# ELGIN ACADEMY STRATEGIC IMPROVEMENT PLAN 2017-2018
## Leading learning for all our futures

**Our Shared Vision for Elgin Academy**

At Elgin Academy, through the pursuit of excellence in learning & teaching, and by providing strong, effective leadership at all levels, we are preparing our learners for the future. With learners, staff, parents and the wider community enjoying very positive, respectful relationships and working together, we provide a curriculum which will give our learners the knowledge, skills and digital ability to be healthy, global citizens and succeed in a modern world. We provide a happy, safe, friendly and inclusive environment in which to learn and work, whilst fostering a resilient, 'can-do' ethos. Through a wide range of enjoyable, challenging and motivating experiences, learners and staff work together to realise the potential of everyone in the school.

**Working towards excellence in: Learning & Teaching; Leadership; Teamwork and Relationships     Our shared values: Creativity; Respect; Independence; Service; Perseverance**

All work which takes place in the school will take cognisance of national advice on "Tackling Bureaucracy"

| What do we want to do? IMPROVEMENT PRIORITY | What will be different in a year's time? INTENDED IMPACT | How will we do it? Who will do it? Dates? IMPLEMENTATION STRATEGY | How will we evaluate and monitor? MEASURING SUCCESS |
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| **1. Closing the poverty-related attainment gap** | | | |
| **1.1 Establishment of post of Health & Wellbeing Project Co-ordinator** | We will see improvements in attainment for identified individuals and groups, with a key focus on improvements in literacy and numeracy. We will see improved attitudes towards and engagement with school, resulting additionally in better behaviour. | The postholder will work with identified individuals and groups on bespoke packages designed to improve motivation and engagement with school. This will involve exercise, activity and outdoor learning. This work will be linked with literacy and numeracy. A breakfast club will be established to give healthy and fit start to the day for participants will take up post August 2017. Project to be overseen by **KS (Ongoing).** | Regular monitoring. Weekly meetings. Observations. Tracking and monitoring of progress of pupils receiving this support. Use of attainment data, referrals data, attendance data, exclusions data. **QI 1.3, 1.4, 1.5, 2.3, 2.4 NIF: Performance Information, Assessment of Children's Progress, School Improvement** |
| **2. The curriculum** | | | |
| **2.1 React to changes to National 5 course arrangements** | Courses will be delivered to pupils at an appropriate level taking into account changes to arrangements notified from SQA. Presentation Policy will be in place for the school to ensure that pupils are presented at the appropriate level. | Departments to include as key DIP priority **(PTs) (ongoing)** School to develop Presentation Policy, reflecting Moray Council position. **KS Ongoing.** | Department meetings. Department Reviews. Department Standards & Quality Report. Feedback via SLT links. Examination of data re presentations. **QI 2.2; NIF: School Improvement** |
| **2.2 Establishment of new common approach to delivering Responsibilities of All** | Identified departments working in collaboration, will be the 'key drivers' in delivering, moderating, assessing and recording the progress of young people within Literacy, Numeracy & Health & Wellbeing. Students will have the key knowledge, skills and attributes in these areas to ensure they have the necessary skills to join the young workforce. Staff will have participated in learning visits where appropriate in relation to their area of responsibility, and to have taken part in PD sessions. | 'Key driver' departments will be identified and shared with staff, students and parents - **KG/KS/NM August 2017**. 'Key driver' departments will deliver, assess and record the progress of students within identified areas of responsibility - **KG/KS/NM Ongoing.** CPD opportunities will be identified and offered within the CPD calendar for staff engagement - **KG/KS/NM – Ongoing.** Learning visits will be agreed between staff within 'key driver' departments with an agreed focus **Ongoing**. | Stakeholder focus groups, observations, data **QI 2.2, 2.3, 3.2 NIF: Assessment of Children's Progress** |
| **2.3 Revise curriculum structure if a 33-period week model is adopted across Schools in Moray** | The curriculum structure for Elgin Academy will be based on a 33 period week model and the whole school timetable will be constructed using a 33-period week structure | Plan suitable timetable models for S1-S6 based on 33 periods per week. A model to be drawn and issued for consultation. **(KG/DB August 2017).** Range of courses to be offered will be identified. Course choice dummy runs to be completed. A schematic will be identified taking into account all relevant information. Course choice process to commence. Timetable amended in light of course choices. Timetable completed June 2018. (possibility of a transition timetable for June 2018) **KG** | Stakeholder focus groups **QI 2.2, 3.2 NIF: School leadership,** |
| **2.4 Further develop moderation, related to benchmarks; tracking & monitoring** | Staff will have a clearer understanding of levels and of the benchmarks within them. Staff will take part in moderation activities with colleagues in order to ensure a shared understanding and to increase consistency. We will have better information from an improved tracking & monitoring process. | Through DMs, curricular group meetings, ASG work and through whole school in-service time. Early adopters of m oray Council's new Tracking & Monitoring system. **NM Ongoing.** | Staff and pupil feedback. Department meetings and reviews. BGE tracking information. Achievement of a level data. **QI 1,1, 2.3 ; NIF: Assessment of Children's Progress, School Improvement, Teacher Professionalism** |
| **2.5 Profiling and Reporting** | The way in which we report to parents in the senior phase will be different, with potentially no written reports but more parents' evenings. Pupils in the BGE will use profiles to track their progress through curricular areas and their skills development. | Consult staff and parents on our proposed model. Use tracking data, profiles and parents' evenings to inform parents of the progress of their youngsters. NM to put together a reporting calendar. **NM August 2017**. | Feedback from staff and parents. QA of pupil profiles. Tracking and monitoring data. Evaluation of WTA and of school calendar. **QI 2.3, 2.4; NIF: Parental engagement** |

