experience consistent messaging, vocabulary and strategies across the school.	Learning, Teaching, Assessment Whole School Policy (CHS Learner Toolkit) All staff to have consistent approaches, messages and vocabulary around the 4 key learning, teaching and assessment priorities: <ul style="list-style-type: none"> • Learners leading learning • Differentiated Learning • Questioning and Feedback • Digital Technologies 	Pupil Voice from the Visible Learner Survey to reflect impact in relation to the 4 key areas: <ul style="list-style-type: none"> • Learners leading from 2019 53% to 2023 60% • Pupil learning strategies from 70% 2019 to 77% 2023 • Feedback received 42% 2019 to 61% 2023 • Digital Solutions 2023 51% 	L Prince PT Learning & Teaching tbc	Launching on INSET 2 – 15.08.23 CHS Learning Festival Visible Learner survey – Term 2 Ongoing throughout the year at DMs, MLCs and SITs. Lesson visit programme	

<p>Young people will see and benefit from the positive impact on learning, teaching and assessment strategies.</p> <p>Young people will benefit from a consistent approach to homework management across the school, understanding the rationale for homework as a raising attainment strategy and how homework is to be communicated to young people and home.</p>	<p>Microsoft Accelerate and Demonstrate (Tablet Academy) Microsoft will create a bespoke plan for CHS based on the Audit completed with SLT / Digital Regent in June '23.</p> <p>Up to 21 hours of CLPL will be provided. TA will attend INSET should we request.</p> <p>Dedicated team member from TA to support us.</p> <p>Homework Policy Development of a whole school policy. To be informed by PTC Faculty inputs gathered in session 22-23.</p> <p>Whole School Policy on L, T and A. To be created in partnership with PT 1 Learning and Teaching and to incorporate strategies raised above, raising attainment strategies, tracking and monitoring, verification and moderation procedures.</p>	<p>Further upskilling of staff in digital skills post our achievement of the Digital Skills Award.</p> <p>Staff will be supported to complete bespoke CLPL relevant to their needs.</p> <p>A policy providing clear guidance on our learning, teaching and assessment strategies. To be reviewed annually going forward. All stakeholders to be consulted.</p> <p>Pupil Views “My homework helps me to understand and improve my work in school” - Increase from Majority of young people to Most young people</p>	<p>M Wright (Lead) L Fraser L Prince</p> <p>L Prince</p> <p>L Prince PT 1 L, T and A</p>	<p>Ongoing review and planning throughout the year to meet CHS needs.</p> <p>Initial homework plans to go onto our website for Term 1. Updated throughout the sessions.</p> <p>May 2024</p> <p>June 2024.</p>	
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<p>Young people benefit from a progressive and CHS context-based Curriculum.</p>	<p>BGE Curriculum Audit</p> <p>SCQF Journey to continue. Silver accreditation tbc August '23. Progress onto Gold Application this will require:</p> <ul style="list-style-type: none"> • Whole school Approach where the programme is embedded into Development plans and a system of review in place. • Mapping of learner pathways. • Development of external relationships <p>School/College Partnership with UHI Perth. Positive experience for young people completing L3 – L7 courses both in person and online.</p> <p>Successful L3 – 5 Beauty Course to be established in Aug' 23 and run at CHS. Staffed by UHI Perth College Staff.</p> <p>TRIC Online experience for young people to be fulfilling and support attainment and Senior Phase progression.</p>	<p>Clear identification from each Faculty of the benchmarks covered.</p> <p>Widening pathways and consolidation of 'free course choice' using Options System.</p> <p>Course completion / attainment data to be analysed and compared</p> <p>Pupil voice from Perth UHI surveys to be analysed.</p> <p>Online Session 22 – 23 = 5 pupils Session 23 – 24 = 14 pupils</p> <p>Session 22 – 23 = 5 pupils (3 completed course) Session 23 – 24 = 13 pupils (SISP pupil will also attend)</p> <p>Session 23 – 24 = 3 pupils (AH and CISI course in Finance)</p>	<p>PTCs (Subject Curriculum), PTGs (PSE Curriculum) and L Prince</p> <p>PTCs, L Prince</p> <p>PTGs L Prince D Williamson (ISP)</p>	<p>Initial review by October '23</p> <p>Review of Journey December '23</p> <p>Weekly review on Portal of attendance by L Prince and PTGs. Shared with CHS Attendance.</p> <p>Quarterly review of attainment progress for session 23-24. L Prince</p>	
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<p>Improve efficiency in whole school service support team, data management, outputs, accessibility and systems.</p> <p>Process in place to deliver service – that are structured and achievable.</p>	<p>Review current service through self-evaluation, Tech Team along with reception (BMT).</p> <p>Review processes in place and systems – look for improvements in current usage or new systems.</p>	<p>Staff/parent surveys</p> <p>Attainment</p> <p>System usage</p>	CBM	<p>Review to be completed by Oct 2023</p>	
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Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Priority Three: Our successes are celebrated as young people increasingly **attain and achieve** their full potential, particularly those identified as requiring targeted and additional support.

