

# Education – Improvement Planning Document

---

Establishment Name: Inverclyde Academy

## CONTENTS

1. Establishment Vision, Values and Aims
2. 2 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session Jan 2021-June 2022

### Signatures:

Head of Establishment	Denise Crawford	Date	July 2021
-----------------------	-----------------	------	-----------

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

# Overview of plan

National Priorities	Jan 21 – June 22
<b>Improvements in attainment, particularly in literacy and numeracy</b>	<p>1.1a Expand offer of certification to Senior Phase pupils</p> <p>1.1b In light of the publication of the curriculum review, review and improve pupil pathways from BGE to Senior phase and beyond.</p> <p>1.2a To improve the use of BGE data by all staff in order to further close the attainment gap and raise attainment.</p>
<b>Closing the attainment gap between the most and least disadvantaged children</b>	<p>2.1a Establish a pilot Home Learning program (TEAMS)</p> <p>2.1b Develop Home Learning aspect of the Learning and Teaching policy to ensure consistency across depts.</p> <p>2.2a 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.</p> <p>2.2b Establish clear targets for intervention in line with the Impact Zone rational.</p>
<b>Improvement in children and young people's health and wellbeing</b>	<p>3.1b Update school procedures and supports that will contribute to us becoming a mentally healthy school.</p> <p>3.2b Expand attendance procedures across whole school.</p> <p>3.3b To improve (recover) positive relationships in the school between all colleagues, pupils and stakeholders.</p>
<b>Improvement in employability skills and sustained positive school leaver destinations for all young people</b>	<p>4.1a/b 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. –</p> <p>4.2a/b To extend the DYW programme to the BGE with a focus on the development of skills.</p> <p>4.3a/b To enhance Digital Literacy across the school to support learning and teaching with staff and pupils.</p>

## Pupil Equity Fund –Session 2021-2022

PEF spend available £	251,249	PEF spend 2021/22 planned £	245,773	Difference	5,476*
-----------------------	---------	-----------------------------	---------	------------	--------

\*There is a parent meeting arranged for the end of Sept to discuss how to use the remaining funds.

### Rational

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

##### Improvement in Numeracy and Literacy

Over the past 3 years the achievement Literacy and Numeracy in S1 and S2 has highlighted a gap between SIMD1/2 and the rest of the cohort. COVID lockdown has added an additional challenge to reducing this gap in attainment. It has been highlighted by Science and Social Subjects teachers that pupils who have not attained first level are struggling to access aspects of the subject curriculum.

##### Health and Wellbeing

Due to the COVID restrictions the engagement of pupils in extra-curricular activities has significantly reduced. This lack of engagement has had an impact on pupil relationships, attendance, and on pupil behaviour. Parents and pupils have indicated that they are not enjoying school and this is having an impact on the child's mental health. There is now a noticeable gap in the attendance of pupils from SIMD 1/2 compared to the rest of the school.

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

Over the past two year the positive destinations of the school has dropped by 7%. This drop is mainly seen in the lowest SIMD quintiles, with the lowest Quintile (SIMD1/2) indicating 87% of pupils moving to a positive destination, and the higher quintile (SIMD 9/10) 100% moving to a positive destination.

*\*PEF intervention used to support the whole school Improvement plan are detailed further in the main sections below.*

