School Improvement Planning Returns to Local Authority

School: Stranraer Academy   **Date:** May 2013

Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic and reviewed and referred to continuously

Our vision, values and aims (see HGIOS 3 http://www.journeytoexcellence.org.uk/about/keydocuments/part3.asp and Child at the Centre 2, CC2, QI 9.1)

School Statement:

The Vision, Values & Aims were been reviewed during session 2011/12. It was felt that there should be a one sentence statement which is easy to remember. The following was agreed:

Stranraer Academy aims to be a school where
EVERYONE *is encouraged and supported to do their best;*
a school the ***WHOLE*** *community can have pride in."*

Traditionally, the Stranraer Academy motto is "Hold Firm". Staff, pupils and parent council have been consulted on choosing values whose first letters join together to create 'Hold Firm'. These responses have been collated, shared with staff and have been used to produce a poster for each classroom. These will be formally launched with all pupils at the start of term in August 2014.

What we did to review our vision, values and aims with all our stakeholders (if these have not been recently reviewed, please indicate likely review date)

Review Date: Last review began towards end of session 2011/12. Continued into session 2012/13. Fully implemented by August 2013.

Review Activities (as appropriate): Meetings of School Improvement Group during staff meeting times. Discussed at parent council meetings. With pupils via registration classes – values to match 'Hold Firm'.   Pupils given the opportunity to articulate the values central to the school ethos. Two non-promoted members of staff led whole staff presentation on the school statement.

Taking a Closer Look –>
What key outcomes have we achieved?
What are our strengths and areas for development?
What is our capacity for improvement?

Standards and Quality Report

SECTION 1

1. Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact		Level of Progress (Level 1-6)
No.	**Title /descriptor**			
1.	Curriculum for Excellence	Evaluating S2 courses taught last session for the first time.	Most departments reviewed their new S2 courses and made amendments where appropriate.	3/4
		Continuing implementation of S3 courses and planning for S4 (and articulation of S3 courses to National 4/5)	All departments had new S3 courses in place.	3/4
		Embed profiling in S3 within PSE with inputs throughout the curriculum	All S3 pupils should have a completed profile by June 2013. This has been coordinated by PSE teachers with input from most S3 subject teachers. S3 profile discussed at Cluster level and will be sent to the pupils primary school to mark the end of BGE. S3 profile discussed with Parent council.	4
		Planning, assessment & moderation of learning across all subjects but with emphasis on Literacy & Numeracy	A member of SMT, PT Languages & Communication and members of the English department looking at a piece of writing from each department to ensure suitable practice in literacy tasks are being given in all areas. In line with authority group, numeracy largely being led by Maths department. Numeracy cluster twilight session used to give other departments an opportunity to consider where and when numeracy is used in their subject areas and reach common understanding. CAT/INCAS used to identify pupils in need of support.	3

1. Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact		Level of Progress (Level 1-6)
No.	Title /descriptor			
1.	Curriculum for Excellence (continued)	Improve pupil performance in reading through a reading strategy in English through targeted readers engaged in a systematic programme with SLAs.	Programme in place during registration time for around 20 pupils. This has been a real success and will continue in future years.	5
		Health & Well-being	GIRFEC Tier 1 training has been delivered to all staff during twilight sessions and time set aside during staff meetings for teaching staff to complete the GIRFEC e-learning module. PT Pupil Support have completed Tier 2 training. Most faculties have provided a summary of Es & Os met within their subjects to allow any gaps to be identified. Many outside agencies involved in course delivery through PSE. Project worker for CfE H&WB has been appointed (from June 2013) which should lead to more coherent and innovative approaches to learning and teaching 'Risky Behaviours'.	4
		Interdisciplinary learning	Very little progress has been made in this area although many opportunities are taken for interdisciplinary work – D of E, Drowning Prevention day, Olympics event, whole school sports, Columba 1400, Young Enterprise, etc. – more planning required.	2
		Reframe current Pupil Council as Pupil Learning Council with a focus on improving learning.	Pupil Council met regularly – led by Head boy/girl. Some, limited discussion of curriculum. Senior students ran focus groups during RME time to evaluate school performance	3
		Produce a pupil friendly version of our improvement plan.	Pupil friendly plan not created. Too many items not really relevant to pupils. For next session look at producing a short list of priorities for pupil council rather than full plan.	N/A

1. Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact		Level of Progress (Level 1-6)
No.	Title /descriptor			
2.	Vision, Values & Aims	Ensure new vision, values & aims are in use and form the backbone of what we do.	Staff, pupils and parent council have been consulted on choosing values whose first letters join together to create 'Hold Firm'. These responses have been collated, shared with staff and have been used to produce a poster for each classroom. These will be formally launched with all pupils at the start of term in August 2013.	4/5
		Developing an all inclusive calendar for the school detailing self-evaluation, meetings, departmental reviews, planning, events, etc.	To have everything on one calendar proved too complicated. Instead, most important events are on calendar which is regularly updated (in Teachers community). Important dates for parents/pupils are available on the shared Google calendar on the school website.	4
		Improved web-site	Letters sent to parents available on-line. School daily notices are available on web-site for use by parents and pupils.	4
3.	Attainment, Participation & Achievement	Continue to monitor departmental performance and look for areas of improvement.	Departmental reviews meetings take place between PT & faculty DHT early in the session to discuss results. PTs faculty meet with staff to review results.	5
			Full programme of formal departmental observations in place. Each teacher observed both in formal, planned observation and informal, drop-in, observation. Report written for each department on strengths and areas for development.	4/5

1. Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact		Level of Progress (Level 1-6)
No.	Title /descriptor			
3.	Attainment, Participation & Achievement (continued)	Enhance the school improvement strategy by involving all PTs in formal learning visits.	This was not carried out. It was agreed at PT meeting that it would be preferable for PTs to monitor their own faculty areas with so many changes happening in CfE rather than spending time in other areas. SMT continue to monitor across subject areas.	N/A
		Develop inter-agency work to enhance positive transitions for post 16 pupils.	New PT Pupil Support appointed with responsibility for this area. Good links wth CLD and other partners to ensure programme available for school leavers.	4/5
		To increase our commitment to learning partners.	PC Boyce now has an office in the school and an area has been identified that can be used by other partners. Changes to personnel have meant that the Chaplaincy team has not played as big a part in school life as they did in previous years. CLD, NHS, Police, etc. continue to support PSE courses. NHS project worker appointed to work in school (starts June 2103). CLD continue to support Drop-in. Worker appointed to help with D of E.	5 2 4 4
		Continue to develop more vocational courses including accessing appropriate college courses in the senior phase.	While no college provision was available in 2012/13, there will be two groups in 2013/14 – 34 pupils involved in Car Mechanics or Early Years care. New Digital Photography option has proved popular with two groups running. Personal Development being introduced for session 2013/14.	1 3

1. Progress against Previous Year's School Improvement Plan

Key Improvement Area		Key Outcomes (Learners / School Community) – Statement of Impact		Level of Progress (Level 1-6)
No.	Title /descriptor			
4.	Transition	Science – continue to work with cluster primaries on Science developments (emphasis on Chemistry/Physics investigations)	Resources for three curricular topics have been created and it has been agreed they will be used by all Primaries in the cluster. Twilight training for Primary staff took place during collegiate time. 0.2 FTE has been available for around 6 months to facilitate visits to primaries by science staff – to help in the delivery of materials.	4
		Start work with primary colleagues to develop transition opportunities in another subject area.	HE have continued to offer opportunities for primary staff to enhance their subject knowledge by offering twilight sessions. Six cluster collegiate times allocated this session – used for literacy, numeracy, science & GIRFEC. Social Subjects looking to get involved next session.	4 4 N/A
		Continue GIRFEC developments. Work with CLD and other partner agencies in the delivery of the ICS cluster improvement plan.	PSE time was used to allow youngsters to complete a 'needs assessment' the results of which will have helped set the agenda for next sessions ICS plan and the development work of CLD. 'Aiming for High' and other transition programmes continued, as in previous years.	3 5

SECTION 2

2. Summary of Key Strengths / Areas for Development

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's <u>key</u> strengths and areas for improvement for each. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

Strengths and areas for improvement should arise out of: evidence of SIP progress; 'Broad View' evidence, including appropriate reference to quantitative data, people's views and direct observation (see page 7 of current EA School Improvement Planning document)

