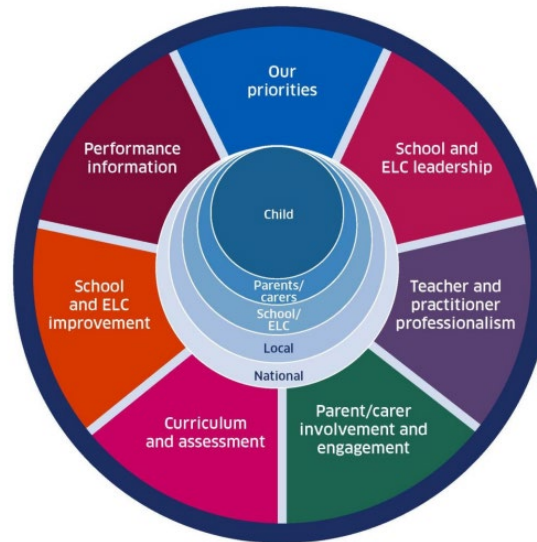


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Stranraer Academy

Date: June 2022

1. 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, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

A school in the heart of the community, A community in the heart of the school.

Vision:

**Aim High
Work Hard
Be Kind
No Excuses**

Values:

**Mutual Respect
Kindness
Aspiration**

Review Date: Session 2020-2, Likely Review Date - 2023

Review Activities (as appropriate)

1. Vision, Values and Aims

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Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>Culture</p> <p>NIF Priority</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>School leadership</p> <p>School improvement</p> <p>HGIOS?4</p> <p>1.3, 1.4, 1.5</p> <p>2.1, 2.4, 2.6, 2.7</p> <p>3.1</p>	<p>Behaviour - outwith classrooms is improving. Incidents of vandalism as reported by AMEY are significantly reduced. Around 20 staff voluntarily supervise break and lunch times improving general good order. SLT are highly visible. Incident of violence at social times have reduced with no violent incidents in term 4</p> <p>Following a focus during study leave, uniform standards are high with awareness among pupils and parents that exemplary uniform is expected after the summer holidays.</p> <p>Bullying is reducing with pupil voice telling us pupils are confident that issues will be dealt with by the school. Parental confidence is markedly increased. Individual examples of pupils returning to school who previously didn't feel able to attend.</p> <p>Smoking in School Grounds has been expressly tackled during study leave and much reduced</p> <p>A culture of pupils wandering the school during the day has been eliminated. Pupils now expect to be supportively challenged if out of class or behaving in anything other than a quiet and calm manner.</p> <p>Overall satisfaction in the school is high. Elected member and MSP feedback is positive, parental feedback through a recent survey is highly supportive. Parent Council feedback is positive.</p>	<p>Reduced exclusions reflecting cultural shift and alternative curriculum meeting needs of key pupils</p> <p>Toilet vandalism reduced/eliminated</p> <p>Right Respecting Schools implementation</p> <p>Post-Covid attendance in line with national averages</p>

	<p>The number of complaints received by the education authority is showing an improving trend. In session 2021/22 there were 11 stage-1 complaints, three stage-2 complaints and 12 comments/concerns pre-Christmas. From January to June there were five stage-1 complaints, one stage-2 and 1 comment/concern. There have been no complaints or concerns in Term 4.</p> <p>Recent successful evacuation drill under revised procedures was calm and orderly “the most organised in 20 years”</p> <p>Feedback from P7 Parents Night was entirely positive. S6 prefects were superb ambassadors for the school</p> <p>Capacity for improvement is strong</p>	
<p>Classrooms</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <p>Teacher professionalism</p> <p>Assessment of children's progress</p> <p>HGIOS?4</p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p>2.2, 2.3, 2.4, 2.7</p> <p>3.1, 3.2</p>	<p>ACEL return was submitted on time and robustly quality assured. Attainment is good with clear areas for development identified.</p> <p>As of November 2021, there were no SQA entries for Stranraer Academy. Through considerable effort and support almost all pupils have been successfully presented for their SQA exams/units. Considerable policy and procedure development has occurred ensuring improved performance going forward.</p> <p>In partnership with the education authority and a specialist Education Officer the school has developed an ASN Development Plan. Implementation has started with early improvements evident, e.g., Aird and Nurture provision.</p> <p>The new Alternative Curriculum Model is delivering immediate impact to learners directly involved and the wider school. Feedback from the parents of a participant is positive “everything we ever wanted, he is smiling and enjoying school”</p> <p>High numbers and high-quality candidates for pupil leadership roles. Over 90 senior prefects have volunteered and are highly engaged in their leadership opportunities</p> <p>Management Calls are being recorded and monitored. Significant reduction since the change of timetable in June 2022.</p> <p>A high proportion of PTCs have signed up for the SWEIC Leaders of Pedagogues CLPL opportunity. This is increasing capacity and networking of our middle leadership team</p>	<p>Numeracy Attainment. Improved moderation and use of benchmarks</p> <p>Further implementation of ASN Development plan including P7 transition, info sharing and statutory duties compliance</p> <p>Further development of roles, responsibilities and learning re. classroom behaviour</p> <p>Build a CLPL program linked to PRD and SIP</p>

