Education – Improvement Planning Document 2023-24

Inverclyde Academy

Academy

Establishment Name:

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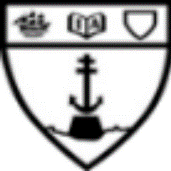
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| Head of Establishment | Denise Crawford | Date | July 2023 |

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| Quality Improvement Officer | Alison McLellan | Date |  |

Our Vision, and Values

Vision



* Respect
* Responsibility
* Equality
* Success

Values

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

3 Year Overview of Establishment Priorities

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 2022-2023

Session 2023-2024

Session 2024-2025

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| **National Priorities** | **Aug 22–Aug 25** |
| **Improvements in attainment, particularly in literacy and numeracy** | Focus on high quality Learning, Teaching and Assessment for measurable and positive impact on learners  Review and improve pupil pathways from BGE to Senior Phase.  Improve the understanding of the moderation of BGE assessment tools by all staff. |
| **Closing the attainment gap between the most and least disadvantaged children** | Develop 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.  Increase the quality of our BGE disaggregated data to ensure it meets the needs of our self-evaluation procedures. |
| **Improvement in children and young people's health and wellbeing** | Communicate our agreed school values to ensure a shared understanding across the community of desired learner characteristics.  Engage in the Trauma informed Practice approach to support our community.  Increase opportunities for pupil engagement in their learning. |
| **Improvement in employability skills and sustained positive school leaver destinations for all young people** | Further develop the opportunities for student leadership.  Build on the initial success of the DYW programme with a focus on the further development of skills.  Review and improve pupil pathways from BGE to Senior Phase. |
| **Placing the human rights and needs of every child and young person at the centre of education** | Increase pupil engagement in school planning and leadership, through their involvement a variety of planned opportunities linked to the Pupil Parliament. |

Overview of rolling three year plan

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| **National Priorities** | Session 2022-2023 | Session 2023-2024 | Session 2024-2025 |
| Improvements in attainment, particularly in literacy and numeracy  Placing the human rights and needs of every child and young person at the centre of education | 1.1 To develop an agreed, deliberate strategy to support teacher professional development as a ‘visible teacher’ | 1.1 To develop moderation of planning, teaching and assessment practices incorporating visible learning approaches. | 1.1 To develop a shared vision of what makes a good teacher. |
| 1.2a Analysis of uptake data, SQA tariff points and leaver destinations to map and understand pupil pathways through Inverclyde Academy.  1.2b Using data gathered, carry out review of curriculum offer and Amber line in SP. | 1.2 Improve Communication with young people (BGE) and their families in relation to progress. | 1.2 Improve Communication with young people (BGE) and their families in relation to progress. |
| 1.3 Develop consistent model for moderation of levels within BGE. |
| 1.3 Develop consistent model for moderation of levels within BGE Numeracy. | 1.4(previously 3.2) Ensure regular opportunities for learners to articulate where they are in their learning and what next steps. | 1.3 Expand consistent model for moderation of levels throughout BGE, linking with P7. |
| Closing the attainment gap between the most and least disadvantaged children | 2.1 Audit and establish consistent baseline standard of curriculum plans across S1/2. | 2.1 Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group |  |
| 2.2 Develop planned, targeted and co-ordinated approaches and interventions to improve attainment and achievement for learners who have been effected by poverty. |
| 2.2 Improve consistency and use of disaggregated data in Literacy and Numeracy. | 2.3 Improve consistency and use of disaggregated data across all subjects in the BGE. | 2.3 Systematically use data and evidence to analyse the progress across transition points. |
| Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | 3.1 Establish school values and develop an understanding of these amongst our school community. | 3.1 By focusing in Building Racial Literacy, ensure that the school’s value of equality is supported.  All policies and procedures to reflect our school values by highlighting consistency of approach to allow our community to model our values. | 3.1 Our school values will be reflected in our wider community by utilising opportunities of partnership with cluster and third sector.  By focusing in Building Racial Literacy, ensure that the school’s value of equality is supported. |
| 3.2 To develop an awareness in pupils of what makes a good learner (learning dispositions) | 3.2 Trauma Informed Practice -Continue to improve the support offered to all pupils. | 3.2 Develop assessment capable learners  Trauma Informed Practice -Continue to improve the support offered to all pupils. |
| 3.3 Implement the single agency pupil assessment and planning document |
| Improvement in employability skills and sustained positive school leaver destinations for all young people  Improvements in attainment, particularly in literacy and numeracy | 4.1 Improve the % and quality of positive leaver destinations by improving efficacy of T&M systems introduced in 21/22.  4.2 Begin roll out of improved DYW curricular programme from P7-S6. | 4.1 Review SP ‘free choice’ system across the past 3 years to begin to map out a column structure that better supports pathways leading to destinations.  4.2 Evaluate and improve on the P7-S6 DYW curricular programme to ensure effective and incremental delivery of Employability Skills throughout the learner journey.  4.3 Begin to link DYW programme to other key areas of school curriculum – STEM, Sustainability & Digital Skills. | 4.1 Finalise updated curriculum offer across SP & BGE while introducing monitoring to continue to review efficacy of proposed pathways.  4.2 Evaluate links between curricular programme and destinations achieved to ensure finalised programme is consistently applied.  4.3 Expand curricular links to specific subjects with focus on Sciences (Healthcare), Technical (apprenticeships) and ICT (future-proofing). |
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| Placing the human rights and needs of every child and young person at the centre of education | 5.1 Improve pupil leadership framework to be more coherent and transparent.  5.2 Increase number and wider demographic of members of the pupil parliament | 5.1 Increase leadership involvement of pupils, especially in BGE.  5.2 Link with associated primary schools to develop community level of involvement. | 5.1 Improve and increase leadership training opportunities for all pupils. |

