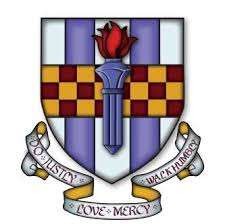
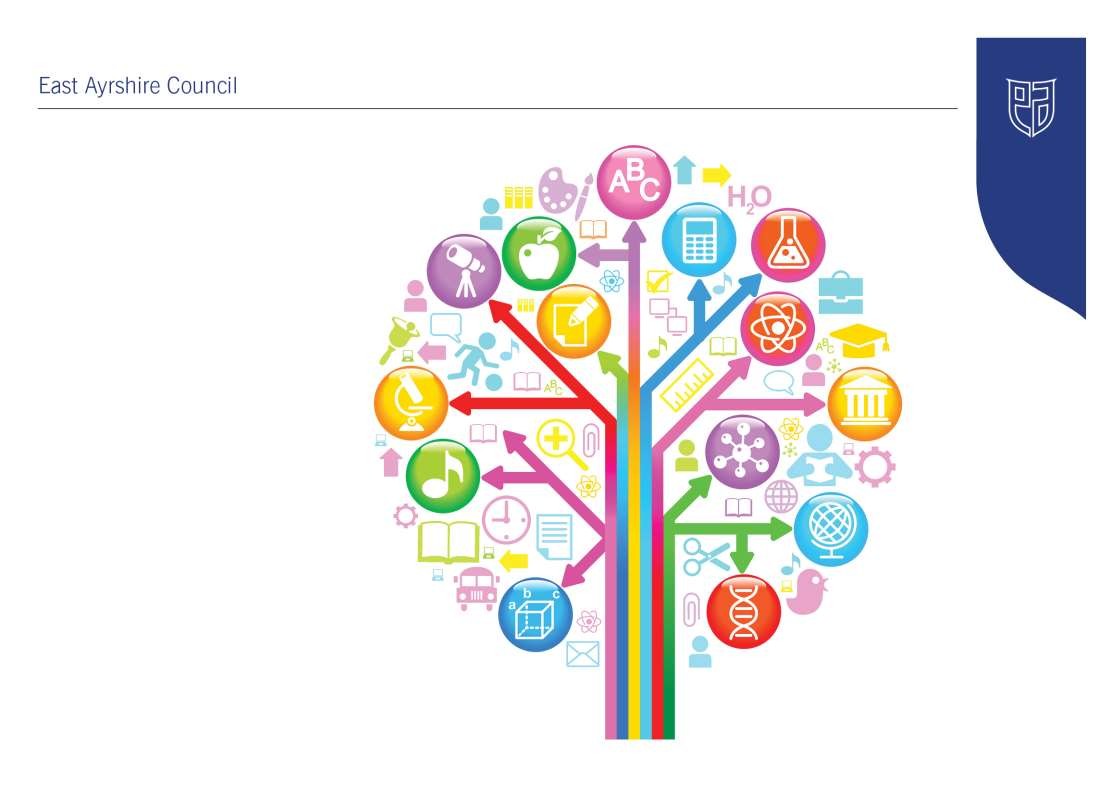
**CLASSIFICATION: OFFICIAL**



School Improvement Plan Kilmarnock Academy 2017/ 18



Rationale

|  |  |
| --- | --- |
| School/Centre Improvement Plan | Kilmarnock Academy |
| Head Teacher | Mr David S Rose |
| Senior Education Manager | Mr John Wilson |
| Date Submitted | June 2017 |
| Session  (Date when each year is written) | 2017/18 |

|  |  |
| --- | --- |
| School’s/Centre’s Vision and Values | Staff, students and parents/carers were consulted on the type of school we want to be, and agreed the following key values to underpin everything we do.  **Community** |
|  | Where everyone has a feeling of belonging, shared interests and takes responsibility for themselves and each other. |
|  | **Acceptance** |
|  | Recognise and respect the diversity of our community and all people within it. Accept that in every situation we must follow the rules for the benefit of all |
|  | even when difficult or uncomfortable. |
|  | **Self-discipline** |
|  | The ability to work and behave in a controlled manner, even when something is challenging or unpleasant. |
|  | **Endeavour** |
|  | A serious attempt to undertake a new challenge even when it is difficult. |
|  | **Ambition** |
|  | The desire or determination to be successful in all that we do. |

In arriving at our improvement priorities, we took account of East Ayrshire’s Integrated Children and Young People’s Service Plan and East Ayrshire Council’s Community Plan. We also took account of the legislative responsibilities in respect of GIRFEC, parental involvement, health promotion, disability and equality.

