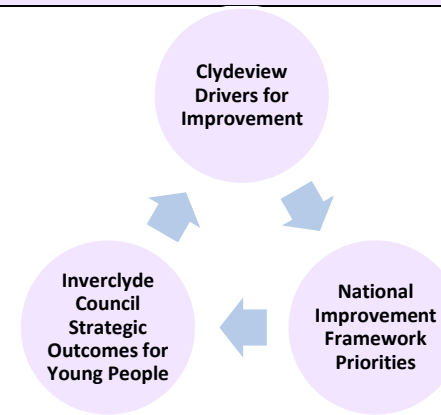


Clydeview Academy Improvement Plan 2019/20

Priorities as defined by the National Improvement Framework

1. Improvement in attainment, particularly in Literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children's and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.



Inverclyde Strategic Outcomes for Young People

- Enhanced Leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.
- All children and young people benefit from high quality learning experiences.
- All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement to securing positive and sustained destinations.
- All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.
- All children and young people in Inverclyde experience a high quality curriculum that meets their needs
- All children and young people feel safe and included in our schools and are achieving their potential

Quality Indicators identified by the authority to support the growth of self-improvement

1.3 Leadership of change	2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships	3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Increasing Creativity and Employability
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The Clydeview Drivers to Enable Improvement

Drivers	Learning and Teaching - Feedback	Assessment & Moderation – Reading & Numeracy	Pupil Voice - Establishment of House System
Whole School	<p>Outcomes for learners: Young people will experience meaningful and effective feedback which will enhance learning and improve achievement.</p> <p>Actions:</p> <ul style="list-style-type: none"> • The model gleaned from the 18/19 Collaborative Action Enquiry project will be cascaded to departments for implementation • Features of highly effective practice shared across school. • Further develop a clear understanding of quality feedback and facilitate a whole school professional learning event. • Ensure nurture Principle 4 is incorporated into all aspects of feedback. 	<p>Outcomes for learners: Staff will have confidence in the planning of learning activities so that young people will experience improvements in their literacy and numeracy. The process will ensure valid and reliable decisions on progress towards and achievement of a level.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Evaluation of current planning, assessment and moderation procedures. Assist departments with the development of an Assessment and Moderation plan/statement. • 2 Cluster, Partner school for forth level and 2 authority Moderation Events to be held. • Ensure the participation of all curricular areas in moderation. • Run a whole school moderation event 	<p>Outcomes for learners: All children and young people feel safe and included in our schools and are achieving their potential.</p> <p>The establishment of a house system will ensure inclusion in all aspects of the young person’s educational experience.</p> <p>Actions:</p> <ul style="list-style-type: none"> • The collaborative work of staff and pupils will establish a house system that supports young people to make contributions through a diverse range of activities promoting and celebrating attainment and achievement. • Young people are confident that their voice is heard and their opinions valued.

Summary statement of improved outcomes for young people

Department /Faculty	Outcomes for learners:	Outcomes for learners:	Outcomes for learners:

Drivers	Next steps:	By May 2020 we will have:	Who is involved?	Evidence we will gather:	Evaluative tools and success criteria:		
Learning and Teaching – Feedback					Q.I.	(v)	
					1.3		
					2.2		
					2.3		
					2.5		
					2.7		
					3.1		
					3.2		
3.3							
Assessment & Moderation – Reading & Numeracy					Q.I.	(v)	
					1.3		
					2.2		
					2.3		
					2.5		
					2.7		
					3.1		
					3.2		
3.3							
Pupil Voice – Establishment of a House System					Q.I.	(v)	
					1.3		
					2.2		
					2.3		
					2.5		
					2.7		
					3.1		
					3.2		
3.3							

Departmental Actions	Next steps:	By May 2020 we will have:	Who is involved?	Evidence we will gather:	Evaluative tools and success criteria:

Drivers	Nature of Monitoring activity		Progress so far	Evaluative tools	Next steps
Learning and Teaching – Feedback	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				
Assessment & Moderation – Reading & Numeracy	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				
Pupil Voice – Establishment of a House System	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				

Departmental Actions	Nature of Monitoring activity		Progress so far	Evaluative tools	Next steps
	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				
	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				
	SMT link meeting				
	Collegiate working				
	INSET				
	Other (specify)				

Drivers	What tasks were undertaken to improve outcomes?	What evaluative tools did we use?			What was the impact on learners?	Looking forward: Maintenance, further development etc.
Learning and Teaching – Feedback		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
3.3						
Assessment & Moderation – Reading & Numeracy		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
3.3						
Pupil Voice – Establishment of a House System		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
3.3						

Departmental Actions	What tasks were undertaken to improve outcomes?	What evaluative tools did we use?			What was the impact on learners?	Looking forward: Maintenance, further development etc.
		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
		3.3				
		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
		3.3				
		Q.I.	(v)	Other:		
		1.3				
		2.2				
		2.3				
		2.5				
		2.7				
		3.1				
		3.2				
		3.3				

