



St Andrew's Academy

# Summary School Improvement Plan

2025/26

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

### **National Priorities**

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

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

### **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

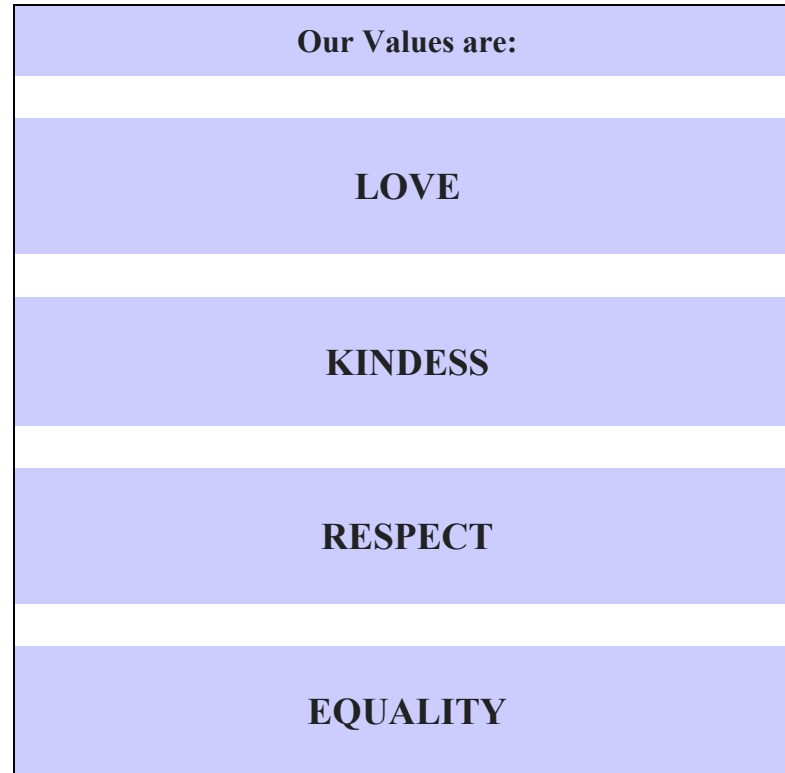
### **Pupil Equity Funding**

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

# Our Vision, Values and Aims

**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.**



## School Improvement Priorities for 2024-2025

1. **Getting it Right for Every Child-Universal and Individualised Support**
2. **Learning, Teaching and Assessment**
3. **Improving attainment, particularly in literacy and numeracy/ Closing the Attainment Gap between the most and least disadvantaged learners**
4. **Pupil and Parent Voice**

## School Improvement Priorities for 2024-27

2024-25	2025-26	2026-27
Getting it Right for Every Child-Universal and Individualised Support	Getting it Right for Every Child-Universal and Individualised Support	Getting it Right for Every Child-Universal and Individualised Support
Learning, Teaching and Assessment	Learning, Teaching and Assessment	Learning, Teaching and Assessment
Improving attainment, particularly in literacy and numeracy/ Closing the Attainment Gap	Improving attainment, particularly in literacy and numeracy/ Closing the Attainment Gap	Improving attainment, particularly in literacy and numeracy/ Closing the Attainment Gap
Pupil and Parent Voice	Pupil and Parent Voice	

## Improvement Priority 1 – Getting it Right for Every Child; universal and individualised support

### NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

	What we aim to do	Outcome and Expected Impact	How we will do this
1.	We are fully committed to implementing the Promise Scotland strategy. The aim of this it to ensure that children and families in Scotland “grow up loved, safe and respected so that they realise their full potential” To help make sure that this happens for care experienced children, the UN Convention on the rights of the child says there should be extra protections for them.	Our Pupil Support Team will focus on introducing a suite of interventions and support packages to enhance transitions processes, promote engagement and limit exclusions. We will have a key focus on closely monitoring and build relationships with our Care Experienced young people. Through the promotion of the Promise we will have a Promise Keeper in every curricular area	We will update our attendance policy-“Be here, Be Kind, Be you, Belong” and guidance for parents/carers in line with our Community Charter. We will work on the creation of Care Experienced Pupil Profiles with Educational Psychology to complement the work of the P7 Transition Team and add to a bespoke Enhanced Transition programme for CEYP. Our Pupil Support Team will introduce Meet the Teacher events and bespoke Transition activities for CEYP and pupils with ASN.
2.	Staged Intervention We aim to build on our Staged Intervention processes: this will mean changes in our meetings, evaluation and discussions about how we can best support learners, especially those who are most vulnerable or at risk. Learners will be more involved in discussions about how best to support them.	Enhancement of the environment following the Pupil Support Review 2024-25 will include amendments to the environment in line with the CIRCLE Framework i.e. changes to the door displays and rooms will lead to further consistency in our nurture approach and support of our young people. Use of visual timetables will enhance the learning experience for identified learners.	We will adapt our curriculum to encourage young people who cannot attend class or school to access their education. This may mean working with partner agencies and looking at alternative pathways. We will fully support learners to achieve a positive destination, especially those at risk of missing out. (this means pupils who may be care experienced, are non-attenders or have barriers to learning)
3.	We aim consolidate upon the impact of our wellbeing tracking and target setting for wellbeing, considering how we measure the impact of our wellbeing supports	We will enhance our nurture strategy for staff and pupils by continuing to promote Mental Health First Aid.  All staff and pupils will feel included in the school's journey towards a Silver award in the Rights Respecting Schools scheme and in having the opportunity to be part of our Charities & Fundraising working group.	We will improve communication for parents in relation to staged intervention supports.  We will introduce changes suggested by our Pupil Parliament about how we communicate Pupil Support information to learners. We will introduce Pupil Ambassadors in Support for Learning .  We will Promote Young Carers (updating the website, notice board, PSE Lessons).

