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**Communities and Education Directorate**

**Auchenharvie Academy**

**Improvement Plan 2022-2023**

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**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 are:***

***Respect Equality Determination***

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**EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23**

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan.

A picture containing timeline

Description automatically generatedIn the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.

**Glossary of Terms – Please see below for a glossary of terms used in conjunction with our School Improvement Plan.**

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| **AAA** | **ALTERNATIVE ASSESSMENT ARRANGEMENTS** | **NAC** | **NORTH AYRSHIRE COUNCIL** |
| **ASN** | **ADDITIONAL SUPPORT NEEDS** | **NQ** | **NATIONAL QUALIFICATION** |
| **BGE** | **BROAD GENERAL EDUCATION (S1-3)** | **PEF** | **PUPIL EQUITY FUND** |
| **CfE** | **CURRICULUM FOR EXCELLENCE** | **PLA** | **PROFESSIONAL LEARNING ACADEMY** |
| **CLPL** | **CAREER LONG PROFESIONAL LEARNING** | **PRAG** | **POVERTY RELATED ATTAINMENT GAP** |
| **DHT** | **DEPUTE HEAD TEACHER** | **PSE** | **PERSONAL and SOCIAL EDUCATION** |
| **DYW** | **DEVELOPING the YOUNG WORKFORCE** | **PT** | **PRINCIPAL TEACHER** |
| **GBV** | **GENDER BASED VIOLENCE** | **PTPC** | **PRINCIPAL TEACHER of PASTORAL CARE** |
| **HGIOS 4** | **HOW GOOD IS OUR SCHOOL (version 4 Staff)** | **PT RAA** | **PRINCIPAL TEACHER of RAISING ATTAINMENT AND ACHIEVEMENT** |
| **HGIOURS** | **HOW GOOD IS OUR SCHOOL (Pupils)** | **QAMSO** | **QUALITY ASSURANCE and MODERATION SUPPORT OFFICER** |
| **HT** | **HEAD TEACHER** | **QI** | **QUALITY INDICATOR** |
| **HWB** | **HEALTH AND WELLBEING** | **S1/2/3/4/5/6** | **SECONDARY 1/2/3/4/5/6** |
| **L+T** | **LEARNING AND TEACHING** | **SCQF** | **SCOTTISH CREDITS and QUALIFICATION FRAMEWORK** |
| **LGBT** | **LESBIAN, GAY, BISEXUAL and TRANSGENDER** | **SDS** | **SKILLS DEVELOPMENT SCOTLAND** |
| **MCR** | **PUPIL MENTORING AGENCY** | **SEEMIS** | **SCOTTISH EDUCATION MANAGEMENT INFORMATION SYSTEM** |
| **N4/N5** | **NATIONAL 4 / NATIONAL 5** | **SP** | **SENIOR PHASE (S4-6)** |
| **SIMD** | **SCOTTISH INDEX of MULTIPLE DEPRIVATION** | **SWAY** | **A VISUAL PRESENTATION TOOL USED AS PART OF MICROSOFT SOFTWARE** |
| **SIP** | **SCHOOL IMPROVEMENT PLAN** | **TM+I** | **TRACKING, MONITORING and INTERVENTIONS** |
| **SLT** | **SENIOR LEADERSHIP TEAM** | **TT** | **TIMETABLE** |
| **SQA** | **SCOTTISH QUALIFICATIONS AUTHORITY** | **UNCRC** | **UNITED NATIONS CONVENTION on the RIGHTS of the CHILD** |
| **SSR** | **SECONDARY SUPPORT RESOURCE** | **VC** | **VIRTUAL COMPARATOR** |
| **SWEIC** | **SOUTH WEST EDUCATION IMPROVEMENT COLLABORATIVE** | **WNOC** | **WRITTEN NOTIFICATION of CONCERN** |

