

ALVA ACADEMY
SCHOOL IMPROVEMENT PLAN



**Clackmannanshire
Council**

www.clacksweb.org.uk

Session 2015-2016

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Alva Academy



'Our vision is that we are a self improving school known for the value we place on high quality learning; whose inclusive learning environment supports all young people to continuously engage and be the best they can be. A school that is inward, outward and forward looking and enriches the community we serve and the lives of learners and families'

School Values



School Aims (ongoing review process)

Working with our partners our aims are:-

Our young people

- **achieve the highest standards they are capable of**
- **leave them with skills that equips them for life long learning**
- **benefit from great learning experiences in a highly stimulating learning environment**
- **understand how to learn, think creatively, take risks and handle change**
- **are engaged and work with us as partners, supported by their parents**

These are the pillars upon which we build our educational experience

INTRODUCTION

The improvement plan is the map of our school's improvement journey to ensure pupils have access to a high quality education within a culture of continuous improvement. The Head teacher is responsible for the production of this document.

This plan forms part of a range of documentation which outlines the school's plans for improvement. Other important documents which are related to this plan include:

Curriculum for Excellence Briefing papers

National Enhanced Expectations – Quality Indicators, Education Scotland

Standards & Quality Report

SMT and FPT Remits

Alva Academy Policy Reviews

School self evaluation

Insight Benchmarking Tool for National and Local Measures

TOWARDS 2020: Longer term Priorities for ALVA ACADEMY

Future thinking, by its very nature, is uncertain. Economic activity is global. We are living through a period where technology and bio-technologies are developing at an unprecedented rate. It is clear that patterns of employment are changing rapidly with an emphasis on knowledge based work.

Making sense of the whirlwind of change is no easy task but we need to prepare our young people to succeed in this ever changing landscape. At Alva Academy we have identified three longer term priorities which map on to our aims and values. Each year the school improvement plan will identify key immediate priorities that will enable us to move towards achieving our long term priorities which are as follows:-

LONGER TERM priority 1

Develop learning processes and experiences to ensure our learners become successful and confident individuals, effective contributors and responsible citizens

LONGER TERM priority 2

Our learners enjoy anytime, anywhere learning through effective use of technology and collaboration with partners

LONGER TERM priority 3

Cultivating excellence through high quality leadership and effective school and individual self evaluation

School Improvement Priorities for Session 2015-2016

We have **three** key improvement priorities at Alva Academy

1. **Ensuring high quality learning** through further **development of curriculum and approaches to learning, teaching and assessment** thus supporting and challenging **all** young people to become successful and confident learners who attain, achieve and attain, achieve and develop into lifelong learners (QI 2.1) (QI 5.3) (QI 5.1)
2. **Ensuring Deep Support for Pupils with their Learning and Health and Well being** thus promoting an **ethos of attainment, achievement and inclusion** for our learners.(QI 1.1)
3. **Provide high quality leadership at all levels** through **further development of leadership capacity and approaches to collaboration and self evaluation** to cultivate excellence (QI 5.9)

Maintenance agenda

Ongoing policy development and resource management to support learning

Review of policies 2015-2016 –Homework/ Home learning policy; Careers policy; Substance misuse policy; mobile phone policy

ACTION PLAN 2015-2016

KEY AREA: 5. Delivery of Education

PRIORITY 1: Ensuring high quality learning that supports and challenges **all** young people to become successful and confident learners who attain, achieve and develop into lifelong learners

Specific Action	Personnel Responsible	Time scale	Progress check by	Resources including External Support
1.1 Curriculum delivery; L & T				
<p>a. Further develop Faculty Learning Visit programme <i>Identify opportunities for all faculty staff to use improvement science methodology to improve learning following learning visits</i> <i>Agree success criteria and monitoring milestones for progress at faculty level</i></p>	FPTS / SMK	June 2016	Dec 2015	Time to meet Good practice shared by AFloyd, approaches shared through Clacks school partnership School website
<p>b. Further develop TLC's in the context of professional update <i>Implement a strategy that fosters conversations about L & T in order to develop a shared vision of high quality learning which also results in continuous improvement of approaches to teaching</i></p>	AF/ DS/ FPTs PT Dev L & T	Apr 2016	Nov 2015	Planning time with faculty PTs and their TLC teams
<p>c. Review and agree what effective learning conversations look like</p>	NMcD / FPT /			Time to support

