

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	SWSS
Team Leader	Paul Quinn
Link QIO	Martyn Cosh

School Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our Service</p> <p>The Secondary Wellbeing Support Service is situated in Kirkintilloch and is a standalone provision supporting all Secondary Schools in the authority. The team consists of:</p> <ul style="list-style-type: none"> • Team Leader • 2 x Principal Teachers • 6 x Teachers • 1 x Admin • 3 x Support for Learning Assistants <p>We work to support the wellbeing and inclusion of young people experiencing difficulties in social/emotional development, and/or communication difficulties. We link closely with our mainstream schools in order to provide and bolster individualised education and wellbeing packages, whereby reintegration and transition support into mainstream education or beyond is a key focus for the service.</p> <p>Vision</p> <p>To provide high quality personalised learning in a safe nurturing environment. Our service gives young people the space and support they need to continue their education throughout the time they are with us.</p> <p>Values</p> <p>Integrity, Openness, Clarity, Respect, Perseverance</p>

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Aims

To provide opportunities for personal attainment and achievement.
To develop skills for life, learning and work.
To promote emotional health and wellbeing.
To promote physical wellbeing.
To ensure young people are safe, nurtured, respected and responsible.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing
Priority 2	Attainment & Achievement	Attainment & Achievement	Attainment & Achievement
Priority 3	Transitions	Transitions	Transitions

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Section 2: Improvement Priority 1	
School/Establishment	SWSS
Improvement Priority 1	Placing the human rights and needs of every child and young person at the centre of education
Person(s) Responsible	A Marshall L Moffat (Leading UNCRC Working Group) P Quinn

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school improvement teacher professionalism school leadership curriculum and assessment parent / carer involvement and engagement Choose an item.	QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Improvement in attainment in numeracy Improvement in Literacy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Lead UNCRC Working Group Pupil Council Leading and presenting CLPL to colleagues To review, develop and implement service policy 	<ul style="list-style-type: none"> Collegiate sessions <ol style="list-style-type: none"> Service review Partnership meetings Professional learning Development and implementation UNCRC RRSA Silver enrolment 	<ul style="list-style-type: none"> Feedback to service review Termly Reports Standards and Quality reports Prize Giving and celebration evening Parents Consultation Evenings Newsletter Social Media Website

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<ul style="list-style-type: none"> • Collaborative working with colleagues in mainstream schools to ensure parity in educational delivery to all • To maintain standards in service delivery of literacy and numeracy 	<ul style="list-style-type: none"> • Attendance at LEA seminars • Collegiate sessions <ol style="list-style-type: none"> 1. Service review 2. Classroom observation 3. Professional learning 4. Development and implementation of service delivery and policy • Including every Learner Policy • EDC ASN Management Meetings • EDC PDG Meetings • CfE Standards for numeracy and literacy • EDC ASN CLPL Calendar 	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> • UNCRC • RRSA • IEL policy • CfE Standards for literacy and numeracy • Cognitive Behaviour Therapy • Nurturing principles • Trauma awareness 	<ul style="list-style-type: none"> • Social and Emotional Wellbeing • Transition planning • Promoting healthy lifestyles • Employability and skills development • Independence and life skills • Learning Conversations • Targeted approaches to literacy and numeracy • Use of mainstream schools for curricular programmes to ensure parity and first class courses 	N/A

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
SWSS UNCRC Working Group to continue to resource and develop material to support SWSS policy	<ul style="list-style-type: none"> service review and update of policy and practice where required partnership meetings to ensure inclusion for pupils professional learning for the SWSS team Collegiate working through dedicated working groups Pupil voice will be heard and considered in relation to all aspects of school life through regular meetings and engagement in council wide pupil forum Development of parental and pupil charters Increase in visitors to support and deliver topical themes to support developing awareness of young people's rights, the law and expectations within our community Outreach policy development Service handbook partnership meetings and service level agreement development professional learning and collegiate sessions following the ASN CLPL calendar 	<ul style="list-style-type: none"> Feedback from stakeholders Feedback from attendance at authority working groups Q'A feedback from service community Staff working groups minutes and feedback Assessment feedback QA procedures – PRD, class visits, learner engagement Conversation Logs Increase in awareness and staff confidence of UNCRC and RRSA Minutes from authority meetings Q'A feedback from service community Assessment feedback CfE level transitions Positive Destinations YP transitioning back to mainstream school Wider achievements Action plans from Enhanced Transition meetings Increase in vocational qualifications uptake and success 	May 2025
Promote and produce pupil friendly policies and guidance for the service this will support pupil engagement and sense of belonging			
Improved partnership working to support all our young people with their MHW and awareness of their rights			
SWSS Policy on Outreach service delivery to be completed and incorporating literature and other resources to support families and young people utilising provision and/ or Outreach			
Service Handbook (incorporating a communication protocol) development to support all stakeholders.			
Develop literacy and numeracy learning and teaching across all levels and			

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introduce new courses to meet needs of all service Learners'	<ul style="list-style-type: none">• development and implementation of curricular courses to meet needs of all service Learners'• Classroom observations and peer support	<ul style="list-style-type: none">• Increase in uptake of work experience opportunities• SQA results	
To use ASN Leadership seminars to highlight new policy and practice and use this to implement improvement in service provision.			

