

**Education and Youth Employment**

**Auchenharvie Academy**

**Improvement Plan 2018-19**



School logo?

**Vision, Values and Aims**

 ***Auchenharvie Academy*** 

***Our Vision/Aim is…***

***To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.***

***Our Values***

***Respect Equality Determination***

**Council Priorities:**

The five Council strategic priorities for 2015-2019 are detailed below:

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**Strategic Priorities 2018-2019**

“Ensuring people have the right skills for learning, life and work”

**Education and Youth Employment Directorate**

**National Improvement Framework Priorities 2017:**

1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in attainment, particularly in literacy and numeracy

3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

**Service Priorities 2018-2019**

**4.** **Levels of attainment and achievement are improving for all learners**

* Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
* Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
* Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
* Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

**3.** **Self-evaluation and performance improvement are embedded throughout our schools and central support teams**

* Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
* Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
* Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

**2.** **High quality learning and teaching is taking place in all our establishments**

* Develop and implement a strategic vision for learning and teaching for all of our learners.
* Evaluate and enhance our curriculum from early level to Senior Phase.
* Support and strengthen the professional capacity of staff.
* Implement a framework to ensure we develop high quality leaders of learning.

**1.** **We are reducing inequalities and delivering improved outcomes for children and young people**

* Embed and extend nurturing approaches to advance inclusion across all education establishments.
* Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
* Ensure effective implementation of Children & Young People (Scotland) Act 2014.
* Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
* Develop and implement a coherent mental health strategy and intervention framework.
* Continue to implement our plans for early years expansion to 1140 hours by 2020.
* Ensure our school estate provides high quality learning environments

**5.** **High numbers of our young people are entering positive and sustained post-school destinations**

* Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
* Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
* Ensure our young people leave school with the skills employers need.
* Work towards embedding national career and work placement standards.
* Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

**Strategic Plan 2018-19: Auchenharvie Academy**

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| **School Priorities** | **We are reducing inequalities and delivering improved outcomes for children and young people** | **High quality learning and teaching is taking place in our school** | **Self-evaluation and performance improvement are embedded throughout our school and central support teams** | **Levels of attainment and achievement are improving for all learners in Auchenharvie Academy** | **High numbers of our young people are entering positive and sustained post-school destinations** |
| **High Level Objectives** | 1. **We are enhancing our school policy, procedures and practices to improve the HWB of our pupils.** 2. **We are improving our systems to increase pupil inclusion in the ethos and life of our school.** 3. **We are working positively with families and our community to tackle barriers to learning in and out of school.** | 1. **We are developing confidence in teacher judgements through effective moderation in the BGE.** 2. **We are improving the quality and consistency of teaching and learning to improve outcomes for our pupils.** 3. **We are implementing strategic approaches to whole school responsibility of all areas.** | 1. **To increase the strength of the pupil voice leading to further school improvements.** 2. **To improve staff confidence in the use of data leading to improved learning experiences.** 3. **To improve school self-evaluation procedures to further increase equity and minimise the impact of poverty in our school.** | 1. **We are improving the overall quality of our approaches to curriculum change and adaptation.** 2. **We are improving staff capacity and confidence in using data to improve outcomes for pupils.** 3. **We are increasing opportunities for pupil leadership in all aspects of school life.** | **1)Improve school leavers’ destinations to 96% through rigorous monitoring approaches**  **2)Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat.**  **3)Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS)**  **4)Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work.** |
| **Tasks** | * To start the process of creating a whole school HWB policy * Review and further embed Positive Relationships policy * To establish a centralised information system that ensures that staff are fully informed about the young people * To continue to promote and progress Nurturing principles within the school * Continuing the process of becoming a Rights Respecting School * Implementation and launch of Anti-Bullying policy * Review of Attendance procedures/policy * Development of House Ethos building programme. * Implementation of data base to track pupil inclusion/ participation * Participation in ‘Cost of the School Day’ initiative. * Construction and implementation of Family Learning plan incorporating years 1 and 2. * Implementation of Family Learning / Parental Engagement activity. | * Continued departmental moderation of planning, learning, teaching and assessment in the BGE * Faculty Heads to take adopt greater responsibility for improving quality of T+L * Increased consistency in use of HOTS in daily practice. CLPL / Staff CLPL on effective use of HOTS * Implementation of elective week/s within BGE * Improved use of differentiation in classroom T+L * Increased consistency in use of SLIP model across school. * Implementation of whole school Homework policy * Implementation of STEM strategy year 1 * Implementation of year 2 of Lit/Num/Dig Lit/ HWB strategies * Participation in national initiative ‘I am Jack’ and ‘RSMA’ within PSE. | * Increased focus on strengthening the pupil voice as part of self-evaluation at all levels. * Improved use of data by FH’s leading to increased use by CT’s to enhance T+L. * Cross school moderation on planning, learning, teaching and assessment in the BGE. * Implementation of departmental health checks x4 annually as part of self-evaluation calendar. * Implementation of PEF observations to evaluate equity in the classroom. * Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits. | * FH’s to improve approaches to quality assuring curriculum progress and evaluation. * Implementation of Literacy/ Numeracy / HWB / Dig Lit strategies Year 2. * Intensive staff CPD on Literacy / Numeracy national benchmarks and standards within the BGE. * Improved use of P7 transition data to inform T+L and planning. * Staff CPD on the effective use of data from T+M to impact on classroom practice including parental involvement. * Forensic focus on Literacy/Numeracy data to close the attainment gap with particular focus on LAC and SIMD 1-2 * Increasing pupil leadership through involvement in SIP priorities. | * Improve school leavers’ destinations to 96% through rigorous monitoring approaches * Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat. * Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS) * Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work. |