*Aims to support LA stretch aims 2023 (Secondary)*

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|  |  | Current levels 21/22 | | | | School aims for ? 2023 | | | |  |
|  |  | Overall | SIMD 1-2 | SIMD 3-10 | GAP | Overall | SIMD 1-2 | SIMD 3-10 | GAP | Gap Improvement (% point) |
| Core | *leavers attaining 1 or more pass at SCQF level 5* |  |  |  |  |  |  |  |  |  |
| *leavers attaining 1 or more pass at SCQF level 6* |  |  |  |  |  |  |  |  |  |
| *16-19 olds participating in education* |  |  |  |  |  |  |  |  |  |
| *Wellbeing* |  |  |  |  |  |  |  |  |  |
| *(No BGE data this year)* |  |  |  |  |  |  |  |  |  |
| Plus |  |  |  |  |  |  |  |  |  |  |
| Other LA aims to inputted |  |  |  |  |  |  |  |  |  |

*Stakeholder’s views*

**How were stakeholders views collected?**

Throughout the year we consult parents, pupil, staff and other stakeholders on the schools progress. We use

* focus groups,
* questionnaires,
* online meeting,
* in-school meetings

An outline of the school Improvement plan was then sent out to all parents, staff and other stake holder. Following this a meeting was arranged in the school and other views were collected by email. Plans were adapted following feedback from these discussions.

The pupil Parliament discussed the plan in detail. Following any agreed changes or additions, all pupils were engaged in the details at assemblies. The parliament meets regularly to discuss progress of plans and progress of tasks to achieve priorities.

Staff members discussed the outline at a meeting in May.

**How was PEF spend consulted on?**

* Pupil Parliament discussed and engaged in the allocation of funds.
* Sub-groups in the pupil parliament group bid for PEF funds to undertake improvement activities. The parliament decided on the allocation of finances.
* Staff were consulted by email and at discussion in Department meetings.
* The Parent Voice group discussed the overview of the improvement plan, and the wider parent group were consulted by email.
* All parents were invited to join the improvement groups which would undertake the tasks to achieve the priorities.
* The school finance committee (Members include staff (both teaching and support staff), parents and pupils) meet regularly

