South Lanarkshire Council

Recovery School Improvement Planning August 2021

Strathaven Academy 2021-22

Improvement Priority 1 -   Continuity of Learning

Quality Indicator	Recovery Priority	Rationale	Key Recovery Tasks (School specific)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the impact will be for our children and young people and how it will be measured.

2.2 Curriculum	Recovery Priority	Rationale	Key Recovery Tasks	Desired Outcomes and Measures
Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing young people's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness and key drivers of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for all learners.	• Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, taking into account the varied experiences learners have had over the past year. • Consider how schools in the authority have approached structural changes to their timetable to better meet the needs of the new 'normal' curriculum. What are lessons learned and what good bits are schools considering keeping?	Our curriculum is reviewed on an annual basis to ensure it meets the needs of all learners. A school curriculum should not remain static but respond to the needs and interests of pupils and ensure that it provides opportunity for pupils to achieve qualifications in the Senior Phase that allow for progression to a positive destination post school.	Review Draft Curriculum rationale in light of new evidence from Leavers data, Insight and SLC Curriculum event (LB). Consider curriculum and timetable structural changes that will be required to support the introduction of maximum staff contact of 21 hours in the future (LB).	Widely publicised Curriculum Rationale that ensures all staff, pupils, parents and partners are aware of the main factors and drivers influencing our school's curriculum. Structural changes implemented to ensure an efficient and effective use of time, and delivery of a curriculum that ensures positive outcomes for all learners.
Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.	• Prioritise, through self-evaluation, any curricular area or subject which requires to be reviewed or refreshed, considering those that were used well during remote learning (e.g.Digital learning, IDL) • Undertake a full analysis of leavers' data to understand whether the curriculum is meeting the needs of		Review data on S3-6 course uptake and attainment with particular emphasis on courses with pupils not achieving the level for which they were presented (LB). Review uptake and attainment in new courses - Musical Theatre, Skills for Work: Hospitality, Health and Wellbeing and Exercise and Fitness (LB).	Pupils are able to work towards national qualifications meeting their interests, needs and career plans, following pathways where appropriate. All learners achieve a suite of qualifications that support entry to HE / FE/ Apprenticeship/ Training/ work.

	learners in the new Covid landscape, both in terms of applying for employment and further study.		Engage with Digital Critical friend initiative to increase numbers studying computing subjects (IH). Consider the merits in gathering evidence for some S3 learners to support qualifications in S4 e.g. Literacy, Numeracy, PE and RME (RJ/LB). Explore the opportunity for IDL through the BGE curriculum and courses perhaps building on the theme of sustainability as a key issue in our local community (LB).	Increased uptake, including uptake of girls, and raising of attainment in Computing Sciences.
Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure young people have access to high-quality learning in all curriculum areas and subjects. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high	• Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over 2020-21. • Ensure the curriculum provides all young people with breadth and depth in their learning, including experiences which develop skills in a range of contexts and environments	Learner pathways are developed from S2 onwards as pupils select courses based on their interests, aptitudes and career plans. Learners are provided with guidance from a range of partners to support individualised pathways from the beginning of S3, including the option to pursue vocational opportunities, as well as academic studies.	Review BGE curriculum and pathways to ensure appropriate pace, challenge and effective transitions (LB/RJ). Review uptake and commitment to Advanced Higher subjects and consider the inclusion of Science Baccalaureate for next session (LB/MB). Support those pupils following GradU8/ Foundation Apprenticeships, Engineering Academy and Tigers programmes to achieve in-school academic qualifications (DYW Team). Support some young people with access to YASS courses and work experience to support their development (LB).	All young people enjoy learning and are supported to progress. (pupil questionnaires and focus groups). Increased numbers of young people involved in vocational programmes across a wider range of career areas and colleges. Greater numbers of young people accessing work based learning opportunities through GradU8, personal contacts and those arranged by the DYW Co-ordinator. Increased numbers of young people gaining certification through S3 and S6 Elective programmes.

level in a variety of meaningful contexts.			Enhanced business partnerships to provide work related experiences – Martec, Fower, Strathaven Hotel, Orbit, QTS (DYW Team).

