



*South*  
**AYRSHIRE**  
COUNCIL  
Comhairle Siorrachd Àir a Deas  
Making a Difference Every Day ●●●●●●

# Girvan Academy School Improvement Plan



Session 2023/24

62 The Avenue, Girvan, KA26 9DW

 01465 716816

Twitter: @girvanacademy

## **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 2023/24 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

Spaces and Places  
Live, Work, Learn  
Civic and Community Pride

### Children's Service Plan

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

### Education Service Priorities

Equality, Wellbeing and Inclusion  
Learning, Teaching and Assessment  
Curriculum  
Self-Evaluation for Self-Improvement

### 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 numeracy and literacy

Improvement Priority 1– Learning, Teaching & Assessment		Rationale for Improvement Priority based on evidence		
<p><b>A focus on high-quality learning, teaching and assessment to improve consistency and ensure the best possible outcomes for all young people.</b></p>		<ul style="list-style-type: none"> <li>• Learning &amp; Teaching is the core business of any school and should always be at the forefront of any improvement priorities</li> <li>• 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. Learning walks from last session confirmed this still to be a priority</li> <li>• Staff Survey (March 2023) highlighted that staff felt supported to engage in professional learning (98%) and it enabled them to reflect on and improve their practice (98%)</li> </ul>		
Children’s Services Priority	NIF Priority	NIF Driver		HGIOS? 4
1, 2, 3	<ul style="list-style-type: none"> <li>- Closing the attainment gap between the most and least disadvantaged children</li> <li>- Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>-School and EYC Leadership</li> <li>-Teacher and Practitioner professionalism - Parent/carer involvement &amp; engagement</li> <li>-Curriculum &amp; assessment</li> <li>-School &amp; EYC Improvement</li> <li>-Performance Information</li> </ul>		<ul style="list-style-type: none"> <li>1.2 Leadership of Learning</li> <li>1.3 Leadership of change</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>3.2 Raising attainment and achievement</li> </ul>
What actions are required to reach desired outcome?		Who	When	Resources
1.1 Continue to develop and refine our pedagogy to support consistently high-quality learning & teaching with a focus on feedback, modelling questioning, use of IT and engineering efficiency		B Robinson I Watson - PT Pedagogy Various staff/depts to share practice	Ongoing from Aug 2023 including 18/08/23,31/08/23, 23/10/23, 25/01/24	PEF – PT Pedagogy Collegiate time – staff meetings & In-service days Plus One Learning Cycle – Mark Burns CLPL Professional Reading including Teach like a Champion V2
1.2 Further develop our approaches to differentiation to support all young people		J Carey A Muir Differentiation WG Educational Psychologist	Sept 2023 – strategy May 2024 – practice shared	Differentiation Working Group Professional Reading Educational Psychologists
1.3 Expand on the practice of learning walks/rounds developed last session include trio of visits within & out with departments. Looking outwards, establish partnerships with departments in SAC schools to have learning & teaching as the core business and a more consistent experience for learners		B Robinson/I Watson M Anderson Curriculum PTs All teaching staff	Various times throughout the session from Sept 2023	Department meetings Time to visit during school day Collegiate time – Whole Staff meeting 20/09/23 for discussion and development of practice
1.4 Provide high quality professional learning opportunities using in-house and outside providers to improve the consistency of high quality learning & teaching and the leadership of learning from areas of need highlighted in PLPs		M Anderson B Robinson All teaching staff	18/08/23 23/10/23 25/10/24 & various others	Mark Burns, Plus One Learning Limited In- service days – 2 & Twilight – January 2024 Collegiate time and professional learning from 35 hrs CLPL
1.5 Develop a ‘Girvan Way’ for the PRD process to ensure staff have a professional learning goal for the whole school, department, personal and a pedagogical approach		B Robinson	Ongoing from Aug 23	PT Meetings Working Time Agreement – time allocated