**Strategic Plan 2022-23: AUCHENHARVIE ACADEMY**

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| **Establishment Priorities** | **Improvement in attainment, particularly in literacy and numeracy.** | **Closing the gap between the most and least disadvantaged children and young people.** | **Improvement in skills and sustained, positive school-leaver destinations for all young people.** | **Improvement in children and young people’s health and wellbeing.** | **Placing human rights and needs of every child and young person at the centre of education** |
| **Thematic areas** | * ***Revise whole school strategic approaches to improving literacy and numeracy.*** * ***Implement whole school raising attainment and achievement strategy including tracking, monitoring and intervention approaches.*** * ***Enhance whole school approaches to moderation / verification in the BGE and Senior Phase.*** * ***Improve the consistency of learning and teaching across Auchenharvie Academy.*** * ***Review of whole school curriculum to maximise attainment and achievement.*** | * **Closing the Poverty Related Attainment Gap (PRAG) through effective use of universal and targeted interventions.** * **Effective use of Pupil Equity Funding (PEF) to support closing the PRAG.** * **Forensic data analysis for identified groups of pupils to close the PRAG.** | * **To improve the quality of the transition from the Broad General education to the Senior phase.** * **Improve the quality of pupil profiling at key transition areas.** * **To maintain very high positive post school destination and participation figures.** | * ***Revise whole school strategic approaches to improving health and wellbeing.*** * **Improve professional learning for our school community in relation to all aspects of wellbeing.** * **To develop and embed Nurturing approaches across the school at Auchenharvie Academy.** | * **To develop rights based and gender inclusive practices within our school and community.** * **To strengthen pupil voice, participation and empowerment within our school community.** * **To develop Family Learning approaches in line with the needs of our school and community.** |

**Strategic Plan 2022-23: Auchenharvie Academy**

Following consultation with staff, parents/carers and pupils here is an overview of how we intend to use our **Pupil Equity Funding** to support improvement:

