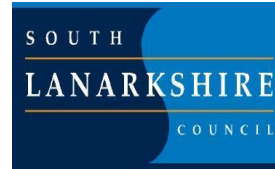


**Education Resources
Curriculum and Quality Improvement Service**

Establishment Improvement Plan 2019 - 2020

Strathaven Academy





**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan
5. Pupil Equity Funding Planning and Reporting

| National Improvement Framework Key Priorities | | |
|---|--|---|
| <ul style="list-style-type: none"> ● 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; and ● Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| <ul style="list-style-type: none"> ● School leadership ● Teacher professionalism ● Parental engagement ● Assessment of children’s progress ● School improvement ● Performance information | <ul style="list-style-type: none"> ● 1.1 Self Evaluation for self-improvement ● 1.2 Leadership for learning ● 1.3 Leadership of change ● 1.4 Leadership and management of staff ● 1.5 Management of resources to promote equity ● 2.1 Safeguarding and child protection ● 2.2 Curriculum ● 2.3 Learning teaching and assessment ● 2.4 Personalised support ● 2.5 Family learning ● 2.6 Transitions ● 2.7 Partnership ● 3.1 Ensuring wellbeing, equality and inclusion ● 3.2 Raising attainment and achievement/Securing children’s progress ● 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | Transforming Learning and Teaching |
| | | Implementing Curriculum for Excellence |
| | | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| | | Skills for Learning, Life and Work |
| | | Professional Learning |
| | | Leadership (Change and Improvement) |
| Strategic Priorities 3 Year Cycle | | |
| <ol style="list-style-type: none"> 1. Improving the Health and Wellbeing of young people 2. Curriculum Development 3. Leadership 4. Learning 5. Self-evaluation | | |

| <p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> ● 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; and ● Improvement in employability skills and sustained positive school leaver destinations for all young people. | | <p>Collaboration and consultation</p> <table border="1"> <thead> <tr> <th>Who?</th> <th>When?</th> <th>How?</th> </tr> </thead> <tbody> <tr> <td>Pupils</td> <td>June - August</td> <td>House Councils</td> </tr> <tr> <td>Staff</td> <td>June - August</td> <td>INSET/ ELT/FMs</td> </tr> <tr> <td>Parents</td> <td>June - Sept</td> <td>Parent Council/ PTA</td> </tr> <tr> <td>Partners</td> <td>June - Sept</td> <td>Various</td> </tr> </tbody> </table> | Who? | When? | How? | Pupils | June - August | House Councils | Staff | June - August | INSET/ ELT/FMs | Parents | June - Sept | Parent Council/ PTA | Partners | June - Sept | Various |
|---|--|--|------|-------|------|--------|---------------|----------------|-------|---------------|----------------|---------|-------------|---------------------|----------|-------------|---------|
| Who? | When? | How? | | | | | | | | | | | | | | | |
| Pupils | June - August | House Councils | | | | | | | | | | | | | | | |
| Staff | June - August | INSET/ ELT/FMs | | | | | | | | | | | | | | | |
| Parents | June - Sept | Parent Council/ PTA | | | | | | | | | | | | | | | |
| Partners | June - Sept | Various | | | | | | | | | | | | | | | |
| <p>National Improvement Framework Key Drivers</p> | <p>HGIOS 4 and Early Learning and Childcare Indicators</p> | <p>SLC Education Resources Themes</p> | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> ● School leadership ● Teacher professionalism ● Parental engagement ● Assessment of children’s progress ● School improvement ● Performance information | <ul style="list-style-type: none"> ● 1.1 Self Evaluation for self-improvement ● 1.2 Leadership for learning ● 1.3 Leadership of change ● 1.4 Leadership and management of staff ● 1.5 Management of resources to promote equity ● 2.1 Safeguarding and child protection ● 2.2 Curriculum ● 2.3 Learning teaching and assessment ● 2.4 Personalised support ● 2.5 Family learning ● 2.6 Transitions ● 2.7 Partnership ● 3.1 Ensuring wellbeing, equality and inclusion ● 3.2 Raising attainment and achievement/Securing children’s progress ● 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | <p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p> | | | | | | | | | | | | | | | |

