Education – Improvement Planning Document

Establishment Name: **Inverclyde Academy**

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Signatures:

Head of Establishment	Denise Crawford	Date	June 2019

| Quality Improvement Officer | Alison McLellan | Date | |

Our Vision, Values and Aims

Vision

We work together with respect, supporting each other to achieve our full potential

Aim

Work Hard
Aim High
Achieve our potential

Values

Respect,
Responsibility.
Wellbeing

Inverclyde
council

Overview of plan

National Priorities	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	1.1 To develop pupils' attitude to learning so that they become more independent and resilient with a curiosity for learning and high expectations (RIC initiative) 1.2 To continue to develop teaching and learning pedagogy to improve the quality of teaching and learning so that 100% of teachers are achieving the target expectations. 1.3 To improve Senior Phase attainment - through an enriched PSE Programme, enhanced analysis of data, pupil mentoring and an improved Senior Phase offer - with a particular focus on increasing: 2.4 To increase the efficacy and use of data by middle leaders and class teachers in order to further close the gap, and improve the consistency of results both across pupil groups and depts. 2.5 To develop the Impact Zone rationale to ensure it is attainment focused with clear policies and procedures for supporting pupils and ensuring bespoke educational experiences can take place where appropriate. 2.6 To further improve attendance and punctuality by embedding the updated attendance policy and having a focus on punctuality this year.
Improvement in children and young people's health and wellbeing	3.1 To establish a mental health working group with pupils and staff to audit and update school procedures and supports that will contribute to us becoming a mentally healthy school. 3.2 To develop school as a Communication Friendly School (Cluster initiative) 3.3 To embed the new PRPB policy/house system with staff and pupils to ensure pupils feel valued and have a positive attitude to learning, this will include further training where required with the CMO for HWB.
Improvement in employability skills and sustained positive school leaver destinations for all young people	4.1 To further develop the opportunities for student leadership through the Pupil Parliament, the Pupil Leadership Team, and through pupil involvement and participation in whole school events. 4.2 To extend the focus of the DYW programme to the BGE.

Pupil Equity Fund –Session 2019-2020

Priority
Closing the attainment gap between the most and least disadvantaged children

The proposed intervention comes in three sections
• Raising Attainment and Closing the gap • Improving the Health and Wellbeing

Project / priority	Timescale	Details of spend	How will you evidence improvement?
Raising Attainment and Closing the gap The School has focused on the DYW agenda over the past two years. It is recognised that this focus on career pathways plays an important part in the engagement of pupils, and has the potential to improved attainment. Last year the school employed a PT DYW, and this year (due to the increased level of engagement in STEM activities) we will appoint a teacher of STEM to support this agenda. The Fresh Start approach to increasing Literacy levels has had a significant impact on the attainment of S1 and S2. This session the English dept will take ownership of the program and will not require PEF funding in terms of teaching staff. However there will be a funds allocated to increase the responsibility of two ASNs, to support Fresh Start.		<table><tr><td></td><td>£</td><td>FTE/hrs/No</td></tr><tr><td>Teacher of STEM</td><td>35,000</td><td>From Aug 2019 to March 2020</td></tr></table>	• Impact/improvement will be evidenced in the learning observations and teacher feedback regarding the self-evaluation process.

Project / priority	Timescale	Details of spend			How will you evidence improvement?
There will be a number of opportunities for pupils to access certification outwith SQA; for example Driving Theory test and Duke of Edinburgh. These will be used when appropriate, to ensure that pupils have education tailored to their specific needs. Some of these courses incur a cost and money has been allocated to the payment. An important aspect academic attainment is linked to school attendance. It is therefore imperative to improve the attitudes towards education and the many social and economic advantages it can bring to our young people and their families. This will involve engaging parents/carers so that we can work in partnership to improve attendance. Last session we employed a Wellbeing Officer and the improvement in attendance can be seen in the PEF review. This strategy will continue this year. **Improving the Health and Wellbeing** Our aim is to provide specific targeted support to identified groups of learners who are in danger of not achieving their full potential because of social and economic barriers which could effectively excluded them from education; such barriers could display as poor behaviour and low self-esteem. For those young people who have been marginalised or disadvantaged from education, supports will be put in place to enable them to take ownership of their learning and to see the value in it. This will be led by the Impact Zone team (funded by Core budget) and			£	FTE/hrs/No	• Increase in the number of pupil achieving aspects of Literacy at level 3 by the end of S3.– Professional Judgements • An increase in learning opportunities for BGE pupils.- pupil timetables • Increased opportunities for Senior Phase pupils – pupil timetables • Increase in certificated achievement – school data and Insight. • Increase in attendance figures.
		Teacher of STEM	See above		
		Alternative Certification	5,000	N/A	
		Wellbeing Officer	16,000	30hrs/42 weeks	