Outcome	Timescale	Details of spend	How will you evidence improvement?												
<p><b>Improvement in attainment, particularly in Numeracy and Literacy</b> To reduce the Literacy and Numeracy level gap between the lowest and the highest SIMD levels by 4% in S1 and S2</p>	Aug 21 – June 22	Additional teachers Numeracy - £39,331 Literacy - £43,944 Additional Admin hours (2.75) to support tracking sheet – £1,666 Num/Literacy support (PSA) - £19,770	Targeted pupils will be confident in their numeracy and literacy skill and will use them across all subject areas. <ul style="list-style-type: none"> <li>Tracking and Monitoring returns (Oct, Dec, Feb April, May)</li> <li>Fresh Start assessments</li> <li>Learning observations</li> </ul>												
<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To increase the attendance from of a targeted group of pupils in BGE.</li> <li>Reduce the number of incidents of poor behaviour outwith class time from 27 per month to less than 15 per month, of a targeted group of BGE pupils.</li> <li>To increase the number of pupils with access to a counsellor by 10% for a targeted group of S2 /3</li> <li>To increase the number of pupils engaged in extra-curricular activity from 37% (figures from Aug-Dec 20) to at least 80% of targeted pupils in S1/2/3.</li> </ul>	May 22  Aug 21- June 22  Aug21 – April 22	Admin Support (21) to focus on attendance - £10,896 Employment of a Wellbeing Coach X 2 (one to focus on Sport activities, one to focus on Music/drama £56,000) <table border="1" data-bbox="898 711 1570 882"> <thead> <tr> <th></th> <th>£</th> <th>FTE/hrs/No</th> </tr> </thead> <tbody> <tr> <td>Mind Mosaic</td> <td>28,000</td> <td>3 days per week</td> </tr> <tr> <td>Gym Membership</td> <td>800</td> <td>N/A</td> </tr> <tr> <td>Breakfast</td> <td>4500</td> <td>N/A</td> </tr> </tbody> </table>		£	FTE/hrs/No	Mind Mosaic	28,000	3 days per week	Gym Membership	800	N/A	Breakfast	4500	N/A	Pupils are increasingly able to talk positively about their school experience. This positive engagement is measured using methods listed below. <ul style="list-style-type: none"> <li>Pupil scaled feedback (1-5)</li> <li>Analysis of referrals due to misbehaviour</li> <li>Further reduction in exclusions relating to lunchtime behaviour</li> <li>Registers from activities</li> <li>Feedback from questionnaire from Magic Breakfast.</li> <li>Parent feedback</li> <li>Minutes of meetings/discussions</li> </ul>
	£	FTE/hrs/No													
Mind Mosaic	28,000	3 days per week													
Gym Membership	800	N/A													
Breakfast	4500	N/A													
<p><b>Sustained Positive destinations</b></p> <ul style="list-style-type: none"> <li>To increase the percentage pupils leaving to a positive destination from 87% to 90% for a targeted group of Senior Phase pupils.</li> </ul>	Aug 21 – Aug 22	DIYW Co-ordinator - £3,000 (this is school contribution) MCR - £35,000 Admin Support (7 hours) - £2,866	The targeted group of pupils will be aware of their skills and qualities and be confident to apply these in seeking career opportunities. This will be measured using - <ul style="list-style-type: none"> <li>Insight data</li> <li>School data from 'leavers forms'</li> <li>Minutes of meetings/discussions</li> </ul>												

# Plan –Session June 2021- June2022

<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 2.4 Personalised support 2.6 Transitions 1.3 Leadership of change	<b>Other Drivers</b> <b>RRS</b> 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):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Informed options choices due to improved awareness of positive destinations</li> <li>• Enhanced curricular offer supporting pupils to options/career pathways ( increased number of pupils maintaining their option pathway)</li> <li>• Increased access to courses delivered by school and partners</li> <li>• Informed options choices due to improved awareness of positive destinations</li> <li>• Increase in number of pupils accessing level 5 certification.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
<b>1.1a Expand offer of certification to Senior Phase pupils</b> <ul style="list-style-type: none"> <li>• Development of 'Pathways' procedure information (see DYW plan)</li> <li>• Amendment to Option forms</li> <li>• Communication with parents and pupils</li> <li>• Engagement with college</li> <li>• Creative timetabling</li> </ul>	Jan 2022 Jan 2022 Feb 2021 Dec – Feb 2021	Lead – S McCready PTPS – SP team PTC R McClement & <b>DYW co-ordinator (Paid from PEF)</b> Office staff College partners	Staff training on course – specific to course that can be offered Staff development time – collegiate online meetings with staff from other schools to share good practice Course development time



- 30% of S6 gaining 1+@AH
- Increased curricular offer to pupils
  - Option form
  - Progression pathways within department/faculty
  - Improved L5 & L6 offer of NPAs, NCs etc
- Improved joint working with DYW partners
- Increased attainment within Literacy and Numeracy by end of S3 as follows:  
90% of pupils achieving Level 3 for Reading, Writing, Listening and Talking and Numeracy