Plan –Session 2023-2024

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    Teacher professionalism  Assessment of children's progress  Performance information | **HGIOS?4**  1.2 Leadership of learning  2.3 Learning, teaching and assessment  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| * 1. **Focus on high quality Learning, Teaching and Assessment for measurable and positive impact on learner**   The recent Peer Review (Nov 22) found that the partnership with OSIRIS to support improvement of learning and teaching across the school, was an area of strength for the school. However, the review also highlighted areas for improvement – *‘In almost all lessons, staff have high expectations of learners with lessons being well planned and offering appropriate pace and challenge. From lessons observed, there were some cases when learners were passive in their learning as a result of low challenge activities, direct teaching and ineffective use of timings to chunk learning activities appropriately.’*  Evidence gathered from staff and pupil questionnaires and observations of pupil learning experiences has highlighted that the aspects of improvement targeted last year have been met:   * 80% of staff use PRINT in every lesson * 97.5% share LI and SC in every, or most lessons to enhance the pupils learning. * 85% use success criteria to aid self-evaluation, or demonstrate learning. * 92.5% of teachers stated that they use feedback to inform next steps in every, or most lessons, however observations saw limited differentiation in lessons.   Work will continue from last year to improve and build consistency in the delivery of high quality learning and teaching in every lesson.  **1.2 This (three year) priority has merged with Priority 4**   * 1. **Improve the understanding of the moderation of BGE assessment tools by all staff so that they can target interventions and measure the effectiveness of these interventions.** * Both the Mathematics department and the English department engage in moderation of BGE assessment across the cluster and across the authority secondary school’s group. * The English department deliver high quality training and support for cluster staff in the area of writing. * Feedback from the Maths department has highlighted a concern in their confidence in regards to the moderation of Numeracy. Whilst they contribute successfully to the West Partnership and Authority moderation sessions, a greater emphasis on the moderation of Numeracy at key points within the year is required. * The table below shows a increase in two SIMD groupings (indicated in green for those increases), however it should be noted that this particular year group entered S1 with a higher than average percentage of pupils who had not achieved 1st level in either Numeracy or Literacy (19%), with a further 19 pupils only recently achieved 1st level. The unprecedentedly low entry levels, combined with the further impact of COVID on these learners account for the lower overall achievement of Level 3 across Literacy and Numeracy by the end of S3. * However, particularly in the case of Literacy, the numbers of pupils achieving Level 4 is increasing. Notably, 43% of all pupils have achieved Level 4 for Writing. * Whilst recent Peer Review stated moderation in some areas as a strength – ‘*Emerging practice of moderation in Literacy between Primary colleagues, English and Social Subjects.*’ This practice will be developed across all departments as suggested in the review as an area for improvement – ‘*Share the good practice of moderation activities to ensure consistency within the BGE and sharing of levels with pupils.’*  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Curricular area | Curricular area | SIMD 1-2 | SIMD 1-2 % | SIMD 3-10 | SIMD 3-10 % | SIMD GAP | | S3 - Level 3 + | ELT | 55 | 77.5% | 37 | 80.4% | **-3.0%** | | ER | 53 | 74.6% | 36 | 78.3% | **-3.6%** | | EW | 51 | 71.8% | 36 | 78.3% | **-6.4%** | | N | 52 | 72.2% | 37 | 78.7% | **-6.5%** |  |  |  |  | | --- | --- | --- | | ELT  Level 4 | 48 | 40.0% | | ER Level 4 | 49 | 40.8% | | EW Level 4 | 52 | 43.3% | | Numeracy Level 4 | 11 | 9.1% |   **1.4 (previously 3.2) Ensure regular opportunities for learners to articulate where they are in their learning and what next steps.**  In a questionnaire completed by 85.5% of pupils in June 23, titled ‘What makes a good learner’, they following information was gathered:   * 91% of pupils know what to do to learn. * 80.5% can describe what they are doing and how to be successful. * 84% know what they should do if they are stuck.   These responses show that we have established a firm baseline for engaging pupils in the involvement of the progress of their learning. However ever ask questions in relation to the discussion and communication of this learning with their teachers we have identified areas for improvement:   * 60% are asked questions about their learning in every /most of lessons. * 80.5% are receiving feedback. * 61% use success criteria to help them get better and be successful. * 6% claimed that learning is not discussed in lessons.   Through the work of the Pupil Parliament, in particular the work undertaken through the Leaders of Learning group, pupil voice is shaping improvement in learning and teaching at a whole school level in partnership with staff at all levels and planned reciprocal visits with schools within and out with Inverclyde. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * Using the support from the OSIRIS training, by June 2024 all pupils will identify as ‘learners’ through their ability to communicate their experiences in the classroom in terms of learning using the appropriate language. They will be able to identify and discuss their progress and the target the have yet to meet. * Using the backfill paid from PEF the teachers will have the time to ensure that, by March 2024 all departments will have engaged in moderation of BGE assessment both internally and externally. * By June 2024 evidence will indicate that most lessons will use assessment of pupil learning to plan next steps. * By June 2024 the following S3 Numeracy and Literacy targets will be achieved.   + All Literacy attainment (ELT, ER& EW) will return to over 90% for SIMD 3-10 and the SIMD will not increase   + The Numeracy attainment will return to 90% and the SIMD gap will reduce by 5%. | |
| ​**If PEF spend is supporting – how much and what** | |
| * Support from OSIRIS over three years (£36,000) – paid from previous year’s allocation. This training will support the school in the tasks stated in 1.1 and 1.4 below * Backfill to allow staff time to undertake leadership role (£12,000) will support the development of a consistent model for moderation as outlined in 1.3 below. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * 1. For all subjects, but with a particular focus on Numeracy, develop moderation of planning, teaching and assessment practices incorporating visible learning approaches. * Develop the Learning and Teaching policy to ensure consistency across depts. * Support teaching staff with CLPL * Implement planned opportunities for young people to have quality conversations about their learning. | June 24  Dec 23 |  | P Murray  S Bell  A Campbell  G Livingstone  K McMahon (PT Maths) | OSIRIS  Improvement group time.  After school meetings - 2  In-service days - 3  Pupil Assemblies – 2 |
| * 1. Improve Communication with young people (BGE) and their families in relation to progress. * Develop improved reporting system. * Establish consistency of communication across all depts. * Establish a series of parent engagement activities. * Establish a series of pupil engagement sessions across the school cluster. | June ‘23 |  | G Livingstone  J Harkins  Improvement group  Parent Voice group  Pupil Parliament group | SEEMiS  Social Media platforms  Parent Voice meetings  A Stevenson support/advice |
| * 1. Develop consistent model for moderation of levels within BGE. * Establish improvement group * Support staff with CLPL * Organise department links to support improvement. | 6th Sept – After school training session.  1st Nov - After school training session.  2nd Feb – In-service day  In school sessions throughout year. |  | R MacLachlan  All teaching staff  Cluster staff | Cluster support sessions  Secondary school group meetings  West partnership support  Elaine McLoughlin advice/support |
| * 1. (previously 3.2) Ensure regular opportunities for learners to articulate where they are in their learning and what next steps. | Throughout the year |  | P Murray  All teaching staff (including tutor teachers)  PT Pupil Support  Pupil Parliament | Osiris  24/7 meetings |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * From minutes gathered at the 24/7 focus groups meetings and the pre and post pupil questionnaires, almost all pupils will speak confidently about their learning and progress. * Feedback from teaching staff and support staff will indicate that most pupils can discuss their learning progress including next steps. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning across the curriculum. Evidence will be gathered via learning visits. * Minutes from the Mathematics DM minutes will show that all staff have a clear understanding of the progression pathway in Numeracy. * Minutes and CLPL records from the Maths department will show training has taken place involving all staff in understanding SNSA data. * Minutes from department meetings will show moderation activities involving all staff. Numeracy and Literacy data from the BGE Progress and Achievement report will show an increase in the number of pupils making expected progress. |