1. How well do our children/young people learn and achieve? *(QIs1.1; 2.1; E2- E5)*	*Key Strengths*	*Key areas for development*
SQA exam results continue to improve. In almost all areas, S4 performance is the strongest since 2005. Cumulative results for S5 & S6 also show improvement in most areas. Stay on rates continue to increase – both September & January figures were highest ever last year. Exclusion rates have remained constant. Following four years where the figures have been dropping, this year will see the figures remain almost identical to last year. Current figures show the exclusion rate having dropped to less than 1/3 of the rate in session 2007/8. In all curriculum areas, pupils are making progress through the CfE levels. Pupils are developing skills, attributes and capabilities of the 4 capacities. Attainment/participation in other areas, e.g. Duke of Edinburgh Award & Columba 1400 continues to grow. S3 pupils have created a profile showing their strengths and capabilities.	Particularly pleasing was the number of S4 pupils attaining 5 or more level 4 awards (80%). 136 currently enrolled in D of E. 20 graduates from Columba 1400.	Science and French continue to under-perform. Both subjects have received less time in S1/2 than recommended (caused by staffing issues). This will be remedied in session 2013/14 – extra period in S1 for Science, extra period in s2 for French.

2. Summary of Key Strengths / Areas for Development (continued)

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2. How well does our school support children/young people to develop and learn? (QIs 5.1; 5.3; E1-5)	Key Strengths	Key areas for development
In S1/2, all pupils study a common course taking in as wide a range of Es & Os as possible. In S3, more specialism is possible while still retaining subjects from each of the curricular areas. S4-6 are the 'exam years' where a range of subjects and levels are provided. The changes for Curriculum for Excellence have been developed in consultation with staff and parents through Parent Council open meetings. Vocational courses continue to be developed, including Rural Skills, Woodworking, Metalworking, Photography and Sports Leader. Courses are well planned with a range of learning activities available. Staff are working with increasing confidence with the experiences and outcomes taking opportunities to deliver 'Responsibility for All' Es & Os when appropriate. Staff are delivering the entitlement to a broad general education in S1-S3 and are planning for progression through the CfE levels and into the senior phase. In some curricular areas, staff are working with primary colleagues to plan coherent programmes and courses 3-18. Use is made of transition information in planning L&T.	PSE is delivered by all staff. Pupils have a regular (6 times a week) contact with the same member of staff. All pupils get the recommended two periods of PE (S1-S6) and, indeed, in S1/2 three periods are allocated. Around half of all S3-S6 pupils also take some form of certificated PE in addition to the core provision. Many opportunities exist out of the formal curriculum for involvement in, for example, Duke of Edinburgh Award, sports, creative arts. 6 twilight sessions are set aside for secondary & primary colleagues to meet and plan. Programme in place during registration time for around 12 pupils to improve basic reading skills.	Refocus PSE as Health & Wellbeing ensuring all Es & Os are met. Interdisciplinary work needs to be better planned to ensure access for all pupils. Implementation of National 4 & 5 courses in S4 in 2013-14 followed by the revised H & AH courses. Continue to develop vocational courses. Continue to work with primary colleagues to look at more curricular areas. Continue to expand this interagency work to help vulnerable people achieve positive destinations. Work needs to be done to ensure that the previously good Religious Observation for all year groups facilitated by school chaplains continues to happen.

2. Summary of Key Strengths / Areas for Development (continued)

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's <u>key</u> strengths and areas for improvement for each. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

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3. How well does our school improve the quality of its work? (QIs 5.9)	Key Strengths	Key areas for development
Self-evaluation is improving. There is a regular programme of classroom observations, both by SMT and Principal Teachers. Peer Observation is becoming more common. Recording of activities has also improved. Departmental Reviews include pupil evaluations from questionnaires. Annual Staff Review and Development takes place and, within available funds, staff are supported in CPD. Arrangements are in place to monitor SQA exam results as well as tracking progress in prelims against CAT scores. Leadership opportunities are available for all staff, including staff in unpromoted posts.	Regular programme of observations – all staff, including SLAs, involved. Departmental findings published. Pupil/parent input. Active Pupil and Parent Councils. Pupil Council reps invited to attend Parent Council. Mentoring programme in place for underperforming S4 pupils. Many staff have completed Introduction to Leadership Course	Need to ensure a consistency of approach and tighten up recording procedures. PTs (C and PS) need to generate evidence of classroom observations and improvements (impact on L&T). All teaching staff are involved in School Improvement Groups. Continue to distribute leadership throughout the school – in particular to non-promoted staff and learners.

