



St Andrew's Academy

Summary School Improvement

Plan

2024/25

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**

### **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.**

**Our Values are:**

**RESPECT**

**LOVE**

**EQUALITY**

**KINDNESS**

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

<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
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		

## 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
<p>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.</p> <p>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.</p> <p>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</p>	<p>1. Our Promise Team, comprising of a PT Promise and support staff will introduce a suite of interventions and support packages to enhance transitions processes, promote engagement and limit exclusions. The Promise Team will have a key focus on closely monitoring and build relationships with our Care Experienced young people. Through the promotion of the Promise Team we will have a Promise Keeper in every curricular area</p> <p>2. Enhancement of the environment following the Pupil Support Review 2023-24 will include amendments to the environment in line with the CIRCLE Framework i.e. changes to the wall displays and rooms will lead to further consistency in our nurture approach and support of our young people.</p> <p>3. 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 &amp; Fundraising working group.</p>	<p>1. We will update our attendance policy-“Be here, Be Kind, Be you, Belong” and guidance for parents/carers in line with our Community Charter. The school was successful in a bid for additional funding to help us keep “The Promise”. That funding for additional staffing, interventions and our partnerships with Citizen’s Advice, Who Cares Scotland , Cluster Primaries and new partners to ensure an innovative and bespoke package are available for all young people  We have appointed a PT and Project Leader of Transition (Keeping the Promise)</p> <p>2. 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)</p> <p>3. 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)</p>

## 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
<p><b>1 Learning and Teaching</b></p> <p>We will focus on improving learning and teaching in every classroom through the introduction of the St Andrew's Academy Learning Cycle and our new Learning, Teaching and Assessment policy. We want all learners to be successful in their learning. To help them achieve this, we will be more consistent in our use of Learning Intentions and success criteria, use more digital learning tools, adaptive teaching and high-quality feedback so that learners know where they are at in their learning and what they need to do better.</p> <p><i>Our Focus will be:</i></p> <p>Year 1 - Learning Intentions &amp; Success Criteria, Responsive Assessment (Feedback/Learner Conversations/Target Setting)</p> <p>Year 2 - Learner Engagement and Skilled Questioning</p> <p>Year 3 - Self Reflection and Planning Next Steps in Learning</p>	<p>We will produce a range of supports to allow consistently high-quality learning and assessment techniques, through a variety of means across all curricular areas. This will allow teachers to consistently plan learning and for learners to identify future learning targets and support independence in their learning.</p> <p>We will focus on on adaptive teaching to suit the requirements of Learning and teaching and pupil learning needs.</p>	<p>Learning opportunities for staff will be delivered in order to augment confidence in developing clear and robust Learning Intentions and Success Criteria.</p> <p>A Framework will be developed which shows consistent lesson structure expectations: Before, During, After, Reflection</p> <p>Before - bringing together a checklist of what you need to know before meeting a class - Pupil profile, B2L, Pupil Track</p> <p>During - having a framework which shows the traditional start, middle and end.</p> <p>Learning opportunities to develop confidence in the creation of assessment strategies will be developed, using digital platforms and AI</p> <p>Pupil voice will support independent learning and feedback strategies. They will support us to use what best for them.</p> <p>We will ensure that young people have a clear understanding of learning intentions and success criteria, the purpose of their learning and what they have to do to improve.</p>

## **2. Curriculum Design**

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.

We will fully review our PSHE and RE programmes

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.

## **3. Continuous Lifelong Professional Learning**

We will continue to enhance staff opportunities to develop learning and practice.

- Year 1 - Introduction of Professional Learning Plan, In-school professional learning opportunities
- Year 2 - Reintroduction of skill share groups and professional reading
- Year 3 - Increased staff engagement in Practitioner Enquiry

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.

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.

We will further develop a learning culture where all staff and young people are involved in leading learning within across and beyond our school.

New curricular subjects will be introduced and promoted Criminology ,Applications of Maths , H & 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.

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)

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.