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Section 2: Improvement Priority 2	
School/Establishment	SWSS
Improvement Priority 2	Improvement in Young People's health and wellbeing
Person(s) Responsible	P Quinn J May (Leading the Attendance Working Group) H Currie (CIRCLE)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Choose an it Improvement in children and young people's health and wellbeing	teacher professionalism curriculum and assessment school improvement	3.1 Ensuring wellbeing, equality + inclusion 2.4 Personalised support	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Leading a Working Group Curricular Development Leading and presenting CLPL to colleagues Implementing new partnership/ resource into service 	<ul style="list-style-type: none"> EDC ASN CLPL Calendar Collegiate sessions 1. Service review 2. Partnership meetings 3. Professional learning 4. Development and implementation 5. Working Group EDC Mental Health and Wellbeing strategy EDC Attendance policy and letters 	<ul style="list-style-type: none"> Feedback to service review Termly Reports Standards and Quality reports Prize Giving and celebration evening Parents Consultation Evenings Newsletter Social Media Website
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation

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<ul style="list-style-type: none">• EDC Mental Health and wellbeing strategy• RSHP programme• EDC ASN Trauma and Nurture development plan• EDC Attendance policy• EDC Circle strategy and implementation plan• Keeping the Promise Award	<ul style="list-style-type: none">• Social and emotional wellbeing of young people and staff• Promoting healthy lifestyles• Partnership working• Professional learning and leadership• Closer monitoring of attendance of groups of young people	N/A
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
<p>To train, develop and implement LIAM (Let's introduce anxiety management) into service and outreach models to improve mental health in our young people and their ability to engage with the service</p> <p>Be part of pilot programme within the Whole Family Wellbeing Fund development of NES Trauma Training model to further increase awareness and develop best practice in the staff team to support all young people</p> <p>Pupil/Teacher relationships are enhanced through teacher knowledge and understanding of relationship-based practise using CIRCLE</p> <p>Implement and use newly developed monitor and tracking tool. Monitor effectiveness of tool throughout school session in support of pupil engagement</p>	<ul style="list-style-type: none"> • Ongoing service development through staff working groups • Professional Learning in CIRCLE, nurture and trauma • Using newly devised service monitoring and tracking tool • Monitor and track attendance through transitional timetables • Pupil and parental involvement into revised Anti-Bullying Policy for the provision 	<ul style="list-style-type: none"> • Feedback from stakeholders • Feedback from attendance at authority working groups • Q'A feedback from service community • Staff working groups minutes and feedback • Assessment feedback • Positive Destinations • CfE level transitions • Attendance increases and is maintained • Pupil conversation logs and pastoral time 	<p>CIRCLE training August 2024</p> <p>Keeping the Promise award by May 2025</p> <p>Attendance and tracking from August 2024</p> <p>Revise and review Anti-Bullying policy May 2025</p>

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Section 2: Improvement Priority 3	
School/Establishment	SWSS
Improvement Priority 3	Improvement in employability skills and sustained, positive school leaver destinations for all young people
Person(s) Responsible	S Rae (Acting PT DYW Coordinator)

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Choose an Improvement in skills and sustained, positive school-leaver destinations for all	curriculum and assessment performance information parent / carer involvement and engagement	QI 3.1 Wellbeing, equality & inclusion QI 3.3 Increasing creativity and employability QI 2.3 Learning, Teaching & Assessment	Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Acting Principal Teacher of DYW Coordinator Maintaining partnership links Negotiating partnership service level agreement Conduct Enhanced Transition Meetings 	<ul style="list-style-type: none"> Collegiate sessions <ol style="list-style-type: none"> Service review Partnership meetings Professional learning Development and implementation EDC Careers charter SDS Service level agreement 	<ul style="list-style-type: none"> Feedback to service review Termly Reports Standards and Quality reports Prize Giving and celebration evening Parents Consultation Evenings Newsletter Social Media Website Attendance at Enhanced Transition Meetings

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Careers Standard Awareness of all staff of the role of external partners in school improvement 	<ul style="list-style-type: none"> Use of external partners to ensure positive leaver destinations for all. 	N/A

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
To continue and develop service career provision.	<ul style="list-style-type: none"> service review and expansion of educational support and offer partnership meetings and service level agreement development professional learning supported by central and mainstream colleagues development and implementation of curricular courses Teaching time, professional dialogue, research and study time Monitor pupil progress against the benchmarks 	<ul style="list-style-type: none"> Minutes from authority working groups Q'A feedback from service community Assessment feedback Positive Destinations YP transitioning back to mainstream school Wider achievements Increase in parental involvement Action plans from Enhanced Transition meetings 	May' 25
To create service career policy			
To develop and sustain current links with career partners and make new partnerships to develop work experience opportunities for all our young people in senior phase			

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To increase availability for our senior phase pupils to access wider achievement, vocational qualifications and personal development opportunities		<ul style="list-style-type: none">• Increase in vocational qualifications uptake and success• Increase in uptake of work experience opportunities	
To increase availability for our BGE pupils to access wider achievement and personal development opportunities to develop skills for learning, life and work			