Education – Improvement Planning Document 2023-24

Lomond View Academy

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Susan Chambers | Date | 27/06/23 |

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| Quality Improvement Officer | Varri Steel | Date | 07/08/23 |

Our Vision, Values and Aims

These will be established in term one due to consultation taking place on Lomond View redesign and name change.

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 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | BGE Curriculum to be developed to include a range of pedagogies and address literacy, numeracy, well-being, an enhanced subject offer, and wider achievement.  Senior phase curriculum (S4) to be developed to include achievement of five N3/N4, wider achievement, employability skills, work experience, and a range of partnership working. | TBC December | TBC December |
| Closing the attainment gap between the most and least disadvantaged children | Whole school nurture approach:  Trauma-informed practice training. Input from EP team on nurture  Develop a process for tracking and monitoring attainment and engagement to include early intervention support.  REVIEW IN SEPTEMBER |  |  |
| Improvement in children and young people's health and wellbeing | Whole school nurture approach to be developed including the creation of a whole school nurture/relationships policy and staff training  Whole school trauma informed practice training supported by EP team  Explore and implement effective partnership working within each model to support positive mental health, including curricular and individual inputs. |  |  |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Develop an employability programme to support S4 model and prepare pupils for post-school destinations.  Investigate and implement a work experience programme that can support all young people in BGE/S4 and other models. Develop a wider achievement offer that is specifically related to the skills required by Review Lomond View DYW coordinator to better enhance skills input and work experience within new service models. |  |  |
| Placing the human rights and needs of every child and young person at the centre of education | Implement a consultation on the vision, values and aims for Lomond View Academy.  Rights Respecting School – bronze award to be integrated into BGE curriculum  Work with play CMO to integrate children's play experiences within curricular learning |  |  |

*Stakeholder’s views*

How were stakeholders views collected?

Stakeholders’ views were collected through discussions with all staff through Microsoft Forms. School improvement and quality assurance processes capture the views of staff and pupils at Lomond View. Parents were consulted through a parent group and parental events that were run throughout the year to celebrate success.

