



Douglas Academy School Improvement Plan Session 2018-19



Section 1

A Statement of the School's/Establishment's

Vision: Values: Aims

We aim 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.

Aims

- Be determined to succeed.
- Show respect and concern
- Prepare for tomorrow

There will be a consultation this session on the school's Vision, Values and Aims with all stakeholders.

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 people's confidence, self-esteem and resilience, which are essential life skills required for successful, independent living.

Throughout session 2018-2019 young people in S1 & S2 living in SIMD 1 and SIMD 2 and those affected by poverty will be prioritised with a view to creating sustainable and measurable improvements by the end of S3 in 2020. By 2021-2023 almost all young people by point of exit from Douglas Academy will have achieved 3rd Level or better in both literacy and numeracy by the end of S3; all young people will have achieved a minimum of SCQF L4 in literacy and numeracy; and, positive destinations data will be greater or equal to LA positive destination data specifically for those young people in SIMD 1 and 2 and those affected by poverty. It is also our aspiration that almost all young people affected by poverty will achieve SCQF L5 in both literacy and numeracy by the time they leave Douglas Academy. When reviewing the school's progress against the targets identified consideration needs to be given to the small number of young people involved within the targeted group. Our use of PEF resources will also involve a focus on Wider Achievement for all. All pupils will have increased access to Wider Achievement opportunities but those identified as SIMD 1 & 2 will be given extra support and encouragement to ensure that they are able to access and benefit from a range of Wider Achievement experiences as they move up through the school. In addition, all pupils will be actively encouraged to exercise their right to a voice within the school community by being involved in the newly modelled Student Council. Use of SIMD data will again ensure an inclusive approach to this aspect of school life.

UNCRC Articles 28 & 29

Children have the right to an education which should develop their personality and talents to the full. Schools should respect children and encourage respect of their own and other cultures.

Section 2

Overview of Whole School/Establishment Priorities and Targets

No	Improvement Priority	Target
1	<p>Improved attainment in Literacy and Numeracy</p> <p>UNCRC Articles 5, 18, 28 & 29</p>	<p>Parents increased engagement in school family learning events and an improved understanding of strategies that will allow them to best support their child's learning. Improved Literacy & Numeracy skills identifiable in targeted groups through bespoke Monitoring & Tracking of progress.</p>
2	<p>Improve consistency of Learning & Teaching across the school</p> <p>UNCRC Articles 28 & 29</p>	<p>Teachers' practice is more effective through improved knowledge and understanding of high quality learning & teaching as a result of participation in collaborative inquiry.</p>
3	<p>Improve the Health & Wellbeing of all young people</p> <p>UNCRC Articles 6, 19, 24 & 29</p>	<ul style="list-style-type: none"> - Create an ASN resource which works in partnership with WSR to ensure there is a strategic approach to targeting those pupils who require additional support. Both resources will continue to develop effective interventions that ensures our most vulnerable young people have every opportunity to attain and achieve - Consultation on our school's vision, values and aims to ensure our school and wider community develop, promote and sustain an aspirational vision which underpins our pursuit of continuous improvement
4	<p>Implement more rigorous approaches to Assessment & Moderation and Monitoring and Tracking</p> <p>UNCRC Articles 28 & 29</p>	<p>Teachers have an enhanced awareness of the Moderation Cycle and have implemented this into departmental practice. As a result, teachers make valid and accurate assessment judgements in the BGE regarding individual pupil progress.</p>
5.	<p>Review wider achievement provision across the school and implement wider achievement opportunities across all year groups</p> <p>UNCRC Articles 28 & 29</p>	<p>Learners have an increased number of wider achievement opportunities through participation in whole school wider achievement programmes.</p>
6.	<p>Pupils have increased opportunities to develop their Skills for Learning, Life</p>	<ul style="list-style-type: none"> - Learners have increased opportunities to develop their skills for learning, life and work and can articulate more effectively the impact

	and Work UNCRC Articles 12 & 13	this has on their learning, attainment and achievement. - Curriculum Review involving all stakeholders with a view to improving the individual Learner Journey for all young people.
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Improvement Priority	SI Priority- Improved attainment in literacy and Numeracy. NIF Driver- Parental Engagement, NIF Priority- Improvements in attainment in literacy and numeracy, EDC Plan- All schools and centres have a family learning programme in order that parents can support their child's learning and development
Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	
Target (QI 2.5, 3.2)	
<ul style="list-style-type: none"> - Parents increased engagement in school family learning events and an improved understanding of strategies that will allow them to best support their child's learning. - Improved Literacy & Numeracy skills identifiable in targeted groups through bespoke Monitoring & Tracking of progress. 	