<p>with a focus on effective feedback <i>Discussion</i> about skills development, during Faculty time <i>Develop</i> and agree differentiated success criteria in the development of skills <i>Collate</i> and share with all staff <i>Identify</i> good practice where learning conversations are a regular feature and share <i>Implement</i> calendar dates for profiling input from departments</p>	<p>PT Dev SQUAD Faculty TLCs</p>	<p>June 2016</p>	<p>Dec 2015</p>	<p>professional dialogue Cover costs Materials/reprographics INSET day time Nov and Feb</p>
<p>d. Further develop learning progression programme P6 to S1 – focusing on literacy and numeracy <i>Continue with current transition working group comprising representation from all faculties</i> <i>Revise</i> programme of primary/secondary teacher visits using feedback from 2014-2015 review <i>Identify</i> literacy / numeracy focus for visit</p>	<p>DS/ Cluster HTs/ KD/ EC/MB Transition WG</p>	<p>Oct 2015</p>	<p>Dec 2015</p>	<p>Planning time with learning communities External expertise as required , Literacy policy and Es and Os Finance agreed to support cover</p>
<p><i>Further develop</i> contextualised learning project with a sharper focus on an aspect of literacy and numeracy to improve continuity in learning Revisit faculty responsibility in delivering literacy/ numeracy Es and Os to ensure that programmes are</p>	<p>FPTs</p>	<p>2015 Sep 2014</p>	<p>Jan 2015</p>	<p>Staff meeting time Supply cover</p>

<p><i>supporting learners acquire skills</i> Establish current practice across school through themed learning visit focused on reading/ writing (tbc) Collate resources to support the teaching & assessment of a focus for improvement Plan moderation using SSLN resources and faculty assessments from across curricular areas in the focused area Continue implementation of 'Access to Education' literacy project. In particular further develop the role of learning assistants and engage primary colleagues in project</p> <p>e. Thematic review of behaviour in S3/4 to inform areas for consistency focus</p> <p>f. Develop education for work plan and start implementation of developing young workforce <i>Develop</i> aims of partnership working <i>Increase</i> involvement of partners with curriculum learning experience Curricular areas to build links to the work of work and involve partners wherever possible Further develop vocational learning pathways/ qualifications into the</p>	<p>KD/MB/EC All Staff</p>	<p>Oct 2015</p>	<p>Dec 2015</p>	<p>Time for observation and dialogue Visits to other establishments Material costs</p>
	<p>KD/MB/EC</p>	<p>Feb 2016</p>		<p>Time /Visits to primary schools – supply costs Material costs</p>
	<p>KW/ASN team</p>	<p>Aug 2014 Dec 2014</p>		<p>Staff cover and staff meeting time</p>
	<p>NMcD/ SMT/ All Staff</p>			
	<p>AF /FPTs</p>	<p>May 2016</p>		<p>Time for staff to meet + business coordinator within the school Visit other schools re senior phase Time for SMT/FPTs to plan senior phase</p>
	<p>All Staff</p>			
<p>AF /FPTs</p>				