2. Summary of Key Strengths / Areas for Development (continued)

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's <u>key</u> strengths and areas for improvement for each. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

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4. How well do we promote equality / diversity? (QI 5.6)	Key Strengths	Key areas for development
Stranraer Academy tries to be an inclusive school encouraging all pupils in the area to come to this school. We have a Learning Centre and the Aird provision. Where possible, all pupils are included in the life of the school. We have a preventing exclusion programme using our Support Unit to identify pupils at risk. Each pupil has a Register Teacher as a daily point of contact as well as their own Pupil Support teacher. We welcome and celebrate diversity. We try to treat learners, parents and staff with respect. In our school we try to ensure that culture, disability, gender, race, religion, sexual orientation and additional support needs are not seen as barriers for success.	Our Award ceremonies reward as many pupils as possible for a wide range of achievements. School newsletters try to promote pupil successes in all areas – not just curricular (or school related).	Maximising the presumption of mainstream education.

2. Summary of Key Strengths / Areas for Development (continued)

Please provide a brief evaluative response to each of the undernoted questions (1-5), noting the school's key strengths and areas for improvement for each. ES (HMI) current expectations regarding core quality indicators and entitlements (E1-6) are noted in the ES Inspection Advice Note for Schools (August 11).

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5. How good are our Leadership and Management and our Quality Assurance Arrangements *(Possible QIs 9.1-9.4; 5.9 / 6.3 / 7.2; 7.3)*	Key Strengths	Key areas for development
An experienced team of promoted staff are in place. Pupils, through Head Boy/Girl are now inputting into the school Improvement agenda. Parent Council meets monthly helping ensure the school meets the needs of the community. Increasingly the school is working with partner agencies, e.g. NHS, CLD, Police, Social Work, on the GIRFEC agenda. 6 sessions are set aside for Primary & Secondary colleagues to meet after school to discuss curricular/transition issues.	Four of SMT have attained the Standard for Headship. PTs are committed to improvement. School Police Liaison Officer based in school. All staff have attended CPD on the new GIRFEC protocol and completed the e-learning module.	All PTs to focus on improving learning and teaching through the use of planned, systematic observations. PTs to plan and implement class observations and peer observations. PTs to use focus groups to involve pupils in faculty improvement.

3. Capacity for Improvement - Statement

Based on your evaluations in parts 1 and 2 earlier, please provide a statement about your school's overall capacity for improvement. You should consider relevant school self-evaluation evidence, including key strengths / development areas noted in part 2 of this report. You should also consider any contextual issues which may have a bearing on the school's current capacity*. Please provide a brief narrative to support your statement.

For further advice, please refer to J-to-Excellence, part 4, Appendix 2 http://www.journeytoexcellence.org.uk/about/keydocuments/part4.asp

Exemplar Statement 'Openers'
- *The school has a (very) significant capacity for improvement, with a track record of delivering high quality provision for all its pupils. Pupils continue to achieve success in … Views of stakeholders indicate that…etc.*
- *The school demonstrates capacity for improvement, but requires to further develop its self-evaluation processes. The school continues to promote opportunities for high-quality professional dialogue ……*
- *Currently, the school has limited capacity for improvement due to a significant staff recruitment difficulty, although pupil experiences continue to be…*

Our School's Capacity for Improvement:

The school continues to demonstrate its capacity for improvement but requires to further develop the rigorous and systematic approach to some aspects of self-evaluation.

Higher Order Thinking Skills need to be embedded in the work of all faculties, departments and teachers.

Exam results continue to improve, exclusion rates remain at about 1/3 of the level in 2007/8.

Over the past few years there has been a significant change in staffing – average age of staff has reduced considerably. Many staff have aspirations for promotion and there is a general willingness to take forward initiatives.

Curriculum for Excellence outcomes and experiences form the basis of all S1-3 lessons.

All departments are currently developing new materials for National 4 & 5 courses.

There are active Pupil & Parent Councils and, increasingly, senior pupils are taking on leadership roles (Head boy/girl, 4 deputes, house-captains and prefects).

Advice for Schools*
Schools may wish to take into account contextual issues such as:
- *Impending retirements of senior staff;*
- *Plans to restructure curriculum / management arrangements;*
- *Significant changes in resources;*
- *'Track record' in making improvements and managing change;*
- *Evidence of ability to respond quickly to changes in context;*
- *Effectiveness of self-evaluation and clear impact, etc.*