Action	Timescale	Responsibility	Progress update
1. Increased number of Family Learning opportunities in both BGE and Senior Phase <ul style="list-style-type: none"> - Focus on Literacy, Numeracy, Growth Mindset and study skills in BGE. - Preparation for National Qualifications and Growth Mindset in the Senior Phase 	June 2019	S. Sinclair L. Reid L. Hazelton	
2. Increased number of online tutorials to support Family Learning at home. Additional subjects identified.	June 2019	S. Sinclair L. Reid L. Hazelton	
3. Identify Literacy & Numeracy S1 & S2 tutorial groups from Cluster SNSA data, teacher professional judgement and additional tracking information. Bespoke programmes developed for targeted groups.	Sept 2018	L. Reid L. Hazelton L. Johnston K. Gray R. Dunsmuir	
UNCRC Articles 5, 18, 28 & 29			

Resource Requirement	
Amount allocated from Pupil Equity Fund	Numeracy (£4972) and Literacy (£8600)
Staffing (Specify the post and exact costs)	PT Numeracy and 0.2 allocated to Literacy
Resources	SNSA data from Cluster Group. Policy documentation linked to Parental Engagement and Family Learning. Time allocated to Family Learning through WTA. PEF allocated to develop materials and for staff to participate in tutorials. Research linked to Literacy & Numeracy improvements.
Specific Information	<p>Targeted Literacy and Numeracy support for families of S1 & S2 pupils in the focus group. Bespoke M&T data used to support Teacher Professional Judgement.</p> <p><u>Numeracy</u> S1 Numeracy tutorials will be led by S6 pupils/PT Numeracy. S2 Numeracy led by 3 Maths teachers working with small groups. Progress will be tracked from S1-S3 using Teacher Professional Judgement, BGE M&T and bespoke Numeracy M&T. <u>Target</u>- all pupils in S1 & S2 SIMD 1&2 to have achieved Level 3 Numeracy by the end of S3. Family Learning focus through parental engagement and participation in tutorials.</p> <p><u>Literacy</u> S1 & S2 Literacy tutorials led by 3 staff in English. Progress will be tracked from S1-S3 using Teacher Professional Judgement, BGE M&T and bespoke Numeracy M&T. Target is for all pupils in S1 & S2 SIMD 1&2 to have achieved Level 3 Literacy by the end of S3. Family Learning focus through parental engagement and participation in tutorials.</p>
<p>Professional Learning Practitioner Inquiry on Literacy Collaboration through Numeracy Cluster Working Group Collaboration through Family Learning Strategic Group Analysis of P7 SNSA data</p>	

Improvement Priority	SI Priority- Improve consistency of Learning & Teaching across the school. NIF Drivers- School leadership, School Improvement & Teacher Professionalism. NIF Priority- Closing the attainment gap between the most and least disadvantaged children.
Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	
Target (1.1, 1.2, 2.3)	
Teachers' practice is more effective through improved knowledge and understanding of high quality learning & teaching as a result of participation in collaborative inquiry	

Action	Timescale	Responsibility	Progress update
1. Lesson study and Learning Rounds PLCs engaging in collaborative inquiry. All departments participating. Areas of focus to include feedback, skills development, differentiation and effective use of Learning Intentions and Success Criteria as part of the assessment & moderation process (Lesson Study focus will be the BGE and be an integral part of the moderation cycle)	April 2019	J. Docherty K. Stepney	
2. Staff working collaboratively and using academic research to identify a statement of focus for Learning Rounds. L&T self-evaluation questionnaires will be used as a key part of the process.	April 2019	J. Docherty K. Stepney	
3. Develop whole school CLPL programme that focuses on improving staff skills in different aspects of Learning & Teaching. Implementation will take place in session 2019-20. UNCRC Articles 28 & 29	May 2019	J. Docherty K. Stepney D. Kick	

