



Saint Andrew's Academy

Improvement plan

(2014-2015)

Vision

The council plan, community plan sets out a vision for education and leisure services, identifying the challenges and opportunities and providing a framework plan which builds for the future.

This is interpreted by Saint Andrew's Academy through the education and leisure service plan which sets out the operational aspects of the council values through a series of strategic priorities.

In the national context Curriculum for Excellence and getting it right for every child are the focus for education in Scotland and the implementation of these will be a central aspect for Saint Andrew's Academy since these programmes help to prepare and support children and young people for the challenges they will face in this rapidly changing world.

Rationale

The improvement plan of Saint **Andrew's Academy** or 2014/2015 is based on the aims of the establishment, Renfrewshire's community plan, the council plan and national priorities set by the Scottish Government.

The community plan has 6 themes which have shaped the service outcomes of education and leisure services.

- **Children and young people**
- **Jobs and the economy**
- **Community care, health and well-being;**
- **Safer and stronger Renfrewshire;**
- **Greener Renfrewshire; and**
- **Empowering our communities**

Furthermore, the council plan has three themes:

- **a better Renfrewshire;**
- **a better Council; and**
- **a high performing Council**

National priorities and associated service outcomes are shown overleaf.

Priorities and associated outcomes

Children and young people

That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality	Children, young people and staff benefit from an enhanced learning environment
Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills	Young people, families and communities benefit from improved community learning and development
Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities	We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities
	People benefit from the service's self-evaluation activities and continuous improvement

Jobs and the economy

Our services promote and advance equality and the rights of children and adults
Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills
Young people, families and communities benefit from improved community learning and development

Safer and stronger Renfrewshire

Our services promote and advance equality and the rights of children and adults	Children, young people and staff benefit from an enhanced learning environment
People's quality of life is improved through participation in leisure and cultural opportunities	Young people, families and communities benefit from improved community learning and development
People benefit from the improved condition and usage of community assets and public buildings	We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities
Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities	

Greener Renfrewshire

We value and enjoy our environment and improve it for future generations
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Empowering our communities

Our approach to efficient government results in improved services to, and best value for, our customers
Our customers are consulted and satisfied with our services
People benefit from the service's self-evaluation activities and continuous improvement
Services are provided by a highly skilled workforce

ESTABLISHMENT AIMS

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.**

Monitoring and evaluation strategies

How well do you intend to monitor and evaluate the impact of the points set out in the plan? e.g. you may wish to attach your quality assurance calendar

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. 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, placed on the server.

Consultation Procedures

Who have you consulted in the development of this plan? Please provide details on who you consulted and what method (s) were used.

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.

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
1.2	Continue to implement 'Getting it right for every child' (GIRFEC): <ul style="list-style-type: none"> Contribute to the implementation of the multi-agency GIRFEC policy; Implement GIRFEL policy and develop more detailed guidance for establishments; Implement GIRFEC guidance from Children's and Young People's bill in relation to the introduction of the named persons and the child's plan. 	2 6	5.6 5.8 8.1	N		Y	Y	
1.3	Further support learners at risk of exclusion, with poor attendance and low attainment: <ul style="list-style-type: none"> Undertake a consultation on and implement a revised positive relationship policy; Continue to implement updated standard circular 8 on school exclusion; Implement support for older children and young people included in early years strategy; and Consult and implement standard circular 5 on attendance. 	1 5	5.3 5.6	N		Y	Y	
1.4	Continue to improve approaches to child protection: <ul style="list-style-type: none"> Contribute to single-agency and self-evaluation exercises; Continue to review and improve approaches to annual update of standard circular 57; Improve practice following the review of SC57; and Ensure that all relevant staff are trained in line with SC57. 	1	8.1	N	Y			