Strategic Priority 1: Improving the Health and Wellbeing of young people

| National Improvement Framework Key Priorities | | |
|---|--|---|
| 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.4 Leadership and management of staff 1.5 Management of resources to promote equity | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| Parental engagement | 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment | |
| Assessment of children’s progress | 2.4 Personalised support 2.5 Family learning | Skills for Learning, Life and Work |
| School improvement | 2.6 Transitions 2.7 Partnership | Professional Learning |
| Performance information | 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |
| | | Leadership (Change and Improvement) |

| Key Actions (How) | Lead Person | SLT Link | Comments |
|--|--------------------|-----------------|--|
| Continue to promote the physical health and wellbeing of young people. | P Hamilton (FH PE) | J Kane | Health & Wellbeing improvement team. REACH programme. |

| | | | |
|---|--|-----------------|---|
| | | | Promote healthy eating. New S5 PE curriculum. Increase pupil participation. |
| Implement Mental Health strategies to support young people and staff. | P Hamilton (FH PE)/ M Hare (PT Pupil Support) | J Kane | Health & Wellbeing improvement team. See Me pilot. PSHE curriculum. S6 Health Ambassadors. REACH programme. P7 transition. External Agencies. Parental engagement. |
| Implement strategies to promote and support healthy eating. | I Sinclair (Acting PT Equity) | J Kane | Health & Wellbeing improvement team. |
| Launch and implement the new anti-bullying policy. | J Dunn (PT Pupil Support)/ A Gallagher (PT SfL) | J Kane | Review impact with all stakeholders by May 2020. |
| Further develop a whole school approach to Nurture. | E Wellcoat | J Kane | How nurturing is your school? (Education Scotland). Audit of nurturing approach across the school. Boxall profiles. |
| Use tracking system to monitor young peoples' progress (S4 – S6) to increase positive destinations. | E Neil (PT Pupil Support) | J Kane/ R James | Positive destinations to increase above SLC and VC. |
| Develop 'Cost of the School Day' policy to ensure equity for all young people. | E Wellcoat (Acting PT Equity) | K Boyd | Supported by parents. |
| Review and update attendance procedures. | J Kane | SLT | SLWG to review procedures. Support from office staff. |

Strategic Priority 2: Curriculum Development

| National Improvement Framework Key Priorities | | |
|---|--|---|
| 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.5 Management of resources to promote equity | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| Parental engagement | 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment | |
| Assessment of children’s progress | 2.4 Personalised support 2.5 Family learning 2.6 Transitions | Skills for Learning, Life and Work |
| School improvement | 2.7 Partnership | Professional Learning |
| Performance information | 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children’s progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |
| | | Leadership (Change and Improvement) |

| Key Actions (How) | Lead Person | SLT Link | Comments |
|--|-------------|----------|--------------------------------------|
| Review and develop a clear curriculum rationale. | W Huq | K Boyd | |
| Continue to review and amend the curriculum in the BGE and SP to | W Huq | K Boyd | Start-up costs and support required. |

| | | | |
|---|---|-----------|--|
| ensure appropriate learning pathways are available for all pupils. | | | SCQF Ambassador programme. |
| Continue to improve the STEM provision across the Learning Community. | M Brown (FH Sciences) | I Fleming | STEM improvement team. CLPL including primary colleagues. |
| Further develop interdisciplinary learning across the school and Learning Community. | M Brown (FH Sciences) | I Fleming | Establish an IDL improvement team. NQTs and students to support delivery. |
| Continue to monitor young peoples' progress with GradU8 and Foundation Apprenticeship programmes to ensure success both in school and in college. | L Neil (PT Pupil Support) | J Kane | Link with SLC 16+ team. |
| Plan strategically for an appropriate work placement for all learners. | L Neil (PT Pupil Support)/ J Dunn (PT Pupil Support) | J Kane | Support from other staff and additional clerical support. Possible leadership opportunity for a member of staff. |
| Develop and implement strategies to support skills development and profiling. | J Dunn (PT Pupil Support) | J Kane | SDS and MWOW. CV, personal statements, mock interviews. |