		Complete June 24	Collegiate time – 35 hours
1.6 Re-introduce IDL with a skills focus for S1	L Crawford - PT DYW J Carey S Keirs - Librarian PT Curriculum/Depts.	Plan by Dec 23 Completed by May 2024	Collegiate time/Department meetings IDL week – May 2024
1.7 With the increased use of BGE and senior phase data, learners will be better informed on their progress and be able to articulate their progress using a common language developed across the school	B Robinson J Carey PT Raising Attainment & Achievement -M Hettrick PTC/depts	Ongoing from Sept 23 at key tracking dates	Collegiate time/Department meetings Dept Assessment Centres data GIRFEC time Targeted support for cohorts of young people
1.8 Contribute to cluster working to support the development of consistent cluster practice in expressive arts, with particular focus in art & design (see Cluster Improvement Plan) and in French. Continue to develop PE programmes to support wellbeing and enhance transition	M Anderson Art staff Modern Languages dept PE dept	Cluster meetings & Inservice day – 02/05/24	Expressive Arts 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 high quality CLPL and providing opportunities for planning and professional discussion, learners will experience improved and consistent high-quality learning and teaching, with staff encouraged and confident to try new approaches and pedagogy	Staff feedback from the CLPL and evidence from pupil voice and learning walks showing improved and consistent practice across depts. Evidence from feedback Friday to triangulate pupil views with direct observation Analysis of staff survey with respect to CLPL opportunities Analysis of Professional Learning Plans – meeting the needs of staff
1.2 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 for teachers and how to utilise Pupil Support, which will support meeting the needs of all learners	Learning Walk feedback showing more consistency of practice in supporting learners Pupil & parent surveys – pupils feel supported and their needs are met Minutes of meetings e.g. review meetings, TAC, increased participation in classes and reduced low level indiscipline
1.3 Through teachers sharing practice with colleagues, learners will experience more consistent high-quality learning and teaching with staff motivated, encouraged and confident to try new approaches and pedagogy	Learning Walk evidence Discussions at DMs and during Leadership & Improvement times Surveys- pupils, parents, staff & focus groups of pupils discussing L & T
1.4 Learners will receive an improved learning experience where teachers feel confident and empowered to adapt their pedagogy to provide a more enjoyable learning experience and meet the needs of all learners	Staff feedback from external training provider – individual & staff survey results on CLPL, evidence of training seen in learning walks – improved knowledge, understanding and practice of pedagogy selected as a focus. Staff will feel valued and invested in through high quality CLPL. Pupil voice surveys will highlight improvement in learning & teaching
1.5 Staff consider how they can adapt and improve their practice which will have a knock-on effect of providing an enhanced learning experience for young people	Staff feedback on the process Survey results from pupils, focus groups/Pupil Council feedback showing improvement in L&T

<p>1.6 Young people can identify and use the skills and knowledge they are learning and articulate how these skills are linked across the curriculum and into the world of work</p>	<p>Survey results – pupils, pupil focus groups and learner conversations  Learning walks evidence  Girvan Academy Skills Framework – pupils can identify and articulate the skills that are developing</p>
<p>1.7 Our learners are able to articulate the level they are working at, how they are progressing through the level and their next stage of learning</p>	<p>Focus groups - pupils can talk about their progress in subject areas, the skills they are developing and how they can progress as next steps</p>
<p>1.8 Our learners experience an improved curricular transition experience across P7/S1 in Art, PE and French to match the pastoral experience they receive. This will allow a greater skill development and knowledge in these curriculum areas and increase pace and depth of learning and support progression</p>	<p>Continue to develop visits and collegiate working between secondary and primary colleagues to develop a consistency of approach in Art, French &amp; PE. Teaching staff will be able to evidence a greater degree of skill and knowledge in further S1 cohorts</p>

<p><b>Update on Progress</b></p>	
<p></p>	

Improvement Priority 2 – Attainment & Achievement		Rationale for Improvement Priority based on evidence		
<b>Raise attainment &amp; achievement to close the attainment gap and develop young people's skills for learning, life and work</b>		<ul style="list-style-type: none"> <li>• A continued focus on raising attainment and achievement is particularly important post COVID where gaps in learners' knowledge and skills have widened</li> <li>• Our data shows that literacy skills for a considerable number of our pupils is below average</li> <li>• 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 COVID years.</li> </ul>		
Children's Services Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>- Placing the human rights of every child and young person at the centre of education</li> <li>- Closing the attainment gap between the most and least disadvantaged children</li> <li>- Improvement in employability skills and sustained positive school leaver destinations for all young people</li> <li>- Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>-School and EYC Leadership</li> <li>-Teacher and Practitioner professionalism</li> <li>-Parent/carer involvement &amp; engagement</li> <li>-Curriculum &amp; assessment</li> <li>-School &amp; EYC Improvement</li> <li>-Performance Information</li> </ul>	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 Our PT Raising Attainment & Achievement will continue to develop support for identified senior pupils, including mentoring, supported study and a residential supported study weekend		PT Raising Attainment & Achievement	Ongoing from 04/09/23 Reviewed Dec 23 & March 24	PEF funding for PT Post (0.4fte) Management time Tracking data & Insight
2.2 The PT Raising Attainment & Achievement will further develop systems to track pupil achievement and 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		PT Raising Attainment & Achievement	Ongoing from 04/09/23 Reviewed Dec 23 & May 23	GIRFEC/PSE time/SP & BGE tracking booklets Various clubs and activities in school and in the community PEF funding if required
2.3 Revise our homework policy and approach to homework to support learners including providing homework club support		B Robinson Working Group Pupil Council	By October 23	Homework Club – volunteer staff Short Life Working group/ Dept Meeting time Pupil Council Microsoft Teams & SMHW/SatchelOne
2.4 Refine our approaches to monitoring all learners and develop point of exit tracking to ensure learners are meeting our minimum expectations		J Carey B Robinson M Hutchison M Anderson	Ongoing from August 2023	SAC Collegiate Group Management time Monthly SP Tracking Data Care Experienced/Young Carers – M Hutchison
2.5 Develop a programme of school literacy interventions for S1, including developing the use of Accelerated Reader. Adapt the 'South Ayrshire' Reads approach and develop 'Girvan Reads' from S1-3		J Carey/S Keirs/A Gade English & SWB dept Positive Pathways & Wellbeing group	Ongoing Aug 23	Partners in the PPW Strategy group SWB staff for intervention groups

