Renfrewshire Council Children's Services

St Andrew's Academy Improvement plan

2021-2022

Planning framework

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' Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

Children's Services has an agreed set of priorities which we will work towards:

- We are reducing inequalities and delivering improved outcomes for children and young people;
- High quality learning and teaching and quality of care is taking place in all our schools and establishments;
- Self-evaluation and performance improvement are embedded throughout services;
- Levels of attainment and achievement are improving for all children and young people;
- High numbers of our young people are entering positive and sustainable post-school destinations; and
- Vulnerable children and adults live as safely as possible within local communities

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

- improve attainment, particularly in literacy and numeracy;
- close the attainment gap between the most and least disadvantaged pupils;
- improve children's health and wellbeing; and
- improve children and young people's employability skills so that they move into positive and sustained destinations

The priorities within this plan take into account both national and local priorities and also the needs of our school.

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, placed on the server.

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 self-evaluation profile which is monitored by our link education officer within headquarters.

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

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	
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
1.4 Leadership and management of staff	2.4 Personalised support	3.3 Increasing creativity and employability
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)

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, 5	*Develop a consistent understanding of high-quality learning and teaching with a focus on developing digital learning skills* *Develop a learning culture where all staff are involved in leading learning within across and beyond our school with a focus on developing digital learning skills* *Based on the staff returns from two surveys the priorities for CLPL this session will be -* - *OneNote* - *Sway* - *Assignments in Teams* - *Assertive discipline* - *Retrieval practice*	*Increased staff confidence in using digital learning tools to support in-class and home learning opportunities to access support and CLPL with the development of blended learning and the adaptation of courses* *Staff will have access to relevant educational research, guidance and CLPL opportunities to support them in developing materials and resources.* *Continue to develop digital communication systems to share information with parents & pupils; Teams, SMHW and all social media platforms. For staff, the L&T newsletter, @StAndrewsL&T & Digital Learning Team will allow staff to share good practice.*	*Middle managers and SMT will support and observe consistent good practice in class and online* *Staff and departments will have the opportunity to contribute a variety of platforms including the L&T Newsletter and Digital Learning Team to collaborate and share good practice* *Staff will have the opportunity to participate in directed professional dialogue and support.* *No. of referrals / detentions / P.Ex / Praise cards*	2.3

		Promotion of positive behaviour . Increased attainment.	Dept see increased attainment through implementation of retrieval practice / minutes of DMs / working group meetings	
KD1,2,3, 5,6	Develop and implement a Literacy Action Plan with a focus on developing confidence in reading and writing skills. Planning should support and engage pupils using digital learning skills where appropriate. Develop support documentation for staff which exemplifies the various online accessibility tools that can be used to support pupils with ASN's with their learning.	Learners are accessing and becoming confident in their reading and writing Parents have increased opportunity to support learners at home Staff skills in supporting literacy through a range of in class and online accessibility tools are improved. These resources will compliment class-based learning and enable independent learning. Pupil confidence in developing their skills in school and independently is increased Pupils with ASN are confident in using digital accessibility tools	Materials created to support learning at home. All Depts and PTs Data Literacy 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 with a focus on developing confidence in numeracy skills. Planning should support and engage pupils using digital learning skills where appropriate.	Students are more confident in their numeracy Students motivated and engaged across the curriculum in numeracy.	Materials created to support learning at home. All Depts and PTs Data Literacy supporting identified	1.2, 2.3, 2.5, 3.1,3.2

The first row also includes in the second column:

- Differentiation

All staff will be trained in using Digital Accessibility tools to support learners