**Detailed Action Plan 2022-23: Auchenharvie Academy**

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| **Establishment Strategic Priority:** | | **Improvement in attainment, particularly in literacy and numeracy:** | | | | | **Linked to Service Priority:** 1 |
| **Thematic Area** | **HGIOS 4**  **HGIOELC** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| Theme 1: Raising Attainment & Achievement   * Renew strategic whole school approaches to literacy and numeracy to maximise outcomes for all   learners.   * Renew our whole school tracking, monitoring and interventions approaches in the BGE and Senior phase and developing a whole school attainment strategy capturing all raising attainment and achievement approaches at school level. * Enhancing and refining confidence in teachers’ judgements through effective moderation of the BGE at cluster level and within NAC/SWEIC secondary establishments as per national expectation. * Review of whole school internal verification policy to fully reflect SQA national QA framework * Tracking participation of all learners, with particular focus on care experienced young people in the wider life of the school, thus increasing a focus on equitable opportunities for achievement.   Theme 2: Quality of learning, teaching and assessment   * Improve the consistency and quality of learning and teaching and assessment practices to promote an inclusive ethos for all learners. * Promote Teacher collaborative enquiry to improve the quality of learning and teaching * Review our whole school curriculum to ensure it continues to meet all our learners’ needs. * Use data effectively to support and develop our learners’ pathways. | 3.2  2.3 | **Y**  **N**  **N**  **N**  **N**  **N**  **N**  **N**  **N** | In Literacy:   * Create a whole school Literacy Pupils Ambassador Programme. * Establish cluster links to moderate and improve literacy across the curriculum in the BGE. * Continue to work alongside the Interventions & Transitions PT, focusing on literacy recovery for all S1-S2 as part of our wider whole school recovery strategy. * Develop reading schools programme and oracy at whole school level in collaboration with the PLA. * Refresh our whole school literacy action plan and long term whole school strategy.   In Numeracy:   * Lead on our strategic change initiative to embed numeracy across the BGE curriculum by continuing the work started by the strategic working group. * Collaborate with the PLA and SWEIC numeracy representatives to offer professional learning opportunities for all staff on effective pedagogical approaches to embed numeracy approaches. * Re-establish collaboration with other faculties in moderating CfE Level 3 numeracy resources to further strengthen teachers’ judgements in numeracy. * Launch, implement and evaluate the Numeracy across the curriculum action plan for session 22/23. * Seek all stakeholders’ views throughout using a wide range of data analysis to monitor impact of short strategic change which will lead to longer term strategic planning and the creation of a sustainable Embedding Numeracy across the BGE Curriculum strategy for session 23-24. * Offer a monthly programme of numeracy sessions to our new S1 parents/carers to increase their confidence in supporting their children engage with numeracy across the curriculum. * Revise and implement a refreshed T, M & I policy for session 22-23 which clearly outlines roles and responsibilities for universal and targeted interventions across the BGE and senior phase. * Develop and implement revised whole school tracking timeline for 22-23 including attainment meetings calendar for each year group throughout session. * Encompass all our work within the BGE and senior phase for raising attainment and achievement under a whole school QI 3.2: *Raising Attainment & Achievement strategy* document. * Evaluate impact of the revised BGE Moderation Strategy implemented in January 2021. * Continuing to offer and seek Cluster moderation opportunities with selected departments prioritising Literacy. * Seek opportunities for all Faculty leaders to look outwards, seeking critical friends, thus establishing collaborations out with school/NAC on digital moderation of the BGE curriculum. * Implement BGE moderation calendar for session 22-23 as per agreed WTA to further strengthen Teachers’ professional judgements on the achievement of a CfE level/within a CfE level. * Continue to report progress in the BGE using the 4 stage assessment model using the Progress & Achievement module in SEEMIS. * Continue to offer virtual training sessions for staff on the use of the new SEEMIS module to build capacity at every BGE Tracking period. * Encourage as many colleagues to complete the QAMSO training programme if the opportunity arises. * Utilise staff who have successfully completed the SWEIC QAMSO Programme to further support staff engage within the moderation cycle. * Refresh the internal verification policy at whole school level and launch refreshed version at collegiate meeting in early September 2022 to whole teaching staff. * Continue to ensure internal verification procedures are applied consistently to all NQs, including wider achievement courses. * Work strategically with PT Raising Attainment & Achievement to implement consistently our Participation tracker system and to analyse this data termly by SLT and PTPC to identify learners who are not engaging and plan appropriate targeted interventions to promote pupils’ participation in the wider achievements in and out of school equitably. * Seek pupils’ voice at the beginning of next session regarding what range of extracurricular activities they would like to see taking place in session 22-23. * Enriching all teaching staff’ understanding of the pedagogical practices which underpin the design of the SLIPP model through delivering targeted high quality learning & teaching professional learning opportunities for all teaching staff depending on their strengths and areas of development highlighted via self-evaluation. * Utilising expertise gained by colleagues who completed the QAMSO programme to further disseminate best practice approaches to creating and using high quality assessments. * Implementing Education Scotland Circle Framework of Inclusion by firstly ensuring all teaching staff complete all relevant CLPL on this framework by end of the first term in 22-23. * Revising a new lesson evaluation toolkit to further engage class practitioners in critical self-reflections about their practices. * Learning and Teaching staff working group to promote a professional reading culture and be facilitated to share best practice during in service days and collegiate sessions. * Continuing to roll out the implementation of the Lesson Study model across faculties. * The curriculum offered in Auchenharvie will be reviewed and enhanced based on research-based evidence of successful approaches to curriculum structures and practices. * A curricular review working group will be established to review our curricular rationale. Consideration will be given to the use of SWEIC classrooms, wider achievement, outdoor learning opportunities, skills development, careers education, DYW/vocational opportunities and interdisciplinary learning. * Enhance the current database