The school participated in extensive consultation with all staff, pupils, parents and partners to ensure our priorities reflected local need and views, as well as delivering key global, national and authority drivers.

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

|  |  |
| --- | --- |
| **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 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**

|  |  |
| --- | --- |
| *For session 2017-18 , please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2017-18 , please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Monthly focus groups – pupils will be asked a series of questions   pertaining to each of the four key QI’s – their views will be considered and action taken as appropriate   * Input into the QI machine on a regular basis. Pupil groups will be selected to input into this. This will then be used to inform the overall self-evaluation of the school * Pupil representative groups –   + Pupil Forum – they will represent the views of all pupils and make decisions on issues pertinent to them such as reward trips, toilet’s etc. They will also have responsibility for a budget which they will decide on how best to spend after consultation with the whole school.   + Pupil Improvement Group – the Pupil Improvement Group will take on responsibility for writing a Pupil Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PIG will have responsibility for working with other pupils and staff to lead these priorities across the school. They will then produce a Standards & Quality report outlining progress and achievements.   + Ambassadors – Pupil Ambassadors will work with staff on specific areas of responsibility in order to make decisions on issues relevant to them. These include areas such as Rights Respecting Schools, Dyslexia Friendly Schools, ERASMUS and sports. * Pupils will be consulted on all aspects of school matters including PEF funding and school improvement plan review and targets | * Focus groups – parents will be invited to attend focus groups and will be asked a series of questions pertaining to each of the four key QI’s – their views will be considered and action taken as appropriate * Input into the QI machine on a regular basis. Parent groups will be selected to input into this. This will then be used to inform the overall self-evaluation of the school * Parents Evenings poster polls – parents will be asked their views on a specific issue relating to learning & teaching or the Parent or School Improvement Plan * Parents surveys – all parents will be asked to complete a survey at parents evening which will ask specific questions about the operation of the school * The Parent Council will take responsibility for writing a Parent Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PC will have responsibility for working with the parent forum and staff to lead these priorities. They will then produce a Standards & Quality report outlining progress and achievements. * Parents will be consulted on all aspects of school matters including PEF funding and school improvement plan review and targets |

|  |  |  |
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| Two Year Planning Cycle | | |
| Quality Framework | Priorities | HGIOS 4 QIs |
| Year 1 - Completed | Improvement in attainment, particularly in literacy and numeracy | 1.1, 1.2, 1.3, 1.4, 2.3,  3.2 |
| Closing the attainment gap between the most and least disadvantaged young people | 1.5, 2.2, 2.4, 2.5, 3.2 |
| Improvement in young people’s health and wellbeing | 2.1, 2.4, 3.1 |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people | 2.4, 2.6, 2.7, 3.3 |
| **Year 2** | Improvement in attainment, particularly in literacy and numeracy | 1.1, 1.2, 1.3, 1.4, 2.3,  3.2 |
| Closing the attainment gap between the most and least disadvantaged young people | 1.5, 2.2, 2.4, 2.5, 3.2 |
| Improvement in young people’s health and wellbeing | 2.1, 2.4, 3.1 |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people | 2.4, 2.6, 2.7, 3.3 |
| Maintenance Agenda | GLOW |  |
| Tracking & Monitoring |  |
| Learner conversations |  |
| Learning Observation rounds and final check |  |
| 1 + 2 Languages |  |

**National Improvement Framework**

***Kilmarnock Academy priorities***

Attendance Data Exclusion Data S1-6 Tracking &

Monitoring (inc BGE) ASN, LAAC and SIMD SQA, INSIGHT &

Results Machine

CAT

Literacy & Numeracy

# Learning & Teaching Personal support provision House ethos

**Dyslexia Friendly School STEM**

**DYW**

**Profiling Digital literacy 1 + 2 Languages**

LA CoPs

Coaching programme Middle Leadership Pupil Voice/ leadership

School Improvement Groups RRS

Senior leadership (SQH/IH)

