



School/Centre Improvement Plan	Stewarton Academy
Head Teacher	John Stuart
Senior Education Manager	
Date Submitted	28-9-2021
Session (Date when each year is written)	2021/22

School's/Centre's Vision and Values	<p><b>‘Working together creating opportunities for achievement and success’</b></p> <p>We strive to ensure our pupils feel valued and respected at all times. Young people are encouraged to achieve their full potential whilst taking responsibility for their own learning now and throughout their lives. Opportunities are available for staff, pupils, parents and the wider community to work together to achieve this aim whilst making a positive contribution to society and building a better future together. Everyone in the Education Group is working towards the priorities of the National Improvement Framework</p> <p>-</p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul> <p style="text-align: center;"> <b>Determination      Fairness      Respect      Responsibility</b> </p>
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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.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	Yes
Parent Council and Forum	Yes
Teachers, practitioners and ALL school/centre staff	Yes
Volunteers/ Community partners	Yes
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	Yes

Head Teacher/Head of Centre  
Signature:

*J. Stuart*

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Takes account of the strategy for parental involvement under section 2 (4A)	Yes
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	Yes
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	Yes
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	Yes
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	Yes
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	Yes

Pupil and parental strategic involvement

<p><i>For session 2021-22 , 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 2021-22 , please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> <li>• Pupils are given the opportunity to share their views during focus groups as outlined in Self-Evaluation Calendar</li> <li>• Pupils are offered the opportunity to become Pupil Council Representatives as part of the School Senate</li> <li>• Pupils are given the opportunity to review the Whole School Improvement Plan in year group workshops/PSE and via GLOW Forms</li> <li>• Pupil views are surveyed during PSE</li> <li>• Departments survey pupil views regarding curricular developments</li> <li>• Pupils are given the opportunity to share their views regarding curriculum pathways annually</li> <li>• Pupil school improvement group established for 2021/22 to look at Learning and Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Parents involved in senior leadership promoted post interviews</li> <li>• Focus Groups</li> <li>• GLOW Forms</li> <li>• Parent Council – views sought on regular basis</li> <li>• Views sought and acted upon through school app and website throughout session</li> </ul>

<p><b>Improvement Priority 1</b> <i>(Expressed as outcomes for learners)</i></p> <p>1. Improvement in Numeracy pedagogy, attainment and achievement</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Teacher Judgment Survey data highlights inconsistency in the S3 fourth level numeracy across the last six years and inconsistent numeracy attainment trends at SCQF5 in S4.</p> <p>(colour coding indicates onward attainment of cohort the following year)</p> <table border="1" data-bbox="824 486 2022 914"> <thead> <tr> <th colspan="3">Numeracy progression from S3 TJS @ fourth level to S4 @ SCQF5</th> </tr> <tr> <th>Year</th> <th>TJS (% S3 cohort achieving Fourth Level Numeracy)</th> <th>SCQF5 (% of S4 Cohort achieving Numeracy by measure)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>43</td> <td>59</td> </tr> <tr> <td>16/17</td> <td>47</td> <td>70</td> </tr> <tr> <td>17/18</td> <td>60</td> <td>74</td> </tr> <tr> <td>18/19</td> <td>73</td> <td>50</td> </tr> <tr> <td>19/20</td> <td>Data Not Collected</td> <td>78</td> </tr> <tr> <td>20/21</td> <td>Data Not Collected</td> <td>??</td> </tr> </tbody> </table>		Numeracy progression from S3 TJS @ fourth level to S4 @ SCQF5			Year	TJS (% S3 cohort achieving Fourth Level Numeracy)	SCQF5 (% of S4 Cohort achieving Numeracy by measure)	15/16	43	59	16/17	47	70	17/18	60	74	18/19	73	50	19/20	Data Not Collected	78	20/21	Data Not Collected	??
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<p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS/ HGIOSELCC QI's for self-evaluation</b></p> <p>2.3 Learning, Teaching and Assessment 3.2 Raising Attainment &amp; Achievement</p>																								