	<p>The introduction of Reg/HWB is having early positive impacts on pupil conduct and wellbeing</p> <p>Curriculum change has been successfully implemented within staffing to provide almost all pupils with national entitlements in: Physical Education (PE) (minimum two periods per week), Religious Education (RE), Health and Wellbeing (HWB) and Front-Line Guidance (Registration).</p> <p>The 2022/23 timetable was completed on time. Session 2021/22 was not issued until into Term 1. This was achieved with considerable support, however.</p> <p>Capacity for improvement is strong</p>	<p>Further development and support of the Reg/HWB teacher role and programs</p> <p>Process to start Nov 2022 to ensure full consultation and completion by Easter 2023</p>								
<p>Community</p> <p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver</p> <p>Parental engagement</p> <p>School improvement</p> <p>HGIOS?4</p> <p>1.3</p> <p>2.2, 2.6, 2.7</p> <p>3.3</p>	<p>Positive parental feedback to regular praise letters sent by HT and DHTs</p> <p>The majority of parents (66%) who responded stated they were satisfied or extremely satisfied with the overall performance of Stranraer Academy</p> <p>Considerable progress in developing clear pathways and bespoke resourcing to provide effective and genuinely inclusive education for all pupils. These provisions include offsite support, Inclusion Support (ASD Specialism), Nurture, Alternative Curriculum Model and a range of mainstream-based supports</p> <p>Appointment of a Pupil Press Attaché with the local Wigtown Free Press</p> <p>Capacity for improvement is strong</p>	<p>Termly Newsletter</p> <p>Press Coverage</p> <p>Social Media Development</p> <p>New School Website</p>								
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? How rigorous is the school's approach to providing robust evidence of closing the attainment gap? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Spend by Curricular Area</p> <table border="1" data-bbox="590 1224 1850 1292"> <thead> <tr> <th>Literacy</th> <th>Numeracy</th> <th>Health and Wellbeing</th> <th>Unknown/Other</th> </tr> </thead> <tbody> <tr> <td>£8552</td> <td>£3262.86</td> <td>£97870.84</td> <td>£6633.66</td> </tr> </tbody> </table> <p>PEF supports the recruitment of a Home Link Worker (and LAC Champion). This colleague is a highly valued asset to the school and our families. In partnership with school provision such as Inclusion and Nurture we have succeeded in returning several school-refusers back into education and fostered supportive relationships with a range of pupils and parents.</p>		Literacy	Numeracy	Health and Wellbeing	Unknown/Other	£8552	£3262.86	£97870.84	£6633.66
Literacy	Numeracy	Health and Wellbeing	Unknown/Other							
£8552	£3262.86	£97870.84	£6633.66							

- **How well are you removing barriers to learning and ensuring equity for all?**

ACEL data suggests literacy interventions are effective

The majority of spend has been allocated to time from a range of professionals in supporting pupils exhibiting distressed and disruptive behaviour. This work has benefited pupils experiencing poverty directly but has also supported pupils in this group indirectly through cultural change and supporting effective learning and teaching across the curriculum. The structure established this year are showing early evidence of being highly effective in removing barriers and ensuring equity. Further evaluation will proceed this year.

