

Framework for School Improvement Planning 2024/25

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
THS Vision, Values, Aims and Curriculum are attached at end of document

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2024/25	2025/26	2026/27
Priority 1	How We Learn – Enhance pupil engagement, enjoyment and success through the continued review of our curricular provision, shaped by pupil voice, approaches to learning and teaching and skills development.	How We Learn – continue to refine the learning experience of our young people to enhance their engagement, enjoyment and successes based on analysis of self evaluation from session 24/25	How We Learn - continue to refine the learning experience of our young people to enhance their engagement, enjoyment and successes based on analysis of self evaluation from session 25/26
Priority 2	How We Grow – continue to strengthen relationships and wellbeing across the school	How We Grow – continue to strengthen relationships and	How We Grow - continue to strengthen relationships and

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	community through a whole school approach to the use of the CIRCLE and embedding of revised school values and promoting positive behaviour practices.	wellbeing across the school community through	wellbeing across the school community.
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Section 2: Improvement Priority 1	
School/Establishment	TURNBULL HIGH SCHOOL
Improvement Priority 1	How We Learn – Enhance pupil engagement, enjoyment and success through the continued review of our curricular provision, shaped by pupil voice, approaches to learning and teaching and skills development.
Person(s) Responsible	Lorraine Thomson Clare McLaughlin Duncan Mitchell Principal Teachers SAG members

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2024-27
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 Improvement Performance Information	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

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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	Information Evenings BLOGs / school website Turnbull Times THS Teaching & Learning Community
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
On-going CLPL delivered through inset etc Practitioner enquiry Professional Reading ES Learning, Teaching & Assessment Cycle web resource West Partnership Moderation & Assessment Toolkit	Tracking of impact of developments on equity cohort to identify where further intervention is required.	Assistive Technology - £5000 (approx.)

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.	Continuing 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	DM/SLT minutes Record of departmental development meetings Department Course Plans Department Self Evaluation evidence DIP Impact Statements	December SIP/DIP update May SIP/DIP update BGE Review Meetings (June)	

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	for learning and differentiation. On-going development of literacy assessment tags	Records of moderation of LaL. Staff views and confidence levels		
Improve independent learning and metacognition	Delivery of CLPL to support the continuing development of our Building Learning Power Strategy Regular discussion and sharing of practice at DMs	Evaluations of training / presentations Learning Visits Pupil Survey Qu.20 – 28 Pupil Focus Group Q1 2.3	Learning Visits (Nov / Apr) On-going quality assurance drop-ins by PT and SMT December SIP/DIP update Pupil Survey / Focus Group data (Feb) May SIP/DIP update	
Pupils continue to develop an increased understanding of the personal skills being enhanced through their	Pastoral Care Interviews used to review information from Wider Achievement Skills Profiles (23/24) and set targets with individual	Wider Achievement Baseline Data - Individual pupil skills profiles Participation Uptake	From 23/24 October 24	

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<p>participation in activities in and out of school.</p>	<p>pupils. (September / October)</p> <p>Programme of assemblies and PSE lessons developed (Nov – Dec)</p> <p>Programme of assemblies and PSE lessons delivered (Jan – Mar)</p> <p>Skills Profiles completed and issued (Apr – Jun)</p>	<p>Pupil Survey Qu. 11,12 & 13</p> <p>Wider Achievement Data from 24/25</p>	<p>Feb 25</p> <p>June 25</p>	
<p>Improve learning outcomes through our digital learning strategy</p>	<p>Implement the effective use of assistive technologies to support learners in class and in relation to AAA</p> <p>Action EDC Digital Learning Strategy</p>	<p>Carefile & AAA Database - Summary of Analysis</p> <p>Pupil Support Plans</p> <p>Review of Pupil Support Plans</p>	<p>August 24</p> <p>October 24</p> <p>March 24</p>	

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Section 2: Improvement Priority 2	
School/Establishment	TURNBULL HIGH SCHOOL
Improvement Priority 2	How We Grow – strengthening relationships and wellbeing across the school community.
Person(s) Responsible	Lorraine Thomson Clare McLaughlin Colette Bray Principal Teachers CIRCLE Adviser 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?	
Continue to strengthen relationships across our school community to deepen understanding of the UNCRC and how these rights are experienced within our school and beyond.	<p>On-going development of a programme of assemblies, lessons, retreats and reflections to embed our 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, community and service in action.</p> <p>Creation of outdoor spaces – values garden and stations of the cross.</p> <p>Staff and pupil inset on ‘Faith’ and ‘The Mass’</p>	<p>SAG minutes – DIF & PPB</p> <p>Termly data review</p> <p>Pupil Survey Qu. 3,5,6,7,8, 28</p> <p>Pupil focus groups</p> <p>SAG impact statements</p> <p>RRSA paperwork and associated evidence</p> <p>Respite Finem returns</p>	<p>December SIP/DIP update</p> <p>Pupil Survey data (Feb)</p> <p>May SIP/DIP update</p>	

