

Linlithgow Academy School Improvement Plan

2016 / 2017

School Engagement with the National Improvement Framework



Next Steps

Factors Influencing the Improvement Plan

School factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Local authority factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Better Outcome agreement

Single Outcome agreement
Corporate Plan
Integrated Children's Services Plan (Life Stages)
Education Services Management Plan
West Lothian's Early Years' Framework
West Lothian Parental Engagement Framework
Increased entitlement to early years' provision

National factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
OECD recommendations
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
National Qualifications
Child Protection Issues / Guidance
National Legislation: Children and Young People (Scotland) Act 2014
GTCS standards and professional update

Our Vision : Linlithgow Academy strives to be an effective school by providing a secure, positive environment where challenge and diversity in learning and teaching enables everyone to achieve their potential and strive for excellence

Our Values : In Linlithgow Academy we aim to ensure that all young people

- respect and value each other and the school community
- develop skills for learning life and work
- have access to opportunities for personal development that are inclusive and equitable
- are challenged to attain and achieve to their fullest potential

Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.

Learning Provision

- To create a safe and enjoyable learning environment where children and staff can thrive and succeed and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.

Successes and Achievements

- To ensure the best possible outcomes for all our learners

Session	Area for Improvement	3 Year Strategic Plan
		Outcomes
2015/2016	Raising Attainment – To continue to improve the attainment and achievement of our learners	<ul style="list-style-type: none"> • There is an appropriate curriculum to support progression and attainment at all levels. There is increased communication with parents regarding progress and increased use of insight.
	Raising Attainment – further develop the learning experiences of our young people	<ul style="list-style-type: none"> • A range of teaching techniques ensure stimulating and challenging lessons for learners. Pupils become better learners through discussions about learning and the identification of transferable skills
	Raising Attainment – Continue to develop the curriculum to support learning	<ul style="list-style-type: none"> • A review of the curriculum will lead to the establishment of appropriate pathways for all learners. Staff will be aware that cross cutting themes are the responsibility of all
	Raising Attainment – meeting needs of all learners	<ul style="list-style-type: none"> • There will be a raised awareness and improved impact on HWB of all, including staff. There will be clarity in the role of support team in school to ensure effective impact on young people
	Raising Attainment – strive for excellence	<ul style="list-style-type: none"> • There will be increased pupil involvement in self-evaluation. Improvements in self-evaluation and continued commitment to Professional Review will lead to a continued commitment to staff development
2016/2017	Excellence through raising attainment and achieving equity – Leadership of change and self-evaluation for self-improvement	<ul style="list-style-type: none"> • There is collective ownership of school visions, values and aims. This will underpin continuous improvement. • There is community involvement in improving the experiences for young people as a result of planned engagement with all stakeholders, staff, parents, pupils • Small tests of change have measurable impact on outcomes for young people at all levels eg Improvement methodologies
	Excellence through raising attainment and achieving equity – Learning Teaching and assessment,	<ul style="list-style-type: none"> • All learners experience differentiation to ensure appropriate pace, challenge and progression thorough the curriculum . • Activities such as interdisciplinary learning and partnership working allow pupils to demonstrate skills from the four contexts of learning across the school • Moderation activities ensure that assessment is planned to meet needs of all learners and standards are consistent.
	Excellence through raising attainment and achieving equity – Raising attainment and achievement	<ul style="list-style-type: none"> • Professional judgement is supported by data and progress is effectively measured over time • Pupils are equipped for post school through access to and uptake of flexible, accredited pathways
	Excellence through raising attainment and achieving equity – Inclusion and wellbeing	<ul style="list-style-type: none"> • Pupils needs are met and barriers to learning are challenged through engagement with National Improvement Framework, restorative practice and named person policy. • Universal and targeted learning and support have a positive impact on learning

2017-2018	Excellence through raising attainment and achieving equity – Leadership of change and self-evaluation for self-improvement	<ul style="list-style-type: none"> The vision values and aims of the school are embedded in daily practice and are driving continuous improvement Evidence from self-evaluation is clearly linked to school improvements The school community is actively using improvement methodologies to improve outcomes for identified groups
	Excellence through raising attainment and achieving equity – Learning teaching and assessment	<ul style="list-style-type: none"> Pupils are benefitting from outside learning opportunities Parents and learners are involved in planning and evaluating learning
	Excellence through raising attainment and achieving equity – raising attainment and achievement	<ul style="list-style-type: none"> Links with partners are embedded and have a positive impact on young people The tracking and celebration and accreditation of pupil achievements is valued and contributes to a positive destination

Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: 1.3 Leadership of Change

1.1 Self-Evaluation for Self-Improvement

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how – see evaluation below
<ul style="list-style-type: none"> There is collective ownership of school visions, values and aims. This will underpin continuous improvement. There is community involvement in improving the experiences for young people as a result of planned engagement with all stakeholders, staff, parents, pupils 	<p>Use Ed Scotland resources to support engagement of staff , pupils and parents in identifying the common vision for the school.(1.3)</p> <p>Engage with data and information to raise awareness of the local context (1.3)</p> <p>Ensure a clear understanding of our collective strengths and areas for development (1.3)</p>	All		<p>In-service sessions</p> <p>Wall display/ posters with new collective vision</p> <p>Data from Insight</p>	SMT
	<p>Evaluate partnerships with all agencies systematically (1.1)</p>	Staff leading/ working with partners		<p>Meaningful tools for gathering feedback which maximise impact on learners</p>	SMT
	<p>Create regular opportunities for parents to support school improvement both formal and informal (1.1)</p>	SMT		<p>Possible digital approaches</p>	SMT
	<p>Provide support to improve consistency in the involvement of young people in school improvement activities (1.1)</p>	PTC team		<p>Range of tools</p>	SMT/ PTC
	<p>Engage staff with improvement methodologies to support positive change , including RAFA techniques (1.3)</p>	All		<p>RAFA material and trained staff.</p>	All

<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>To what extent does the school community have ownership of our vision values and aims ?</p> <p>What range of data has been used to understand the context of the school ?</p> <p>Does everyone have a collective understanding of our strengths and areas for development ?</p> <p>How effective are our methods of evaluating the impact of partnership working on the experience of young people?</p> <p>How do we ensure that improvement for the learner is central to all self-evaluation ?</p> <p>How well do we use digital solutions to analyse data?</p> <p>To what extent are our tools for change impacting positively on staff and improving outcomes for all ?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p>Focus groups</p> <p>Quantitative data</p> <p>Questionnaires</p> <p>VSE process</p>
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Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY					
Area for development: 2.3 Learning, teaching and assessment 2.4 Personalised support					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how – see evidence section
<ul style="list-style-type: none"> All learners experience differentiation to ensure appropriate pace, challenge and progression through the curriculum . Activities such as interdisciplinary learning and partnership working allow pupils to demonstrate skills from the four contexts of learning across the school Moderation activities ensure that assessment is planned to meet needs of all learners and standards are consistent. 	Create a Learning and Teaching policy which outlines a minimum expectation.	L&T Group		Research , baseline data Meeting time , professional dialogue groups,	DHT L&T
	Provide -CPD opportunities to support development of a range of L&T approaches including HOTS, questioning, feedback , active learning	L&T Group			DHT L&T
	Increase use of START to support learners to identify strengths and development needs	DHT Support		Planned time in calendar	SMT
	Draw on skills developed through START programme to support planning for IDL activities in BGE.	SMT &PTC team		START champion	SMT
	Identify Skills for Learning Life and Work and provide unfamiliar contexts for application in senior phase	SMT and PTC team		L&T group	SMT
	Increase use of profiling to support next steps Investigate digital tool for profile	DHT support		Digital tool for profile and training	DHT support
Support planning of assessment and increase confidence in BGE achievement of a level through moderation exercises	DHT L&T		HUB moderation afternoons , collegiate support	DHT L&T	
Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)		Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)			
How confident are we that all of our learning activities are varied, challenging, differentiated and providing pace and challenge ?		VSE			

<p>How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills ?</p> <p>How good is our understanding of differentiation ?</p> <p>To what extent are a range of teaching approaches and strategies including digital approaches applied by staff ?</p> <p>How well do we enable young people to engage in self and peer assessment to improve their learning (quality feedback) ?</p> <p>Are staff able to access effective levels of support and training to build their capacity to engage with the diverse needs of all learners?</p> <p>How effectively is profiling used to support the identification of next steps in learning?</p> <p>How well are we enabling young people to become independent learners ?</p>	<p>Pupil focus groups</p> <p>Staff feedback</p> <p>Assessment data</p>
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<p>Priority 3: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY</p>					
<p>Area for development: 3.2 Raising attainment and Achievement</p>					
Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how – see evaluation below
<ul style="list-style-type: none"> Professional judgement is supported by data and progress is effectively measured over time (3.2) 	<p>Engage in collaborative moderation exercises to support teacher confidence in achievement of a level in BGE</p> <p>Continue to support the use of data to demonstrate progress through the curriculum</p> <p>Continue to develop understanding of SALs and develop approaches to incorporate SALs into tracking & monitoring, benchmarking and</p>	<p>PTC team</p> <p>SMT / PTC team</p> <p>PTC team</p>		<p>HUB time in WTA</p> <p>Authority support</p> <p>Prompts</p> <p>Ed Scot docs, faculty discussion</p>	<p>SMT/ PTC team</p> <p>SMT / PTC team</p> <p>SMT / PTC team</p>