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| **2.6 Developing the Young Workforce** | All staff will have engaged with the Work Placement Standard. All staff will have embedded the career management skills within the curriculum—'I can' statements are linked to the curricular areas / subjects. All young people will experience their entitlements across the curriculum. Identified students participating in an DIL day focused on Career Management Skills. Review the new guidance in relation to employer engagement and share with departments. Continue to increase the uptake of vocational qualifications in the senior phase. Continue to increase the quality & number of strategic partnerships between EA, employers and college to widen the offer to young people in the senior phase with clear roles and responsibilities for all. Continue to engage with young people, teachers and practitioners, parents and employers to actively promote the range of pathways/options available. Professional development - introduce the professional development awards related to six key areas within DYW to staff and to promote engagement with these materials. | INSET / Staff meeting - issue work placement standard - **KG - Sep 2017**<br>INSET / Staff meeting - DYW Working Group - **KG** - Nov 2017.<br>INSET / Staff meeting - further embedding CMS within curriculum.<br>Term 3 - identified group of students - **DYW Working Group**<br>Review and share with departments - date to be confirmed - **KG**<br>September 2017 - departmental returns / evaluation of current curriculum **KG**<br>Embed links throughout the session - **KG** - ongoing.<br>Curriculum information evening s– S1 and S4—SDS input—**KG** (Sep 2017 & May 2018)<br>INSET / Staff meeting - inclusion within CPD Calendar **KG** | Data—positive, sustained destination figures will increase.<br>Increased number of vocational courses available in the Senior Phase .<br>Observations - students experience their career entitlement across the curriculum.<br>Pupil focus groups.<br>Stakeholder focus groups - data - number of strategic partnerships.<br>**QI 2,2, 2.7, 3.3**<br>**NIF: School Improvement, Assessment of Children's Progress** |