Investigate purchase of a barista machine and support training for pupils in identified curriculum groups – S3 and S6 Electives / Skills for Work: Hospitality / Practical Cookery - delivering wider employability accreditation (DYW Team). | |

Theme 4: Skills for learning, life and work

All staff and partners provide very good opportunities to develop young people's skills for learning, life and work in motivating contexts for learning.

We emphasise enterprise and creativity across all areas of learning. | • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)

• Consider the ways to further develop skills for learning, life and work through a variety of contexts | | All Faculty Improvement Plans to target enhanced use of MyWofW, partners, e-Sgoil DYW Live and Founders4Schools to increase opportunity for work inspiration and work based learning opportunities (Faculty Heads). | All staff improve their understanding and commitment to delivering learning experiences that promote skill development as preparation for a positive destination. Evidence gathered from learning walks and faculty visits. |

2.3 Learning, teaching and assessment	Recovery Priority	Rationale	Key Recovery Tasks	Desired Outcomes and Measures
Theme 1: Learning and engagement Our young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They know that their views are sought, valued and acted upon.	• Consider previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to assessment information from 2020-21. • Take account of pupil voice, parent/carer and stakeholders' views when developing learning and teaching.	Building on feedback from the VSE, learning walks and information from lockdown there is a need to ensure great learning and teaching is delivered consistently across the school. There is now an opportunity to utilise skills developed by the Tapestry Group and other staff members to support all teachers. An ongoing need identified to review and update our whole school approach to self-evaluation of learning and teaching. This must ensure all stakeholders are actively involved and collaborative approaches are used to inform continuous improvement.	Establish Learning & Teaching Collaboratives for all teaching staff to explore all aspects of learning and teaching (RJ/ Tapestry teachers). Continue to utilise online platforms (Google Classroom, school app, Twitter and school website) for stakeholder engagement and review our approaches to consultation with stakeholders to develop a collaborative approach to school improvement (RJ). Consultation event for new Learning, Teaching & Assessment policy – April 2022 (RJ).	All staff have a shared understanding of the features of great learning and teaching, supported by high quality professional learning through the PL@SA program. All stakeholders are involved in school improvement. They feel valued and a sense of belonging in our school community in line with our school vision, Together We Thrive.
Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable	• Consider the elements of learning and teaching, which were adapted and used well during remote learning that should be continued and integrated into common practice.	Google Classroom established as whole school virtual learning platform during both lockdowns. High pupil usage and positive staff feedback highlight this as a strength and an opportunity to further develop and embed digital pedagogies to enhance learning, teaching and assessment.	Review the use of Google Classroom and digital pedagogies to enhance face-to-face and online learning and teaching through 'Capture, Cleanse, Weave' task. (RJ/MB). Work to achieve a Digital Schools award (IH).	Staff use a wide range of teaching approaches to engage all learners. Learning is enhanced and supported by our effective use of embedded digital technologies. Whole school approach to digital learning with strategies to maximise the use of digital technologies and pedagogies.

higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	• Establish a clear overview of their current learning and teaching processes, drawing on robust self-evaluation.	Through the school VSE visit in November 2019, the need to improve our whole school approach to self-evaluation of learning and teaching was evident to ensure we make informed decisions about improvement planning.	Evaluation of learning and teaching (QI 2.3) through learning walks (whole school and faculty), professional dialogue and stakeholder engagement (RJ). Introduction of faculty VSE program to enhance faculty self-evaluation. (RJ/KB).	Strategic approach involving all stakeholders to gathering information to identify our strengths and areas for development which will inform future improvement planning and staff professional learning.
	• Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (e.g. LI/SCs, questioning, feedback...)	As part of the PL@SA program, all staff have the opportunity to participate in a range of in-house professional learning. All staff will complete professional learning related to learning and teaching as part of our plan to develop a shared understanding of great learning and teaching. Pupil questionnaires from last session where almost all learners in BGE reported that digital pedagogies from CLPL were used by their teachers. Embed this in our practice to ensure consistency for all learners and enhance their experiences. Feedback from all stakeholders following the first lockdown, informed our in-house staff CLPL programme at the start of last	Introduction of Learning and Teaching Collaboratives professional learning programme for all staff with a focus on Tapestry this session, including completion of practitioner enquiry by all teaching staff (RJ/Tapestry teachers). Continue to develop digital pedagogies through CLPL and encourage staff to share their practice and build capacity through PL@SA programme (RJ/ IF/ MB). Internal PL@SA sessions will be linked to new GTCS standards. Review of PRD process to bring PRD and PL@SA in line with new standards (IF/MB). Link internal PL@SA activities to online professional learning events offered by GTCS, Education Scotland, SCEL etc. Recommended reading list for	All staff are involved in CLPL proving opportunities for reflection, engagement in professional reading and dialogue and collaboration with colleagues. This will support the development of a shared understanding of great learning and teaching. Staff are confident using digital technology and pedagogies to enhance their practice. Professional learning opportunities continue to support staff to develop their skills. CLPL sessions will enable staff to share examples of good practice with regards to digital pedagogies and build our collective capacity. All staff will develop new skills and confidence to support online learning. Identify and encourage staff to share good practice within and beyond the school to improve the

