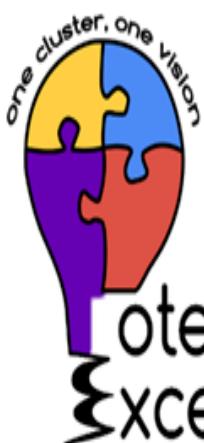


BRAES HIGH SCHOOL – IMPROVEMENT PLAN 2022/23

Our Improvement Plan is incorporated within the Cluster Improvement Plan, relating to the cluster vision of:

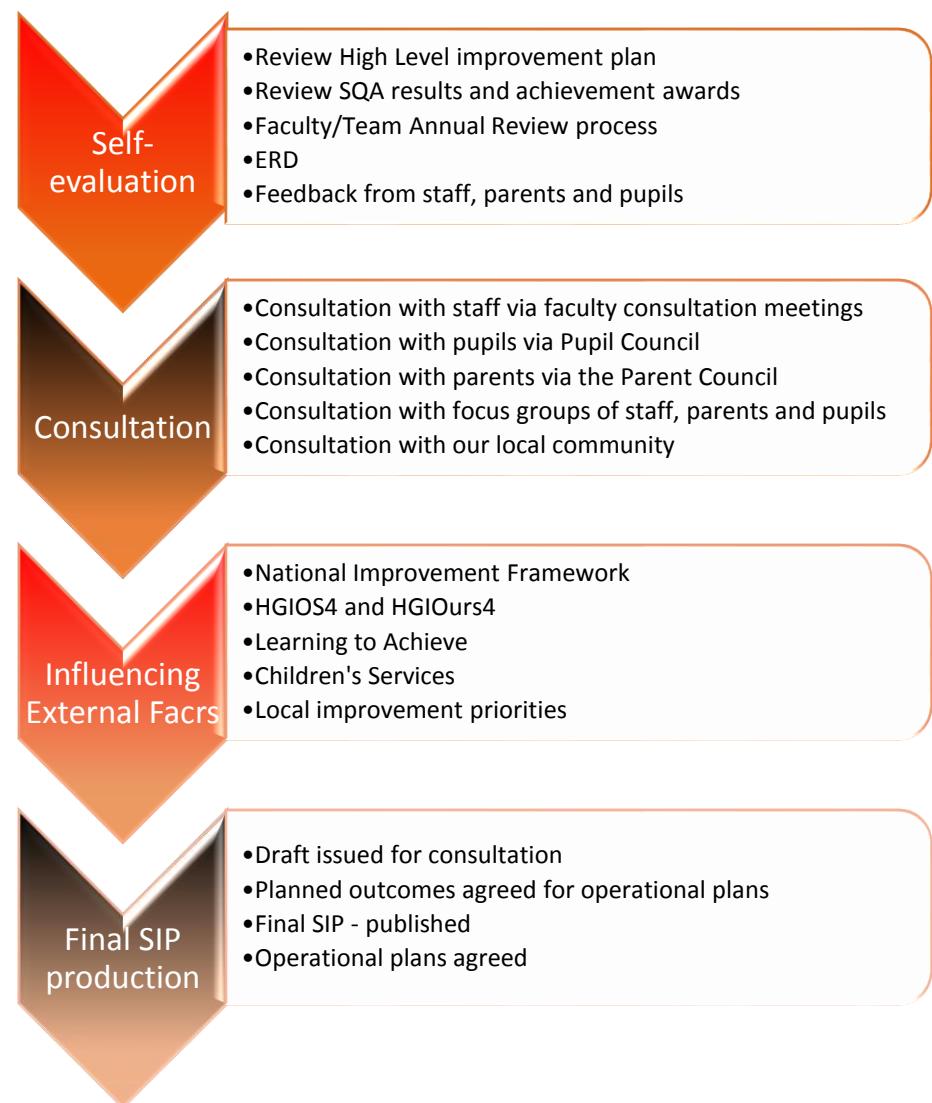
One Cluster, One Vision – potential and excellence. Our cluster is one which is both aspirational and inclusive, forward looking yet mindful of each school's individual character. Encouraging and nurturing, our cluster promotes innovation and resilience through co-operation and collegiality. Improved learning outcomes for all is our goal, as we all lead learning.