## 3. School ethos

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| **3.1 Elgin Academy will enter the Rights Respecting Schools programme, introduce revised 'Time Out' arrangements, and work towards Eco Schools Green Flag Status** | We will see improvements in school ethos and pupils awareness of rights. We will see improved attitudes towards and engagement with school, resulting in better behaviour. The school will achieve its ROC.Pupils will be more aware of environmental issues, leading to improvements in global citizenship. | Elgin Academy will register for the RRS award. A SIG will be formed. The group will work towards achieving the schools 'Recognition of Achievement'. Assemblies will take place to launch RRS to pupils. Staff training events will take place. Visits to other establishments to see impact of award and share practise. **KS Ongoing**<br>Eco Schools Group works towards Green Flag. **T Shaw**<br>Revised Time Out arrangements will be implemented. 08/2017 AW/NM | Achievement off ROC. Pupil and staff feedback. Focus groups to evaluate impact. Learning visits. Achievement of Green Flag<br>**QI 2.2, 2.3, 2.4, 3.1, 3.2**<br>**NIF: Assessment of children's progress, School Improvement** |
| **3.2 Review and revise the Vision for Elgin Academy** | We will have a renewed purpose for the school as we move forward, with all current stakeholders having been involved in consultation and therefore feeling ownership of the shared vision for the school. | Consultation with staff pupils, parents and partners. Use of INSET time (November). **DB** | Vision in place. Regular review to see if it continues to meet the needs of the school and national priorities, as they change and evolve.<br>**QI 1.3, 3.1, 3.2       NIF School leadership** |

## 4. Support for Pupils

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| **4.1 We will look at ways of further supporting pupils with mental health difficulties** | Pupils' mental health will be better supported. Pupils and parents will know who to go to for support, and they will received appropriate help in the first instance, with onward referral when becessary. | There will be training opportunities (eg Mental Health First Aid) to help staff to be better placed to help/support pupils. **AW** | Survey / questionnaire. Data for Guidance staff and support agencies.<br>**QI 2.1, 2,4, 3.1**<br>**NIF: Assessment of Children's Progress** |
| **4.2 We will put in place new ways of delivering Universal Pupil Support (if a 33period week is adopted). S3 UPS programme is in place for session 2017-18.** | UPS will be delivered more consistently across the school. Materials will be in place, where possible, for a 33 pd wk.<br>A structure of House Cells will be put in place to support UPS staff and to share concerns. | Once the outcome of the consultation is known, a working group will be put in place and begin to look at a rationale for UPS in Elgin Academy. Thereafter, they will begin identifying materials for UPS with 'Raising Attainment' being the main focus for S4-6. **AW** | Class visits will evidence that UPS is being delivered consistently across the school. Much, if not all of the materials will be available for 33 pd wk. Attendance data/lates data will evidence improvement. SQA results will evidence success or otherwise of the Raising Attainment initiative in S5 & S6.<br>**QI 2.2, 2.3, 2.4, 2.6; NIF: School Improvement, Assessment of Children's Progress** |
| **4.3 Autism Accreditation** | Support for pupils with ASD will be further enhanced. Policies and strategies for meeting pupil needs will become embedded in day-to-day practice. Pupils moving on from school will be better supported. | A 'Moving On' leaflet providing information re college/university/work will be produced by parents, pupils and the working group. Information re meeting the needs of pupils with ASD will be issued to all staff in the school. S6 will continue to work with pupils as part of Pupil Support **AW**. | Feedback re leaflet from pupils, parents and staff. Class Observations. **QI 2.4, 2.5, 2.7, 3.1**<br>**NIF: Parental engagement, Assessment of Children's Progress** |

## 5. Support for Families

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| **5.1 We will identify ways of further supporting family learning and parental engagement in school .** | Parents will have more opportunities to engage with the school and to support pupils with their learning. | Build upon the various parental engagement opportunities that already exist throughout the school year and create additional ones including the possibility of observing some learning activities. Work with staff to identify potential times for this to happen. NM to put together a calendar of parental engagement opportunities. **NM** | Feedback from staff, pupils and parents. Focus groups. Observations.<br>**QI 2.5, 2.7**<br>**NIF: Parental engagement** |