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
1.5	<p>Improve outcomes for looked after and vulnerable children and young people (LAC):</p> <ul style="list-style-type: none"> • Continue to review the delivery of services to support LAC; • Provide additional support for LAC through the early years strategy; • Ensure a clear focus for CPD for staff working with LAC; • Develop a management information system to assist in meeting the need of LAC; and • Continue to contribute to the corporate parenting agenda. 	1 5	8.1	N	Y			
2.1	Ensure the production of and compliance with the Equality Act 2010 in relation to the specific and general duty.	1	8.1	N		Y		
2.2	To raise awareness and understanding of the United Nations Conventions on the rights of the Child (UNCRC) amongst children and those working with children	1	8.1	N		Y		

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
5.2	<p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> the promotion of sustainable development. <p>Continue to promote approaches to high quality, effective learning and teaching through:</p> <ul style="list-style-type: none"> the promotion of global citizenship. <p>Promote approaches to high quality, effective learning and leading through:</p> <ul style="list-style-type: none"> the provision of sustainable development; the promotion of global citizenship; focusing on the learning cycle; active learning; assessment for learning; co-operative learning; outdoor learning; interdisciplinary learning; where relevant, school improvement partnerships. 	7	7.2 7.3	N	Y			
6.2	<p>Continue to promote approaches to high quality, effective learning and teaching by focusing on The Learning Cycle:</p> <ul style="list-style-type: none"> Facilitate learning opportunities; Assessment and moderation (say, write, make, do); Gather and evaluate evidence of learning; Discuss learning cont'd 	7	7.2 7.3	N	Y			

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
	<p>cont'd</p> <p>Promote approaches to high quality, effective learning and leading through:</p> <ul style="list-style-type: none"> • the provision of sustainable development; • the promotion of global citizenship; • focusing on the learning cycle; • active learning; • assessment for learning; • co-operative learning; • outdoor learning; • interdisciplinary learning; • where relevant, school improvement partnerships. 							
6.3	<p>The achievement of learners is recognised and recorded:</p> <ul style="list-style-type: none"> • within schools; • through extra-curricular activities; and • through opportunities provided by cultural youth and sports and adult literacy and learning services (ALLS) services. 	10 3	5.1 5.6	N			Y	
6.4	<p>Ensure that children and young people achieve high standards of attainment.</p>	6 9 10	5.1 5.6 8.4	N	Y			
6.5	<p>Continue to implement CfE by:</p> <ul style="list-style-type: none"> • continuing to develop broad general education; • the implementation the new senior phase national qualifications; • continuing to develop transitions; • continuing to refine assessment and moderation; • improve reporting; • further developing pupil or learner profiles; and • reviewing the implementation of the CfE through aspect reviews 	3	5.1 5.6 8.1	N		Y		

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
6.7	<p>Ensure that learners have the necessary skills for adult life in the 21st century by:</p> <ul style="list-style-type: none"> • delivering the skills for success implementation plan; • giving learners the opportunity to develop skills, including higher order thinking skills, both within the classroom and through providing opportunities for wider achievement; • implementing the Invest in Renfrewshire employability strategy; • working alongside community partners to enrich the curricular experience of learners; and • focusing on effective transition support from the senior phase into positive, sustained destinations. 	4	5.1 5.6	N	Y			
6.8	Develop and deliver programmes and projects that improve young people's health and wellbeing, ensuring a focus on prevention, building responsibility and supporting vulnerable young people at risk.	1 3 4	5.8	N			Y	
6.9	Develop and deliver programmes and projects that improve young people's skills for learning, life and work ensuring a focus on preventing negative destinations.	4	5.1 5.6	N			Y	
10.4	Reduce staff absence levels by supporting staff attendance and well-being.	7	7.1	N	Y			
11.4	Work on Partnership with NHS Greater Glasgow & Clyde, Renfrewshire CHP Health improvement team and other local authorities to: cont'd							