**Strategic Plan 2018-19: Auchenharvie Academy**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **We are reducing inequalities and delivering improved outcomes for children and young people.** | | | | | **Linked to Directorate Priority: *1*** |
| **High Level Objectives** | | 1. **We are enhancing our school policy, procedures and practices to improve the HWB of our pupils.** 2. **We are improving our systems to increase pupil inclusion in the ethos and life of our school.** 3. **We are working positively with families and our community to tackle barriers to learning in and out of school.** | | | | |  |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| * To start the process of creating a whole school HWB policy * Review and further embed Positive Relationships policy * To establish a centralised information system that ensures that staff are fully informed about the young people. * To further promote and progress Nurturing principles within the school * To develop existing work in the process of becoming a Rights Respecting School * Implementation and launch of Anti-Bullying policy * Review of Attendance procedures/policy * Development of House Ethos building programme. * Implementation of data base to track pupil inclusion/ participation * Participation in ‘Cost of the School Day’ initiative. * Poverty-proof our curriculum and tackle barriers to participation in the school. * Construction and implementation of Family Learning plan incorporating years 1 and 2. * Implementation of Family Learning / Parental Engagement activity. * Improve learners’ health and wellbeing though pro-active interventions, groups and activities. | **HIGIOS**  1.1  1.2  2.1  2.5  3.1  3.2  **NIF**  1  2  3  **WBI**  Safe  Healthy  Nurtured  Respected  Responsible  Included | N  N  N  N  N  N  Y  N  Y  Y  Y  Y  Y | * Use the NA Wellbeing strategy document to update PSE input and identify subject areas throughout the school that have specific curricular wellbeing input. * Streamline the PSE programme and have themes permeating throughout the year groups. * Further develop Wellbeing indicators with staff so that they have a clear understanding of what this looks like in their class room. * Review year 1 of the policy’s implementation which will involve young people, parents/carers, staff and partner agencies. Review information will then be used to update the policy. * Wellbeing focus day for staff which will include training on restorative and nurturing approaches. * CLPL programme will include wellbeing input * Centralised area that staff can access information about young people. This will include staged intervention levels, action plan targets, ASN needs/strategies, LAAC/LAC, SIMD * System in place to ensure that young people’s targets are shared with all teachers so that there is a focus for targeted pupils in all classrooms. * Working with staff to ensure that they have a clear understanding of Nurture principles and use these in their everyday practice. * To work towards achieving Silver status. * Using the NA draft policy create a policy for the school. Involve young people, parents and partner agencies. Introduce Anti-bullying ambassadors. * Use the revised NA policy to ensure that our procedures reflect this. This will include reviewing the TAC calendar. * House system that reflects values and positive relationships. Provide young people with opportunities to lead. Assembly programme in place to promote this * Database created to capture pupil participation and inclusion, in consultation with learners and key staff. Database reviewed termly to identify non-participation and barriers to inclusion. Key staff consulted to identify learners and to offer appropriate opportunities and supports. * Working in partnerships with NHS and Arran. Research will be conducted with parents, staff and pupils to identify barriers to learning and participation in the school day. * Develop a whole-school approach to ensuring all aspects of the curriculum are accessible to all learners, including in-class and out of class activities. * New parental group established, there have been breakfast events to get P7 parents/carers onboard. Programme for new parents in place. Year 2 parents/carers group will develop into supporting new parents, getting involved in volunteering events to support pupils/parents and staff.   Support Family Learning Parent team to establish a support group for parents who need help/advice for young people with ASN.  Health and Wellbeing clubs and activities, led by staff, will continue and/or be established, based on learner feedback, to support learners to be active, included, and healthy.  Campus Police Officer will support the delivery of HWB outcomes through engagement with PSE and the wider curriculum.  Campus Police Officer will support identified learners to engage in wider achievement opportunities that link with and benefit the wider community. | June 2019  L.Davis   * Review use of merits in Oct, Dec 2018, April and June 2019. * Review of policy in May 2019.   