using MS Access to inform option choices based on prior attainment data and to track subjects options and pathways, DYWs/Work Experience/Focus west and destinations | Session 22-23  English & Literacy Faculty Leader  Literacy WG  Session 22-23  Maths & Numeracy Faculty Leader  Numeracy across the curriculum WG  Depute Head Teacher leading on QI 3.2  Session 22-23  By September 2022 and throughout session 22-23  Depute Head Teacher leading on QI3.2  PT Raising Attainment & Achievement  Session 22-23  Depute Head Teacher leading on QI3.2  Session 22-23  Depute Head Teacher leading on QI3.2  PT Raising Attainment & Achievement  Session 22-23  Depute Head Teacher leading on QI3.2  PT Raising Attainment & Achievement  Session 22-23  Depute Head Teacher leading on QI 2.3  L&T Working Group | * Learners will have increased opportunities to develop their leadership skills impacting at whole school level. * Consistency of teachers’ professional judgements in literacy across the cluster will increase as a result of cross sector moderation collaboration, thus impacting on all learners being effectively assessed and supported in achieving at least third CfE level literacy outcomes. * Targeted support directed at identified groups of learners in S1 and S2 to further support their literacy skills across the BGE and maximise their access to the curriculum. * Increased staff capacities and capabilities in pedagogical approaches to literacy, resulting in consistent literacy approaches at whole school level for all learners. * All leaners will benefit from research-based coherent, relevant, justice oriented pedagogical approaches to numeracy across the BGE curriculum, thus removing barriers to attaining in numeracy. * All learners will get the opportunity to develop their critical **mathematical numeracy skills.** * Staff will benefit from high quality professional development opportunities to support them implementing the Numeracy for the 21st Century model by Goos et al across the BGE curriculum, providing all learners with consistent approaches to embedding numeracy across the BGE. * Learners will have the opportunity to experience further support at home as a result of parental engagement in the school numeracy programme. * Increased uptake of Maths at N5 and Higher level in the longer term. * All learners will continue to develop their ability to self-reflect on their learning and to identify theirs strengths and next steps in their learning. * Improved learners curriculum access and learning experiences planned using data effectively. * Improved attainment over time. * Learners to benefit from a wide range of bespoken universal and targeted interventions leading to improved learners’ needs.   Higher number of learners across the BGE will be making consistent progress across each CfE level, thus converting into Higher presentation numbers for NQs in the senior phase.   * All learners to benefit from consistent and effective use SQA L&T resources and assessment practices, impacting positively on senior phase attainment. * All learners will be actively engaged in the life of the school regardless of any barriers that they may experience. * Pupils voice to shape the extra-curricular programme across the school. * All learners will experience consistent high quality teaching and learning, resulting in increased engagement, attainment and achievement. * The whole school will develop a culture for learning where everyone within the school is learning and striving for the highest standards of teaching and learning to meet all our pupils’ needs. * All learners will have increased opportunities across the curriculum to develop skills for learning, life and work. * Greater opportunities for gaining additional SQA accredited qualifications to further support all learners securing a positive destination.   Learners across the school will be supported in making the best options choices based on their strengths, thus maximising their attainment and achievements throughout their learners’ pathways.  . | Attainment data will evidence Increased learners’ attainment in aspects of literacy across the BGE.  Numbers of pupils participating in the Literacy Ambassadors Programme and their views through focus groups to monitor impact.  % learners achieving Literacy levels at N3 to N5 by the end of S4 to increase.  % Learners achieving SCQF L6 English to increase.  Attainment data will evidence Increased learners’ attainment in numeracy across the BGE.  Learners’ focus groups to monitor the quality of their L&T experiences in numeracy across the school will take place.  Observations of L&T will evidence all learners engaged and experiencing success in numeracy.  % learners achieving Numeracy levels at N5 by the end of S4 to increase.  % pupils being presented for N5 and Higher Maths to increase.   * Learners’ feedback on quality and frequency of learning conversations. * Observations of faculty leaders’ quality of engagement during attainment meetings. * Copies of whole school and faculties spreadsheets highlighting information on identified learners and type of intervention required. * Tracking Data for all year groups to measure progress over time. * Evaluation of impact of renewed strategy post implementation by September 2022. * Number of candidates’ presentation for SQA NQs to increase proportionally to % of CfE levels achieved by the end of S3 in each curricular area. * SLT attendance at digital moderation sessions to evidence appropriate moderation approaches being fully implemented during collegiate and In Service sessions. * No. of colleagues completing the QAMSO Programme. * No of colleagues attending training sessions prior to each BGE tracking period for effective use of data when reporting. * Evidence of engagement with internal verification processes gathered from each faculty as part of self-evaluation activities within calendar for session 22-23. * Data analysis by SIMD and other poverty related markers, across House groups and individual learners to monitor impact. * Uptake numbers across each activity offered. * Qualitative data from lesson observations. * Self- evaluation of best practice sharing sessions throughout the year. * % Staff completing all the necessary training by October 2022. * Self-evaluation data on the effectiveness of the new toolkit implementation. * Number of best practice sessions offered throughout the session. * Self-evaluation data on best practice sessions. * Qualitative observations from classroom practice observations to observe impact, including pupils’ focus groups. * % satisfaction rate in learners’ option choices at each transition point. * Increased opportunities offered to all learners to develop skills for learning, life and work. * Increase in the range of SQA courses offered and awarded. * Increased learners’ engagement in classes via qualitative data obtained through classroom observations and pupils’ focus groups. * % conversion of BGE attainment data into SQA attainment statistics across all subjects to show an improving trend. * Qualitative data such as pupils’ focus groups able to show that all learners are able to articulate the skills acquired during their learner’s journey and how their choices impact positively on their future ambitions post school. | |