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
	<p>cont'd</p> <ul style="list-style-type: none"> develop the substance misuse toolkit for both primary and secondary sector; signposting schools to high quality audited resources around drugs, tobacco and alcohol; support schools to meet the needs identified by the health and wellbeing survey; support schools to deliver the relationship, sexual health and parenthood (RSHP) resource; work in partnership with Choose Life and partners to develop a mental wellbeing policy; and develop a primary resource to replace the active choices programme in primary schools. 	3 1	5.8	N		Y		
11.5	Provide quality physical education in primary and secondary schools including physical education staff development for primary teachers.	3	5.8	N	Y			
13.1	Continuous improvement and self-evaluation procedures are embedded in all Renfrewshire education establishments.	6	1.1 2.1 5.3 5.9	N		Y	Y	
14.2	Undertake a review of the professional learning currently offered for newly qualified teachers (NQTs). Ensure that students are supported and establishments are meeting their requirements re numbers of placements required.	7	7.2 7.3	N		Y		

ELS SIP action number	Strategic actions	Links To		Equality and human rights impact assessment required (Y/N)	Embedding and consolidating developments	Improvement Priority		
		Aims	HGIOS/CATC QIs			14/15	15/16	16/17
14.4	<p>Develop policy and procedures to support the implementation of 'Teaching Scotland's Future' (Donaldson Review):</p> <ul style="list-style-type: none"> • Implement General Teaching Council of Scotland (GTCS) professional update; • Develop a framework for leadership at all levels; • Support a culture of career-long professional learning; and • Develop the partnership between Renfrewshire, North Ayrshire and East Ayrshire councils and the University of West of Scotland to support and encourage professional learning for aspiring leaders. 	7	7.2 7.3	N		Y	Y	Y

[timeline for improvement plan 2014 to 15.xls](#)

Action Section

Strategic Action: **Effective self-evaluation procedures are embedded in our school**

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Analysis of SQA results	HT/PTs/Faculty Heads	August 14	Meetings/SQA data	We have well-developed approaches to self- evaluation and improvement	13.1
Insight Analysis Dept. Level	SMT and PT/Faculty Heads	September 14	Meetings/SQA data/Insight data and comments/action plan	“ “	13.1
Insight Analysis School level	HT/DHT SQA/EO	September 14	Meetings/SQA data/Insight data and comments/action plan	“ “	13.1
Programme of scheduled classroom visits	SMT	Sep 14 to March 15	Programme of visits/feedback slots/Identification of CPD needs/time for feedback of good practice across school	Staff are involved in self-evaluation resulting in improvement service delivery	13.1 5.2 6.2 6.4
Pupil focus group meetings	HT	Oct 14 to March 15	Meeting time/report to staff/dept. meeting time/report to pupil council	Our children and young people have access to high quality educational experiences	13.1

Action Section

Strategic Action: **Effective self-evaluation procedures are embedded in our school**

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Parent focus group meetings	HT	Dec 14 to March 15	Meeting time/feedback to staff/action plan	Stakeholders are involved in self-evaluation resulting in improvement service delivery	13.1
Staff focus group meetings	HT	Jan 15 to March 15	Meeting time/action plan/report back to staff	Staff are involved in self-evaluation resulting in improvement service delivery	13.1
Tracking programme S1-6	DHT SQA/DHTs/PTG /PTC and Faculty Leaders/Class teachers	Oct 14 to June 15	SEEMIS data/discussions between staff and pupils/individual action plans	We have well-developed approaches to self- evaluation and improvement	13.1
HGIOS 3 Self – evaluation	HT/DHT school improvement	Oct, Dec 14 March 15	Dept. discussion of returns/action plans	We have well-developed approaches to self- evaluation and improvement	13.1

Action Section

Strategic Action: **Effective self-evaluation procedures are embedded in our school**

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
EMT meetings	SMT/PT/Faculty Leaders	Oct, Dec 14 March 15	Calendar of meetings/agendas based on self-evaluation forms/feedback to dept./issues inform improvement plan	Staff are involved in self-evaluation resulting in improvement service delivery	13.1
PRD and update	PT/DHT links/PT/ Faculty Leaders	Oct 14 to June 15	Professional dialogue identifying strengths, resulting CPD programme	Staff are involved in self-evaluation resulting in improvement service delivery	13.1 14.4
Homework audit	Nov 14 to March 15	DHT school improvement	Monitoring of dept. homework policy/collated responses issued to staff/discussion at dept. meetings	Our children and young people have access to high quality educational experiences	13.1 6.4

