

GRACEMOUNT HIGH SCHOOL



School Renewal and Recovery Planning – Full Version 2021/22

“Committed to care and excellence”

Vision Statement School Values

“Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and wellbeing”.

School Values

We are responsible, We are respectful, We are safe

Wellbeing and Resilience

Teaching, Learning and
Assessment

Equity, Equalities and
Inclusion

School renewal planning themes

3 Year Planning Summary

KEY SCHOOL ACTIONS

NIF Improvement in attainment, particularly in literacy and numeracy

Priority	Colour
Current Year priority	Green
Not a current year priority	Yellow

Action Number	Action (Yellow is whole school priority to be included in all Faculty Improvement Plans)	R&R Theme	Edinburgh Learns Priority	2021	2022	2023
1.1	Prioritise professional learning opportunities for all our staff (Teachers Charter /Learning Hub).	T&L	Green	Green	Green	Green
1.2	Pilot our lesson evaluation toolkit with pilot faculties	T&L	Yellow	Green	Green	Green
1.3	Revise our PRD policy in line with authority guidance	T&L	Green	Yellow	Green	Yellow
1.4	Further develop professional learning skills in literacy for all teaching staff and PSA's	T&L	Yellow	Green	Green	Green
1.5	Embed our wider achievement periods in the Senior Phase	EEI	Yellow	Green	Yellow	Yellow
1.6	Develop more effective assessment and moderation arrangements within our BGE	T&L	Green	Yellow	Green	Yellow
1.7	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills	EEI	Green	Green	Green	Green
1.8	Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy	T&L	Green	Green	Green	Green
1.9	Begin to implement the School Digital Strategy (including on-line schooling) to support Empowered Learning project	T&L	Green	Green	Green	Green
1.10	Ensure pupils are correctly supported with coursing to achieve at the highest level	EEI	Yellow	Green	Green	Green
1.11	Rigorously monitor the coursing and attainment of our middle 60 S4 cohort.	EEI	Yellow	Green	Green	Yellow
1.12	Implement authority based tracking and monitoring	T&L	Green	Yellow	Green	Green

KEY SCHOOL ACTIONS

NIF Closing the attainment gap between the most and least disadvantaged

Priority	Colour
Current Year priority	Green
Not a current year priority	Yellow

Action Number	Action (Yellow is whole school priority to be included in all Faculty Improvement Plans)	R&R Theme	Edinburgh Learns Priority	2021	2022	2023
2.1	Embed City of Edinburgh Equity (Poverty Proofing) Framework across faculties	EEI	Green	Yellow	Green	Green
2.2	Utilise partnerships and wider supports to enhance experiences and remove barriers for children and families living in poverty	EEI	Green	Yellow	Green	Green
2.3	Assertively track and monitor our most at risk pupils in terms of attendance, attainment and wider achievement (Quintile 1 and Care Experienced).	EEI	Green	Green	Green	Green
2.4	Implement revised attendance procedures	W&R	Green	Green	Green	Yellow
2.5	Develop decision making processes which meaningfully include staff, pupils and parents in resource planning.	EEI	Yellow	Green	Yellow	Yellow
2.6	Further develop family leaning / parental engagement opportunities – literacy/numeracy and class charts	EEI	Yellow	Green	Green	Green
2.7	Continue to develop vocational options within all faculties	EEI	Yellow	Green	Green	Green
2.8	Embed ASN database across all faculties to enhance support for pupils with ASN	EEI	Yellow	Green	Green	Green

KEY SCHOOL ACTIONS

NIF Improvement in children and young people's health and wellbeing

Priority	Colour
Current Year priority	Green
Not a current year priority	Yellow

Action Number	Action (Yellow is whole school priority to be included in all Faculty Improvement Plans)	R&R Theme	Edinburgh Learns Priority	2021	2022	2023
3.1	Embed Tackling Racist Incidents guidance (as part of respond to bullying and prejudice) to create an anti-racist culture * Consider equalities and curriculum review)	EEI	Green	Green	Yellow	Yellow
3.2	Implement our revised dress code policy to support school ethos and reduce stigma (as part of 1 in 5)	EEI	Yellow	Green	Yellow	Yellow
3.3	Audit to assess strengths and needs in relation to wellbeing	W&R	Yellow	Green	Yellow	Yellow
3.4	Plan a whole school response to support pupil wellbeing including individualized wellbeing plans.	W&R	Yellow	Green	Green	Yellow
3.5	Clear focus on promoting school values across whole school community	W&R	Yellow	Green	Green	Green
3.5	Re-establish our 5 pillars of pivotal practice	W&R	Yellow	Green	Green	Yellow
3.6	Develop learners social and emotional skills and kindness towards each other through our humanutopia partnership (targeted for (S1/3/5)	W&R	Yellow	Green	Green	Green
3.7	Provide targeted supports to support emotional wellbeing (counsellor/WBB/NaeWorries/Nurture/ZofR)	W&R	Yellow	Green	Green	Green
3.8	Establish our wellbeing and enhanced support bases to provide targeted supports.	E&R and EEI	Green	Green	Green	Green
3.9	Develop Future First programme to raise aspirations and create opportunities for student cohort	W&R	Yellow	Green	Green	Green

