



Paisley Grammar School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, **Paisley Grammar School** has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Our vision...



We feel safe, healthy & happy

Our values are everywhere

Pupils & Staff enjoy learning

Learning is the game

Pupils exceed their potential

Parents work with us & we support each other

We have a strong cluster relationship

We are involved in volunteering charity work

Our praises are sung

We value the health & wellbeing of each other

Poverty has no impact on the success of our pupils

We engage well with the community

Pupils take part in the life of the community

All of our pupils achieve high levels of literacy & numeracy

We continue to move heaven & earth for each one of our pupils

All pupils move to a positive & sustained destination

- **WE ARE A LEARNING COMMUNITY WITH A STRONG VALUES BASE**
- **WE HAVE A POSITIVE HIGH PROFILE**
- **WE ACHIEVE EXCELLENCE AND EQUITY**

Paisley Grammar School

A creative learning community

Our values...



RESPECT

COMPASSION

INTEGRITY

Our aims...

- **TO BE SUPPORTIVE AND INCLUSIVE**
- **TO ENCOURAGE, RECOGNISE AND CELEBRATE SUCCESS**
- **TO ENSURE BOTH STIMULATING AND CHALLENGING LEARNING EXPERIENCES**
- **TO ENSURE ALL PUPILS MAXIMISE THEIR POTENTIAL**



Paisley Grammar School

A creative learning community

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and partners. We used a variety of methods of getting the views of those who are involved in the life and work of **Paisley Grammar School** such as **collegiate sessions, focus groups, evaluations.**

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. (Education Manager, Cluster primaries, West Partnership Curriculum Group, other schools (Whitburn Academy, St Lukes, etc), SDS (through school visits, collegiate working, Home Link Service, Place 2 Be, Exchange Counselling). All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: reflection on the challenge questions, learning visits, evaluation of performance in SQA exams, evaluation of attainment in BGE, evaluation of Insight data, reviewing progress and impact of SIP, etc.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 - raising attainment and achievement		
What will we do?	What difference will it make?	How will we measure/evidence success?
<p>We will support our learners to access to wider opportunities to increase their portfolio of skills and qualifications.</p> <p>Our change of level and presentations data tell us that a number of our pupils are not able to make progress within their coursed subjects/levels.</p> <p>Our SCQF level course uptake tells us there is a need for improved PR with parents/carers re the value of new courses.</p>	<p>In 24/25 almost all of our pupils will be coursed correctly allowing them to achieve success in all their chosen subjects/levels and the number of level changes will drop.</p> <p>Uptake in SCQF level courses will increase in session 25/26. In session 23-24 we offered: 4 courses at L4 (20 candidates) 11 courses at L5 (448 candidates) 7 courses at L6 (210 candidates)</p> <p>Our learners will have the skills required to move on to a positive destination.</p>	<p>80%+ presentations data vs target levels will match.</p> <p>Level change data will show improvement</p> <p>No of SCQF level courses offered and opted for at L4, 5 & 6.</p> <p>Pupil feedback on PGS Skills framework.</p>
<p>We will increase our pupils' levels of literacy and numeracy.</p> <p>We will increase the minimum reading age of our pupils.</p> <p>We will reduce the attainment gap in L4/5 literacy and L4 numeracy for leavers.</p> <p>In session 24/25 we will maintain positive trends for numeracy attainment and improve attainment in literacy L4 and L5 to match the VC.</p>	<p>An increasing number of our S1 pupils will be working confidently within second level in key areas of literacy & numeracy following transition.</p> <p>Almost all of our pupils will be able to access the curriculum</p> <p>Our learners will achieve success in literacy and numeracy and will be prepared to move to a positive destination post school.</p>	<p>NGRT data ACEL data SNSA data PGS tracking</p> <p>ACEL data SNSA data PGS tracking</p> <p>Insight data.</p>
<p>Our classroom approaches will ensure that our learners will experience increased motivation to and achieve and attain at the highest levels possible.</p>	<p>Our attendance will increase.</p> <p>Our learners will enjoy learning.</p>	<p>Monthly monitoring – attendance/behaviour/out of class log</p> <p>Attainment data – aspirational grades versus tracking/SQA actual for targeted pupils.</p> <p>Pupil feedback.</p>
<p>Our learners will experience opportunities to develop skills for learning, life and work and see the relevance of these.</p>	<p>Our pupils will be able to talk confidently about the skills they have developed and how these can be used across different destinations.</p>	<p>Pupil feedback re skills.</p> <p>SLD statistics.</p> <p>SLFU data.</p>

