



Renfrewshire Council Children’s Services

St Andrew’s Academy

**Improvement Plan**

 **2018-2019**

As part of Children’s Services, St Andrew’s Academy, has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Local Priorities**

* **Reshaping our place, our economy and our future;**
* **Building strong, safe and resilient communities;**
* **Tackling inequality, ensuring opportunities for all;**
* **Creating a sustainable Renfrewshire for all.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with Renfrewshire Council’s education strategic priorities listed below.

* **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
* **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
* **Support self-evaluation and performance improvement throughout our establishments;**
* **Develop high quality leadership for staff at all levels;**
* **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

#####  Planning framework

 **Our school’s Vision, Values and Aims**

**Our Vision
As a Catholic School, Saint Andrew’s Academy seeks to create a community of Faith and Learning, by providing excellence in education and promoting the values of the gospel in our formation of young people, in order to develop their full capacities for the common good.**

**The aims of Saint Andrew’s Academy are:**

1. **Encouraging the whole school community to be living witnesses of Christianity through activities and experiences designed to develop a caring attitude which shows concern and respect for all individuals regardless of gender, race or religion.**
2. **Promoting education as an active partnership and developing effective home, school, parish and community links.**
3. **Providing for our pupils a suitable curriculum and a full range of experiences which will promote their full intellectual, moral, spiritual, physical and social development.**
4. **Preparing our pupils for the responsibilities, challenges and experiences of adult life.**
5. **Fostering an ethos which will promote mutual respect for one another within a disciplined and industrious environment.**
6. **Evaluating constantly our performance as an improving school by setting ourselves agreed targets to achieve the highest standards possible for all our pupils.**
7. **Developing all our staff on an on-going process to enable them to deliver education of the highest quality to our pupils.**
8. **Furnishing a physical environment which is conducive to a happy working atmosphere and which provides the best and most up-to-date resources (including high technology).**
9. **Engendering a working ethos of high expectations and high achievement.**
10. **Recognising and praising achievement at every level.**

Who did we consult?

In developing this plan, we sought the views of learners, parents and staff. We also used a variety of methods of getting the views of those who are involved in the life and work of St Andrew’s Academy such as Parent Council Meetings, Extended Management Team meetings, Pupil Focus Groups, Evaluations of Parental Surveys.

The School Improvement plan is used by SMT and Principal Teachers/Faculty Heads as a working document. Arrangements for monitoring and evaluation are included in the Quality Assurance Calendar, which is attached. These arrangements include discussion of the plan with the pupil council as well as staff and parent focus groups. The plan is e-mailed to all staff and placed on the server. PT’s/faculty Heads are then asked to conduct their own departmental improvement plan.

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. This plan is also reviewed through the methods indicated in the Quality Assurance calendar. In late Spring an audit of the departmental plan is completed by the departments.

A draft of the plan is submitted to the staff via e-mail, inviting comments. This draft is accompanied by an email outlining the rationale of the plan. The rationale of the plan is also discussed at EMT meetings from late March. A pupil focus group on the draft plan takes place in May – minutes are available. The draft outline of the Improvement Plan is presented to the Parent Council. All parents will receive a copy of the summary of the main action points for information and comment. The full school Improvement Plan will be available on the school website.Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

National Improvement Framework

Key Priorities for Scottish Education

KP1. Improve attainment, particularly in literacy and numeracy;

KP2. Close the attainment gap between the most and least disadvantaged pupils;

KP3. Improve children’s health and wellbeing; and

KP4. Improve children and young people’s employability skills so that they move into positive and sustained destinations

The key drivers of improvement are:

KD1. School leadership

KD2. Teacher professionalism

KD3. Parental engagement

KD4. Assessment of children’s progress

KD5. School improvement

KD6. Performance information

HGIOS 4

Quality Indicators

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| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection  | 3.1 Ensuring wellbeing, equality and inclusion  |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement  |
| 1.3 Leadership of change  | 2.3 Learning, teaching and assessment  | 3.3 Increasing creativity and employability |
| 1.4 Leadership and management of staff  | 2.4 Personalised support  |  |
| 1.5 Management of resources to promote Equity | 2.5 Family learning |  |
|  | 2.6 Transitions  |  |
|  | 2.7 Partnerships |  |