## Improvement Priority 2 – Learning, Teaching and Assessment

### NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

	What we aim to do	Outcome and Expected Impact	How we will do this
1.	<p><b>Learning and Teaching</b></p> <p>We will continue to focus on improving learning and teaching in every classroom through embedding the St Andrew's Academy Learning Cycle.</p> <p>Learning cycle is used consistently by all teachers to plan and deliver high quality lessons.</p>	<p>Increased consistency across whole school for LTA</p> <p>Staff work collegiately to improve practice in specific aspects of LTA</p> <p>All learners will experience high-quality learning and teaching that enables them to make sustained progress and achieve success in their learning.</p> <p>Learners will be more engaged, confident, and motivated in their learning. They will demonstrate improved attainment, greater independence, and a deeper understanding of their learning, leading to better outcomes across the curriculum.</p>	<p>Engaging with CLPL opportunities, including continued professional learning with Bruce Robertson, to deepen our understanding of effective pedagogy and instructional design. Teachers will be supported in developing their practice through structured collaboration, such as professional learning plans (PLPs) and peer trios, enabling regular reflection, dialogue, and shared improvement.</p> <p>We will also continue to update and use our LTA Padlet to share examples of good practice, professional reading, and resources that support our pedagogical development. Professional reading will play an important role in shaping departmental and individual reflection.</p> <p>Each department will identify a specific LTA focus, aligned with our school priorities and informed by evidence gathered through QA activities such as learning walks, pupil voice, and work scrutiny. These activities will help monitor the impact of the learning cycle and identify areas for further support.</p> <p>To strengthen professional dialogue and reflective practice, we will also promote peer observations, encouraging staff to observe and learn from one another in a supportive and developmental environment.</p> <p>This work will be intertwined with the values and principles of The Renfrewshire Way, ensuring that our approach to learning and teaching remains rooted in strong relationships, equity, high expectations, and a shared commitment to excellence.</p>

<p>2.</p>	<p><b>Curriculum Design</b></p> <p>We will promote wider education achievement and attainment through accredited and non-accredited awards- not just through SQA Exams, enabling pupils to achieve an increase in tariff points through a range of enhanced opportunities and curricular pathways.</p> <p>We will continue to build on our implementation of PSHE and RE programmes</p> <p>We aim to build on strong partnership working with SDS,FE,HE the career service and partners in order to ensure almost all Christmas and summer leavers enter a positive and sustained destination.</p> <p>Through working with SDS we will launch the Skills framework with staff and learners. (year 2)</p> <p>We will evaluate experience for BGE learners and explore alternative curricular models and increase opportunities for cross-curricular learning.</p>	<p>Through enhanced learning, teaching and assessment, delivering a meaningful, relevant curriculum we will support a wide range of learner pathways. Through increased current curriculum structures and introduction of new courses which will include National Progression Awards, Skills for Work and Group Awards and individualised curriculum planning we will see an increase of 15% in pupils achieving 5@4 by the end of S4 and an increase in complimentary tariff point for pupils in S4-6.</p> <p>We will increase attainment for all by promoting wellbeing as a responsibility for all and enhance the PSE Programme with accreditation and delivery by Pastoral Care staff.</p>	<p>New curricular subjects will be introduced and promoted Criminology ,Applications of Maths , H &amp; WB Award, Employability(45), Internet Safety, Lit/Comms Award Level 6, People and Society, Scottish Studies for all S4 pupils , Tenancy, Employability, N4 RMPS for all pupils, Personal Development and Assisting with an Event.</p> <p>We are introducing Scottish Studies and National 4 qualifications in PE/RE during core periods We will introduce and promote alternatives to examination pathways e.g. Literacy and Communications (level 6)</p> <p>Wider and earlier support will be put in place for learners who may not have full access to engage. This will be achieved through strategic planning by the Attainment and Pastoral Care teams and in partnership working with the Princes' Trust, Street League and The John Muir Award We will build on the success of the on the introduction of: Leadership, Lab Skills, Furniture Making, Media. We will further promote Level 4/5/6 NPA, SFW, Group Award courses in S5/6 and introduce SQA Ambassadors. We will inform parents of wider achievement opportunities during parent nights and via school communication platforms will be key to our success.</p>
<p>3.</p>	<p><b>Continuous Lifelong Professional Learning</b></p> <p>We will continue to enhance staff opportunities to develop learning and practice.</p> <p>Year 1 - Introduction of Professional Learning Plan, In-school professional learning opportunities  Year 2 - Reintroduction professional reading  Year 3 - Increased staff engagement in Practitioner Enquiry</p>	<p>Staff will engage in a progressive and sustained professional learning journey through the Professional Learning Plan, professional reading, and practitioner enquiry, leading to continuous improvement in classroom practice.</p> <p>The impact of this will be improved confidence and competence in pedagogical approaches across all departments. There will be an increased consistency in high-quality learning and teaching. Through this approach there will be greater collaboration and professional dialogue among staff. Furthermore, there will be enhanced outcomes for learners as a result of more informed, research-led practice.</p>	<p>To achieve our aim of enhancing staff opportunities to develop their learning and practice, we will take a phased and sustainable approach over the next three years. Time will be strategically allocated through the Working Time Agreement and collegiate sessions to prioritise high-impact professional learning.</p> <p>The introduction of the Professional Learning Plan will support staff in identifying personalised development goals aligned with school priorities. This will be supported by a programme of in-school CLPL opportunities, led both by our own staff and visiting educational consultants, ensuring relevance and coherence.</p>