HGIOS 4 Self-evaluation

NIF

Collegiate working

Results Machine

INSIGHT

Curriculum pathways

RAFA

Professional Reading Professional Learning PRD

Professional Recognition Professional Update

Literacy and Numeracy Moderation at all stages Progression analysis

SAOLs and Ass Frameworks

Outdoor Learning

Nurture GIRFEC (Inc. Ch & YP Act)

Wider Achievement

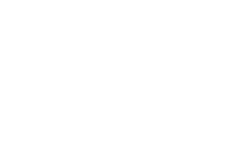
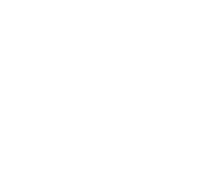
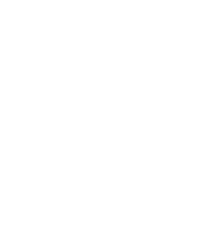
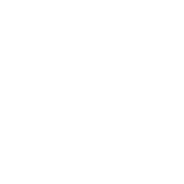
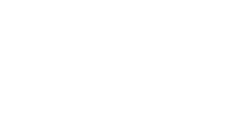
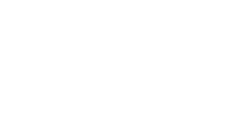
HWB

Family Learning Connected Communities Communication Fundraising

Focus Groups Self-evaluation

Parent events/ workshops

**CLASSI**I**F**D**IC**L**ATION: OFFICIAL**



|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement in attainment, particularly in literacy and numeracy** | **Rationale for improvement priority based on evidence**  Year 2: Priority continued from Year 1 with actions adjusted to take account of progress made in year 1 and additional identified tasks following rigorous self- evaluation. |
| **NIF Priorities** Improvement in attainment, particularly in literacy and  numeracy | **NIF Driver**  School Improvement, Performance Information, Assessment of Children’s Progress. | **HGIOS/HGIOELC QI’s for self-evaluation**  1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| Implement action to overtake any relevant local context performance targets as detailed in the School’s Performance Plan. | By March 2018 | All staff |
| Develop greater collegiate working with staff, pupils, parents, partners and other schools, in self-evaluation activities both departmentally and as a school. | By March 2018 | All staff |
| Streamline the use of analysis tools such as Insight and the CfE Results Machine to identify success and areas where improvements in attainment can be made in all subjects. | By Sept 2017 | PTCs/ PTGs DHTs |
| Departments to develop greater rigour in using formative, as well as summative, assessment information to make informed holistic judgements. Benchmarks should be used to inform planned learning and therefore assessment judgements. | By March 2018 | All staff |
| Continue to develop effective learning and teaching strategies which lead to improved engagement and outcomes for young people. Integral to developments should be a clear focus on effective feedback to young people, explicit learning intentions and **success criteria and plenaries**. All staff to ensure learning conversations, prior to tracking periods, are built into the learning experience and involves a discussion with the young person leading to agreed next steps in line with the pupil guide. | By Dec 2017 | All staff |
| *Develop a shared understanding of achieving a level through effective moderation within and across curricular areas, as well as in literacy and numeracy. Moderation should be at the planning stage as well as outcome based. Introduction of Standardised tests to be utilised.* | By March 2018 | All staff |

