

School Improvement Plan	Doon Academy
Head Teacher	Kenneth Reilly
Date Submitted	Submitted to Head of Education on: 28 th June 2022
Session (Date when each year is written)	2022 - 2023

School's/Centre's
Vision and Values

School Charter

	<p>Article 28 - You have the right to an education</p>  <p>Our Actions - Attend all classes on time and always work hard 1</p>	<p>Article 29 - You have the right to education which develops your personality, respect for other's rights and the environment</p>  <p>Our Actions - Show respect for others rights and the environment 2</p>
<p>Article 16 - You have the right to a private life.</p>  <p>Our Actions - Use social media responsibly and keep yourself and others safe at all times 3</p>	<p>Article 2 - You have the right to protection against discrimination</p>  <p>Our Actions - Not to discriminate or make fun of others 4</p>	<p>Article 23- If you are disabled, either mentally or physically, you have the right to special care and education</p>  <p>Our Actions - Treat all people fairly and equitably 5</p>
<p>Article 13 - You have the right to find out things and say what you think, through making art, speaking and writing unless it breaks the rights of others</p>  <p>Our Actions - Express our opinions appropriately and consider the rights of others 6</p>	<p>Article 12 - You have the right to an opinion and for it to be listened to and taken seriously</p>  <p>Our Actions - Listen to and respect other peoples ideas and opinions 7</p>	

Doon Academy



Small School. Thinks Big. Aims High.

Inspiring the young people of the Doon Valley and **helping** them become everything they can be. **Developing** a love of learning that will help them to grow as individuals throughout their life. **Nurturing** their skills and talents within an atmosphere of high expectations. **Creating** ambitious, successful and responsible young people. **Building** everything we do around the values that help us be clear about *who* we are and *what* we are about. **Working** together as a team that is:

Respectful

Resilient

Ready

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.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/ Community partners	✓
Local bodies representing teachers, staff, volunteers and any	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been	✓

parent bodies further associated to the school/centre.	
--	--

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 Signature:

Pupil and parental strategic involvement

<p><i>For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Young people have been consulted about how the school can become a better place to learn and achieve through our weekly Mentor periods. All pupils have Mentor provision which means, in effect, every pupil has had the chance to contribute ideas about how the school can improve.</p> <p>Every young person is entitled to at least three formal learner conversations in every subject so they can discuss issues surrounding Learning and Teaching.</p> <p>We also consulted all young people via the questionnaires used during HMIE inspections.</p> <p>Opportunities for seeking the views of our young people are also built into our Self-Evaluation for Self-Improvement Calendar.</p> <p>We have a senior prefect and Senior Cabinet system that has a firm focus on the school improvement plan.</p> <p>Development of new Columba 1400 pupil ambassadors by increasing current opportunities to lead events in school. Listen to their voices and support their ideas to improve ethos of school, raise attainment, develop curriculum, assess quality of learning and teaching in classes, be part of recruitment of staff.</p>	<p>We work with parents to make sure that Parent Council meetings facilitate discussion of “big issues” as we work together to improve learning and teaching at Doon.</p> <p>We also consult parents via the questionnaires used during HMIE inspections.</p> <p>We are making increasing use of social media and the School App as a way to keep parents informed about life at the school and for facilitating feedback on key areas of consultation within the school.</p> <p>We have established a Friends of Doon group drawn from parents and members of the wider community to help us drive change and improvement at the school.</p>

We have increased the opportunities for pupils to have a more effective pupil voice from S1- S6 particularly in matters relating to learning and teaching. - Wee HIGIOS group.

Faculties to continue to use consultation of pupils regularly to inform learning and teaching and evidence change through Your Views, Your School.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	All learners will benefit from approaches in terms of curriculum and pedagogy that support raising attainment and achievement as we enter our post-pandemic renewal phase.	Attainment and Achievement in the Senior Phase is the strongest the school has ever seen with significant rises in the Attainment for All section. This is partly due to curricular innovation. However, post-pandemic motivation and engagement has been raised as an issue by teaching staff and progress in the BGE needs careful monitoring.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Curriculum and assessment; Performance information	HGIOS/ HGIOSELCC QIs for self-evaluation 1.1, 1.2, 2.3, 2.4, 3.2

