

Auchinleck Academy

Establishment Improvement Plan

2019/20

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| School/Centre  Improvement Plan | Auchinleck Academy |
| Head Teacher | Martin Robertson |
| Date Submitted | Submitted to Head of Education on: 24 June 2019 |
| Session  (Date when each year is written) | 2019 - 2020 |

**Our School Vision,Values and Aims**

Our Vision, Values and Aims are described in the following illustration and texts.

**Our Vision**

**for all of our pupils**

**Our Vision for Auchinleck Academy**

* All pupils and staff achieve their full potential
* Achievement and success are aspired to, recognised and celebrated for all members of the school community
* All members of the school community take pride in being part of the school and its community and work together to improve it
* All pupils are encouraged to take responsibility, develop resilience, respect and leadership skills through involvement in the curriculum and wider activities
* The highest quality learning and teaching is delivered across the school to encourage enjoyment and enthusiasm for learning
* Effective partnerships are developed and supported between pupils, parents staff, and the wider community to support learning and improvement of the school community

**Successful**

**Healthy**

**Lifelong**

**Learners**

**Confident**











**Proud**

**Employed**

**Contributing**

**Responsible**

**Auchinleck Academy**

**Our Values**

**Achievement : Responsibility : Respect : Equality : Teamwork**

**Our School Values**

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| * Achievement * Respect * Responsibility * Equality * Teamwork |

1. **Our School Aims**
2. To have an inclusive ethos which supports and encourages all pupils to achieve their full potential.
3. To ensure all pupils take responsibility for their learning, take pride in their achievements and

contribute to the life of the school.

1. To establish strong partnerships with the local community including businesses, parents and partners
2. To challenge, motivate and support young people to be well-rounded, confident and healthy

individuals who aspire to be successful lifelong learners.

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | ✓ |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | ✓ |
| Parent Council and Forum | ✓ |  | Takes account of the strategy for parental involvement under section 2 (4A) | ✓ |
| Teachers, practitioners and ALL school/centre staff | ✓ |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | ✓ |
| Volunteers/ Community partners | ✓ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | ✓ |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | NA |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | ✓ |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | ✓ |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | ✓ |



Head Teacher/Head of Centre Signature:

