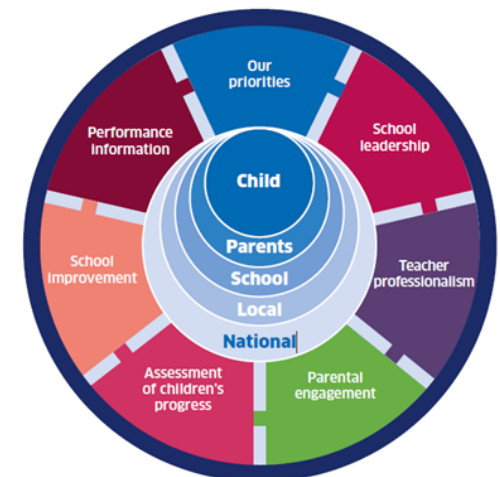




South Ayrshire Council

Girvan Academy

School Improvement Plan – Session 2018/19



VISION

TO DEVELOP A LEARNING COMMUNITY:

TO ASPIRE TO

- High quality learning and teaching
- High attainment
- Continuous improvement

TO PROMOTE

- Self respect and respect for others
- Self esteem
- Personal responsibility

TO WORK FOR

- More opportunities for wider achievement
- Better partnership with parents
- Greater involvement in and with local community
- A safe and stimulating environment

VALUES

The curriculum must be inclusive, to be a stimulus for personal achievement and encourage pupils towards informed and responsible citizenship.

The following are the values which have been identified by staff, pupils and Parent Council members as being the ones which should direct the work of the whole school community:-

**RESPECT
TRUST
HONESTY
RESPONSIBILITY
AMBITION**

AIMS

1. To maximise attainment and achievement by promoting effective teaching and learning
2. To form partnerships with parents and the community to help and support learning
3. To use resources as efficiently as possible to enhance teaching and learning
4. To ensure equality of opportunity through inclusive education
5. To make pupils aware of their place in the world and to give them an understanding of how they relate to others and to their environment

Overview:

Priority: 1	Priority: 2	Priority: 3	Priority: 4
NIF: Improving Attainment for All	NIF: Closing the Poverty Related Attainment Gap	NIF: Improving Health & Wellbeing	NIF: Improving Employability Skills & Positive Destinations
<ul style="list-style-type: none"> • Quality of learning, teaching and assessment <ul style="list-style-type: none"> ➢ Embed MTV ➢ Pace, challenge and consistency ➢ Moderation strategy ➢ Literacy, numeracy & HWB responsibility of all strategy ➢ Digital Schools Award • Update tracking & monitoring systems – BGE/Senior Phase • Embed mentoring programme linked to high aspiration for all • Develop and embed family learning 	<ul style="list-style-type: none"> • Targeted opportunities for achievement • Targeted supported study/ homework clubs • Targeted literacy/numeracy interventions • Targeted tracking & monitoring of identified cohorts • Targeted mentoring via GIRFEC Groups 	<ul style="list-style-type: none"> • Increased universal pastoral support • Promoting positive behaviour • Introduce inclusion hub for ‘back to class’ approach for disengaged young people • Embed Growth Mindset Strategies • Develop and embed resilience progression pathways 	<ul style="list-style-type: none"> • Embed skills framework • Further develop Girvan Skills Academy • Career pathway strategy S1-S6

