Education – Improvement Planning Document – 2024-25

Establishment Name: Lomond View Academy

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| Head of Establishment | Susan Chambers | Date | 27/06/2024 |

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| Quality Improvement Officer | Varri Steel | Date | 27/06/2024 |

Our Vision, Values and Aims



*Stakeholder’s views*

**How were stakeholders views collected?**

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| We have conducted two formal periods of gathering views, once in December and again in May. Both of these involved gathering views of parents, pupils, partners and staff and gave us insightful feedback into the progress we were making. Pupil voice has also been introduced this year, giving pupils the opportunity to share their views regularly. |

Plan: Session 2024-2025

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| **Priority 1 – agreed priority for full service**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School Improvement  Assessment of children's progress  School leadership | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  3.1 Ensuring wellbeing, equality and inclusion  2.7 Partnerships | **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 analysis of data across all areas of the service, it is clear that there remain gaps in attainment for our most disadvantaged pupils. Bringing the different components of the virtual school/Lomond view service together, it is clear that we need to continue to look at transition planning at entry and exit points as well as being clear on impact across each strand. Data across the authority from the ASN Forum, Virtual School, and ASG shows the requirement for targeted support at the earliest point, however, the demand for support across the service is greater than the capacity for the enhanced nurture and ICOS. It is becoming close within Lomond View and has reduced for Corporate Parenting. In session 2023/24 70% of S4 pupils achieved 5+ qualifications at Level 3 or above, with 90% of them achieving a full Maths Award at Level 3+. On average 82% of a young person’s tariff points were achieved at Lomond View, highlighting an increase in engagement against their base school. In the BGE some progress was made across Literacy & Numeracy, including some young people in S3 completing national qualifications at Level 3 and 4. This data highlights that in order for us to be sure we are having an impact on closing the attainment gap, we need to be clear on what we can offer that a base school cannot and develop a process that allows us to evaluate the impact before we continue. This has led to the immediate need to implement a consistent and robust tracking and monitoring system along with clear targets and expected outcomes for each pupil being supported. This will include reviews involving base schools, clear guidance on what the service can offer and continuous evaluation from each of the middle leaders within the service. We have also identified a cohort of pupils the service is not reaching due to capacity and will develop a further offer to support children and young people with low, but not chronic attendance. In order to continue to make improvements in attainment we need to now structure our curriculum and learning and teaching to best support this. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 1. By June 2025 there will be an increase in attainment and engagement for most (75-90%) of those targeted pupils accessing support across the service. This will be measured through tracking and monitoring. These increases will be based on individual targets and a baseline that will be set at the outset, recorded, and reviewed. 2. By June 2025 100% of BGE pupils will show improvements in Literacy and Numeracy using the Inverclyde Staging Posts – 100% of young people will progress through 2 staging posts in Literacy and Numeracy. 3. By June 2025 100% of S4 pupils will achieve 5+ qualifications from Lomond View (Including Maths & English) 4. By June 2025 90% of pupils being supported by EBSA will have engaged with education and improved their attendance 5. By June 2025 most (75%) pupils being supported by Interrupted learner service will have evidenced improvement in their identified target (baseline to be determined) 6. By June 2025, 50% of BGE and S4 outdoor learning activities will be accredited. (This will allow time for play) |
| **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? |
| * All staff supporting children and young people will have a baseline of information including attainment, attendance and well-being data that will inform the targets and outcomes set, leading to more impactful work taking place. * Pupils ending their support will have an exit transition that will exemplify the targets for the base school to continue * Tracking will show increased attainment in a specific area for those being supported with an attainment-specific target (SQA/LIT/NUM) * Tracking will show increased attainment linked to intervention/support through the review process (improved social skills/well-being etc) * Self-evaluation across the service will show clear impact of interventions, reported termly * A range of measures will be used across the service to demonstrate progress eg. Leuvens Scale, Boxall, Observations, Pupil Profiles * The Interrupted learner service will be up and running and will show a positive impact from most learners, as they begin to access education more often. * The development of a curriculum rationale and learning and teaching policy will give confidence and consistency to both staff and pupils. This will be evidenced through pupil voice, staff feedback and classroom observations. * Continued and expanded partnership working will be evident to support effective curriculum delivery, this will allow a wider offer to be accessed for pupils and will be evidenced through increased attainment across a wider suite of courses. * After training, PSA’s will be utilised in a more effective way within the classroom, offering targeted support to enhance young people’s readiness to learn and addressing attainment gaps. * Outdoor learning will be a more significant feature within the curriculum. The introduction of Forest Schools will allow a targeted approach to enhancing wellbeing and offering wider achievement opportunities alongside the other outdoor education offer. * Through Circle training the learning environment will be enhanced leading to more inclusive classrooms. This will be evidenced in observations. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Develop guidance for base schools that explains and identifies the support being offered and the intended outcome if successful. | September 2024 |  | All PTs/Wider staff  DHT | Planning Time |
| Implement a standard baseline of information required for the transition process into the service. | September 2024 |  | All PTs/Wider staff  DHT | Planning Time |
| Develop a robust, digital tracking and monitoring system for all PTs and staff to utilise to review progress and evidence impact | October 2024 |  | S Chambers/DHT/All PTs  C McLaren | Staff Training – excel, teams, seemis  Planning Time |
| Implement an exit transition process from each service to include next steps for base schools. | January 2025 |  | All PTs/Wider staff  DHT | Development Time |
| Ensure all staff are clear on the expected outcomes of the service and how they achieve these | August 2024 -ongoing |  | All PTs/DHT  Wider Staff | Staff Training |
| Develop and communicate the new learning and teaching policy. Conduct training sessions and workshops for staff on the new policy. | August 2024-June 2025 |  | All teaching staff | Development time  Staff training |
| Identify outdoor learning activities for accreditation. Establish criteria for accreditation and work with accrediting bodies. | August 2024-June 2025 |  | Outdoor learning lead | Development time  Staff training |
| Develop a comprehensive BGE and senor phase tracking system. Implement the system school-wide and monitor its usage. | August 2024-March 2025 |  | BGE co-ordinator  All BGE Teachers | Development time  Staff training |
| Develop and implement targeted intervention programmes to improve literacy and numeracy, supported by professional development | August 2024-June 2025 |  | All teaching staff | Development time  Staff training |
| Develop a clear and cohesive curriculum rationale | August 2024-December 2024 |  | All teaching staff | Development time  Staff training |
| Identify potential curricular partners. Reach out and establish initial contacts. Develop and formalise partnership agreements. Coordinate joint activities and programs. | August 2024-June 2025 |  | All teaching staff  Partners | Development time  Staff training |
| Identify relevant areas for additional training for pupil support assistants to support increased attainment. | August 2024-June 2025 |  | All pupil support assistants | Development time  Staff training |
| Identify and deliver CLPL sessions on curriculum design and circle training. | August 2024-June 2025 |  | All teaching staff | Development time  Staff training |