<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<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 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 1.3 Leadership of change	<b>Other Drivers</b> <b>RRS</b> 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):

<b>Expected outcomes for learners which are measurable or observable</b>
Increase in attainment in particular within S3 and Senior Phase. More specific and targeted educational action points within child's plan, allowing for better individualised planning around attainment More evidence of individualised planning for those requiring a bespoke curriculum through the impact zone Interventions having a positive impact on learners and pupils feeling engaged with school supports Increased engagement with Teams for meaningful learning

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
<b>2.1a Establish a BGE pilot Home Learning program (TEAMS)</b> Pupil voice survey to establish issues/ concerns/ attitudes towards use of Teams Develop guidelines for pilot- (content/ aims- expectations of Home Learning/ evaluation process) Liaise with departments to gather their views Liaise with parents to gather views of TEAMS Liaise with Pupil Parliament	Aug – Dec 21 Aug – Dec 21 Sept 21 Aug – Dec 21 Aug – Dec 21 Aug – Dec 21	Lead – Mr Livingstone/ IT co-ordinator/PTs	Survey pupils Liaison with PTs Staff training refresh Resource development
<b>2.1b Develop Home Learning aspect of the Learning and Teaching policy to ensure consistency across depts. (Detail to be added by GLivingstone)</b>			

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p><b>2.2a 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.</b></p> <ul style="list-style-type: none"> <li>• Develop new process for tracking and monitoring of interventions offered through impact zone</li> <li>• Implement recording of individualised pupil plans around attainment</li> <li>• Move forward structure of Impact Zone to plan for more targeted work</li> <li>• Implement further processes for early intervention to support pupils in the body of the school</li> <li>• Focus on aiming for N4 passes for those who access the impact zone most.</li> <li>• Use of Primary teacher to identify gaps in knowledge of S1/2 pupils and support learning and teaching.</li> <li>• Use of cluster teacher to gather information and form relationships with pupils, parents and staff in the cluster primary schools. (Paid from PEF)</li> </ul>	<p>August 2021 – June 2022</p>	<p>Lead –PT Equity and Intervention (B O’Donnell) R McClement IZ Staff</p>	<p>Staff training for new procedures/tracking systems</p> <p>Resource development for S1-6 courses delivered in impact zone</p>
<p><b>2.2b Establish clear targets for intervention in line with the impact zone rationale</b></p> <ul style="list-style-type: none"> <li>• SLT to review monthly/fortnightly data based on SIMD1/2, LAC/Care Experienced, ASN and FSM</li> <li>• IZ to use data to put in appropriate interventions based on individual needs and track progress.</li> <li>• Support staff across school with identifying when interventions will be required to take place.</li> </ul>	<p>August 2021 – May 2022</p>	<p>B O’Donnell R McClement S McCready Pupil Support PT’s</p>	<p>Staff Training Regular reviews of data around targeted pupils</p>

Evidence of Impact
<p>Link to senior phase evidence outlined in priority 1</p> <p>Increase in impact of mental health interventions</p> <p>Increase of S4 % pass rate at N4 level</p> <p>Increase in volume of pupils achieving wider achievement accreditation through IZ</p> <p>IZ inputting specific and measurable education targets into child's plans</p> <p>Improved attainment of targeted S1/2 recovery pupils at level 1/2</p>

Priority 3 Improvement in children and young people's health and wellbeing		
<p><b>NIF Driver</b></p> <p>Assessment of children's progress</p> <p>Teacher professionalism</p> <p>Performance information</p>	<p><b>HGIOS?4</b></p> <p>3.2 Raising attainment and achievement</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>2.6 Transitions</p> <p>1.3 Leadership of change</p>	<p><b>Other Drivers</b></p> <p><b>RRS</b></p> <p>Article 28: (Right to education):</p> <p>Article 23 (Children with disabilities):</p> <p>Article 29 (Goals of education):</p> <p>Article 12 (Respect for the views of the child):</p> <p>Article 13 (Freedom of expression):</p>