		session. All teachers attended CLPL sessions, led by colleagues, sharing new digital pedagogies during the November 2020 Inset day. This led to significantly improved systems, procedures and approaches and want to enhance this and train all new staff.	each internal PL@SA activity (IF). Internal Professional learning programme for NQTs and student teachers to ensure all staff are aware of what great learning and teaching looks like in Strathaven Academy (IF/RG).	quality of the learning experience and improve outcomes for all learners. Staff share good practice through internal CLPL programme.
Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.	• Consider current assessment strategy and how this could be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences learners have had during last session. • Consider how moderation can be used – internally and across schools – to support adapted/refreshed learning, teaching and assessment processes. • Build upon the work of the subject networks to ensure all staff are involved in collaboration across schools.	An opportunity to build on the good practice and professional relationships across the EK/Strathaven Collaborative and SLC prior to and during the pandemic.	Review BGE assessment plans across all subjects to ensure assessment is robust and meaningful, providing evidence that teaching staff can use to report on achievement of a level and progress within a level (RJ/Faculty Heads). Include assessment and moderation in our new Learning, Teaching & Assessment documentation (RJ). Continue to work with the EK/Strathaven BGE Collaborative on assessment and moderation (RJ). All teachers involved in subject moderation teams for SLC.	Our assessment evidence is valid and reliable allowing informed teacher professional judgements which we use to report on the progress of all young people. Robust, whole school approach to moderation ensuring that assessment is included as part of the learning and teaching planning process. All staff have support to develop shared expectations of the standards to be achieved across stages and the curriculum.

| Theme 4: Planning, tracking and monitoring

As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. | • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. | Updates to our existing tracking and monitoring process to adapt and continually improve our current system, ensuring that we collate and analyse clear information on attainment across all curriculum areas. | Produce a tracking and monitoring calendar including interventions meetings with clear roles and responsibilities of all staff (RJ).

Update tracking spreadsheets to include information such as SIMD, FME, ASN, care experienced to enhance our current system (RJ).

Launch reporting policy and updated information to support staff with achievement of a level (RJ).

Develop resources to improve the quality of our strengths and next steps comments in reports (RJ). | As a result of our processes to track and monitor learners' progress we have clear information on their attainment across all curriculum areas, with opportunities for timely, appropriate interventions to support learners where necessary. |

3.2 Raising Attainment and Achievement	Recovery Priority	Rationale	Key Recovery Tasks	Desired Outcomes and Measures
Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners Learners make very good progress from their prior levels of attainment in literacy and numeracy.	• Establish a clear picture of the literacy and numeracy landscape in their own context to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. • Consider where Literacy and Numeracy freestanding Units could add value to individual learner's qualification portfolios. • Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.	Literacy, and in particular Reading, is essential to the continued educational recovery of our pupils. Encouraging pupils to read and instilling good reading habits continues to be a priority for us all.	Staff will work towards achievement of Reading Schools Silver status (LB/HB). Appointment of school librarian to support Reading and Literacy attainment (LB). Faculty Head of Literacy identifies and shares with all staff and pupils targets for the session (HB). Identify leaners or groups of learners who would benefit from N5 Literacy & Numeracy qualifications (LB/IF). Identify individual learners who would benefit from achievement of a Literacy unit e.g. Winter Leavers group (LB). Implement a whole school approach to improving standards in numeracy across the school. Work with SfL department to promote and improve numeracy skills of lowest ability through targeted interventions (IF/CMcG/AG). Encourage, support and facilitate staff leadership opportunities in numeracy to increase our capacity to implement	All staff aware of Literacy targets and their role in achieving these. Pupils access school library during curricular and non-curricular time to enjoy reading independently and / or with their peers. Increase in Literacy levels through Insight analysis. Increase in the number of pupils achieving N5 Literacy / Literacy units. Relevant staff who are trained in interventions such as 'Catch-up Numeracy' will work with targeted pupils to support numeracy skills.