What actions are required to reach the desired outcome – <b>Improvement Priority 1</b>	Who	When
Engagement with Robert McCallum, SAC Numeracy Lead and SWEIC professional learning programme to develop effective, consistent pedagogy, moderation practice in numeracy, staff capacity and expertise in quality assurance in Maths and across the wider school.	PT Numeracy Maths CoP members F Hardie (SLT) Primary Heads	Throughout Session 21/22
Trialling of Number Talks, concrete courses and new pedagogical approaches during dedicated BGE Numeracy periods for S1, leading to the creation of a new, progressive Numeracy course in the BGE that will extend to S2 for session 2022/23	Maths department	August – December 2021
Ensure all learners gain SCQF certified literacy and numeracy qualifications commensurate with their ability through universal and targeted support for pupils identified at risk of not achieving through the school's tracking system.	English Dept Maths Dept PTPS SfL DHTs HT	Throughout school year, reviewed in line with tracking schedule
Numeracy focus on transition and moderation with Primary schools – transition work during Maths Week Scotland – develop as part of the Education Group Plan	J Kerr Y Ward Primary HTs	
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.*

<p><b>Improvement Priority 2</b> <i>(Expressed as outcomes for learners)</i></p> <p>Recovery and renewal: Enhanced attainment and tracking to inform universal and targeted support for learners, identify gaps in learning as a result of lockdown period and plan interventions to maximise attainment for all pupils and narrow the poverty-related attainment gap.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Early national and international research is pointing towards gaps in learning that have arisen or been exacerbated by lockdown and the varying degrees of support and access to learning young people experienced during remote and blended learning.</p> <p>Enhanced time for tracking and monitoring of attainment, achievement and health and wellbeing will support all staff in identifying gaps that have opened up or stretched over the course of the pandemic and to plan effective intervention.</p> <p>Development of whole school tracking systems has been shown to be highly effective in supporting staff to have effective early intervention with learners, support attainment and the selection of appropriate learning pathways.</p> <p>In addition to this, increasing the capacity of the Support for Learning department through additional staffing (0.6fte PEF) and a programme of professional development for classroom assistants will increase our capacity to deliver effective targeted intervention to address gaps in learning, with a specific focus on Literacy and Numeracy.</p>	
<p><b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children</p>	<p><b>NIF Driver</b> Assessment of children's progress</p>	<p><b>HGIOS/HGIOSELCC QI's for self-evaluation</b></p> <p>2.3 Learning, Teaching and Assessment 3.2 Raising Attainment &amp; Achievement</p>

What actions are required to reach the desired outcome? <b>Improvement Priority 2</b>	Who	When
<p><b>PEF 0.6 and other staffing – 1FTE Support for Learning</b>  PEF to support new promoted post to support recovery, closing the attainment gap. There will be a particular focus on tracking, mentoring and wellbeing. Estimated funding required from PEF equivalent to 0.5 FTE for back fill and £10000 to cover post in 2021-22</p>	J Stuart	By August 2021
<p>Classroom Assistant CLPL programme developed to support identified young people with literacy and numeracy to ensure equity for all. Education group best practice will be accessed and shared in a coaching style approach.</p>	Y Ward PT (SfL) CAs	December 2021
<p>Further develop targeted support interventions delivered by the Scottish Attainment Challenge Team (YPM, Home link). Pupils will be identified using wellbeing and CTG data and specific programmes develop based on individual needs. Care experienced children will be mentored by B MacBain.</p>	Y Ward A Barbour B MacBain Inclusion Team	May 2022
<p>Curriculum – Introduction of new courses to ensure appropriate pathways available to all young people. Further enhance school ICT provision to ensure range of curriculum options available – PEF purchase of 30 laptops as movable ICT hub – added flexibility to support home learning in event of any future lock down. <b>Planning underway for Modern Languages life and work, cycle maintenance</b></p>	HT F Hardie All SLT	June 2022
<p>Further development and embedding of Progress and Achievement in BGE, TJS Data, SNSA, Transition in Learning and Senior Phase Tracking as diagnostic tools to facilitate effective, early intervention. Develop access to whole school tracking for all teaching staff and develop confidence in its use.</p>	PTPS Curricular PTs	June 2022

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



<p><b>Improvement Priority 3</b> <i>(Expressed as outcomes for learners)</i></p> <p>All young people, staff and families in our school community are supported to develop and maintain positive health and wellbeing, particularly in light of the pressures that have arisen as a result of the current Covid-19 pandemic and subsequent mitigations to allow schools to re-open.</p> <p>Pupils are supported to form and sustain good personal, social and working relationships to promote resilience, self-esteem and confidence with regard to learning.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>Local and national guidance has highlighted an expected increase in need for enhanced health and wellbeing support for young people, staff and families in light of the Covid-19 pandemic and associated lock down period.</p> <p>Since returning to school from the second lockdown period, we have seen this expected increase play out. We are now looking to pivot to a new, layered short term and longer terms universal and targeted HWB strategy to meet the needs of our learning community and minimise the negative impact of the global pandemic on our learners, staff and families.</p> <p>There is a need to review planned resource allocation and Pupil Equity Funding to make sure that is dynamic enough to meet need where it presents in the context of the current situation (See above section on increasing capacity in Support for Learning).</p>	
<p><b>NIF Priorities</b> Improvement in children and young people's health and wellbeing</p>	<p><b>NIF Driver</b> School Leadership</p>	<p><b>HGIOS/HGIOSELCC QI's for self-evaluation</b> 3.1 Ensuring Wellbeing, Equality &amp; Inclusion</p>