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| **Priority 2**  Closing the attainment gap between the most and least disadvantaged children and young people  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    Teacher professionalism  Assessment of children's progress  Performance information | **HGIOS?4**  1.2 Leadership of learning  2.3 Learning, teaching and assessment  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **2.1** **Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group**  There is still work to be continued with some of our young people impacted by poverty who exhibit disengagement from learning. For some, attendance has become a barrier to learning. For some others, whilst attendance is high, there is a lack of readiness to learn. At 87.4%, our attendance data is lower that the Inverclyde target of 95% across all year groups and socio economic groupings. This year policy and targeted procedures will be refreshed. The Impact Zone and partner agencies will work intensively with a targeted group of young people to improve attendance (including pedagogical avoidance).    The recent Peer Review commented that ‘Universal interventions for improving attendance are evident with regular tracking of stage and house attendance each month with annual comparisons. Pupil support staff implement interventions to reduce any ‘missed opportunities for learning’. Attendance is currently 88% which is broadly in line with attendance pre-Covid and sits around the five year rolling average (excluding 2020-21). The attendance Gap by SIMD has reduced by around 0.5% over the last two years.’  Analysis of attendance data has shown that this is an area that requires improvement. We have observed that the poverty related attendance gap as seen in the table below as a snapshot for June. Due to the significant difference in number of pupils in each SIMD area, these percentages can distort the picture if not analysed if raw numbers are not taken into account. We have also identified a pattern of absence on Fridays, and this will be taken into consideration when looking at intervention strategies.    Attendance %  We will continue to maintain our relentless focus on improving attendance and drill down into the poverty related gap this session to ensure improvement, especially in the new S3 and S4 cohorts. Engaging with partnership agencies we will establish interventions to support not only attendance, but engagement in education.  **2.2** **Develop planned, targeted and co-ordinated approaches and interventions to improve attainment and achievement for learners who have been effected by poverty.**  Our established ‘Strive for Five’ programme supports pupils who have been identified as having the potential to be high-attaining within the Senior Phase and has been positively reviewed by parents and pupils. This will continue this year, with an emphasis on these young people who have been affected by poverty. In addition, we will be tracking those young people from SIMD 1 and 2 entering Senior Phase who have the potential to achieve one Level 6 award, and supporting their progress with further interventions. More information in the alternative curriculum pathways which will support diverse accreditation can be found in Priority 4.  Percentage of pupils achieving at least one award in the selected category:   |  |  |  | | --- | --- | --- | |  | SIMD 1-2 % | All % | | S4 /L5 - IA | 77.27 | 84 | | S4/L5 - VC | 68.18 | 74 | | S6/L5 -IA | 96.49 | 96 | | S6/L5 -VC | 96 | 97 | | S5/L6 - IA | 45 | 50 | | S5/L6 - VC | 55.8 | 60 | | S6/L6 - IA | 71.93 | 80.39 | | S6/L6 - VC | 81.58 | 85.69 |   The Impact Zone supports a variety of pupils who are at risk of disengaging with education. The Peer Review stated that *‘A small number of young people gain accreditation through the Saltire Awards, Duke of Edinburgh and John Muir Award. Staff should continue to extend opportunities for young people and increase the number of young people gaining accreditation.’* Therefore, this session we are focussing on the diverse accreditation of BGE courses and activities in a more sustainable manner.  **2.3 Increase the quality of our BGE and Senior Phase data to ensure it meets the needs of our self-evaluation procedures.**  The recent Peer Review stated that *‘Departments across all curriculum areas are tracking young people’s progress every two months based on teachers’ professional judgement. This data is collated at whole school level and shared across departments. Staff are beginning to use the data to identify young people not on track with their learning who require additional support or interventions through a series of challenge questions set by senior leaders. Staff are developing effective approaches to assessment and moderation and using the National Benchmarks to apply national standards to their professional judgements. Overall, staff are making progress in this area and there are examples of good practice in a few departments.’*    Analysis of teacher feedback indicates that at present the data used to analyse the progress of pupils within the BGE is cumbersome and does not easily support the tracking and monitoring of progress at disaggregated levels. This has made the tracking of appropriate interventions challenging.  