			<p>We will build on this foundation by reintroducing professional reading as a key element of our learning culture. Staff will have time and space during collegiate evenings and department time to engage with research-informed practice, reflect collaboratively, and apply insights to their classroom teaching.</p> <p>Finally, we will increase support for practitioner enquiry, encouraging more staff to investigate and evaluate aspects of their own practice. This will foster a culture of curiosity, critical reflection, and continuous improvement.</p>
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## Improvement Priority 3 – Closing the Attainment Gap between the most and least disadvantaged learners Improving attainment, particularly in literacy and numeracy

### NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

	What we aim to do	Outcome and Expected Impact	How we will do this
1.	We will continue to build on positive trends in Literacy and Numeracy at BGE (S1-S3) and ensure that pupils consolidate upon these at Senior Phase.(S4-S5)	Pupils will be fully supported to improve their Literacy and Numeracy skills. Some pupils may be identified for further support. This support may take the format of small group learning, Transition support, Mentor groups Supported Study, Achieve group and individual departments giving additional support. Pupils who are at risk of missing out due to barriers within literacy and numeracy will continue to be identified and supported, with groups who have received previous supports continue to be tracked and monitored by the attainment team	We will raise Level 4 Literacy and Numeracy in S4 and for the school leaving cohort. Our focus will be on interventions, supporting pupils with learning experiences to ensure appropriate progression.
2.	We will involve all class teachers in the monitoring and tracking of progression pathways and discussion of early interventions to support all pupils, particularly those at risk of missing out (with a focus on those in SIMD 1-2)  An alert and communication system will be introduced for pupils not achieving or attending classes (despite a high top line attendance)	There will be an increase of pupils attaining Level 4 and Level 3 at BGE. We will begin to make assessment and evidence judgements at earlier stages to ensure pupils do not miss out of achieving key benchmarks. There will be an increase in percentage of students achieving Level 4 &5 Literacy and Numeracy (at Senior Phase) A support timetable for individual pupils who require this will be introduced.  We will further develop staff knowledge and confidence of consistency of professional learning judgements of levels and how to track pupil progression across BGE and Senior Phase	Our EMT will be trained in using new digital platforms and current data provided to identify patterns-strengths and gaps- in learning and to plan for improvement. Early identification of pupils who may not achieve in curricular areas in order to bank evidence, change level or curricular pathway.  There will be promotion of NPA/SFW courses to senior pupils and parents by curricular areas, at parents' evenings and as part of the Options programme. Appropriate progression pathways will be received from departments for senior pupils prior to options programme to allow the pastoral care team to advise pupils of next steps.