Resource Requirement	
Amount allocated from Pupil Equity Fund	
Staffing (Specify the post and exact costs)	
Resources	Time in WTA for staff to participate in collaborative inquiry. Time allocated for staff to meet and discuss approaches to collaborative inquiry. Professional Reading Group formed.
Specific Information	Led by the Learning & Teaching Working Group and Learning Rounds Professional Learning Community which includes researchers from UWS. Teachers increased engagement in Learning Rounds and Lesson Study with particular focus on feedback (EEF research) and skills development. Observation sample will prioritise pupils in SIMD 1&2 and those affected by poverty. <u>Target-</u> Identify specific pedagogical practice that best supports staff to help close the poverty related attainment gap.

<p>Professional Learning Collaborative working in teacher PLCs. Professional reading in relation to Lesson Study and Learning Rounds Collaboration with UWS Collaboration through Learning & Teaching Working Group</p>
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Improvement Priority	SI Priority- Improve the Health & Wellbeing of all young people. NIF Driver- School Improvement. NIF Priority- Improvement in children and young people’s health and wellbeing. EDC Plan- All children and young people display improved mental health and wellbeing
Link to NIF Priorities and Drivers / EDC NIF Implementation Plan	
Target (QI 3.1)	
<ul style="list-style-type: none"> - Create an ASN resource which works in partnership with WSR to ensure there is a strategic approach to targeting those pupils who require additional support. Both resources will continue to develop effective interventions that ensures our most vulnerable young people have every opportunity to attain and achieve - Consultation on our school’s vision, values and aims to ensure our school and wider community develop, promote and sustain an aspirational vision which underpins our pursuit of continuous improvement 	

Action	Timescale	Responsibility	Progress update
1. Whole school consultation on Vision, Values and Aims. Promoting Positive Relationships Policy reviewed as part of the process UNCRC Articles 12 & 28	May 2019	R. Dunsmuir B. Hoyle	
2. Create a pupil HWB group to decide on and implement our HWB focus of the month and promote good HWB for all pupils. UNCRC Article 24	December 2019	S. Cawston R. Dunsmuir	
3. Improve pupils knowledge of Growth Mindset strategies by implementing a series of lessons into the PSE programme UNCRC Articles 24	May 2019	S. Cawston R. Dunsmuir	
4. Improved staff knowledge of nurture principles through high quality CLPL sessions UNCRC Articles 19 & 24	Sept 2019	R. Dunsmuir Guidance Team	
5. Develop ASN resource to ensure all pupils are given the most appropriate targeted support with a view to raising attainment and achievement for all. This will include: <ul style="list-style-type: none"> - Creating a resource environment 	June 2019	R. Dunsmuir J. Shaw M. Sharma N. MacKenzie	

<ul style="list-style-type: none"> - Staffing the resource - Rigorous monitoring & tracking and effective processes for identifying those pupils who require additional support - Developing curriculum resources for use with individual and groups of pupils <p>UNCRC Articles 28 & 29</p> <p>6. Review and develop programmes to support those pupils who use the WSR e.g. dealing with anxiety, stress, bereavement</p> <p>UNCRC Articles 24 & 29</p>	<p>December 2018</p>	<p>L. Reid L. Hazelton L. Johnson S. Cawston</p> <p>A. Liddel J. Wallace</p>	
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Resource Requirement	
Amount allocated from Pupil Equity Fund	
Staffing (Specify the post and exact costs)	Excellence and Equity Team will consist of PT Raising Attainment & Achievement, PT HWB, PT Numeracy, whole school Literacy lead, WSR staff and SfL staff.
Resources	Create Douglas Academy's ASN resource that will consist of a working area for pupils and separate area for staff in our 'Excellence and Equity' team. This will work in partnership with our WSR.
Specific Information	The resources will provide support to pupils in a number of areas e.g. wellbeing, stress management, anxiety, bereavement, literacy, numeracy etc. Development of resources to support pupils working at Early, First and Second level.