Potential &
Excellence



SCHOOL IMPROVEMENT PLAN 2022/23



GETTING IT RIGHT FOR EVERY CHILD

Rationale

Braes Cluster – One Cluster, One Vision

At the heart of **Curriculum for Excellence** lies the entitlement of young people to a curriculum experienced as a “coherent whole”, with an emphasis on “smooth and well-paced progression” for pupils, facilitated by planning in partnership (Building the Curriculum 3, Education Scotland, 2008, p.14). In line with the vision of Falkirk Council’s **Learning to Achieve**, Braes Cluster seeks to plan and deliver for our young people “enjoyable, challenging experiences” which allow all pupils to “work to their full potential”. Utilising the key documentation of the **National Improvement Framework** and **How Good is our School 4?** to identify that “strong, effective partnerships” are the “key to future improvement”, Braes Cluster is developing a vision to build towards excellence and equity in the learning experiences of all our young people.

Aims

Braes Cluster schools have collaborated to identify the key drivers informing this integrated approach to improvement planning. These include:

- The analysis of data outlining pupil progress across the 3-18 experience within our cluster
- Consistency, excellence and equity in the learning experiences of our young people
- A clear and shared rationale to inform our approach
- Looking forwards and outwards to inform our progress
- Continuous improvement and raised standards

The individual circumstances, characters and needs of individual schools within our cluster are not overtaken by this approach. Rather, our collective capacity for continuous improvement is bolstered by working together to reduce duplication, overcome practicalities, and to share resources and expertise. An inclusive approach, involving all staff is crucial to this approach, as is clear communication with pupils, parents/carers and partners.

The Braes High School Improvement Plan is fundamentally linked to the Cluster Improvement Plan.

Our key priorities – Session 2022/23

(Priorities for session 2021/22 are influenced by our continued commitment to our cluster improvement agenda, our long term aim to positively impact on the learning journey of our pupils and families but also in light of the ongoing Covid-19 situation and the subsequent recovery planning therein)

1.	Further improving outcomes for all learners – wellbeing, equality and inclusion.
2.	Further improving our learning provision.
3.	Further enhancing our leadership and approach to improvement.

Section 1 - Further improving outcomes for all learners – wellbeing, equality and inclusion				
What is our aim?	Why have we identified this as a priority?	Identified and generated by?	SMT Accountability	What outcomes do we want to achieve?
<p>a. Continued focus on health and wellbeing, with specific focus on mental health and resilience building SI/PIE/CA</p> <p>Further develop staff and pupil understanding of and engagement with all aspects of the health and wellbeing indicators SI/PIE/CA</p> <p>Improve attendance across school community.</p>	<p>The ongoing impact of the pandemic on all within our school community, particularly in terms of mental health and wellbeing continues to be a focus nationally and locally. Reinforcement of the significant work completed last session is essential.</p> <p>Identified by all stakeholders – Parents, Staff, Pupils and the wider SIP focus groups</p> <p>While mental health continues to be a focus, it is important to engage with the broad HWB indicators to support our young people, families and the wider community.</p> <p>Identified by staff and within HMIE feedback</p> <p>High level of attendance in school is closely linked to continued achievement and attainment. We</p>	<p>JW</p>	<ul style="list-style-type: none"> - a clear pathway of supports accessible for young people in Braes High School - strong awareness among pupils, parents/carers and colleagues of the supports available - evidence of members of the school community being well supported in maintaining positive mental health and wellbeing across all indicators - Re-launch of positive attendance strategy 'Be Here and Be the Best' to promote impact of positive attendance <p>Measureable outcomes</p> <ul style="list-style-type: none"> - Ongoing maintenance and enhancement of Braes Brightside - Creation and launch of Braes Wellbeing strategy and pathway - Completion of HWB survey (3 times in session) - Record of HWB survey results to analyse overall wellbeing indicators and identify general trends and individual concerns. - Formation of cluster HWB working group <p>Whole school attendance figure >94%</p>	