The school's approaches to providing robust evidence of the gap and how it is closing are not rigorous enough. Work is underway to improve this tracking and increase our data-informed practice.

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>Almost all colleagues feel the acting HT leads high expectations of learners, colleagues and outcomes. His vision is ambitious and focussed on improvements in outcomes for all</p> <p>Most colleagues (90%) feel involved and part of a school team, working toward shared goals</p> <p>Almost all feel the acting HT motivates and inspires others to a sustained collective commitment through daily actions</p> <p>Most colleagues feel leaders at all levels match or exceed the acting HT in how they motivate and inspire others to a sustained collective commitment through daily actions. A few do not agree, with comments citing legacy issues among an overall, accepted improvement.</p> <p>Almost all colleagues state the acting HT has their support and commitment to strategic change. They are confident change is in the best interest of Stranraer Academy, is based on sound evidence and understanding of the school and is being carefully guided in pace and direction to ensure positive outcomes for all</p> <p>Almost all feel the acting HT is creating a culture of trust, creativity, innovation and enquiry</p>	<p>Systematic opportunities to review and enhance practice for all staff – Effective CLPL</p> <p>Sustain improved / consistent morale through continued openness and improving communication / consultation</p> <p>Develop leadership capacity at all levels ensuring leadership roles meet the strategic needs of the school</p> <p>Establish consistency of leadership at all levels as soon as possible</p> <p>Review - Vision, Values, Aims</p>	<p>3 Overall</p> <p>4 Progress</p>

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Most colleagues feel they have systematic opportunities to review and refresh their practice</p> <p>Almost all colleagues are satisfied or very satisfied with the acting HT's leadership this session</p> <p>See appendix for additional feedback comments:</p>		
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Views of pupils, parents (parental survey) and staff (staff survey) indicate improving relationships leading to quality learning outcomes</p> <p>Early steps have improved the recording and recognition of learners' achievements e.g., HT and DHT letters home, success trips</p> <p>Enhanced pupil leadership opportunities have been established e.g., Head Boy / Girl, Senior Support Ambassadors, Rights Respecting School</p> <p>Limited evaluation of approaches to feedback</p> <p>Educational research has been used extensively in the development of our Nurture and ACM provision</p> <p>Limited evaluation of planning for assessment</p>	<p>Recent improvements need to embed and be sustained.</p> <p>Reinstate – post-covid – celebrations of success events</p> <p>Pupil Leadership opportunities and Pupil Council</p> <p>Robust SE of the use of feedback in session 22/23</p> <p>Evaluate and extend where appropriate the use of educational research. Promotion of CLPL, e.g., Leading Pedagogues</p>	3

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Limited Tracking and Monitoring systems in place. Insufficient, systematic awareness of pupils needs and circumstances including ASN, Looked after, poverty etc. Insufficiently well-developed data analysis skills and systems across the school</p>	<p>Faculty based development using the Learning and Teaching Cycle</p> <p>T&M systems established. Including info sharing to all teachers and support staff. Data informed evaluation and planning for learning and assessment</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>There is a strong sense of community across the school. Almost all teachers contribute to a climate where pupils feel valued, safe, and secure. The understanding of pupil's rights and wellbeing is instinctive but not systematic / responding to legislative frameworks. A culture of inclusion, participation and positive relationships is building</p> <p>Curriculum opportunities exist to explore racism and religious intolerance, limited evidence of positive impact with a concern that this is a key area of development across our pupil body and community</p> <p>Need for further work on pupils' sense that they can challenge intolerance</p> <p>Staff and pupils report feeling more valued and supported</p> <p>Outdoor spaces are used well</p>	<p>Rights Respecting School (RRS). CLPL re. whole school nurture and support approaches / legislation</p> <p>Continued review and implementation of appropriate legislation and local / national policy</p> <p>RRS, anti-bullying and equality (LGBTQ+) strategy</p> <p>As above</p> <p>Systematic monitoring of wellbeing indicators and attainment for groups facing barriers</p>	2

