



Girvan Academy

School Improvement Plan

2022 – 2023

Vision, Values & Aims

Our Vision

At Girvan Academy our vision is to continue to grow as a learning community and to:

- motivate and inspire all of our young people
- equip young people with the attributes, capabilities and experiences to be successful in life and to reach their true potential
- inspire all of our young people to be healthy, happy and achieving

Our Values

Our vision will be achieved by young people, staff, parents and the wider school community supporting, promoting and living our values. All stakeholders were consulted in developing our values and they have been embedded within our school community since August 2019.

AMBITION RESPECT RESPONSIBILITY COMMUNITY

Our Aim

- To provide the highest quality learning experiences for all of our young people in an inspirational environment.
- To promote an ethos where young people are listened to, respected and supported to reach their potential.
- To promote learners who lead and take an active role in their learning, life and community.
- To enable each of our young people to become successful learners, confident individuals, responsible citizens and effective contributors

In doing so we hope to achieve improvement in 2022/23 in the following areas:

- **A focus on high-quality learning, teaching and assessment to improve consistency and ensure the best possible outcomes for all young people**
- **Raise attainment & achievement to close the attainment gap and develop young people's skills for learning, life and work**
- **Support and improve young people's health and wellbeing by Getting It Right for Every Child**

Factors Influencing the School & Department Improvement Plans

South Ayrshire Council Plan

Effective Leadership that promotes fairness
Closing the Gap
Grow well, live well, age well
South Ayrshire works
Stand Up for South Ayrshire
A better place to live

Children's Services Plan

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

Educational Services Plan and National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework- Drivers

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information

Improvement Priority 1– Learning, Teaching & Assessment		Rationale for Improvement Priority based on evidence		
<p>A focus on high-quality learning, teaching and assessment to improve consistency and ensure the best possible outcomes for all young people.</p>		<ul style="list-style-type: none"> Learning & teaching is the core business of any school and should always be at the forefront of any improvement priorities The Summarised findings report (SFR) in October 2019 from the authority led School Peer Review highlighted a need for greater consistency of practice across the school. Post COVID learning walks last session confirmed this still to be a priority Staff Survey (May 2022) highlighted that staff felt supported to engage in professional learning (95%) and it enabled them to reflect on and improve their practice (97%) 		
Children’s Services Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3	<ul style="list-style-type: none"> - Closing the attainment gap between the most and least disadvantaged children - Improvement in attainment, particularly in literacy and numeracy 	<ul style="list-style-type: none"> -School and EYC Leadership -Teacher and Practitioner professionalism - -Parent/carer involvement & engagement -Curriculum & assessment -School & EYC Improvement -Performance Information 	<ul style="list-style-type: none"> 1.2 Leadership of Learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 	
What actions are required to reach desired outcome?		Who	When	Resources
1.1 Continue to develop and refine the PT Pedagogy post to develop consistency of approach to learning & teaching and share practice through in-house CLPL (see PEF plan)		PT Pedagogy – I Watson B Robinson Various staff/depts to share practice/ MTV	Ongoing from Aug 2022	PEF – PT Pedagogy Collegiate time – Twilight & In-service days In-house CLPL – 35 hrs Learning & Teaching Working Group
1.2 Introduce a programme of learning walks (PT & peer) to supplement SLT walks and identify and share good practice. Measure the impact of identified areas for a more consistent approach to high quality learning & teaching e.g. differentiation, young people leading learning, young people talking about and planning their learning.		M Anderson B Robinson/I Watson PT Curriculum All teaching staff	Sept 2022 – strategy May 2023 – practice shared	PT meetings Development time Collegiate time
1.3 Provide high quality professional learning opportunities to improve the consistency of high quality learning & teaching and the leadership of learning.		M Anderson B Robinson Co-op Teaching Group PT Curriculum	19/08/22 & Sept 22 Various 5 days - TBC	Co-operative Learning Training Working Group development time Osiris Education - Learning Imperative
1.4 Develop and promote literacy skills in English and disciplinary literacy across the school. Embed Literacy starters and words walls for S1 and increase disciplinary literacy into S2		J Carey Literacy Lead Teacher School Librarian	Ongoing from Aug 22 & review in May 23	PEF – Literacy Lead, Accelerated Reader, STAR Reading Tests, Reading Wise Programme An additional Reading period in S1
1.5 Further develop our understanding and approaches to differentiation across the school		A Scott Differentiation WG Educational Psychologist	Ongoing from Aug 22	Differentiation Working Group Collegiate time Educational Psychologists