	<p>want to refresh and relaunch our positive attendance strategy, providing regular and consistent messaging about attendance to pupils, parents and carers.</p> <p>Identified by SMT and Pastoral team</p>		
<p>b. Continue to develop our pedagogical approaches including further development of feedback, differentiation and skills development. Focus on specific pupil cohorts to maximise potential</p> <p>PI/SI/CA</p>	<p>Research shows that Teacher Efficacy remains one of the leading factors for impacting positively on pupil progression and attainment. (Hattie). Feedback from pupils highlights the importance of effective learning and teaching methodologies as an area for further development for our teaching staff.</p> <p>Analysis of Insight data indicates that we have strengths to build on in further achieving excellence and equity in attainment and achievement.</p> <p>Continued to strengthen our tracking and monitoring systems for our O&U groups across all years to offer timely interventions to ensure all pupils have an equitable experience of education and positive outcomes.</p> <p>Closing the attainment gap between least and most deprived young people is a national improvement framework priority</p> <p>Identified by SMT and dedicated Onwards and Upwards team and Parent focus groups, pupil SIP focus groups</p>	<p>MC/DI/JW</p>	<ul style="list-style-type: none"> - analysis of where, and in what ways, are supports required to support our young people's learning across all year groups - supports developed and in place to enhance experiences and outcomes for all year groups - parents/carers aware of and able to contribute to these supports - young people confident in their learning and progressing in line, or better with their courses - Clarity of learning intentions and success criteria - Emphasis on effective feedback and focus on Active Learning approaches - Staff further engaged with Active Learning methodologies including AfL strategies and principles – evident in learning and teaching in classes - Further improved pupil engagement in classes leading to further improved attainment and achievement - Greater emphasis on quality feedback to move learner forward – impact visible through further improvement in attainment - identification of young people for whom targeted interventions are required to maximise their attainment potential - interventions developed and in place to enhance outcomes for the identified young people - identification of young people affected by poverty for whom targeted support strategies are required to maximise their attainment potential - interventions developed and in place to ensure equity and enhance educational outcomes for young people affected by poverty - improve tariff points for pupils in SIMD 1-3 - 100% of our young people to achieve 5 National Qualifications by the end of S4 <p>Measurable outcomes (O&U)</p> <ul style="list-style-type: none"> - FME entitled and SIMD 1-4 pupils identified in each year group and shared with staff - Through session tracking and monitoring record for each year group - Improved attendance for O&U target group - Reduced exclusions for O&U target group

			<ul style="list-style-type: none"> - Minimum of 5 NQs for all S4 O&U group - Increased tariff points for S4 O&U group - Every S4 O&U pupil will achieve 5 qualifications at N4 or above - Every S3 O&U pupil will achieve 5 qualifications at N3 or above - Increase the % of O&U pupils being presented at N5 level - Reduce the number of O&U pupils being excluded <p>Celebrate and embed Creativity across the curriculum through:</p> <ul style="list-style-type: none"> - Enhancing and showcasing Creative pedagogy - Refreshed Creativity benchmarks to be displayed in every classroom - Creativity working group re-established - Creativity skill audit - Creativity skills initiative - Establish Creativity Ambassadors - Promotion of Creative Pathways
c. Continued focus on supporting pupils into positive destinations PI/SI/CA	<p>To meet the Career Education Standard (3-18) and continue to increase the percentage of young people leaving school and moving into a positive destination</p> <p>Identified by all stakeholders – Parents, Staff, Pupils and the wider SIP focus groups</p>	JW	<ul style="list-style-type: none"> - Tracking of intended destinations from BGE to influence course choice - focus target destinations for young people on their next level of learning where appropriate - Targeted PSE lessons delivered for Higher Education/Further Education/Employment & Apprenticeship/unknown destinations - at least 96% of young people into positive destinations <p>Ongoing tracking systems utilised for S4-S6 pupil destinations</p>
d. Further develop our support for families with a specific focus on equity and cost of the school day. PIE	<p>The impact of pandemic recovery and the current cost of living crisis is evident across our school community and particularly for those most in need.</p> <p>We want to improve communication, increase uptake of the supports already in place and look for opportunities to provide further support to our school community, including helping our families support the learning of their young people, so that everyone feels part of our community, has access to the same</p>	JW	<ul style="list-style-type: none"> - Increase engagement with home learning via Braes on Screen and Braes Bites (You Tube) - Formation of cluster COSD pupil working group <p>Measurable outcomes</p> <ul style="list-style-type: none"> - 100% of Braes teachers aware of hidden costs in the classroom and addressed with support of O&U - 100% of our Faculties engaging in at least one family learning event ensuring the session. - Increased % parental engagement with parents evening through year lead and digital support