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| *Continue whole school cross curricular literacy and numeracy communities of practice to develop a clear strategy leading to improved outcomes for young people.* | By March 2018 | DHTs/ All staff |
| Continued focus on leadership at all levels, including middle leadership and classroom teachers in leading learning initiatives. [see Leadership document] | By March 2018 | DHT/ All staff |
| Develop the portfolio approach in the BGE to maximise attainment, particularly in literacy and numeracy. | By Oct 2017 | DHT/ PTs/ All staff |
| Improve understanding of assessment levels across the learning community through improved information sharing and moderation to enhance progression from primary to S1. | By March 2018 | ELT/ All staff |
| Develop a shared understanding of the updated SQA arrangements for National 5 qualifications. A whole school strategy for National 5 presentation to be agreed. | By Jan 2018  By June 2018 | SMT/All staff |
| Prepare for implementation of standardised testing in S3 in line with the recommendations from the NIF. |  | DHTs/ PTCs |
| **Learning & Teaching:** to provide additional support to pupils in the key areas of literacy and numeracy, to have a clear focus on teaching and learning methodologies, [see PEF Proposal] | By March 2018 | SMT/PT  L&T |
| Amend and embed a robust whole school self-evaluation and quality assurance system. HGIOS 4th Edition and the National Improvement Framework (NIF) drivers will be used to measure impact to be measured and to identify priorities which inform school improvement planning. | By June 2017 | SMT/ PTs |
| Evidence of Impact against outcomes for learners | | |

*Italicised text indicates the target links to the Children & Young people’s Improvement Collaborative: Literacy and Numeracy or The Health and wellbeing strategy.*

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

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Closing the attainment gap between the most and least disadvantaged young people** | **Rationale for improvement priority based on evidence**  Year 2: Priority continued from Year 1 with actions adjusted to take account of progress made in year 1 and additional identified tasks following rigorous self- evaluation. |
| **NIF Priorities**  Closing the attainment gap between the most and least  disadvantaged children | **NIF Driver**  School Leadership, Teacher Professionalism, Assessment of Children’s’ progress. | **HGIOS/HGIOELC QI’s for self-evaluation**  1.2, 1.5, 2.2, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3 |

What actions are required to reach the desired outcome? Who When

**Agreed focus for all: Understand the environmental, social and economic conditions of learners to inform teaching and learning with a view to closing the poverty attainment gap.**

Encourage re-engagement of all stakeholders with the school values and form the basis for positive relationships and behaviour.

Use whole school tracking data, to identify those who are at risk of underachieving, from the most deprived backgrounds (lowest 30%, SIMD 1-3). Take steps to raise attainment through removing barriers to learning. Consideration needs to be given to efficiency, in terms of resources, and effectiveness when implementing strategies including effective use of the Pupil Equity Fund.

Improve procedures to capture attainment and achievement, in particular that relating to the most disadvantaged young people at department level and whole school through Glow e-portfolio and other means.

By March 2018

By Dec 2017

By March 2018

By Dec 2017

All staff All staff All staff

All staff

|  |  |  |  |
| --- | --- | --- | --- |
| Continue to develop knowledge of, and utilise, Raising Attainment For All (RAFA) approaches to improving outcomes for the most disadvantaged young people | By March | 2018 | All staff |
| *Increase parental engagement and improve family learning across the curriculum and at school events with a view to*  *being more informed regarding the school strategy, direction and expectations. A parent friendly approach to be sought* | By March | 2018 | All staff |
| *Continue to implement the steps and supports required to achieve Dyslexia Friendly School status, working in partnership with JHA.* | By March | 2018 | All staff |

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| **School Leadership:** to develop school leadership at all levels such as developing identified talent in management, improving leadership of learning and upskilling support staff. The leadership structure initiatives will aim to provide an improved and more consistent service to the target population of young people. [see PEF Proposal] | By March 2018 | SMT/ PTs |
| Continue to implement strategies for improving attendance and timekeeping of young people, in particular the most disadvantaged young people. | By March 2018 | PTGs/SMT |
| Continue to utilise business/ intergenerational mentors as a means of supporting the most disadvantaged young people and monitor effectiveness. | By March 2018 | SMT/ PTE/ PTG |
| *Introduce a numeracy closing the gap program.* | By March 2018 | PTSFL/ PTEq |
| Develop a new Connect Support Hub using PEF Funding as a Support for assisting in the removal of poverty related attainment barriers. | By Sept 2017 | SMT |
| Involvement of the PC in fundraising to support initiatives. | By March 2018 | PC/ HT |
| Evidence of Impact against outcomes for learners | | |

*Italicised text indicates the target links to the Children & Young people’s Improvement Collaborative: Literacy and Numeracy or The Health and wellbeing strategy.*