What actions are required to reach the desired outcome? <b>Improvement Priority 3</b>	Who	When
Health and wellbeing tracking continues to be developed using Pupil Support online SHANARRI data and check-ins. PSE courses will be revised to ensure assessment evidence is gathered. This will be piloted with an identified HWB organiser.	PTPS PSE staff	November 2021
Continue to embed mental wellbeing support through partnership working with 'The Exchange' Counselling Services. Young people will benefit from early intervention from a specialist services to ensure their wellbeing needs are met.	Y Ward PTPS	Throughout session
Inclusion practice is further embedded across the school. Wellbeing Prioritisation Meetings introduced to support tracking and monitoring of targeted support.	Y Ward Z Inglis DHTs PTPS	October 2021
Having achieved Rights Respecting Schools accreditation at Bronze Level, the school will work towards achieving the Silver Level Award by June 2022. The established steering group will implement the actions identified in The Silver Action Plan.	M Taylor RRS Steering Group	June 2022
Include work towards the East Ayrshire Council Property Pledge in RRS activity	Staff & Pupils	

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

<p><b>Improvement Priority 4</b> <i>(Expressed as outcomes for learners)</i></p> <p><b>Renewal and Recovery</b> – Potential ‘at risk’ leavers identified and supported to develop skills in personal learning planning, career management, working with others and leadership to ensure readiness for entering and sustaining positive destinations upon leaving school.</p>	<p><b>Rationale for improvement priority based on evidence</b></p> <p>The school has an outstanding track record for supporting pupils to enter and sustain positive destinations upon leaving an entering the world of work, further education, higher education or training. The current uncertainty in the job market as a result of Covid-19 and the mitigations required to re-open schools mean that many of the traditional routes taken by pupils in previous years will be more difficult or impossible to achieve.</p> <p>Work is required to ensure that our universal offer for developing skills and creativity, particularly when it involves partner agencies, is accessible to our current cohort of pupils. In addition, Additional planning and time will be required to identify and support pupils at risk of leaving without or not sustaining a positive destination after school.</p>	
<p><b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations</p>	<p><b>NIF Driver</b> School Leadership</p>	<p><b>HGIOS/HGIOSELCC QI's for self-evaluation</b></p> <p>3.3 Creativity &amp; Employability</p>

What actions are required to reach the desired outcome? <b>Improvement Priority 4</b>	Who	When
<p><b>DYW employer partnership</b> Working alongside the DYW Regional Group, establish and support at least one influencing partnership for Stewarton Academy to develop all levels of education – employer opportunities for the benefit of pupils and the school community.</p>	G Johnston E Vallance S Gifford	Dec 2021
<p><b>Work based learning</b> Work with school staff and SDS advisor to identify young people who would benefit from increased work-based learning and employer engagement. This includes pupils accessing fulltime education and pupils engaging in the flexible pathways initiative.</p>	G Johnston PTPS S Gifford	On- going June 2022
<p><b>Local partnership agreement</b> Devise a local partnership agreement that embodies “No Wrong Door” approach to ensure that all pupils have access to support, advice, guidance and engagement with employers.</p>	E Vallance G Johnston	Dec 2021
<p><b>DYW course review</b> Review of courses delivered in partnership with Ayrshire College and Prince's Trust to ensure that they continue to meet the needs of Stewarton Academy. (Staff, pupils and parents to be involved in the review)</p>	G Johnston E Vallance	Dec 2021
<p><b>Career Education Standards</b> Working with identified members of staff ensure that the Career Education Standard expectations are met in all curricular areas. Initially focusing on (1) making use of relevant digital and online resources, in particular My World of Work, (2) relating curriculum learning experiences and skills development to the labour market and employment opportunities, (3) school staff to work with SDS to develop resources and support materials. (4) ensure that all faculty areas embed courses appropriate for the range of learners at Stewarton Academy.</p>	G Johnston E Vallance All PTs	