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 | | |
| **NIF Driver**  School Improvement  Performance information  Assessment of children's progress | HGIOS/ELC QIs  3.2 Raising attainment and achievement  2.2 Curriculum  2.3 Learning, teaching and assessment | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Through discussions with staff, parents, pupils, and partners it was identified that there was a lack of clarity on the curricular offer. There has been ongoing analysis of the needs of the young people attending as well as the qualifications achieved on point of exit from here. For the first time in many years, the school had BGE level pupils and this created the need for the curriculum to be analysed to ensure we were offering a broad experience. Looking at the data, young people were not being given the opportunity to have choices within the curriculum and were left with a rigid set of qualifications that were not always relevant to supporting a positive destination. Towards the second half of the year Princes Trust was brought into the senior phase curriculum and this will be built on to enhance wider achievement qualifications next year. An Orchard was also installed to support wider achievement opportunities. The outcome of the analysis has been to implement a full new service redesign. This will be supporting a range of young people within the authority and will be carefully planned and monitored throughout the year. This will include a specific model for S4 pupils to support attainment and achievement and prepare for post-school, a BGE and non-attendance model to address gaps in learning in particular around literacy and numeracy, and primary nurture support to literacy and numeracy through developing the health and wellbeing of the children accessing this. Staff engaged in OSIRIS training this year to support effective questioning. Learning and teaching is an area that will need to be developed further. Staff have also began improving their understanding of nurture and this will also feature in supporting the models next year to improve the environment for learning, leading to improved engagement. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By June 2024, 80% of pupils will have achieved an individually appropriate level in literacy and numeracy. * By June 2024, the BGE curriculum will deliver a range of subjects and experiences that will have increased the attainment of 80% of the cohort. * By May 2024, the S4 model will show 100% of young people have achieved the minimum expected qualifications * By June 2024, all staff will have engaged in nurture training to remove environmental barriers to learning. * By September 2023, there will be a tracking and monitoring system to support early intervention to address attainment/achievement concerns * By June 2024, there will be an improved outdoor learning element to the curriculum, supporting all young people attending LVA. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| BGE Curriculum to be developed to include a range of pedagogies and address literacy, numeracy, well-being, an enhanced subject offer, and wider achievement. | May 2024 |  | K McQuillan  All Curriculum Staff | Curriculum support materials  Staff training  Planning time |
| Senior phase curriculum (S4) to be developed to include achievement of five N3/N4, wider achievement, employability skills, work experience, and a range of partnership working. | August 2023 |  | K McQuillan  I Brown  Wider Curriculum Staff | Staff Training  Planning Time |
| Introduction of EBSA service including  EBSA West Sussex documentation will be used to create profiles of young people  Bank of HWB resources to use as a soft start  Staff training/input from EP team | August 2023 |  | K McQuillan  Liz Docherty  Wider EBSA Staff | Staff Training |
| Whole school nurture approach:  Trauma-informed practice training  Input from EP team on nurture  Circle training to support inclusive learning | August 2023 |  | All staff | Staff Training |
| Develop a process for tracking and monitoring attainment and engagement to include early intervention support. | August 2023 |  | All teaching staff | Staff training |
| Creation of personalised attainment and engagement profile for each pupil attending LVA | August 2023 |  | K McQuillan | Staff Development |
| Develop criteria for monitoring the impact of social work outreach support | December 2023 |  | S Chambers |  |
| Implementation of clear self-evaluation processes including a quality assurance calendar. | August 2023 |  | S Chambers | Staff development |
| Primary Nurture Curriculum to be developed to include child-centred pedagogies that offer engaging experiences to improve literacy, numeracy, wellbeing and wider achievement | April 2024 |  | J Aitken  Primary enhanced nurture staff | Curriculum support materials  Staff training  Planning time |
| Training on high quality observations and responsive & intentional planning to all primary enhanced nurture staff to ensure quality learning, teaching and assessment that is child-centred. | April 2024 |  | J Aitken  Primary enhanced nurture staff | Staff training  Planning time |

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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 Leuvens scale will be used to demonstrate greater engagement levels and learners will be more active in and enjoying their learning.   ·       Tracking will show Increased attainment of pupils within the BGE and non-attendance models.   * Tracking will show all S4 pupils will be achieving a minimum of 5 national qualifications as a baseline before the point of leaving school.   ·       Tracking will show an Increased number of pupils achieving wider achievement accreditation.   * HGIOS and self-evaluation will show improvements in attainment and closing the gap. * BGE tracking will show an increase of achievement of a level for literacy and numeracy across individual pupils. * A range of measures will be used by the primary enhanced nurture service eg Boxall, SDQ, Leuven as well as high quality observations to demonstrate progress in literacy and numeracy. |