Strategic Priority 3: Leadership

| | | |
|--|---|---|
| <p>National Improvement Framework Key Priorities 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.2 Leadership for learning | |
| Parental engagement | 1.3 Leadership of change | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| Assessment of children’s progress | 1.4 Leadership and management of staff | |
| School improvement | 1.5 Management of resources to promote equity | Skills for Learning, Life and Work |
| Performance information | 2.1 Safeguarding and child protection | |
| | 2.2 Curriculum | Professional Learning |
| | 2.3 Learning teaching and assessment | |
| | 2.4 Personalised support | Leadership (Change and Improvement) |
| | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnership | |
| | 3.1 Ensuring wellbeing, equality and inclusion | |
| | 3.2 Raising attainment and achievement/Securing children’s progress | |
| | 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |

| Key Actions (How) | Lead Person | SLT Link | Comments |
|---|-------------|----------|----------|
| Launch and implement the shared vision, values and aims for our Learning Community. | K Boyd | J Kane | |

| | | | |
|--|--|-----------|---|
| Develop the role of the Pupil Council through engagement with HGIOS4? to improve learner participation in key areas of school improvement. | K Williams (PT Pupil Support) | R James | Pupil Council. |
| Further develop teacher leadership through Practitioner Enquiry. | J Norrie | I Fleming | Increase the number of teachers involved this session. |
| Continue to support and influence SLC/ RIC led professional learning activities. | I Fleming R Greenberg (FH Modern Languages) | W Huq | SLC Teacher Professionalism group. Professional development of NQTs. |

Strategic Priority 4: Learning

| National Improvement Framework Key Priorities | | |
|---|---|---|
| <p>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; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.2 Leadership for learning | |
| Parental engagement | 1.3 Leadership of change | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| Assessment of children’s progress | 1.4 Leadership and management of staff | |
| School improvement | 1.5 Management of resources to promote equity | Skills for Learning, Life and Work |
| Performance information | 2.1 Safeguarding and child protection | |
| | 2.2 Curriculum | Professional Learning |
| | 2.3 Learning teaching and assessment | |
| | 2.4 Personalised support | Leadership (Change and Improvement) |
| | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnership | |
| | 3.1 Ensuring wellbeing, equality and inclusion | |
| | 3.2 Raising attainment and achievement/Securing children's progress | |
| | 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |

| Key Actions (How) | Lead Person | SLT Link | Comments |
|---|--|-----------------|---|
| To review learning and teaching to develop and share best practice and ensure consistency across faculties. | R McNair (FH Social Subjects) H Bradshaw (FH English, Literacy & Drama) | R James | Update L&T policy. Use of learning walks to share good practice. |

| | | | |
|--|---|--------------------|---|
| | | | In partnership with CLPL programme. |
| Introduction of Learning Walks to support improvements in learning and teaching and improve outcomes for young people. | R James | K Boyd | Staff and pupils involvement. |
| Tapestry Group will continue to lead learning and further develop approaches to improve learning, teaching and assessment. | D Gilroy/ R McGinlay (Acting PT Pupil Support) | I Fleming/ R James | Tapestry input with a focus on feedback. |
| Staff continue to work collegiately across the Strathaven and East Kilbride Collaborative to improve learning, teaching, assessment and attainment in the BGE. | R McNair (FH Social Subjects) | R James | Target is to moderate achievement of a level in May 2020. |
| Review strategies for parental engagement to support learners and promote higher levels of parental involvement and meaningful engagement. | R McGinlay (Acting PT Pupil Support) | I Fleming/ R James | Parental engagement improvement team. REACH programme. PC leading community projects. |
| Review and further develop the whole school Communication Strategy. | A Simpson (FH Creative & Aesthetic) | I Fleming | Launch new school website. |
| Implement new SEEMIS Progress and Achievement program for BGE tracking and reporting. | I Henderson (FH DET)/ W Huq | R James | Training provided for all staff led by R James. BGE tracking data used to support interventions. |
| Implement whole school reporting policy to provide a transparent and consistent approach to reporting to parents/carers across all stages. | R James R Greenberg (FH Modern Languages) | SLT | Issue to all staff in August. |
| Implement a whole school approach to improving standards in numeracy across the school. | C McGugan (FH Maths & Numeracy)/ E Ferguson (Acting PT Equity) | W Huq | Numeracy improvement team. NQTs to support delivery. |

| | | | |
|---|---|---------|----------------------------|
| Implement a whole school approach to improving standards in literacy across the school. | H Bradshaw (FH English, Literacy & Drama) / A Stott (Acting PT Equity) | R James | Literacy improvement team. |
|---|---|---------|----------------------------|

