School Improvement Plan

2024 • 2025

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2024-2025

School: Stranraer Academy

Date: June 2024

SCHOOL IMPROVEMENT PLAN 2024 – 2025 *(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** **Learning culture enhanced through implementation of mobile phone – responsible use policy**	**Continued evaluation and development of Registration Time and HWB:** Guidance and Curriculum developed and shared. Termly evaluation of provision **Rights Respecting School / LGBT+ Charter / MVP** MVP and LGBT+ Accreditation Anti-Bullying and Equality Strategy launched. RRS and /or LGBT+ and MVP driving progress in Inclusive Education and antibullying / wellbeing. **Nurture:** Nurture Phase 3 embedded. 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. Detailed planning and reporting of individual and cohort progress. **Parental Engagement** School Website – Feedback response Parents' Portal **Pupil Leadership:** Effective delivery of agreed planning **Pupil Support – Policy and Process:** Admin Support to continue to develop valued role 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
Registration / HWB – PL / PTPS **RRS/MVP/LGBT+ – PL** **Nurture – PL/PB** **Parental Engagement – DH / LJ** **Pupil Voice / Leadership – DH** **Pupil Support – PL / PTPS**	**INSET and SWTA Allocation**	**Nurture – PEF** **Reg/HWB curriculum time and resource**	**Review – May 2025**

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
Parent Council, online feedback, parental communication, Awards Ceremonies, Press, Pupil Leadership and Voice	**All**

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)** BGE Moderation Network Membership/Subject Days 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:** **BGE Level Progress** Lit, Num, HWB focus Use of Tracking and SNSA Data Department / Faculty planning and review Regular Learner-Centered agenda items / review at Faculty Meetings Maths Cluster Transition Partnership HGIOS 3.2 Evaluation **Profiling / Metacognition** Meta Skills framework developing across curriculum Profiling **Inclusive Practice Development** Inclusive Practice lead role further developed Whole staff CLPL on inclusive approaches Identify further training/next steps **Self-Evaluation / Learning Observations**: Continued implementation of SE Planning Faculty Focus: Languages and Creative Arts and Design Interactive Whiteboard Development **Additional Support for Learning Development Plan** Continue implementation of planning around Aird, Learning Centre and Mainstream support of pupils with ASN. Wider staff awareness and info sharing, universal and targeted support capacity **Professional Collaboration:** Further develop professional networks within and beyond Stranraer Academy. Encouraged universally, required when the opportunity for

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	leading to efficient and supportive timetabling and curriculum structures Including: Top-up, Reach, YASS, SWEIC	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== BGE Tracker Implemented Senior Phase T&M embedded and effecting improved attainment **Option / Timetabling process adjustments: Further development to ensure smooth transition** ==Curriculum Review:== Monitoring and Evaluation of curriculum changes-breadth and depth Reduce Maths resitting ==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 Maths Partnership - KB Profiling – PL / RM Inclusive Practice – PL / PTs Inclusive Practice - AA Self-Evaluation – DH L&T Policy – JF/RL ASL – RL / KMcC / DS Professional Collaboration – JF / PTs Tracking and Monitoring – RL Timetable and Curricular Review - KB	Inset / SWTA / Professional development	DSM	Review – May 2025
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
Consultation re. Reviews, feedback, self-evaluation views, pupil and parents' views		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 **Parental Engagement**: Information Sharing – Website, App, Groupcall Reporting 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** Recruitment of SLA Transition post - Cluster

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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 – KB, CE, SDS Partners – PL, KB Transitions – KMcC, HOY S1	Pupil Curriculum Planning, Management Remits	PEF Funded partnership support e.g., GAT, 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