L.Davis and SIP WG  Oct 2018  Dec 2018  April 2019  June 2019  H.McCall  T.Small  Dec 2018  B.McColl  + SIP WG  Dec 2018  C.Scott  Aug 2018  Reviewed Dec 2018  Weekly HT updates  PTPC + L.Davis  All Staff  **Ongoing**  FH HWB  **Ongoing**  L. Davis  PT PCs  PC E. Orr  S. Scholes | * Young people see that their wellbeing is the focus in every classroom. * Young people have the opportunity to explore issues that could affect their lives and develop resilience. * Young people will have consistency and routine. They will be listened to but will also learn from experiences. Young people will feel fully supported, involved and part of the process. * Young people will feel supported in and out of the classroom and their needs fully supported. * Feedback to parents will be positive and encouraging. * The needs and Boxall targets for young people who require more input will be met and show improvement**.** * Young people will build resilience and be better equipped to deal with situations in and out of classroom. * Young people are confident about what their rights are. Staff are fully aware of what it entails * Young people feel safe and supported throughout the school with any issues that arise. * Proactive and supportive approach that means young people want to be in school. * Young people leading assemblies and contributing to assembly programme. Young people feeling sense of ownership and pride in their House identity * All learners will be supported appropriately to participate across the curriculum and in the wider life of the school. * All learners will be able to access learning and fully participate in the school day. * All learners will be able to fully access learning and participate in the school day and all associated activities. * Enhance parental engagement in school / pupil learning to maximise attainment and parental participation.   Supporting parents which will impact on their child’s support in and out of school.  Learners have a range of bespoke activities and groups that provide a range of opportunities for all learners to participate fully and improve their health and wellbeing.  Learners experience meaningful inserts into the curriculum that support them to make positive choices.  Pupils establish and maintain positive relationships with the wider community and develop skills for learning, life and work through project-working. | * Feedback from wellbeing focus observations * Focus groups to get feedback from pupils on wellbeing within the school * Tracking/monitoring reflects all staff using the merit/demerit system. * Feedback from focus groups of young people, parents/carers and staff. * Restorative meetings show positive impact on teacher/young people relationships * Wellbeing observations and focus groups * Pupil/parent feedback * Evaluation and impact statements after programmes of work * PEF walk round feedback * Feedback from focus groups of staff about Nurture principles. * Rights Respecting school status achieved at the second stage * Policy is devised and feedback from all young people, parents. Staff and partners * Increase in attendance %. Positive parental engagement. TAC calendar which clearly reflects attendance focus. * House events calendar * Assembly programme in place * % of Learners identified as not participating or experiencing barriers to participation decreases over time. * Interventions will be tracked and monitored. Views of pupils/parents and partner agencies will be collated throughout the programme. * Clear procedures and policies for implementing poverty-proofing are followed and documented to evidence impact. * % of Learners identified as not participating or experiencing barriers to participation decreases over time. * Interventions will be tracked and monitored. Views of pupils/parents and partner agencies will be gathered throughout the year through a range of sources to gauge impact. * Increased parental engagement at relevant school events. * Improvement in identified pupil attainment in literacy / numeracy.   To embed parental input into the life of the school and parents/carers feedback will reflect the support offered.  Pre- and Post- Health and Wellbeing Indicator Surveys demonstrate improvements with regards to pupils’ participation and views with regards to their health and wellbeing.  Whole-school pre- and post- health and wellbeing indicator surveys demonstrate improvements with regards to pupils’ choices and with regards to their views on safety, inclusion and responsibility.  Exclusion rates decrease and attendance rates increase.  SEEMIS data highlights improved choices in and out the classroom through merits/demerits and referrals patterns. | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **High quality learning and teaching is taking place in our school.** | | | | | **Linked to Directorate Priority: *2*** |
| **High Level Objectives** | | 1. **We are developing confidence in teacher judgements through effective moderation in the BGE.** 2. **We are improving the quality and consistency of teaching and learning to improve outcomes for our pupils.** 3. **We are implementing strategic approaches to whole school responsibility of all areas.