NIF Priority <i>(Highlight)</i> :	NIF Drivers <i>(Highlight)</i> :	HGIOS4 QIs <i>(Highlight)</i> :		
<ul style="list-style-type: none"> Placing the human rights and needs of every child & young person at the centre of education Improvement in children & young people's health & wellbeing Closing the attainment gap between the most & least disadvantaged children & young people Improvement in skills & sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy & numeracy 	<ul style="list-style-type: none"> School & ELC leadership Teacher & Practitioner professionalism Parent/carer involvement & engagement Curriculum and assessment School & ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership & management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 1.1 Safeguarding & child Protection 1.2 Curriculum 1.3 Learning, teaching & assessment 1.4 Personalised support 1.5 Family learning 1.6 Transitions 1.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, Equality & inclusion 3.2 Raising attainment 3.3 Increasing creativity & employability

Intended Outcomes	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
<p>Whole school awareness of new vision, values and aims.</p> <p>Pupils and staff link to VVA</p>	<p>Update school media to reflect, socials, letterheads, website. School estate visuals, through school design team, consultation with parents/staff and pupils.</p> <p>Review of Awards Ceremony, BGE and Senior, to reflect new VVA's and link for staff/pupils.</p>	<p>New Awards</p> <p>Retire awards that do not reflect new values – seek feedback from departments.</p>	CBM	<p>Review to begin in August – consultation with departments.</p> <p>Conclude for January 2024</p>	

<p>Attainment in Literacy and Numeracy will continue to improve.</p>	<p>PTCs for English and Mathematics will work directly with the PT ISP and PT Support to track and support raising attainment in Literacy and Numeracy in the BGE.</p> <p>Targeted groups across the BGE in Literacy and Numeracy will continue. Earlier identification from Primary 7 data will inform session 23.24 groups.</p> <p>Literacy</p> <p>Introduction of baseline reading test to gauge whole-school literacy.</p> <p>CHS has invested in Ruth Miskin’s Fresh Start Literacy intervention – Early Secondary School Program.</p> <p>S1 - English class taught by ASN specialists in English. Fresh Start will focus on phonics. Writing, talking and listening delivered too so young people achieve whole English Curriculum.</p> <p>S2 - Targeted young people will work with ASN specialists on phonics and improving reading / spelling levels.</p>	<p>S3 Level 3 Stretch Aim Session 2022-23 – 92%. Acel Data 2022-23 for Literacy and Numeracy shows 93.4 %.</p> <p>SAAP report Leavers Literacy & Numeracy L4 84.8% (2019) to 89.3% (2022) L5 59.1% (2019) to 68.9% (2022)</p> <p>Literacy Identification of 31 young people joining us in S1 (session 23-24) identified as Level 2 or lower in reading.</p> <p>12 pupils moving into S3 (session 23024) who require intensive support with reading.</p> <p>Consolidation of Level 2. Evidenced in Progress.</p> <p>Consolidation of Level 3. Evidenced in Progress.</p>	<p>L Prince J Knak D Williamson S Rennie T Kearns J MacLennan E Cargill R Paterson (Springboard overview)</p> <p>T Kearns S Rennie</p> <p>S Corbett</p> <p>S Corbett</p> <p>S Corbett</p>	<p>Termly meeting to be calendared to discuss progress of NSAs and ACEL data.</p> <p>Ongoing monitoring throughout session 2023 -24</p> <p>May '24</p> <p>June '24</p> <p>Ongoing review throughout the session.</p>	
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<p>Attainment in Literacy and Numeracy will continue to improve.</p>	<p>S3 - ASN English teacher to support English colleagues on key Literacy Skills. High Five resource training received by this staff member who will then share good practice across the department.</p>	<p>Consolidation of Level 3 / 4 for these young people. Evidenced in Progress, ACEL and NSAs.</p>		<p>Review Dec '23</p>	
<p>Increase staff and young people involvement with a wider reading culture.</p>	<p>Consolidation of presentation policy of National 5 Literacy attainment in S4.</p> <p>Reading Schools Silver Award.</p> <p>Paired reader Programme with S6 supporting BGE.</p> <p>Parental Engagement focus. Webinars / info events where additional support in literacy has been identified.</p> <p>List of recommended reading across the Curriculum to be compiled. Bid for fiction and non-fiction books funded by Crockett Budget allocated to Crieff library.</p> <p>English Department will create a 'reading space' in the Faculty break-out area.</p>	<p>Increased number of N5 Literacy presentations for session.</p> <p>To achieve accreditation.</p> <p>Wider achievement secured for Senior Phase pupils.</p> <p>Improved parental links / engagement. Parents / carers more willing to seek advice and strategies on supporting literacy at home.</p> <p>New reading materials will be available to Departments.</p> <p>Baseline staff audit taken May '23.</p>	<p>S Rennie</p> <p>T Kearns S Rennie M McIntosh</p> <p>T Kearns</p> <p>S Rennie T Kearns</p> <p>T Kearns</p> <p>T Kearns S Rennie</p>	<p>Review of purchases and use June '24</p> <p>Reviewed in June '24</p> <p>End Session '24.</p> <p>Review of progress December '23.</p>	

