



ELGIN ACADEMY STRATEGIC IMPROVEMENT PLAN 2018-2019



OUR SHARED VISION: TOGETHER EVERYONE ACHIEVES MORE AT ELGIN ACADEMY *(draft)*

Teamwork and positive relationships in a fully inclusive school, allied with strong leadership at all levels, excellent learning and teaching and a skills and knowledge-based curriculum, mean that our young people are fully prepared for the future. #teamEA

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 need 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
Priority area 1 - Closing the poverty-related attainment gap			
1.1 Continuation of post of Inclusion Project Co-ordinator (Health & Well-being)	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 Project Coordinator will continue to work with identified individuals and groups on bespoke packages designed to improve motivation and engagement with school. The aim will be to involve exercise and HWB, with a continual focus on improving literacy and numeracy. Targeted cohorts of pupils will also receive SQA accreditation at appropriate levels. Pupils 'at risk' in the senior phase of leaving without a positive destination will also be targeted and work on a bespoke programme, preparing them for leaving school. (KS)	Regular monitoring. Weekly meetings. Observations. Tracking and Monitoring of progress of pupils receiving this support. Use of attainment data, referrals data, attendance data and exclusions data. QI 1.3, 1.4, 1.5, 2.3, 2.4. NIF: Performance information, Assessment of children's progress, School improvement.
1.2 Collaboration with ASG primaries to undertake targeted work with young people to improve numeracy (see also 2.2)	Improved consistency in delivery of level 2 numeracy and smoother transition from primary to secondary maths. Staff will have a shared understanding of levels attained with the support of the benchmarks. Pupil attainment in numeracy will improve over time and relationships between primary and secondary teachers will be strengthened.	Four ASG moderation sessions will take place throughout the session with a focus on level 2 numeracy. Primary and secondary staff will work together to gain a shared understanding of levels. Cross-sector working will allow learning visits within primary and secondary maths lessons. A Numeracy Transition Teacher will work with targeted groups of young people both in EA and in ASG primaries. and will support the moderation of numeracy. (NM)	SNSA data. Achievement of a level data. Insight data on numeracy. Staff feedback. Pupil and parent feedback. QI 2.2, 2.6, 3.2 NIF Performance information, Assessment of children's progress, School Improvement
Priority area 2 - The curriculum			
2.1 React to changes to Higher 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 finalised and embedded so the school ensures pupils are presented at the appropriate level.	Departments to include as key DIP priority (PTs). School to launch Moray Council presentation policy. (KS)	Departmental meetings. Departmental reviews. Departmental Standards and Quality Report. Feedback via SLT links. Analysis of examination presentations patterns. QI 2.2; NIF: School Improvement.
2.2 Improving numeracy	Pupils will have more opportunity to study numeracy within school. Attainment in numeracy will improve. Pupils, parents and staff will have a clear understanding of numeracy levels and progressions.	S1 and S2 pupils will be given a designated period a week in which they will develop numeracy skills. Key driver departments and contributors will work with the maths department to agree consistent approaches for the delivery of numeracy. Numeracy will be offered as Wider Achievement in the senior school. Work within the ASG will improve consistency of experiences for young people and support transition. (NM)	SNSA data. Achievement of a level data. Insight data on numeracy. Staff feedback. Pupil and parent feedback. QI 2.2, 2.6, 3.2 NIF: Performance information, Assessment of Children's Progress, School Improvement
2.3 Providing appropriate pathways for all and developing role of SCQF Ambassadors	To continue to work towards embedding DYW in the school curriculum by 2021: Students, parents and staff are aware of the SCQF framework and the guidance related to learning pathways to ensure students can plan their senior phase appropriately. Continue to work with sector groups to further opportunities for students in relation to pathways within the eight identified growth sectors. Deliver these opportunities to students. Expand the offer for students from the start of S4, involving early identification, planned curriculum with necessary support engaging with a variety of partners—e.g. SDS, colleges, employers.	Presentation to staff—SCQF, distribution of relevant materials Appoint S6 ambassadors to promote SCQF with parents and students at curricular information evenings, assemblies etc Sector group meetings/ASG meetings throughout the session Curriculum review—September 2018 Pathway planning meetings—identifying need INSET days working in curricular groups—November 2018 IDL day—term 2 Investigate structures of two year higher programmes and the impact on the timetable structure for Elgin Academy—visit schools offering two year higher programmes—By November 2018 when timetable schematic is generated.	Data—positive, sustained destination figures continue to increase Staff, parents and partners are aware of the SCQF and that they can use this information to further support young people to plan an appropriate pathway. Young people are aware of the SCQF and use this within their pathway planning. Increased number of vocational courses available in the senior phase, tailored to the needs of the students.