Expected outcomes for learners which are measurable or observable
<p>Increased awareness and knowledge of mental health and where to get support if required</p> <p>Learners feeling more confident about talking about mental health</p> <p>Attendance of learners will increase, and those being targeted will engage with education and feel supported to do so</p> <p>Pupils will experience a consistent approach in classrooms and the school community will engage with the PRPB policy leading to improved relationships</p> <p>Reduction in exclusion and increase in engagement for targeted pupils receiving mental health intervention</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p><b>3.1a To establish a mental health working group with pupils and staff to audit school procedures and processes.</b></p> <ul style="list-style-type: none"> <li>• Continue working group</li> <li>• Link with schools identified at Mental Health In Schools Conference</li> <li>• Audit current whole school provision for mental health</li> <li>• Implement LGBT and MVP initiatives</li> <li>• Implement SQA Mental Health Award</li> <li>• Implement whole school process for accessing mental health support</li> <li>• Train mental health ambassadors (staff/pupils)</li> <li>• Introduce family learning around mental health</li> </ul> <p><b>3.1b Update school procedures and supports that will contribute to us becoming a mentally healthy school</b></p> <ul style="list-style-type: none"> <li>• Develop a whole school mental health policy</li> <li>• Implement actions from MH improvement plan to integrate MH into curriculum, provide drop in, safe spaces and procedures to seek support.</li> </ul>	<p>August 2021 - ongoing</p>	<p>Lead – Mr McClement</p> <p>Mind Mosaic Staff (advisory)</p> <p>Action For Children (advisory)</p> <p>Barnardo’s (advisory)</p> <p>MH Working Group</p> <p>Mr McClement</p> <p>MH Working Group</p>	<p>Time to liaise with Larbert HS and Wallace HS</p> <p>Mental health Ambassador Training</p> <p>Mental Health First Aid Training</p> <p>Resources – SQA course outline/visual aids (posters/badges etc)</p>
<p><b>3.2a To further improve attendance and punctuality by embedding the updated attendance policy and having a focus group this year.</b></p> <ul style="list-style-type: none"> <li>• Engage with workstream 2 on LAC pupil attendance. Commit to training sessions and support to review whole school understanding of attendance figures.</li> <li>• Carry out small project tracking learners attendance</li> </ul>	<p>June 2021</p> <p>August 2021 – May 2022</p>	<p>Lead –Mr McClement</p> <p>Liz Somerville, Ed Scotland</p> <p>Education Psychologist</p>	<p>Workstream 2 Training sessions.</p> <p>Whole school staff input on attendance</p> <p>Training of PTPS in new processes</p>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Develop targeted intervention for specific groups of pupils and monitor outcome of online engagement.</li> </ul> <p><b>3.2b Expand attendance procedures across whole school.</b></p> <ul style="list-style-type: none"> <li>Evaluate and adapt unexplained absence process based on findings from pilot</li> <li>Find new approaches to attendance out with letters etc.</li> <li>Bring workstream strategies across to whole school policy/procedures for full implementation when project complete. <b>(Admin support paid from PEF)</b></li> <li>Develop a process to gather pupil views/focus group in each year group/reward positive attendance.</li> <li>Develop data collection with PTPS and how to use this effectively</li> <li>Track and share specific data on a regular basis <b>(Admin support paid from PEF)</b></li> </ul>	<p>Ongoing</p> <p>August 2021 - June 2022</p>	<p>Mr McClement</p> <p>Pupil Support Team</p>	<p>Parental Engagement Resources – Text/Letters etc.</p> <p>Training on new procedures</p> <p>Training on data use</p>
<p><b>3.3a To improve (recover) positive relationships in the school between all colleagues, pupils and stakeholders.</b></p> <ul style="list-style-type: none"> <li>Analysis of data regarding referrals, Behaviour cards*, demerits, dept info.</li> <li>Collation of ‘positive praise’ strategies used across the school.</li> <li>Online assemblies</li> <li>CPD opportunities for Middle and Senior Management</li> <li>Review of policy</li> </ul>	<p>Jan 2021</p> <p>Ongoing till April</p> <p>Ongoing till June</p> <p>Feb/March</p> <p>Needs updated?</p>	<p>Lead – Mrs Crawford</p> <p>Mr McClement</p> <p>PRPB School Improvement Group</p> <p>Pupil Parliament.</p> <p>Cluster primaries</p> <p>Local media</p>	<p>Various staff meeting throughout session.</p> <p>Various PT meetings throughout session.</p> <p>Supportive engagement with CMO and Education Psychologist team.</p> <p>Leadership CPD for Middle managers</p>

