# 2021-22 Cluster Improvement Plan - Braidhurst

| IMPROVEMENT PRIORITY: | | | | | |
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| **Person(s) Responsible** Who will be leading the improvement? | | | | | |
| **HGIOS/ HGIOELC Quality Indicators** | **PEF Interventions** | **NIF Drivers** | **NIF Priorities** | **Education and Families Priorities** | **Developing in Faith/ UNCRC Article(s)** |
| 1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning Teaching and Assessment 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement | 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership | School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information | School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information | Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing; | Article 28 – right to education Article 29 – goals of education |

| **Outcome(s) / Expected Impact** Detail targets, %, etc. (Establishments should insert their own measures) | **Tasks/ Interventions to achieve priority** | **Measures** What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) | **Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints? | **Progress Updates** |
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| Targeted numeracy interventions implemented for identified pupils to raise attainment and achieve levels across the cluster by June 2022 Raise attainment in reading and writing by using ACEL data to identify targeted groups of pupils who have not achieved levels by June 2022 | BBT and CST to identify and provide appropriate interventions using ACEL data for targeted groups of pupils. All schools will make use of the Education Scotland – Learning Hub. CILL, CST and BBT to meet with HT to identify groups of pupils and agree appropriate interventions termly using ACEL data Short life working group – CST, BBT, numeracy champions to meet twice a term BBT and CST to work with key staff in schools to develop shared understanding, model and participate in classroom lessons, activities and peer observations | Pre and post assessment data An increase in achievement of levels across the cluster Pre and post assessment data, improved attainment and achievement of levels of identified pupils An understanding of reliable robust data and evidence to match planned assessment Peer observation feedback Increased staff confidence Change in classroom practice in delivery of numeracy | Checkpoints Nov 21 and Feb 22 Evaluation June 22 | |

| | 2 meetings per term focusing on identified area of need | | | |
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| A shared understanding of all levels across the BGE in literacy and numeracy by implementation and participation of moderation and assessment activities within and across clusters | Assessment and moderation calendar with identified activities and shared pieces of work through session 2021 -22 | Teacher discussions with colleagues in relation to constructive feedback and understanding the standard/Benchmarks for each level.<br><br>Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time. | | |
| A shared understanding and vision is established for integrated partnership working which places positive outcomes for all children and families at the centre. | Analysis of SDQ data to identify need at universal, additional and intensive level.<br><br>CILL to meet regularly with HT to identify additional and intensive supports and allocate cluster supports efficiently<br><br>Regular integrated wellbeing teams to strengthen relationships and understanding key roles each agency plays in supporting Vulnerable Pupils and families. | Evaluations from all cluster stakeholders<br><br>Tracking and monitoring impact of cluster interventions using pre and post data<br><br>Tracking and monitoring outcomes from integrated wellbeing team meetings | checkpoints November 21 and May 2022 Evaluations June 22 | |
| Improved partnership working to improve early intervention and prevention by strengthening universal supports in mental health and wellbeing and reducing onward referral to intensive services | Identify appropriate pupils to participate in Volunteering Matters pilot project for young people to support early intervention and participation in community life.<br><br>CILL to co-ordinate supports on funding from community mental health and wellbeing fund in partnership with third sector providers and schools.<br><br>CILL to work with Education Psychologist and partner agencies to develop logic model to establish success criteria of interventions<br><br>CILL to facilitate workshop by VANL to develop a shared understanding of directory of supports across the cluster | Children and families have access to early intervention to support wellbeing<br><br>Pre and post intervention evaluations<br><br>Improvements in attendance/engagement in learning and improved health and wellbeing<br><br>Develop system to track referrals to SW, CAMHS and CLD | Ongoing review and evaluaiton | |
| Robust arrangements are in place to support progressive high quality learning for children who are unable to attend school. | Digital Pathfinders Teachers will work across the cluster to support:<br><br>Equity of access to technology and connectivity for children young people and families.<br>Promote and familiarise staff with new Digital school/Virtual classroom materials. | Audit of digital access for all families. Request device and deploy to identified families through NLC.<br><br>Staff engage in ongoing CLPL related to digital learning and teaching. | | |

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| | CLPL ongoing for digital learning.<br><br>Review contingency planning for high quality blended learning approaches. | Pre and post staff self-evaluation of training and awareness of digital resources available.<br><br>Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning. | | |
| **Resources**<br>Please include costs and, where relevant, state where cost is being met from.<br>Digital School, Building Back Better research and Education Scotland Guidance<br>Assessments cost (if identified)<br>CLPL, Learning Hub | | | | |
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