SCHOOL ACTIONS

NIF Improvement in employability skills and sustained, positive destinations

Priority	Colour
Current Year priority	Green
Not a current year priority	Yellow

Action Number	Action (Yellow is whole school priority to be included in all Faculty Improvement Plans)	R&R Theme	Edinburgh Learns Priority	2021	2022	2023
4.1	Review Career Education Standard & Work Placement Standard action plan and update	T&L	Green	Green	Yellow	Yellow
4.2	Review our curricular rationale and pathways	T@L	Yellow	Green	Yellow	Yellow
4.3	Focus on identification and development of key skills in BGE through curricular review (Equalities and Curriculum Review)	T@L	Yellow	Yellow	Green	Green
4.5	Ensure all pupil in S1-3 have a My World of Work profile and profile their skills	T&L and W&R	Yellow	Green	Green	Green
4.5	Develop and employability action plan/Edinburgh Learns for Life strategy and route map to a positive destination	W&R	Yellow	Yellow	Green	Green
4.6	Implement Transitions Guidance for young people from S3 with additional support needs	E EI	Yellow	Yellow	Green	Green

SCHOOL ACTIONS

Supporting our staff and their wellbeing

Priority	Colour
Current Year priority	Green
Not a current year priority	Yellow

Action Number	Action (Yellow is whole school priority to be included in all Faculty Improvement Plans)	R&R Theme	Edinburgh Learns Priority	2021	2022	2023
5.1	Build in time into our self-evaluation approach to seek the views of all staff at least twice per year	W&R	Yellow	Green	Green	Green
5.2	Further develop the role of our H&W SIG to support staff wellbeing	W&R	Yellow	Green	Green	Yellow
5.3	Develop monthly HT focus groups for staff	W&R	Yellow	Green	Green	Yellow
5.4	Provide regular and meaningful information to staff to support their wellbeing	W&R	Green	Green	Green	Green
5.5	Carefully manage and review our priorities and control workload demands on our staff	W&R	Green	Green	Green	Green
5.6	Management Information – develop a whole school strategy for storing information for staff	W&R	Yellow	Yellow	Green	Green
5.7	Complete whole school staff team risk assessment	W&R	Yellow	Green	Yellow	Yellow

Year 1 2021-22 Plan and Evaluation



KEY SCHOOL ACTIONS

NIF Improvement in attainment, particularly in literacy and numeracy - Year 1 (2021/22)

We will statements:	QI Themes
We will improve our teaching by all staff engaging with the Edinburgh Learns Teachers charter and evaluating our practice.	1.1, 1.2,1.5, 2.3
We will improve the skills of all staff to support the teaching of key literacy skills in S1	1.1, 1.2, 1.3, 1.5, 2.3, 2.7,
We will rigorously monitor and track attainment in literacy and numeracy to ensure continued improvements in attainment	1.1, 2.3, 2.4, 3.2
We will begin to implement the schools digital learning strategy	1.1, 1.2, 1.5, 2.3, 2.5
We will focus on positive coursing for S4-6 pupils	1.3, 2.2, 3.1, 3.2
We will raise attainment (S4 Middle 60 in line with virtual comparator)	1.1, 1.3, 1.4, 2.2, 2.3, 2.7, 3.2

Action Number	Action	R&R Theme	Resource	Time	Progress and Impact	
					November 2021	March 2022
1.1	Prioritise professional learning opportunities for all our staff (Teachers Charter /Learning Hub) (LS)	T&L	<u>Edinburgh Learns Professional Learning Offer 2021-22</u> Empowered Learning project January Inset time Link to Teaching and Learning Framework Inset day 3	On-going PLP's in place by Jan 2022 Teacher Evaluation March 2022		

