

# Education – Improvement Planning Document

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Establishment Name:

Clydeview Academy

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Signatures:

Head of Establishment	Willie Todd	Date	5 <sup>th</sup> June 2017
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Quality Improvement Officer	Liz Varrie	Date	5 <sup>th</sup> June 2017
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## Our Vision, Values and Aims

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Our vision is for all members of the Clydeview Academy to work together to inspire learners and create success. We work and learn together and uphold our values of Respect, Friendship, Success and Equality.

Our aim for our students is that they will be:

- Successful in all areas of achievement and attainment
  - Confident in their communications
  - Responsible citizens of our community
  - Able to make an effective contribution to our school and society
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## 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

# Overview of rolling three year plan

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National Priorities	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	High quality learning and teaching is taking place in all our classrooms supported by rigorous analysis of data in order to improve outcomes and raise attainment and achievement for all.		
Closing the attainment gap between the most and least disadvantaged children	Self-evaluation and performance improvement are embedded throughout the school at all levels to ensure that all young people make expected or better than expected progress in their learning.		
Improvement in children and young people's health and wellbeing	Continue to develop whole school nurturing approaches to promote inclusion and wellbeing across Clydeview Academy.		
Improvement in employability skills and sustained positive school leaver destinations for all young people	Continue to work in partnership to develop our young people's skills. Interventions and rigorous tracking and monitoring ensures that all leavers enter positive sustained destinations.		

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*These should be high level priorities*

## Pupil Equity Fund –Session 2017-2018

### NIF Priority

Closing the attainment gap between the most and least disadvantaged children

#### *Data and Analysis:*

- *Presentation of data in the local context*
- *Analysis of what this reveals in terms of the attainment gap*
- *Identification of target populations*
- *Rationale behind proposals*

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?
<ul style="list-style-type: none"> <li>• <i>Proposals to address identified issues</i></li> <li>• <i>Rationale and evidence behind proposals</i></li> <li>• <i>Aim and expected impact of proposals</i></li> <li>• <i>Initial assessment of funding requirement</i></li> <li>• <i>Interventions must link to learning and teaching, leadership or family learning</i></li> </ul>		<i>Amount allocated £</i>		<i>What is it being spent on?</i>		<ul style="list-style-type: none"> <li>• <i>Proposals for measuring impact</i></li> <li>• <i>Data, new and existing, which will be required</i></li> </ul>
			Role	£	FTE/hrs/No	
		Teaching staff				
		Support staff				
		Supported study				
		Lets/transport				
		Resources				
		Commissioned/purc				

Project / priority (details of what you are doing and who you are targeting with additional intervention)	Timescale	Details of spend				How will you evidence improvement?				
<ul style="list-style-type: none"> <li>clear planning for how the Pupil Equity Funding will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap</li> </ul>		<table border="1"> <tr> <td>hased services/partners</td> <td></td> <td></td> <td></td> </tr> </table>	hased services/partners							<ul style="list-style-type: none"> <li>Plans for how data will be collected and reported</li> </ul>
hased services/partners										

# Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Performance information	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 1.3 Leadership of change 2.6 Transitions	<b>Other Drivers</b> <b>Attainment Challenge</b> <b>PEF Funding</b> <b>RRS</b> Article 28: (Right to education): Article 12 (Respect for the views of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Young people will experience high quality learning and teaching which results in increased attainment for all, particularly in literacy and numeracy.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 All departments have action plans to support whole school identification of high quality learning and teaching. Identification and sharing of good practice within and across departments demonstrate link to raising attainment. Whole school approach to learning visits which promotes the enhancement of learning and teaching across the school and provides opportunities	Departmental improvement plans in place for June 2017 and evaluated December 2017 and April 2018  Timetable of learning visits in place by September 2017	All staff/HT/ PTs/Faculty Heads, working group lead, CPD co-ordinator/external agencies to support pedagogic practice	CPD opportunities for all staff.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>to enhance and refresh teachers' pedagogic practice established.</p> <p>Changes to National Qualifications are reflected within classroom practice</p>	<p>August 2017</p>		<p>SQA support</p>
<p>1.2 All staff actively engage in ongoing professional learning linked to the improvement of professional practice, with a focus on literacy and numeracy strategies. All CPD activities deepen professional and personal skills and knowledge base to deliver improved outcomes for all young people.</p>	<p>August 2017 all PRD meetings taken place and 2017-18 plans in place which reflect improvement priorities.</p> <p>Collegiate/in-service delivery to support CPD in whole school literacy and numeracy strategies</p> <p>Reviewed Jan 2018</p> <p>Reviewed May 2018</p>	<p>PEF funding priorities</p> <p>Attainment challenge team</p> <p>PT responsible for CPD/SMT/PTs/all staff</p>	<p>Staff in-service on strategies to raise attainment across whole school with focus on literacy and numeracy.</p>
<p>1.3 A moderated assessment framework is in place across all departments/faculties which reflects engagement with the National Benchmarks and supports the evaluation of progress through the BGE and professional</p>	<p>August 2017 engagement with new benchmarks</p> <p>Assessment</p>	<p>All staff</p> <p>Assessment and tracking monitoring group.</p>	<p>Whole school in-service, working within and across departments to moderate assessments and engage with Benchmarks.</p>