		Staff skills in supporting numeracy through a range of in class and online resources are improved. These resources will compliment class based learning and enable independent learning	*groups of students and developing learning materials with departmental staff*	
KD4,5,6	*Implementation of new seemis BGE Progress & Achievement reporting and tracking.* *Further develop BGE Pupil Tracking in conjunction with primary colleagues. Focus on key skills, online engagement and professional judgements and snapshots incorporating Benchmarks, and National Standardised Assessment Data*	*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 Data Literacy ensuring attendance, online engagement and inclusion on wider achievement to ensure equity of opportunity.* *Staff are confident in using professional judgement, SNSA & BGE Progress and Achievement baseline data.* *Staff confident in using new online reporting system.*	*Students from SIMD 1-3 have increased attendance rate and aiming for 100% of SIMD students involved in blended learning engagement, Wider Achievement and Extra Curricular activity.* *Pupils more widely involved in target setting discussion at BGE and building confidence in learner conversations.*	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. Focus on supporting pupils with (blended) learning experience to ensure appropriate progression.*	*Early identification of students who may be at risk of not achieving expected levels of achievement in Literacy and Numeracy are identified by PT Data Literacy and supported by PEF ISA.*	*Increase in percentage of students achieving Level 4 Literacy and Numeracy. Support timetable for individual pupils introduced.* *Adapting resources and ensuring early intervention to ensure appropriate achievement is supported through school and digital learning experience.*	2.4,2.7,3.2

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
KP1, 2, 3, 4	*Begin working towards obtaining the Reading Schools Accreditation Programme*	*Promotes a culture of reading for learners and communities. Positive impact on learners' attainment across the curriculum, supporting wellbeing, critical thinking, creativity, empathy and resilience*	*An increase in the number of books borrowed from the library / use of e-books* *An increase in book reviews (completed in the English department by BGE)* *An increase in the number of book awards (awarded in the English department)* *Achieving the core award by the end of the academic session*	*1.5, 2.2, 3.1 3.2*

Action Plan

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

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 support and promote home learning as a key aspect of progress, attainment and of digital learning*	*Increase in level of parental engagement with school and supporting their child with online engagement and learning* *Departments to produce learning at home resources to support continuation of in school learning and teaching.*	*SMT, PT Data Literacy and ISA will record level of parental engagement* *Resources developed for digital learning and early intervention process*	*2.5,2.7,3.1*

		Resources developed to support parents with online learning	Support systems in place to track, inform and support pupils and parents with digital learning systems.	
KD3	Continued implementation and refinement of Show My Homework and Teams to support learners with (Blended) Learning.	Increase parental awareness of learning and HW tasks issued to pupils. Enhanced systems to monitor pupil engagement with blended learning platforms.	Whole school overview and tracking of individual pupils 'engagement and learning submissions. Enhanced data and monitoring of engagement & contact with parents to support blended learning engagement, progress and achievement.	
KD4,5,6	New assessment and course timelines introduced in relation to SQA assessment amendments.	New assessment timelines introduced in each curricular area. Adapted assessment and courses in relation to SQA assessment amendments.	Time given to enable staff to amend and update curriculum timelines, content and assessment.	1.1,2.1,3.1,3.2
	Tracking and Monitoring Procedures for Senior Phase to be refined to take account adaptation to SQA assessment processes, course structures and timelines. Planning for adaptation considered if blended learning required.	New system to include focus on • SIMD • LAC • Young Carers • ASN • Information to be used to identify learners who need enhanced mentoring and support. Early identification of pupils at risk of missing out identified earlier and supported to attain at key thresholds	Increase in pupil attainment, specifically for LAC, Identified SIMD Groups, Young Carers, ASN Increase in total tariff scores for lowest 20% of achieving students Reduction in Attainment Gap between SIMD groups Interventions to support pupils with blending learning eg. Access and engagement SMT and PT Data Literacy engage Depts, pupils and parents in ensuring all pupils attain.	

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
		ICT audit carried out to support learners who may require to learn from home *New assessment processes introduced to gather continuous evidence of pupil achievement*		
KD1,2,3, 4,5,6	*Re-evaluate and Implement Pupil Equity Fund Plan*	*Review and implement PEF Plan in consultation with staff, pupils and parents to support all learners with a focus on blended learning if required. Focus on ensuring equity and equality of learning access and support for all.*	*Increased pupil attainment in Literacy and Numeracy, increased student attendance, online engagement, increased parental engagement*	*3.1,3.2*

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

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 and PL) Programme across all stages to support learners with the current global situation and possible blended learning.*	*Coherent PSE & PL programme developed which supports all learners.* *Student surveys of wellbeing measures to be undertaken*	*Increase in the positive measures of student wellbeing. Systems enhanced to monitor pupils wellbeing with blended learning.* *Decrease in incidents of bullying, reported self-harm.*	*2.4,3.1*

| KD3,4,5 | Continue to adjust and stagger junior and senior school breaks and lunch times in order to maximise learning and teaching time and support social distancing measures. | Increased leaning and teaching times as pupil movement will be more fluid.