<p><i>senior phase and ensure appropriate support in transition to the next stage</i> Integrate college into the senior phase timetable <i>Experience of work</i> built into the senior phase timetable</p> <p>1.2 Curriculum Development & NQ Courses</p> <p>a. Review course preparation for the first cohort of new Highers and Advanced Highers and review of Alva's first presentation of N4/N5 <i>Individual faculty results review</i> <i>Review of design of courses for N4, N5 and the new Higher to ensure that the latter build on the principles of curriculum design in particular : Progression and Challenge</i> Produce and share plans / findings across all faculties</p> <p>b. Implement new S1 IDL experiences <i>Collate</i> completed faculty planning templates to produce school overview <i>Develop</i> success criteria to evaluate impact Conduct an S1 learning walk to</p>	<p>SMK/ DHT/ FPT SMT/ FPTs/ All Staff</p> <p>OO with SMT</p> <p>OO with SIWG</p>	<p>Sept 2015</p> <p>Jan 2016</p> <p>Nov 2015</p>		<p>Time to meet Reprographics materials Resources for new courses</p> <p>Time Reprographics materials Resources for new courses</p>
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<p><i>establish impact on pupils' experience: in particular coherence and relevance</i></p> <p>c. Implement model of specialisation at the end of S2</p> <p><i>Clarify staff roles & responsibilities to ensure specialisation and breadth of experience are appropriate</i></p> <p><i>Produce timeline of implementation and actions needed and ensure faculties have implementation plans in place ready for introduction in 2016-2017</i></p> <p><i>Provide information to staff, parents and parent council</i></p>	<p>SMT/FPTs/ PTPS/ All Staff</p> <p>Nov 2015</p> <p>Jun 2016</p> <p>AF with DS</p> <p>Dec 2014</p>			<p>Time Resources for parents Information event</p>
<p>1.3 Further develop 'Learning through Technology'</p> <p>a. Develop a sustainable learning through technology strategy</p> <p><i>Consult with staff, parents and pupils on strategy</i></p> <p>b. Continue implementation of learning approaches using Glow and IPADs</p> <p><i>Reconvene IPAD school development group & include pupil representation</i></p> <p><i>Agree timetable of actions for the session to support staff and prepare</i></p>	<p>DS / SW / SIWG</p> <p>Jan 2016</p> <p>Jun 2016</p>			<p>Time Consultancy support SIWG Time for IPAD sharing sessions within staff meeting</p>

<p><i>for pupil involvement</i> Develop and implement approaches to learning using the iPad and GLOW Promote pupils use of iPADS within the classroom Purchase additional iPADS to furnish all staff and key curricular areas Continue to promote the use of GLOW at all levels Provide ongoing CPL Identify , anticipate and suggest solutions to problems</p> <p>c. Devise and implement a home learning strategy</p>	<p>DS / SB / FPTs</p>			<p>APP development, resource investment time for design team to meet</p>
<p>Impact on Learners Pupil feedback and lesson observations indicate that learning experiences are leading to excellent progress and improvements in standards attained by all pupils</p>	<p>Monitoring and Evaluation How are staff using TLCs to develop their learning and to what extent is this impacting on pupils' learning? Does teaching promote very high levels of engagement, courtesy, collaboration and co-operation Do lessons proceed without interruption? Are staff consistent in applying the behaviour policy? Have areas of development in courses been identified with clear plans in place to address these? To what extent have standards improved as evidenced by lesson observation, data and feedback from pupils parents and staff? Is there a coherent plan of interventions and interactions between the ASN team and curricular areas to maximise and measure impact of literacy focus? Have IPAD group developments been fed into Curriculum Areas? Have learning progression strategy meetings been established and is there evidence of clearer awareness of standards reached in P7?</p>			

ACTION PLAN 2015-2016

KEY AREA: 5. Delivery of Education

PRIORITY 2: Ensuring Deep Support for Pupils with their Learning and Health and Wellbeing thus promoting an **ethos of attainment, achievement and inclusion** for our learners

Specific Action	Personnel Responsible	Timescale	Progress check by	Resources including External Support
<p>2.1 Implement strategies to ensure deep support for learning</p> <p>a. Implement authority approach to BGE tracking system <i>Provide training</i> <i>Assess and track progress in the BGE</i></p> <p>b. Further developing and embedding approaches to profiling <i>Explore how best to improve the quality and impact of the</i></p>	<p>NMcD</p> <p>FPTs + NMcD</p> <p>SP</p>	<p>Nov 2015</p> <p>Dec 2015</p>	<p>Feb 2016</p> <p>May 2016</p>	<p>Network group Time for sharing and training in use</p> <p>Staff meeting time to share approach Template produced and time allocated within calendar for</p>