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| **Priority 2 – agreed priority for the service**  Improvement in children and young people's health and wellbeing and placing human rights and needs of every child and young person at the centre of education  Choose an item. | | |
| **NIF Driver**  Teacher professionalism  Parental engagement  School Improvement | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  2.7 Partnerships  1.3 Leadership of change | **UNCRC**  Article 3 (Best interests of the child):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| With the expansion and alignment of the service, it is recognised that the expertise that lies within the wider staffing may be utilised to change the support offered. To support our most vulnerable pupils, there needs to be a focus on increasing the skills, knowledge, and understanding of the staff working with the children and young people we support. This method will allow us to focus some of our offer on increasing staff capacity and will be particularly important at stages of transition when support is ending. This will assist in positive experiences for pupils when the bespoke intervention ends with the service. Within the service, we also need to look at the skills and expertise of the staff and develop ways to ensure there is fluidity within this group to support across the different strands. Our full staff has completed the trauma training, and we now wish to focus on enhancing this further and developing how we evidence this in action across the service. All staff have engaged in the training and have a desire to progress further with this. This will be an area we will commit to as a full service to continue to enhance the experiences of the pupils being supported. By delivering targeted sessions and joint CLPL, we will better support pupil’s diverse needs. Achieving accreditation and rights-respecting status will validate our commitment to creating a safe and supportive school environment. Although we celebrate pupil achievement informally, we do not record it or celebrate this formally. An operational achievements calendar and active pupil and parent councils will further engage the school community and celebrate student success in a more measured way. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 1. By June 2025 the team will have delivered outreach staff sessions in 50% of our schools, based on identified needs, improving experiences for young people 2. By June 2025 staff across the service will have participated in joint CLPL focused on imbedding and exemplifying trauma-informed practices leading to enhanced ways to respond to our young people. 3. By December 2024 a full staff audit will have taken place and there will be evidence of joint working across the service in at least two areas. 4. By June 2025, all Lomond View staff will integrate trauma-informed practices into their teaching, with 90% participating in triads to enhance their understanding and application of trauma principles. 5. By June 2025, Lomond View Academy will be accredited with the Bronze Award for Attachment and Trauma Aware (ATA) from the Attachment and Trauma Sensitive Schools Award program. GMWP data will show at least 80% of young people report an increase of feeling safe at school. 6. By December 2024, the school will be awarded the bronze rights respecting school status. GMWP data will show at least 80% of young people report an increase in feeing listened too. 7. By August 2024, an achievements calendar will be operational, reflecting the achievements of 90% of our learners. 8. By June 2025, play pedagogy will be integrated into 80% of classes. 9. By January 2025, pupil and parent councils will be operational with 50% of the school represented. |
| **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? |
| * There will be an increase in the training offered to staff across the authority from the service, leading to increase in knowledge and skills within base schools * Staff within the service will be able to evidence trauma-informed practice in action * Evidence of gaps identified in staff audit being addressed from within the service. * All staff effectively using trauma-informed approaches, with 90% actively participating in triads, observable improvements in pupil behaviour and engagement, confirmed through survey results, engagement tracker and classroom observations. * Regular updates and maintenance of the achievements calendar, consistent and timely updates to the calendar, positive feedback from staff and pupils on the usefulness of the calendar, confirmed through surveys and meeting discussions. * Confident and consistent application of the relationships policy will lead to increased positive interactions and reduced conflicts, supported by feedback from pupils, staff, and parents. * Classroom observations and teacher reports on the use of play pedagogy, shows classes incorporating play pedagogy effectively, enhanced pupil engagement and enjoyment in learning, confirmed through observations, engagement tracker and pupil feedback. * Implementation checks on the new PSE curriculum (Inverclyde wide – PSE Leads), The PSE curriculum is fully integrated and consistently taught across all year groups, positive feedback from teachers and pupil on the curriculum's effectiveness, confirmed through surveys and performance evaluations. * Attendance records and minutes from pupil and parent council meetings, regular and well-attended council meetings, increased participation and engagement in council activities, confirmed through meeting records and feedback from participants. * Collaborative partnership projects will lead to positive outcomes from joint projects, confirmed through partnership reports and feedback from community organisations. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Undertake a staff audit to determine skills for delivering training and any gaps in knowledge across the service | October 2024 |  | All Staff | Planning Time |
| Develop, share, and carry out a training offer from the service linked to needs analysis and information from outreach work | September 2024 – May 2025 |  | PTs/DHT | Planning and Delivery Time |
| Develop a CLPL offer for the full service based on enhancing trauma-informed approaches and audit impact/evidence of these | September 2024 – May 2025 |  | All Staff  K McKenzie/L Reilly | Training Input - lead  Time for staff training |
| In cooperation with Ed Psych, establish triads for staff to discuss and reflect on trauma-informed practices. Monitor and evaluate classroom application, providing ongoing support and resources to ensure effective implementation. | August 2024 - June 2025 |  | LVA Teaching staff and support staff  Educational Psychology | Planning and Delivery Time  Regular triad meetings, individual coaching sessions, and access to expert consultations. |
| Seek guidance from local schools, assess current practices, and train staff on trauma-aware practices. Develop an action plan, implement and monitor these practices, engage the community, and submit the ATA Bronze Award application. | August 2024 - June 2025 |  | All LVA staff  Attachment and Trauma Sensitive Schools Award staff | Planning and Delivery Time  ATA training materials |
| Assign a teaching staff member as the RRS coordinator and conduct an audit of current practices against Rights Respecting Schools criteria. Develop and implement an action plan to address gaps, provide training on children's rights for staff and pupils, and organise events to promote these rights within the school community. Apply for the bronze award. | August 2024 – December 2024 |  | Rights Respecting School Coordinator  All teaching staff, support staff  UNICEF, local community organisations | UNICEF Rights Respecting Schools toolkit, training materials.  Planning and Delivery Time  Workshops on children's rights, ongoing support from UNICEF representatives. |
| Design a template for the achievements calendar linked to engagement monitoring and develop a system for collecting and verifying achievements. Assign staff members to update the calendar regularly and promote it to pupils, parents, and staff. | August 2024 - June 2025 |  | PT LVA  Teaching Staff  Support Staff  Young people  Parents | Planning and Delivery Time    Training session on data collection and calendar management. |
| Develop a comprehensive relationships policy through consultations with pupils, parents, partners, and staff. Organise training sessions for staff and information sessions for pupils and parents. Monitor policy implementation and gather feedback. | August 2024-September 2024 |  | DHT/PT LVA  All teaching staff, support staff  Parents  Young people  Local education authorities | Planning and Delivery Time  Policy templates, consultation tools.  Training sessions on the new policy |
| Provide professional development for staff on integrating play pedagogy into the curriculum and pilot it in selected classes. Collect and analyse feedback from the pilots, then scale up the implementation based on the feedback. | September 2024 – June 2025 |  | DHT/ PT LVA  Teaching Staff  Support staff  Education staff specialising in play | Planning and Delivery Time  Play materials  Workshops, coaching sessions, observation opportunities. |
| Develop the new PSE curriculum in conjunction with the Inverclyde PSE leads group. Gather and analyse feedback from young people, make necessary adjustments, and roll out the curriculum. | September 2024 – June 2025 |  | Inverclyde PSE leads  PT LVA | Planning and Delivery Time |
| Establish terms of reference and recruit members for the pupil and parent councils. Schedule regular meetings, create agendas, facilitate discussions, and follow up on action points. | September 2024-June 2025 |  | LVA Staff  Young people  Parents | Planning and Delivery Time |
| Identify potential community organisations for partnership. Coordinate activities and programs with partners, and continuously monitor and evaluate the effectiveness of these partnerships. | August 2024 - June 2025 |  | DHT/PT LVA  All teaching staff, support staff  Local community organisations, businesses, and service providers | Planning and Delivery Time |