Priority 1: Improving Attainment for All
Expected Outcomes for Young People

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person (Group)	Start/Finish	Intended Outcomes
<p>Quality of learning, teaching and assessment</p> <ul style="list-style-type: none"> ➤ Literacy, numeracy & HWB responsibility of all ➤ Embed MTV ➤ Moderation strategy ➤ Digital Schools Award ➤ Pace, challenge and consistency ➤ Self-evaluation 	<ul style="list-style-type: none"> • Updated strategy for each of the areas detailed. • Identified targets and expectations • Monitoring progress in relation to attainment and achievement • Digital School Award – registration and evaluation of practice – linked to award • Update L&T, Observation and Self Evaluation Policies 	<p>Literacy – EMcE Numeracy – JF HWB – AS MTV – EMcE +working party Moderation - EMcE +working party Digital Schools Award – GR/JF Pace, Challenge & Consistency – EH/PTs</p>	<p>Aug 18-Jun19</p> <p>Strategy development and implementation</p>	<ul style="list-style-type: none"> • Increased attainment at all measures • Visible consistency in relation to MTV and moderation strategy • Increased pace and participation within lessons • Visible challenge • Cluster planning and strategic planning for LIT/NUM/HWN • Digital school award achieved • Clear strategy and policies for each area
<ul style="list-style-type: none"> • Update tracking & monitoring system – BGE • Senior Phase 	<ul style="list-style-type: none"> • BGE Tracking Group • Identify and implement appropriate strategy • Point of exit tracking – ongoing tracking throughout • Update tracking& monitoring policy 	<p>BGE – EMcE S4-S6 - JF/AS</p>	<p>Aug 18 – Dec 18</p> <p>Agreed systems implemented</p>	<ul style="list-style-type: none"> • Updated BGE System in place to support BGE tracking • Increased parental engagement in relation to attainment at BGE level via parent clinics • Robust tracking available detailing attainment and achievement throughout learner journey
<ul style="list-style-type: none"> • Embed mentoring programme linked to high aspiration for all 	<ul style="list-style-type: none"> • Identify target groups • Identify intervention mentoring strategies • Allocated mentors • Parent clinics 	<p>BGE – EMcE S4-S6 - JF</p>	<p>Aug 18-Jun19</p>	<ul style="list-style-type: none"> • Increased attainment • Robust attainment conversations • Positive relationships across learning community • Increased parental engagement

Priority 2: Closing the Poverty Related Attainment Gap
Expected Outcomes for Young People

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start/Finish	Intended Outcomes
<ul style="list-style-type: none"> Targeted opportunities for achievement 	<ul style="list-style-type: none"> Self-evaluation of current process within school/wider community Survey young people and collate responses Identify young people not involved in activities Identify gap in provision Link with outside agencies re: additional opportunities 	NC - PT Achievement	Aug 18-Jun19 Funded PEF posts	<ul style="list-style-type: none"> Increased attainment Increased participation and engagement Increased parental engagement Enhanced partnership working Alternative qualifications
<ul style="list-style-type: none"> Targeted supported study/ homework clubs 	<ul style="list-style-type: none"> Use of T&M data to identify target groups SMHW application – support sessions (allocated days) 	JF + PTs	Aug 18-Jun19	<ul style="list-style-type: none"> Increased attainment Increase pupil engagement Increased parental engagement
<ul style="list-style-type: none"> Targeted literacy/numeracy interventions 	<ul style="list-style-type: none"> Use of SNSA and BGE tracking data to identify target groups Intervention groups within literacy and numeracy classes Young people extracted from classes for targeted support 	EMcE – Literacy JF – Numeracy Linked with CL	Groups identified Aug 18 –Dec18 and ongoing throughout session	<ul style="list-style-type: none"> Increased attainment in Literacy and Numeracy Transfer of skills across subject areas Enhanced use of tracking data to inform improvement
<ul style="list-style-type: none"> Targeted tracking & monitoring of identified cohorts 	<ul style="list-style-type: none"> Identify targeted tracking groups based on attainment data Identify appropriate mentors 	SLT/PTs	Groups identified Aug 18 –Dec18 and ongoing throughout session	<ul style="list-style-type: none"> Increased attainment at key measures and point of exit Increased pupil engagement Increased parental engagement