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| **Priority 2** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**    Assessment of children's progress  School Improvement | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  2.2 Curriculum | **UNCRC**  Article 12 (Respect for the views of the child):  Article 4 (Protection of rights): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Currently, there are two members of staff trained in PPB training. There are plans to support them to progress onto train the trainer roles to enable the full staff to be trained in PPB this year. PPB has been used within the school, but an update is required to support staff in de-escalation to ensure they feel equipped to support the young people. Staff participated in level 1 NHS trauma informed practice and this will be developed next year alongside the education psychology team. This year staff and pupils participated in wellbeing Friday which increased the positive relationships within the school and allowed for partnership work to be explored. There were four pupils excluded from LVA this year with three of them being care experienced. These were all related to unsafe behaviour. There will continue to be work done on risk assessing any circumstances that present as unsafe. The average attendance at present is 90%. Pupils are well supported to get to school and there is a pro active response to any pupil who does not present in the morning. Family support and relationships with parents are strong. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 2024 80% of learners will show an increase in individual attendance targets * By June 2024, all staff will have engaged in nurture training to remove environmental barriers to learning * By June 2024, all staff will have engaged in circle training to remove barriers to learning in the following areas - physical environment, social environment, structures and routines, and motivation * By June 2024, all staff will have engaged in trauma training to remove barriers to learning, leading to increased engagement/opportunities for engagement * By June 2024, 100% of teaching staff will have engaged with low arousal training * By June 2024 100% of pupil’s health and wellbeing will be measured termly by wellbeing assessment * By June 2024, 80% of young people will have engaged with partnership working to improve specific aspect of their health and wellbeing * By June 2024, two members of staff will be train the trainer trained. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Improve attendance and engagement by celebrating achievement in a variety of ways within each model | May 2024 |  | All Teaching Staff | Financial support for rewards  Financial support for S4 graduation |
| Whole school nurture approach to be developed including the creation of a whole school nurture/relationships policy and staff training | December 2023 |  | All Staff | Staff Training |
| Whole school trauma informed practice training supported by EP team | April 2024 |  | All staff | Staff Training |
| Implement staff supervision model, supported by EP team. | September 2023 |  | Educational Psychologist  S Chambers | Time for staff to engage |
| Explore and implement effective partnership working within each model to support positive mental health, including curricular and individual inputs. | November 2023 |  | K McQuillan  K Addo  I Brown  L Docherty | Planning Time |
| Create opportunities for pupil voice to be gathered across the school community, including the use of wellbeing assessments. | October 2023 |  | All teaching staff | Staff Training |
| Implement new primary enhanced nurture service that includes evidence-based nurture group model and outreach service to schools.  Develop clear policies and procedures around referral, responsibilities of provision and base school, transitions etc. | April 2024 |  | J Aitken  S Chambers  Primary enhanced nurture staff | Ongoing Staff Training  Planning time  Financial support for nurture room resources including furniture and play equipment as well as ongoing funds to replenish materials and perishables |

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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? |
| * Pupil Tracking will show that young people are attending 90% or above of the time they are due to be at LVA. * There will be a whole school nurture/positive relationships policy that will ensure consistency across all models, leading to a positive school culture and ethos. Data will show a reduction in exclusions and an increase in attendance. * Pupil tracking will show each young person will be working with at least one partner to enhance the core offer from LVA. This will allow a broader range of experiences to be offered. * Focus groups will show pupils feel valued, listened to, and included in their learning * CPD records will show all staff have engaged in trauma-informed training and the school will be supported to implement this, leading to enhanced relationships and school ethos. * Referrals to primary enhanced nurture service will include before/during/after Boxall profiles for each child (whether nurture group or outreach service) |

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| **Priority 3** – Placing the human right and needs of every child at the centre of education-  Choose an item. | | |
| **NIF Driver**    Performance information  Assessment of children's progress | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  2.4 Personalised support | **UNCRC**  Article 42 (Knowledge of rights):  Article 31 (Leisure, play and culture): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| During the analysis of needs process within LVA, staff identified that there was a need to incorporate play into the curriculum to assist with addressing the gaps in learning that most young people have. There have been some steps taken by the primary staff to integrate this into learning and teaching although this has been difficult due to the lack of structure and low numbers of young people being supported. It is hoped that play principles can be adapted for each model next year. We also identified that there was a gap in the young peoples’ understanding of rights and feel this is important to explore in the next session. With a significant increase of young people attending from August, who will mostly all have a relationship with their base school, we feel it is crucial to include them in the development of the vision and values of the service. This will allow them to shape what Lomond View needs to be in order for them to be successful and will help us to plan the direction of the support offered beyond the pilot stage. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By June 2024 all curriculum staff to have an increased understanding of play pedagogy via input from CMO, this will increase opportunities for learning through play in the classroom * By September 2023 100% of all young people in BGE will have access to sensory-based curriculum, supporting brain development, enhancing memory, complex tasks and problem-solving. * By June 2024 Lomond View Academy will have achieved the Bronze Rights Respecting Schools Award, increasing the knowledge of rights and empowering young people to talk about and promote rights | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Implementing a play pedagogy  Work with play CMO to integrate children's play experiences within curricular learning | January 2024 |  | Play CMO  All Teaching staff | Staff Training |
| Rights Respecting School – bronze award to be integrated into BGE curriculum. | October 2023 |  | All Teaching staff  K Addo  K McQuillan  C McCahill | Staff Training |
| Implement a consultation on the vision, values and aims for Lomond View Academy. | October 2023 |  | Lomond View Stakeholders | Time for consultation  Consultation methods  Branding |