Action Section

Strategic Action: **Effective self-evaluation procedures are embedded in our school**

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Selected policy audit	HT and DHT school improvement	Nov 14 to March 15	Working documents/updated documents/SMT time/collegiate groups	Our children and young people have access to high quality educational experiences	13.1
Review of Improvement Plan progress	HT and DHT school improvement	January 15	Meeting time/report on plan so far/feedback to staff and pupils	Staff are involved in self-evaluation resulting in improvement service delivery	13.1
Subject Pupil Questionnaires	PTs /faculty leaders/DHT school improvement	Jan – June 15	Pupil evaluations of learning and teaching/feedback to pupils and staff	Our children and young people have access to high quality educational experiences	13.1
Community Partner Questionnaires	PTs/Faculty Leaders//DHT school improvement	Jan – June 15	Community partners evaluation/feedback to partners and parents	Stakeholders are involved in self-evaluation resulting in improvement service delivery	13.1

Action Section

Strategic Action: **Effective self-evaluation procedures are embedded in our school**

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Year Group Questionnaires	DHT school improvement	January – June 15	Pupil questionnaires/collated responses /discussion by SMT/forwarded to staff/departmental discussion/report back to pupil council/informs improvement plan	Our children and young people have access to high quality educational experiences	13.1
Educational Scotland Questionnaires	HT, DHT school improvement	March – April 15	Questionnaires/collation of responses by SMT/development areas identified/action plans for school improvement plans/feedback to pupils and staff	We have well-developed approaches to self- evaluation and improvement	13.1
Departmental Review	HT, DHT Quality Assurance, DHT link and PT/Faculty Leaders	November 14 February 15	Two departments reviewed per session/discussion time/Education Scotland documentation/action plan/opportunities for sharing good practice	We have well-developed approaches to self- evaluation and improvement	13.1
cont'd					

Action Section

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
<p>cont'd</p> <p>Improvement plan</p>	<p>HT and DHT school improvement</p>	<p>June 15</p>	<p>Self-evaluation materials/results of questionnaire and other information used to inform next improvement plan</p>	<p>Staff are involved in self-evaluation resulting in improvement service delivery</p>	<p>13.1</p>

Action Section

Strategic Action: Develop policy and procedures to support the implementation of Teaching Scotland's Future' (Donaldson Review)

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Ensure staff are aware of their obligations under the GTCS professional update	HT/DHT staff development/PTs/Faculty Heads/PTs / all staff	Ongoing from May 2014 to Dec 2015	Documentation from GTCS/input from Professional Associations/GTCS and other relevant organisations/in-service providers/on-line support materials from GTCS	Teachers are aware of their obligations under the update.	14.4
Promote a culture of career-long professional learning	HT/DHT staff development/PTs/Faculty Heads/PTs all staff	On-going from August 2014 over next three sessions	In-service time/collegiate /meetings/dept. meeting/PUs/further opportunities for professional dialogue/opportunities for classroom observations/manageable methods and procedures for recording	Staff are reflective and highly skilled, and as a result the quality of teaching improves. Learners benefit in terms of motivation and attainment	14.4 6.2 6.4 6.7

Action Section

Strategic Action: Develop policy and procedures to support the implementation of Teaching Scotland's Future' (Donaldson Review)

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Develop framework for leadership at all levels	HT/DHT staff development/PTs/Faculty Heads/PTs/ all staff	On-going from August 2014 over next three sessions	PUs/opportunities for shadowing/leadership training and materials/ in-house and external as appropriate/ manageable methods and procedures for recording	The school benefits from the strengthening of the quality of its teachers and its educational leadership. Learners benefit from the skills of a reflective, highly –skilled workforce	14.4 6.2 6.4 6.7