			improvement and change (IF/CMcG). Engage in 'Maths Week Scotland' and 'National Numeracy Day' to promote maths and numeracy skills. Programme of events shared with all staff to encourage participation across the school (CMcG). Internal PL@SA sessions will be linked to new GTCS standards. Link internal PL@SA activities to online professional learning events offered by GTCS, Education Scotland, SCEL etc. Recommended reading list for each numeracy PL@SA activity (IF/CMcG). Internal Professional learning programme for NQTs and student teachers to ensure all staff are aware of numeracy across the curriculum and how to support this in Strathaven Academy (IF/CMcG/RG).	Raise the profile of maths and numeracy skills, encouraging enthusiasm for maths. Identify and encourage staff to share good practice within and beyond the school to improve numeracy across the curriculum and improve outcomes for all learners. Staff share good practice through internal CLPL programme.

Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all	• Ensure tracking and monitoring enables early identification of young people. Relevant interventions and appropriate coursing should be a priority. • Consider the variety and range of courses for learners in the Senior Phase, ensuring there are opportunities and flexibility for all learners to achieve.		Update tracking spreadsheets to include information such as SIMD, FME, ASN, care experienced to enhance our current system (RJ). Review of the Senior Phase curriculum and analysis of uptake and attainment (LB). Individual pathways for targeted learners to include GradU8, FA,	All learners engaged in an accessible curriculum that ensures they exit school with a portfolio of qualifications and experiences.

phases in their education, including points of transition.	• Consider work undertaken on SQA ACM 2021 and consider how skills developed could be used to enhance current moderation, tracking and monitoring and attainment analysis processes.			Tigers, Engineering Academy, YASS, work placements (LB).
Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	• Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of young people in decisions about what matters to them most, in school, in their communities and globally. • Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21. • Consider approaches to support the most at-risk group of school leavers achieve a positive leaver destination, including exploring uses of the additional DYW funding.	The introduction of the DYW Co-ordinator role will provide additional capacity to deliver activities and experiences in supporting learners achieve a positive destination on leaving school.	Develop a pupil improvement plan through the Pupil Council using the school SIP, ES learner participation and HGIOur School resources (RJ/KW). Improve tracking and monitoring of pupil progress towards a positive destination (DYW Team). Earlier identification of all leavers and those that are at-risk of no destination. Interventions in place (DYW Team). Increase number of business partnerships that work within curricular areas and courses to enrich learning experience and develop skills for work (LB/ Faculty Heads).	Our learners contribute to the life of the school and the wider community with clear targets related to the School Improvement Plan. Pupils leaving school are work ready / secure a place in FE or HE. All leavers secure a positive destination.

Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	Rationale	Key Recovery Tasks (School specific)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the impact will be for our children and young people and how it will be measured.

3.1 Ensuring wellbeing, equality and inclusion	Recovery Priority	Rationale	Key Recovery Tasks	Desired Outcomes and Measures
Theme 1: Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.	• Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.	Recognising the importance of promoting positive mental, emotional, social and physical wellbeing creates an ethos that supports young people to thrive. Using a range of Attachment informed practices will help to further develop positive relationships and a sense of belonging that will support young	Use 'Whole School Approach Framework' (Scot Gov, 2021) to carry out an audit and create a new HWB policy to establish a clear approach to supporting mental health across all aspects of the school environment (JK). Initial wellbeing assessment to identify current position and identify future supports (BGE – SDQ profiling). Develop appropriate wellbeing	Meet the needs of all young people to improve their wellbeing by creating a positive learning environment (attendance; attainment; exclusion; engagement; participation). Clear evidence of robust processes and actions to provide universal and targeted support.

