STRANRAER ACADEMY

IMPROVEMENT

PLANNING

2023-2024

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2023-2024

School: Stranraer Academy

Date: May 2023

SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Culture	**Improving evidence of impact in relation to culture through data, direct observation and views of pupils, parents, and staff** **Established pathways for pupil representation, voice, and leadership leading to improved pupil ability to affect change** **Increasingly effective front-line guidance and HWB entitlement** **Effective personalised support** **Vision, Values and Aims review to further inform and drive improved learning culture**	**Policy Development and Sharing** **Continued evaluation and development of Registration Time and HWB:** Guidance and Curriculum developed and shared. Termly evaluation of provision **Rights Respecting School:** Silver Award progression in session 2023/24 Anti-Bullying and Equality Strategy launched RRS driving CLPL on Inclusive Education **Nurture:** Nurture Phase 3 developed and implemented. Robust assessment and monitoring e.g., Boxall and evidence collation. Ongoing review – improved wellbeing / engagement with mainstream Nurture principles and check in facility developed and supporting pupils **Celebration of Success:** Awards Ceremonies Trips Sports Day Senior Proms Junior Social Events **Parental Engagement** School Website School App Use of Groupcall **Pupil Voice:** Incorporated within Rights Respecting School

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		Pupil Council **Pupil Leadership:** Head Boy / Girl Pupil Leadership Team Committee Chairs / Members **Pupil Support – Policy and Process:** Admin Support allocation and training Further empowered PS team through Registration/HWB, wellbeing and attainment tracking
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
Improvement in children and young people's health and wellbeing	School leadership School improvement	1.3, 1.4, 1.5, 2.1, 2.4, 2.6, 2.7, 3.1

Responsible/Lead Person	**Time Allocations**	**Funding – including PEF**	**Expected Completion Date**
Policy Development / Sharing – JF Registration / HWB – PL / PTPS RRS – PL Nurture – PL/PB Celebration of Success – RM Parental Engagement – JF / LJ Pupil Voice / Leadership – DH Pupil Support – PL / PTPS	INSET and SWTA Allocation	Nurture – PEF Reg/HWB curriculum time and resource	Annual Review

Parental and Learner Engagement Opportunities	**Linkage to Framework for Inclusion**
Parent Council, online feedback, parental communication, Awards Ceremonies, Press, Pupil Leadership and Voice Parent and Pupil consultation re. Behaviour and Ethos Policy and VVA Review	RRS / All

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School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Classrooms	**Improving Attainment** Insight ACEL Wider/Alternative Curricular HGIOS4 – 3.2 **Improving Learning and Teaching** Inclusive Classrooms / Learners' Needs Pupil Voice Self-Evaluation HGIOS4 – 2.3 **Improving wellbeing, equality, and inclusion** Self-Evaluation ASN Pupil and Parent Voice Systems Implementation e.g., T&M, ASN info sharing HGIOS4 – 3.1 **Improving Classroom behaviour and learning environment** Referrals Management Calls Staff, Pupil and Parent Voice **Improving professional confidence and support structures contributing to improving outcomes (above)** Network Membership Awards SQA Verification Coursework attainment **Increased scrutiny of data leading to data-informed planning and outcomes** **Increased communication and consultation**	**Attainment Reviews: Shifting the Curve:** Lit, Num, HWB focus Use of Tracking and SNSA Data Department / Faculty planning and review Regular Learner-Centered agenda items / review at Faculty Meetings **Profiling / Metacognition** Initial development of approaches to self-regulation, profiling and learning to learn **Inclusive Practice Development** Identify Inclusive Practice lead Lead to attend Nurture Training Whole staff session on Nurture Approaches Complete Self Evaluation/Reflection Identify further training/next steps **Self-Evaluation / Learning Observations**: Evaluation of impact from Self-Evaluation calendar and process **Behaviour and Ethos Strategy: The 'Inclusive' Learning Classroom:** Develop shared understanding across the school community **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 **Professional Collaboration:** Further develop professional networks within and beyond Stranraer Academy. Encouraged

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	leading to efficient and supportive timetabling and curriculum structures Including: Top-up, Reach, YASS, SWEIC	universally, required when the opportunity for improved attainment has been identified Middle-Leadership formal CLPL being undertaken by a majority of PTs **Registration Time and HWB :** PTPS team to manage the effective delivery and development of provision **Tracking and Monitoring** Further develop T&M tools and process across the curriculum e.g., to include S3 learners **Option / Timetabling process adjustments:** **Process to begin with staff in Term 2 and with pupils in Term 3, completion with full consultation by Week-2 of Term-4.** **Curriculum Review:** Monitoring and Evaluation of curriculum changes PTC driven curriculum review and expansion to meet the needs of more learners

NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
Improvement in attainment, particularly in literacy and numeracy	**Teacher professionalism** **Assessment of children's progress**	**1.1, 1.2, 1.3, 1.4, 1.5** **2.2, 2.3, 2.4, 2.7** **3.1, 3.2**

Responsible/Lead Person	**Time Allocations**	**Funding – including PEF**	**Expected Completion Date**
Attainment Review – SLT / PTs **Profiling – PL / RM** **Inclusive Practice – PL / PT Inclusive Practice (TBC)** **Self-Evaluation – DH** **L&T Policy – JF** **ASL – RL / KMcC / DS**	**Inset / SWTA / Professional development**	**DSM**	**Annual Review**

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Professional Collaboration – JF / PTs **Tracking and Monitoring – DH** **Timetable and Curricular Review - KB**			
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
Consultation re. Reviews, feedback, self-evaluation views, pupil and parents' views - ASN		Inclusive Practice - All	

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School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
Community	**Regular celebration of success supporting ambition and resilience** **High levels of parental and community satisfaction and participation** **Career Education, WEX and Community Partnership providing varied opportunities for pupils** **Sustained levels of positive and sustained destinations** **An inclusive and sustainable school experience for all**	**Celebration of Success:** Termly Newsletter Regular positive press articles Social Media School Website Awards Ceremonies Praise Letters / Trips **Parental Engagement**: Information Sharing – Website, App, Groupcall Reporting Parent Council Feedback / Consultation **Community Involvement:** Volunteering – Saltire Awards WEX Community Engagement **DYW** My World of Work Registration Careers Education Destination Data SDS Partnership Destination Data **Partnership Working:** DUMGAL College NHS SW/ YJ Better Lives Alternative Curriculum Partners SCRA WEX Community Sponsors Junior States of America Ocean Youth Trust

		Transitions Further develop P7-S1 and leavers transition support programs with cluster primaries and partners
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Parental engagement School improvement	1.3, 2.2, 2.6, 2.7, 3.3

Responsible/Lead Person	**Time Allocations**	**Funding – including PEF**	**Expected Completion Date**
Celebration of Success – DH, RM Parental Engagement – JF, LJ DYW – VR, SDS Partners – PL, KB Transitions - KMcC	Pupil Curriculum Planning, Management Remits	PEF Funded partnership support e.g., OYT, WEX External funding e.g., College, MA, WEX	Annual Review

Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**
Community engagement throughout these outcomes, learners' views and ownership sought throughout in line with FFI/RRS.	All	

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