

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	TURNBULL HIGH SCHOOL
Head Teacher	EILEEN KENNEDY
Link QIO	MARY KERR

School Statement: Vision, Values & Aims and Curriculum Rationale
Link to be inserted

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2023/24	2024/25	2025/26
Priority 1	How We Learn – Refining the learning experience of our young people to enhance their engagement, enjoyment and successes.	How We Learn	How We Learn
Priority 2	How We Grow – strengthening relationships and wellbeing across the school community.	How We Grow	How We Grow

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Section 2: Improvement Priority 1	
School/Establishment	TURNBULL HIGH SCHOOL
Improvement Priority 1	How We Learn – Refining the learning experience of our young people to enhance their engagement, enjoyment and successes.
Person(s) Responsible	Lorraine Thomson Clare McLaughlin Principal Teachers SAG members

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school-leaver destinations for all	Curriculum and assessment School leadership	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising Attainment and achievement	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school-leaver destinations for all

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
School Action Groups Pupil Groups – BLP ambassadors, HGIourS group members	Time – DMs, inset days, collegiate calendar, development days. Materials Partnership with CLD worker	BLOGs Information Evenings THS Teaching & Learning Community Turnbull Times
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
On-going CLPL delivered through inset Practitioner enquiry Professional Reading ES Learning, Teaching & Assessment Cycle web resource	Tracking of impact of developments on equity cohort to identify where further intervention is required.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
The learner experience of our young people is enhanced through the delivery of a refreshed BGE curriculum.	<p>On-going review of BGE courses based on the Learning, Teaching & Assessment cycle and West Partnership Assessment and Moderation Toolkit. This will be led at departmental level by PTs with a focus on planning to meet individual needs through assessment for learning and differentiation. Review to be led by PT and tasks overtaken during DMs and departmental development meetings (as outlined in school calendar).</p> <p>On-going development of literacy assessment tags</p>	<p>DM minutes Record of departmental development meetings Department Course Plans Department Self Evaluation evidence DIP Impact Statements Pupil Focus Group Q1 2.3 Pupil Survey Qu.21 – 27</p> <p>Records of moderation of LaL. Staff views and confidence levels</p>	<p>December SIP/DIP update</p> <p>Pupil Survey data (Feb)</p> <p>May SIP/DIP update</p> <p>BGE Review Meetings (June)</p>	

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	Review of AAA with a focus on use of assistive technologies.	AAA database. Staff & pupil feedback		
Pupil voice is used to shape learning and teaching practices.	<p>Departments continue to develop use of class feedback, surveys, focus groups etc to shape curriculum and inform pedagogy.</p> <p>School Pupil Voice Groups established by September weekend:</p> <ul style="list-style-type: none"> - BLP - HGlourS - QIs - Pupil Council 	<p>Department Self Evaluation evidence</p> <p>DIP Impact Statements</p> <p>Records of group meetings</p> <p>Pupil Survey Qu.20</p>	<p>December SIP/DIP update</p> <p>Pupil Survey data (Feb)</p> <p>May SIP/DIP update</p>	
BLP strategies are embedded and used consistently across the school community.	<p>Regular discussion and sharing of practice at DMs</p> <p>CLPL inserts:</p> <ul style="list-style-type: none"> - BLP (August Inset) - Learning & Teaching Conference (incorporating 	<p>DM minutes</p> <p>On-going quality assurance drop-ins by PT and SMT</p> <p>Formal observation visits (October & May)</p> <p>Inset evaluations</p>	<p>Observation summary (Nov)</p> <p>December SIP/DIP update</p> <p>Pupil Survey data (Feb)</p> <p>May SIP/DIP update</p>	

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	Improving Our Classrooms)		Observation summary (June)	
Pupils develop an increased understanding of the personal skills being enhanced through their participation in activities in and out of school.	<p>Booklet promoting school participation opportunities updated and shared with all pupils through Fresher’s Fayre, assemblies and school website (August)</p> <p>PSE lessons developed and Pastoral Care Interviews used to review information from Wider Achievement Survey (22/23) and Participation uptake (23/24) and set targets with individual pupils. (September / October)</p> <p>Wider Achievement Survey (Feb)</p> <p>Follow-up discussions (Mar/Apr)</p>	<p>Wider Achievement Survey Data</p> <p>Individual pupil skills profiles</p> <p>Wider Achievement Survey Data</p> <p>Pupil Survey Qu. 11,12 & 13</p>	<p>From 22/23</p> <p>October 23</p> <p>Feb 24</p> <p>Feb 24</p>	
Continuing development of leadership at all levels	SAGs established August 23	SAG minutes & impact statements	SIP Update (Dec)	