**Pupil and parental strategic involvement**

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| *For session 2019-20, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2019-20 , please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| Our young people have been extensively involved in creating this plan and used the national improvement framework as a basis for discussions. EVERY young person in the school had a chance to come up with positive ideas as to how we could improve as a school relating to all four NIF priorities.  In 2019-20, we will allow ALL young people will be asked to scrutinise and discuss particular aspects of school policy and practice. Pupil Council representatives will lead this work.  In addition, our young people will continue to be part of self-evaluation throughout ALL areas of school life.  Every young person will also be entitled to formal learner conversations in **every** subject area as they progress through school and will have the chance to respond to issues around teaching and learning.  Young people will be involved in the recruitment and selection of all teaching staff.  Young people’s views are sought extensively in every subject area to support improvement. | Our parents will have strategic involvement in the operation of our school.  It is intended that our model for parental consultation operates via the parent council as the main strategic body, who will in turn, understand their duty to consult the wider parent forum and organise events to involve more parents in such decisions.  In addition, we will make wider use of social media to support survey –type responses whereby parents can access decision-making without the necessity for meetings.  Parent council members will be invited to be involved in our strategic working groups. We will also continue to ensure that the parent council are represented on key appointment panels and authority reviews as deemed appropriate. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To improve the Literacy and Numeracy Levels of all learners in the Broad general Education | Rationale for improvement priority based on evidence   * 39% of S3 achieved level 4 in Reading * 40% of S3 achieved level 4 in Writing * 36% of S3 achieved level 4 in Listening and Talking * 65% of S3 achieved level 4 in Numeracy |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  Assessment of children’s progress | **HGIOS/ HGIOSELCC QI’s for self-evaluation**  **1.1**  **2.2, 2.3, 2.5, 2.6**  **3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| Ensure consistency in the delivery of literacy and numeracy across the curriculum   * Staff CPD on delivering literacy and numeracy across the curriculum * Literacy and numeracy resources created and implemented across the school * Events to highlight the importance of literacy and numeracy   Delivery of the Curriculum Outdoors Attainment Challenge to support improvements in Literacy and Numeracy   * Identified key numeracy and literacy concepts will be taught outdoors, with support materials provided * Development of Teacher Capacity through Team teaching with Outdoor Learning Teacher * Whole school CLPL twilight will focus on learning pedagogy of teaching outdoors and the associated HWB benefits * Parent sessions supported by key partners to promote positive healthy play opportunities in the wider community | A McPheator  M Paterson  D Shaw  Learning and Teaching group  N White - LOST  English Staff  Maths Staff | August 2019 – June 2020  August 2019 – June 2020 |
| Evidence of Impact against outcomes for learners   * Literacy and numeracy strategies and resources for pupils and staff embedded across the curriculum * Staff and pupil evaluations of literacy and numeracy events * Staff evaluations on CPD sessions * Long term retention of key concepts will increase. * Application of key skills will become more secure particularly in new contexts * Staff feel more confident about using pedagogical approaches in the outdoor context * Parental engagement in events using greenspace around schools | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To improve the levels of attainment for all school leavers particularly those in SIMD 1-3. | Rationale for improvement priority based on evidence   * Attainment of the lowest attaining 20% of leavers is below all comparators * Gap of 168 average tariff points for pupils in highest attaining 20% from SIMD 1-3 |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Performance information | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1 1.2, 1.3, 1.5**  **2.1, 2, 2.3, 2.4, 2.5, 2.6, 2.7**  **3.1, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| Ensure consistency in high quality learning and teaching across the curriculum   * Learning and Teaching fair with a particular focus to take place * Whole school implementation of the Tapestry programme to enhance learning and teaching * Formal observations to have a focus based on strategies from the Tapestry programme   Increase the involvement of Parents in supporting their young people to achieve   * Development of family learning programmes, parent workshops and improved communication * Establish a Parental Engagement SIG and work towards creating a Parents in partnership program working with home link worker and feeder primaries as part of enhanced transition   Identify target groups of pupils in the highest attaining 20% in SIMD 1-3 from S4, S5 and S6 and develop a range of targeted support to improve their attainment  Continue to develop and Improve programmes to ensure improved attendance, attainment and destinations for the bottom attaining 20% in S4 and S5 and Additional Supports to be identified and implemented | A McPheator  Tapestry PLC leaders  Tapestry PLC members  R McCaffrey and SIG  R McCaffrey  PT RA  R McCaffrey  PT RA | June 2019 – Nov 2020  August 2019 – June 2020  August 2019 – June 2020 |
