QAHS Improvement Priorities 2021/22
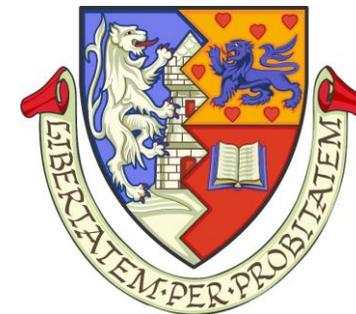
1. Learning & Teaching

- Develop pupil understanding of why and how we learn
- Embed digital pedagogy to support flipped learning
- Professional learning programme using observation

2. Health & Wellbeing

- Focus on literacy and numeracy in S1 and S2
- Supporting good mental health and emotional wellbeing: CAMHS Workshops, PSE Review, SQA Mental Health Award for S3/4, Mental Health Awareness Week, Seasons for Growth, We Need To Talk, Mentors in Violence Prevention, Pupil Peer Mentor Support Group, Door Club, LGBT Youth Scotland Gold Award, RRSA Silver Award, and QAHS Equality Network.

- Professional learning programme focussed on leadership within Pupil Support

Queen Anne High School

2021-22 School Improvement Plan

QAHS Improvement Priority 1: Learning and Teaching

National Improvement Framework (NIF) priority:	**How Good Is Our School (HGIOS4) Quality Indicators:**
- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged young people - Improvement in young people's health and wellbeing - Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.1 Self-evaluation for 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, 2.1 Safeguarding and Child Protection, 2.2 Curriculum, 2.3 Teaching, Learning and Assessment, 2.4 Personalised Support, 2.5 Family Transitions, Transitions, Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement, 3.1. Increasing Creativity and Employability.

Focussed Priority 1(a): Develop pupil understanding of how and why we learn within S1 & S3 English. Focused approach using questioning and feedback as a key component of how we learn.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
- Young people will have an increased awareness and understanding of how well-planned pedagogy by their teachers can help them learn and support an overall greater depth of learning. For example: starter tasks or planned questioning linked to prior attainment within a lesson. - Young people will be able to make connections between pedagogy and understanding why a particular pedagogical approach is being used.	Target specific cohorts of young people within S1 & S3 English classes following initial data collection. The cohorts will be reviewed after approximately 3 months. Following final data gathering and the determination of conclusions it is hoped that this could be extended to other cohorts of young people within the school.	G. Dodkins & K. Wood will lead a small group of staff to support across classes within the English Department. I. Macdonald & R. Mackenzie will support and mentor.	1. Scaled Survey of pupil understanding. Data comparisons across the review periods to evaluate trend data. Depending on cohort size it is hoped that quantitative data will show a 25% improvement. 2. Pupil & staff questionnaires. Focus on specific responses to evidence success in young people's understanding of how pedagogy can support learning. 3. Analyse attainment data within the cohort: Look at P7 SNSA progression data to S3 for the whole year group and also the target cohort to explore any interesting outcomes.	Data Gathering and review at 3 stages: 1. August 2021 – Initial Data gathering 2. November 2021 – Review and collation of data 3. April 2022 – Final data gathering and conclusions.

			• <mark>Baseline scores from 'Readingwise' before and after?</mark>	
• Young people can model this to support their own revision techniques and learning.				

Ongoing Evaluation

Focussed priority 1(b): Further develop and enhance the use of digital pedagogy tools to support a flipped learning model within the classroom.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
• To further develop young people's digital skills and use of digital technology to support learning. • Use of Teams to create a flipped learning model that will support both teachers and pupils within the classroom and be sustainable. Buffer to potential disruption. • Clear understanding by all of what a flipped learning model is within a digital context and why it's of benefit. • Staff professional development to further enhance the L&T experience within the classroom through the use of a range of digital tools.	Development of digital literacy programme for S1 pupils to ensure baseline competency in use of Teams, Glow and OneNote. Professional learning programme. Continued support for staff to engage in training sessions/webinars on the use of different digital tools within the classroom. Collaborative working with the L&T Strategic Group to support development of digital pedagogical approaches.	Digital Working group & Sarah Clark (MIE Fellow) N. Copland will lead and facilitate the Digital Working group in co-ordinating the Professional Learning programme involving MIE staff. Digital working group to link with L&T strategic group. Responsibility of all staff.	1. Pupil questionnaires before and after programme to assess impact. 2. Increase the number of staff with accredited Microsoft Innovative Educator status by 20%. 3. Positive evaluative feedback from staff engaging with professional learning. Follow up with staff to gather evidence of impact and use within classroom. <mark>Pupil evidence of impact?</mark> 4. Evidence collated from learning observations	S1 pupil evaluation/audit in Aug/Sept 2021 & May 22 Staff evaluation of PL to take place in Oct 2021 and again in April 22. 20%+ increase in staff MIEs by end of April 22. Pupil evaluation about flipped learning approach Feb 22 Staff evaluation re flipped learning approach Feb 22

