East Dunbartonshire: Education Service

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Douglas Academy
Head Teacher	Barry Smedley
Link QIO	Mary Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale
Vision: Values: Aims We strive to provide an educational experience of the highest quality. We value our young people and are proud of their many accomplishments. We offer our young people a stimulating and challenging learning and teaching environment and a host of opportunities to achieve in the widest sense. Our Gaelic school motto is Neart Tre Eolas meaning "Strength Through Knowledge". We wish our young people to develop strength of conviction, strength of purpose and strength of self. We wish them to become knowledgeable about the world and knowledgeable in the world so that when they leave us they are ready to change the world. Our Cluster Vision is: ***Working Together: Respecting Others: Pursuing Excellence.*** This vision is reflected in our school improvement plan through the following: participation of all stakeholders in our many collaborative activities; a clear link between improvement plan priorities and UNCRC articles which shows our continued commitment to maintaining our Rights Respecting Schools Award Gold Status; and our continued pursuit of both personal and academic excellence in every aspect of school life.

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Our school values are reflected in the acronym **CARE.** These are:

- Compassion

- Ambition

- Resilience

- Effort

Our school aims are:

- Be determined to succeed

- Show respect and concern

- Prepare for tomorrow

Pupil Equity Funding Rationale

The Douglas Academy School Community is fully committed to using our Pupil Equity Funding (PEF) to ensure excellence and equity for all. We will work collaboratively with all stakeholders and use our PEF to improve the educational outcomes of young people affected by poverty and ensure all in our care flourish and make very good progress in their learning. We place great importance on developing Skills for Learning, Life and Work and improving attainment for all in Literacy and Numeracy, as these are essential skills that will allow our young people to excel in life when they leave Douglas Academy. We are also fully committed to developing our young people's Health and Wellbeing as this has a huge impact on their learning and success in life. We aim to provide a nurturing learning environment that develops our young peoples' confidence, self-esteem and resilience, which are essential life skills required for successful, independent living.

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Session	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2022/23**	**2023/24**	**2024/25**
Priority 1	Review outdoor provision across the school and increase outdoor learning opportunities across all year groups.	Increase collaborative enquiry opportunities for staff to ensure there is high quality and consistent pedagogical practice which leads to improved experiences and outcomes for all learners.	
Priority 2	Improve learners' experiences by facilitating quality collaborative enquiry opportunities for staff.	Review existing approaches to equalities and diversity education to enhance knowledge and understanding of current and relevant issues related to inclusion and wellbeing across the school community.	
Priority 3	Review existing approaches to skills development across the curriculum.	Review our existing approaches to family learning and parental engagement to encourage parents and carers to become more involved in their child's learning.	

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Section 2: Improvement Priority 1	
School/Establishment	Douglas Academy
Improvement Priority 1	Increase collaborative enquiry opportunities for staff to ensure there is high quality and consistent pedagogical practice which leads to improved experiences and outcomes for all learners.
Person(s) Responsible	J Docherty S Sinclair K Stepney