	<p>CLPL Programmes offered through ETP – Aspiring PT / Pastoral Care Shadowing SLT leadership Training delivered throughout session – I Fraser Consultancy</p> <p>Practitioner Enquiry (dept/ind) set up through PRD meetings – Aug / Sept</p>	<p>Staff evaluations Progression</p> <p>Staff evaluations SLT survey comparison</p> <p>Practitioner Enquiry reports</p>	<p>SIP Update (May)</p>	
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Section 2: Improvement Priority 2	
School/Establishment	TURNBULLL HIGH SCHOOL
Improvement Priority 2	How We Grow – strengthening relationships and wellbeing across the school community.
Person(s) Responsible	Lorraine Thomson Clare McLaughlin Principal Teachers SAG members

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people’s health and wellbeing	Teacher professionalism Assessment of children’s progress	QI 1.3 Leadership of Change QI 2.1 Safeguarding & Child Protection QI 3.1 Ensuring wellbeing, equality and inclusion	Placing the human rights and needs of every child and young person at the centre Improvement in children and young people’s health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
School Action Groups Pupil Leadership – CREDO ambassadors, RRSA ambassadors	Time – DMs, inset days, collegiate calendar, development days. Materials	BLOGs Information Evenings Turnbull Times
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Behaviour change training programme Professional reading & dialogue – UNCRC, CIRCLE	Tracking of impact of behaviour change programme on identified pupils within the equity cohort.	Funding for behaviour change training programme

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Our renewed vision, values and virtues are implemented and embedded across our school community.	<p>Update materials on school website, school displays, documentation etc.</p> <p>Link values to all school policies and improvement priorities to enable us to achieve our mission and work towards our shared vision.</p> <p>Programme of assemblies, lessons retreats and reflections created and delivered to promote renewed vision, values and virtues.</p> <p>Create a THS Pupil Profile to guide our learners in understanding and embodying our virtues and therefore being able to show our values of love, faith,</p>	<p>Termly 'Values In Action' report</p> <p>Termly data review</p> <p>Pupil Survey Qu. 3,5,6,7,8, 28</p> <p>Pupil focus groups</p> <p>.</p>	<p>December SIP/DIP update</p> <p>Pupil Survey data (Feb)</p> <p>May SIP/DIP update</p>	

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	<p>community and service in action.</p> <p>Further develop merit system and reflective exercise to incorporate school values</p> <p>Develop programme for Catholic Education Week – ‘Pilgrims of Faith’.</p> <p>Plan and deliver school mission.</p>			
Behaviour change training will enhance relationships across our community.	Behaviour change programme delivered through inset days and collegiate time across the school year.	Insert evaluations Behaviour data analysis Pupil Survey: Qu 18	December SIP/DIP update Pupil Survey data (Feb) May SIP/DIP update	
Pupils and staff will continue to deepen their understanding of the UNCRC and how these rights are experienced within our school and beyond.	School achieves RRSA silver status in recognition of our work in relation to the UNCRC	SAG minutes RRSA paperwork and associated evidence	December SIP/DIP update May SIP/DIP update	

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<p>Our pupils feel safe and confident in school</p>	<p>SAG established (August)</p> <p>Pupil HWB group established</p> <p>SHINE analysis (Sept – Oct)</p> <p>Gathering of pupil voice (Sept – Oct)</p> <p>Action Plan developed (November)</p>	<p>SAG minutes</p> <p>HWB group minutes</p> <p>Pupil voice data</p>	<p>December SIP/DIP update</p> <p>May SIP/DIP update</p>	
<p>Our school community can effectively communicate and contribute to our success</p>	<p>SAG established (August)</p> <p>Gathering of staff voice (Sept – October)</p> <p>Action Plan developed (October)</p>	<p>SAG minutes</p> <p>Staff voice data</p>	<p>December SIP/DIP update</p> <p>May SIP/DIP update</p>	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
To provide a reduction in the cost of the school day and support pupils in being ready to learn	<ul style="list-style-type: none"> - Breakfast Club - Working Lunch - 'Help Yourself From The Shelf' Initiative. 	£500(approx). £500 £1000(approx).	Participation figures Equity pupil focus groups	Termly Review SIP Update (Dec) SIP update (May)	
Improvement in attainment of equity pupils.	Enhanced provision of pastoral support through PT Equity (x2) TBC pending HR feedback Literacy Interventions: <ul style="list-style-type: none"> - GL Assessment - Literacy Planet - (TRT) – training & resources - Red Box / Green Box - Reading Fluency Programme Purchase of language dictionaries for EAL pupils within BGE.	£4706 (x2) £643 £1820 £960 TBC	Analysis of pupil T&M data Pupils profiling GL Analysis of S1 cohort. Individual pupil data (e.g. reading age, reading fluency etc). Individual Progress Cards	As per school calendar in line with reporting schedule. September 2023 Termly review Termly review	
Improvement in wellbeing.	Stress In Schools Programme	£7000	Pupil Evaluations	As per PSE programme	
Increased opportunities to develop skills for LLW,	This will be subject to bids in August 2023				

through the life and ethos of the school.					
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