** | | | | |  |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| * Further embed departmental moderation of planning, learning, teaching and assessment in the BGE activities. * Faculty Heads to take adopt greater responsibility for improving quality of T+L * Increased consistency in use of HOTS in daily practice. CLPL / Staff CLPL on effective use of HOTS * Implementation of elective week/s within BGE * Improved use of differentiation in classroom T+L * Increased consistency in use of SLIP model across school. * Implementation of whole school Homework policy * Implementation of STEM strategy year 1 * Implementation of year 2 of Lit/Num/Dig Lit/ HWB strategies * Participation in national initiative ‘I am Jack’ and ‘RSMA’ within PSE. | **HGIOS**  1.2  1.3  2.2  2.3  2.4  **NIF**  1  2  **WBI**  Healthy  Achieving  Active  Respected  Responsible  Included | N  N  N  N  N  N  Y  N  Y  N | BGE Strategy for Auchenharvie Academy is in place (Year 2). This strategy provides FLs with an in-depth understanding of what departmental moderation activities, planning for learning and assessment look like at strategic points within the self- evaluation calendar at dept level.  FLs to continue to implement moderation activities as part of self-evaluation procedures  Use of departmental meetings, school/departmental QA processes and classroom observations to promote consistent use of SLIPP model, HOTS and differentiation.  Lead FLs to work with PLA on implementation of Auchenahrvie as a Visible Learning school.  Use of INSET/collegiate meetings. Science teachers – S Brien/E McColl/PLA link to continue to develop staff understanding on effective use of HOTS.  Implementation of elective options week within S1-S3 BGE incorporating input from subject areas. This will be developed and led by FLs SLWG.  Use of collegiate meetings and PLA link CPD to continue to develop staff understanding on effective use of differentiation.  SLIP model consistency to be supported by:   1. Usage of school corporate slides by teaching staff. 2. CPD video resource on SLIPP to be distributed to staff and shown at INSET to reinforce use of model.   School homework policy incorporating Show My Homework and aspects of T+L policy to be implemented to staff, shared with young people, parents and partners.  Strategy launched to staff at INSET 2018/19. Identified strategic leads to oversee implementation. Three year programme with a focus on the BGE. Collaboration with external agents and across departments within the school to deliver STEM provision to BGE.  Staff CPD on all RofA strategies, delivered at collegiate and via staff leading strategy attending other faculty DMs. (Numeracy/Dig Lit/H&WB)  Dig Lit – school will work towards Bronze Award for Digital Schools. N West will offer CPD on GLOW and online safety for teachers. (collegiate night)  Auchenharvie Academy will act as a pilot school for this PSE initiative surrounding sexual health and teenage pregnancy. This will target S3 boys and girls. | From Aug 18 until June 19  From Aug 18 until June 19  INSET/Collegiate Meeting 2018/19  From Aug 18 until June 19  Collegiate Meeting/  PLA INSET  From Aug 18 until June 19  From Aug 18 until June 19  From Aug 18 until June 19  From Aug 18 until June 19  From Aug 18 until June 19 | Throughout lesson observations and monitoring & tracking data, young people will be better engaged in their learning  Higher number of young people across the BGE will be making consistent progress across each CfE level.  Pupils will experience a higher quality and consistency of L&T and be better engaged in their learning.  Greater opportunities to use/develop HOTS through daily classroom experience.  Young people will benefit from a week long programme across S1-S3 planned using E’s and O’s and assessed on relevant participating subject benchmarks.  Greater opportunities to use/develop differentiation through daily classroom experience.  Young people will benefit from a consistent approach to L&T across school following SLIPP model.  Improved consistency in volume of homework issued to all young people.  Enhanced homework to support the SmHw software.  Increased quality of STEM curricular provision.  Increased inclusive approaches to STEM provision in BGE.  Uptake in STEM subjects in Senior Phase.  Raise awareness of STEM related careers for positive destinations.  Increased awareness of RofA areas.  Improved consistency in RofA areas.  Improved levels of Lit/Num/HWB/Dig Lit.  Increased quality of PSE curricular provision with regards to sexual health/teenage pregnancy.  Raise awareness of sexual health related issues for pupils. | CfE Level progress within dept monitoring & tracking system to show young people progression within levels as well as across levels in S1-S3  DM Minutes to show evidence of departmental time spent on moderation in a collegiate manner.  L.Riddell  FHs  Increased staff confidence in use of SLIPP model, HOTS & differentiation.  Lesson observations to identify more consistent and increased use of SLIPP, differentiation and HOTS.  Pupil focus group/questionnaire.  FLs/PLA/J Herd  Increased staff confidence in use of HOTS.  Lesson observations to identify more consistent and increased use of HOTS.  PLA/E McColl/S Brien  Elective week/s created and implemented.  Pupil / staff Evaluations proforma.  FLs  Increased staff confidence in use of differentiation.  Lesson observations to identify more consistent and increased use of differentiation. PLA/J Herd  Lesson observations to identify consistent and increased use of model.  J Herd/FLs  % homework return improved.  Monitoring of homework volume issued departmentally. Dept FLs/named person.  N West  Tracking data – whole school and departmental.  Increased pupil awareness of STEM through survey.  K.Scott (FH Science)  P.Keaveny (FH Tech)  Tracking data – whole school and departmental.  PASS survey.  Increased pupil awareness of RofA through survey.  P.Hughes (Lit)  M.Fletcher (Num)  F.McDonald (HWB)  N.West (Dig Lit)  Lesson observations to monitor and evaluate pilot.  Pupil/staff focus group/questionnaire.  Pastoral Care Team | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **Self-evaluation and performance improvement are embedded throughout our school.** | | | | | **Linked to Directorate Priority: *3*** |