			Personal learning Plan			
1.2	Pilot our lesson evaluation toolkit with pilot faculties (RH and LS)	T&L	Lesson Evaluation Toolkit	November January		
1.4	Further develop professional learning skills in literacy for all teaching staff and PSA's (LS and Lit co-ord)	T&L	Literacy Co-Ordinator Inset Day (2) August + CAT Session 1 and CAT Session 5 WTA allocated	Ongoing		
1.5	Embed wider achievement periods in the Senior Phase (DS)	T&L	Allocated teaching time from curriculum re-structure	November and March review		
1.7	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills (SE and SFL Leader)	EEL	SFL literacy and Numeracy programmes School Hub (PEF)	Ongoing		
1.8	Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy (LS/SW)	T&L	Link to Digital Schools Self-Evaluation Link to Framework for Digital Learning Dept. time in faculties	October 2021 October Inset		

1.9	Begin to implement the School Digital Strategy (including on-line schooling) to support Empowered Learning project. (LS/SW)		Link to Digital Professional Learning (self-directed and webinars) Edinburgh Learns Professional Learning Offer 2021-22 Empowered Learning project	May 2022 – CAT session		
1.10	Ensure pupils are correctly supported with coursing to achieve at the highest level (DS/LW/SE)	EEl	House Team Meeting Focus -	August and Sept 2021		
1.11	Rigorously monitor the coursing and attainment of our middle 60 S4 cohort – Target 284 Tariff Points (RH/SE)	EEl	House team Meeting CtG Funding	Ongoing		

Key Performance Indicators	
Improvement in attainment, particularly in literacy and numeracy	
1	100% of teachers engage with Edinburgh Learns charter
2	75%+ of teachers report they are improved teachers because of engagement in CLPL activities (literacy development/engagement with charter)
3	95% of pupils achieve L3 literacy and numeracy by end of S3
4	65% of pupils achieve L4 literacy and numeracy by end of S3
5	100% of school leavers achieve L3 literacy and numeracy
6	95% of school leavers achieve L4 literacy
7	70% of school leavers achieve L5 literacy
8	92% of school leavers achieve level 4 numeracy

9	65% of school leavers achieve L5 numeracy
10	Middle 60% S4 achieve average complimentary 284TP (4 level 5 and 1 level 4)

KEY SCHOOL ACTIONS

NIF Closing the attainment gap between the most and least disadvantaged- Year 1 (2021/22)

We will statements:	QI Themes
We will begin to re-focus our efforts on reducing the impact and stigma of poverty in our school	1.1, 1.3, 1.5, 2.2, 2.7, 3.1
We will improve outcomes for our most at risk, including our care experienced pupils	1.1, 2.1, 2.2, 2.3, 2.7, 3.1, 3.2
We will improve attendance (with a focus on S1-4-year groups)	1.1, 1.5, 2.1, 2.2, 2.3, 2.5, 2.7, 3.1
We will develop decision making processes which meaningfully include staff, pupils and parents	1.3, 1.5
We will further develop family learning opportunities based on literacy, numeracy, digital learning and engagement	2.4, 2.5, 2.6
We will continue to evaluate and embed our vocational options in our Senior Phase	1.1, 1.3, 1.5, 2.2, 3.1, 3.2

Action Number	Action	R&R Theme	Resource	Time	Progress and Impact	
					November 2021	March 2022
2.1	1 in 5 group to begin planning to embed City of Edinburgh Equity (Poverty Proofing) Framework across faculties	EEl	CEC 1 in 5 Top Tips for Schools CEC Raising Awareness of Child Poverty document Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan	Allocated time to 1 in 5 SIG		

2.3	Assertively track and monitor our most at risk pupils in terms of attendance, attainment and wider achievement (Quintile 1 and Care Experienced). (SE)	EEl	EdICT One to one meetings CtG Funding for SDO post	October Jan March		
2.4	Implement revised attendance procedures (LW)	W&R	CEC Attendance procedures Included, engaged and involved part 1: promoting and managing school attendance - gov.scot (www.gov.scot)	Inset day 2 CAT Session 3 Oct Jan Inset		
2.5	Develop decision making processes which meaningfully include staff, pupils and parents in resource planning. (RH)	EEl	Flexible Time allocated in WTA	Ongoing		
2.6	Further develop family leaning / parental engagement opportunities – literacy/numeracy and class charts (JW)	EEl	Management time for lead. Engaging Families in Learning (Thematic Inspection, February 2021, Education Scotland)	On-going - planned events		

			Engaging Parents and Families: A Toolkit for Practitioners (Family Learning)			
2.7	Continue to develop vocational options within all faculties (DS)	EEl	Curriculum development time	By Sept 2021 and Feb 2022 for following session		
2.8	Embed ASN database across all faculties to enhance support for pupils with ASN (LW and MW)	EEl	Database 2PPW protected time for DS	Launch in Aug 2021 – review November and March		

