STRANRAER ACADEMY

School Improvement Planning

2025-2026 EDITION

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2025-2026

School: Stranraer Academy

Date: May 2025

SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	Culture
	1. Vision, Values and Aims relaunch 2. Self-Evaluation and Quality Improvement including CYPIC approaches 3. Implement revised Positive Behaviour Policy and approach 4. Implement school Attendance policy and procedures 5. Implement revised Anti-Bullying approach 6. Implement school PRD/PU/CLPL strategy

Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
1. Stakeholder feedback 2. Self-evaluation and critical friend feedback 3. Self-Evaluation. Stakeholder feedback. 3 years progress under previous policy 4. Attendance on 5 June 2025 = 85.73%. Term 4 2024/25 improvements of 0.7% in April and 0.5% in May to be built upon. 4th lowest attendance in DGC 5. Stakeholder feedback, Pupil Voice, Bullying and Equalities Module 6. Staff feedback. 1 missed PU leading to deregistration	1. Improved awareness among stakeholders leading to improved sense of community and common purpose. Supportive of culture and classroom management 2. Increased knowledge and number of strategies being used to better inform improvement methodology across management and classrooms 3. Improved behaviour as measured by number of referrals, de-merits, exclusions etc. Continued improving stakeholder feedback	1. Pupil Assemblies, Parent information, classroom information, HWB input 2. Completion of CYPIC course and introduction of approaches into school QI work 3. Behaviour Policy to incorporate WTAC strategies. Implementation 4. Education Scotland Intervention. Implementation of school approach 5. Implementation of Policy and Approach 6. Development of school approach, tracking and implementation

4. Attendance to increase to 86.5% in 2025/26. Increased course completion in Senior Phase.
5. Improved stakeholder feedback around feeling safe. Reduced incidents of bullying. Kindness established as a core school value
6. Improved professional learning and career management

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
1. JF 2. DH 3. PL/DH 4. CD/PL 5. DHal/PL 6. RL	Shared SLT and PT priorities	3. PEF funding of Nuture SLA 4. PEF funding of HLW	May 2026

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
Various – see individual planning	All

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School Priority /Improvement Area for Learners	Classrooms 1. Develop a school Curriculum Rationale 2. School Timetable completion timelines revised – Completion by May 3. Improved use of digital, outdoor and community learning opportunities 4. Enhance use of CYPIC improvement strategies and Senior Phase Tracking to inform raising-attainment strategies 5. Further develop the role of ECG - Employability Coordination Group 6. Implement BGE Tracking and Monitoring approach 7. Develop and Implement a revised school Health and Wellbeing (HWB) program 8. Implement Phase-2 of the Stranraer Academy Learning and Teaching approach 9. Implement Phase-2 of When the Adults Change inclusive practice CLPL	
Evidence to support decision to prioritise this area (include baseline measures)	**Outcomes for Learners/School Community**	**Key Tasks**
1. Pupil and Parent voice, Attainment Review, Practice Sharing 2. Self-Evaluation, workload pressures in Session 2024/25 3. Pupil and Parent voice, Self-Evaluation 4. Self-Evaluation, Insight, SQA Data 5. Self-Evaluation, Recognition that high positive destination data required more work to maintain 6. Local Authority and self-evaluation priority 7. Self- Evaluation, Pupil Voice	1. Effective and assertive coursing of pupils leading to increased satisfaction, attainment and destination data 2. Reduced workload / stress 3. Improved pedagogy and skill acquisition, pupil satisfaction 4. Improved awareness of gaps, barriers and quality improvement methodology increased attainment – target on breadth and depth measures and A-D (A-C) pass rate – Each faculty will focus on one key	1. Practice sharing, development of current rationale and future improvement priorities 2. Timelines, Teamwork, Isolating timetabling as a sole priority 3. Detailed consultation and planning 4. Planning, Implementation and evaluation 5. SDS Partnership, Let's Get Employed Partnership, DYW Coordinator Role 6. Implementation of Tracker, Data Analysis, CLPL, Evaluation and Review

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8. Self-Evaluation, ongoing school priority 9. Self-Evaluation, ongoing school priority 10.	improvement priority under the overall CYPIC intervention Key areas for improvement will be targeted. 5. Sustained destination data with improvements for disadvantaged groups 6. Improved awareness of progress, gaps and improved overall equity and attainment – including L4 by end of S3 7. Improved knowledge and understanding of key issues – pupils, parents and staff 8. Further development of pedagogy knowledge and skills with teachers, improved meta-cognitive knowledge and vocabulary with pupils 9. Improved inclusive practice leading to better behaviour management in classrooms	7. Program development – including Head Girl Sex Education Project 8. Link to VVA and Meta-Skills, Common Language approach, publicity and awareness raising / assembly program 9. Complete CLPL Program, Evaluation

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
1. KB 2. KB 3. JF 4. DH	Shared SLT and PT priorities	DSM, DYW	May 2026

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5. KB 6. RL 7. AL/PL 8. JF/RL 9. PL			
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
Various – see individual planning		All	

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School Priority /Improvement Area for Learners	Community 1. Implement BGE Profiling and Continue Celebration of Success events 2. Develop and share a Partnership Rationale and evaluation 3. Increased stakeholder resource allocation involvement	
Evidence to support decision to prioritise this area (include baseline measures)	**Outcomes for Learners/School Community**	**Key Tasks**
1. S3 Profile Entitlement and stakeholder feedback 2. Self-Evaluation and stakeholder feedback 3. Self-Evaluation	1. Increased metacognition and recognition of achievement for all 2. Improved community links and awareness, sustained partnerships 3. Participatory budgeting as a long-term goal, increasing stakeholder engagement and ownership	1. Expansion of pilot; SDS MWoW profiling tool. 2. Rationale and Partnership Board developed and shared 3. Initial PB consultation
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
1. RM 2. PL 3. JF	Shared SLT and PT priorities	**DSM**	**May 2026**

Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Various – see individual planning		**All**	

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