Action Section

Strategic Action: Implement GIRFEC guidance from Children's and Young People's bill in relation to the introduction of the named persons and the child's plan

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Ensure plans are in place for the implementation of GIRFECL policy including named person	HT/ DHT pupil support/Guidance staff/PT Learning Support	From August 2014 over two sessions	Policy documentation/staff time/meetings of PTs pastoral/DHT pupil support/PT Learning Support	Children, young people and families are engaged and involved in plans to support additional need. GIRFEL is implemented from August 2014	1.2

Action Section

Strategic Action: Raise awareness and understanding of the United Nations Conventions and on the rights of the Child (UNCRC) amongst children and those working with children

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Provide input to young people and staff which raises awareness of UNCRC	DHT pupil support/Social Subjects Staff	<p>From August 2014 to June 2015</p> <p>In-service Day October for input to staff plus 2 further inputs over year</p> <p>Input to pupils ongoing through session</p>	In-service time/relevant documents and materials which make staff aware of UNCRC/pupil materials	<p>Young people and staff are aware and understand the implications of the convention.</p> <p>Staff have a confident knowledge and understanding of the UNCRC</p> <p>Our staff are aware of and recognise children's rights and are supporting rights based values and attaining skills.</p>	<p>2.2</p> <p>5.2 (global citizenship)</p>

Action Section

Strategic Actions: Undertake review of the professional learning currently offered for newly qualified teachers (NQTs) and students

Ensure that students are supported and that we meet their requirements re numbers of placements

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Ensure that GTCS guidance on professional learning and development is embedded in any interactions with NQTs and students	DHT NQTs/Student teachers	From August 14 to June 15	Mentoring meetings/in-house staff development programme for NQTs/external staff development opportunities as appropriate/programme of classroom visits	NQTs are supported and make appropriate progress. School meets the requirements of the GTCS	14.2 6.4
Staff receive training in using the new electronic Student Placement System	DHT student teachers	August to September 2014	Staff time/training/relevant software	We accommodate appropriate number of students	14.2 6.4
cont'd					

Action Section

Strategic Actions: Continue to implement CfE

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
<p>cont'd</p> <p>Ensure high quality experiences for learners across the BGE</p>	SMT/PTs/Faculty Leaders /all staff	From August 2014 to June 15	Reviews of course plans and subsequent modifications/curricular advice from EDLS/ resources from Education Scotland website/HMIE advice note about raised expectations/ /staff time/dms/in-service provision/in house provision/recommendations from Authority review February 2014/development of new or adapted teaching programmes based on dep action plans and audits.	<p>BGE provision in our school is enhanced and pupils experience high quality of programmes</p> <p>Pupil attainment is enhanced</p>	<p>6.5</p> <p>6.4</p>
<p>Support staff to deliver new qualifications, including Highers and Advanced Highers</p> <p>cont'd</p>	SMT/PT's /Faculty Heads/EDLS staff/external agencies such as SQA and Education Scotland	From August 14 to August 15	Subject arrangement documents and course notes/guidance notes and advice from SQA implementation events/events organised by EDLS/materials produced by writing teams/ cont.	New courses are in place; follow national guidance and allow pupil to achieve success	<p>6.5</p> <p>6.4</p> <p>14.4</p>

Action Section

Strategic Actions: Continue to implement CfE

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
<p>cont'd Support staff to deliver new qualifications, including Highers and Advanced Highers</p>	SMT/PT's /Faculty Heads/EDLS staff/external agencies such as SQA and Education Scotland	From August 14 to August 15	Commercial materials as appropriate/staff time for professional dialogue/advice and guidance on verification for new courses/moderation procedures	New courses are in place; follow national guidance and allow pupil to achieve success	<p>6.5</p> <p>6.4</p>
Review provision in National 5 courses	HT/SMT/PTs/Faculty Heads/All staff	From August 14 to August 15	Dept. evaluations of National 5 courses in session 13/14/subject specific guidance from SQA and Education Scotland/key messages from verification as published by SQA/revised calendars of assessment as appropriate	Departments revise National 5 provision to ensure effective programmes of work which lead to pupil success	<p>6.5</p> <p>6.4</p>