1.6 A review of the BGE curriculum and individual subject curriculum reviews where required. Ensure a literacy rich curriculum is a key feature across all curricular areas with a focus on developing/supporting comprehension skills	M Anderson J Carey PT Curriculum/Depts. Working group	By Dec 22	Collegiate time/Department meetings Working group - development time HGIOSv4 Q1 2.3 themes 3&4 June 2022 – Department Reviews Girvan Ac Teachers Toolkit Self-evaluation
1.7 Continue to develop consistency and confidence in teachers' judgements to moderation in the BGE, with particular emphasis on achievement of Fourth Level.	B Robinson All teaching staff	Ongoing from Aug 22	Collegiate time Department meetings SAC guidance on Assessment & Moderation
1.8 Develop our BGE Tracking system with the increased use of data to inform and plan interventions and next steps in learning	B Robinson PT Raising Attainment & Achievement PTC/depts	Ongoing from Sept 22 at key tracking dates	Collegiate time/Department meetings Dept Assessment Centres Data – SNSA, GL assessments, ACEL return Targeted support for cohorts of young people
1.9 Re-establish cluster working to support curricular transition, in particular, science, PE and literacy	M Anderson B Robinson/L Ferguson/Science J Carey/C McClure PE dept	SAC Twilight sessions & Inservice day(s)	Science Cluster Improvement Plan Collegiate time for cluster partnership working Additional time – two-way visits

Intended Impact against Outcomes for Learners	Measurement/Evidence
1.1 Through sharing practice with colleagues and providing opportunities for professional reading and discussion, learners will experience a more consistent experience of high-quality learning and teaching with staff encouraged and confident to try new approaches and pedagogy.	Staff feedback from the in-house CLPL sessions Analysis of staff survey with respect to CLPL opportunities Analysis of Professional Learning Plans – meeting the needs of staff
1.2 Through sharing practice with colleagues, learners will experience a more consistent experience of high-quality learning and teaching with staff encouraged and confident to try new approaches and pedagogy.	Learning Walk feedback showing more consistency of practice in identified areas, sharing practice at carousels of good practice and in-house CLPL sessions led by colleagues, staff, parent and pupil surveys highlighting the quality of learning & teaching in the school.
1.3 Learners will experience a wide range of co-operative learning techniques across the school to complement the existing strengths in MTV routines and overall improved learning experiences for all young people	Staff feedback from external training providers – individual, PT meetings & staff survey results on CLPL, co-op learning group sharing practice across depts. and school, evidence of training seen in learning walks – a wider variety of teaching & learning strategies, PTs will take forward individual areas of development following the leadership of learning training, staff will feel valued and invested in through high quality CLPL, pupil voice surveys
1.4 BGE learners will experience a consistent approach to developing their literacy skills across the curriculum which will allow learners to access and achieve across the whole curriculum. There will be a whole school approach to comprehension and research skills.	Learning Walks Data - ACEL return, GL assessments, SNSA, Accelerated Reader levels Staff feedback