2.6 Implement the new 'South Ayrshire Reads' strategic priority to raise attainment in literacy and close the reading attainment gap by developing staff to implement best practice and develop confident and skilled readers	J Carey English Dept Librarian & Assistant	SAR launched on 17/08/23 By May 2023	South Ayrshire Reads materials Library S Law – Literacy Development Officer
2.7 Continue to develop and expand our BGE Tracking system with the increased use of data to inform and better plan interventions for young people as they require them to raise attainment	B Robinson Depts	Ongoing from Sept 23 Reviewed at tracking periods	Management Time Depts targeting underachievement
2.8 Review and develop our curriculum rationale to ensure we are meeting the needs of all learners	M Anderson	By Dec 23	Education Scotland documentation Focus Groups and feedback from staff, pupils and parents Looking Outwards – other schools' approach and good practice
2.9 DYW - embed our new skills framework across the school and continue to increase employer links and opportunities for our young people	PT DYW – L Crawford J Carey Depts	Ongoing from August 23 Reviewed May 2023	Wide range of partners Management time Dept meetings & collegiate time
2.10 Investigate and increase accreditation in the wider curriculum including new SCQF courses, college links, leadership opportunities for S6, RRS Silver award, SCQF Ambassador Silver Award	All SLT A Kelly & Working Group	Ongoing from Aug 23 RRS Bronze – Oct 23 & Silver by 24	SCQF Catalogue Ayrshire College Staff & partners to support leadership opportunities

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 surveys – whole school & targeted cohorts Evidence of interventions having an impact attainment data
2.2 Learners will identify activities that they participate in both within and outwith school. They will begin to be able to think about the skills they are developing in these activities. Those young people who are missing out on these experiences will be identified and encouraged to engage in some of the available activities	We will be able to monitor and track those young people who are missing out on experiences. Over time we will reduce this number of young people
2.3 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, with all stakeholders aware of the expectations for learners	SMHW usage reports Analysis of pupil and parental surveys Feedback from staff, department meetings, Parent Council



2.4 Learners will be aware of our expectations for them at their point of exit, including their literacy and numeracy levels, and have a higher level of qualifications, particularly by the end of S6. A key aim is to develop resilience when faced with challenges in their learning	Initial option data interrogated and options changed where appropriate Tracking data throughout the session and SQA/Insight data
2.5 Identified learners will be targeted for specialist support with literacy. Learners will be able to see progress in their reading through participating in Accelerated Reading programme and their progress with STAR tests. We will see an increase in participation in learners reading for pleasure	Use of assessments – low stake literacy tests, STAR tests Blackwell single word spelling & reading assessments ACEL data
2.6 Learners will improve their literacy skills, in particular their reading skills, which will allow them to access learning more effectively across the curriculum	'Faster Reads' texts and journals Critical essay writing assessments
2.7 As a result of more robust BGE tracking and monitoring, learners will have a greater understanding of their progress and achievement of a level in each curricular area. There will be increased levels of support where underachievement is identified	BGE Tracking and Monitoring highlights better progress within and across levels ACEL data
2.8 Learners have a greater awareness of the purpose of the curriculum and why it is structured as it is. The curriculum is shown to meet the needs of learners	Feedback from pupils, staff, parents and partners through focus groups/surveys Insight attainment & achievement
2.9 Learners will be able to identify the skills they are developing across the curriculum from the Girvan Academy Skills Framework and be able to articulate how they are relevant to their life, work and learning	Pupil Focus groups - pupils can identify and articulate the skills that are developing and the relevance of them Learning Walks and classroom resources
2.10 Learners have increased opportunity to access a wider curriculum, building skills, experiences and qualifications that will support their development and improve their life changes beyond school	A greater number of qualifications, experiences and whole school awards are achieved