Strategic Priority 5: Self-evaluation

| <p>National Improvement Framework Key Priorities 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people.</p> | | |
|--|---|---|
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.2 Leadership for learning | |
| Parental engagement | 1.3 Leadership of change | Meeting the Needs of all Learners’, GIRFEC and Statutory Duties |
| Assessment of children’s progress | 1.4 Leadership and management of staff | |
| School improvement | 1.5 Management of resources to promote equity | Skills for Learning, Life and Work |
| Performance information | 2.1 Safeguarding and child protection | |
| | 2.2 Curriculum | Professional Learning |
| | 2.3 Learning teaching and assessment | |
| | 2.4 Personalised support | Leadership (Change and Improvement) |
| | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnership | |
| | 3.1 Ensuring wellbeing, equality and inclusion | |
| | 3.2 Raising attainment and achievement/Securing children's progress | |
| | 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |

| Key Actions (How) | Lead Person | SLT Link | Comments |
|---|-------------|----------|-------------------------------------|
| Review whole school systems and approaches to self-evaluation for self-improvement. | R James | K Boyd | CLPL on evaluative writing for ELT. |

| | | | |
|---|----------------------|--------|---|
| Review whole school systems and faculty approaches to quality assurance. | R James | K Boyd | Faculty mid-term review to be introduced. |
| Insight team to support revised approaches to self-evaluation in order to deliver improved outcomes for all young people. | I Henderson (FH DET) | K Boyd | Insight improvement team. |

Establishment Maintenance Improvement Planning

Session: 2019- 2020

| National Improvement Framework Key Priorities | | |
|---|---|---|
| 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; and Improvement in employability skills and sustained positive school leaver destinations for all young people. | | |
| National Improvement Framework Key Drivers | HGIOS 4 and Early Learning and Childcare Indicators | SLC Education Resources Themes |
| School leadership | 1.1 Self Evaluation for self-improvement | Transform Learning and Teaching/Implement CfE |
| Teacher professionalism | 1.2 Leadership for learning | |
| Parental engagement | 1.3 Leadership of change | Meeting the Needs of all Learners', GIRFEC and Statutory Duties |
| Assessment of children's progress | 1.4 Leadership and management of staff | |
| School improvement | 1.5 Management of resources to promote equity | Skills for Learning, Life and Work |
| Performance information | 2.1 Safeguarding and child protection | |
| | 2.2 Curriculum | Professional Learning |
| | 2.3 Learning teaching and assessment | |
| | 2.4 Personalised support | Leadership (Change and Improvement) |
| | 2.5 Family learning | |
| | 2.6 Transitions | |
| | 2.7 Partnership | |
| | 3.1 Ensuring wellbeing, equality and inclusion | |
| | 3.2 Raising attainment and achievement/Securing children's progress | |
| | 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning | |

Key Actions (from previous plans)

In addition to our development agenda and the day-to-day operation of the school, we retain a close focus on:

Ethos and Aspiration

Teachers and pupils will have high shared aspirations and will be confident in their ability to succeed, supported by positive working relationships

Provision of a safe, happy learning environment through the application of GIRFEC principles and practice

ASN provision: supporting young people with barriers to their learning

Communications

Recognition and celebration of success

Attainment in SQA examinations

Wider achievement: participation and accreditation

Excellent Learning and Teaching

A focus on our 'core business': Plan/Teach/Assess/Record/Report

Homework

Use of digital technology.

Languages 1+2

Partners and Partnerships

Transitions process, including 16+ transitions

Partnerships with parents, chaplains, the community, business/industry, HE/FE, other agencies

Sustainability agenda – community involvement

Parent Council/PTA

Business Mentoring Programme (S Baran, FH Modern Languages/ A Moon, parent)

Educational Coaching Programme (S Baran, FH Modern Languages/ S6 pupils and teachers)

Leadership Capacity

Elective Programs

Student Leadership opportunities

Staff empowerment

Intelligent use of information

Pupil Voice

Review of courses/programs

Tracking/monitoring pupil progress

Tackling Bureaucracy