Social distancing is facilitated. | More calm and fluid movement around school.

Pupils will have their own areas to ensure social bubbles due to decreased numbers during lunch and interval. | 2.4,3.1 |
| | Implement school Mental Health Policy with focus on pupils, staff wellbeing and parental partnerships. | Pupils, staff and parents will have a greater awareness of the following areas:

What is Mental Health, what can impact mental health, key signs and strategies and sign posting for support | Pupil and staff wellbeing will increase. Year group surveys and focus groups will be used to collect information.

Increased support for targeted groups. | |
| | Partners will be identified to enhance delivery of emotional and social education as required. | CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support learners

Counselling service monitoring and evaluation systems will highlight the positive impact of the service on learners mental health and wellbeing.

Learning visits and teacher evaluations will show that almost all learners are happy in class and engaged in learning. | Parents, staff and learners will have increased knowledge and understanding of the supports available to them within school and within the community and can draw upon supports when required.

Information re mental health supports available to learners at a collegiate session.

PL lessons will have an early focus on mental health and wellbeing.

Counselling service will be established and promoted through class contact, assemblies, collegiate sessions | |

			and participation in parent events. Referrals will be made for targeted learners	
KD1,4	*Implement New Planning procedures for Pupil Support*	*Improve strategic planning to improve outcomes for pupils most at risk and improve planning to support children when not in school*	*Attendance levels, flexible curriculum design, positive destinations statistics improved.*	*3.1*
Improve ment priority 1

KD2,5 | *All staff feel safe and secure about continuous adaptations to returning to school full time. We will ensure that time and space is provided to actively address staff concerns and promote staff health and wellbeing.* | *Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.*

Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.

Staff will be given the opportunity to complete Renfrewshire's 'Understanding the mental HWB of CYP' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.

Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. For example, use of 'Nurture Group Network Wellbeing Toolkit for professionals. | *All staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.*

All staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.

Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.

Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided | |

	The Nurture Core Group will implement RNRA Nurturing Wellbeing to Build Back Better (BBB) and Living Life to the Full (LLTTF) will be introduced to pupils via PL.		
	Introduce routine drop-in sessions for all staff and/or SMT/PT drop ins to support staff.		
	Staff will have access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support if required.		

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

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	*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*	*Greater number of students achieving certification for vocational studies and wider achievement opportunities*	2.2,3.2,3.3

	Support put in place for learners who may not have full access to engage.	*recognise pupil achievement (group awards eg Scottish Studies and Steps to Work).*	*Increase in student opportunities in S5/6 National 4/5 levels and NPAs.*	
KD1,4,5	By December 2021/March 2022, all learners who are summer/Christmas leavers (2020-2021) have transitioned to a positive destination. Partners in SDS/HE/FE are fully engaged in supporting this process. Pupil support teams along with staff with responsibility for employability in schools will work alongside the careers service and partners such as SDS/FE/HE to ensure the summer/Christmas leavers receive the support they need to ensure a successful transition post school. Support with UCAS and college applications will be provided for learners. Careers advice appointments will be offered remotely.	Ongoing programme of support in school and via online communication platforms to support transition. Parents are made aware of the range of supports available to learners to help them move on to a positive destination via digital platforms such as school websites. Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with and understood by parents/carers. Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.	Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community. Statistics show that almost all summer/ leavers (2020-2021) have entered a positive destination. Careers Advisor appointments show that almost all learners have benefitted from this individual support. Qualitative and quantitative information received from partners will show that almost all learners successfully participate and engage in programmes.	*2.2,3.2,3.3*