Ongoing Evaluation

Focussed Priority 1(c): Develop a new professional learning programme enabled through learning observations				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence)*	**Timescales**
• Focus on learners and the learning that is being undertaken within the classroom to drive professional development. • Link to digital literacy and its impact on learners and learning. • On-going development of teacher confidence through the use of model B as detailed within the strategic actions planned.	Develop the Learning Observation Programme in-line with the school calendar with two models for staff to opt in to: Option A – Departmental Observations co-ordinated at department level by PTC/PTs Option B – Staff opt into a voluntary whole school programme working with a focus group of volunteer staff from the L&T Working Group. This model will be based on a coaching approach with targeted pedagogical areas for development and is targeted at enhanced professional development.	I. Macdonald will facilitate Option A working alongside PTC/PTs and link DHTs. Pupil PLT L&T Captain (E. McKenzie) to lead pupil evaluation I. Macdonald & R. Mackenzie will facilitate Option B.	Option A: Departmental evaluation using HGIOS4 QIs. Faculty pupil survey: linked to the Pupil Leadership Team (PLT) Captain with responsibility for L&T using 'wee HGIOS' Option B: Staff evaluation using HGIOS4 QIs and updated GTCS standards. Learning observation feedback. Pupil survey linked to the areas of pedagogy being developed and led by the Pupil PLT L&T Captain using evaluation from 'wee HGIOS'.	Option A: As per the whole school calendar. Review process to gather evidence and data prior to learning observation 1. Collation of evidence and data following the final round of learning observations. Option B: Timescales will be agreed with the volunteers engaged in the programme.
Ongoing Evaluation				

Focussed Priority 1(d): Develop a new Curriculum Rationale				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence)*	**Timescales**
• To develop a rationale that relates to the QAHS values, SIP and totality of the curriculum. It will underpin all decisions regarding: staffing, choice of courses, timetable structure and priorities, promoted post structure, school calendar…	The Curriculum Sessions in session 2020-21 with Education Scotland will form the foundation of this work along with HGIOS4. All stakeholders will be involved to ensure it is a genuine reflection of what we stand for in QAHS. The School Captains and PLT should have a significant role to influence this and will be fully involved. Initial identification of what makes QAHS unique will be the starting point.	IMacdonald & RMcFarlane: alongside PLT, staff focus group & Parent Council/focus group	• Concise QAHS Curriculum Rationale presented as a graphic/poster, but fully underpinned by a more extensive, detailed explanation. • Evaluated by all stakeholders for understanding and clarity.	Draft: Dec 2021 Finalised: Feb 2022
Ongoing Evaluation				

QAHS Improvement Priority 2: Health & Wellbeing

National Improvement Framework (NIF) priority:	How Good Is Our School (HGIOS4) Quality Indicators:
- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged young people - Improvement in young people's health and wellbeing - Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.1 Self-evaluation for 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, 2.1 Safeguarding and Child Protection, 2.2 Curriculum, 2.3 Teaching, Learning and Assessment, 2.4 Personalised Support, 2.5 Family Transitions, Transitions, Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement, 3.1. Increasing Creativity and Employability.

Focussed Priority 2 (a): Focus on literacy and numeracy

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence)*	Timescales
- To increase the reading age and confidence levels of targeted group of S1/S2 pupils in both numeracy and literacy. - To increase accessibility to the BGE curriculum by improving confidence and skills in reading, writing and numeracy.	Addition of an ASN classroom appropriately equipped: literacy/numeracy support materials… 'Reading wise' literacy resource to be consistently used by English and ASN. Additional ASN teacher appointed to enhance support. Targeted cohort will access this support instead of their Modern Languages. Pupils will be identified from P7 SNSA data & intel from associated primary schools.	C. Walker: PT ASN Pupil Support Teachers Maths & English teachers	Baseline assessments and ongoing monitoring will evidence impact of the intervention as regards progression. Target: to meet as a minimum 3 yr trend data for CfE levels. Data already received from associated primaries would indicate an increased number of young people with lower levels of literacy and numeracy potentially as a result of disrupted learning resulting from C-19. This is a COVID recovery priority.	October 21 & March 22
Ongoing Evaluation				