1.5 Learners will be better supported in classes across the school and able to achieve at their appropriate level. There will be more specific training in literacy support and how to utilise Pupil Support	Learning Walks, surveys- pupils, parents & staff, attainment data – dept., GL assessments, minutes of meetings e.g. review meetings, TAC, increased participation in classes and reduced low level indiscipline
1.6 Young people are engaged in their learning and gaining the skills and knowledge they require to progress into the senior phase as well as ensuring their have the necessary literacy skills to be successful	Survey results – pupils Pupil focus groups Staff feedback
1.7 Our learners are able to articulate the level they are working in, how they are progressing through the level and their next stage of learning	Learner conversations, feedback from staff that they more confident in judging BGE levels and progress within a level, the data ties in with progression into the senior phase and achievement of National Qualifications
1.8 The progress of whole cohorts and targeted groups of learners is monitored and tracked using a wide variety of data and learners receive targeted interventions where required	Robust BGE tracking & monitoring across the school with achievable targets and an increased level of interventions for BGE pupils across departments
1.9 Our learners experience an improved curricular transition experience across P7/S1 to match the pastoral experience they receive	Re-introduce visits and collegiate working between secondary and primary colleagues to develop a consistency of approach in science. Re-establish the literacy programme or similar programme in literacy and support colleagues in our cluster primary schools with PE

Update on Progress	

Improvement Priority 2 – Attainment & Achievement		Rationale for Improvement Priority based on evidence		
Raise attainment & achievement to close the attainment gap and develop young people's skills for learning, life and work		<ul style="list-style-type: none"> • A continued focus on raising attainment and achievement is particularly important post COVID where gaps in learners' knowledge and skills have widened • Our data shows that literacy skills for a considerable number of our pupils is below average • Our attainment in previous years has been in line with or above our virtual comparators but there has been a dip in attainment in S5 from the last two COVID years. 		
Children's Services Priority	NIF Priority	NIF Driver		HGIOS? 4
1, 2, 3, 4, 5	<ul style="list-style-type: none"> - Placing the human rights of every child and young person at the centre of education - Closing the attainment gap between the most and least disadvantaged children - Improvement in employability skills and sustained positive school leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy 	<ul style="list-style-type: none"> -School and EYC Leadership -Teacher and Practitioner professionalism -Parent/carer involvement & engagement -Curriculum & assessment -School & EYC Improvement -Performance Information 		1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
What actions are required to reach desired outcome?		Who	When	Resources
2.1 Introduce a PT Raising Attainment & Achievement to target the raising of attainment of identified target cohorts and promote achievement across the school (see PEF plan)		PT Raising Attainment & Achievement J Carey	Ongoing from Aug 22 Reviewed Dec 22 & May23	PEF – PT Post funding Management time Tracking data & Insight
2.2 Introduce a Literacy Lead post to support improvement in literacy in S1/2 (see PEF plan)		Literacy Lead J Carey English Dept	Ongoing from Aug 22 Reviewed Dec 22 & May 23	PEF - funding, Accelerated Reader, STAR reading Tests, Reading Wise Programme, Additional period in S1 for targeted reading interventions Tracking data – GL assessments, SNSA, ACEL, Suffolk Reading Score Reading Comprehension Strategies SAC Literacy Development Officer
2.3 Introduce the Reading School Programme Award		Librarian Literacy Lead English dept/J Carey	By June 23	Library Website & materials
2.4 Develop our approaches to assessment, planning, tracking & monitoring in the BGE		B Robinson PT Curriculum	By December 22	HGIOS 4 th Edition QI 2.3 – themes 3 & 4 Collegiate time – PT meetings Dept meetings
2.5 Introduce a PT DYW post to develop a consistent skills framework across the school, support the re-introduction of the S3 profile and facilitate the re-establishment of employer links and opportunities for our young people		PT DYW J Carey	Ongoing from Aug 22	DYW funding from SAC Partners in the PPW Strategy group

	Positive Pathways & Wellbeing group		
2.6 Investigate and increase accreditation in the wider curriculum including new courses, college links, Eco/Biosphere, RRS, Mental Health, First Aid and enhanced college links	SLT Various staff	Ongoing from Aug 22	SCQF Catalogue Ayrshire College
2.7 Revise our homework policy and develop a consistency of approach with the use of Teams/Show My Homework across departments and cohorts. Provide homework support in school	B Robinson Working Group PTC/Depts	By Oct 22	Satchel/Show My Homework platform Microsoft Teams Working Group - development time

