



## HEAD TEACHER INTRODUCTION - BACKGROUND

**2000 - 2005**

Marr College, South Ayrshire  
Probationer Teacher of Design & Technology  
Teacher of Design & Technology  
Acting Assistant Principal Teacher of Guidance  
Acting Principal Teacher of Design & Technology

**2005 - 2015**

Stewarton Academy, East Ayrshire  
Principal Teacher of Technical  
Faculty Head of Home Economics & Technical  
Faculty Head of Art & Design, Home Economics & Technical  
Acting Depute Head Teacher

**2015 - 2022**

Loudoun Academy, East Ayrshire  
Depute Head Teacher  
Acting Head Teacher  
Head Teacher

**2022**

Grange Academy, East Ayrshire  
Campus Head

# HEAD TEACHER INTRODUCTION – 'VISION'



## SQA

1. The first Grange Academy SQA examination will take place on Wednesday 27<sup>th</sup> April – National 5/Higher Geography.
2. The last SQA examination will take place on Wednesday 1<sup>st</sup> June – National 5/Higher Drama.
3. Details of masterclasses and health & wellbeing activities were shared on the school app on Friday of last week.
4. Estimates – will be made available to all candidates from Monday 30<sup>th</sup> May onwards. More information to follow closer to the time.
5. Appeals - details as follows.....
  - appeals will be free of charge.
  - system will open on Tuesday 9<sup>th</sup> August at 9.00am.
  - eligibility: candidate's estimate must be greater than their certificated grade, e.g. exam result is a grade C but estimate was a grade B.
  - if a candidate accesses the *Examination Exceptional Circumstances Consideration Service* (EECCS) they are not eligible to use the Appeals service.

### DEADLINES..

#### **Priority Appeal...**

- Learner direct: Tuesday 16<sup>th</sup> August, 11.59pm.
- Centres: Friday 19<sup>th</sup> August, 5.00pm.

#### **Non-Priority Appeal...**

- Learner direct: Tuesday 30<sup>th</sup> August, 11.59pm.
- Centres: Friday 2<sup>nd</sup> September, 5.00pm.

## ATTAINMENT

1. Attendance at Easter School sessions were very promising, which will hopefully go towards maximising attainment for all involved – particularly our M60% and H20% of learners.
2. Historical INSIGHT data identified our lowest performing 20% of S4 pupils were attaining less than their virtual peers. Led by Lee Cardow, there has been a significant effort gone into maximising attainment for this cohort within the *Raising Attainment Programme*. This will hopefully lead to maximising the amount of qualifications this cohort achieves at 5@3 and 5@4 benchmarks.
3. Our Authority Attainment Review will take place on Wednesday 4<sup>th</sup> May. Grange Academy SLT have scrutinised the last 5 years of school leaver attainment analysis as well as departmental performance. Areas identified for improvement are as follows.....
  - Improved **tracking & monitoring/risk matrix profiling** for all leavers in order to maximise Literacy & Numeracy qualifications at SCQF L4/L5.
  - Further scrutiny of our **M60% and H20%** Senior Phase cohorts to maximise attainment for these learners. A particular focus will be on certain **departmental performances** and maximising accessibility of qualifications to S5 and S6 pupils.
  - Further work on **closing the attainment gap** between to most and least disadvantaged learners across the Senior Phase.
  - Ongoing scrutiny on a month by month basis regarding **Breadth & Depth** – e.g. the number of key qualifications pupils are on track to achieve.

## STAFFING UPDATE

1. Robert Johnston (Head Teacher) officially retired on 18<sup>th</sup> April.
2. Jamie Houston was successful at interview for the position of Teacher of Mathematics at St Columba's High School— start date August 2022.
3. Michaela Hagan was successful at interview for the position of Teacher of Biology at Trinity High School— start date August 2022.
4. Arlene Jackson was successful at interview for the position of Principal Teacher of Modern Languages, start date 19<sup>th</sup> April.
5. SLT are carefully working our way through the staffing jigsaw at the moment to ensure we comply with our core entitlement of 82.5FTE for August 2022.
6. Grange Academy will be given an additional 1.0FTE for *Inclusion Support* to support a cohort of incoming S1's in August 2022.
7. Grange Academy will also be given an additional 2.0FTE additional *Educational Recovery* staffing to support the school structures – TBC.
8. More staffing information to follow in due course.....