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	<p>Embed articles of UNCRC as we work towards achieving RRS Gold Award.</p> <p>Embed behaviour change training into PPB Policy and action EDC Relationships Policy.</p>			
Continue to develop an inclusive community	<p>Action EDC Circle Training</p> <p>Review Equalities & Inclusion Policy.</p> <p>Update audit of curricular provision.</p> <p>TIE training</p>	<p>Training Evaluations</p> <p>CIRCLE paperwork</p> <p>Departmental Minutes</p> <p>Pupil Focus Groups</p> <p>Staff Focus Groups</p>	<p>December SIP/DIP update</p> <p>May SIP/DIP update</p>	
Continue to enhance supports to promote wellbeing	<p>Implement action plan based on analysis of SHINE survey.</p>	<p>SAG minutes – SHINE & HWB (1)</p> <p>Attendance Data</p>	<p>December SIP/DIP update</p> <p>May SIP/DIP update</p>	

	Review of attendance procedures and supports. Deliver on commitment to The Promise Review School Wellbeing Strategy	PSG minutes / impact statements Training Evaluations		
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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 - Community Hub 	£1000(approx). £500 (approx.) £1000(approx).	Participation figures Equity pupil focus groups	Termly Review SIP Update (Dec) SIP update (May)	
Improvement in attainment of equity pupils.	Literacy & Numeracy Interventions: <ul style="list-style-type: none"> - GL Assessment - Literacy Planet - (TRT) – visiting staff member - Red Box / Green Box - Reading Fluency Programme - Language dictionaries for 	£643 £1950 £2280 £200 £1572	Analysis of pupil T&M data Pupils profiling GL Analysis of S1 cohort. Individual pupil data (e.g. reading age, reading fluency etc).	As per school calendar in line with reporting schedule. September 2023 Termly review	

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	EAL pupils within BGE. - My Maths - Achieve	£600	Individual Progress Cards	Termly review	
Improvement in wellbeing.	Stress In Schools Programme	£7000 (over 3 years)	Pupil Evaluations	As per PSE programme	
	Cook With Turnbull Initiative	£1500	Pupil participation Stakeholder feedback	As per programme schedule	
Increased opportunities to develop skills for LLW, through the life and ethos of the school (subject to departmental / individual bids).	Car Wash Project	£1200		SIP Updates (Dec / May)	
	Project Leaderships	£1541 - £1744 per term per PT(1)			

STRETCH AIMS: Please refer to Appendix

TURNBULL HIGH SCHOOL



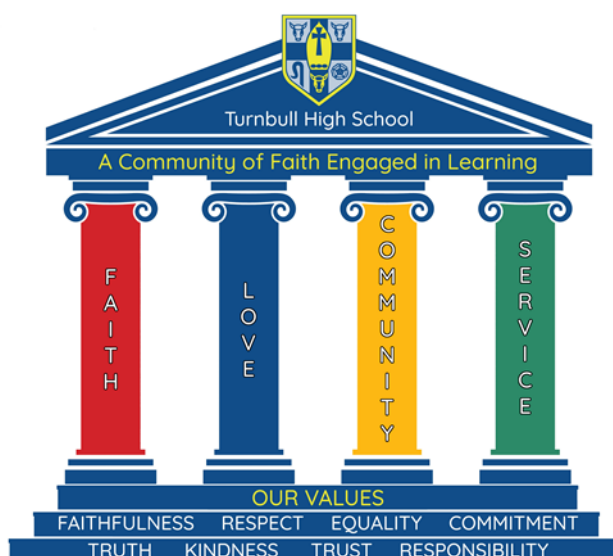
Our Shared Vision

As a Catholic School, centred on Christ, we will love, care and nurture each person to fulfil their potential as they grow and learn, and develop their commitment to serving the common good.

Our Mission

To work together with parents, carers, parish and partners to create a community of faith engaged in learning where everyone can grow and develop their God-given talents.

Our Values & Virtues



Our Aims

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
- providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
- fostering a strong sense of community within the school and developing productive links with the wider community
- valuing and developing all members of the school community.

Our Curriculum Rationale

Our curriculum seeks to provide our young people with a wide range of opportunities across all four of the following contexts of learning (from Curriculum for Excellence) in order to allow them to maximise their potential as they grow and learn.

1. LEARNING THROUGH SUBJECTS

Our curriculum map shows the framework upon which our subject learning is provided. On an annual basis, pupil voice and strawpolls inform the option column structures so that they meet current pupil demands within timetabling constraints. Within this framework, increasingly flexible pathways are being provided in partnership with young people, their parents and partner organisations.

2. ETHOS AND LIFE OF THE SCHOOL

Our curriculum promotes high aspirations for both attainment and achievement. Opportunities exist for participation and leadership at all stages in wide range of activities.

3. INTER-DISCIPLINARY LEARNING

Programmes are in place to promote inter-disciplinary learning at both BGE and in Senior Phase. In addition, all departments promote health and wellbeing, literacy and numeracy across learning. Whole school events provide a focus on sustainability and citizenship.

4. OPPORTUNITIES FOR WIDER ACHIEVEMENT

Throughout the BGE and Senior Phase the school, departments and individual staff provide extensive opportunities for personal achievement. The P7 and S3 Profile are used to record these achievements within the BGE. In the Senior Phase, students create and develop a personal statement that reflects their development of skills for life, learning and work and their personal achievements.