The development of a new tracking system will allow us to set aspirational targets in attainment for all BGE pupils. Regular analysis of data will ensure pupils are making expected progress in particular those pupils effect by poverty, ASN, EAL, Care Experienced etc. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By Dec 2023, the analysis of attendance data will show and increase in overall attendance by 2% and an increase of targeted groups by 3%. * By June 2024 there will be an increase in attendance of S2 pupils living in SIMD 1-2 from 86.3% to 89% * By June 2024 there will be an increase in attendance of S3 pupils living in SIMD 1-2 from 84.2% to 87.2% * By June 2024 attendance of S1 pupils living in SIMD 1-2 will be above 90%. * By October 23 there will be a consistent approach to Pupil Support staff and DHT’s in analysis of absence rates. * By Dec 23 60% of all parents will be actively using the Parent Portal app. * By Dec 23 all PTs will have a clear understanding of the progress of BGE pupils in their dept and staff will have set appropriate attainment targets for all pupils. * By May 24 there will be an increase in the number of alternative curriculum offers for targeted BGE pupils. * By June 24 the ‘Strive for Five’ cohort will increase by at least 10% with at least two additional activities for each year group. | |
| ​**If PEF spend is supporting – how much and what** | |
| The provision below will support the outcome to improve attendance and attainment in Literacy and Numeracy as outlined in Priority 1 and 2   * Alternative curriculum programs for targeted pupils. (£10,000) * Alternative certification for BGE pupils (2,000) * Support for Strive for Five activities (10,000) * Health and wellbeing coach (£5,138) * CLD Support (£22,280) this is 50% of the salary and the remaining 50% will be paid for by CLD. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| 2.1 Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group.   * Updated Attendance Policy shared with all staff, pupils and parents. * Strategies in place to support young people with attendance falling below the expected standard. * Opportunities to celebrate high/improved attendance. * A daily focus on improving attendance for all and targeted interventions for specific cohorts (S3/4). * The ‘Parent Portal’ app will be shared with parents to support awareness of absences. | Sept 23  Sept 23  Throughout year  Throughout year  Throughout year |  | L Maxwell  PT Pupil Support  Admin assistant  Education Psychology team  Parent Voice group | BGE benchmarking software  CLPL for PT Pupil Support team  Parent Voice meetings  Social Media platforms to advertise the Parent Portal  Parent events to discuss attendance. |
| 2.2 Develop planned, targeted and co-ordinated approaches and interventions to improve attainment and achievement for learners who have been effected by poverty.   * Alternative curriculum established for BGE pupils focusing on school engagement * Expand and enhance remits of Impact Zone team to increase responsibility and accountability for young people’s progress. * Alternative curriculum established for Senior Phase pupils focusing on skills. (Further information of this can be found in Priority 4) * Develop an overview of transition and further enhance the cluster opportunities for enhanced transition experiences. * Analysis of Strive for five information leading to an improvement in the offer to support pupils. A calendar produced and shared with parents. | Sept 23  Aug 23  Ongoing throughout year  Dec 23  Sept 23 |  | D Peden  CLD, Active Schools  Various partnership agencies  Health and Wellbeing coach  L Maxwell, D Peden, L McIllmoyle  Selected PSA team  See Priority 4  G Livingstone  Cluster support team  G Livingstone  G Livingstone  K McMahon (PT Maths) | PEF used to pay for certification as required.  PEF used to pay for partnership agency support  Cluster meetings  Assemblies  Parent meeting  CLPL sessions for teaching staff |
| 2.3 Across all subjects but with a particular focus on Numeracy and Literacy, improve consistency and use of disaggregated data in the BGE.   * Improve the BGE and monitoring system. * Develop staffs understanding of the use of data to identify any gaps and support interventions | Oct 23  Oct 23 |  | DL Hurrell  C Havlin.  All staff |  |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * From minutes gathered at the 24/7 focus groups meetings and the pre and post pupil questionnaires, almost all pupils will speak confidently about their attainment levels. * Feedback from teaching staff and support staff will indicate that most pupils can discuss their learning progress including next steps. * Self-evaluation of learning and teaching will evidence improvement in the consistency of high quality learning across the curriculum. Evidence will be gathered via learning visits. * DM minutes will show that all staff have a clear understanding of the progression pathway. * Numeracy and Literacy data from the BGE tracking will show an increase in the number of pupils making expected progress * DHT/PT meeting paperwork will show interventions to support those who are not making progress. * Cluster minutes will show an increased number of appropriate transition activities that support pupils. * Pupil feedback will show an increase awareness of the secondary school curriculum. * Analysis of usage will show that parents will be making use of the Parent Portal. |