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| **Establishment Strategic Priority: 2** | | **Closing the gap between the most and least disadvantaged children and young people** | | | | | **Linked to Service Priority:** 2 |
| **Thematic Area** | **HGIOS 4**  **HGIOELC** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| * Increasing staff awareness of our local context and current poverty –related attainment gap across the school. * Supporting staff capacity   and capabilities in using data effectively for excellence and equitable learning experiences for all learners, thus reducing the poverty –related attainment gap.   * Review of universal and targeted intervention approaches at whole school to ensure removal of barriers to learning. * Consult with all stakeholders on how to best utilise PEF funding to close the poverty-related attainment gap. * Tracking and analysis of attendance, exclusion rates, nurture groups progress, attainment bench marks and post school destinations to be embedded consistently at whole school level, with particular focus on care experienced learners. * Work with identified partners to provide increased opportunities for care experienced young people & other identified learners who are experiencing significant barriers to learning to achieve and attain to their full potential. | QI 1.5  QI 2.3  QI 2.4  QI 3.1  QI 3.2 |  | * Using most up to date intelligence data on SIMD and care experienced status, SLT will identify the poverty-related attainment gap and identify the pupils within each category at risk. * This information will be shared with all staff during the August In service day for session 22/23. * After each tracking period, SLT and House Teams will track identified groups of pupils to monitor and measure changes in the PRAG. * Embed The Equity & Excellence Data analysis in the BGE as part of our BGE attainment meetings. * Continue to offer professional learning opportunities for staff on how to complete data analysis at classroom and faculty level to build capacity and capabilities amongst staff on becoming data literate for maximum impact on L&T. * PT Interventions and transitions (PT I&T) to focus on delivering targeted interventions in literacy and numeracy to targeted pupils in S1 and S2 during term 1 and term 2 and term 3. * PT I&T to collaborate with all our cluster primary schools to identify and provide targeted interventions in literacy and numeracy to current P.7 pupils during terms 2, 3 and 4, thus impacting positively on primary transitions. * High quality professional learning opportunities on universal and targeted support for all class teachers to maximise success for all in the classroom. * All stakeholders (pupils, staff and parents/carers) will be consulted by end of June 2022 to identify which areas of school improvement should benefit the most from the pupil equity fund. * Outcome of the consultation will be shared with all stakeholders and appropriate priorities for PEF spending will be identified according to whole school improvement priorities. * House teams to focus on attendance and exclusions statistics on a weekly basis and to discuss actions and next steps at House team meetings. * Attendance clerical support staff, to work collaboratively with the PTPC team on ensuring attendance records are up to date and accurate. * Nurture Teacher to track, analyse and plan for interventions for pupils who receive targeted nurture input. * PT RAA to track and monitor attainment benchmarks 5@5, 1@6, 3@6, 5@6 and 1@7 throughout the session collaborating with all faculty leaders in the implementation and evaluation of universal and targeted interventions. * DYW PT to track all learners in the senior phase to ensure a positive post school destination for all, particularly focus on care experienced learners. * Support for Learning staff to actively track, monitor and implement interventions for pupils with identified ASN. * Our commitment to “The Promise” will be reflected in SLT and PTPC team closely tracking and monitoring attainment and achievements of all care experienced pupils and implementing all appropriate interventions to maximise their attainment. * Setting up the Secondary Support Resource (SSR) within Auchenharvie Academy with the aim of the SSR to assist the transition of pupils with additional support needs into mainstream classes. * MCR pathways lead for Auchenharvie Academy to work collegiately with the PTPC team to support care experienced pupils who will benefit from targeted group work and individual mentoring support. * Continue to collaborate with our colleagues from health and social care partnership to maximise supports for identified learners and their families. | DHT & PT Raising Attainment and Achievement  DHT & PT Raising Attainment and Achievement  All Faculty Leaders  DHT  PT Interventions & Transitions  Wellbeing Coordinator  Extended Support Team  HT  DHTs  PTPC Team  Support for Learning Team  Nurture Teacher  DYW PT  Raising Attainment & Achievement PT  DHTs  MCR Pathways  PTPC Team  Social work | * All staff will be able to identify any at risk groups and place emphasis on care experienced pupils, tailoring T&L approaches and experiences as well as tailored interventions to meet their needs, thus increasing expectations and attainment in identified groups. * Staff ability in planning for improvement based on data triangulation to increase, leading to all learners benefiting from these evidence based improvements. * All learners able to access the curriculum, thus experiencing positive learning experiences and outcomes in attainment across the BGE. * Enhanced understanding of our new S1 pupils, thus allowing staff to plan effectively for universal and targeted supports, thus maximising removal of barriers to learning. * Health and Wellbeing of all learners to be a continuous focus, thus improving their attendance, engagement and successes in school. * Pupils’ voice will shape whole school plans for improvements. * All learners to benefit from improvements prioritised by the whole school community. * Pupils’ attendance in school will be maximised and pupils who have difficulties in attending will be identified early and appropriate supports implemented, thus impacting positively on their ability to attend school. * Progress for pupils who receive targeted nurture input will be better tracked and appropriate interventions implemented to maximise their achievements. * All learners’ attainment to progressively increase or sustained within each identified attainment benchmark. * Sustained excellent performance in post school destinations for all our learners. * Increased opportunities for care experienced young people and identified learners to achieve and attain to their full potential. * Increased opportunities for care experienced young people and identified learners to achieve and attain to their full potential. | * PRAG Report issued to all staff to inform them of identified PRAG(s) within our school. * Tracking data utilisation from faculty leaders and classroom teachers to be reflected during BGE attainment meetings. * Attainment data over time will show the poverty-related gap reducing over time, particularly in identified care experienced pupils. * Quality of data analysis tasks completed at classroom and faculty level. * Quality of professional dialogue during BGE attainment meetings from faculty leaders. * % staff attendance at professional learning opportunities on data analysis. * Quantitative BGE Data over time. * Qualitative observations using our new lesson observation toolkit. * Attainment data in literacy & Numeracy in P.7, S1 and S2 over time. * Decrease in safeguarding concerns numbers around emotional and mental health for our learners. * Increased confidence in staff in being able to support our learners’ wellbeing. * Consultation data on PEF spending * Priorities within school improvement plan to reflect identified PEF priorities by all stakeholders. * Attendance and exclusions % data over time to show an increase in attendance and a sustained decrease in exclusions rates in line with national and local expectations. * Progress over time of pupils receiving targeted nurture input against their nurture targets. * Attainment data over time for care experienced pupils to show improvements in attainment. * Leavers destination % * Qualitative evidence of SSR provisions through lesson observations. * Numbers of care experienced receiving support via MCR pathways. * Attainment data over time, showing an improving trend for care experienced young people and other identified learners who are experiencing significant barriers to learning. | |