All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.	• Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Have overt plans in place to support the wellbeing needs of staff and learners.	people to build resilience so they can cope with adversity. Further developing staff knowledge and skills through a range of professional learning opportunities increases confidence to enable young people's needs to be supported and reduces barriers to learning. Developing high quality partnerships with a wide range of agencies enables key staff to access the right support at the right time for vulnerable young people.	assessment tool for Senior Phase (JK). Establish tracking and monitoring system for HWB (JK). All staff to complete Part 2: Attachment Strategy training (13/8/21). DHT and identified Attachment Ambassador to complete audit, plan how to embed attachment informed practice across the school and share key messages (JK). PL@SA programme to include sessions on PPRUDB, ASN, wellbeing, equity and Care Experienced (IF/JK). Increase School Counselling provision from 3.5 to 5 days per week. Promote guidance on self-referral process through PSE and other school communication platforms (JK/PS Team). Review JAT procedures in line with new SLC guidance (JK). Focused work with YFCL: emotional resilience, behaviour, P7 transition (JK). Review universal support for young people with low mood/anxiety. Work with YFCL/Educational Psychologist	Staff have an understanding of the Attachment Strategy and through classroom visits and behaviour management there is evidence of attachment informed practice across the school. The attachment strategy is used to build resilience in young people within and out with the classroom environment. Staff have enhanced knowledge of supporting young people and there is evidence of strategies being applied in the classroom to support pupils to overcome barriers to learning. Tracking and monitoring evidences of improved support and outcomes for young people through increased partnership working. (JAT minutes; RFAs; Wellbeing Assessments; Counselling data; YFCL programme feedback).

			to deliver targeted approaches. S4 Blues Programme, Sept-Oct (MH).

Increased partnership working with Specialist Support staff: EAL, Care Experienced, SFL (JK/ PS & Equity Teams). | Enhanced support to improve outcomes for young people who are Care Experienced, EAL, ASN improves: (attendance; attainment; exclusion; engagement; participation). |
| | | Supporting vulnerable and disengaged young people by providing a purposeful and calm environment where they feel valued is essential to help them re-engage in learning.

Staff are supported and provided with experiences that emphasise the importance of self-care | Launch of Thrive room to support young people out with the normal classroom situation (EJ).

HWB Improvement Team to carry out staff survey and plan for HWB event for Feb 2022 inset (HWB Improvement Team). | Quantitative and qualitative data shows that young people accessing Thrive provision are being supported appropriately and having their needs met – including pupil and parent voice.

Staff feel valued and supported across the wold school. Staff are aware of the support network available to them (Maximising Attendance data; feedback from link departments) |

Theme 2: Fulfilment of Statutory Duties

We comply and actively engage with statutory requirements and codes of practice.

Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. | • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.

• Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. | Staff training will ensure all adults are aware of their role in safeguarding and know the procedures for reporting concerns.

Close monitoring and tracking of wellbeing through observation, conversation and assessment is important to identify changes in pupil/family circumstances. | Annual CP presentation and online training (JK).

All staff complete SLC 'mandatory training' learn online courses. Time is given during INSET days/staff meetings to support (JK/IF). | Young people are safe and any wellbeing/attendance concerns are dealt with in a timely and appropriate manner. Robust practices ensure child protection and safeguarding procedures are in place across the whole school and staff feel confident in adhering to the guidelines. Key staff undertake CLPL on using Lifelines Lanarkshire. |

		Planned and timely interventions may be necessary for some pupils.	Lifelines Lanarkshire Guidelines – PTs PS to use new resources and attend further training (PS Team). Review attendance procedures, including Red Alert system (JK). Ensure Staged Intervention procedures are followed, including appropiate use and review of ASP and BASP tools (JK). Review Safeguarding policy (JK).	Guidelines to be put into practice for staff dealing with self-harm/suicide concerns. Seemis ASN data is up-to-date and ASP/BASP are used and reviewed as necessary. The Safeguarding policy is updated to reflect current practices.

Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.	• Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity.	The school vision and values are reflected in the ethos. The actions and attitudes of pupils and staff enable all people to have their rights respected, protected and fulfilled. Involving young people in the decisions that affect them is part of a rights-based approach and viewed as best practice. A culture of inclusiveness, equality, diversity and equity is promoted and celebrated. Parents/cares and the wider community work together to ensure the safety of all and allows young people at Strathaven Academy to thrive.	Review PPB policy to incoporate UNCRC, inclusion and equalities (JK/JD). Whole staff CLPL on PPRUDB (JK). Look for opportunities to raise awareness and celebrate diversity (JD). Input from Police Scotland on Racism, Sectarianism and other forms of discrimination (RM). Review anti-bullying policy (JK/JD)	A consultation process involving all stakeholders will provide feedback to re-shape the school's approach to tackling inclusion and equality. A strategic vision and policy which focuses on rights based learning will be created. This will inform practice in relation to how pupils, staff and parents promote positive relationships, understand distressed behaviour, challenge discrimination and celebrate diversity.

Improvement Priority 3 -   Planning for Equity

Quality Indicator	Recovery Priority	Rationale	Key Recovery Tasks (School specific)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outline what the impact will be for our children and young people and how it will be measured.

Closing the Poverty-related Attainment Gap				
Quality Indicator	Recovery Priority	Rationale	Key Recovery Tasks	Desired Outcomes and Measures

| 1.3 Leadership of Change
Theme 3: Implementing Improvement and Change
Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.

3.1 Ensuring, wellbeing, equality and inclusion
Theme 3: Inclusion and Equality
We have effective strategies in place which are improving attainment and achievement | Undertake a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:
Learners' wellbeing (Boxall profile, observations, wellbeing indicators, referrals data) Attainment (standardised assessments, class work, use of | Closing the poverty related attainment gap is a key priority to improve outcomes for vulnerable young people at Strathaven Academy.

PEF plans need to be adaptable to meet the current and changing needs of learners – taking cognises of the increased use of digital learning and the gaps in learning that | ELT commit to facilitating change that leads to greater equity for all learners (ELT).

DHT Pupil Support and Acting PTs Equity to lead staff across the school to plan and deliver effective targeted approaches (in class and outwith) to create increased equity (JK/Equity Team). | Staff use a wide range of approaches to engage all learners. Learning is supported by digitial tecnhologies and additional targeted support. The CLPL programme supports staff to provide greater equity for all learners. |

for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs. **3.2 Raising Attainment and Achievement** **Theme 4: Equity for all learners** We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.	• benchmarks, in-school assessments, SNSA, insight data, SQA estimates/TPJ, tariff points, whole school tracking and monitoring information, positive destination data) • Attendance and Punctuality (in-school, at hubs) • Engagement (Leuven scale, observational data, positive destination data) • Participation (remote learning participation data, positive destination data)	have developed due to lack of engagement during home learning. In order to address any 'gap' there needs to be a clear understanding and assessment to establish current gaps and barriers to learning. This provides a clear foundation for improvement and planning. Addressing inequalities in attainment and achievement for all pupils must take a range of factors into account, including: attendance, growth mindset, confidence, learning difficulties, poverty and behaviour. Approaches to appropriate, timely, adaptable and measurable in terms of impact.	**Learners' Wellbeing** PTs Equity to closely track and monitor identified cohort (FME, SIMD 1+2 and other vulnerable pupils) using SDQ profiles, behaviour, observations etc. Appropriate and timely interventions to be put in place as required (Equity Team). **Attainment** Intelligent use of assessment data to identify gaps in learning: SNSA, achievement of a level, class assessments etc. Use standardised GL Reading Assessments to identify Power-Up Lexia group/Reciprocal Reading. Promote Reading for Enjoyment (AG). Increase numeracy confidence through group work, Catch-Up numeracy etc (AG). Review whole school IT survey and distribute Chromebooks where required to support digital/home learning. Identify gaps in digital literacy skills (Equity Team). **Attendance** Maximise pupil attendance through regular monitoring and tracking of attendance and timekeeping (PS Team). **Engagement**	HWB/ASPs/BASPs pupil profiling records are completed for the most vulnerable of pupils and record evidence of personalised and achieveable targets, and approaches used to address inclusion and equity barriers. Tracking and monitoring shows increased levels of the five key measures (attainment, attendance and engagement). Fewer exclusions as a result of implementing 'alternative to exclusion' strategies. A range of targeted intervention groups are established – quantitative and qualitative data (including pupil/parent views) shows impact. All pupils have access to a digital device/connectivity. Target of 94% or above attendance for all year groups. Appropriate attendance procedures have been followed and support put in place to address individual attendance concerns.