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

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement in young people’s health and wellbeing** | **Rationale for improvement priority based on evidence**  Year 2: Priority continued from Year 1 with actions adjusted to take account of progress made in year 1  and additional identified tasks following rigorous self- evaluation. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Parental Engagement, School Improvement, our priorities. | **HGIOS/HGIOELC QI’s for self-evaluation**  2.1, 2.4, 3.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| Preparation and collaborative working to ensure a smooth merger with JHA and transition to the new William Mcllvanney Campus for all pupils as well as parents, partners and staff. This should include the development and implementation of a plan which sits above the KA and JHA SIPs. | By March 2018 | All staff  DHT/ PTG/  All staff  DHT/  PTSFL/ All staff  DHT/ PTG/  All staff All staff  All staff All staff  All staff |
| Revise the whole school tracking system to take account of the young people’s wellbeing to ensure all staff are aware and able to better support young people in their learning. | By Oct 2017 |
| Continue to develop whole school Nurture approaches to meet all young people’s needs. | By March 2018 |
| Embed the cross curricular community of practice and roll out identified strategic improvements in Health and Wellbeing which will lead to improved outcomes for young people. | By March 2018 |
| *Improve communication with parents and pupils to facilitate improved partnership working and outcomes for young*  *people. Communication of school’s news, events as well as curricular matters should be considered as well as exemplifying views* | By Dec 2017 |
| Outdoor learning to be embedded into curricular schemes of work following audit and identification of enhancement opportunities for young people to be stimulated by learning outdoors. | By March 2018 |
| Continue to work towards becoming a Level 1 Rights Respecting School. All departments and staff to engage with the RRS agenda creating a respectful culture and working environment for the school community. This should include piloting the new values based Respectful Relationships and Behaviour Policy. | By March 2018 |
| Continue to provide opportunities for young people to develop as global citizens, have a wider view of the world around them and their place in a multicultural multi-ethnic world. | By March 2018 |

|  |  |  |
| --- | --- | --- |
| **Learning & Teaching: to** improve the wellbeing of our young people through life skills support and develop respectful relationships as well as targeted 1:1 and small group support for those identified as requiring it. [see PEF Proposal] | By March 2018 | SMT/PT L  & T |
| **Families & Communities:** Aim is to support through establishing a targeted intervention hub with associated workers who will visit homes and help re-integrate disengaged young people and supporting families to engage with the school to the benefit of the yp. [see PEF Proposal] | By March 2018 | SMT/ PTG |
| *Improved collegiate working with partners to support the most vulnerable young people including goal mapping and other factors that can assist young people in managing pressures.* | By March 2018 | PTEq/ SMT |
| Implement the Children and Young People (Scotland) Act 2014 taking account of the legislative requirements of sections 4: Named Person, 5: Child’s Plan and 18: Wellbeing to ensure all young people are supported consistently.  Update PSE programmes to be relevant in terms of topic, coherency and mapped for skills progression/ breadth. There should be a clear focus on Stress, resilience and communication skills as identified areas of concern. | By March 2018  By August 2018 | SMT/ PTG/ PTSFL PTG |
| *Linked to EAC Health and wellbeing strategy: PSE Programmes to include online safety which are effectively delivered within a frame work using relevant internet safety materials.* | By August 2017 | PTG |
| Consider Better Eating, Better Learning recommendations in addressing the eating habits of our young people within the campus and a possible breakfast club re-introduced. | By Oct 2017 | SMT/ PTG |
| Develop and implement a method of capturing and tracking the wider achievement of all young people with a view to supporting young people to improve their health and wellbeing opportunities. | By March 2018 | SMT/ PTG |
| Sustainable development opportunities for young people to be developed. | By Sept 2017 | SMT |
| Improve pupil voice and leadership opportunities within the school at all stages. | By March 2018 | SMT/ PTG |
| Improve the ‘House’ ethos by increased events and competitions in collaboration with pupil Improvement groups. | SMT/ PTG | SMT/ PTG |
| Improve, through closer collaboration with pupils, the promoting positive behaviour rewards scheme (ACE). | SMT/ PTG | ACE |
| Evidence of Impact against outcomes for learners | | |