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in skills and sustained, positive school-leaver destinations for all	teacher professionalism	QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 2.6 Transitions	Improvement in attainment in literacy Improvement in attainment in numeracy Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
DHT Quality Assurance leads collaboration with schools identified as delivering best practice in quality assurance. DHT Learning and Teaching leads review of collaborative enquiry models. PEF DHT leads Outdoor Learning and is supported by PT Achievement. PEF DYW PT leads the development of a whole school Meta Skills framework.	Time for meetings. Time for Professional Learning during in-service days.	
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Literature review which considers the efficacy of school quality assurance and collaborative enquiry models. Review and update whole staff CLPL Programme.	- Promoting a high quality learning experience - Using evidence and data - Research & Evaluation to monitor impact - Partnership Working - Professional Learning & Leadership - Engaging beyond the school.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Increased opportunities for staff to engage with colleagues in collaborative enquiry.	- Review of Lesson Study and consideration of other collaborative professional enquiry models.	- Number of staff/departments involved in lesson study cycles. - Number of staff/departments involved in other collaborative enquiry models.	Short life working group to report on February 2024 Inset Day.
Improved approaches to whole school quality assurance to ensure that all learners consistently experience high quality learning and teaching.	- Investigate best practice in relation to the quality assurance of learning and teaching. - Revised quality assurance model implemented in August 2024.	- Successful implementation of a collaborative and supportive quality assurance model that is underpinned by academic research.	Short life working group to report on February 2024 Inset Day.
Improve staff confidence in the delivery of outdoor learning and teaching experiences.	- Continue to offer Outdoor Learning CLPL for staff through Outdoor Journeys. - Share Outdoor Journeys Lesson Study findings with all staff.	- Staff participation in Outdoor Journeys CLPL. - Monitor and Review Outdoor Classroom use.	June 2024
Improve staff knowledge of SDS and industry Metaskills and increase awareness of how these can be incorporated into lessons.	- Development of a whole school Meta Skills framework which allows learners to recognise, understand, articulate, and record their skills development. - Improve approaches to profiling in the BGE and Senior Phase. - S1-3 participating in Gen+ programme - Staff trained in Gen+ delivery	- Sample profiling in BGE and SP. - Pupil focus group feedback focusing on Metaskills - All S1-3 classes completing Trailbazer, Game Changer and Innovator programmes respectively - 3 staff completing Gen+ Teach Leadership course in partnership with University of Strathclyde Business School - Staff participating in Gen+ Teacher Training Day	June 2024
Teacher judgments on progress in the BGE are better informed and more robust by facilitating opportunities for teachers to discuss and share assessment approaches with colleagues across the local authority and beyond.	- Facilitate opportunities for departments to establish one close partnership within EDC and also outwith with a focus on improving moderation and teacher judgements in the BGE.	- All departments establish a partnership within EDC - All departments establish a partnership outwith EDC - Meeting arranged and facilitated at key points during the year.	June 2024

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Section 2: Improvement Priotity 2	
School/Establishment	**Douglas Academy**
Improvement Priority 2	Review existing approaches to equalities and diversity education to enhance knowledge and understanding of current and relevant issues related to inclusion and wellbeing across the school community.
Person(s) Responsible	D Nimmo S Sinclair

NIF Priority	**NIF Driver**	**HGIOS 4 QIs**	**EDC Service Plan 2021-24**
Improvement in children and young people's health and wellbeing. Placing the human rights and needs of every child and young person at the centre.	teacher professionalism	QI 1.3 Leadership of Change QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	**Resource Requirements**	**Parental Engagement and Involvement**
Responsible DHTs and working groups lead whole school reviews of anti-racist and misogynistic and gender based violence education approaches.	Time for meetings. Time for Professional Learning during in-service days.	
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
Staff engagement with the Equally Safe Schools framework. Staff engagement with *Promoting and Developing race equality and anti-racist education: An Overview* Staff engagement in LGBT Gold Charter.	- Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership. - Engaging beyond the school.	

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Review of existing approaches to anti-racist education.	- Joint staff/pupil working group reviews current whole school and department approaches to anti-racist education. - The reflective questions in *Promoting and Developing race equality and anti-racist education: An Overview* are used to enhance staff/pupil understanding of key action points to inform a whole school anti-racist education strategy.	- Review findings shared with pupils, staff and parents. - Increasing staff confidence in delivering anti-racist education.	- Working group to report on May 2024 Inset.
Development of a three-year anti-racist education programme.	- A 3-Year anti-racist education programme is developed.	- A 3-Year anti-racist education programme is developed which identifies key milestones. - The 3-Year programme is shared with the school community (pupils, staff, parents/carers, key partners)	- May 2024 Inset.
Review existing approaches to anti misogyny and gender-based violence education.	- Joint staff/pupil working group reviews current whole school and department approaches to gender-based violence education. - Equally Safe at School Framework is used to audit current practice and develop action points to inform a three-year anti-misogyny and gender based violence programme.	- Review findings shared with pupils, staff and parents. - Increasing staff confidence in delivering anti misogyny/gender based-violence education.	- Working group to report on May 2024 Inset.
Development of a three-year anti-misogyny and gender based violence programme.	- A 3-year anti-misogyny and gender based violence programme is developed.	- A 3-Year anti-misogyny and gender-based violence programme is developed which identifies key milestones. - The 3-Year programme is shared with the school community (pupils, staff, parents/carers, key partners)	- May 2024 Inset.
Further embed approaches to LGBTQ+ education.	- Joint staff/pupil working group considers key whole school measures required to further embed and enhance approaches to LGBTQ+ education.	- Staff become increasingly confident in delivering programmes/approaches which promote inclusivity and diversity in our whole school community. - Members of the school's LGBTQ+ community feel respected and safe. - Achieve LGBTQ+ Gold Award Status	- June 2024