Intended Impact against Outcomes for Learners	Measurement/Evidence
2.1 Learners will be better monitored and tracked, which will inform interventions and therefore maintain and improve learners' attainment. Targeted individuals and cohorts will be targeted for enhanced interventions. Young people will also be tracked against pupil participation in the wider curriculum, both in school and out with. This will identify young people who are missing out on opportunities for further skills development, with the aim to target experiences to ensure the poverty related gap is reduced.	Wider curriculum participation spreadsheet Pupil Focus groups - learners can track their progress across the year and talk about their learning, skills development and achievements in school and in the community Pupil & parent surveys Evidence of interventions having an impact attainment data
2.2 Improved literacy skills across S1, with a particular focus in Reading ages of S1 pupils, which will allow more young people to access learning across the curriculum and make better progress in their learning	A measurable rise in pupils' reading ages through the use of accelerated reader and Star tests in S1 and S2 to check progress, a focus on targeted reading strategies and interventions, increased participation in reading for pleasure in S1, an improvement in GL literacy data from the beginning to the end of the session which will continue to demonstrate impact in future years in the SNSA assessments and ACEL return, better use of the GL data to interpret the evidence, identify gaps in knowledge and skills to support curriculum interventions and targeted supports to improve literacy, a structured whole school approach to reading comprehension
2.3 Increased motivation and opportunity to read for pleasure and promote the benefits of reading to young people	Participation in the programme and achievement of the award Feedback from young people re increased participation in reading for pleasure in S1
2.4 The assessment of learners in the BGE will be accurate and allow for robust tracking & monitoring through the BGE and into the senior phase	Department & local authority moderation of assessment used to determine achievement of a level Evaluation of BGE tracking data and progression of learners through the senior phase
2.5 Opportunities for our young people to gain knowledge and experiences related to real life contexts and to be able to acknowledge and talk about the skills and experiences they are developing through the curriculum. S3 will be able to capture this information in their S3 profile	No of DYW links established and college partnership and work experience opportunities S3 Profile Pupil voice survey Learning Walks
2.6 Our young people have the opportunity to participate in a range of out of class activities to enhance their skills and experience and achieve accreditation where possible	Analysis of opportunities and the take up of learners

<p>2.7 Learners are fully aware of how to access their homework and the expectations of each department. Learners are better supported at home through the integration of Teams/SMHW and more homework is completed and on time</p>	<p>SMHW usage reports Analysis of pupil and parent surveys Feedback from staff, department meetings</p>
---	---

Update on Progress

--

Improvement Priority 3 – Health & Wellbeing		Rationale for Improvement Priority based on evidence		
Support and improve young people’s health and wellbeing by Getting It Right for Every Child.		<ul style="list-style-type: none"> The continuing impact on young people and families of the cost of living crisis will impact on learners’ health and wellbeing The impact of COVID on young people and families will continue to be discovered as we move into a recovery period The overall school attendance dropped from 90.3% in 2020-21 (SAC 91.3%) to 85.7% in 2021-22 (SAC 86.4%) 		
Children’s Services Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3, 4, 5	<ul style="list-style-type: none"> Placing the human rights of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy 	<ul style="list-style-type: none"> School and EYC Leadership Teacher and Practitioner professionalism Parent/carer involvement & engagement Curriculum & assessment School & EYC Improvement Performance Information 	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
What actions are required to reach desired outcome?		Who	When	Resources
3.1 As we move towards COVID recovery the role of the Education Support Officer will continue to develop to consider the impact of COVID and the cost of living crisis on young people and families (see PEF plan)		ESO L Woods CWB team	Ongoing from Aug 22	PEF
3.2 Improve the overall school attendance which has decreased as a result of COVID in line with all other local authority schools and across the country		CWB team ESO L Woods	Ongoing from Aug 22 & reviewed at the end of terms	Use of ESO Meeting time
3.3 Re-establish the Care Experienced project with the South Ayrshire Champions Board this session to provide support to our care experienced young people. Commit to fully support our care experienced young people as corporate parents through the Parenting Promise		A Scott CWB team	By June 23	Development time South Ayrshire Champions Board South Ayrshire Parenting Promise
3.4 Re-introduce the Speech and Language development programme to those young people who require the targeted intervention		A Scott A Muir	By June 23	Development time Speech & Language Therapist
3.5 Implement the Mentors in Violence Prevention programme across the school		A Scott MVP trained staff Senior pupils	By May 23	Development time Collegiate time GIRFEC/Assemblies
3.6 Develop a whole school approach to reducing the cost of the school day to reduce the barriers to learning and mitigate against the impact of COVID and cost of living crisis		A Scott ESO – L Woods G Brown S Braidwood	By June 23	Working Group – collegiate time Ed Scotland Attainment Advisor – N Henry Cost of the School Day Toolkit PEF allocated to support GIRFEC/Assemblies