Key Performance Indicators	
Closing the attainment gap between the most and least disadvantaged	
1	Lowest 20% in S4 achieve average complimentary 100 TP
2	Lowest 20% school leavers achieve average complimentary 120 TP
3	All care experienced pupils achieve at least 5 qualifications at level 3
4	S5 Christmas leavers attain annual total of 60TP
5	90% of pupils in S1-4 have an attendance percentage of over 85%
6	We deliver 100+ level 5 awards as an NPA or S4W course

KEY SCHOOL ACTIONS

NIF Improvement in children and young people's health and wellbeing- Year 1 (2021/22)

We will statements:	QI Themes
We will embed our anti-bullying and equalities policy (including anti-racist guidelines)	1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 2.7, 3.1
We will develop our whole school dress code to support a sense of belonging to our school community	1.3, 1.5, 2.7
We will plan a whole school response to support health and wellbeing	1.1, 1.3, 1.5, 2.5, 2.7, 3.1
We continue to focus on our school values of responsible, respectful and safe	1.2, 3.1 3.1
We will further develop our pivotal practice to more successfully manage and improve behaviour	1.1, 1.2, 1.5, 2.7, 3.1
We will develop learners social and emotional skills and kindness towards each	1.1, 1.2, 1.5, 2.7, 3.1
We will identify and provide targeted health and wellbeing support for pupils that require this	1.4, 1.5, 2.1, 2.4, 2.7, 3.1
We will establish our wellbeing and enhanced support bases	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2
We will develop our alumni future first programme to raise the aspiration and confidence of pupils	1.5, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

Action Number	Action	R&R Theme	Resource	Time	Progress and Impact	
					November 2021	March 2022
3.1	Embed Tackling Racist Incidents guidance (as part of respond to bullying and prejudice) to create an anti-racist culture (LW)	E EI	GHS and CEC Equalities Policy School Improvement Group (SIG)	3 hours training allocated in WTA SIG		
3.2	Implement our revised dress code policy to support school ethos and reduce stigma (as part of 1 in 5) (RH)	E EI	GHS School Dress Code policy Stakeholder evaluation	On-going		
3.3	Audit to assess strengths and needs in relation to wellbeing (SE)	W&R	A5 HWB booklet HWB Framework	October 2021		

			Self-evaluation during covid Part 1 Self-evaluation during covid Part 2			
3.4	Plan a whole school, responsive approach and identify short, medium and long-term outcomes to create strong consistent messages across the school community. (SE)	W&R	Supporting Learners - Resources Supporting Anxiety resources SIG Group	Jan 2021		
3.5	Clear focus on promoting school values across whole school community (RH)	W&R	Pupil assemblies, L&T, Behaviour policy, CAT and Inset	Ongoing		
3.6	Re-establish our 5 pillars of pivotal practice (RH/LS)	W&R	CAT Session 2 Inset day 3 Staff Evaluation	By Jan 2021		
3.7	Develop learners social and emotional skills and kindness towards each other through our humanutopia partnership (targeted for (S1/3/5) (LS and LS)	W&R	Humanutopia Partnership CAT Session 6	From Jan 2021		
3.8	Provide targeted supports to support emotional wellbeing (counsellor/WBB/NaeWorries/Nurture/ZofR) (LW)	W&R	Development of partnerships and review of work	From Sept 2021		
3.9	Establish our wellbeing and enhanced support bases to provide targeted supports. (LW)	W&R and EEI	Inclusion in Practice: The CIRCLE Framework – Secondary			

			Edinburgh Learns Inclusion Hub			
			Included Engaged and Involved Part 1 and 2			
3.10	Develop Future First programme to raise aspirations and create opportunities for student cohort (MG)	W&R	Future First partnership Management development time for CL			

Key Performance Indicators	
Improvement in children and young people's health and wellbeing	
1	90% of staff can confidently implement our equalities and anti-bullying
2	95% of pupils' report feeling safe, supported and happy in school
3	95% of pupils indicate improved awareness of rights of the child
4	75% of pupils indicate improvement in one or more of the wellbeing indicators
5	90% of pupils are aware of Responsible, respectful and Safe school values
6	90% of teaching staff and PSA's can confidently staff apply the 5 pivotal pillars
7	Maintain reduction in exclusions - less than 5
8	90% of staff report improvement in behaviour through our sustained focus on Rights Respecting Ethos, equalities policy, Pivotal approaches and Humanutopia partnership.
9	Over 85% of pupils feel the school has improved its ethos.
10	95% of pupils attending wellbeing/enhanced support bases are making progress academically and emotionally

SCHOOL ACTIONS

NIF Improvement in employability skills and sustained, positive destinations - Year 1 (2021/22)