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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? |
| * Data from pupil voice will show increased opportunity for learning through play and sensory based curriculum * Pupil wellbeing assessments will show improved health and wellbeing as a result of incorporating play into the curriculum * Reduction in the incidents of dysregulated behaviour for individuals due to the removal of traditional learning methods. * Pupil tracking will show literacy and numeracy levels will improve as a result of play based approaches to learning. * LVA will achieve the Rights Respecting Schools Bronze Award by June 2023. |

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people  - | | |
| **NIF Driver**  Performance information  Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  3.3 Increasing creativity and employability  3.2 Raising attainment and achievement  2.7 Partnerships | **UNCRC**  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| This year all senior pupils were given the opportunity to engage with work placements to enhance the curricular offer within LVA. This helped create positive links with employers but also allowed the young people to engage with post-school services when they did leave. The seven pupils who left over the course of this academic year all left to a positive destination. The social work assistants have supported this also. The destinations have been an activity agreement and college. Partnership working remains a priority to increase the access our young people have to employability support. School inks with MCMC and SDS have improved this year along with working successfully with the DYW coordinator. Improvements with the transition out of school will continue to be a priority and will be one of the targeted areas for the newly appointed education support worker posts for care-experienced young people. The new S4 model will be fully focused on supporting young people to be better equipped to sustain post-school destinations. The impact of this will be monitored closely. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By December 2023 targeted young people will be identified for support from the Education Support Worker, leading to an increase in sustained destinations. * By June 2024 all LVA curriculum models will have an appropriate employability input and work placement opportunities, leading to an increase in young people possessing the skills relevant to working in Inverclyde. * By June 2024 DYW coordinator will have developed an input for model 4 to support employability skills development and work placements. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Develop an employability programme to support S4 model and prepare pupils for post-school destinations. | October 2023 |  | I Brown  K McQuillan  N Christie | Staff Training |
| Investigate and implement a work experience programme that can support all young people in BGE/S4 and other models. | January 2024 |  | K McQuillan  I Brown  S Naylor  N Christie | Planning time with DYW coordinator |
| Review Lomond View DYW coordinator to better enhance skills input and work experience within new service models. | September 2024 |  | K McQuillan  I Brown  S Naylor  N Christie | Staff development of DYW |
| Develop a wider achievement offer that is specifically related to the skills required by employers within Inverclyde. | May 2024 |  | K McQuillan  N Christie | Staff Development of wider achievement offers |
| Develop the role of an education support worker to support DYW coordinator, families, and college to ensure destinations are correct and sustained. | October 2023 |  | S Chambers  R Friel | Staff Training |
| Continue to be represented on the authority ASN workstream | June 2024 |  | S Chambers |  |
| Implementation of play pedagogy and enquiry learning to have a strong focus on meta-skills at all stages | April 2024 |  | J Aitken  All staff | Staff training |

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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? |
| * Data will show all LVA pupils have sustained post school destinations next year * Education support worker tracking will show those being supported will have a positive destination * Tracking will show employability skills curriculum input is being well received by young people * Data from work experience will show that young people are successfully completing experiences. * Partnership working with employers will continue to grow. * Pupils will be able to talk about the skills used in a variety of experiences, and how the skills can transfer to other contexts. |