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| **Priority 3** Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    School Improvement  Parental engagement | **HGIOS?4**  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  1.5 Management of resources to promote equity | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | | |
| **3.1 All policies and procedures to reflect our school values. Ensure a consistency of approach to allow our community to model our values.**  In the recent review, it was stated that ‘The school’s values are clearly evident in the school and demonstrated within lessons.’ The reviewers felt that the school’s values of respect, responsibility, equality and success are evident in the day-to-day relationships observed between staff and learners as well as learners themselves. This coupled with the school’s vision of “working together with respect, supporting each other to achieve our full potential” fosters positive relationships within the school and, in general, creates a calm and orderly learning environment.  Over the past two years the school community has changed significantly with young people from countries joining the school cohort. This diversity has been embraced. Aspects of this improvement priority will ensure that this positive relationship will continue.  During the review staff spoken to had detailed knowledge of their school’s social and economic context. They gave examples of using this knowledge to ensure accessibility for all to the curriculum through tailored curricular content, learning and teaching strategies and opportunities for wider achievement.  Last year the school established Pupil Parliament improvement groups and feedback indicate these have been a success in moving forward the improvement agenda. Feedback also highlights a need to move forward with groups that are a collaboration between staff, pupils and parents. These groups will consolidate the previous improvements and ensure consistency moving forward by making amendments to policies and procedures. Minutes from group meetings state the values for focus this year would be:   * Equality – Establishing consistent ethos underpinned by policy that ensures learning and teaching takes account of equality and the protected characteristics. * Success – Stream line and improve procedures for encouraging and celebrating success.   **3.2 Continue to improve the support offered to all pupils.**  Trauma Informed Practice is a Local Authority priority and will provide a refresh to staff and ensure that all staff can recognise the early signs of trauma and respond appropriately ensuring early intervention for all young people.  As a school we recognise that many of our young people have been affected by trauma, and with partnership with Mind Mosaic, Barnardo’s, and Action for Children, we supported them in times of needs. It is recognised through discussions at department meetings and analysis of referrals and exclusion records that work is needed to adjust how we work to recognise the effects of trauma and respond in a way that assists recovery by supporting resilience.  For targeted pupils, our MCR Pathways programme will continue to develop to ensure pupils form a clear positive destination pathway. Last session, the MCR targeted Senior Phase pupils achieved the following:   * Group 1 - 27 care experienced pupils impacted by poverty: only 52% successfully matched to mentor in Year 1, engaging positively and making good progress towards destination; 22% declined programme offer; 15% left school before match; and 11% were receiving other appropriate support. * Group 2 – 11 pupils impacted by poverty and ACEs identified as disengaging in learning: 82% matched to mentor, engaging positively and making good progress towards identified destination; 18% left school before being matched showing high levels of positive engagement in this cohort.   In the MCR targeted BGE groups, pupils showed an increased engagement in their education and an understanding of their meta-skills as follows:   * Group 1 - 23 care experience BGE pupils who have been impacted by poverty: Of the 48% eligible for mentoring in S3 – 36% matched to mentor, engaging positively and making good progress; 28% inconsistent mentor meetings (still ongoing); and 36% declined the offer.   Of the 52% eligible for group work in S2: 33% engaged positively with group work and linking to mentor; 67% not engaging positively with group work and so not currently being matched to mentor so there is work to do to overcome the higher levels of disengagement.   * Group 2 – 11 BGE pupils impacted by poverty and ACEs identified as disengaging in learning: In S3, 100% matched to mentor, engaging positively and making good progress; 18% left the school before being matched. In S2, 83% engaging positively in group work with only one pupil not engaging but still willing to be matched to mentor showing high levels of engagement in this cohort.   The 22% (SP) and 36% (BGE) pupils in Group 1 who declined should now be targeted by the co-ordinator to increase engagement in Year 2.  **3.3 Implement the single agency pupil assessment and planning document.**  The recent review highlighted the school highly effective planning and partnership work was evident via the EST structure. We have a high number of pupils who require a single agency plan and there is always a fine balance between the time management of the administration of plans and the effectiveness of the actions within the plans.  We have been discussing the processes with the Educational Psychology team and have agreed that implementing the new procedures will support the efficiency of the planning and outcomes achieved. | | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| * By June 24 all staff (teaching and non-teaching) will have an increased knowledge of Trauma Informed Practice. * By June 24 all key staff will show increased confidence in developing appropriate support plans for young people including those who have experienced trauma. * By June 24, MCR Pathways will have improved engagement levels in Group 1 (SP &BGE) from 2023 figures by 10%. * By June 24 all departments will have reviewed and improved their curriculum and procedures to ensure it is in line with the school values | | | | | |
| ​**If PEF spend is supporting – how much and what** | | | | | |
| The provision below will improve the pupil attendance and engagement in line with expected outcome in Priority 2   * Support for implementing MVP (£2,000) * Mind Mosaic support (£28,000) * MCR Coach (£33,577) | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| 3.1 All policies and procedures to reflect our school values. Ensure a consistency of approach to allow our community to model our values.   * Continue curriculum review to ensure the school has an inclusive curriculum with a specific focus on:   + Racial Literacy (esp in Humanities dept)   + ASN/ASD   + LGBT+ * Improve procedures for recognising and celebrating the success of all our pupils. * Re-introduce the MVP program to improve the knowledge and support the culture for our community. | June 24  Sept/Oct  Training – Aug |  | L Maxwell  PTs in selected depts.  Equalities group  L McKenzie (ASD)  All DHTs  Pupil focus groups.  J Simpson  Senior Pupil and staff support group | Appropriate CLPL including reading.  Admin support |
| 3.2 Continue to improve the support offered to all pupils.   * Upskilling and training of **all staff** in Trauma Informed Practice. * CLPL for teacher linked to Trauma Informed Classrooms. * Development of MCR Pathways programme with focus on Group 1 engagement and S1/2 group work. | Oct – Dec  Dec |  | All staff  Key Support staff  K. Cracknell (MCR) | Educational Psychology team.  CLPL  Online support |
| 3.3 Implement the single agency pupil assessment and planning document   * Review current practice and amend procedures to improve system. * Analysis of pupil needs and interventions for full school cohort, and ensure Seemis system reflects this. | Dec |  | L Maxwell  PTPS  Impact Zone staff | Educational Psychology team |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Staff (all staff) questionnaires will demonstrate more confidence in supporting young people who have experienced trauma. * MCR targeted pupils in Group 1 will show improved engagement in the programme by being successfully matched with a mentor. * In S1/2, MCR Coordinator will improve implementation of S1/2 group work. * BGE curriculum with show an increased awareness of inclusion. * Pupil questionnaires/discussions will indicate that almost all pupils are knowledgeable about protected characteristics. * There will be an increase in opportunities to celebrate diversity and not limited to ‘day events’. * Discussions with focus group members from diverse groups will indicate that they feel welcomed and included in the community. * Sampling of pupil plans will show and increase in the standard and relevance of support for young people. |