<p><i>profiling process and S3 profiles</i> Produce guidance for SQUAD tutors to help pupils focus on skills development and understand how to improve their approaches to learning</p> <p>c. Develop parental engagement policy with a focus on improving communication with parents <i>Develop</i> policy with stakeholders and launch Clarify roles and responsibilities for ongoing maintenance and management of website <i>Continue to populate</i> with up-to-date material e.g. SQR Raise awareness at parents events <i>Gather</i> feedback to monitor impact</p> <p>d. Create strong partnerships with a range of organisations to help develop partnership for learning <i>In partnership</i> with college</p>	<p>NMcD + SMK + PC Chair</p> <p>JB</p> <p>AF/AH SIWG</p>	<p>Jan 2016</p> <p>Jan 2016</p> <p>May 2016</p>	<p>May 2016</p> <p>May 2016</p>	<p>its completion</p> <p>PC members meeting Time to formulate survey and place on website Consultation collated</p> <p>Funding for new vocational courses, time for partnership working Up-to-date labour market information from local authority</p>
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<p><i>begin to use labour market intelligence and regional skills assessments to support decision making with young people about appropriate vocational qualifications</i> <i>Engage with school improvement partnership programme</i></p> <p>e. Research Alternative to Exclusion programme</p> <p>2.2 Implement strategies to ensure deep support for Health and Wellbeing</p> <p>a. <i>Renew awareness of and embed HWB across learning</i> Produce a discussion document focusing on the 11 overarching statements for HWB and link to RRS Growth Mind Set, FV Social Influence Programme and SQUAD time Audit GIRFEC and the extent to which it has been embedded Collate examples of how staff achieve HWB in their lessons Produce HWB questionnaires</p>	<p>SMK</p> <p>NMcD LS</p> <p>KL PTPS JB</p>	<p>ONGOING</p> <p>April 2016</p> <p>Dec 2015</p>	<p>June 2016</p>	<p>contact Gordon McNeill</p> <p>Framework in place to support engagement Time from Julie-Anne Millar</p> <p>Staff training and support sessions Ensure staff are secure on what HWB resources are available on Ed Scotland website</p>
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<p><i>to establish pupils perspective</i> <i>Use RIF to help inform next steps</i> <i>Develop a framework for assessment and reporting</i> <i>Provide CPD during Feb inset</i></p> <p>b. Implement, monitor and review SQUAD time <i>Develop mentoring as part of universal support for learning</i></p> <p>c. Continued implementation of the new house structure and revised PTPS roles and responsibilities <i>Sharing of vision with staff, pupils, parents and partners</i> <i>Increased focus on support for transitions as per Inspection Advice notes 2015</i></p> <p>d. Continued reviewing of Extended Pupil Support team remits and responsibilities to enhance leadership</p>	<p>SP, ALL STAFF</p> <p>PTPS team</p> <p>JB</p>	<p>Dec 2015</p> <p>May 2016</p> <p>May 2016</p>		<p>Time to review S4 mentoring and collect feedback from pupils</p> <p>Time to further develop implementation plan</p>
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Impact on Learners

Arrangements for mentoring and tracking are having an impact on the attainment of learners.

Partnership working is supporting curriculum innovation and learning pathways for pupils

Learners are more engaged in tracking their skills development

Monitoring and Evaluation

Have we implemented changes in our tracking system that allow us to set realistic and aspirational learning targets, and measure the impact of interventions?

To what extent is profiling developing so that coherent information on pupils' skills development can be tracked and shared with parents?

Have all parents been consulted in developing the parental engagement and involvement policy?

Has the school website and twitter output been developed leading to positive feedback from parents based on survey data?

Have staff from all clacks schools engaged in any reciprocal CPD?

Do we have a clear plan for school improvement partnership working?

Is the college partnership delivering value in terms of its impact on standards and what are the areas for development?

Do we have a secure plan for the next three years mapping out our strategy for tracking and assessing HWB which links with the national assessment framework?

Has the new house structure become more central to celebrating achievement and communicating high aspirations?

Has SQUAD time ensured that all pupils are regularly involved in conversations about learning? Do we have a secure plan for the next three years mapping out an alternative to exclusion provision and does it include engagement with sports development team?