## INCLUSION REDESIGN

Historically, Grange Academy have not received any *additionality* in order to create a bespoke '*inclusion*' provision for particular cohorts of learners. The majority of creative provision has been funded through PEF and/or core staffing.

For session 22/23, Grange Academy will be provided with a 1.0FTE Teacher and 2.0FTE Classroom Assistants.

The Senior Leadership Team and partners within the local authority are currently planning on what this provision looks like in order to support a particular cohort of P7 learners who will be joining us in August.

The full 1.0FTE Teacher and 2.0FTE Classroom Assistants will be deployed within this context with a potential to utilise some Educational Recovery staffing and core to supplement.

## 22/23 IMPROVEMENT PLANNING

Below is a high-level outline of our stakeholder consultation process for the 2022/2023 School Improvement Plan.....

- 25.04 – 13.05** - pupil, staff, parent/carer **consultation period**.
- 16.05 – 27.05** - **analysis period**: consultation, attainment, school level data - quantitative / qualitative (questionnaires etc.), progress with existing improvement plan etc.
- 30.05 – 10.06** - **improvement plan creation period**: Split into 4 NIF areas (one DHT leads each section). Scott will oversee the Grange School Improvement Plan and Campus Improvement Plan creation.
- 13.06 – 24.06** - final consultation with parent council/staff. Deadline for completion– 24<sup>th</sup> June 2022.



## 22/23 PUPIL EQUITY FUND

The Grange Academy 22/23 Pupil Equity Fund spend will be included within the core School Improvement Plan, but monitored for success separately. The Scottish Government updated the 'National Operational Guidance 2022' in March, with the high level messages included below.....

- *The mission of the challenge is to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap.*
- Pupil Equity Funding must enable schools to deliver activities, approaches or resources which are **clearly additional** to universal local improvement plans.
- Funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential, focusing on targeted improvement activity in **literacy, numeracy and health and wellbeing**.
- Although the Pupil Equity Funding is allocated on the basis of free school meal registration, **Head Teachers can use their professional judgement to identify children in their school who may benefit from the targeted interventions and approaches**, with the aim of closing the poverty-related attainment gap.
- Head Teachers must develop a clear rationale for use of the funding, based on a robust **contextual analysis of relevant data** which identifies the poverty-related attainment gap in their schools and learning communities and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty.
- Schools must have plans in place at the outset to **evaluate the impact of the funding**. These plans should outline clear outcomes to be achieved and how progress towards these, and the impact on closing the poverty-related attainment gap, will be measured. If, as a result of this ongoing monitoring, the plans are not achieving the results intended, these plans should be amended. **Plans for sustainability must be considered as part of this.**

## 22/23 PUPIL EQUITY FUND

Publicly funded primary, secondary and special schools will **receive an increased £1,225 in 2022/23 for each child in P1 to S3**, or equivalent, who is registered for free school meals under national eligibility criteria. The allocations are fixed across four years, providing clarity to support strategic planning over that period.

Grange Academy will receive £159,250 for the next four academic sessions. Final details regarding central support contributions and 21/22 carry-forward have still to be confirmed.

- Although the funding is allocated to schools on the basis of free school meal registrations of pupils in P1-S3, **Head Teachers and teachers have discretion to make decisions about which children and young people would benefit most from any particular intervention or approach**, whilst keeping a clear focus on delivering equity through improving outcomes for learners impacted by poverty.

- Although the Pupil Equity Funding is allocated on the basis of free school meal registration, **Head Teachers can use their professional judgement to identify children in their school who may benefit from the targeted interventions and approaches**, with the aim of closing the poverty-related attainment gap.

- The funding should be focused on resources, activities and approaches focussed on learners impacted by poverty, which **will lead to improvements in literacy, numeracy and support health and wellbeing**.

The following five key indicators may be helpful and should be taken into consideration.

- Attainment
- Attendance
- Inclusion
- Engagement
- Participation

## COVID UPDATE

Information shared on the school app as school returned following the Easter break is still valid, e.g.....