Professional Learning	
<p>Nurture Training will be offered as part of Douglas Academy's CLPL Whole School Programme/in-service day</p> <p>Research will be used to identify effective interventions for pupils</p>	

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p>	<p>SI Priority- Implement more rigorous approaches to Assessment & Moderation and Monitoring and Tracking NIF Drivers- Teacher Professionalism, Performance Information, Assessment of children’s progress. NIF Priority- Closing the attainment gap between the most and least disadvantaged children. EDC Plan- Raising attainment in literacy and numeracy</p>
<p>Target (Q1 1.1, 2.2, 2.3)</p>	
<p>Teachers have an enhanced awareness of the Moderation Cycle and have implemented this into departmental practice. As a result, teachers make valid and accurate assessment judgements in the BGE regarding individual pupil progress.</p>	

Action	Timescale	Responsibility	Progress update
<p>1. Departments review BGE courses and ensure Learning Intentions and Success Criteria for courses are planned; directly linked to Es & Os and Benchmarks; and reflect both formative and summative assessments that are used to measure pupil progress UNCRC Articles 28 & 29</p>	June 2019	L. Johnston S. Sinclair D. Kick	
<p>2. Departments have fully implemented well planned moderation activities prior to entering Monitoring & Tracking information to improve the validity and reliability of all data entered. These moderation activities must take account of planning, L&T and assessment & moderation UNCRC Articles 28 & 29</p>	June 2019	S. Sinclair	
<p>3. Staff training is provided on new SEEMiS Progress & Achievement package. This will be piloted in all departments. Revised BGE progress statements developed and a common understanding of these agreed across all staff. UNCRC Articles 28 & 29</p>	Dec 2019	S. Sinclair L. Johnston	
<p>4. Departments continue to implement new changes to National Qualifications UNCRC Articles 28 & 2</p>	June 2019	S. Sinclair	

Resource Requirement	
Amount allocated from Pupil Equity Fund	
Staffing (Specify the post and exact costs)	
Resources	
Specific Information	<p>Specific M&T of pupils in SIMD 1&2/LAAC/LAC/EAL/ASN etc. to ensure identified attainment gaps are reduced. All pupils (100%) in SIMD 1&2 and other identified target groups have Literacy & Numeracy qualifications at SCQF Level 4 at point of exit. Almost all young people in S1 & S2 SIMD 1&2 will have achieved SCQF Level 5 in both Literacy & Numeracy at point of exit. . Maintain 98% of pupils attaining 1+ at SCQF Level 5 and improve the number of pupils attaining 1+ at SCQF Level 6 to 90%.</p>

<p>Professional Learning Practitioner Inquiry linked to Raising Attainment & Achievement Collaboration through Moderation activities BGE Course Development and engagement with benchmarks Progress & Achievement training</p>

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p>	<p>SI Priority- Review wider achievement provision across the school and implement wider achievement opportunities across all year groups. NIF Driver- School Improvement and School Leadership. NIF Priority- Improvement in employability skills and sustained, positive school-leaver destinations for all young people. EDC Plan- Secondary schools offer appropriate pathways in the Senior Phase which meets the needs of all learners</p>
<p>Target (QI 3.2)</p>	
<p>Learners have an increased number of wider achievement opportunities through participation in a whole school wider achievement programme</p>	

Action	Timescale	Responsibility	Progress update
<p>1. Implement Mentors in Violence Prevention in S5. UNCRC Articles 19 & 24</p>	April 2019	L. Johnston B. Hoyle	
<p>2. Increased opportunities for wider achievement S1-S6. Implement opportunities below:</p> <ul style="list-style-type: none"> - S1- <i>Right Here, Right Now</i> (All S1 achieve Dynamic Youth Awards) - S2- YPI - S3- Saltire Awards, Dynamic Youth Awards, MWOW Ambassadors - S5- MVP - S6- Buddies for S1 <i>Right Here, Right Now</i>, Safe Driving & Money Management, Saltire accreditation - S1-S6 Review Student Council/Parliament format <p>UNCRC Articles 28 & 29</p>	April 2019	L. Johnston B. Hoyle K. Gray	
<p>3. Monitor & Track wider achievement from S1-S6. Focus on target groups and identify those pupils who require support accessing wider achievement programmes UNCRC Articles 28 & 29</p>	April 2019	L. Johnston B. Hoyle K. Gray	