**Action Plan**

**School priority 1**:Improve attainment, particularly in literacy and numeracy (NIF:KP1)

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| **NIF key driver** | **What we’re going to do** | **What is the expected impact****(on learners; staff; families etc.)** | **How will we measure this?** | **HGIOS(4) QI**  |
| *KD1,2,3,5,6* | * *Further Develop and implement a Literacy Action Plan*
 | *Learners are more confident in their reading and writing**Parents have increased opportunity to support learners at home**Staff skills in supporting literacy are improved.* | *Students have improved their reading age relative to their P7 reading age.**Percentage increase of pupils achieving CfE third level in reading and writing in S3**Materials created to support learning at home.**SAC Transition teacher supporting identified groups of students and developing learning materials with departmental staff* | *1.2, 2.3, 2.5, 3.1,3.2* |
| *KD1,2,3,5,6* | * *Develop a Numeracy Action Plan*
 | *Students are more confident in their numeracy**Students motivated and engaged across curriculum in numeracy**Staff skills in supporting numeracy are improved* | *Students have improved their numeracy standardised score relative to their P7 numeracy**Percentage increase of pupils achieving CfE third level in numeracy in S3**SAC Transition teacher supporting identified groups of students and developing learning materials with departmental staff* | *1.2, 2.3, 2.5, 3.1,3.2* |
| *KD4,5,6* | * *Continue to develop approaches to tracking and monitoring young people’s progress from S1 to S3 to ensure appropriate pace and challenge and support young people into suitable learning pathways.*
 | *Students are tracked based in transfer levels from Primary school and monitored to ensure appropriate progress is made. A focus on SIMD 1-3 by ISA and PT Attainment ensuring attendance and inclusion on wider achievement to ensure equity of opportunity.* | *Students from SIMD 1-3 have increased attendance rate and aiming for 100% of SIMD students involved in Wider Achievement and Extra Curricular activity.* | *2.3, 2.4, 3.1, 3.2* |
| *KD4,5,6* | * *Use student tracking data to raise levels Level 4 Literacy and Numeracy in S4 and for school leaving cohort.*
 | *Students identified who may be at risk of not achieving expected levels of achievement in Literacy and Numeracy are identified by PT Attainment and supported by PEF ISA.* | *Increase in percentage of students achieving Level 4 Literacy and Numeracy* | *2.4,2.7,3.2* |
| *KD 2,4* | * Continue to improve learning and teaching to ensure all young people experience consistently high quality learning that meets their needs.
 | *Focus on effective feedback to improve pupil attainment**Staff CPD and sharing practice sessions to be organised* *Increase number of staff involved in learning walks* | *Observation through classroom observations and learning walks**Pupils, staff and parental feedback through Departmental & whole school surveys.* | *1.2, 2.3* |
| *KD2* | * *Implement Renfrewshire guidelines for SQA policy and procedure, particularly in relation to verification of standards at senior level*.
* *Ensure all departments are fully compliant with SQA Assessment Arrangement Procedures for ASN*
 | *All staff and departments work to Renfrewshire SQA Policy and Guidance* | *Link Dept SMT to monitor compliance with policy*  | *1.2,2.2* |

**School priority 2:** Close the attainment gap between the most and least disadvantaged pupils (NIF:KP2)

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| **NIF key driver** | **What we’re going to do** | **What is the expected impact****(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI**  |
| *KD3* | * *Increase parental/carer engagement with school and promote home learning*
 | *Increase in level of parental engagement with school**Departments to produce learning at home resources as per PEF (commissioning costs and development time will be allocated)* | *PT Attainment and ISA will record level of parental engagement**Resources developed for Home Learning* | *2.5,2.7,3.1* |
| *KD2,4,6* | * *Incorporate data from Standardised National Assessments*
 | *Staff are trained and understand the data produced by National Standardised Assessments* | *Student information is used to plan learning and teaching.* | *2.3,2.4* |
| *KD4,5,6* | * *Tracking and Monitoring Procedures for Senior Phase to be refined*
 | *New system to include focus on** *SIMD*
* *LAC*
* *Young Carers*
* *Information to be used to identify learners who need enhanced mentoring and support.*
 | *Increase in pupil attainment, specifically for* *LAC, Identified SIMD Groups, Young Carers**Increase in total tariff scores for lowest 20% of achieving students**Reduction in Attainment Gap between SIMD groups* | *1.1,2.1,3.1,3.2* |
| *KD1,2,3,4,5,6* | * *Implement Pupil Equity Fund Plan with a focus on increased :*
* *Staffing*
* *Resources*
* *Specialist support*
 | *Review and implement PEF Plan in consultation with staff, pupils and parents**Commissioned material to support Home Learning.* | *Increased pupil attainment in Literacy and Numeracy, increased student attendance, increased parental engagement**Increased targeted support to enhance curriculum and support for all learners* | *3.1,3.2* |

