

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2023-2024

School: St. Joseph's College Dumfries

Date: June 2023

SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Strengthen contribution to leadership of staff at all levels to increase pace of improvement.	All stakeholders understand the vision and values and how they underpin all aspects of the school's work. The pace of change is appropriately managed. Improvements are evident in learning and teaching, course development and improved experiences for young people.	• Streamline current vision statements with stakeholders. • Increase the involvement of young people, parents, staff and partners in shaping the strategic direction of the school. • Share effective faculty practice. • Support staff more consistently through professional learning across all faculties. • Ensure the Pupil Council takes a more active role in leading change across the school. • Involve partners more regularly in agreeing clearer targets and develop a consistent approach to joint planning and evaluation.
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
All	School Improvement Teacher and Practitioner Professionalism Parent/ carer Engagement	1.3

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
B Jones (HT)	Time during Inset days After school meetings as per the School Calender / SWTA Faculty/ Department meeting time Additional time allocated to staff as appropriate	DSM Budget to provide supply cover for staff involved in leading improvements	June 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Engage the Pupil Council, Parent Council and wider parent forum in review of vision and value statements as well as in the development of policies.		All	

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Continue to raise the attainment of targeted groups of young people at all stages.	The attainment of targeted groups of young people at all stages is raised. Parents/ carers feel more engaged in their child's education.	• Develop a formal system to identify which groups of learners may require targeted support to be more successful in their learning. • Improve the tracking and monitoring of pupils with additional needs. • Faculty heads should ensure that all teachers discuss with young people their progress and what they need to do to improve. • Improve further communication and engagement with parents including improvements to the school website.

NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvements in attainment, particularly in literacy and numeracy. Closing the Attainment Gap Between the Most and Least Disadvantaged Children and Young People		Curriculum and Assessment Parent/ Carer Engagement Performance Information Teacher professionalism	2.3, 3.2	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date	
K Butler (DHT)/ K McPhillips (DHT)	Faculty/ Department meeting time Additional time allocated to pastoral care/ pupil support staff as appropriate	PEF funding to provide additional numeracy and literacy teachers (0.4 fte each), additional resources and participation costs in various events	June 2024	
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Engage parents and learners in improving the school website. Involve young people and their parents more in agreeing supports to promote better levels of inclusion.		All		

School Priority /Improvement Area		Outcomes for Learners/School Community	Key Tasks
Collaborate to share effective approaches to monitoring young people's attainment, wider achievements and skills development.		All young people are in a position to move on to a positive destination on leaving school.	• Share effective practice in moderation activity across the school. • Increase opportunities for outward-looking moderation activities. • Engage staff in effective professional learning related to DYW priorities. • Promote the world of work more actively with young people. • Embed DYW priorities into curriculum planning, learning and teaching and support for young people. This should include employability skills, Career Management Standards and Career Management Skills. • Develop an overall strategy for using local and national information and data to help curriculum design and content.
NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
Improvement in employability skills, and sustained, positive school leaver destinations for all young people.		Performance information Parent/ carer involvement and engagement Teacher and practitioner professionalism	3.2, 2.7, 2.2
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
K Butler (DHT)/ A Belille (DHT)	Time during Inset days After school meetings as per the School Calender / SWTA Faculty/ Department meeting time	DSM Budget for supply costs	May 2024

	Additional time allocated to staff as appropriate.		
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Provide information on DYW priorities and the world of work to parents and learners through weekly bulletins, parents evenings, social media and the school website. Engage parents in offering their own knowledge, experience and skills during school careers events.		All	

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Improve young people's health and wellbeing and ensure young people's specific needs are supported well.	The health and wellbeing of all young people is improved. All learners needs are well supported by a range of staff and strategies.	• Include young people in a refresh of the school values. • Plan possible solutions to ensure young people feel safe on campus during social times, including during inclement weather. • Develop a whole school strategy to promote health and wellbeing. • Increase leadership opportunities for pupils across all age ranges. • Increase contact between pastoral care staff and learners. • Review and enhance input on mental health in the SE programme across all stages. • Increase professional learning opportunities in aspects of health and wellbeing. • Organise professional learning in relation to targeted and universal support. • Closely monitor the support given to young people with additional support needs. • Evaluate the impact of P7/S1 transition programme. • Clarify the processes for responding to discriminatory incidents. • Ensure all young people receive appropriate support when making course choices in S2. • Work towards achieving Rights Respecting Schools Bronze Award.

NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in children and young people’s health and wellbeing.		School leadership Parent/carer involvement and engagement		3.1	
Responsible/Lead Person	Time Allocations		Funding – including PEF		Expected Completion Date
K McPhillips (DHT Personal Support for Pupils)	Time during Inset days After school meetings as per the School Calender/ SWTA Faculty/ Department meeting time Additional time allocated to staff as appropriate		DSM Budget for supply cover costs PEF Funding to provide additional Learning Assistant hours and additional ASN teacher time		March 2024
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion		
Invite parents/carers to their child’s appointments with SDS officers and Option Choice meetings. Involve parents and learners in policy development related to health and wellbeing and mental health strategies.			All		

School Priority /Improvement Area		Outcomes for Learners/School Community	Key Tasks	
Framework for Inclusion		Have a clear understanding of areas of strength and those to be developed.	- Identify Inclusive Practice lead - Lead to attend Nurture training - Whole staff Inset session on Nurture approaches - Complete self evaluation/ reflection - Identify further training/ next steps	
NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Placing the human rights and needs of every child and young person at the centre of education.		School Improvement Teacher and practitioner professionalism Parent/ carer involvement and engagement	1.2, 1.3, 2.4, 3.1	
Responsible/Lead Person	Time Allocations	Funding – including PEF		Expected Completion Date
K McPhillips (DHT)	3 days Nurture training ½ day Inset whole staff Nurture training DHT/PT Pupil Support time (Term 2)	Central funding		March 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Self-evaluation and reflection – Parent/ Carer and Pupil Voice		All		