	<p>opportunities and has whatever they need to succeed.</p> <p>Identified by parents/carers, O&U team, authority income maximisation office</p>		
<p>e. Continued focus on Celebrating Success across our school community.</p> <p>PI/SI</p>	<p>To continue to grow and develop our approaches to celebrating success across the school. Allowing all pupils achievements to be celebrated.</p> <p>Continuing to utilise our achievement database, build/enhance existing practices and continue develop our approaches to awards ceremonies</p> <p>Identified by all stakeholders – Parents, Staff, Pupils and the wider SIP focus groups</p>	JS/KS	<ul style="list-style-type: none"> - Analysis of achievement database data to celebrated varied pupil success. - All pupils have at least one meaningful achievement listed within the database. - Use stakeholder feedback to further develop approaches to awards ceremonies. - Pupil and staff working group re-formed to continue to build on our approaches. - School website and social media platforms further enhanced to have a more consistent approach to celebration of success. - Re-engagement in community councils to highlight pupil successes within the specific communities of our school.

Priority 2 – Further improving our learning provision				
What is our aim?	Why have we identified this as a priority?	Identified and generated by?	SMT Accountability	What outcomes do we want to achieve?
<p>a. Reflection on curriculum rationale in changing context – curriculum pathways:</p> <ul style="list-style-type: none"> • S2 into S3 course choice information • S3 into S4 course refinement <p>SI/SEL/CA</p>	<p>As a school we have engaged with several strategic curriculum developments to further suit the needs of our pupils and their positive destinations post school. We feel there is a need to continue to reflect and explore this rationale to share with all stakeholders</p> <p>Identified by SMT</p>	JS/DI	<ul style="list-style-type: none"> - -a refreshed an updated curriculum rationale, shaped by and shared with stakeholders - refine curriculum rationale in relation to updates from the refreshed BGE narrative; COVID19; Health and Wellbeing; Digital Technologies and the recent OECD report - Further enhance flexible learner pathways to include additional SCQF qualifications - Develop pathways within the Science Faculty to further maximise pupil potential 	
<p>b. Continued refinement of current senior phase curricular provision PI/CA</p>	<p>Analysis of our Insight data suggests that we could further improve pupil attainment by offering a wider range of courses at levels 5 & 6 and maximise opportunities to recognise wider achievement</p> <p>Identified by SMT/Data Analysis</p>	JS/KS	<ul style="list-style-type: none"> - augmented and amended curriculum offer, in line with refreshed curriculum rationale incorporating opportunities such as : <p>Beyond Braes Baccalaureate Creative Thinking Award Fuel Change Scotland</p> <p>Braes Leadership and Personal Development Pathway Braes Scottish Studies Pathway Braes Religion, Belief and Values Pathway Braes Core PE Certification Strategy Braes Dance Pathway Braes Mental Health Accreditation Programme Achieve SCQF Ambassador accreditation to promote additional learner pathways and opportunities Map out learner pathways and SCQF accreditations across all Faculties</p> <p>Dedicated interactive section on website which outlines Faculty pathways</p>	
<p>c. Enhance opportunities for achievement and attainment within our broad, general education</p> <p>PI/SI/CA</p>	<p>Analysis of our data suggests that we could further improve pupil attainment by offering a wider range of opportunity in the broad general education courses at levels 3 & 4 to enhance outcomes at transition to the senior phase</p>	MC/DI	<ul style="list-style-type: none"> - shared understanding of literacy/numeracy levels for all staff - improved use of P7 literacy/numeracy data by Braes staff - staff have a greater knowledge of all pupils learning across their subjects in the BGE i.e. P7 data; SNSA and tracking data - all pupils gain SCQF Levels 3 & 4 accreditation across curriculum areas by end of S3 	

