



# ELGIN ACADEMY STRATEGIC IMPROVEMENT PLAN 2019-2020



## 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? <b>IMPROVEMENT PRIORITY</b>	What will be different in a year's time? <b>INTENDED IMPACT</b>	How will we do it? Who will do it? Dates? <b>IMPLEMENTATION STRATEGY</b>	How will we evaluate and monitor? <b>MEASURING SUCCESS</b>
<b>Priority area 1 - Raising Attainment and Achievement</b>			
<b>1.1 Promoting positive relationships (KS)</b>	A culture of promoting positive relationships and an ethos in school where behaviour is not a barrier to learning. Effective relationships that support all pupils. Clear standards and expectations of pupils, known by all stakeholders.	Review policy and create new policy for promoting positive relationships. SIG to create strategy for creating and implementing whole school policy. Review current timeout system. Professional learning around managing positive relationships. (June/KS/SIG)	Pupil feedback.. Staff feedback. Focus groups. Data. Learning Visits. <b>QI 3.1, 3.2, 3.3, 2.7; NIF: School Improvement, Parental Engagement.</b>
<b>1.2 Celebrating achievement (NM)</b>	The achievements of our young people will regularly be shared and celebrated. The school will use an updated system for recognising and recording the achievements of our pupils both within and out with school.	A school improvement group will look to get feedback from stakeholders on our current system and to gather ideas and suggestions for improvement. Through consultation, the SIG will look to create a system for collating and recording achievements. Strategies for sharing and celebrating these successes and achievements with pupils, parents and the wider community will be reviewed, agreed and trialled. <b>(SIG, ongoing throughout session)</b>	Pupil feedback. Staff feedback. Focus groups. Social media feeds and followings. Content of assemblies. <b>QI 3.1, 3.2, 3.3, 2.7; NIF: School Improvement, Parental Engagement.</b>
<b>Priority area 2 - The curriculum</b>			
<b>2.1 Changes to Advanced Higher Courses (NM)</b>	Pupils will have experience the new Advanced Higher courses. Course outlines will have been updated to allow for changes to SQA arrangements. Assessments at this level will be updated to reflect any changes to SQA assessments.	Advanced Higher development to be a priority on relevant Department Improvement Plans. <b>(PTs, September 2019)</b>  NM to keep PTs informed of changes and updated resources as and when they are shared. <b>(NM, ongoing throughout session)</b>	Feedback from staff through SLT links.  Departmental meetings and reviews.  Department Standards and Quality reports.  Insight data. <b>QI 2.2; NIF: School Improvement, Performance Information.</b>
<b>2.2 Family Learning—Increased parental engagement (KT)</b>	Families will benefit from a collaborative approach with other sectors/agencies through the introduction of family engagement events that are current and relevant.	Continue to develop creative approaches to increase parental engagement using parent's evenings and school events as vehicles for delivery. Introduction of events throughout calendar year on current topics such as Online Safety, Mental health, Social media. (June / KT)	Parental feedback / Evaluations at events Agencies / sector feedback Focus groups <b>QI 2.5, 2.7 NIF: Parental Engagement</b>
<b>Priority area 3 - Learning, Teaching and Assessment</b>			
<b>3.1 Classroom Ethos and Culture</b>  <b>And Meeting the Needs of All Learners (KT)</b>	Pupils will experience a learning environment that reflects commitment to children's rights (RRSA) and promotes positive relationships.  Learners of all abilities will be suitably challenged and supported through further focus on effective differentiation.	Review of L&T policy. (Nov 2019 / KT / SIG) Engage with Moray council strategic development of Top Ten components of excellence in L&T. Continued use of Toolkit. (Ongoing) Focus / share good practice at Inset. (Nov 2019 / SIG) L&T SIG group – lead professional development opportunities. (Ongoing 2020)	Attainment data Updated L&T policy Feedback from pupils/ teachers Learning visits. Sharing good practice—Inset activities <b>QI: 2.3, 1.1, 3.2 NIF: Teacher professionalism / Assessment of children's progress / School improvement</b>

