



Renfrewshire Council Children's Services

Paisley Grammar School Improvement Plan

2022-2025

School priority 1: <i>raising attainment and achievement</i>			
NIF key driver	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	HGIOS4 QIs	3.2. 2.3; 2.2, 1.3, 1.1; 1.2; 3.4; 1.4; 2.7; 3.3
What are we going to do?			
review or change of level procedures ensuring flexibility to meet the needs of our yp. (3.2)			
further develop our ESF tracking to have an overview of pupils with ASN within the school to allow us to best support these yp to make relevant progress. (3.2)			
measure the impact of the literacy work of our transition teacher and share it more widely across the school. (1.3)			
measure the impact of the numeracy work of our transition teacher and share it more widely across the school. (1.3)			
continue to evaluate the impact of our Senior Phase Wider Achievement opportunities to ensure these remain relevant to our school community. (1.3)			
implement improved procedures to share information about achievements, eg merits, POM, spotlight on weeks, etc. (2.7, 1.3)			
develop our approach to providing work based learning opportunities to ensure there is a more bespoke offer for senior phase pupils. (3.2)			
ensure previous Columba leaders continue to be involved in leadership activities & we need to continue to develop our S3 programme. (1.2) (PEF)			
monitor the impact of literacy & numeracy interventions to ensure positive outcomes on young people, in particular on those targeted yp. (3.2) (PEF)			
continue to develop bespoke curricula for targeted pupils, including work placement opportunities. (3.2)			
provide further opportunities for ALL learners to achieve at SCQF level 5 and beyond. (3.2)			
monitor the changes we have made to learning support staff and the Hub to ensure a positive impact. (3.1)			
develop a clearer skills focus through our Citizenship opportunities and ensure learners record their skill development in the senior phase via Tutor Time/PS. (2.2; 1.4)			

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(PEF) denotes interventions/activities funded through Pupil Equity Funding

plan, implement and monitor the impact of outdoor learning opportunities across the school. (1.4)

review our curriculum to ensure we offer equity of opportunity, providing appropriate courses which allow progression and ensure our young people can move to a PSD, including the development of departmental curricular pathways docs. (2.2)

ensure accreditation for all S3 Wider Achievement Qualifications. (3.2)

School priority 2: delivering a high quality learning experience

NIF key driver	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	HGIOS4 QIs	2.3; 3.3; 1.3; 1.2; 1.1; 3.2; 2.7; 1.4
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What are we going to do?

continue to invest in CLPL opportunities to allow staff to develop effective digital learning strategies in the classroom. (2.3)

evaluate the impact of our increased use of digital learning platforms on pupils' learning and attainment (3.3) (PEF)

evaluate confidence in, and use of, digital technology and offer further support as required to staff and pupils (2.3, 3.3) (PEF)

gather feedback from parents around the impact of Satchel One. (2.7) (PEF)

further support the PRD process through developing the coaching and mentoring approaches of PTs and their role in promoting CLPL activities linked to PRD discussions. (1.2)

develop our approach to the evaluation and monitoring of professional learning activities to ensure that these positively impact on pupil learning experiences. (1.1, 1.2)

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provide all learners with the means to engage in digital learning, including all S1/2 learners having their own chromebook. (2.3) (PEF)

implement a more consistent approach to learning & teaching across the school, eg clear consistencies, teaching methodologies, 'ready, respectful, safe', etc. (2.3) (PEF)

School priority 3: promoting wellbeing

NIF key driver	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education 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 Improvement in employability skills and sustained, positive school leaver destinations for all young people 	HGIOS4 QIs	<p>3.1; 2.4; 2.1; 2.5;; 1.4; 1.1; 1.3</p>
What are we going to do?			
continue to work with our young people to monitor the implementation of our strategy for mental health and measure the impact of our approaches. (3.1/2.1)			
develop the role of Pupil Voice and gather the views of those pupils discussed at the WB meeting (3.1/2.1)			
introduce Wellbeing Ambassadors and ensure this articulates with the MVP programme. (3.1/2.1)			
continue to support the roll out and implementation of REN10 ensuring we are able to get help to families when they need it (3.1/2.5)			
ensure our yp have effective input on digital wellbeing using the consume, create, communicate resources at @Digtlearns Scot. (3.1, 2.4)			
provide Training for staff on UNCRC (3.1)			
review our support structures, ensuring resources are maximised to provide the best support to all young people. (3.1)			

School priority 4: developing effective partnerships

NIF key driver	<ul style="list-style-type: none"> ● Placing the human rights and needs of every child and young person at the centre of education ● 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 ● Improvement in employability skills and sustained, positive school leaver destinations for all young people 	HGIOS4 QIs	2.7; 2.5; 3.1; 3.3; 2.2; 2.3
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What are we going to do?

make parents aware of the range of supports available for YP to help them move on to a positive destination via digital platforms such as school websites. (3.1)
gather feedback from parents around the impact of Satchel One. (2.7) (PEF)
further improve how we share information about achievements, eg merits, POM, 'spotlight on...' weeks etc. to showcase our school values in action (2.7)
support the PC to take a more active approach to encouraging a more representative range of parents to join the PC (attendance at progress evenings, links with cluster primary PCs) (2.7)
develop and implement our digital café as a means of supporting parents and the wider community and of providing leadership opportunities for yp (2.5)
develop a partnership strategy to ensure that all involved share the same goals and that we are able to measure the impact of our approaches. (2.2)
expand the range of partners/further develop existing links with partners we work with to allow pupils to put skills they are developing into a workplace context and facilitate improved pathways for individual pupils. (2.3, 3.3, 2.7)
engage with the PGSCC strategy group and any other relevant parties to ensure two-way flow of information which can be shared with all stakeholders. (2.7)

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