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
teacher Judgement data for literacy and numeracy	framework in place by September 2017		

<b>Evidence of Impact</b>
<ul style="list-style-type: none"> <li>• Learning Visit evaluations</li> <li>• Staff/pupil/parents surveys</li> <li>• Data from pupils achieving curriculum levels at S3</li> <li>• Senior phase qualifications and awards data/Insight data</li> <li>• School leaver destinations/Participation measure</li> <li>• PRD meetings</li> <li>• Evaluation of QI 2.3 Teaching Learning and Assessment</li> <li>• Evaluation of QI 3.2 Raising Attainment and Achievement</li> <li>• Evaluation of QI 1.3 Leadership of Change.</li> </ul>

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Assessment of children's progress School Improvement School leadership	<b>HGIOS?4</b> 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support	<b>Other Drivers</b> Attainment Challenge <b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>All children and young people are supported to make expected or better than expected progress in their learning regardless of their background</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 Greater consistency and rigour in self-evaluation at all levels which supports the ongoing cycle of review and improvement planning. Develop an 'inward, outward and forward' focus in all evaluation and improvement activities in order to reduce the attainment gap and provide high quality education for all	August 2017 Quality Improvement Calendars submitted.  Review of activities Jan 2018 and April 2018	HT/SMT/PT/All staff  <b>QIO</b>	In-service/collegiate working
1.2 All staff have increased confidence in the use of a variety of data such as Insight, SIMD levels, FME etc. to support effective targeted improvements in attainment and achievement	Insight analysis August 2017, reflected in action plans by September 2017.	HT/SMT/PT/All staff	Staff CPD

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>1.2 Assessment, Monitoring and Tracking at all levels across the school will support learner conversations with all young people to provide them their level of progress and next steps in learning and promotes parental engagement. PEF strategies</p>		<p>Working group lead/SMT/PTs/All staff</p> <p>Parents involved in supporting learning</p>	<p>Whole school assessment, monitoring and tracking in the BGE supports targeting interventions.</p> <p>Opportunities to develop parental partnerships required.</p>

#### Evidence of Impact

- Feedback from pupils/parents/staff
- Data from pupils achieving curriculum levels at S3
- Senior phase qualifications and awards data/Insight data
- School leaver destinations/Participation measure
- Evaluation of QI 2.3 Teaching Learning and Assessment
- Evaluation of QI 3.2 Raising Attainment and Achievement
- Evaluation of QI 1.1 Self-evaluation for self-improvement
- Analysis of interventions from assessment, monitoring and tracking procedures
- Learner conversations
- Parental involvement in improvement planning and standards and quality reports

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School leadership Teacher professionalism Assessment of children's progress	<b>HGIOS?4</b> 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	<b>Applying Nurture as a Whole School Approach Children and Young People (Scotland) Act 2014 GIRFEC Pathways Policy and Procedures Inverclyde's Corporate Parenting Strategy RRS</b> Article 12 (Respect for the views of the child): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Young people will feel supported and included in Clydeview Academy to achieve their potential.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 All staff will have an understanding of the impact upon learning and teaching of the Children and Young People (Scotland) Act 2014. Clear understanding of the named person service and child's plan and what it means to Get it right for every child.	Initial whole staff refresher input, August 2017.  Reviewed January 2018	DHT PS/ Pupil Support PTs/SMT/PTs/Faculty Heads  LAC PT  EP  EST	Further CPD in wellbeing application and named person service.
1.2 All staff will have a deeper understanding and awareness of a nurturing whole school approach underpinned by 6 nurture principles.	Whole staff refresher training, August 2017	All staff  Julie Miller Humanities FH	Attachment and Attunement training and focus on implementing one principle for Humanities Faculty. Whole school CPD