| **High level Objectives** | | 1. **To increase the strength of the pupil voice leading to further school improvements.**   **2) To improve staff confidence in the use of data leading to improved learning experiences.**  **3) To improve school self-evaluation procedures to further increase equity and minimise the impact of poverty in our school.** | | | | |  |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| * Increased focus on strengthening the pupil voice as part of self-evaluation at all levels. * Improved use of data by FH’s leading to increased use by CT’s to enhance T+L. * To expore the opportunity for cross school moderation on planning, learning, teaching and assessment in the BGE. * Implementation of departmental health checks x4 annually as part of school self-evaluation calendar. * Implementation of PEF walks by all teaching staff to evaluate equity in the classroom. * Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits. | **HGIOS**  1.1  1.2  1.3  1.4  2.3  2.4  3.1  3.2  **NIF**  1,2,4,5  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | N  Y  N  N  Y  N | Increased opportunities for the pupil voice to be considered and used to contribute to school improvement. The implementation of Pupil Council / Pupil Parliament. / Pupil Walkrounds / Pupil Improvement Plan / Increased pupil focus groups / Pupil involvement in SIP working groups.  Whole staff CPD on the effective use of data to inform class teacher practice. CPD on use of P7 Data / Progress Testing / SNSA data / INSIGHT / T+M data / PRAG data / Prelim Analysis / Results Machine data. Each facultyto choose two data sets which are most pertinent subjects and focus on mastery in these areas.  Investigate the possibility of setting up cross school moderation activities between schools in NAC / Three Towns.  4 faculties visited for full day collaboration on aspects of departmental improvement.  Focus on Curriculum / Learning, teaching and assessment / Self-evaluation and Pupil Voice.  All teachers to observe identified pupil/s in two classes throughout the session and complete short questionnaire on equity in the classroom. Data to be evaluated and inform improvements in equitable practice.  Implement framework for cross department formal/informal lesson observations based on key area of professional enquiry. Teachers working collaboratively in trios delivering improvements in learning experiences for identified classes / groups of pupils. | 18/19  All staff  18/19  SLT  18/19  C.Johnston  18/19  C.Johnston  18/19  C. Johnston  S.Scholes  All staff.  18/19  Working Group | Increased pupil voice in aspects of school improvement.  Improved learning experiences planned using data effectively.  Improved attainment over time.  Lessons differentiated to better meet pupil needs.  Improved consistency in teacher judgements within BGE.  Improved dialogue through learning conversations on progress and next steps in learning.  Improved learning experiences for pupils at departmental level.  Increased pupil voice to deliver improvement.  Improved consistency across the school relating to equity in the classroom / curriculum.  Improved learning experience for pupils in subjects where teachers are involved in learning visits. | Implementation of identified vehicles to increase the pupil voice.  Pupils can articulate how their voice has led to school improvement.  Teacher confidence in using data.  Evidence of data being used in practice to inform planning.  Improved attainment  Creation of cross school event focussing on the moderation of planning, learning, teaching and assessment in the BGE.  Department visits undertaken and completed.  Feedback delivered to faculties based on dialogue and observations.  Feedback permeating into future FIPs.  PEF walks undertaken and completed.  Data collated and analysed.  Improvements in equity planned and into SIP/FIP 2019-20.  Implementation of learning walks / reciprocal visits. | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **Levels of attainment and achievement are improving for all learners in Auchenharvie Academy.** | | | | | **Linked to Directorate Priority: *4*** |
| **High level Objectives** | | 1. **We are improving the overall quality of our approaches to curriculum change and adaptation.** 2. **We are improving staff capacity and confidence in using data to improve outcomes for pupils.** 3. **We are increasing opportunities for pupil leadership in all aspects of school life.** | | | | |  |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| FHs to improve approaches to quality assuring curriculum progress and evaluation.  Implementation of Literacy/ Numeracy / HWB / Dig Lit strategies Year 2.  Intensive staff CPD on Literacy / Numeracy national benchmarks and standards within the BGE.  Improved use of P7 transition data to inform T+L and planning.  Staff CPD on the effective use of data from T+M to impact on classroom practice including parental involvement.  