Through the introduction of new project leader and Guidance opportunities we will enhance leadership opportunities and pupil achievement. More staff will be actively involved in leading school improvement aims, for example leading wellbeing groups. Pupil Parliament groups and involvement in the Community Charter evaluation and refresh.  
Support for career long learning takes various forms; authority CLPL will continue to be delivered through the Renfrewshire CPD site. We will build on our very successful school-based staff development programme which is closely linked to the Improvement Plan. CLPL sessions will be led by staff at all levels within the school.

We will develop a CLPL Programme for new Pupil Support Staff, including ASNAs and ISAs  
We will introduce NVR training for all staff over the coming sessions

**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
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- 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
<p>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)</p> <p>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)</p>	<p>1.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 tacked and monitored by the attainment team</p> <p>2.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 &amp;5 Literacy and Numeracy (at Senior Phase) A support timetable for individual pupils who require this will be introduced.</p> <p>We will further develop staff knowledge and confidence of consistency of professional learning</p>	<p>1.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.</p> <p>We will fully utilise BGE and Senior Phase tracking reports to support learning, and identify learners who may need support or mentoring. There will be a focus on key skills, professional judgements and snapshots incorporating Benchmarks, and National Standardised Assessment Data. Team working between Pastoral Care and Attainment Team to identify support interventions and individualised curricular pathways.</p> <p>2.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.</p> <p>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>

	judgements of levels and how to track pupil progression across BGE and Senior Phase	<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

### NIF Priorities

- Placing the human rights and needs of every child and young person at the centre of education
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- 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
<p>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.</p> <p>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.</p> <p>3.We will develop parental and carer participation in self-evaluation and school improvement planning</p>	<p>1.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:</p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Respect</li> <li>• Love</li> <li>• Equality</li> <li>• Kindness</li> </ul> <p>2. 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: "our learners have the right to have their opinions considered when we are making decisions about things that will affect them."</p> <p>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</p>	<p>1,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.</p> <p>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.</p> <p>2.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.</p> <p>3.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.</p>

## Pupil Parliament Improvement Plan

Committee	Mission Statement	Priorities for 2024-25
<b>Be Here</b>  Article 29: 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.	Plans for board in social space to be used to promote support groups  Include "Be Supported" QR code (linking you to guidance support group) on our "Be Here" board
<b>Be Respectful</b>  Article 2: "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.	Create an Anti-bullying and support board in social space.  Regularly update pupil support board.
<b>Be You</b>  Article 29: "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.	Promote parliament.  Teams assemblies, parents and information evenings.  Engage with PE dept to help develop curriculum to support healthy boy (Use results of current PE survey to guide)
<b>Belong</b>  Article 8: "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.	Continue to develop the Community Charter  Continue to promote Merit system
<b>Be Successful</b>  Article 28 "We have the right to an education."	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.  As a committee we aim to promote self-motivation by providing learners with appropriate opportunities to develop study skills from the S1-S6.	We feel they have completed a lot of the research for what needs to be done in the school and this will enable students to carry this on.  Next year we could trial what works well in study skills and what needs to improve.  We want to see an improvement in study skills which can be measured against attainment.

		<p>We could maybe do some work on the transition between S3 – S4 then S4 – S5/S6 to help them prepare for the senior school.</p> <p>All committees could come together and share their ideas so that they all know what is happening in each committee and have a shared approach. We think that we are all working towards the same goal and we could collaborate better.</p>
<p>Be Supported</p> <p>Article 1: “We should have access to all rights within the UNCRC.”</p>	<p>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.</p>	<p>Find innovative ways to advertise pupil support groups and exchange counselling as if the boards in the pastoral support corridor are fab but if you have no reason to be in that corridor you’ll not see them.</p> <p>Long term, pupil friendly version of pupil support policy. Suggested that we could take a team so S5 buddies to primaries to talk to vulnerable new S1s to explain pupil support groups, give them a friendly face for P7 visits etc.</p> <p>Make a leaflet about pupil support available to distribute to new S1s.</p>