| Evidence of Impact against outcomes for learners   * Formative assessment approaches embedded in learning and teaching. Evidenced through learning rounds, PT formal observations and QA visits and pupil views * Whole staff training to take place on the Tapestry programme, led by the learning and teaching group * Staff evaluations of learning and teaching fair * Parental Engagement SIG set up and Parent in partnership program running , with more parents engaging with the school * Improved attainment of pupils in the highest attaining 20% in SIMD1-3 through targeted support. * Evidence of improved attainment, attendance and positive destinations for all S4 and S5 leavers | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To improve the mental health and wellbeing of all young people in the school. | Rationale for improvement priority based on evidence   * Feedback from recent mental wellbeing surveys has shown that Auchinleck Academy’s average is lower than the Scottish National average for both pupils and staff. * More than 40 young people in the school have been identified with serious mental health needs * A high number of pupils complain of anxiety and stress and ask to withdraw from subjects they find difficult * Pupil attendance is below national and local average * The school is preparing for a merger- staff and pupils require support to prepare for this transition, and opportunities to meet with staff and pupils from Cumnock Academy. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School improvement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1, 1.2, 1.3, 1.4, 1.5**  **2.1, 2.3, 2.4, 2.5, 2.6, 2.7**  **3.1, 3.2** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Involve all staff in further developing programmes and supports to improve the resilience of all young people and promote Growth Mindset across the school. * Work with Cumnock Academy on joint children’s rights projects to further develop positive relationships and rights respecting attitudes in both schools in preparation for the merger. * Introduce Health and Literacy in Natural Environments programme (HealthLine) in partnership with East Ayrshire’s Learning Outdoors Support Team (LOST) and NHS to support vulnerable pupils with social and physical development, wellbeing and community engagement. * Introduce programme of activities to support staff wellbeing. * Further develop Nurturing approaches across the school and work towards becoming more trauma informed. Provide CLPL on Developmental Trauma and Adverse Childhood Experiences. * Continue to provide information and guidance to parents to allow them to find ways to support young people experiencing mental health issues in the home, through family learning, workshops and communications. Mental Health Nurse to introduce anxiety management groups and produce mental health survival guide for pupils and parents. | C Devine  Growth Mindset SIG  C Devine  RRSA SIG  C Devine  N White  M Gladwell  D Shaw  SIG  C Devine  M Paterson  D Shaw  Nurture/Inclusion SIG  R McCaffrey  C Devine  PTGs  A.Macdonald  A. Robertson  M Gladwell | Aug 2019- May 2020  Aug 2019- May 2020  Aug 2019- May 2020  Aug 2019- May 2020  Aug 2019- May 2020  Aug 2019- May 2020 |
| Evidence of Impact against outcomes for learners   * Pupil surveys and wellbeing assessments indicate increased confidence, resilience and self-belief. * Evidence of improved attendance, engagement and achievement in groups of targeted and vulnerable pupils * Lesson observations indicate a move towards more nurturing environments and evidence that staff are trauma informed. * Increase in the number of parents participating in family learning, attending workshops, downloading the app and following the school on Twitter * Young people participating in Mental Health workshops and wider achievement programmes such as HealthLine report improvements in wellbeing * Staff surveys indicate improvement in wellbeing and relaxation * Pupil surveys and feedback from RRSA joint events with Cumnock Academy indicate positive relationships and positive attitudes towards joint working. | | |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | To ensure that positive leaver destinations improve by 5% | Rationale for improvement priority based on evidence   * Positive destinations at a 5 year low of 90% |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  Performance information | **HGIOS/HGIOSELCC QI’s for self-evaluation**  **1.1, 1.2, 1.3**  **2.2, 2.3, 2,4 2.6, 2.7**  **3.1, 3.3** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Work with Ayrshire Chamber to improve the Flexible Pathways Initiative (FPI) currently in place * Work in partnership with Dean Park Rangers to deliver Natural Leaders programme to the FPI group and achieve a Rural Skills qualification * SLT/PTGs to meet regularly with the Careers Advisors to track, monitor and update the leavers destinations data * All staff to complete Career Management Skills modules * Ensure that all staff use Labour Market and Careers Information to inform decisions when planning curricular change across the school * Departmental response to Careers Education Standard * Learning Intentions and Success Criteria should include career information/advice * Develop a new model for careers events and mock interviews * Improve input of Business Partners to the Curriculum. * Ensure that every S4-6 pupil has embarked on a meaningful Work Experience placement before leaving school * Continue to promote Foundation Apprenticeships to pupils in S5/6   SDS Commitment  Skills Development Scotland (SDS) will work with departments to support the embedding of career management skills into the curriculum - pupils develop career management skills, embedded within the curriculum.  SDS Careers Advisers (CA) to continue to deliver Career, information, advice and guidance (CIAG) as per School Partnership Agreement – pupils develop career management skills, are interview ready and confident in their choices and career planning.  SDS will work with the school to increase use of My World of Work (MWOW) to encourage ongoing pupil profiling and access to trustworthy, expert career information and advice – in classes, 1;1s, group sessions and parent’s evenings. Encourage use of MWOW lesson inserts in subject classes.  Joint deliver with EAC to leavers to invite onto SDS Next Steps Programme and EAC Summer Programme then progress into positive destinations.  Help with DYW activities in School as appropriate – careers events, mock interviews, application sessions. | V Grove  PT Raising Attainment  G Kidd  S Tickner, L Cumming  SDS Staff  School Staff  EAC Staff | August 2019-May 2020  August 2019-May 2020  August 2019-May 2020 |
| Evidence of Impact against outcomes for learners   * Reduction in the number of S4 and S5 pupils not moving on to positive destinations * Improved, sustained FPI placements for pupils * Pupils during class observations are able to identify links from their current learning to possible careers * Course plans include links to Careers and Labour Market Information * Evidence of careers related learning in observations * Evidence of qualifications gained from Natural Leaders programme * Pupils report positive experiences from their work placements * Business partners feel that their input is valued by pupils and staff * Pupils evaluations of partners input indicate improvements in their learning * Pupils embarking on Foundation Apprenticeships in session 2020-2021 | | |

