Increased number of targeted Support Plans (stages 2-4) & Improved attendance/attainment of YP with Targeted Support

Increased use of RfA Referrals across depts.

Increased number of RfAs successful at stage 1 – PT intervention

Positive evaluation of PS Programme

Improved Staff Confidence in EL/Nurture P&P

Start action in these areas

* Add Level 1 Effective Strategy discussion to Moderation Meetings
* HGIOS4 QA of Personal Support Programme
* Quality Assurance of Stage 2 Pupil Planning: YP/Parents/Staff
* Develop programme of House Leadership VVA/PPR assemblies and PSE lessons
* QA of Anti-Bullying Policy into Practice
* Rolling programme of CLPL in EL/Nurture

Act to enhance

* Level 1 Strategy Sharing Good Practice Agenda item at collegiate meetings
* Quality Assurance of new Personal Support Programme
* Evaluation of Stage 2 Action Planning: Interventions and Outcomes
* House Leadership Groups to lead assemblies and PSE lessons in VVA/Classroom Charter
* Anti-bullying policy into practice evaluation
* Phased delivery of Nurture/EL CLPL continued

Best outcomes

* All staff engage with RfA system to improve range of support strategies and impact positive change for YP
* High Quality Personal Support for all rooted in pathways/progress discussion
* Targeted Support Planning for all YP from stage 2 – 4 resulting in improved outcomes for YP
* Shared understanding and use of VVA and Classroom Charter leads to better relationships across the school
* Young people are confident in their understanding of the school’s anti-bullying and equalities systems and feel safe and respected.
* Staff’s shared understanding of Nurture P&P and EL results in positive outcomes for learners

Implemento

re defined by Cath



**Action for change**

To further develop systems and procedures ensuring all young people are supported to succeed

Must do

* Promoting use of RfA as Inclusion Quality Calendar Focus for Departments/Faculties
* Share RfA Analysis with staff & Develop Programme of RfA system CLPL (In Set/Twilights)
* Termly HGIOS4 evaluation of Updated Key Adult Programme
* EL/Nurture CLPL Programme rolled out for all staff
* Create calendar of PPR Celebration Events/Opps
* Develop VVA/PPR Assembly Programme
* Introduce Parent/Partner ‘VVA in practice’ events
* Develop curricular programme of bullying & equalities issues

Worst outcomes

* RfA System is not used effectively and there is no evidence of positive impact on outcomes for YP
* Entitlement to PS is inconsistent across BGE and not systematic in SP
* Staff do not engage with any or appropriate CLPL for Nurture/EL
* Planning for Pupils doesn’t target the right YP and doesn’t impact positive change.
* PPR Interventions inconsistent and VVA not understood
* Parents/Partners/YP do not share the school’s understanding of Nurture/EL/Targeted Support
* Pupils are not confident in challenging bullying and inequality

Act to recover

* Develop system for more regular evaluation of RfA interventions and referral patterns
* More CLPL for staff on RfA system
* Develop improved system for PS in BGE/SP which is evaluated for impact
* Develop programme for EL/Nurture CLPL delivery for all staff which is evaluated for impact
* New approach to PPR aimed at celebrating positive engagement
* VVA awareness raising in class and at assemblies
* Parent/APRTNER Participation Events to share understanding of VVA/PPR
* Curricular delivery of Bullying & Equalities

**Success measures**

 Bottom of measure 2

Reduction in use of RfA System

No evidence of Targeted Support Planning having +ve impact on attendance/attainment

PS Programme reveals no/inconsistent discussion of progress or pathways

Staff remain uncertain re. Nurture P&P/EL