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| **Priority 3**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item | | |
| **NIF Driver**  Performance information  School Improvement  School leadership | **HGIOS/ELC QIs**  3.3 Increasing creativity and employability  2.6 Transitions  2.7 Partnerships | **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** |
| This year our initial positive destination figure is 100%. Although previous cohorts have gone onto positive destinations this has not always been tracked, so therefore a comparison is difficult. What we have recognised this year within our S4 cohort is a lack of resilience and confidence when young people have the opportunity to access work experience or visits out of school. We recognise that these experiences need to start as early as possible to allow young people to build confidence. Our data also showed that not every young person in S4 was able to access a work experience placement this year and we want to address this to ensure it is an equitable offer. There was some success with wider achievement, and our new curriculum rationale will allow for wider achievement within this however it will be important to have our new S4 pupil voice in what they would like to access More opportunities for community-based activities and volunteering would be welcomed. This year we have started a partnership with the college; however, we want to be responsive to the new young people we have and explore how to enhance this offer. The follow-up destination figure, for care-experienced young people dropped by 6%, and many of those had dropped out of college. We know our young people tend to go to college and stay local therefore we know the importance of making college links early to enhance the chances of success post school. All of the factors outlined throughout lead to the importance of getting our post-school transitions right. Without having clarity regarding previous destination data, based on this year we have recognised the need to have an agreed transition process that will give young people the best chance of sustaining destinations when they leave us. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| 1. By September 2024 the DYW calendar will be fully integrated into the school’s plan with 90% of planned activities executed. 2. By December 2024 the number of young people engaging in wider achievement programmes will increase by 20%. 3. By June 2025 at least 50% of BGE pupils will have participated in at least one work experience opportunity. 4. By June 2025, 70% of S4 pupils will complete a work experience placement. 5. By June 2025 establish at least one new collaborative programme with the local college. 6. By June 2025 100% of pupils will have equal access to targeted post school opportunities through the DYW and West College Partnership 7. By June 2025, 100% of pupils attending LVA will have experiences of a structured transition process. 8. By May 2025 100% of care experienced learners who can leave school have secured a positive destination |
| **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 DYW calendar will ensure consistency of offer to the young people and will allow for more strategic and robust planning, leading to more effective partnerships involved in DYW initiatives. * Enrolment data in these programs will show a clear 20% increase in participation rates, indicating successful engagement. Higher pupil involvement and positive feedback highlighting increased interest and engagement in wider achievement opportunities. * Participation records, student feedback, and employer testimonials, indicating successful integration of work experience into the curriculum. * Work experience records, pupil feedback, and work placement evaluations, indicating effective integration of work experience opportunities. * Documented partnership agreements and implementation progress. Active participation in these programs, positive feedback from pupils and college staff, and tangible outcomes demonstrating enhanced educational opportunities for pupils. * Enrolment data and participation records in these opportunities. Comprehensive participation across student demographics, documented enrolment figures, and feedback indicating satisfaction and benefit from these opportunities. * Reviewing the completion of transition activities and gathering feedback from new pupils and their families. Documented participation in transition activities, positive feedback indicating readiness and comfort among pupils, and reduced incidents of adjustment-related issues during the initial school period. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| DYW calendar to be developed and implemented within Lomond View | September 2024 |  | N Christie | Time |
| Through working with DYW and our partnership network, expand the wider achievement opportunities within the curriculum to better suit the needs of the young people | December 2024 |  | N Christie  J Murray  Partners | Time  Resources  Budget |
| Through DYW develop a work experience programme to support the S3 curriculum | June 2025 |  | N Christie  J Murray | Time  Partnership working |
| Develop a work experience programme that offers regular opportunities for S4 pupils throughout the year. | June 2025 |  | N Christie  J Murray | Partnership Working  Budget/Travel/Expense |
| Continue to develop the partnership working with West College and explore new opportunities for bespoke courses to be implemented for LVA pupils. | June 2025 |  | J Murray  D Pattison | Training opportunities |
| Work with G Brown and senior phase DHTs to ensure LVA pupils are considered and can be part of any employability/readiness for work/skills-based offers with our local businesses. | Ongoing |  | J Murray  G Brown | Time |
| Introduce a post school transition process and checklist to ensure young people are fully supported post school. | March 2025 |  | K McQuillan | Partnership working  Staff support post school – ESW/SWA |