

Girvan Academy



**SCHOOL IMPROVEMENT PLAN - SESSION
2020/21**

Our Recovery Priorities – What are we going to do next?

1.3 Leadership of Change

- Recovery planning – ready, safe, responsible and respectful return to the school building.
- Strategic planning for continuous improvement, linked to our recovery plan, health and safety and intervention planning for young people.
-

1.2 Leadership of Learning, 1.1 Self-Evaluation for Self-Improvement and 2.3 Learning, Teaching and Assessment

- Self-evaluation strategies to monitor impact of lockdown learning to inform interventions and monitor and mitigate attainment gap.
- Updated contingency plan to ensure creative and engaging lessons for young people.

3.2 Raising Attainment & Achievement

- Tracking, monitoring, reporting and intervention approaches.
- Pupil/Staff voice to evaluate impact of lockdown.
- Targeted support/resources for identified young people in relation to support study, homework/study groups and masterclass input.

3.1 Ensuring Wellbeing, Equality and Inclusion and 2.4 Personal Support

- Support for young people (attainment, achievement, engagement and attendance) via Education Welfare Officer.
- Targeted counselling Support – session 2020/21 moving forward with funded counsellors from Place2Be.
- Implement MVP Programme

Health & Safety will be a key priority for us as we move forward with a planned return to the school building.

- Employer/Employee roles and responsibilities
- Student responsibilities
- Visitor responsibilities

South Ayrshire Council Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Effective leadership that promotes fairness. (SAC 1) <input type="checkbox"/> Reduce poverty and disadvantage. (SAC 2) <input type="checkbox"/> Health and care systems that meet people's needs (SAC 3) <input type="checkbox"/> Make the most of the local economy. (SAC 4) <input type="checkbox"/> Increase the profile and reputation of South Ayrshire and the Council. (SAC 5) <input type="checkbox"/> Enhanced environment through social, cultural and economic activities. (SAC 6)
Children's Service Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure South Ayrshire's Children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors. (CS 1) <input type="checkbox"/> Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire. (CS 2) <input type="checkbox"/> Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances. (CS 3) <input type="checkbox"/> Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing. (CS 4) <input type="checkbox"/> Ensure children and young people have a voice in influencing service delivery that affects their lives. (CS 5)
Education Services Plan and National Improvement Framework	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. (ESNIF 1) <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. (ESNIF 2) <input type="checkbox"/> Improvement in children and young people's health and wellbeing. (ESNIF 3) <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people. The proportion of young people and adults with relevant qualifications is increased. (ESNIF 4)
National Improvement Framework - Drivers	<ul style="list-style-type: none"> <input type="checkbox"/> School leadership (NIFD 1) <input type="checkbox"/> Teacher professionalism (NIFD 2) <input type="checkbox"/> Parental engagement (NIFD 3) <input type="checkbox"/> Assessment of children's progress (NIFD 4) <input type="checkbox"/> School improvement (NIFD 5) <input type="checkbox"/> Performance information (NIFD 6)

What Outcomes Do We Want To Achieve?	How Do We Know	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Progress	Evaluation & Measures of Success
1.3 Leadership of Change					
<p>We want to ensure a well- planned, safe, responsible and respectful return to learning and working within the school building.</p>	<p>Young people and staff worked from home from 20 March 2020 as the country entered the lockdown phase. Government and Scientific advice has meant that procedures in school in relation to H&S have significantly changed.</p>	<ul style="list-style-type: none"> • SAC and Scottish Government Guidance to be followed and implemented. • Regular Health & Safety committee meetings will take place to monitor progress and respond to ongoing change. • School and Individual RAs will be implemented following SAC and Scottish Government Guidelines as they continue to emerge. • Ongoing evaluation of school/individual risk assessments will take place. • Staff training via in-service and online inputs re: key areas will take place. • Feedback from staff and young people will be collated to inform RAs and wider whole school procedures. • Weekly PT meetings will provide ongoing updates, monitor progress and be used as a platform for weekly staff feedback. • Regular updates via GIRFEC groups for all young people. • Staff/Young People/ Parents/Carers will be kept up to date and informed via all communication methods. • Young people will play a vital role. School captains and House teams will be responsible for regular updates to the student population and provide access to the resource store for school supplies for young people. • Staff will record seating plans in the shared area to ensure robust information for NHS Track & Trace. 	<p>H&S (JF)</p> <p>Communication (EH)</p> <p>Resources (Young Leaders)</p>		