We will statements:	QI Themes
We will embed our career education standards across all faculties at appropriate stages	1.1, 1.2, 1.5, 2.2, 2.3, 2.8, 2.7, 3.3
We will review and refresh our curriculum	1.1, 1.3, 2.2,
We will further develop our MYOW profile and enhance pupils knowledge of skills being developed	1.1, 1.2, 2.2, 2.6, 2.7, 3.3

Action Number	Action	R&R Theme	Resource	Time	Progress and Impact	
					November 2021	March 2022
4.1	Review Career Education Standard & Work Placement Standard action plan and update (DS)	T&L	Career Education Standards CAT and Inset time allocated SDS partnerships	Feb 22		
4.2	With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion (DS)	T&L	<u>Curriculum Reform and Design Self Evaluation Tool</u> <u>Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4?</u>	Feb 22		

4.5	Ensure all pupil in S1-3 have a My World of Work profile and profile their skills (DS)	T&L and W&R	SDS profile Allocated curriculum time	Jan 2022		
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Key Performance Indicators	
Improvement in employability skills and sustained, positive destinations	
1	98% of school leavers enter into a sustained positive destination
2	25% of school leavers move into higher education
3	100% of pupils have a My World of Work Profile

SCHOOL ACTIONS

Supporting our staff and their wellbeing - Year 1 (2021/22)

We will statements:	QI Themes
Prioritise our Health and Safety approaches to ensure covid mitigations support a safe school environment.	1.1, 1.4, 1.5
We will regularly seek staff views on school ethos, relationships and behavior and professional learning	1.1, 1.2, 3.1
We will develop a whole school, responsive approach to supporting wellbeing including a staff led wellbeing group	1.1, 1.2, 1.4, 1.5, 3.1
We will identify time and space to ensure support and wellbeing of staff is a priority.	1.1, 1.5
We will control workload demands on staff	1.1, 1.3
We will develop a whole school strategy for storing information	1.5
We will make our school a positive, kind, caring and professionally fulfilling place to be	1.1, 1.2, 1.3, 1.4

Action Number	Action	R&R Theme	Resource	Time	Progress and Impact	
					November 2021	March 2022
5.1	Health and safety committee meetings (SM)	W&R	SORT H&S Committee meetings- time allocated	On-going		
5.2	Build in time into our self-evaluation approach to seek the views of all staff at least twice per year (RH)	W&R	365-suite for Evaluation CAT/Inset session time for Feedback	Oct 2021 April 2022		
5.3	Further develop the role of our H&W SIG to support staff wellbeing (SE)	W&R	Supporting Staff - Resources	Ongoing		

5.4	Develop monthly HT focus groups for staff (RH)	W&R	Allocated WTA time	Ongoing		
5.5	Provide regular and meaningful information to staff to support their wellbeing (RH, SM and SE)	W&R	HT update Staff bulletin	Ongoing		
5.6	Carefully manage and review our priorities and control workload demands on our staff (RH)	W&R	SLT operational standing agenda item	Weekly - ongoing		

Key Performance Indicators	
Staff Health and Wellbeing	
1	95% of staff report feel well supported with their own wellbeing
2	95% of staff report positive and supportive relationships with their colleagues
3	95% of staff enjoy working at the school
4	90% of staff report being supported with behavior issues
5	70% or more of staff receive high quality CLPL

Key Performance Indicators	
Parents and Carers	
1	90% report that their child likes the school
2	90% feel that their child is treated fairly and with respect
3	90% feel that their child is safe at the school
4	90% feel the school helps their child to feel confident
5	90% feel that the school supports their child's emotional wellbeing
6	90% feel their child is making good progress at the school
7	90% feel the school takes their views into account when making changes
8	90% feel comfortable approaching the school with questions, suggestions and/or a problem
9	90% feel the school is well led and managed

Teachers' Charter

The City of Edinburgh's Teachers' Charter (below) shows the core aspects of high-quality teaching and learning. There is a comprehensive offer of professional learning on all 4 aspects (please go to the all staff Teams page professional learning offer channel). All staff are encouraged to use their PRD conversation to evaluate their strengths and decide on their priority for next session?



EMPOWRED SCHOOL IMPROVEMENT GROUPS 2021-22

School Negotiating Committee R Hunter

Health and Safety Group	Curriculum Review	Rights Respecting and Equalities	Literacy	L&T – Empowered learning and Digital Strategy -	Health and Wellbeing	Community Support and 1 in 5 poverty proofing	Relationships for learning / Pivotal and Humanutopia
S Mackenzie	D Scott	L Whale	TBC	S Whyte and G Davis	S Ellis	J McKay and H Grisdale	L Stewart Young