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    School Improvement  Performance information | **HGIOS?4**  3.3 Increasing creativity and employability  3.1 Ensuring wellbeing, equality and inclusion  2.7 Partnerships  2.6 Transitions | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **4.1 Review SP ‘free choice’ system across the past 3 years to begin to map out a column structure that better supports pathways leading to destinations.**   * In autumn last session, an analysis of data was completed focusing on SQA tariff points and leaver destinations to begin to map and understand pupil pathways through Inverclyde Academy. Despite steady gains in S4 attainment from 17% achieving 5N5+ in 2017 to 35.6% in 2022, young people in the Lowest 20% continue to make poor progress through S5/6. * In S4, over 95% of our young people achieve 5 or more qualifications at L3+. However, by S6, only 65% achieve five or more at L5 - almost 10% lower than the VC. Despite a 5-year average of 81.7% of all pupils achieving at least five qualifications at L4 or better in S4, only 65.94% convert those to 5 or more L5 by exit. * From S4 to S6, the Lowest 20% only improve their tariff points by 64%, whereas the Middle 60% by 158% and the Highest 20% by 226%. * As a result, a review of the current Senior Phase offer is now well underway with an established Working Group in the school taking forward the gathering of stakeholder views, meetings with local, regional and national partners to discuss alternative approaches and implementation of new courses in the school. In 23/24 we removed the ‘Amber Line’ from S5/6 as there was no quantitative data to suggest that it has made a positive impact on this group of learners over the past 5 years.   **4.2 Evaluate and improve on the P7-S6 DYW curricular programme to ensure effective and incremental delivery of Employability Skills throughout the learner journey.**   * We now have a DYW Annual Calendar for P6 through to S6 outlining events and activities for each year. This has allowed for more effective strategic planning regarding how we integrate pathway work such as Women in STEM, Green Careers, etc as well as ensuring full coverage of activities through a young person’s journey. * Some new events last year such as the enhanced Apprenticeship Week with the targeted careers afternoon were very successful in raising young people’s awareness of a more diverse range of local employment opportunities. * Although the LA Review commended the DYW T&M system as a “*rigorous approach taken to tracking all pupils in order to secure a positive destination*”, it has been difficult to keep this updated and so streamlining and efficiency plans are ongoing. * The DYW Courses for P7, S1/2 and S5/6 are under review again this session, however, as our new PTPS has taken responsibility for this from August 2023. There will be a focus on introducing the language of meta-skills to bring this work in line with recent national publications on DYW. * A key feature of this work is the continued roll out of the Gen+ programme for S1/2.   **4.3 Begin to link DYW programme to other key areas of school curriculum – STEM, Sustainability & Digital Skills.**   * All pupils in S3-6 have submitted the three main measures of Intended Leaving Date, Intended Pathway and Intended Occupation with the exception of the newest arrivals and a small number of non-attenders/engagers who have declined to respond at TAC meetings, etc. * In October 2022, 91.03% of pupils achieved P&S destinations on Insight. This was increased to 91.7% by March 2023. Whilst disappointing, we could account for every young person and their situation and every avenue had been explored in an attempt to support them into a post. Many were ‘Not Ready’ to engage due to ongoing mental health concerns. * The three agencies in The Career Zone (SDS, DYW & MCR) have carved out defined yet complimentary roles which pupils are utilising to good effect for appointments, advice and support and the team are liaising closely with DHT & PTPS to ensure joined up working. * The PEF supported, DYW role, in particular, has proven invaluable in the high level of unconditional college offers and the increased number of successful apprenticeships. The LA Review identified that, “*Pupils fed back very positively about both the support they were offered as well as the advice given from the Careers Zone team.”* In last session’s exiting S6, the data showed the positive impact that the role has had in addressing the gap. However, this role is to be cut to 2.5 days this session and so this will have an impact on the rate of improvement going forward.  |  |  |  |  | | --- | --- | --- | --- | | **SIMD** | **Confirmed PD** | **Conditional PD** | **Unconfirmed PD** | | **1-2** | 83% | 11% | 6% | | **3-10** | 68% | 21% | 11% | | **Total** | 77% | 14% | 9% |  * An area identified for growth by the DYW Coordinator last session was careers linked to specified areas. After discussion with the wider team, it was agreed that we should add a central focus on STEM careers including Sustainability (Green Jobs) and Digital Skills. This is to tie in with LMI data provided by SDS suggesting these are growth areas locally, nationally and internationally. The data shows we have high uptake in Sciences and ICT but these do not often then correlate with the careers being pursued by those pupils. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By March 2024, all pupils in S3-5 will have access to an updated, more focused options programme designed to support specific pathways. * By March 2024, all pupils in S3-5 will have identified the three strands of 16+ data at least once in SEEMIS (updated by key staff). * By May 2024, all school leavers will have an identified positive destination and back-up plan in place. * By April 2024, The S1/2 and S5/6 DYW curricular programmes will have been reviewed, mapped and updated to ensure skills progression including clear input on meta skills at each stage. * By June 2024, update DYW curricular programmes will be ready for roll-out with new, incoming year groups. * By September 2024, DHT will have established a STEM working group with a clear agenda and improvement plan in place. * By May 2024, careers event feedback will evidence increased focus on STEM, Sustainability and Digital Skills. | |
| ​**If PEF spend is supporting – how much and what** | |
| * DWY Co-ordinator (£3,000 to June 2023), will support the improvement in pupil leaver destinations. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| 4.1 Review SP ‘free choice’ system across the past 3 years to begin to map out a column structure that better supports pathways leading to destinations.   * Continued development of new courses implemented over last 3 sessions. * Preparation for introduction of new courses in 24/25. * Revamped options form for S4/5/6. | Jan 24 |  | S. McCready  Curriculum Working Group  PTPS Team | I2H PV activity  CLPL time for Working Group  Time at DMs and staff meetings to plan, prepare and implement courses in dept areas. |
| 4.2 Evaluate and improve on the P7-S6 DYW curricular programme to ensure effective and incremental delivery of Employability Skills throughout the learner journey.   * Continue work on calendar. * Audit current courses. * Amend to meet identified strategies. * Ensure roll out for session 24/25. | May 24 |  | Leanne Welsh PTPS  PTPS Team  SDS/DYW | Time for extended Career Zone team to work together on matching courses to calendar of progression.  SDS CLPL for relevant staff members throughout the year. |
| 4.3 Begin to link DYW programme to other key areas of school curriculum – STEM, Sustainability & Digital Skills.   * Work with new and existing PTs of STEM to create vision and policy approach document. * Identify a STEM ‘Team’ within the unpromoted staff. * Link STEM team to Career Zone to support delivery of STEM events. | June 24 |  | Leanne Welsh PTPS  STEM Working Group  SDS/DYW | Funding for STEM events including transport, etc.  Time for STEM staff team to link with SDS to discuss and understand LMI. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * New courses will run in full due to sufficient uptake and sustainability. * New courses on offer on options form in January. * IA SP Options Form developed and implemented by January 24. * Positive feedback from pupils parents and staff after first run of options process. * DYW Progression Calendar in use by staff within Extended DYW Team. * Audit data of existing courses matched to pupil voice data. * Clear progression pathways through DYW courses can be identified by staff delivering DYW in 24/25. * STEM PTs have minutes of meetings. * STEM Team identified and minutes of meetings available. * New IA STEM Approach document developed in draft form. * STEM Careers events implemented with positive feedback from pupils. * SLDR data returned to 95%. |