Resource Requirement	
Amount allocated from Pupil Equity Fund	Participation, Engagement, Wider Achievement (£8600)
Staffing (Specify the post and exact costs)	0.2 allocated for Wider Achievement and Pupil Voice
Resources	Develop whole school wider achievement Monitoring & Tracking system.
Specific Information	Wider Achievement will be tracked for all pupils within the focus group. SIMD 1&2 pupils show significant increased participation levels after interventions identified through monitoring & tracking data in activities within and outwith school. Track school excursion participation by SIMD and target pupils in SIMD 1&2. Develop a school Wider Achievement programme that provides four-six Wider Achievement opportunities for all pupils. The number of opportunities will be dependent on point of exit. Pupils in SIMD 1&2 targeted to participate in Student Councils and Student Parliament.
Professional Learning	
Practitioner Inquiry linked to Pupil Voice Additional staff trained in MVP Whole school system for M&T wider achievement developed	

<p style="text-align: center;">Improvement Priority</p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p>	<p>SI Priority- Pupils have increased opportunities to develop their Skills for Learning, Life and Work. NIF Driver- Teacher Professionalism & School Leadership. NIF Priority- Improvement in employability skills and sustained, positive school-leaver destinations for all young people. EDC Plan- Secondary schools offer appropriate pathways in the Senior Phase which meets the needs of all learners, ensure that all schools have an approach to careers education in place.</p>
<p>Target (QI 2.2, 2.7, 3.3)</p>	
<ul style="list-style-type: none"> - Learners have increased opportunities to develop their skills for learning, life and work and can articulate more effectively the impact this has on their learning, attainment and achievement. - Curriculum Review involving all stakeholders with a view to improving the individual Learner Journey for all young people 	

Action	Timescale	Responsibility	Progress update
1. Focus on 'skills development' in the classroom in line with entitlements from DYW Careers Education Standard. Improved teacher confidence delivering skills in lessons. Monitored through learning rounds and developed through CLPL.	June 2019	L. Wallace S. Sinclair J. Docherty K. Stepney	
2. Increased opportunities for Senior Phase pupils to further develop their skills for work through work experience placements and more exposure to recruitment and selection processes.	June 2019	L. Wallace S. Sinclair	
3. Embed DYW principles across the school, in particular Careers Education Standard entitlements, to ensure there is a co-ordinated whole school approach.	April 2019	L. Wallace S. Sinclair	
4. Stakeholders are consulted on the extent to which the Careers Education Standards entitlements are fully embedded in the curriculum	May 2019	L. Wallace S. Sinclair	
5. Whole school curriculum review to improve the individual learner journey for all young people UNCRC Articles 28 & 29	January 2019	B. Smedley D. Kick	

Resource Requirement	
Amount allocated from Pupil Equity Fund	DYW (£5139)
Staffing (Specify the post and exact costs)	PT Developing Scotland's Young Workforce
Resources	Skills cards developed for individual departments. DYW posters/boards for display around the school. DYW banners created for display in the assembly hall and front entrance.
Specific Information	PT DYW to liaise with Guidance Team and SDS to identify those pupils in SIMD 1&2 at particular risk of not achieving a Positive Destination. By 2021-2023 (possible points of exit for focus group) an overall improvement in Positive Destinations equal to or above EDC 97.51% and equal to or above EDC 97.06% for pupils in SIMD 1&2. Increased opportunities for work experience placements reflected in EDC annual data.

Professional Learning	
<p>Skills development in the classroom included in CLPL Whole School programme Staff have raised awareness of the three DYW standards through in-service day training Lesson study/Learning Rounds skills development focus</p>	