ACTION PLAN 2015-2016

KEY AREA: 5. Delivery of education

PRIORITY 3: To continue to improve our **self evaluation and leadership capacity** to cultivate excellence (QI 5.9)

Specific Action	Personnel Responsible	Timescale	Progress check by	Resources including External Support
<p>3.1 Develop effective self evaluation</p> <p>a. Curriculum evaluation - Review senior phase learning pathways available for different groups <i>Continue to explore opportunities to broaden/enhance pathway; focus on S3 to S4 transition 2016-2017</i> Identify accredited opportunities for wider personal achievement to timetable across senior columns <i>Conduct process to evaluate 6 subject structure with new S6</i></p>	<p>AF & FPTs</p> <p>NMcD / AF</p> <p>SMK/AF</p> <p>NMcD</p>	<p>Dec 2015</p> <p>Oct 2015</p>		<p>Time to establish consequences for staffing of changes and plan appropriately</p>

<p><i>and their parents</i> Monitor pupil progress using tracking data to ensure early detection of underperformance Improve use of data to ensure pupils are entered for 5 subjects Develop strategies to support early intervention of boys underperformance in senior phase</p> <p>b. Raise the profile of the revised QA framework <i>Share</i> calendar with staff to clarify roles and responsibilities</p> <p>c. Increase consultation with parents, pupils and partners <i>Agree</i> formal strategy for seeking parents' view <i>Agree</i> formal strategy for seeking learners' views and reporting actions taken in faculties and at school level (<i>you said, we did</i>)</p> <p>3.2 Ongoing develop of leadership culture</p> <p>a. Raise staff awareness of leadership opportunities</p>	<p>SMT & FPTs</p> <p>SMT</p> <p>FPT & SMT</p> <p>AF</p>	<p>Ongoing</p> <p>August 2015</p> <p>Ongoing</p> <p>Apr 2016</p>	<p>Five a day interviews timetabled</p> <p>New tracking dates added to calendar</p> <p>Clear proposals agreed at FPT level in what actions are taken for each audit area</p> <p>Use of IPADs at parents meetings to collate feedback and post on website indicating subsequent actions being taken</p>
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<p>beyond school <i>Roll out revised PRD procedures</i> <i>Use staff needs analysis in planning CPL</i> <i>Develop and agree CPL strategy and provision of opportunities in and beyond school</i> <i>Share with staff</i> <i>Monitor and evaluate impact through PRDs</i></p> <p>b. Develop pathways for leadership development in school <i>Pupil leadership programme</i></p> <p>3.3 Collaboration with partners</p> <p>a. Enhance collaboration and engagement with partners <i>Develop aims of partnership working</i> <i>Increase involvement of partners with curriculum learning experience</i></p> <p>b. Develop awareness of international dimension through Malawi proposal <i>Share plans for 2016 visit</i></p>	<p>KL/ JB/NMcD</p> <p>SMT / AF</p> <p>SIWG</p>	<p>Nov 2015</p> <p>May 2016</p>	<p>Systematic approach formalised and staff made aware of it</p> <p>Training of subject ambassadors and pupils in lessons</p> <p>Meeting time with key partners</p> <p>Office time to populate twitter feed Staff meeting time to raise awareness</p>
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Impact on Learners	Monitoring and Evaluation
<p>Pupil leadership is accredited Curriculum design involved pupil voice to a greater extent Parents will be better informed to support learners and the, in turn will have improved motivation and ambition. Business partnerships are providing personalised opportunities for young people. Learning for sustainability/ global citizenship enhance the curriculum Improvements and impacts for pupil are data driven</p>	<p>Is there a clear model for the curriculum in S3 that builds on S1 and S2? Have all the associated consequences for staffing allocations been identified? Have we identified opportunities for wider achievement accreditation from Macmillan and is there a coherent plan for ensuring that it is successfully implemented? Have areas of strength and weakness been identified through the S6, five a day interviews of the 6 subject model? Is there a coherent plan of interventions for S4 and S5 pupils who are underattaining? How will the impact of this be measured? Do pupils have a stronger presence and profile as leaders across the school? If so what does this look like? Has the school website and twitter output led to positive feedback from parents based on survey data? Is partnership working with parents and businesses leading to a clear plan for sustained development in 2016-2017? Do we have a secure plan mapping out the preparation that school has to undertake to prepare for the Malawi trip?</p>