- It is no longer mandatory for pupils to wear face coverings.
- Senior Phase pupils were encouraged to wear them w/b 18<sup>th</sup> April and will be *encouraged* to do so during the SQA examination diet.

Additional information was released by the Scottish Government yesterday.....

- For exams taking place before 1 May, the [current public health guidance](#) remains in place with PCR testing available for individuals who are symptomatic, and contact tracing and isolation guidance also remaining in place. Population wide asymptomatic testing (LFD universal offer) ended in mid-April, including in schools.
- From 1 May, advice to people with respiratory symptoms including COVID-19 will change in Scotland in line with the [Test and Protect Transition Plan](#) published on 15 March 2022. The general public will no longer be advised to seek a test if symptomatic.

From 1 May, people with symptoms of respiratory illness in Scotland, including COVID-19, will be asked to follow general public health guidance which will be available on 1 May. As set out on the [Public Health Scotland website](#), this new guidance will be published on [NHS Inform](#) and will broadly align with the current [UKHSA 'Stay at Home' Advice](#).

## COVID UPDATE

In terms of children and young people, the guidance will say....

### **When children and young people with symptoms should stay at home and when they can return to education**

Children and young people with mild symptoms such as a runny nose, sore throat, or slight cough, who are otherwise well, can continue to attend their education setting.

Children and young people who are unwell **and** have a high temperature should stay at home and avoid contact with other people, where they can. They can go back to school, college or childcare, and resume normal activities when they no longer have a high temperature and they are well enough to attend.

### **Children and young people aged 18 years and under who have a positive test result**

It is not recommended that children and young people are tested for COVID-19 unless directed to by a health professional.

If a child or young person has a positive COVID-19 test result they should stay at home and avoid contact with other people for 3 days after the day they took the test, if they can. After 3 days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is much lower. This is because children and young people tend to be infectious to other people for less time than adults.

Children and young people who usually go to school, college or childcare and who live with someone who has a positive COVID-19 test result should continue to attend as normal.

## COVID UPDATE

### What does this mean for the Examination Exceptional Circumstances Consideration Service (EECCS)?

SQA, working with the Scottish Government and partners, has today (Friday 22 April 2022) updated the [Examination Exceptional circumstances Consideration Service guidance for 2022](#) to reflect the above.

As has always been the case, the only supporting documentation that SQA *requires* from the centre in support of an EECCS request is a statement from the head of centre. Given public health guidance, that statement should confirm the individual candidate (or their representative) reported having confirmed COVID-19 or symptoms of COVID-19 before 1 May, or more specifically, having a high temperature (37.8C or greater as per the [NHS Inform website](#)) and feeling unwell from 1 May onwards.

As part of that established process, for COVID-19 related absences (as with any other medical condition) heads of centre will continue to use their professional judgement to determine what documentation (if any) is needed by them to support an Examination Exceptional Circumstance request and hold that documentation locally.

**There should be no requirement for an individual to produce evidence of a positive COVID-19 test for the purposes of the Examination Exceptional Circumstances Consideration Service.** As of 1 May it is not recommended that children and young people (18 years and under) are tested for COVID-19 unless directed to by a health professional.

Learners who are absent from an exam owing to COVID-19 or COVID-19-related symptoms as per the relevant public health guidance, may have an Examination Exceptional Circumstance request submitted for them, by their centre, under the 'personal circumstances' outline reason and the 'covid-related absence' detailed reason.

## MISC UPDATES

1. We have returned to period-by-period school bells. After some initial (technical) teething problems, this is working well.
2. We experienced significant disruption to the school and local community on Thursday 21<sup>st</sup> April.....
3. Our INSET programme for next week will be concentrating on the following areas....
  - Attainment
  - Curriculum
  - Self-Evaluation
  - Improvement Planning
  - Departmental Development Work
4. We are in the process of having a small accommodation review at the moment to ensure all three schools on the campus have adequate spaces available for August 2022. A more enhanced review will take place during session 22/23.
5. The transition process is well underway – numerous Teams calls have taken place and visits to associated Primary Schools. Class lists are almost finalised and we hope to have information on the formal Grange class visits as soon as possible.

**END OF PRESENTATION**