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| **Establishment Strategic Priority:** | | | **Improvement in skills and sustained, positive school-leaver destinations for all young people** | | | | | **Linked to Service Priority: *3*** |
| **Thematic Area** | **HGIOS 4**  **HGIOELC** | | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| * Offer a wide range of opportunities for young people, parents/carers to be better informed and prepared for transitions from the BGE to the senior phase and for accessing the world of work * Develop and implement effective profiling system to map all our learners journeys through school | 2.6  2.7  3.3 | | **N**  **N** | * Careers and positive destinations activities, events and inserts TT to be created for session 22-23. * Career Education Standard, skills for life and work and employer engagements to be embedded within BGE and Senior curriculum * Senior phase work placements to be planned to match potential career. * Identify all DYW opportunities across the curriculum and offer these to identified learners * PT DYW to embed the career Education Standard, skills for life and work and employer engagement. * Parents/carers options evening events to be held at strategic points within session 22-23. * Set up of a BGE transitions strategic working group to further explore ways in which transitions to the senior phase can be enriched, * Use of MS Access database to allow improved transitions from BGE to Senior Phase * Develop clear examples of pathways and opportunities in skills development through the curriculum * Implement SWAY as a tool for pupil profiling to allow pupils to record the skills and achievements throughout school * Track post school destinations to show a reduction in PRAG and implement appropriate interventions to maximise positive destinations | Session 22-23  SLT  PT DYW  SDS  PT Family Learning  PT PC  Session 22-23  SLT  PT DYW  PT Raising Attainment and Achievement  SDS | * Learners will have a better understanding of the skills they are gaining and will be able to formalise these when seeking employment * Learners will fully understand the availability of skills and where they may gain these skills through the school * All learners will receive greater opportunities to engage with employers directly to increase their understanding of skills for work. * All learners across the school will have opportunities to explore and develop their understanding and experience of vocational pathways/potential destinations and careers, across each curricular areas and beyond. * All Learners across the school will have options guided to help support attainment and positive destinations. * All learners will have opportunities to explore and develop their understanding and experiences of DYW pathways and work experience. * Pupil profiling will allow them to understand the skills and knowledge they are developing and how they can relate these to the world of work. | * Employer feedback through focus groups and surveys * Increased number of pupils experience work placements and feedback from these placements * Pupils articulating achievements and skills through profiling, employment, further and higher education applications * % of positive destinations above VC * More formalised options and pathways available to learners involving innovative skills projects * Increased attainment and increase in achievement opportunities * Data analysis of KPI’s * Reduction in PRAG * Increase in uptake of DYW projects * Increase in number of pupils gaining employability and other DYW awards * Pupil focus groups highlighting pupil’s ability to articulate the skills acquired across the curriculum and their importance in the world of work | |
| * To strengthen partnerships with community stake holders to support post school learner outcomes |  | | **Y** | * Working effectively with partners such as SDS, DYWS and MCR Pathways. * Faculty leaders and PTs to establish partnerships with appropriate employers to highlight connections between their curriculum and the world of work opportunities * CLPL opportunities for staff on career education standard and employer partnerships * Senior phase pupils to experience tailored work experience placements to meet future career aspirations * Employability skills to be a feature within the senior phase PSE curriculum. * Analyse latest labour market data and information to inform future DYW projects on offer. | Session 22-23  PT DYW  SLT  MCR  PT PC  All staff | * All learners will have a wider choice of experiences which will enhance their chances of a post school destination. * All learners will understand the skills and knowledge required to embark on careers and further education choices and will understand the pathways they are required to take | * Insight Data showing positive destination statistics against VC * Increased % of pupils accessing apprenticeships, employment and higher education * Feedback from employers * Appropriate pupils enrolled on enhanced transition programme | |