Priority area 4 - Improving Wellbeing, Equality and Inclusion			
<p><b>4.1 Wellbeing (HWB, Mental Health, UPS)—Create strategy and Vision (LT)</b></p>	<p>Elgin Academy will have developed a strategic vision and strategy to support the wellbeing and mental health of all members for our school community.</p> <p>Curriculum improvements will ensure that pupils have the knowledge, skills and attitudes to self care for their own wellbeing, support the wellbeing of others and know where and how to get targeted support. Subjects teaching health and wellbeing will work collaboratively to compliment each other.</p> <p>Staff, pupils and parents will have growing confidence in talking about and supporting mental health and wellbeing. They will participate appropriately in activities and events aimed at supporting mental health and wellbeing. They will feel supported and report improvements in their own health and wellbeing.</p>	<p>Our vision and strategy will be developed through knowing ourselves better. We will evaluate wellbeing in the curriculum and in the wider school using national frameworks and the GIRFEC wellbeing indicators. We will know what works well and what our priorities are for future improvement. An action plan will be developed to deliver improvements to wellbeing in the curriculum (through PSE, H&amp;WB and UPS) and effective targeted interventions.</p> <p>The profile of mental health and wellbeing will become even higher. We will have developed a brand to promote our vision and communicate with our school community. We will utilise our human resources to the full, including our Mental Health First Aiders and Mental Health Ambassadors.</p> <p>A strategic training plan will be developed to invest in our school community and build capacity for sustainable outcomes.</p>	<p>Pupil, parents and staff survey data. Evaluation of curriculum leads planning. Evaluative framework adopted for targeted interventions. Reviewed DIP PSE. UPS and H&amp;WB focus groups. School self evaluation profile judgements.</p> <p><b>QIs 1.3, 2.1, 2.7, 3.1</b></p> <p><b>NIF: School improvement</b></p>
Priority area 5 - Maintenance			
<p><b>5.1 Rights Respecting Schools (KT)</b></p>	<p>We will see improvements in school ethos and pupil awareness of rights. We will see improved attitudes towards and engagement with school. The school will achieve their bronze award and work towards their silver accreditation.</p>	<p>Elgin Academy will work through Bronze RRS Award action plan. (December 2019) Completion of Bronze award checklist and level 1 audit and action plan. (June 2020) The SIG will start working towards our silver award. (Ongoing) Visits to other establishments to see impact and share good practice. (Ongoing)</p>	<p>Successful in gaining Bronze award. Working towards silver award. Pupils and staff feedback. Focus groups to evaluate impact. Learning visits. <b>Qi:2.2, 2.3, 2.4, 3.1, 3.2 NIF: Assessment of children's progress, School Improvement</b></p>
<p><b>5.2 Autism Accreditation (LT)</b></p>	<p>Elgin Academy will have been successfully assessed as meeting the criteria to retain Autism Accreditation from 2020.</p>	<p>The 'good' progress identified in our advisory visit will be built on. Significant progress will be made on our areas identified for improvement. These include;</p> <ul style="list-style-type: none"> <li>• Developing a positive relationships policy that makes appropriate adaptations for ASD pupils.</li> <li>• Developing an SfL/ Autism policy</li> <li>• Creating a strategic training plan for all</li> <li>• Improving our information sharing systems.</li> </ul>	<p>National Autism Society Scotland assessment process and final report.</p> <p><b>QIs: 1.1, 2.4, 2.7</b></p> <p><b>NIF: School Improvement</b></p>
<p><b>5.3 Learning for Sustainability (KT)</b></p>	<p>Increased awareness of environmental issues with continued development in global citizenship. Increased awareness towards a whole school and community approach to Learning for Sustainability.</p>	<p>Continual work maintaining our Green Flag status. (Ongoing) Continue to gather audit data using Education Scotland Self Evaluation &amp; Performance Framework. (SIG) Staff updates and opportunities for further training, building resources through Inset &amp; CPD events. (Inset / Ongoing) Continued delivery of wider achievement Eco Schools class. (Ongoing / TS)</p>	<p>Audit data Pupils &amp; staff feedback, including focus groups. Green Flag audit—ongoing Learning visits <b>Qi:2.2, 2.3, 2.4, 3.1, 3.2 NIF: Assessment of children's progress, School Improvement</b></p>
<p><b>5.3 DYW—Career Education Standards (KG)</b></p>	<p>Learning opportunities will offer progressive skills development. All learners will be aware of the skills they are developing and using. Students will be able to reflect on and discuss their progress in developing skills. Students will be clear as to how learning applies to life and work. Students will be able to understand the increasing range of learning pathways and their relative merits. Students will be able to make connections to future career options and the developing labour market in Moray and Nationally. Career management skills are woven through the curriculum and the day to day learning experiences.</p>	<p>Presentation to staff—May INSET—CMS Identify where CMS are embedded within curricular planning SDS staff to continue to work with departments to embed CMS within the curriculum Working examples of how CMS is embedded in the curriculum, shared with staff CMS icons shared with staff to use in curricular planning Twilight sessions offered relating to CMS/My WOW.</p>	<p>Data—positive and sustained destination figures increase. Learning visits/observations Staff/student/stakeholder focus groups NIFDriver—School Improvement QI—2.2, 2.7, 3.3</p>