**School priority 3:** Improve children’s health and wellbeing (NIF:KP3)

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| **NIF key driver** | **What we’re going to do** | **What is the expected impact****(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI**  |
| *KD3,4,5* | * *Review Health and Well Being (PSE) Programme across all stages*
 | *Coherent PSE programme developed which supports all learners.**Student surveys of wellbeing measures to be undertaken* | *Increase in the positive measures of student wellbeing**Decrease in incidents of bullying, reported self-harm.* | *2.4,3.1* |
| *KD3,4,5* | * *Implement the school’s Promoting Positive Behaviour Policy;*
 | *Implement agreed Positive Behaviour Policy**Further staff training in restorative practices to be undertaken as required* | *Reduction in number referrals and exclusions**Increase in number of staff trained in Restorative Practice* | *2.4,3.1* |
| *KD1,2,3* | * *Revised school Vision and Values; shared across school community*
 | *Updated in session 2017-2018. To be launched in session 2018-2019* | *Updated Vision, Aims and Values produced and shared with school community* | *1.3,3.1* |
| *KD1,2,3,4,5,6* | * *Research and purchase in-school Counselling Facility*
 | *Students have greater access to supports including; increased counselling, support from ISA and PT Attainment* | *Increase in the positive measures of student wellbeing**Decrease in incidents of bullying, reported self-harm.* | *3.1* |
| *KD1,2,3,4,5,6* | * *Ensure that appropriate arrangements are in place for all young people who require support plans.*
 | *Revise the support plans that are used in school to ensure a simplified and consistent approach is used by all staff, including Pastoral, SfL, Don Bosco. To include support plans with specific targets for young people with challenging behaviour.* | *Increase in the positive measures of student wellbeing**Reduction in number referrals and exclusions* | *3.1* |
| *KD1,2,3,4,5,6* | * *Launch of Nurture Strategy in school*
 | *Whole staff training to be undertaken in conjunction with Education Psychological Services**Form a school core group to lead on implementation of Nurture Theory**Core group to identify first key area for implementation* | *Whole school trained in Nurture theory,**Core group formed.* | *3.1* |

**School priority 4:** Improve children and young people’s employability skills so that they move into positive and sustained destinations (NIF:KP4)

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| **NIF key driver** | **What we’re going to do** | **What is the expected impact****(on learners; staff; families etc)** | **How will we measure this?** | **HGIOS(4) QI**  |
| *KD1,4,5* | * *Review Senior Phase Curriculum to ensure that appropriate pathways exist for all learners*
 | *Senior phase will provide flexible pathways that match all learners needs**Staff, students, parents and partners contribute to discussions shaping future senior school options* | *Revised curriculum available for session 2018-2019**Increase in student opportunities in S5/6 at National 4/5 levels.* | *2.2,3.2,3.3* |
| *KD1,4,5* | * *Promote wider education achievement and attainment through accredited and non-accredited awards*
 | *Further develop cross curricular pathways to enhance achievement with a particular focus on Senior Phase Pathways and increase alternative qualifications that recognise pupil achievement (group awards e.g. Scottish Studies and Steps to Work).* | *Greater number of students achieving certification for vocational studies and wider achievement opportunities* | *2.2,3.2,3.3* |
| *KD1,4,5* | * *Develop accreditation for pupil leadership programmes*
 | *Encourage Student Leadership opportunities* | *Greater number of students achieving certification for vocational and leadership opportunities* | *2.2,3.2,3.3* |