What actions are required to reach the desired outcome?	Who	When
All faculties to develop curricular pathway frameworks in partnership with the SCQF ambassadors programme and take steps to address issues with Senior Phase uptake if required	KH; SE; PTC	Dec 22
Taking forward our School of Numeracy by having an agreed approach in place to support the development of numeracy skills across the curriculum	PM; KR	Mar 23
Using BGE Monitoring and Tracking data to trigger interventions where appropriate	GL	May 23
Supporting all colleagues in critical analysis of feedback leading to individualised faculty plans on using feedback effectively to raise attainment and achievement with a particular focus on equity and inclusion.	GL; PLC Team	Dec 22
Auditing our approaches to Inclusive Practice across the school and planning for Silver Award accreditation with a particular focus on differentiation in the BGE.	SE; AW; PTC	Oct 22

Evidence of impact against outcomes for learners.

- The number of learners achieving awards at Level 5 and above will become more evenly spread across the curriculum.
- The development of numeracy skills for all learners will be supported by common pedagogical approaches in all curricular areas and 55% of learners in the Senior Phase will leave with a minimum of Level 5 in Numeracy.
- Monitoring and Tracking information shows most young people in the BGE (75 – 90%) on course to achieve or surpass targets and benefitting from targeted interventions.
- High quality feedback being provided for all learners leading to targets being overtaken at individual, class and faculty level.
- All learners in the BGE benefitting from a range of differentiated and inclusive approaches.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	To make sure that our most disadvantaged learners and their families have partnership support wrapped around them which helps to build self-esteem, resilience and achievement.	Reduction in referrals and exclusions and Insight data indicates progress made in this area but staff and pupils clearly indicate continuing HWB needs that impact upon engagement in learning .
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver School leadership; Teacher and practitioner professionalism	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 2.3, 3.1, 3.2
What actions are required to reach the desired outcome?		Who
Sharing details of young people involved in PEF related Equity and Excellence interventions with all staff.		GL
Offering a localised Leadership Academy programme in conjunction with Columba 1400 (PEF £6,000)		TJ; ST; GL
Allocating 1.27 FTE (35.51 hours) of clerical time to supporting all PEF related activities but with a particular focus on supporting attendance and latecoming. (PEF £12,253)		PTPS; AFO; GL
Supporting early and first level Numeracy across S1 and S2 by recruiting 1.0 FTE specialised staffing (PEF £32,952)		PM; AW; GL
Using Accelerated Reader to support the development of literacy skills across the BGE		DG; KR
Poverty proofing the school day by establishing a School Store with school uniform, general supplies and stationery to make sure learners are fully equipped and ready to learn (PEF £3,000)		KF; ST
Providing and supporting our learners with the opportunity to learn beyond the classroom and having the opportunity to access trips and educational experiences without financial restrictions (PEF £1,780)		PTC; PTPS
Establishing an intervention programme for Attendance and/or Attainment champions who are trained in coaching and mentoring techniques (£6,000)		GL
Evidence of Impact against outcomes for learners. <ul style="list-style-type: none"> Most of the young people involved in Columba 1400 in Session 2021 – 2022 involved in leading change within Doon via involvement in the Cocoon initiative and actively supporting the group being established in Session 2022 – 2023. Learners will benefit from more coherent learning with attendance at whole school level rising to 92% and latecoming being reduced by 50%. To implement interventions for young people identified as early/first level numeracy to ensure pupils are able to access the 3rd level curriculum in S3. Provide leadership opportunities for learners to develop self-esteem, self-worth, confidence and resilience identified through the use of SHANARRI indicators, wellbeing assessments and pupil voice feedback. Ensure all learners have access to materials to enable them to be “Ready to Learn”. Almost all learners involved in the Attendance and Attainment Champion programme have a minimum attendance rate of 92% and are on course to achieve aspirational targets in most subjects. 		When
		Sept 22
		Mar 23
		Aug 22
		Oct 22
		Sep 22
		Sep 22
		June 23
		Oct 22

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	Making sure that all learners have the opportunity to achieve success by returning to the Neurosequential Model in Education (NME) as a basis for supporting Renewal as well as consolidating and extending our journey with regards to RRS, Pivotal and Restorative Approaches across the school.	We have been on a journey as a school with regards to developing a culture that supports the HWB of all and this session we will issue clear guidance for supporting staff. Exclusions have significantly reduced as have referrals but SLT calls to certain areas of the school have increased and we need to ensure clarity and consistency of approach.
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School leadership; Teacher and practitioner professionalism.	HGIOS/HGIOSELCC QIs for self-evaluation 1.1, 1.2, 1.4, 2.4, 3.1, 3.2