| **Establishment Strategic Priority:** | | | | **Improvement in children and young people’s health and wellbeing.:** | | | | | **Linked to Service Priority: 4** |
| **Thematic Area** | | | **HGIOS 4**  **HGIOELC** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| * Renew strategic whole school approach to health and wellbeing to maximise outcomes for all   learners.   * Offer a wide range of Professional learning wellbeing opportunities for the school community as part of a yearly professional leaning programme * To embed apply whole school nurture approaches across the school community | | | **QI 3.1** | **Y**  **N**  **Y** | * Create a Mental Health and Wellbeing Strategy engaging all relevant stakeholders. * Integrate wellbeing themed events built into the whole school calendar for learners * The Mentors in Violence Prevention Programme will be launched within the school community in collaboration with key partners. * The development of Personal Safety Scotland within the school to offer taster and targeted sessions S1-S6. * Roll out the Wellbeing soft start programmes which involve community partners. * Senior wellbeing ambassadors programme developed to support peer group * Deliver high quality professional learning opportunities during in service days and twilight sessions open to all staff, teaching and non-teaching to build staff capabilities and capacity in trauma-responsive, nurture principles and building positive relationships * CLPL opportunities to be made available to staff to support wellbeing discussions in school and in having mental health conversations with young people. * Create PSE programme for parents/carers in line with S1-S6 PSE programmes, Nurture principles/targeted Nurture, ASN conditions, Life Skills, AAA and study skills. Our P7 pupils and parents will also be included in this. * Initial baseline questionnaire issued to all teaching staff to gather base line data based on current use of language and behaviour as communication * Based on self-evaluation data from the above activity appropriate CLPL opportunities will be offered to all staff to further support embedding these nurture principles in all classrooms * Nurture teacher to collaborate with all teaching staff to support the monitoring, tracking and achievement of nurture targets in identified learners across the school * Nurture teacher to work strategically with SLT and SfL colleagues to raise the profile of nurture principles across the school. * All teaching staff to supported via high quality CLPL impacting on their classroom practice | Session 22-23  Health & Wellbeing coordinator  Depute Head Teacher leading on QI 3.1  Support Team:   * Nurture Teacher * PC Team * SfL team * PT Family Learning * Area Inclusion * School Counsellor * MCR Coordinator   DHT  PT SfL  Nurture Teacher | * All learners to benefit from a safe, nurturing, inclusive and supportive learning environment where all pupils can thrive and fulfil their potential. * Health and Wellbeing of all learners to be a continuous focus, thus improving their attendance, engagement and successes in school. * All stakeholders promote a climate where learners feel safe and secure * Learners are confident in leading and delivering H&WB input and supports * All staff and partners model behaviour which promotes and supports the wellbeing of all. * All staff and partners are sensitive and responsive to the wellbeing of each learner and colleague. * All learners and parents/carers feel that their needs are understood and being met. * Staff and partners have created an environment where all learners feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. * Leaners are supported and ready to learn. * Learners are supported to manage stress and be more resilient. | * Feedback from draft and launch of strategy which inform updates and next steps * Bullying log analysis to track the number of incidents and the categories that they come under * Number of WNOC submitted * Analysis of wellbeing data by year group and individually which is shared and discussed with targeted groups and all staff * Feedback from TAC reviews * Parent and pupil’s views * Focus group feedback based on themes from ‘How good is our school’ * Number of parents/carers/staff participating in the CLPL programme * Evaluations from parent/carers/staff CLPL * Nurture Framework observation analysis Peer to confirm self- evaluation or look at next steps. * Pupil Feedback to reflect a better understanding of Nurture and strategies that they can use. | |