**Evidence of Impact**

Increased attendance at school (whole school average of 91%)  
Increased attendance across all LAC pupils  
Decrease by 2% in latecoming  
Attendance interventions showing impact on targeted groups (60 – 89%)  
Decrease on number of pupils requiring tier 3 support  
Improved outcomes for those receiving mental health interventions  
Improvement in the consistency of PRPB strategies used at dept and classroom level.

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<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 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions 1.3 Leadership of change	<b>Other Drivers</b> <b>RRS</b> 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):

<b>Expected outcomes for learners which are measurable or observable</b>
Gathering of data for all young people in BGE will allow targeted support/ inputs around events at year-group, smaller group and individual level Early awareness of aspirations will allow positive platform to build on within PSE through My Wow and within other curricular areas

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
4.1a/b 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.	Feb - June	Lead – Miss Demelas/Mrs Crawford	
<b>4.2a/b To extend the DYW programme to the BGE with a focus on the development of skills and increasing Positive Destinations.</b> <ul style="list-style-type: none"> <li>• Pathways event for all S1 pupils- gathering of info around career ideas (See Priority 1)</li> <li>• Career intentions to be shared with all staff</li> <li>• Undertake Skills Audit of the skills being taught across different subject areas</li> <li>• Raised profile of DYW focus within BGE</li> </ul>		Lead – Mr McClement & DYW team Outside Agencies <b>DYW Co-ordinator (paid from PEF)</b>	<ul style="list-style-type: none"> <li>• Sharing of data</li> <li>• Staff collegiate time to consider skills audit</li> <li>• Sharing of good practice</li> </ul>

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Advice/ Support for Departments in how to highlight and teach skills</li> <li>• Enhanced work with Primary 7 pupils to support their understanding of careers education and Primary to Secondary transition <b>(Supported by Cluster teacher paid by PEF)</b></li> <li>• Working with vulnerable pupils (esp. those in SIMD 1-3, and care experienced) to support them into a sustained positive destination <b>(Mentor paid from PEF)</b></li> </ul> <p>4.2c In line with the Sustainability action plan we will</p> <ul style="list-style-type: none"> <li>• Establish a Sustainability Working Group:</li> <li>• Embed common LfS (Learning for Sustainability) themes across target departments</li> <li>• Empower pupil leadership of LfS</li> <li>• Hold whole school events</li> <li>• Establish industry links</li> <li>• Embed LfS within DYW curriculum</li> </ul>	<p>Sept 21- April 22</p>	<p>Lead - Claire Ross Pupil Parliament</p>	<ul style="list-style-type: none"> <li>• Cluster teacher support (paid with PEF)</li> <li>• DYW mentor paid with PEF)</li> </ul> <p>Pupil Parliament time for meetings and feedback.</p>



Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
<p>4.3a/b To enhance Digital Literacy across the school to support learning and teaching with staff and pupils.</p> <ul style="list-style-type: none"> <li>Continued review and refresh of training opportunities to embed, refresh and reinforce essential baseline skills</li> <li>Quality assurance of Teams to ensure streamlined, efficient and user-friendly approach</li> <li>Training for parents</li> <li>Development of support to deliver live lessons</li> <li>QA to ensure consistency of L&amp;T offer across depts.</li> </ul>		Lead –Mr Livingstone	<p>Collegiate time to embed and develop skills</p> <p>Further CPD opportunities</p>

#### Evidence of Impact

Increased awareness of pathways for pupils  
 All staff enabled to utilise ICT to facilitate live learning  
 Staff in target departments will embed LfS themes within their curriculum areas.  
 Staff in target departments will be familiar with the LfS agenda and will be referring to this with confidence in their lessons.  
 Pupils will form connections with a partnership school enhancing their Global Citizenship.