Key Quality Indicators and related themes to current improvement plan

SIP 2

HGIOS Quality Indicator		Themes
1.1	Improvements in performance	<ul style="list-style-type: none"> ▪ Standards of attainment over time ▪ Overall quality of learners' achievement ▪ Impact of the school improvement plan
2.1	Learners' experiences	<ul style="list-style-type: none"> ▪ The extent to which learners are motivated and actively involved in their own learning and development
2.2	The school's success in involving parents, carers and families	<ul style="list-style-type: none"> ▪ The extent to which parents, carers and families are committed to and actively involved in, the life of the school
4.1	The school's success in working with and engaging	<ul style="list-style-type: none"> ▪ The extent to which the school engages with the local community

	the local community	
5.1	The curriculum	<ul style="list-style-type: none"> ▪ The rationale and design of the curriculum ▪ The development of the curriculum ▪ Programmes and courses ▪ Transitions
5.2	Teaching for effective learning	<ul style="list-style-type: none"> ▪ The learning climate and teaching approaches ▪ Teacher-pupil interaction including learners engagement ▪ Clarity and purposefulness of dialogue ▪ Judgements made in the course of teaching
5.3	Meeting learning needs	<ul style="list-style-type: none"> ▪ Tasks, activities and resources ▪ Identification of learning needs ▪ The roles of teachers and specialist staff ▪ Meeting and implementing the requirements of legislation
5.4	Assessment for learning	<ul style="list-style-type: none"> ▪ Assessment approaches ▪ Planning learning experiences and activities ▪ Use of assessment information to identify and plan future learning ▪ Arrangements for recording and reporting
5.7	Partnership ship with learners and parents	<ul style="list-style-type: none"> ▪ Engaging parents in their children’s learning and the life of the school ▪ Consulting and communicating with learners and parents ▪ Dialogue with learners and parents about the work of the school
5.8	Care, welfare and development	<ul style="list-style-type: none"> ▪ Arrangements for ensuring care, welfare and child protection ▪ Approaches to and provision for meeting the emotional, physical and social needs of children and young people ▪ Curricular and vocational guidance
5.9	Improvement through self-evaluation	<ul style="list-style-type: none"> ▪ Commitment to self evaluation ▪ Management of self-evaluation ▪ School improvement
7.3	Staff development and review	<ul style="list-style-type: none"> ▪ Processes for staff review and support ▪ Training and development ▪ Joint training with staff from partner agencies
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> ▪ Support and challenge ▪ Creativity, innovation and step change ▪ Continuous improvement

Purposes of the curriculum 3-18

successful learners
with:

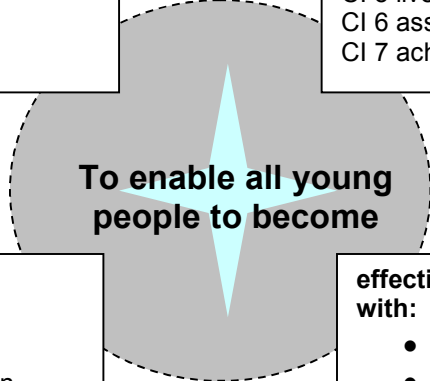
- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

and able to:
SL 1 use literacy, communication and numeracy skills
SL 2 use technology for learning
SL 3 think creatively and independently
SL 4 learn independently and as part of a group
SL 5 make reasonable evaluations
SL 6 link and apply different kinds of learning in new situations

confident individuals
with:

- self respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

and able to:
CI 1 relate to others and manage themselves
CI 2 pursue a healthy and active lifestyle
CI 3 be self-aware
CI 4 develop and communicate their own beliefs and view of the world
CI 5 live as independently as they can
CI 6 assess risk and make informed decisions
CI 7 achieve success in different areas of activity



To enable all young people to become

responsible citizens
with:

- respect for others
- commitment of participation responsibly in political, economic, social and cultural life

and able to:
RC 1 develop knowledge and understanding of the world and Scotland's place in it
RC 2 understand different beliefs and cultures
RC 3 make informed choices and decisions
RC 4 evaluate environmental, scientific and technological issues
RC 5 develop informed, ethical views of complex issues

effective contributors
with:

- An enterprising attitude
- reliance
- self-reliance

and able to:
EC 1 communicate in different ways and in different settings
EC 2 work in partnership and in teams
EC 3 take the initiative and lead
EC 4 apply critical thinking in new contexts
EC 5 create and develop
EC 6 solve problems