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| ***Improving the Literacy and Numeracy Levels of all learners in the Broad general Education*** | ***Improving the levels of attainment for all school leavers particularly those in SIMD 1-3*** |
| * Ensure consistency in the delivery of literacy and numeracy across the curriculum * Delivery of the Curriculum Outdoors Attainment Challenge to support improvements in Literacy and Numeracy | * Ensure consistency in high quality learning and teaching across the curriculum * Increase the involvement of Parents in supporting their young people to achieve * Identify target groups of pupils in the highest attaining 20% in SIMD 1-3 from S4, S5 and S6 and develop a range of targeted support to improve their attainment * Continue to develop and Improve programmes to ensure improved attendance, attainment and destinations for the bottom attaining 20% in S4 and S5 and Additional Supports to be identified and implemented |
| ***Improving the mental health and wellbeing of all young people in the school*** | ***Ensuring that positive leaver destinations increase by 5%*** |
| * Involve all staff in further developing programmes and supports to improve the resilience of all young people and promote Growth Mindset across the school. * Work with Cumnock Academy on joint children’s rights projects to further develop positive relationships and rights respecting attitudes in both schools in preparation for the merger. * Introduce Health and Literacy in Natural Environments programme (HealthLine) in partnership with East Ayrshire’s Learning Outdoors Support Team (LOST) and NHS to support vulnerable pupils with social and physical development, wellbeing and community engagement. * Introduce programme of activities to support staff wellbeing. * Further develop Nurturing approaches across the school and work towards becoming more trauma informed. Provide CLPL on Developmental Trauma and Adverse Childhood Experiences. * Continue to provide information and guidance to parents to allow them to find ways to support young people experiencing mental health issues in the home, through family learning, workshops and communications. Mental Health Nurse to introduce anxiety management groups and produce mental health survival guide for pupils and parents. | * Work with Ayrshire Chamber to improve the Flexible Pathways Initiative (FPI) currently in place * Work in partnership with Dean Park Rangers to deliver Natural Leaders programme to the FPI group and achieve a Rural Skills qualification * SLT/PTGs to meet regularly with the Careers Advisors to track, monitor and update the leavers destinations data * All staff to complete Career Management Skills modules * Ensure that all staff use Labour Market and Careers Information to inform decisions when planning curricular change across the school * Departmental response to Careers Education Standard * Learning Intentions and Success Criteria should include career information/advice * Develop a new model for careers events and mock interviews * Improve input of Business Partners to the Curriculum. * Ensure that every S4-6 pupil has embarked on a meaningful Work Experience placement before leaving school * Continue to promote Foundation Apprenticeships to pupils in S5/6 * SDS Commitments to school programmes |