			Monitoring and tracking of behaviour (ELT). Promote HWB through group-work, anger management groups, Wellbeing World, Blues Programme, School Counsellor, YFCL projects (JK). Explore ways to improve confidence in learning, perceived learning capability and learner self-regard (JK). Investigate use of Leuven's Scale (AG).	Increased range of interventions and new resources delivered by school staff and partner agencies. SDQ assessments, learner conversations, HWB profiliing, parental views shows improvements in confidence in learning, perceived learning capability and learner self-regard.
1.5 Management of Resources to Promote Equity **Theme 1: Management of finance for learning** We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our usef financial resources leads to improved outcomes for learners.	• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Ensure sound financial management of PEF/SAC monies	PEF plans must adhere to the guiding principles in which this funding is intended and stakeholders view taken into consideration.	Consult all stakeholders to decide on PEF participatory budget spend (HB). Ensure financial management of PEF monies and budget is spend by 30/4/22 (JK).	Stakeholders decide on 5% participatory budget spend through consultation process. The chosen option (Barista machine) is used as a targeted approach (S3-S6) to increase achievement, skills for work, numeracy, enterprise etc. Quantitative and qualitative shows particpation and impact.
2.4 Personalised Support **Theme 2: Targeted Support** Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and	• Ensure interventions are targeted rather than universal	There is a need to ensure more targeted approaches are taken to provide high quality, intensive support to build on the range of universal supports already in place.	Evaluation of personalised support (QI 2.4) through focus group, professional dialogue and stakeholder engagement (JK/RJ).	The extended Pupil Support team have an understanding of high quality practice regarding personalised support. The audit of current practice allows a strategic

timely support including specialist input where required. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.			Launch of Thrive room to support young people out with the normal classroom situation. Targeted support with literacy, numeracy and HWB through personalised learning programmes (EJ). Support parents of ASD pupils by training two staff to deliver National Autism Society *Teen Life* programme (AS/KW). Ensure more interventions are targeted rather than universal (JK).	approach to improving our policy, practice and procedures. Parental engagement improves school/parent relationships and provides targeted support for pupils with ASD.

Theme 3: Removal of barriers to learning Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.	• Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances	The extended pupil support team (pastoral, support for learning, equity and care experience) must work closely with pupils, parents, staff and partner agencies to identify, address and review barriers to learning in order to improve outcomes for all young people, with a particular focus on the most vulnerable.	Identify new S1 equity cohort and new S2/3 FME. Check-ins/ target setting with all pupils in identified target group. Establish barriers and look for appropriated targeted supportive approaches. Ensure regular communication with parents/carers (JK). Appoint Care Experience Champion to track, monitor and support all CE pupils alongside Specialist Support teacher (JK/PC).	Any gaps in learning or barriers are identified for the most vulnerable pupils. All staff have an awareness of these pupils and are striving to meet their needs. Close tracking and monitoring ensures timely and appropriate supports are put in place and reviewed. Quantatative data and the views of pupils/parents are taken into consideration. Enhanced support is provided to improve outcomes for young people who are Care Experienced (attendance, achievement, attainment, participation, pupil voice).