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| **Establishment Strategic Priority:** | | **Placing human rights and needs of every child and young person at the centre of education** | | | | | **Linked to Service Priority:**  ***5*** |
| **Thematic Area** | **HGIOS 4**  **HGIOELC** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| Formal accreditation for Rights Respecting Schools – Silver Award.  Formal accreditation of LGBT+ Schools Charter Bronze Award  The Equally Safe at School approach will be introduced across the school community in conjunction with key partners.  Further develop pupil leadership roles across the school to strengthen pupil participation and empowerment  Implementation of Family Learning intervention strategy. | 1.1  1.3  2.1  2.2  2.4  2.6  3.1  3.2 | **N**  **Y**  **N**  **N**  **Y** | * Focus on UNCRC links to curricular programmes and courses. * RRS display boards with departments and high traffic areas around Auchenharvie. * Implementation of Rights Respecting Wednesday to promote targeted UNCRC rights in school life. * Utilising UNCRC within Harvie Hero initiative.   **(See Silver award action plan for full details)**   * Minimum 20% of staff will receive LGBT awareness training from LGBT Scotland. * All staff will receive briefing on LGBT awareness training. * Minimum of one campaign and support for LGBT commemorative activities/events. * Support for staff to implement the LGBT standards into learning and teaching to create an inclusive classroom environment free from discrimination. * Review of school policy to incorporate the requirements of LGBT Youth Scotland Charter * **Inform the school community**   The school community is regularly updated about progress towards promoting gender equality and preventing GBV.   * **Self-assessment** of staff and pupils focus groups. There is regular engagement with students and staff to identify priority issues relating to gender equality and GBV. * **Monitoring and Evaluation**   Staff and student experiences and perceptions relating to GBV are regularly monitored and findings are acted on.   * **Create an action group** The action group is sustained with membership reviewed and renewed regularly and there is a clear sense of student leadership, progress, and achievement. * **Teaching**   Gender equality and GBV are fully embedded into the curriculum (including external specialist input as appropriate). Staff are supported to implement new ideas and there is recognition of their work and commitment.  **Staff Training** (e-learning module) for all staff.  **Staff Training** enhanced level  There is ongoing provision of training and support to equip all staff to engage with issues of GBV appropriate to their role.   * **Policy Development**   All relevant policies have been reviewed and updated in relation to GBV and gender equality and work effectively to govern practice.   * Full implementation of the Pupil Voice calendar. * A planned programme of ‘feedback Friday’ activities will be implemented using the Themes from HGIOURS. * Development of pupil leadership roles with in subjects/faculties including Cost of the School Day Ambassadors. * To strengthen the role of the pupil council to incorporate a greater representation of pupils from across our school community. * Re-introduction of Inter-house ethos building initiatives through structured activities throughout the session. * Continue with targeted and universal programmes for parents/carers specific to their need/s. * Working in partnership with PT T+I to create a programme of activities for P7 families to provide early intervention strategies which support targeted pupils. * In partnership with Pastoral Care creating a bespoke PSE programme for families which supports HWB and pupil need | RRS Working Group staff  School Librarian +  LGBT group  Pupil Voice working group  Faculty Heads with pupils  Pupil council  Inter-house working group  PT Family Learning.  PT Transitions and Interventions | * Increased awareness of UNCRC charter and pupil rights. * Auchenharvie accredited at Silver award status. * Rights Respecting Ambassadors helping boost pupil confidence and awareness. * Increased visibility of LGBT awareness in Auchenharvie Academy. * Increased staff awareness of LGBT topical issues delivered through staff training/briefing. * Opportunities to participate in LGBT commemorative events / activities made available to all pupils. * Pupil will learn in an environment which is increasingly LGBT aware * Pupils will benefit from school policy documents which are LGBT friendly.   Reduced instances of the following:   * Violence * Bullying * Abusive behaviour * Attitudinal changes * Pupil empowerment – pupils feel that they have a voice and can influence change. * Safer, more inclusive learning environment. * Policy reviewed in relation to GBV and reflect gender equality. * Development of leadership capacity in pupils. * Pupil will report an increased ‘voice’ in matters relating to improving their school. * Increased departmental based leadership opportunities for all pupils to participate in the life of the school. * Greater whole school representation on the pupil council to reflect the needs of all pupils. * Pupils will benefit from a structured programme of inter-house ethos building activities. * Pupils will benefit through improved attendance at school. * Pupils will benefit through improved parental empowerment to support learning from home. * Pupil attainment will improve in literacy/numeracy. * Pupil wellbeing measurements will identify improvements in relation to indicators. | * Silver award achieved. * UNCRC visible within learning and teaching and learning environments. * LGBT Schools Charter Bronze Award achieved. * Pre and Post charter surveys completed. * Evidence of pupil involvement in LGBT events/activities. * Increased numbers in the Auchenharvie LGBT group. * Progress made with learning environment in relation to LGBT friendly classroom. * Review of school policies to ensure progress and compliance with LGBT Youth Scotland award standards. * Referral data specific to: bullying,violence, abusive behaviour * Exclusion data * Pupil Feedback * Parental Feedback * Staff Feedback * Participation rates to show that all staff have engaged in CLPL * Focus group minutes * Survey results * Action group minutes * Updated policies * Partner Feedback Regular discussions held to review procedures (VAW North Ayrshire network) * Pupil Voice calendar implemented and impacting on pupil leadership/participation/empowerment in school as measured by participation tracker. * Pupil survey / Focus group feedback * Increased leadership opportunities across school for all pupils. * Analysis of pupil council representation will demonstrate it is in line with school landscape/context. * Inter-house programme implemented and pupils experiencing high quality ethos building activities. * Improved pupil attendance for targeted individuals. * Through pre and post survey parents/carers report feeling empowered to support pupil learning from home. * Attainment as measured through Progress and Achievement will improve for selected pupils. | |