Project / priority	Timescale	Details of spend			How will you evidence improvement?
supported by additional partnership work and resources funded by PEF: for example - Mind Mosaic - Ocean Youth Trust (paid for at time of booking using PEF 2018/19) Key to the above intervention will be to encourage and foster a sense of belonging and school identity. To encourage this, we are adapting the school uniform to be more cost effective and using PEF to establish a uniform bank for families to rent blazers on a yearly basis. In addition, we will be purchasing every S1 pupil a school tie and a PE top. The breakfast session and the gym membership will continue this year, with a view to moving the funding for this provision to core budget next year	May 2019-June 2020		£	FTE/hrs/No	- Detention register shows at least a 10% reduction in the number of pupils attending. - Referrals (due to misbehaviour) are reduced by 10% (evidence from SEEMIS) - Further reduction in exclusions for S1,2,3 pupils SIMD 1 &2
		Mind Mosaic	28,000	3 days per week	
		Breakfast	1,500	N/A	
		Gym Membership	800	N/A	
		Uniform Bank	4,000	N/A	

Plan –Session 2019-2020

Priority 1   Improvements in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children

NIF Driver	HGIOS?4	Other Drivers
Assessment of children's progress Teacher professionalism Performance information	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 2.6 Transitions 1.3 Leadership of change	**RRS** Article 28: (Right to education): Article 23 (Children with disabilities): Article 29 (Goals of education): Article 12 (Respect for the views of the child): Article 13 (Freedom of expression):

Expected outcomes for learners which are measurable or observable
• There will be a more consistent approach to L&T evidenced through Lesson Observations • In discuss with pupils they will articulate an awareness of their ability and next steps for progress. • Attainment in key areas will increase, evidenced in school tracking and monitoring.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1 To develop pupils' attitude to learning so that they become more independent and resilient with a curiosity for learning and high expectations (RIC Initiative)	June 19 – June 20	West Partnership – Barrhead HS Ross McClement (lead) Denise Crawford	Time for RIC meetings and visits to partnership school
1.2 To continue to develop teaching and learning pedagogy to improve the quality of teaching and learning so that 100% of teachers are achieving the target expectations.	Sept 19 – March 20	Calum Beattie (lead) Gioia Docherty	AC - Osiris
1.3 To improve Senior Phase attainment - through an enriched PSE Programme, enhanced analysis of data, pupil mentoring and an improved Senior Phase offer - with a particular focus on increasing:	Aug 19 – May 20	Sabrina McCready (Lead) PTPS SP Team PTs on Working Group C. McKendrick (mentoring)	PTPS Meetings & development time Support from T&M lead, J. Gilchrist

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			SP Curriculum Working Group
1.4 To increase the efficacy and use of data by middle leaders and class teachers in order to further close the gap, and improve the consistency of results both across pupil groups and depts.	Aug 19- April 20	Jill Gilchrist (Lead) Sabrina McCready	Support from Insight Team Bi—monthly data from T&M
1.5 To develop the Impact Zone rationale to ensure it is attainment focused with clear policies and procedures for supporting pupils and ensuring bespoke educational experiences can take place where appropriate.	September 2019	Susan Chambers (Lead) D McCahill WCS CLD	Course Development Numeracy Support Package Whole Staff Meeting (September)
1.6 To further improve attendance and punctuality by embedding the updated attendance policy and having a focus on punctuality this year.	Aug 2019 – June 20	PT Pupil Support S Chambers	Late Coming Data (monthly) Develop further interventions (senior phase)

Evidence of Impact
• Increased attainment on Insight as follows: 5+@L5 in S4 to at least 30% improving on our best result of 28.75% from 16/17;   3+@L6 in S5 to at least 25% improving on our best result of 23.75% from 17/18.   • Improved analysis and feedback from depts throughout the year in line with T&M process, evidencing bigger cohorts at L5 and L6 which are sustained through to exam diet.   • Reduction in the number of lates in relation to 2018/19 data by ???% per year group   • Whole school attendance to increase by ??% based on 2018/19 data