Forensic focus on Literacy/Numeracy data to close the attainment gap with particular focus on LAC and SIMD 1-2  Increasing pupil leadership through involvement in SIP priorities.  Improve the effectiveness of literacy and numeracy interventions through ever-more robust tracking and monitoring and data analysis.  Create Literacy and Numeracy Intervention groups to raise learners’ attainment and to work towards closing any poverty-related attainment gaps. | **HGIOS**  1.2  1.3  1.5  2.2  2.3  2.4  3.2  **NIF**  1  2  3  4  **WBI**  Achieving  Nurtured  Active  Respected  Responsible  Included | N  N  N  N  N  N  N  N  N  N  N  N  N  N  N  N  Y  Y | Rigorous moderation of the Broad General Education following the BGE strategy structure implemented in session 17-18.  Further implementation of all the necessary benchmarks within the BGE curriculum  Regular monitoring meeting with SLT to discuss progress across the S1-S3 curriculum moderation.  Faculty Heads to implement the Learning, Teaching and Assessment principles from the Four arenas of participation as outlined in the Learners’ Participation guidance from Education Scotland in BGE and Senior Phase.  Robust revision of Higher courses to account for recent changes in line with removal of unit assessments as per session 18-19.  Implementation of departmental assessment calendars in order to monitor pupils’ progress at regular intervals throughout the session.  Implementation of departmental monitoring & Tracking systems to allow for forensic analysis of pupils’ performance data.  Faculty Heads to carry out complete audits of their curriculum to better identify what their role is in delivering and implementing the Literacy, Numeracy and digital strategies across the school.  Faculty Heads responsible for Literacy, Numeracy and Digital Literacy to work collegiately to support other Faculty Heads in the successful implementation of these strategies and to maintain and overview of their impact across the school reporting to SLT.  Professional Learning opportunities to focus on strengthening understanding of Literacy, Numeracy and National benchmarks.  Use of the Moderation Hub developed by Education Scotland.  L Riddell to collect snapshot data of Primary 7 pupils in June 18 and distribute to all Faculty Heads to inform and better plan learning & teaching.  Professional learning workshops to promote forensic analysis of Tracking and monitoring data and the planning, implementation and evaluation of universal and targeted interventions.  Parental focus groups on effectiveness of current reporting system.  Professional learning workshops to be organised for Faculty Heads and Teaching staff to support the analysis of data as well as the planning, monitoring and evaluation of interventions using data from PTE, PTM and S3 SNSA focusing particularly on LAAC/LAC and SIMD 1-2.  Implementation of Learners Engagement guidance in all four arenas of participation.  Incorporate PEF Cohort into BGE Tracking and Monitoring analysis reports to identify required interventions for learners.  PEF Literacy and Numeracy Interventions are monitored and fully evaluated for impact.  Learners identified through analysis of attainment and tracking data and intervention groups and targeted support plans created and implemented for Literacy and Numeracy groups.  Digital resources, including additional ICT provision and SUMDOG, used to support and accurately tracking progress in literacy and numeracy.  S3 Social Studies Support Group created to enhance literacy and numeracy interventions across the curriculum and to support learners’ attainment and pathways into senior phase. | Session 18-19  Faculty Heads  2018-2020  Faculty Heads  18-19  L.Riddell  S.Scholes  18-19  SLT  18-19  Faculty Heads  18-19  SLT  18-19  Faculty Heads  18-19  SLT  Faculty Heads  18-19  Literacy FH  Numeracy FH  Technologies FH  18-19  18-19  August 2018  L.Riddell  18-19  18-19  FH Literacy  FH Numeracy  SfL PT  Collegiate Session  18-19  L.Riddell  S.Scholes  Faculty Heads  Class Teachers  September 18  SLT  18-19  SLT  SLT  SLT + FHs  18-19  S.Scholes  Faculty Heads  **Ongoing**  S. Scholes  L. Crombie  S. Scholes  **Ongoing**  S. Scholes  FH Literacy  FH Numeracy  PEF Staff  FH Literacy  FH Numeracy  **Ongoing**  S. Sheriffs | Pupils to be further included in the shaping of the learning & teaching and assessment methods.  Increased development of skills necessary for a successful transition to Senior phase curriculum ensuring a decrease in assessments and a better focus on learning and skills development.  Increased CfE attainment levels compared to previous years across all subjects areas  Young people will influence and participate in decisions about the approaches taken such as topics, contents, sequences and structures including how they learn and are assessed.  Increased attainment and achievement in the Senior phase.  All pupils to be engaged in learning conversations at regular interval to discuss strengths, next steps and potential interventions to improve attainment over time.  Pupils to have further opportunities to reflect on their own learning and to benefit from targeted interventions to improve performance where needed.  Pupils to experience more coherent learning experiences across the curriculum when developing literacy, numeracy and digital skills.  Increased CfE attainment in Literacy, numeracy and wellbeing over time.  Increased % of pupils attaining N5 Literacy and N5 numeracy units at point of exit.  