Section 2: Improvement Priority 3	
School/Establishment	**Douglas Academy**
Improvement Priority 3	Review our existing approaches to family learning and parental engagement to encourage parents and carers to become more involved in their child's learning.
Person(s) Responsible	C McDowell. D Nimmo.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all	parent / carer involvement and engagement teacher professionalism	QI 1.2 Leadership of Learning QI 2.5 Family Learning	Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
- DHT ICT/Family Learning leads review of digital and family learning. - DHT Pupil Support leads review and implementation of S3 and S5 profiling.	- Time for meetings - Time for Professional Learning during in-service days.	- Parent Council and wider parent body are consulted.
Professional Learning	**Interventions for Equity**	**Pupil Equity Funding (PEF) Allocation**
- All staff engage with professional reading/approaches in relation to approaches to family learning. - In-school CLPL supports the delivery of digital learning platforms.	- Promoting a high quality learning experience. - Research & Evaluation to monitor impact. - Partnership Working. - Professional Learning & Leadership. - Engaging beyond the school.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
Our digital learning strategy is reviewed and consideration is given to alternative platforms to support young people in their learning.	- ICT/Learning and Teaching working group considers a range of digital learning platforms which facilitate enhanced levels of parental engagement. - Parent Council and wider parent/carer body is consulted on potential digital platforms. - ICT/Learning and Teaching working group considers digital learning platforms which can be adopted in preparation for improved school infrastructure e.g. Teams/Google Classroom.	- Parents/carers are better informed via a digital platform of their child's progress, homework, assessments and the wider life of the school.	June 2024
Review of existing approaches to family learning and development of initiatives which facilitate enhanced parental engagement in young peoples' learning.	- Departments consider ways to develop approaches to family learning in their curricular area. - Consideration of whole school approaches to family learning and parental engagement.	- Family Learning programme of activities is developed. - Parents/carers report greater involvement in the children's' learning.	June 2024
S3 and S5 profiling is developed which allows young people to capture their latest and best achievements and identifies the development of key Meta Skills.	- Consideration of digital platforms available to profile learners' latest and best achievements and Meta Skills in S3 and S5. - Assessment of a range of timetabling approaches to deliver S3 and S5 profiling e.g. PSE/profiling mornings/S5 HWB rotation.	- Review of available digital platforms shared with staff to enable further collegiate discussion. - S3 and S5 profiling is integrated into the timetable.	June 2024

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	**Tasks/Interventions**	**Resources**	**Measures**	**Timescale(s)**	**Progress**
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
Improved Health & Wellbeing in S1-3	**Improve HWB through Universal support** - Mental Health Ambassadors Programme delivered in PSE **Improve HWB targeted support and individual group work by embedding:** - Nurture Groups - Lego Therapy - Confidence & Resilience Groups - LIAM - Circle of Friends - School Counsellor **Improved attendance for vulnerable young people** - Family Liaison PT - Supporting young people returning to school after a period of long-term absence - Individualised educational support to improve attendance in school	£3780 PT Nurture & Wellbeing (June-Dec) £7800 School Counsellor (to support EDC Lifelink Counsellor and offer additional targeted interventions) PT Family Liaison £4797	- Wellbeing tracker data will be used to identify improvements - SDQ data benchmarked and monitored - Achieve Nurturing Schools Award - Monitor the number of young people using school counsellor - Improved attendance for vulnerable young people targeted for Family Liaison support	June 2024	
Improved attainment in Literacy & Numeracy - 90% young people achieving L4 in Literacy	- Targeted Literacy & Numeracy Support Groups	£7341 0.6 DHT with responsibility for Raising Attainment & Achievement in BGE	- Monitoring & Tracking progress within intervention groups - Analysis of SNSA data	June 2024	

& Numeracy at the end of S3 - 98% young people achieving L3 at the end of S3			- Analysis of ACEL data		
Increase wider achievement opportunities for S1-3	- Implement a wider achievement period in S1 - Identify and target young people not involved in wider achievement, with a focus on SIMD 1-3 - Review and refine current WA tracking system	£2268 PT Achievement	- Target four WA awards for all young people in S1. - Monitor & track wider achievement and target individual young people to participate in school or community clubs/activities.	June 2024	