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| **Priority 5**  Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**    School Improvement  Performance information | **HGIOS?4**  1.2 Leadership of learning  1.3 Leadership of change | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| **5.1 Increase leadership involvement of pupils, especially in BGE.**  We have a Pupil Leadership Team in place. At the recent school review, the senior pupils spoke confidently and gave examples of pupils effecting change in the school.  As evidenced in the recent school review, our Pupil Parliament is providing opportunities for an increased number of young people to develop a greater understanding of the school values and to share their views and lead areas of improvement that are linked to the School Improvement Plan. The Pupil Parliament is in year 1, and the review suggested that as it progresses there should be continued focus on ensuring all young people feel that their views are taken into account.  Our full community are aware that many pupils and their families are effected by poverty. The Pupil Parliament group continue to support activities that reduce the cost of the school day. They have established a thriving Thrift shop and a Uniform bank. The Parent Voice group have discussed the school uniform policy and agreed that the cost of the uniform must remain cost efficient and with the clothing grant allowance.  **5.2 Link with associated primary schools to develop community level of involvement.**  We have a strong working relationship with our cluster schools. Over the past 18 months (using PEF funding) we have provided a cluster teacher to visit the associated primaries one half-day a week to support transition activities, build relationships and improve meta-skills.  The next logical step in the process is to link the young from Inverclyde Academy with young leaders from the associated primary schools to develop social intelligence. This collaboration group will develop and organise future transition events and support cluster learning and teaching initiatives. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By Dec 23 the register and minutes from the Pupil Parliament will show a more diverse membership group engaging in improvement. * By June 24 minutes from focus group meetings will evidence pupil voice in most aspects of school improvement * By May 24 the feedback from the pupils (focus group) will state that PSE curriculum is meeting their learning needs. * By Jan 24 there will be an established cluster leadership team with membership from every school. | |
| ​**If PEF spend is supporting – how much and what** | |
| * Participatory fund, voted for and agreed last year by Pupil Parliament   + Magic breakfast (£4,000)   + Uniform bank and School ties (£4,000)   + Wellbeing garden designed and developed by Sustainability Group (£1000) | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| 5.1 Increase leadership involvement of pupils, especially in BGE.   * PSE lessons developed to emphasise the rights of all young people and the responsibilities of young people to engage with the Pupil Parliament. * Improve/develop the pupil leadership structure, and clarify remits. * Increase pupil participation in decision making through their increased participation in improvement groups. | Dec 23 |  | PT Pupil Support Team  DHTs | In-service day  DM meetings |
| 5.2 Link with associated primary schools to develop community level of involvement. | Dec 23 |  | Cluster groups | Monthly meetings |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * The PSE curriculum will be reviewed and developed to meet the needs to the current cohort. * The Pupil Parliament will consist of membership in line with the school pupil cohort. * The established cluster pupil leadership group will have outlined a plan for cluster improvement. |