- Increased attendance of pupils after engaging with the attendance forum
- Robust tracking of Impact Zone pupils shows increases in those completing Freshstart
- Tracking matrix will be implemented to show impact of HWB interventions (CLD, Barnardos, Mind Mosaic, Home Link)
- Bespoke curricular pathways developed for use in the 20/21 options process:
  Options form
  Clear progression pathways
  Improved L5 and L6 offer of NPAs, NCs, etc
  Improved joint working with delivery partners such as WCS.

Priority 2 Improvement in children and young people's health and wellbeing

NIF Driver	**HGIOS?4**	**Other Drivers**
Assessment of children's progress	3.2 Raising attainment and achievement	**RRS**
School Improvement	2.7 Partnerships	Article 17 (Access to information; mass media):
School leadership	3.3 Increasing creativity and employability	Article 28: (Right to education):
	2.6 Transitions	Article 29 (Goals of education):
	1.3 Leadership of change	

Expected outcomes for learners which are measurable or observable
• There will be a marked reduction in referrals and therefore exclusions • The school will have established links with parents of ASD children in the cluster •

Tasks to achieve priority	**Timescale**	**Those involved – including partners**	**Resources and staff development**
2.1 To establish a mental health working group with pupils and staff to audit and update school procedures and supports that will contribute to us becoming a mentally healthy school.	August 2019 – June 2020	Pupil Support team S Chambers Pupils CMO HWB	Training from CMO Place 2 Be Questionnaire School Visit
2.2 To develop school as a Communication Friendly School (Cluster initiative)	Aug 19= May 20	J Spence S Chambers D McCahill	Training from ICOS Appropriate Signage
2.3 To embed the new PRPB policy/house system with staff and pupils to ensure pupils feel valued and have a positive attitude to learning, this will include further training where required with the CMO for HWB.	August 2019 onwards	S Chambers PRPB Group Pupils CMO HWB All Staff School Therapist	Tokens/Stars/Tubes Certificates/Badges Noticeboards House Captains Training from CMO/Mind Mosaic Development of expectations

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
			Vision/Values consultation

Evidence of Impact

- Pupils will feel more supported and understood with their mental health
- Staff will be more confident in addressing mental health across the school
- Mental health will have a bigger profile within the school community
- Reduction in detention by 10%
- Reduction in behaviour referrals by 10%
- Pupil voice evidencing better relationships in classrooms
- Pupils reporting consistency within classes of language and procedures used

Priority 3   Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism Performance information Parental engagement	3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 2.4 Personalised support 2.6 Transitions 1.3 Leadership of change	**RRS** Article 28: (Right to education): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• There will be an increase in the number of Career relate activities, including assemblies and whole school events for BGE. • There will be an increased opportunity for pupils to visit further and higher education establishments for BGE. • The pupil leadership system will be established to include a Pupil Parliament. • Pupil Voice will be stronger and more confident (with evidence gathered from pupil meetings).

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 To further develop the opportunities for student leadership through the Pupil Parliament, the Pupil Leadership Team, and through pupil involvement and participation in whole school events.	Aug 19 – May 20	J Allen/S Cumine (Pupil Parliament) G Mitchell/J Harkins (House Captains)	Training for staff leading pupil parliament. Development of Pupil Parliament House Captains (Junior/Senior) Pupil involvement in working groups.
4.2 To extend the focus of the DYW programme to the BGE.	Aug 19 – May 20	Scott McHendry (Lead)	DYW Working Group meetings

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
		John Harkins (STEM focus)	DYW Network meetings
		Sabrina McCready	Attendance at local & national events

Evidence of Impact
- Relaunch/refresh of Pupil Parliament at assemblies   - Willing participation from student body to select representatives for Parliament   - Minutes of Parliament & working group meetings   - Feedback from Working Groups for whole school display   - Appointment of a BGE Leadership Team/House Captains?   - Increased number of BGE DYW focused events taking place.   100% registration on MyWoW in BGE.   - Increased usage figures for MyWoW in BGE.   100% data collected on post-16 data tab for new S3 in readiness for transition to S4.