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>In 2022: Most S3 learners (84%) have achieved L3 or above in Numeracy Almost all S3 learners (96%) have achieved L3 or above in Listening and Talking Almost all S3 learners (91%) have achieved L3 or above in Writing Almost all S3 learners (93%) have achieved L3 or above in Reading Approximately 50% of learners achieved L4 across organisers by the end of S3</p> <p>Attainment levels in Literacy and Numeracy are key priorities</p> <p>Planning is in place within the school and cluster to support the confidence of professional judgments and the effectiveness of teaching and assessment in raising attainment</p> <p>Destination data is strong (94%) and in line with virtual comparator</p>	<p>Improve Numeracy to above 91%</p> <p>Numeracy attainment in BGE and Senior Phase</p> <p>Review assessment and moderation processes Use of SNSA data and national benchmarks QAMSO provision within the cluster</p>	3

2.2 Summary of Key Strengths and Areas for Improvement

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Senior Phase Literacy attainment is consistently in line with virtual comparators</p> <p>Almost all (95%) learners achieved National 4 literacy or better, most (79%) achieved National 5 literacy or better</p> <p>Total tariff points achieved by the highest 20% of pupils was higher than comparators in 2021</p> <p>Complementary tariff points achieved by all pupils was in line with comparators in 2021</p> <p>1 subject – English - performed significantly higher than course comparators at National 5</p> <p>1 subject – English - performed significantly higher than course comparators at Higher</p>	<p>Senior Phase Numeracy attainment is consistently much lower than virtual comparators</p> <p>Most learners achieved National 4 numeracy or better, less than half (38%) achieved National 5 numeracy or better</p> <p>In session 2021/22, performance in SIMD decile 1 was much lower than the national establishment</p> <p>Total tariff points achieved by the middle 60% of pupils was lower than comparators in 2021</p> <p>10 subjects (44%) performed significantly lower than course comparators at National 5</p> <p>4 subjects (21%) performed significantly lower than course comparators at Higher</p> <p>Empowering pupils to have a say and fully engage in their own learning. Planning in place including enhanced pupil leadership and voice and pupil-led interventions</p> <p>Attendance and Exclusion rates. Post covid improvements in attendance. Significant reduction in exclusions reflecting an improved culture and approaches – Educational Psychology led CPL around trauma-informed practice and nurture principles planned</p>	

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	Evidence of pupils applying and increasing their achievements through participation in the local community e.g., DofE, Volunteering (Saltire Award), Celebration of Success	Rights Respecting School, increased volunteering	
2.2 Curriculum: Theme 3 Learning Pathways	<p>Strategic changes to the curriculum this year have been planned and embedded in the 2022/23 curriculum. Almost all parental feedback has been positive with resolution found in areas of dispute. Elected members have responded positively to the rationale and decision making around the changes.</p> <p>Our curriculum meets all national entitlements and aligns with local and national policy. While meeting the unique requirements of our school. Examples of this include the College Academy, Barista, and alternative curriculum model</p> <p>Our WTA was compiled with trade union reps and was approved by all colleagues. Demonstrating that professional time is respected and protected for professional learning and collegiate working</p> <p>Developing numeracy and literacy skills is highlighted in the SIP, reflecting the prioritisation of these areas. Health and Wellbeing is being supported through introduced front-line guidance and HWB periods for all pupils. Employability</p>	<p>Planning for progress at cohort and individual level</p> <p>Continued review of curriculum and timetable planning to ensure optimal outcomes for colleagues and learners – early feedback from areas such as PE/HE and English/Maths split columns to be reviewed</p> <p>Numeracy attainment</p>	

2.2 Summary of Key Strengths and Areas for Improvement

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	skills career education and destination data is strong – 94%, equal to VC		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Significant progress in establishing trusting partnerships with parents/carers, the local community and third sector. Claim supported by parental feedback survey which highlighted this area as a key improvement</p> <p>Parental views are heard and acted upon appropriately. Complaints are significantly reduced with very few escalating beyond stage 1</p> <p>Parental feedback supports the assertion that Stranraer Academy is playing an increasingly significant role in the local community</p>	<p>Continued development of inter-personal and inter-agency working protocols and agreements to maximise support and impact for pupils and staff. Further develop shared evaluations</p> <p>Continued work to develop community confidence in the school. Achieved through improved communication, celebration of success and evaluated (internal and external) progress</p>	