What Outcomes Do We Want To Achieve?	How Do We Know	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Progress	Evaluation & Measures of Success
Leadership of Learning, 1.1 Self-Evaluation for Self-Improvement and 2.3 Learning, Teaching and Assessment					
<p>We want to mitigate the impact of lockdown on the attainment and achievement of young people within Girvan Academy.</p> <p>We want to ensure young people experience high quality learning and teaching with appropriate pace and challenge to re-engage, motivate and inspire every learner.</p> <p>We want to ensure robust COVID-19 contingency plans are available.</p>	<p>Engagement during the lockdown period was a key concern for staff and parent/carers. It was reported that motivation and the ability to manage family life, learning and work from home was a key challenge. These factors mean that learning recovery plans as part of department improvement plans will be put in place.</p> <p>Families reported challenges in accessing online resources due to lack of appropriate technology.</p>	<ul style="list-style-type: none"> • Strategic planning for continuous improvement, linked to our recovery plan, health and safety and intervention planning for young people will take place. • Learning recovery consultation with PTs and young people will take place. There will be a key focus recovery pedagogy. • Planned recovery interventions in relation to learning and teaching will be implemented at department level to mitigate the impact of lockdown learning at home. • Strategies to monitor impact of lockdown learning and identify gaps will now form part of the self-evaluation process. • Appropriate and timely interventions will be put in place for targeted young people. • Plan school based and digital interventions and continue to track and monitor progress at all levels and stages. • Allocate resource in relation to COVID recovery teacher allocation with a focus on supporting targeted young people identified in Care & Wellbeing Team meetings. • Increase SLT/PT sampling of lesson experience for young people. This will be linked to teacher learning and teaching toolkit as part of CLPL/PRD process. • Review/update contingency plans as part of ongoing process. • Identification of young people who require access to ICT and provision of hardware via SAC allocation. 	<p>Strategic Recovery Plan (EH)</p> <p>L&T (EMcE)</p> <p>COVID-19 Recovery Staff/ Interventions (AS)</p>		

What Outcomes Do We Want To Achieve?	How Do We Know	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Progress	Evaluation & Measures of Success
3.2 Raising Attainment & Achievement					
<p>We want to ensure young people are able to progress in their learning following the impact of COVID-19 and lockdown learning from home.</p> <p>We want to ensure the progress of all young people is tracked and monitored throughout the session and appropriate robust interventions put in place to ensure young people meet their potential.</p>	<p>Although attainment overall has increased in relation to SQA performance. It is acknowledged that session 2019/20 was cut short and learning disrupted. Based on this factor it is critical that gaps in knowledge are identified and interventions planned.</p> <p>Updated information in relation to SQA courses – we await final outcome.</p> <p>Final data lift for BGE did not take place and it was challenging to monitor progress during lockdown.</p>	<ul style="list-style-type: none"> For session 2020/21, the appointment of an Education Welfare Office will support the return of young people to the school building. Key data in relation to attendance and attainment will be used to identify a cohort of young people and their families who will benefit from the intervention of the EWO. Literacy/numeracy targeted interventions will be planned, following appropriate assessment and COVID recovery teachers will support young people in their learning. Updated tracking, monitoring, and intervention approaches for young people in BGE and Senior Phase will allow attainment to be monitored and interventions planned in response. Updated reporting procedures will allow ongoing communication with parents/carers and staff. Targeted support/resources for identified young people in relation to support study, homework/study groups and masterclass input. Following outcome from SQA consultations, course delivery will be adapted as appropriate. Submission of updated course plans in relation to BGE course to streamline content and focus on skills/knowledge recovery. 	<p>EWO Input (LW)</p> <p>Interventions (AS)</p> <p>T&M (JF)</p> <p>Targeted Resources (JF)</p>		

What Outcomes Do We Want To Achieve?	How Do We Know	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Progress	Evaluation & Measures of Success
3.1 Ensuring Wellbeing, Equality and Inclusion and 2.4 Personal Support					
<p>We want young people to return to school in a safe and structured approached to ensure their overall wellbeing on their return to the school building.</p> <p>We want young people to be supported in their return with access to appropriate H&W interventions as required.</p> <p>We want to ensure additional staffing in relation to EWO, Counselling and COVID-19 recovery are deployed appropriately and work with identified young people to provide support as required.</p>	<p>It is acknowledged that some young people may find the return to the school building a challenge. This may be for a number of reason eg: Mental Health, Anxiety, COVID-19 fear.</p> <p>Young people have been missing from the school routine since 20 March 2020. They have returned to a number of changes and these changes will continue as further information in relation to COVID-19 becomes available.</p> <p>Staff, young people and their parents/carers will require to be adaptable in their approach and respond to updated guidance.</p>	<ul style="list-style-type: none"> • Identified young people will be supported by the Education Welfare Officer. • Identified young people will be supported by the newly implement Place2Be counselling service. • The Care & Wellbeing team will form the strategy group to identify young people for enhanced targeted interventions • The Care Experienced project with the South Ayrshire Champions Board will continue this session to provide support to young people. • The Speech and language development programme – balanced systems approach will continue this session as part of targeted intervention. • The evidential link between wellbeing and attainment with a focus on intervention performance/outcomes will form part of H&W strategy planning. • We will continue to move forward and implement MVP Peer Mentor Programme 	AS		