	Take further responsibility within departments/curricular areas for the Career Education Standard, linking learning in the classroom and it's relevance to the world of work. Plan and deliver an IDL event focused on career management skills. Plan and implement two year higher programmes where appropriate within the curriculum		Success of students following a two year Higher programme. Observations—students experience their career entitlements across the curriculum. Pupil focus groups Stakeholder focus groups QI 2.2, 2.7, 3.3; NIF:
Priority area 3 - Learning and teaching			
3.1 Improve pace, challenge and differentiation	Lessons will engage and challenge our young people. All pupils will be appropriately challenged and supported with the use of differentiated materials, tasks, support, LI & SC as appropriate. Lessons will move at a pace appropriate for the young people in the class.	The Moray Council L&T toolkit will be issued to all staff with support for learning visits, strategies to help evaluate and improve focus areas and documents for self-evaluation. Highlighting good practice will be encouraged and shared with staff. Useful resources will be saved in the L&T folder for all to access. CPD will be offered for L&T with a focus on pace, challenge and differentiation. (NM)	Learning visits, pupil feedback, staff feedback, departmental discussions, parental feedback, attainment data. QI 2.3, 3.2 NIF: School Improvement
Priority area 4 - Pupil support			
4.1 We will look at ways of further supporting pupils with mental health difficulties	A) Elgin Academy will be acutely aware of how mental health issues affect the pupils, parents and staff in our community. We will be aware of our capacity to support mental health and will have developed plans to build on that capacity accordingly. B) There will be a CPD and staff training programme in place for understanding and supporting mental health in school. C) Support for mental health will be evaluated and the results of this used to improve our provision. D) Every opportunity will be take to raise awareness about mental health across the school. E) Understanding mental health will be a priority within the curriculum. (PSE/ UPS).	A) Data gathering about of the main mental health issues that affect our community. Staff survey about their knowledge of and capacity to manage mental health issues. (Oct. '18) B) CPD/ staff training planning based on greater awareness of our community and our capacity. (Dec '18) C) Audit of what we currently do, how effective it is and what we need to do now.? A and B feed into this. (Oct. 18) D) Mental health awareness is part of the visible culture of Elgin Academy. (Dec '18) E) Knowledge about and attitudes to mental health are developed explicitly within the school curriculum. (LT)	A) Pupils and staff are more fully aware of the mental health challenges that affect our community. Staff and student surveys/ focus groups confirm an improving awareness. B) Staff at Elgin Academy will be more able to confidently support the mental health of our young people. Evaluation of training and it's impact. C) The provision to support mental health in school will be developed and improved based on an understanding of impact. D) Mental Health awareness will feature prominently in all communication systems in the school. E) Specific lessons on mental health themes will be developed in the curriculum and their impact evaluated through QIs 1.3, 2.1, 3.1, NIF: School improvement
Priority area 5 - Maintenance			
5.1 Autism Accreditation	The Autism Accreditation audit will be updated. There will be a rolling programme of CPD to upskill staff. Progress will have been made on development in the areas identified by the Autism Society Scotland.	The Autism Group along with Lizzy Toon (DHT) and Katie Roy (PT Sfl) will feed into an action plan to deliver intended outcomes. (Nov '18) (LT)	Elgin Academy on track to retain Autism Accreditation. QI: 1.1, 2.4, 2.7. NIF: School improvement
5.2 Eco Schools	Pupils will be more aware of environmental issues, leading to improvements in global citizenship. Increased awareness among all pupils of Learning for Sustainability.	The continual work maintaining out Green Flag status. The re-launching of eco schools as 'Learning for Sustainability'. Audits to take place across the school and staff training via in-service days. Delivery of new wider achievement Eco Schools class. (KS)	Pupil and staff feedback. Focus groups to evaluate impact. School audits. Learning visits. Green Flag audit document (ongoing). QI 2.2, 2.3, 2.4, 3.1, 3.2. NIF: Assessment of children's progress, School Improvement.
5.3 Rights Respecting Schools	We will see improvements in school ethos and pupil awareness of rights. We will see improved attitudes towards and engagement with school, resulting in better behaviour. The school will work towards its silver accreditation.	Elgin Academy will work through Bronze RRS Award action plan. The SIG will start working towards our Silver award. Visits to other establishments to see impact of award and share good practise. - KS	Work towards Silver award. Pupil and staff feedback. Focus groups to evaluate impact. Learning visits. QI 2.2, 2.3, 2.4, 3.1, 3.2 NIF: Assessment of children's progress, School Improvement.
5.3 Profiling	Pupil profiles will track the development of their skills and reflect on personal strengths and goals with the support of their UPS and Guidance teachers.	The new profiling tool for young people that has been created by SDS will be launched in August. Pupils will be supported in establishing their online profiles and will be given opportunities to update this throughout their school life. (NM)	Evaluation, quality improvement and a continuous cycle of strategic planning for improvement will support the intended outcomes of the new UPS programme.
5.4 UPS	A successful UPS programme will have been developed and delivered by UPS teachers at S1,2 and 3.	Programme developed 'looking outwards' to deliver in house priorities for UPS S1-3. (LT)	Monitoring of pupil profiles. Staff and pupil feedback. QI 2.2, 2.6, 2.7, 3.3 NIF Assessment of children's progress