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

|  |  |  |
| --- | --- | --- |
| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Improvement in employability skills and sustained, positive school leaver destinations for all young people.** | **Rationale for improvement priority based on evidence**  Year 2: Priority continued from Year 1 with actions adjusted to take account of progress made in year 1 and additional identified tasks following rigorous self-  evaluation. |
| **NIF Priorities**  Improvement in employability skills and sustained, positive school leaver destinations | **NIF Driver**  School Improvement. | **HGIOS/HGIOELC QI’s for self-evaluation**  2.2, 2.4, 2.6, 2.7, 3.3 |

|  |  |  |
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| What actions are required to reach the desired outcome? | Who | When |
| All departments to make explicit the skills for life learning and work that young people are developing and to develop a curricular skills framework to ensure skills progression in courses. | By March 2018 | All staff  PTE/ All staff  All staff  PTG/ All staff  PTG  PTE |
| All subject departments to embed links with business partners into the curriculum to enhance the young person’s awareness of link the curriculum to the work of work. | By March 2018 |
| Look for opportunities to improve digital learning in all subjects to promote pupil led learning and innovative learning opportunities. This will include development of subject sites in GLOW. | By March 2018 |
| Develop the S3 e-Profile to encapsulate achievement, attainment and skills for life learning and work which will be presented at a transition assembly/event/ graduation into senior phase. | By March 2018 |
| Implementation of the Careers Education Standard recommendations. Including the introduction of other career inserts earlier in the young person’s journey, PSE programmes will be adapted appropriately. The service level agreement with SDS will be revised to accommodate the recommendations from Developing Scotland’s Young Workforce. Consider and develop career pathways based on subject/ vocational interests and choice. | By March 2018 |
| Bespoke work experience placements will be developed to meet the career aspirations of young people across the senior phase. | By March 2018 |

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| --- | --- | --- |
| Vocational pathways to be enhanced and developed which incorporate accredited vocational qualifications and work experience. This will include taking forward the Flexible Pathways Initiative and Foundation Apprenticeships and other college partnership joint working.  Embed the STEM opportunities for pupils in the calendar. | By March 2018  By March 2018 | SMT/ PTG  STEM staff |
| Evidence of Impact against outcomes for learners | | |

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

**Please insert your school/centre’s pupil/parent friendly summary of the SIP here (this may be in any format (including graphics)**



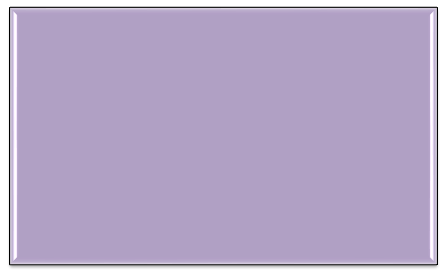
**1. Improvement in attainment, particularly in literacy and numeracy**

* work with others to improve our school and meet specified attainment targets.
* use a variety of assessments and information to tell us about progress of the school and learners and have a shared understanding of levels and expectations.
* improve learning and teaching consistency across the school.
* promote literacy and numeracy for all
* upskill staff in leading learning



**2. Closing the attainment gap between the most and least disadvantaged young people**

* Re-engage with the school values and develop positive relationships and bahaviour.
* support the most deprived pupils and families to achieve their full potential through a variety of approaches.
* Aim to be a Dyslexia Friendly School with JHA.
* Develop and improves school leadership at all levels
* engage with businesses and work placement opportunities to improve outcomes and opportunities for young people.



**3. Improvement in young people’s health and wellbeing**

* prepare for the merger with JHA
* improve tracking pupil wellbeing and Nurture to meet all young people's needs.
* communicate better with parents
* continue to make out of classroom learning a part of the learning process.
* continue to provide opportunities for young people to develop as global citizens and aim to achieve Rights Respecting School status.
* improve 'pupil voice' , 'House Ethos' and positive behaviour.
* update PSE to make sure it is relevant to young people and deals with modern issues.
* Support vulnerable families and suppot disengaged young people.



**4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.**

* **to make sure all subjects promote skills for life learning and work.**
* **all subjects to build business links in to courses.**
* **improve pupil led learning and look for more innovative learning opportunities**
* **improve careers education**
* **provide more work related courses for pupils.**