<p>We will develop a relevant curriculum, containing well planned, high quality courses, which provides clear progression and opportunities to achieve and attain. This will allow our learners to access a range of enabling opportunities through enhanced partnership working.</p>	<p>Our pupils will achieve success in a range of academic and skill based courses. Every year group benefits from working with external partners on a range of activities within and out of school.</p>	<p>SQA data Insight data Pupil feedback Staff feedback Partner feedback.</p>
<p>We will provide clear communication with parents/carers and engage them in our improvement agenda and the impact this has on raising attainment & achievement.</p>	<p>Our parent/carer body will be better informed about what is happening in school. Our parent/carer body will feel empowered to support their young people to achieve an attain. Our parents through our parents are aware of and have contributed to our SIP.</p>	<p>Parental feedback. App engagement data Satchel: One engagement data</p>
<p>Our approaches to celebrating success need to be fair and consistent and include PR opportunities to share successes.</p>	<p>Weekly tweets/app posts celebrating pupil successes and achievements.</p>	<p>Feedback from pupils shows that pupils recognise & value the system, resulting in positive levels of motivation reported.</p>

Improvement Priority 2 - delivering a high quality learning experience		
What will we do?	What difference will it make?	How will we measure/evidence success?
<p>We will increase the digital expertise of our pupils and staff.</p> <p>We will provide one to one devices, relevant training, and focus on building digital skills and literacy.</p>	<p>Effective chromebook use across the school will increase, impacting positively on learner outcomes (digital skills, engagement).</p> <p>We will increase learner and parental engagement.</p>	<p>Pupil feedback</p> <p>Staff feedback</p> <p>Lesson Observations</p> <p>Satchel One pupil/parents/staff engagement data.</p>
<p>We will continue developing our relational practice & our L&T approaches to ensure consistency across the school and ensure a nurturing, welcoming environment.</p>	<p>Pupils and staff will enjoy learning together.</p> <p>Learners will experience a greater degree of consistency across the school.</p>	<p>Staff feedback</p> <p>Pupil feedback</p>
<p>We will increase opportunities for learners to learn in groups and learn outside the classroom environment.</p>	<p>Pupils and staff will enjoy learning together.</p> <p>Learners will develop a greater understanding of sustainability.</p>	<p>Staff feedback</p> <p>Pupil feedback</p>
<p>We will develop approaches to allow S1/2 pupils to develop their skills.</p> <p>We will introduce PBL in S1/2 to ensure a more dynamic approach to skill delivery.</p>	<p>Our learners will talk confidently about the skills they have developed (creativity, organisation, communication, adaptability) and how these can be used across different destinations.</p> <p>Our learners will develop their critical thinking skills.</p> <p>Learners will develop a greater understanding of sustainability.</p>	<p>Staff feedback</p> <p>Pupil feedback</p>
<p>We will be fully involved in the development of our new school building to ensure future opportunities to maximise effective L&T approaches.</p>	<p>Our stakeholders will feel their voices have been heard throughout the design and build.</p>	<p>Feedback from pupils, staff, parents, community partners.</p>

Improvement Priority 3 - promoting wellbeing		
What will we do?	What difference will it make?	How will we measure/evidence success?
<p>Develop in our young people the requisite skills to be able to support themselves and others. Support the mental wellbeing of our young people.</p>	<p>The majority of pupils will know how to access our counselling services if they need support. We will see an increase in other measures for identified pupils – attendance, referrals to counselling - for these young people accessing the service. Our young people will make positive choices around extra-curricular, health, social networking, etc.</p>	<p>P2B access data Exchange access data WB plans & pupil feedback Feedback re wellbeing inputs Staff training engagement and feedback Mental health strategy – feedback from staff & pupils. Pastoral notes and clubs feedback will show increase in uptake and enjoyment.</p>
<p>We will ensure our structures and resources enable us to provide the most effective support for all of our pupils to achieve and attain, including those with ASN.</p>	<p>Pupils and families will be happy with the service we provide to support young people. All support staff feel they can effectively manage the needs of their caseload of pupils. Our pupil Hub feedback shows an increase in motivation.</p>	<p>Staff, pupil, parent/carer feedback. TATC minutes. Care Experienced young people data eg attendance Hub feedback using Leuven scale – before & after data.</p>