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>Culture</p> <p>NIF Priority</p> <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>School leadership School improvement</p> <p>HGIOS?4</p> <p>1.3, 1.4, 1.5 2.1, 2.4, 2.6, 2.7 3.1</p>	<p>Improving views in relation to culture in regular sampling of pupils, parents, and staff:</p> <p>Behaviour - outwith classrooms Bullying, Rights and Relationships Uniform Smoking in School Grounds Attendance Punctuality Overall satisfaction</p> <p>Improving quantitative measures:</p> <p>Exclusions Violence Bullying Attendance Complaints</p> <p>Established pathways for pupil representation, voice, and leadership leading to improved pupil feedback and ability to affect change</p> <p>Effective Front-Line guidance and HWB entitlement</p> <p>Effective personalised support HGIOS4 – 2.4</p>	<p>Behaviour and Ethos Strategy: Termly review and development</p> <p>Re-Instatement of Registration Time and HWB Period: Guidance and Curriculum developed and shared. Termly evaluation of provision</p> <p>Rights Respecting School: Bronze Award achieved by Dec 2020 Establish Senior Support Ambassador Team Anti-Bullying and Equality Strategy launched</p> <p>Alternative Curriculum Provision: Phase 1 and 2 planning shared with stakeholders. Partnerships established and developed. Provision pilot established. Robust assessment and monitoring e.g., Boxall and evidence collation. Ongoing review</p> <p>Nurture: Nurture Phase 2 developed and implemented. Robust assessment and monitoring e.g., Boxall and evidence collation. Ongoing</p>	<p>JF - Termly</p> <p>PL + PTPS Team - Termly</p> <p>PL, SF, DH</p> <p>PL + TBC NH +TBC – Dec 2022 (Bronze) June 2023 (Silver) PL – Term 1</p> <p>PL – Dec 2022</p> <p>DH + PL – Phase 1 – June 2022, Phase 2 Term 1 PEF – Leadership Time equivalence, physical resource, curriculum, transport, partnerships</p> <p>PL + PB – 2022/23 PEF 1.0FTE + 1.2FTE HLW PL + PB – Term 1</p> <p>PL + PB</p>

		<p>review – improved wellbeing / engagement with mainstream</p> <p>Celebration of Success: Awards Ceremonies and Trips Sports Day Senior Prom Junior Social Events</p> <p>Parental Engagement – School Contact: Development of process and management of day-to-day parental contact and conflict resolution.</p> <p>Pupil Voice: Incorporated within Rights Respecting School Pupil Council</p> <p>Pupil Leadership: Head Boy / Girl Pupil Leadership Team Committee Chairs / Members</p> <p>Pupil Support – Policy and Process: Admin Support allocation and training Chronology Training Empowered PS team through Registration/HWB and wellbeing tracking</p>	<p>RM – 2022/23 RM SF EG TBC</p> <p>PT Team – Term 1</p> <p>PL / TBC – Term 1</p> <p>DH – Term 1</p> <p>DH – Term 1</p> <p>PL + CR + PTPS Team – Term 1</p>
<p>Classrooms</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver</p> <p>Teacher professionalism</p>	<p>Improving Attainment Insight ACEL Wider/Alternative Curricular HGIOS4 – 3.2</p> <p>Improving Learning and Teaching Pupil Voice Self-Evaluation HGIOS4 – 2.3</p>	<p>Attainment Reviews: Shifting the Curve: Lit, Num, HWB focus Department / Faculty planning and review</p> <p>Self-Evaluation / Learning Observations: Establish Self-Evaluation calendar and process</p>	<p>JF + SLT + PTCs – 2022/23</p> <p>FF, KB, LM PTC Team – Faculty Improvement Plans following meetings with HT – June 2022</p> <p>JF – 2022/23 JF – Term 1</p>