			<p>Quality assurance of S5/6 option choices will take place in August to ensure pupil subject choices will allow pupils to achieve success at the highest level.</p> <p>Tracking meetings with PTS will take place after each SP reporting phase and will form part of standing items on DM agendas.</p> <p>There will be consolidation of the formal Study, Enrichment and Attainment unit catch up programme for pupils at risk of missing out at key thresholds.</p>
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## Improvement Priority 4 – Pupil and Parent Voice

- Placing the human rights and needs of every child and young person at the centre of education

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	What we aim to do	Outcome and Expected Impact	How we will do this
1.	The school's Community Charter and values were implemented last academic session. To ensure its continued success and consistency, we will evaluate this in conjunction with pupils and parents/carers and implement the changes they have already suggested.	Pupils and parents/careers will be fully aware of the Charter and our updated values. They will become more aware of the language we use in our expectations: <ul style="list-style-type: none"> <li>• Love</li> <li>• Kindness</li> <li>• Respect</li> <li>• Equality</li> </ul>	We will increase our focus on positive behaviour and the number of Merits, Pupils of Week/Month and Praise postcards and recognition in termly awards. Positive behaviour will be communicated to parents via Satchel One and text message.  The Community Charter values and expectations will be delivered as a part of our transition process and BGE learning programmes. We will update visibility of our values in classrooms and corridors so they become integral to our daily life of the school.
2.	We will build on the success of our Pupil Parliament and the roll they play in the decision making and policymaking processes of the school. This year we have introduced a Junior Leadership Team with a junior head boy and head girl. We have also successfully implemented the Pupil Parliament which has had clear impact on the strategic direction of the school with six separate committees: Be Supported; Be Successful; Be Here; Be You; Belong; Be Respectful.	Pupil voice is key to continuous school improvement, therefore, we will establish the St Andrew's Academy Pupil Parliament which will grounded in Article 12 of the UNCRC which states:  <b><i>“our learners have the right to have their opinions considered when we are making decisions about things that will affect them.”</i></b>  Each committee has a role in gathering data and implementing change. The work of the pupil parliament has been recognised by UNICEF gaining the Bronze Rights Respecting School Award. Each committee is now involved in the evaluation and implementation of change for session 2024-25	The Pupil Parliament, with representatives from both a Senior and Junior Leadership Teams have developed their own Action plan. This is included as part of our School Improvement Plan.  The Pupil Parliament have been, and will continue to be, instrumental in developing a summary school improvement plan and a Quality and Standards report which is accessible and relevant to the student body.
3.	We will develop parental and carer participation in self-evaluation and school improvement planning		Pupils, parent/ carer voice will be actively developed to engage them in the life and development of the school and any future planning as it is fundamental to ensuring children's rights with our community.

## Pupil Parliament Improvement Plan

Committee	Mission Statement	Priorities for 2025-26
<b>Be Here</b>  <i>Article 29:</i> We have the right to an education which develops my personality, respect for others' rights and the environment.	As a committee we aim to ensure everyone feels included, safe and welcome within their school community.	<ul style="list-style-type: none"> <li>• Publish bus route video and club data.</li> <li>• Improve school website and Teams resources.</li> <li>• Ensure merit system is consistently applied.</li> </ul>
<b>Be Respectful</b>  <i>Article 2:</i> “We have the right not to be discriminated against based on our identity”	As a committee our aim is to raise awareness of our support systems, find alternative ways of reaching out for help and remove the stigma around reporting and asking for help.	<ul style="list-style-type: none"> <li>• Continue anti-bullying promotion.</li> <li>• Finalise merit board and social media.</li> <li>• Plan for smoother handover to juniors.</li> </ul>
<b>Be You</b>  <i>Article 29:</i> “We have the right to an education which helps our mind, body and talents to be the best they can be	As a committee we aim to improve the learning experiences of young people to ensure equity in learning.	<ul style="list-style-type: none"> <li>• Let more voices be heard.</li> <li>• Improve lesson engagement and fun.</li> <li>• Ensure juniors are more involved.</li> </ul>
<b>Belong</b>  <i>Article 8:</i> “We have the right to an identity.”	As a committee we aim to ensure that our community is supportive of our students interests and continues to foster a sense of belonging among students and teachers.	<ul style="list-style-type: none"> <li>• Finalise and display merit board.</li> <li>• Plan Club Fayre earlier in the year.</li> <li>• Involve new S1s in charity work and Parliament.</li> </ul>
<b>Be Successful</b>  <i>Article 28:</i> “We have the right to an education.”	<p>As a committee we aim to create a learning and teaching environment where all learners understand the importance of everyone’s right to learn with limited distractions.</p> <p>As a committee we aim to promote self-motivation by providing learners with appropriate opportunities to develop study skills from the S1-S6.</p>	<ul style="list-style-type: none"> <li>• Set deadlines for targets.</li> <li>• Increase promotion of house points.</li> <li>• Finish ongoing projects and improve communication</li> </ul>
<b>Be Supported</b>  <i>Article 1:</i> “We should have access to all rights within the UNCRC.”	As a committee we aim to make sure our school community continues to understand the services pupil support provides for our Children and Young People.	<ul style="list-style-type: none"> <li>• Promote the support box and website changes.</li> <li>• Develop digital resources for transitions.</li> <li>• Increase junior participation and awareness.</li> </ul>