

School Improvement Planning Template

School	Cardinal Winning Secondary School	
Learning Community	St Mungo's Learning Community	
Link Officer	Anne Woods	
Head of Service	Catherine Gallagher	
School Roll	118	
Attendance Rate		
<p>Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.</p>		
PEF allocation 23-24:	Carry Forward:	Total Allocation 23-24:
SIMD Quintile 1 (% and Number)	SIMD Quintile 5 (% and Number)	
FME (number and %)	Total No Pupils	
<p>Grand Challenges 2023-26 (<i>Grand challenges are the long term strategic changes you intend to achieve ie 'to improve attainment in literacy</i></p>		
<p>Our curriculum is underpinned by a sound understanding of child development and additional needs, ensuring appropriate experiences for all learners supports their growth and development and prepares them for life beyond school. Learners' experiences are based upon robust assessment of need, proactively personalised to ensure equitable opportunity for all to succeed with an appropriate and supportive curriculum framework. All curriculum planning supports the delivery of engaging and stimulating lessons, with skill development an explicit focus in every lesson. Digital tools are used to support and promote learning and support communication needs.</p> <p>Pupils' wellbeing needs are met within nurturing classrooms in which all adults understand that all behavior is communication, responding and interacting with compassion, encouragement, kindness and care as an enactment of our faith and school values. Our school is a networked learning organisation, with opportunity at all levels for all members of the school community to lead learning. Strong partnerships with parents, third sector and other agencies support pupil achievement and development.</p>		

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Challenge: All pupils successfully access learning opportunities that support their unique and complex needs, ensuring measurable progress in skills development, well-being, attendance and attainment; parents, recognised as the first educators, are included, informed and involved in the experiences and successes of their child in school.						
Mission 1: Planning and pedagogy supports the development of pupils' skills and attainment within personalised learning activities					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Development of a skills driven curriculum to promote independence in all pupils	All pupils access relevant and purposeful Life Skills lessons every week, supporting the development of confidence and independence.	Tracking data Reporting Transition information / destinations Parental and pupil feedback Teaching and Learning Policy	HT	Dec 2024		
Development of tracking systems to capture skills development in a robust and evidenced way	Pupils benefit from the planned and explicit teaching of identified skills required to prepare them for life beyond school.	Management call data Planning documentation Parental and pupil feedback Curriculum review processes - review meetings, staff meetings, DMs etc	DHT Curriculum	June 2025		
All lessons are planned and personalised to meet the needs of all learners, ensuring inclusive, relevant and engaging learning experiences that support attainment and wider success.	All pupils are engaged in learning experiences appropriate to their diverse needs minimising instances of distress and supporting sustained attendance and achievement.	Links with other agencies / providers Incident Reporting data Bullying and Equalities module data Use of OMI equipment Wider Achievement Tracking data and position paper VSE findings	DHT Curriculum	June 2025		
All lessons take account of our shared Literacy, Numeracy and HWB responsibilities.	All pupils make expected progress in Literacy and Numeracy.	Showbie Curricular pathways SQA data Visuals	DHT Pastoral	June 2025		
Digital technologies support pupil communication, engagement and attainment and foster strong parental links and partnerships.	Over 90% of lessons include effective use of ICT that supports attainment and achievement and promotes accessibility to all learning experiences.	Makaton use Life Sills Curriculum Lit and Num data Skills Curriculum meeting minutes, draft paper, proposals	DHT Curriculum	April 2025		
Personalised learning experiences are visually presented and appropriately chunked into achievable, meaningful goals.	All pupils are aware of the relevance and purpose of learning experiences, recognising their own success and next steps to improve.			Dec 2024		
All lessons incorporate LCFE strategies.	All pupils experience at least one form of community based learning to help prepare them for life beyond school.					

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Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions*)

Mission 2: Systems, processes and pedagogy support sustained school attendance, develop wellbeing and ensure the safety and welfare of all.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Re-define learning groups to reflect developmental stage and additional needs of all young people.	Over 90% of pupils communicate feeling safe and secure in school and feel well supported by adults who know and care for them	Visual cues and signage Consistency in classroom layout / resource organisation etc Parent / pupil feedback Management Call logs	HT	Aug 2024		
Ensure the physical environment of the school minimises stress triggers and provides space to co/self regulate when required.	Over 90% of pupils attend appropriately personalised and planned learning experiences on all occasions.	Raising Concern forms Parental meeting minutes / reviews Questionnaires Attendance data	HT	Dec 2024		
Provide training to staff, pupils and parents on positive behaviour management techniques, emotional literacy, de-escalation and Makaton.	All pupils are supported to regulate their emotions; all pupils can identify emotions and have methods to communicate how they feel in school and at home.	Makaton training evaluations Development and use of outdoor areas Collaborative Planning Meetings Pastoral Notes WAPs	DHT Pastoral	By June 2025		
Further develop processes to support early and effective intervention when pupils require enhanced or targeted support	All pupils are supported to use Makaton in communication, promoting a sense of inclusion and wellbeing.	JST ASN SIIM referrals Refreshed CALM room and Sensory areas CLPL calendar and attendance records CLPL feedback	DHT Pastoral	April 2025		
Systems are in place to capture, celebrate and recognise success in all its forms	All pupils requiring personalised support benefit from timely, proportionate and appropriate intervention that supports wellbeing and development.	Hub provision, attendance and evaluations VSE findings Observation	PT Pastoral			
	All pupils feel supported, included and seen by the half termly recognition of their skills and talents	CP / Attendance / Mental Health Policies Family Learning Events PSHE / Tutor provision Merits / Assemblies / Rewards				

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Evaluative Comment:						
Mission 3: Strong links with parents, the Church and other agencies support pupils to grow, develop and prepare for life beyond school.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Development of a programme of family learning events that supports social inclusion, a sense of community and equity for all.	Over 80% of pupils access community or school based extra curricular events, sustain appropriate post school destinations and are supported to develop and experience friendships beyond the school day.	Family Learning Programme Transition meeting minutes CSPs FoodBank volunteering programme Showbie data and evaluations QA calendars Feedback RE Moderation visits Peer to peer observations (RE specialist and general) Pupil voice Parental voice Involvement with community events / activities Attendance at Mass Ethos of school	DHT Curriculum DHT Pastoral DHT Pastoral HT HT	Aug 2023 Dec 2023		
Showbie is used to engage with and include parents' in the experiences of their child.	100% of pupils who require it, benefit from multi-agency planning that is child centred and focussed on developing independence in preparation for transitions All pupils are able to share learning experiences with their families /carers					
Quality Assurance processes include consideration of all transitions.						
All pupils and staff are supported to participate in the Catholic life and Ethos of our school	Pupils reports a sense of belonging that promotes wellbeing and inclusion Moderated and audited resources ensure all pupils experience appropriate and engaging RE lessons, reflecting their needs, strengths and learning styles.					

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Evaluative Comment

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