<p>Assessment of children's progress</p> <p>HGIOS?4</p> <p>1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.7 3.1, 3.2</p>	<p>Improving wellbeing, equality, and inclusion Self-Evaluation of ASN Plan Pupil and Parent Voice Systems Implementation e.g., T&M, ASN info sharing HGIOS4 – 3.1</p> <p>Improving Classroom behaviour and learning environment Referrals Management Calls Staff, Pupil and Parent Voice</p> <p>Improving professional confidence and support structures contributing to improving outcomes (above) Network Membership Awards SQA Verification Coursework attainment</p> <p>Improving pupil leadership leading to positive culture outcomes (above)</p> <p>Increased scrutiny of data leading to data-informed planning and outcomes</p> <p>Increased communication and consultation leading to efficient and supportive timetabling and curriculum structures</p>	<p>Behaviour and Ethos Strategy: The Learning Classroom: Develop shared understanding across the school community</p> <p>Additional Support for Learning Development Plan Continue implementation of planning around Aird, Learning Centre and Mainstream support of pupils with ASN. Develop leadership capacity, wider staff awareness and info sharing, universal and targeted support capacity</p> <p>Professional Collaboration: Establish professional networks within and beyond Stranraer Academy. Encouraged universally, required when the opportunity for improved attainment has been identified</p> <p>Re-Instatement of Registration Time and HWB Period: PT PS team to manage the effective delivery and development of provision</p> <p>Tracking and Monitoring Develop improved T&M tools and process across the curriculum.</p> <p>Option / Timetabling process adjustments: Process to begin in January, completion with full consultation by Week-2 of Term-4.</p> <p>Curriculum Review: Monitoring and Evaluation of curriculum changes</p>	<p>JF – 2022/23 JF – Term 1</p> <p>RL + GD (PT ASN) + PT Aird (New Post) – 2022/23</p> <p>JF – 2022/23 PTC Team</p> <p>PL – 2022/23 PTPS Team</p> <p>RL – 2022/23 RL + PT Team</p> <p>KB + Timetable Team</p> <p>JF – 2022/23</p>
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<p>Community</p> <p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver</p> <p>Parental engagement School improvement</p> <p>HGIOS?4</p> <p>1.3 2.2, 2.6, 2.7 3.3</p>	<p>Regular celebration of success supporting ambition and resilience</p> <p>High levels of parental and community satisfaction and participation</p> <p>Sustained levels of positive and sustained destinations</p> <p>An inclusive and sustainable school experience for all</p>	<p>Celebration of Success – Media: Termly Newsletter Regular positive press articles submitted Social Media</p> <p>Parental Engagement: Information Sharing Reporting Parent Council / Forum Feedback / Consultation</p> <p>Community Involvement: Volunteering – Saltire Awards WEX Community Events</p> <p>DYW My World of Work Registration Careers Education Destination Data SDS Partnership Destination Data</p> <p>Partnership Working: DUMGAL College NHS SW/ YJ Better Lives Alternative Curriculum Partners SCRA WEX Community Sponsors</p>	<p>DH – 2022/23 DH + RJ – Termly DH + RJ DH + RJ</p> <p>JF – 2022/23</p> <p>RM – 2022/23</p> <p>VR + NH – 2022/23</p> <p>JF + SLT – 2022/23</p>
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Appendix: HT 360 Feedback Comments

ID	Name	Responses
1	anonymous	I feel that this HT is exactly what the school needed. He came in at a very difficult time when staff, parents and pupils were at an all time low. He is rebuilding everyones trust and expectations. He already knows all the staff personally and also nearly all of the pupils. He shies away from no-one and faces each task head on. Excellent personality. Excellent Headteacher. Thank you.
2	anonymous	Mr Farquhar is approachable to both students and staff alike. In my opinion Mr Farquhar is doing an excellent job as Acting Headteacher and this is from staff and parent view,
3	anonymous	This year has restored by enthusiasm for teaching, something I was very close to giving up.
4	anonymous	I once again feel motivated to come to school and no longer have a sense of dread on a Sunday evening for the week ahead. This is due to the clear expectations and the knowledge that I will be supported in the work place. There is a feeling of the staff once again being a cohesive unit, this is due to leadership and encouragement from SLT. I feel re-energised to offer opportunities for our young learners out with the classroom and secure in the knowledge I will be supported and importantly appreciated for doing so.
5	anonymous	We are lucky to have an approachable, honest and supportive Acting Head Teacher, who genuinely takes interest in and cares about the school and community. You feel valued and he recognises we are 'human' - we all have responsibilities out with work and emphasises the importance of balancing our time.
6	anonymous	The Acting Head is all that a Head Teacher should be. The young people of Stranraer Academy already have certain expectations of him - firstly, he takes an active interest in all pupils and they are consciously aware of this; secondly, he is very visible to all (pupils and staff) and, despite hollow claims from his