Pupils to experience a real focus in each class on these key aspects of the curriculum.  Pupils to benefit from a wide range of purposeful assessment strategies to monitor their progress, thus increasing overall attainment in the BGE and therefore increased numbers at N5 presentations in S4.  Pupils to have their learning needs better met by benefiting from more coherent learning experiences as they transition from P.7 to S1.  Pupils’ participation and achievement in classes to increase.  Earlier identification and implementation of targeted interventions in literacy and numeracy.  Pupils learning barriers to decrease and attainment to increase given the robust implementation of universal and targeted interventions across each department at classroom, departmental and whole school level.  Pupils and parents/carers to develop a better understanding on the purpose and benefits of reporting how progress is evidenced and their role within the process to further maximise attainment and achievement.  Pupils who are LAAC/LAC and/or from deciles S1-S2 feeling better included in the classrooms.  Learning barriers to decrease thus promoting equity at every stage of the learner’s journey.  LAAC/LAC group and SIMD 1-2 attainment to increase and to be further in line with non LAAC/LAC groups.  More pupils to be involved in leadership opportunities across the school.  Overall increased pupil participation in shaping and achieving improvements across the school.  Learners’ attainment is more rigorously tracked to ensure progress is being made over-time and that any barriers to learning are being tackled.  Through monitoring and analysis of performance information learners will be more effectively through interventions that work.  All learners receive appropriate and targeted supports to support their attainment in literacy and numeracy and all learners will make appropriate progress.  Poverty-related attainment gaps, as measured by FME, SIMD, Gender and LAAC status, will reduce as a result of effective interventions.  Learners experience increased equity of access to digital learning resources that supports progress, achievement and attainment in Literacy, Numeracy and across learning.  Learners’ further develop their literacy and numeracy across their learning and are offered further, supported, opportunities to raise their attainment and achieve their best.  Learners’ attainment in Social Studies and RME, as evidenced by tracking and monitoring and other appropriate data, is improving.  Learners experience a wider range of learning experiences and can access positive and progressive learning pathways. | Observations of Faculty Heads engagements during the monitoring meetings.  Numbers of opportunities given to young people to have a voice in L&T and A methods.  Evidence of collegiate approach used at department level to be submitted prior to meetings for evaluation.  Skills development tracking at departmental levels as part of their T & M systems.  Comparative CfE Data to be used to evidence progress over time.  Focus Groups with involved pupils to obtain their feedback.  Faculty Meetings minutes.  New course plans.  Pupils’ sampling of Learning Journals.  Pupils feedback on quality and frequency of Learning Conversations  Copies of departmental spreadsheets highlighting information on identified pupils and type of interventions.  Use of CfE Machine as audit tool.  Learning observations records.  Reports discussing implementation progress to be submitted by relevant Faculty Head to SLT on a termly basis.  Data from T&M system to evidence CfE attainment in these key areas  Learning Observations records.  Tracking & Monitoring Data.  N5 Presentation numbers and comparative % over time.  Copies of P.7 Data distributed to all teaching staff  CfE Data from different tracking periods in S1  Evaluation of targeted interventions in Literacy and Numeracy to show progress being achieved.  % Teaching staff who attended workshop.  Wide range of interventions used universally and targeted documented at dept level and overseen by SLT  Reflection of use of data in performance analysis at class teacher level during prelim examinations.  Minutes of focus groups of parents/carers as well as pupils.  % staff attending professional learning workshop.  Evidence of use of data from all sources to plan L&T through discussions at SLT Link meetings.  Comparative data performance over time of LAAC/LAC and SIMD 1-2 groups compared to other groups.  Database recording pupils’ involvement at every level at whole school.  Minutes of pupils’ focus groups/questionnaire at department level.  Tracking and Monitoring Analysis Reports will demonstrate progress over-time for identified pupils  Evidence from Tracking and Monitoring Analysis Reports will demonstrate the impact of interventions.  % of S1 learners working at CfE Level 2 in Literacy and Numeracy increases, as evidenced by tracking and monitoring, SNSA, GL and/or other appropriate data.  % of S2 learners working at CfE Level 3 in Literacy and Numeracy increases, as evidenced by tracking and monitoring, SNSA, GL and/or other appropriate data.  % of S3 learners achieving CfE Level 3 in Literacy and Numeracy increases, as evidenced by tracking and monitoring, SNSA, GL and/or other appropriate data.  Tracking and Monitoring Analysis reports demonstrate that poverty-related attainment gaps are closing for targeted learners.  Tracking and monitoring analysis reports demonstrate progress over time and evidence a narrowing of any poverty-related attainment gaps.  No. of learners continuing into a range of Social Studies NQs in S4 at an appropriate level. | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **School Strategic Priority:** | | **High numbers of our young people are entering positive and sustained post-school destinations.** | | | | | **Linked to Directorate Priority: *5*** |