	Identified by SMT/Data Analysis		<ul style="list-style-type: none"> - - pupils gaining recognition for their BGE journey in more subjects
d. Review and refinement of current broad, general education in S1/2 PI/SI/CA	<p>In correlation to the above point and through data analysis regarding the offer of a wider range of opportunity in the broad general education courses we need to ensure the foundation work within S1/2 suits this purpose. We want to refine all aspects of learning and teaching in S1/2 to address this need</p> <p>Identified by SMT/Data Analysis</p>	DI	<ul style="list-style-type: none"> - review and refinement of methodologies and assessment approaches in S1/2 - comprehensive review and refreshment of S1 Enhancement course - approaches in the BGE begin to align more with the senior phase - - pupil confidence levels high moving from junior phase into senior phase
e. Continued development of our alternatives to pupil exclusion PI/SI	<p>High level of attendance in school is closely linked to continued achievement and attainment. Following the launch of The Bridge last session, we want to further develop our alternative to exclusion provision in conjunction with our ongoing restorative approaches in school.</p> <p>Identified by SMT/Data Analysis</p>	JW	<ul style="list-style-type: none"> - - reduced exclusion rates, both formal and informal
f. Refresh our restorative approach SI	<p>A key ingredient of our school ethos of “Building Respect and Earning Success – Be Part of it” and our approaches to restorative behaviour remains a pillar of this ethos. We feel the time is right in alignment with our Rights Respecting Schools agenda to look at refreshing and retraining all staff and pupils in Restorative approaches to behaviour</p> <p>Identified by extended management team and pastoral staff – General staff feedback</p>	JW	<ul style="list-style-type: none"> - high levels of staff confidence in restorative approaches - high levels of confidence and understanding among pupils and parents/carers of the restorative approach - - evidence of positive behaviour in lessons
g. Enhance our digital learning SI	<p>As a result of the global pandemic and subsequent “lockdown” phases nationally we are increasingly aware of the positive impact of Digital Learning as a way of developing skills and knowledge. We want to continue to develop this offer for pupils in collaboration with Connected Falkirk</p>	JS	<ul style="list-style-type: none"> - Successful 1:1 device rollout – new S1 - Positive impact of pupil experience and learning progress - Online development in improving digital pedagogy and learning methodologies from our Google Leaders - Ongoing up-skilling of staff through relevant XMA training in partnership with Connected Falkirk - Ongoing contribution to staff CPD programme - Inclusion of new Digital Passport award in the Technologies Faculty - Enhanced offering of VLE courses - Successful PC refresh to allow for implementation of Windows10