Focussed Priority 2 (b): Supporting good mental health and emotional wellbeing				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence)*	**Timescales**
• Ensure good mental health and wellbeing is high profile in all aspects of school life. • Develop a wide range of interventions to support targeted pupil cohorts specifically those most impacted by C-19 disruption. • Respond to the outcome of the SHINE mental health survey and support the key areas.	Review of PSE programme: to ensure it is more streamlined and accessible to pupils and parents. Full mapping Es and Os and taking account of national review. Will also take cognisance of SHINE feedback to better support mental health.	D Davie & GPTs PLT to be involved	Young people and GPTs positively evaluate PSE programme and use scaled evaluation of improvement to provide quantitative data.	Review Oct 2021 & April 2022
	Introduction of SQA Mental Health First-Aid SCQF L4/5 for S3/4 pupils: Will be delivered in units via PSE by GPTs	D Davie & GPTs PLT to be involved	All S3/4 pupils will complete SCQF level 4/5 units and/or whole award by end of S4.	May 2022
	Coordinate a pupil targeted mental health awareness week to highlight mental health issues and raise awareness of ongoing activities. This will be linked to learning and achieving 'personal best' in all aspects of life. Learning experiences that promote mental health and social aspects of learning/skills will be identified.	DD & Pupil Leadership Team	Success will be measured by the range of activities on offer and pupil qualitative evaluation of impact.	==May 2022?==
	Coordinate a staff targeted mental health awareness event. This will coincide with the national mental health awareness week and the pupil week.	J Baillie	Success will be measured by the range of activities on offer and pupil qualitative evaluation of impact.	==May 2022?==

	Seasons for Growth: 8-week sessions will run for pupils experiencing significant bereavement, loss, or change. Small groups of pupils will be supported with strategies to support their mental health and build resilience, whilst developing peer support networks and self-worth.	3 GPTs have been trained as Seasons for Growth 'companions': D Davie, C Masson & P Macdougall will lead pupil sessions.	Target S2. All S2 pupils to receive input.	
	We need to talk: Sessions will have a particular focus on the changes, transitions, and challenges that young people can experiences throughout life and the anxiety, anger, and uncertainty that they can feel as a result. Flexibility to tailor sessions to issues as they arise. S1 pupils identified for a variety of reasons (non-engagement, behaviour, and low self-esteem) will access a weekly session led by a Pupil Support Teacher. Target cohort S1 boys (8-10) with high numbers of referrals - most likely of offending. Lack of resilience. 1ppw.	GPTs	Attendance at sessions monitored.	Ongoing
	Mentors in Violence Prevention: Programme relaunched - Senior Peer Mentors trained to deliver sessions to BGE pupils. All bullying and all forms of hate crime.	LMartin & CBlyth	PLT evaluation and those being mentored.	Dec 2021
	QAHS Peer Mentor Support Group: A mental health support initiative run by the Pupil Leadership Team providing an	L Martin & PLT		

	alternative support structure for all pupils.	e-mail address established		
	Achieve LGBT Youth Scotland Gold Award		Achievement of Award	March 2022
	Achieve RRSA - Silver Award		Achievement of Award	March 2022
	Creation and development of the QAHS Equality Network and associated branding.	L Martin, L Duff & K Wood L Martin & K McCain L Martin		

Focused Priority 2 (c): Professional learning programme focussed on leadership within Pupil Support				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence)*	**Timescales**
• Enable a group of volunteer staff leadership opportunities in Pupil Support. It is hoped this will support professional development leading to an enhanced experience for young people, but will also better prepare staff moving into promoted posts within Pupil Support.	All PTGs will engage in this professional development and all other staff will be provided with the opportunity to volunteer in a QAHS leadership programme which will focus on aspects of the role of a PTG/named Person. The programme will involve a series of workshops primarily delivered in QAHS Communication Strategy time. This is an intensive programme and will include: 10 x 1hour sessions delivered by CAMHS with a focus on mental wellbeing and	J. Main will coordinate with PTGs and partners	• Staff evaluate the programme positively with regard to increased awareness of legislation and relevant protocols. A scaled evaluation will be used to generate quantitative evidence of improvement.	Programme will run on Tuesday ASN/SEBN Communication Strategy sessions and Thursdays for the CAMHS input (15.15 – 16.00) Evaluation in Oct 21 and again in Feb 22

• Develop a greater understanding of the nurturing and child centred approach from our Pupil Support Team. • Increased awareness of relevant legislation and also local and QAHS protocols. • Clear understanding of the importance of importance of safeguarding and child protection as a priority.	anxiety. Our link Educational Psychologist will also deliver a range of workshops to provide coaching strategies to enable this team of staff to support a targeted group of young people across the school. A target cohort of young people will be identified (care experienced as a priority) and the volunteer team of staff will be matched to pupils to take on a coaching role where appropriate and will work alongside the PTG.		• Young people being coached evaluate the input as beneficial to them: qualitative evidence.	