Priority 3: Improving Health & Wellbeing
Expected Outcomes for Young People

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start/Finish	Intended Outcomes
<ul style="list-style-type: none"> Increased universal pastoral support 	<ul style="list-style-type: none"> Appoint additional staff to role to decrease caseload and provide enhance support to young people 	HT	<p>In place for Aug 18</p> <p>Funded PEF posts</p>	<ul style="list-style-type: none"> Reduction in referrals Reduction in number of exclusions and episodes of alternative to exclusion
<ul style="list-style-type: none"> Promoting positive behaviour 	<ul style="list-style-type: none"> Updated school expectations and consequences in consultation with stakeholders Inputs from Campus Police Officer in relation to 'Good Citizenship' linked to RRS Streamline and update positive behaviour policy in line with school expectations and Go for Gold - SEEMIS 	<p>Short life working party led by EH</p> <p>Short life working party led by EMcE</p>	<p>Updated Aug 2018</p> <p>Ongoing throughout session</p> <p>Jan 2018</p>	<ul style="list-style-type: none"> Reduction in incidents of low level behaviours Visible consistency in expectations throughout classes Consistency in sanctions applied Increase in attendance Update Go for Gold recording method – use of SEEMIS
<ul style="list-style-type: none"> Introduce inclusion hub for 'back to class' approach for disengaged young people 	<ul style="list-style-type: none"> Introduce inclusion hub for 'back to class' interventions for young people facing challenges in engaging in school Links with Campus Police Officer 	CL/AS	Aug 18 – Jun 2019	<ul style="list-style-type: none"> Alternative inclusion area identified within school Targeted intervention with young people and preparation for their return to class Reduction in episodes of learning lost due to non-engagement
<ul style="list-style-type: none"> Embed Growth Mindset Strategies 	<ul style="list-style-type: none"> Continue to develop universal and targeted approach to embed positive mindset across the school Develop cluster initiative linking with associate primary colleagues 	EMcE/SI	Ongoing throughout session	<ul style="list-style-type: none"> Reduction in young people reporting anxiety/stress Young people trained as mindset mentors
<ul style="list-style-type: none"> Develop and embed resilience progression pathways 	<ul style="list-style-type: none"> Resilience pathway strategy for each year group to demonstrate progression and skills development Cool heads training S3 Columba 1400 group – delivery to S1 target group 	<p>SLT</p> <p>NC/LM</p>	<p>Nov 2018</p> <p>May 2018 - June 2019</p>	<ul style="list-style-type: none"> Key skills delivered at appropriate stages Clear progression in resilience development and appropriate inputs Young people equipped with the skills and knowledge to deal with challenges as they arise Cool heads strategy developed

Priority 4: Improving Employability Skills & Positive Destinations

Expected Outcomes for Young People

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start/Finish	Intended Outcomes
<ul style="list-style-type: none"> Embed skills framework 	<ul style="list-style-type: none"> Identify core skills in line with Education Standard at department and whole school level 	JF/PTs	Aug 18 – Jun 19	<ul style="list-style-type: none"> Increased understanding of key skills relevant to LLW Young people able to self-reflect and identify development needs in relation to skills Subject specific skills promoted within subjects areas
<ul style="list-style-type: none"> Further develop Girvan Skills Academy 	<ul style="list-style-type: none"> Identify additional areas for skills academy progression – pupil voice Widen access to Skills Academy to targeted young people (leavers) 	EH/JF	Aug 18 – Jun 20	<ul style="list-style-type: none"> Widen opportunities for success and respond to identified local needs. Enhance employer links Point of exit opportunities to enhance portfolio of qualification obtained by young people.
<ul style="list-style-type: none"> WOW/Career Pathway Strategy S1-S6 	<ul style="list-style-type: none"> Update option choice procedures Parent clinics to discuss Career inputs via SDS Visiting speakers GIRFEC groups and PSE inputs 	JF	Aug 18 – Jun 19	<ul style="list-style-type: none"> Increased awareness of potential career paths Appropriate learning pathways identified Young people interview ready and confident in their choices and career planning Increased parental engagement in process.