<ul style="list-style-type: none"> Pupils are equipped for post school through access to and uptake of flexible, accredited pathways (3.2) 	<p>assessment to tackle workload</p> <p>Continue to seek opportunities for accreditation for wider achievement particularly in senior phase</p> <p>Consider approaches to capture pupil achievements within and out with school</p> <p>Improved use of data to identify targeted groups for early intervention related to literacy, numeracy and skills for work .</p> <p>Peer support / mentoring projects to build confidence, resilience and possibly reading skills with identified SIMD or attainment groups</p> <p>Embed reviewed approaches to transition from BGE to SP to ensure most suitable pathway for all learners</p> <p>Update paperwork to ensure shared understanding of flexible pathways with all stakeholders</p> <p>Links with SDS to staff to raise awareness of Career Education standard</p> <p>Opportunities for creativity and innovation through IDL projects / career focussed activities within faculties to demonstrate transfer of skills to new contexts</p>	<p>SMT / PTC team</p> <p>DHT support and PTs support</p> <p>SMT / PTC team</p> <p>Dev post holders</p> <p>SMT/ PTC team</p> <p>SMT</p> <p>SDS/ DHT support</p> <p>SMT/ PTC team</p>		<p>time</p> <p>SQA docs, partners,</p> <p>Digital platform, possible working group</p> <p>Prompts, transition data , M&T data</p> <p>Bid funding to support post</p> <p>Faculty discussion time</p> <p>Access to case studies</p> <p>ISIS session</p> <p>Faculty time to plan</p>	<p>SMT</p> <p>SMT</p> <p>SMT , PTCs literacy and numeracy</p> <p>SMT, post holders</p> <p>SMT/ stakeholders</p> <p>SMT / Stakeholders</p> <p>Staff feedback</p> <p>SMT/ stakeholders</p>
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<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>How well do we use evidence from T&M, professional dialogue and assessments to measure progress over time ?</p> <p>How well is assessment evidence used to support teacher judgement ?</p> <p>How well do we use accreditation to celebrate achievement at all stages ?</p> <p>How well are we capturing young people’s achievements in the community ?</p> <p>What improvements have been seen in attainment as a result of an increased focus on literacy and numeracy ?</p> <p>Are all of our young people successful in securing a sustained positive destination on leaving school ?</p> <p>Do learners experience opportunities to develop skills in creativity ?</p> <p>How well do we support the transfer of skills to new contexts ?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p>VSE</p> <p>Pupil focus groups</p> <p>Staff feedback</p> <p>Assessment data, insight , CAT. CEM, progression</p> <p>NIF data</p>
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Priority 4: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY

Area for development: 3.1 Ensuring Wellbeing , equality and inclusion

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom? How? - see evaluation below
<ul style="list-style-type: none"> Pupils needs are met and barriers to learning are challenged through engagement with National Improvement Framework, restorative practice and named person policy. Universal and targeted learning and support is having a positive impact on learning (2.4) 	<p>Building on Vision, Values and Aims work establish school as a centre for Restorative Practices Revisit the Discipline Policy to establish a Positive Behaviour Policy which includes restorative approaches to build positive relationships.</p> <p>Engage staff with Named Person Policy</p> <p>Engage pupils with Named Person policy</p> <p>Engage Parents with Named person Policy</p> <p>Evaluate impact on young people</p> <p>Provide opportunities for collaborative working to build capacity to meet the needs of all learners</p>	<p>DHT Support and PTC team</p> <p>PTC Support and HT</p> <p>CM and team</p>		<p>Inservice time</p> <p>Parent Coucnil meetings, Parent info leaflets , assemblies , ISIS time</p> <p>Meetings, DMs, link staff</p>	<p>SMT</p> <p>DHT support</p> <p>DHT support</p>

<p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>How well do staff know and understand GIRFEC and their role in supporting the health and wellbeing of young people ?</p> <p>How well do we understand and take account of local and national guidelines?</p> <p>Have we established inclusive learning community ?</p> <p>How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community ?</p> <p>How well do young people show consideration for others and demonstrate positive behaviour and relationships ?</p>	<p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <p>Observations</p> <p>Stakeholders feedback</p> <p>VSE process</p>
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Plan for Additional Tasks

Additional Tasks	Responsibilities	SLT Point of contact
<ul style="list-style-type: none"> Cluster priority of Growth mindset – will link into Coaching for Improvement /START/ Behaviour policy 	SMT	DHT support
<ul style="list-style-type: none"> Cluster focus on numeracy – moderation 	PTC numeracy	DHT L&T
<ul style="list-style-type: none"> PLS – Peer literacy strategy (innovation funding) 	Dev post holder	DHT L&T
<ul style="list-style-type: none"> Draw up plan to explore all QIs over 5 year period 	SMT and BOS	HT