3.7 Develop family learning projects to support parents with their children at home	A Scott/ L Woods/D Johnston Depts. - HE Partners - CLD, GYT, Youth Workers,	By May 23	A range of key partners Depts. - HE
3.8 Increase leadership opportunities and pupil voice for our young people by introducing opportunities such as Prefects and School Colours, and expanding the influence of School & House Captains, the Pupil Council and pupil voice	M Anderson SLT S Ireland	Ongoing from Aug 22 & reviewed March 23	Meeting time School Colours Committee – Looking Outwards Assemblies/GIRFEC time
3.9 Promote positive behaviour by launching our visible consistency policy and encourage a strong school ethos and participation in the wider curriculum through the use of rewards passport	B Robinson M Anderson S Ireland Working Group	By Aug 22 and reviewed at the end of each term	In-service day 18/06/22 Collegiate time – Working group Business partnerships – Millie's Cookies

Intended Impact against Outcomes for Learners	Measurement/Evidence
3.1 Young people are identified early by the Care & Wellbeing time and targeted by the ESO. Young people and families are supported with their wellbeing and relationships built which facilitates engagement with the school. Wellbeing improves which results in improved attendance and attainment.	Increased whole school and individual pupil attendance, increased attainment/reduced exclusions & improved life chances for targeted S4 cohorts, stronger relationships between targeted families and the school and improved wellbeing of identified pupils highlighted by feedback from surveys, Wellbeing Indicators and case studies.
3.2 Learners' attendance increases across all cohorts and as a result attainment measures are improved, resulting in better life chances for our young people	Whole school attendance data, ESO attendance data Care & Wellbeing meeting minutes
3.3 Care experienced young people feel they have an increased voice and are supported by the wider South Ayrshire network as well as all staff in Girvan Academy	Pupil Voice – focus group, Feedback from events Analysis of attainment data v whole school data
3.4 Targeted young people receive increased support to allow them to access the curriculum	Care & wellbeing minutes Feedback from programme – staff, pupils and parents
3.5 Young people are given the opportunity to lead the learning to their peers across a range of key areas which impact on their lives	Feedback from assemblies and presentations Focus groups of pupils
3.6 Young people and families will be supported by the school reducing the financial barriers to participation and learning while ensuring young people have equal access to opportunities	Working Group minutes The average cost of the school day is calculated and reduced Feedback from parents
3.7 Targeted parents will be supported by a range of partners to support their children at home	Attendance at organised events Feedback from parents on interventions
3.8 Our young people build their leadership capacity with the increased opportunities to lead and develop their skills through opportunities to lead and be involved in whole school activities	Number of students participating in leadership opportunities Analysis of pupil survey Minutes of meetings and feedback from events

3.9 Learners are clearly aware of our expectations which are consistently applied and are rewarded for engaging and participating in the life of the school	Feedback from staff via department & leadership meetings Visible consistency data from C&G tracking Pupil feedback – survey and focus group
---	---

Update on Progress

.