## Update on Progress

Improvement Priority 3 – Health & Wellbeing		Rationale for Improvement Priority based on evidence		
<b>Support and improve young people’s health and wellbeing by Getting It Right for Every Child.</b>		<ul style="list-style-type: none"> <li>The continuing impact on young people and families of the cost of living crisis will impact on learners’ health and wellbeing</li> <li>The longer-term impact of COVID on young people and families will continue to be highlighted in the coming years</li> <li>The overall school attendance dropped from 90.3% in 2020-21 (SAC 91.3%) to 85.7% in 2021-22 (SAC 86.4%)</li> </ul>		
Children’s Services Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>Placing the human rights of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>School and EYC Leadership</li> <li>Teacher and Practitioner professionalism - Parent/carer involvement &amp; engagement</li> <li>Curriculum &amp; assessment</li> <li>School &amp; EYC Improvement</li> <li>Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>1.3 Leadership of change</li> <li>2.4 Personalised support</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> </ul>	
What actions are required to reach desired outcome?		Who	When	Resources
3.1 Continue to develop, refine and implement our ‘Supporting Families Initiative’ to reduce the cost of the school day for families		A Scott CWB Team	Ongoing from Aug 23	Ed Scotland Attainment Advisor – N Henry Cost of the School Day Toolkit CWB Team
3.2 Continue to develop and expand our S1 family learning projects to support parents/carers with their children’s learning		A Scott/ L Woods/D Johnston/G McVarrie	15/09/23,10/10/23 07/11/23,05/12/23 Reviewed May 24	Depts. – HE/PE/Sc/Art & others Partners -GYT
3.3 Working in partnership with Girvan Youth Trust, develop programmes of supports & interventions to develop their employability skills with targeted groups of S5 and S4 pupils, and provide support strategies to identified individual S3 learners. With partners, develop programmes of work to explore the issues such as masculine toxicity		A Scott Girvan Youth Trust CWB team	Ongoing from Aug 23 Review Dec 23 & May 24	Thriving Communities Girvan Youth Trust CWB Team
3.4 Refine and develop procedures and strategies to improve the overall school attendance which has continued to decrease since 2020/21		A Scott CWB team	Ongoing from Aug 23 and reviewed termly	CWB Team SAC Collaborative Group re attendance
3.5 Develop and expand the use of the Mentors in Violence Prevention programme across the school		A Scott MVP trained staff Senior pupils	By May 23	S6 pupils Training time GIRFEC/Assemblies
3.6 Continue to develop and expand our promoting positive behaviour initiatives		S Ireland/PE Dept M Anderson	Ongoing from Sept 23 and planned	Budget/Parent Council support Various partners – inflatables, 3Lochs etc.

	Various staff	into school calendar each term	
3.7 Develop and implement a staff wellbeing session	M Anderson Staff Wellbeing Group	15/02/24	Staff Wellbeing Group Collegiate time Budget
3.8 Expand our pupil voice by increasing the opportunities for young people to share ideas and increase leadership opportunities such as subject, DYW, SCQF ambassadors, Prefects and School Colours, and expanding the influence of School & House Captains.	M Anderson I Watson M Hettrick SLT	Ongoing from Sept 23 & reviewed March 24	Meeting time School Colours Committee – Looking Outwards Assemblies/GIRFEC time

Intended Impact against Outcomes for Learners	Measurement/Evidence
3.1 Learners will be able to participate in the life and work of the school without any financial barrier impeding them from doing so. Families feel supported and barriers between the school and home are reduced	Minutes of meetings showing the numbers of young people supported Presentations of our work and good practice highlighted by partners Feedback from programme – parents, pupils & staff
3.2 Learners will feel supported in school with increased parental involvement and enjoy learning together. Issues and topics that affect families will also be able to be targeted and support and advice given	An increased number of S1 parents/cares attend our sessions Feedback from the parental survey
3.3 Learners who have been identified as at risk of disengaging from education have been supported and continue to engage. For those at the point of exit, they move on to a positive and sustained destination	Attendance and participation in the programmes Number moving onto a positive destination
3.4 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/TAC minutes
3.5 Senior learners are given the opportunity to lead the learning to their peers across a range of key areas which impact on their lives. This develops their leadership skills and increases their confidence. Younger learners are aware of issues that may affect them and can develop strategies to cope with difficult circumstances	Feedback from assemblies, presentations and senior pupils Focus groups of pupils
3.6 Learners are rewarded for following the school's code of conduct. They have an enjoyable experience which helps to build an inclusive environment and our school values of community, respect and responsibility	Pupil survey highlights an increasing number of learners enjoy attending Girvan Academy Helps support attendance and reduce poor behaviour and exclusions
3.7 Learners will receive an improved experience and quality of education where staff feel valued, invested in and happy at their work	Staff survey and informal feedback
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	Analysis of pupil survey Minutes of meetings and feedback from events

## Update on Progress

.