Positive Destinations				
Quality Indicator	**Recovery Priority**	**Rationale**	**Key Recovery Tasks**	**Desired Outcomes and Measures**
3.2 Raising Attainment and Achievement **Theme 4: Equity for all learners** All our learners consistently move into sustained positive destinations when they leave school.	• Revisit the curriculum to ensure it is appropriate, accessible and challenging for care-experienced learners and learners affected by poverty, ensuring high aspirations. • Ensure there are appropriate opportunities and pathways, both within and out-with the school setting, for care-experienced learners and learners affected by poverty (work experience, apprenticeships, mentoring, leadership opportunities, college placements/partnerships, skills-based learning, MCR pathways, Career Ready) • Ensure there is robust tracking and monitoring procedures in place for positive destinations, which looks at care-experienced learners and learners affected by poverty. Analyse available positive destination data (Insight, SQA analysis, TPJ/SQA predictions, historical and aspirational attainment data, wider achievement data). HTs and Faculty Heads should ensure all staff have a working knowledge of this data and	Almost all our learners move into a sustained positive destination. The DYW Team (DHT with strategic responsibility for DYW, DYW Co-ordinator, PTPS with responsibility for aspects of DYW and SDS staff) meets regularly to discuss progress towards positive destinations and to identify timely interventions. Care experienced learners and those affected by poverty are carefully monitored and additional supports put in place where required.	Identification of learners who are PEF/FME/SIMD1-4/care-experienced – review of subject choice (PT PS/DHT). Support appropriate learners with access to GradU8/FA/Tigers/work experience etc (DYW Team). Support application to the Social Mobility Fund for those who are studying 3 plus Highers (LB). All pupils to be offered a mentor to support with attainment, work skills, emotional support etc. (S6 pupil, staff or Business mentors) (LB). Targeted career planning and application support from DYW Co-ordinator and SDS. Parental involvement encouraged through sharing of information and discussion (DYW Team). Enhanced tracking and monitoring of progress towards a positive destination with timely and targeted interventions (DYW Team). DYW Co-ordinator will take responsibility for ensuring all	All young people who are care-experienced or affected by poverty will leave school and move into a positive destination. All young people will exit with a portfolio of qualifications, skills and attitudes that support transition to HE/FE/apprenticeships/training/work. All young people who are care-experienced or affected by poverty will be offered support to prepare for transition: planning interviews, work experience, alternative pathways, mock interviews, CV and personal statement preparation. All staff are involved in S2/S4 careers weeks sharing information

	use it to improve outcomes for learners, ensuring early intervention strategies are firmly embedded.		staff are aware of their responsibility in preparing and supporting young people into a positive destination (JN).	on subject related careers and pathways to further study.
	• Consider how staff can support pupils reach positive destinations (CLPL for staff; careers information and events; dialogue with pupils and parents via PSE teacher, CT, DHT as appropriate) • Consider how alternative pathways are promoted and communicated to pupils and parents/carers		Promote the use of My World of Work and other sources to support staff incorporate lessons on skills and career pathways related to their subject (DYW Team). Use of communications that were developed through lockdown – Google Classrooms for information, opportunities, UCAS, college, apprenticeships and jobs and those entering medical related careers (DYW Team). Improve and update the DYW section of the school website to convey information to pupils and parents (DYW Team). Increase the use of Twitter and the School App to publicise opportunities and celebrate success (DYW Team).	All Faculty Improvement Plans include a target ensuring staff are aware of their collective responsibility to support pupils in achieving a positive destination. Parents have a better understanding of the school's role in supporting their child's transition from school.

Being a poverty-aware school and reducing/mitigating the Cost of the School Day Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight the outcomes, measures, tasks and rationale related to PB in the following section.				
Quality Indicator	**Recovery Priority**	**Rationale**	**Key Recovery Tasks**	**Desired Outcomes and Measures**
2.5 Family Learning **Theme 2: Early Intervention and Prevention** Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.	• Revisit Child Poverty Action Group Website and other relevant reading. • Revisit CoSD Position Statement. Consider how to mitigate/eliminate costs for families in relation to: - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.	Continue to implement and review our CoSD policy to address poverty related issues and mitigate or eliminate costs.	Review changes to the CPAG website and associated literature to ensure supports/approaches are informed by current research and guidance (EW/HB). Review progress of targets set following CoSD 2019-20 audit and take appropriate action (EW/HB). Utilise dedicated budget to eliminate core curriculum charges (relevant FHs). Promote 'Poverty Week' and use this as a vehicle to raise the profile of financial issues and available supports (EW/HB). Contact all parents/carers by letter and signpost them to the financial supports available (EW/HB). Use existing CoSD parent/carer feedback to inform all school activities (SLT).	CoSD section of the school website and other relevant documentation is updated to help and support our families financially. CoSD targets are monitored and reviewed to ensure families are supported financially. Families have no core curriculum charges. Increase level of awareness across the school community and signposting families to relevant supports. All young people can access and participate in the curriculum in its widest sense.