| **High Level Objectives** | | **1) Improve school leavers’ destinations to 96% through rigorous monitoring approaches**  **2) Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat.**  **3) Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS)**  **4) Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work.** | | | | |  |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| **Improve school leavers’ destinations to 96% through rigorous monitoring approaches**  **Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat.**  **Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS)**  **Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work.** | **HGIOS**  1.3  1.5  2.2  2.6  2.7  3.1  3.3  **NIF**  4  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | N  Y  N  N | Further develop existing approaches to capturing intended destinations, in consultation with learners and staff.  Review data and progress at key transitions points across S1-S6 to identify @ risk learners and required interventions.  Introduce NPA units and accreditation in Cyber Security @ SCQF Level 4 to S3 for learners @ risk of not achieving  Introduce Bike Maintenance DYW Strand, including SQA units and accreditation.  Introduce *GROW EAT REPEAT* DYW Stream.  Continue to develop Barista DYW Strand and available accreditation opportunities.  Continue Nail Bar DYW Strand and available accreditation opportunities.  Explore potential models for S4-S6 Work Experiences to ensure targeted and purposeful work experience for all learners.  Careers Focus in S4 PSE, including a targeted approach to work experience.  Introduce Ayrshire College Vocational Taster Courses within BGE.  Careers and Positive Destinations activities, events and inserts timetable created for session 2018-19, including experiences for all learners across all Faculties as appropriate to increase employer engagement, raise aspirations and enhance BGE curriculum. | **Sept 18**  S. Scholes  PT PCs  L. McKellar  **June 19**  N. West  R. Muirhead  TBC  Skills Force  F. Paton  **June 19**  S. Scholes  PT PC  **Dec 18**  PT PC  TBC  **Ongoing**  J. Herd  S. Scholes  **Ongoing**  Faculty Heads | Learners are included in decision-making about their learning pathways and future career aspirations.  All learners, and particularly those at risk of not securing a positive destination can be targeted for support in identify and preparing for an appropriate pathway.  Staff are aware of young peoples’ intended destinations and can provide information, and curriculum-based and wider achievement activities for individuals and groups as appropriate.  Learners gain SQA and industry-standard qualifications and accreditations, relevant to a growth-areas in the local economy.  Learners develop skills for learning, life and work through partnership working with the wider school community, colleges, training providers and industry, raising awareness of and aspirations of potential positive post-school destinations.    All learners have an opportunity to develop their skills for learning, life and work through a relevant and purposeful work experience placement.  *WorkIT* offers carefully matched to S4 learners based on Destinations Database information and supported approach to ‘self-found’ placements taken.  All S4 Learners who undertake a work placement achieve the *Steps to Work Awards @ SCQF Level 4*.  Link with Ayrshire College to identify opportunities and scale/scope of provision.  Identify learners, based on destinations information, to participate in relevant courses and implement calendar of sessions.  All BGE learners have opportunities to explore potential destinations and careers, across all curricular areas and beyond. | All learners will have an active database record.  Increasing % of learners with stated destination(s) and progress towards these reviewed at key points.  Increasing number of targeted career and positive destinations events across all year groups.  Increasing no. of learners @ risk of not achieving 5@5 by end of S4 are achieving SQA units, awards and other accreditations through relevant DYW stand/s.  Feedback on and review of learners’ aspirations through focus groups, surveys and learning conversations will demonstrate positive attitudes and choices to prepare fully for positive post-school destinations.  Appropriate model for senior phase work experience identified, leading to  Increasing % of pupils taking part in work experience across the senior phase and reporting positive experiences.  % of identified learners completing a work experience placement successfully.  Improved % of learners successfully completing qualification, compared to session 2017-18.  % of learners participating in taster courses.  Feedback through focus-groups and surveys.  % of learners participating in careers/destinations events.  Feedback through focus groups and surveys. | |