<p>Attainment in Literacy and Numeracy will continue to improve.</p>	<p>Numeracy 'I can' success criteria statements for L2 – L4 Numeracy Benchmarks for distribution to staff.</p> <p>Approved a whole school numeracy booklet format to be made available to staff/pupils/parents and on school website. Accompanying videos to support the booklet.</p> <p>Continue professional reading around the subject of numeracy/maths anxiety and how to support it.</p> <p>Offered 'drop in' numeracy CLPL sessions at lunchtimes to give advice and discuss teaching approaches.</p> <p>Maths Department reordering new BGE course in line with feedback from other departments about what they wish was covered earlier/concurrently with their subjects.</p>	<p>Distributed to PTCs and to the Support Department. Impact will be discussed and QA'd during SIG meetings.</p> <p>To be distributed to all staff and to those young people where challenges around Numeracy has been identified by Maths Department, ASN or ISP. Offer of parental support to those young people. A record to be taken in session 23-24 to create a benchmark of engagement around this resource.</p> <p>Record of number of views and seek pupil and parent voice.</p> <p>Staff have attended CLPL and sought advice from PTC to support the teaching of the responsibilities for all.</p>	<p>J Knak SIG</p> <p>SIG</p> <p>J Knak</p> <p>J Knak Mathematics Staff</p> <p>All staff when required.</p>	<p>End Session '24.</p> <p>Ongoing discussion throughout the year.</p> <p>ACEL uplift in June '24</p>	
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<p>Tracking and Monitoring Leadership, Citizenship and Wider Achievements</p>	<p>Globalbridge CHS to be a pilot school for Scotland. This EdTech platform provides a single digital platform through which young people can showcase themselves beyond examination results / course awards and connect with future careers and education opportunities.</p>	<p>This aligns with Hayward report of a Personal Pathway and digital profile for all learners. All young people to have access to the platform by end of session '24.</p>	<p>L Prince G Aitken G Duncan J Petrie</p>	<p>Review of Legal Process and progress by PKC by end of August '23</p>	
<p>Work Experience</p>	<p>Work experience week identified as w/b 25.9.23.</p> <p>New DYW Coordinator to be in post in Autumn Term '23.</p>	<p>To increase from the 61% of the S4 year group that attended work experience placements in Sept '22.</p> <p>Increase male participation from 51%. Female was 71%.</p> <p>Improve with targeted support the % of Acorn 4/5 attending work experience placements.</p> <p>S5/6 will be offered bespoke work experience to support their destination planning. Not to be restricted to any one week.</p>	<p>New DYW Coordinator</p>	<p>Progress review by L Prince in Sept '23. Support has been offered by M Young of PKC until new appointment made.</p>	