	Identified by all stakeholders – Parents, Staff, Pupils and the wider SIP focus groups		<ul style="list-style-type: none"> - Digital Creativity – enhancing digital pedagogy through relevant CLPL opportunities and a sharing good practice programme
h. Develop our environmental and sustainability educational offer SI	<p>There is a global environmental crisis and as a service education must play a pivotal role in bringing about change. We want to engage with partners in order to ensure a sustainable education system where our stakeholders take further responsibility for safeguarding future generations</p> <p>Identified by SMT</p>	DI	<ul style="list-style-type: none"> - pupils, staff, parents/carers and wider community engaged in whole-school programme - departments begin to develop learning for sustainability into courses in the BGE and Senior Phase - School to work towards award of the Green Flag
I. Further develop our RRS agenda with specific focus on our equalities agenda and building racial literacy SI	<p>Braes has been a RRS school since 2017 and was reaccredited at Gold in Jan 2022.</p> <p>Article 2 within the UNCRC states that <i>the Convention applies to every child without discrimination</i>. The Equalities group has been running in Braes since 2018 and have achieved the bronze charter award with LGBT Youth. In session 2021 -2022, C Jones attended an Inclusion course run by Education Scotland and F Malcolm was the authority's school representative on the first cohort of Building Racial Literacy run by Education Scotland. The UNCRC is in the process of becoming law in Scotland and services must show that they are acting compatibly with the rights of the child.</p> <p>Identified by SMT</p>	DI/FM	<ul style="list-style-type: none"> • Increased stakeholder understanding of LGBT+ and race experiences, solutions and rights • Training opportunities for staff • Curriculum opportunities for young people • Further embed the UNCRC through the LGBT+ group and BRL education • Continue to work at authority and RIC level on the UNCRC and BRL
j. Refresh our monitoring, tracking and reporting information in BGE and SP PI	<p>Parental feedback suggest that they would like more information regarding their young person's learning journey and how to support them</p> <p>Identified by parents</p>	MC/DI/JS	Increased parental confidence in how to support young people through their learning and clarity of supports on offer for pupils and parents

Priority 3 - Further enhancing our leadership and approach to improvement.				
What is our aim?	Why have we identified this as a priority?	Identified and generated by?	Lead	What outcomes do we want to achieve?
a. Development of professional learning collaborative, focusing on leadership and continue to develop Practitioner Enquiry approach to CLPL within the cluster (CPegs) TPP/SI/S/ELC	GTCS Standards, HGIOS4, NIF priorities and the National Model of Professional Learning all cite the importance of Practitioner Enquiry and collaboration therein as an important driver for professional development and also improving pupil progression and attainment. Research also highlights the importance of leading teacher learning and development (Robinson, Lloyd and Rowe) as a further means of effecting pupil outcomes Identified by all stakeholders – Parents, Staff, Pupils and the wider SIP focus groups including Cluster Primary colleagues	DI/JW	<ul style="list-style-type: none"> - middle leaders working collaboratively, engaging in complementary professional learning and enquiry - professional learning continues to impact practice in classrooms and pupil progression - Cross cluster approaches to further improving the learner journey through collaborative PEG group work - Primary and secondary colleagues engage in collaborative, critical conversation based within key cluster improvement drivers <p>1005 of cluster colleagues engaged in Practitioner Enquiry</p>	
b. Enhanced parent/carer and pupil participation in ongoing school improvement activity - PIE	Collaboration with the wider community and in particular with pupils and parents/carers ensures a wide coverage of areas for further development and ultimately improvement. We want to further develop our improvement agenda to include this wider school community Identified by SMT Parent feedback/SIP focus groups	DI	<ul style="list-style-type: none"> - parents/carers and pupils meaningfully involved in school improvement groups - open lines of communication and collaboration within policy making procedures 	
c. Refresh Pupil Leadership programmes S/ELC Leadership	Pupil Leadership across the school community remains an important aspect	DI	<ul style="list-style-type: none"> - increasing numbers of pupils engaged in leadership activity - pupil leadership roles agreed with all stakeholders 	

	<p>of our school ethos especially with regards to the power of pupil voice in further improving the learner journey. We want to refocus our Leadership programmes in order to further develop pupil leadership of learning</p> <p>Identified by SMT/Pupil SIP focus groups</p>		<ul style="list-style-type: none"> - increased pupil leadership opportunities in BGE - pupil leadership roles within depts. - pupil leaders engaged in Practitioner Enquiry and as part of a self-evaluation leaders group to help implement improvement of the learner journey
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Key

Each element of the National Improvement Framework is incorporated into the Improvement Plan. The key NIF drivers are permeated across the development priorities, denoted by abbreviations:



The drivers of improvement in the outcomes achieved by children and young people through education are:

• School and ELC leadership	S/ELC Leadership
• Teacher and practitioner professionalism	TPP
• Parent/carer involvement and engagement	PIE
• Curriculum and assessment	CA
• School and ELC improvement	SI
• Performance information	PI