Action Section

Strategic Actions: Revise school policies on key aspects: attendance, learning and teaching, homework, promoting positive behaviour, quality assurance, and child protection

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Audit and evaluate existing polices and make appropriate revisions.	HT/SMT/staff working groups	August 14 to June 15	Existing polices /staff time/working group time/professional dialogue	New polices are in place which support pupil achievement and wellbeing in the areas listed above New policies and procedures take account of guidance on reducing bureaucracy	6.5 14.4 2.1

Action Section

Strategic Actions: Revise school policies on key aspects: attendance, learning and teaching, homework, promoting positive behaviour, quality assurance, child protection

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Write new polices in key areas as listed above	HT/SMT/staff working groups	August 14 to June 15	Existing polices /staff time/working group time/professional dialogue	<p>New polices are in place which support pupil achievement and wellbeing in the areas listed above</p> <p>New policies and procedures take account of guidance on reducing bureaucracy</p>	<p>6.5 14.4 2.1</p>

Action Section

Strategic Actions: Tackle Bureaucracy and Teacher Workload

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Evaluate existing policies and procedures to take account of workload issues	HT/SMT/staff working group/staff focus groups	August 14 to June 15	Existing polices /staff time/working group time/professional dialogue	School policies and procedures take account of guidance on reducing bureaucracy	6.5 14.4 10.4 2.1
Take account of workload issues in relation to new policies and those requiring update.	HT/SMT/staff working group/staff focus groups	August 14 to June 15	New polices /staff time/working group time/professional dialogue	New policies and procedures take account of guidance on reducing bureaucracy	6.5 14.4 10.4 2.1
Departments evaluate their approaches to course planning and assessment in the light of unnecessary bureaucracy and teacher workload.	PTs/Faculty Heads/Link DHTs/all staff	August 14 to 15	Departmental Meetings/professional dialogue	Departmental policies and procedure ensure high level of provision with account taken of Bureaucracy and Teacher Workload	6.2 10.4 14.4

Action Section

Strategic Actions: Continue to promote approaches to high quality, effective learning and teaching through IDL

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Clearly define the types of programmes and activities which exemplify effective IDL	EO/SMT/project leader	Inset Day 2 Oct 2014	Input from EO/materials produced by ELS https://glowscotland.sharepoint.com/sites/RenfrewshireCouncil/IDLForum/SitePages/Home.aspx	Exemplification results in an increase in practitioners planning for IDL	6.2
Devise programmes of IDL based on overarching themes or close connections between smaller number of subjects	SMT/PT/Faculty Leaders	August 14 to June 15	Staff development materials and resources ideas from ELS and Education Scotland/resources developed in-house	<p>IDL programmes allow learners to make connections and apply their skills and knowledge across curricular areas and contexts</p> <p>IDL programmes allow learners to study topics in greater depth</p> <p>Programmes incorporate one or more of the following themes: global citizenship, financial education , outdoor learning</p> <p>Programmes make clear connections with literacy, numeracy and health and well being</p>	6.2

Action Section

Strategic Actions: Ensure the production of and compliance with the Equality Act 2010 in relation to the specific and general duty.

Task	Responsibility	Timescale	Resources Staff Development	Expected Impact	ELS SIP ACTION
Further raise awareness of the Act	HT /DHT	By Oct 14	Staff time/In-service Day(s)	Staff are confident in their knowledge of the responsibilities indicated in the act	2.1
Ensure that policies and decisions are assessed for impact	HT/SMT/Working groups	By Dec 14	Policy documentations/staff time/working groups/pupil and staff focus groups	Equality of opportunity between people who share protected characteristics and those who do not is advanced	2.1