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
This will be taken forward at departmental level led by Humanities Faculty.	Departmental training by October 2017 Implementation by December 2017	Lawrence Riley (EP), Barnardo's	during in-service/collegiate time
1.3 GIRFEC pathways fully implemented at whole school level and all staff aware of responsibilities and procedures to assess, plan and support all young people. Particular focus on removing barrier to learning for LAC and ASN pupils and working in partnership to do so.	Review of students in August 2017 in relation to GIRFEC pathways.  Planning and assessments ongoing.	DHT Pupil Support/PT Pupil Support ASN/Pts Pupil Support  Extended support team  MCMC  All staff	Further staff training in wellbeing application and GIRFEC pathways.

Evidence of Impact
<ul style="list-style-type: none"> <li>• Seemis wellbeing application demonstrates effective planning and support of young people.</li> <li>• Exclusion rates reduced</li> <li>• Attendance improved</li> <li>• Attainment and achievement of targeted groups such as LAC and ASN improved.</li> <li>• Pupil/staff/parent surveys show evidence of nurturing whole school approaches having a positive impact upon wellbeing.</li> </ul>

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School leadership Teacher professionalism School Improvement	<b>HGIOS?4</b> 2.4 Personalised support 3.3 Increasing creativity and employability 2.7 Partnerships 2.6 Transitions	<b>Other Drivers</b> Developing the Young Workforce Career Education Standard (3-18) 2015 Careers Management Skills Framework for Scotland <b>RRS</b> Article 28: (Right to education): Article 12 (Respect for the views of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>All our young people are supported and included to enter a positive and sustainable post-school destination which meets their needs.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1. Further develop the curriculum to maximise school leavers' skills to meet the needs of employers and partner agencies. Examine wider achievements to ensure personalised learner pathways are a key feature in the senior phase. Early interventions and rigorous monitoring and tracking of data supports positive sustained destinations.	August 2017 all students in appropriate learner pathways to meet their needs.  Partnerships developed throughout the term. Reviewed April 2017	SDS, PTs Pupil Support/DHT Pupil Support/DHTs  Employer partnerships/College partnerships  Parental engagement	

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		MCMC	
1.2. All staff continue to develop teacher knowledge, skills and leadership in highlighting skills for work within real life context where appropriate and maximise use of my WOW.	In service input October 2017.  Departmental visits throughout the school term.	SDS/Teaching staff/PTs Pupil Support	Training provided to subject teachers by SDS in the partner area of my WOW  Margaret Wheeler to shadow PTs
1.3 Evidence that Employability and skills is a key feature of S1 to S6 in line with Developing the Young Workforce and Careers Education Standards 2015. Focus on developing PSE programme to ensure progression and entitlement from S1 to S6.	New PSE programme implemented by October 2017. Reviewed April 2018	PTs Pupil Support/DHT Pupil Support  Partner Agencies CLD,  Employers.	New PSE resources and collegiate working to share good practice.

### Evidence of Impact

- Positive Participation Measures
- Insight data
- Early interventions as a result of rigorous monitoring and tracking
- Service Delivery Agreement reflects enhanced working with SDS
- Pupil reviews of new PSE programme

## Education Scotland Advice:

### Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.



### Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
<b>School Leadership</b>	Quality and impact of leadership at all levels within the school	1.3 Leadership of change  1.2 Leadership of learning	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.  Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
<b>Teacher professionalism</b>	Impact of collegiate working and teacher professional learning on children’s progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
<b>Parental Engagement and Partnership working</b>	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child’s education. Progress towards developing a family learning programme across communities.	2.5 Family learning  2.7 Partnerships	Engagement/Discussion with parents at parents’ evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;  Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
<b>Assessment of children’s progress</b>	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children’s overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning	As above.  Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;  As above.

### Mapping HGIOS4 quality indicators to the key drivers in the NIF (continued)

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

<p><b>School improvement</b></p>	<p>Success in raising attainment and achievement for all children.          Extend to which the school ensures equity for all children.          Overall quality of learning, teaching and assessment.          Overall progress with key priorities at school, local and national level.</p>	<p>2.3 Learning teaching and assessment          3.2 Raising attainment and achievement          1.1 Self-evaluation for self-improvement          2.2 Curriculum          3.3 Increasing creativity and employability          2.4 Personalised support          2.6 Transitions</p>	<p>As above.          Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.          As above.          Minutes of staff discussions on local &amp; national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.          Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.          Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.          Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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