What actions are required to reach the desired outcome?	Who	When
Raising ambition and encouraging self-belief in our learners by being clear about our expectations and routines for successful learning (Doon to Learn)	ARG; GL; KH	Oct 22
Organising a programme of CLPL and case conferences for staff supporting young people with significant Health and Wellbeing needs	SE; PTPS	Mar 23
Reviewing application and impact of Relationships Policy on outcomes for learners	KR; GL; SE; PTPS; PTC	May 23
Re-establishing our NME champions to support staff across the school by providing support and guidance when required and facilitating our R4L space	CJ; SE; NME Grp	Oct 22
Demonstrating achievement of the Rights Respecting Schools Silver award standard	ARG; LN; SE	May 23
Establish clear procedures for activating and actioning pupil and parent voice at all levels	KR; PTC	Dec 22
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> • Learners involved in review of excellent lesson criteria and benefitting from consistent expectation across the school. • All pupils experiencing common approaches with regards to Relationships across the school resulting in a reduction in significant disruptions to learning and teaching and in particular a reduction in young people experiencing multiple referrals and/or exclusions. • Increased expertise and confidence in staff with regards to supporting young people experiencing ACE and trauma leading to greater and successful mainstream integration. • R4L establishing a trauma-informed learning space that supports young people as required and provides CLPL opportunities for staff. • All pupils are educated in a culture that demonstrates the requirements of UNCRC Silver Level accreditation. • The views of young people and parents form a core part of planning for improvement at Doon. 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority <i>(Expressed as outcomes for learners)</i>	To make sure that our learners are fully prepared for the current employment landscape by ensuring that we fully comply with the Career Education Standard (CES) and Work Experience Standard with effective School/Employer Partnerships.	We are far ahead in this regard and our positive destinations tend to be above the VC. Embedding core skills as part of wider curriculum is needed to move towards fuller implementation of DYW aims
NIF Priorities Improvement in skills and sustained, positive school leaver destinations	NIF Driver School improvement	HGIOS/HGIOSELCC Qis for self-evaluation 1.1, 1.5, 2.3, 2.7, 3.3

What actions are required to reach the desired outcome?	Who	When
Establishing a DYW Professionals Collaboration group to ensure every young person is on a pathway that is appropriate to their needs and ambitions.	SK; SE; PTPS	Sept 22
Auditing all curricular areas against the requirements of the CES and taking action to share good practice and address development needs.	SE; SK; PTC	Oct 22
Using the agreed Industry 4.0 skills as a way to scaffold skills-based discussions across the school with every faculty providing one opportunity in each course for pupils to learn in one of the contexts for learning outside the classroom	SE; ST; PTC	March 23
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> • Almost all young people securing an initial positive destination when leaving school. • All pupils benefitting from planned high quality DYW experiences in all areas of the Senior Phase curriculum. • A revised skills profile and vocabulary is established and used to support development for all learners across the school. 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

<p>Raising Attainment, particularly in Literacy and Numeracy</p>	<p>Increased in sustained positive destinations and employability skills</p>
<ul style="list-style-type: none"> All learners will benefit from approaches in terms of curriculum and pedagogy that support raising attainment and achievement as we enter our post-pandemic renewal phase. 	<ul style="list-style-type: none"> To make sure that our most disadvantaged learners and their families have partnership support wrapped around them which helps to build self-esteem, resilience and achievement.
<p>Ensuring the health and wellbeing of all young people</p>	<p>Closing the poverty related attainment gap</p>
<ul style="list-style-type: none"> Making sure that all learners have the opportunity to achieve success by returning to the Neurosequential Model in Education (NME) as a basis for supporting Renewal as well as consolidating and extending our journey with regards to RRS, Pivotal and Restorative Approaches across the school. 	<ul style="list-style-type: none"> To make sure that our learners are fully prepared for the current employment landscape by ensuring that we fully comply with the Career Education Standard (CES) and Work Experience Standard with effective School/Employer Partnerships.