ID	Name	Responses
		predecessor, his door is always open and he is amenable for an informal chat. He is a firm but welcoming and positive figure; it doesn't seem that he is out to "get you".
7	anonymous	Easy to approach and communicate with
8	anonymous	Our Acting HT's presence is felt within the school, he is seen, actively watching and guiding. Huge improvement in morale for both students and staff across the whole school
9	anonymous	The change in the school for the better has been amazing since the introduction of the Acting HT with lots more to follow - staff and pupils alike feel a lot of respect and know we can put our trust in him to improve Stranraer Academy even further into the future
10	anonymous	The acting HT has made fantastic improvements in the culture and ethos of the school since his arrival in November 2021. I feel empowered to make decisions in my classroom and the wider school environment that I know will be supported by SLT, particularly in relation to positive behaviour management. I also feel confident to be able to speak out in staff meetings about any aspect of his leadership without being perceived as making a personal attack, for example in relation to the timetable for the 2022-23 session; I appreciate this has been based entirely on budgetary constraints and a remit to make staff deployment as fiscally efficient as possible, rather than on what is best for pupils in terms of the structure of the timetable or consideration given to staff workload. However, I'm also confident the acting HT will work to remedy this in future sessions once he has complete control of decisions about the strategic direction of the school.
11	anonymous	His open door policy is very welcome and reassuring. He is visible around the school to staff and pupils. He treats every member of staff with professionalism and respect, and is welcoming to comments and suggestions without prejudice. His leadership has created a calmer environment for the whole school community which has made learning and teaching more possible and easier to deliver/receive.

ID	Name	Responses
12	anonymous	Jamie is approachable and supportive for every level. I feel confident that he listens to all staff and students in a fair and informed way. I trust him to do his best for all of us.
13	anonymous	The timetabling situation needs to be better managed next year, with more oversight from the Acting HT. Genuine consultation with specific department / subject needs that take the structural constraints of facilities into account has to be a starting point, if quality teaching and learning is to take place. The majority of middle managers are doing a good job, however some are much more visible in their work than others. The newly appointed DHTs are much more effective in running the school than their predecessors and this difference is like night and day. Unfortunately, there is still an element of mistrust that remains from the previous leadership and I very much doubt that this will be forgotten. It's fantastic to see the school progressing and from where we were a few months ago, to where we are now - it is once again a great school to work in and be a part of. Your efforts are definitely recognised by all and very much appreciated. I dare say you have saved many careers in teaching with your appointment.
14	anonymous	Any queries I have raised with Jamie have been or are being dealt with. He has been a breath of fresh air within the school Unfortunately, I cannot say the same for some other staff members. Being a member of non-teaching staff I sometimes feel we are treated differently and our opinions or views not taken on board. Regardless of status in school we should all be treated the same. Something some members of staff could learn from Jamie.
15	anonymous	Huge improvement in the overall atmosphere within the school. Positive behaviours and improved attitude of pupils.
16	anonymous	As a supply teacher I have felt fully supported by the Acting Head teacher on the occasions I have been in school; which was not always the case previously. I also see the Acting HT support staff and pupils and has brought back an air of confidence in all (staff moral was very low previously).

ID	Name	Responses
17	anonymous	I would be delighted if the Acting HT was to continue in the role on a permanent basis. Our school now needs stability, continuity and certainty as we move forward and Jamie will provide this.
18	anonymous	The tone and morale of the school have changed considerably in the past few months. There is a clear vision and the development of the pupil is at the heart of everything he does.
19	anonymous	<p>The continuing uncertainty in the situation has made it extremely difficult to fully trust what is happening. There is improved communication and that is helping, but there are still areas where I can see little improvement, or upsettingly little tackling of the issues. These may be being tackled, but not being communicated.</p> <p>Overall the change in the feel of the school from a year ago makes it almost unrecognizable. But most of all there is a just a need to know what is going on. To finally feel there is stability at all levels. In particular the sheer number of acting posts. The highly visible movement around the school and popping into classes is very much appreciated.</p>