



Strategic School Improvement Plan 2020-2023



KILSYTH ACADEMY

Context of the school

Rationale

In arriving at our improvement priorities we took account of North Lanarkshire's priorities, our audit of last year's improvement plan, and engagement with staff, the Parent Council and learners. We also took account of current national expectations in respect of the National Improvement Framework and HGIOS4. Furthermore, we considered the impact of the current Covid-19 pandemic and the recovery planning necessary as a result. The focus of our work was to consider where we are as a school? Where do we want to be? How will we get there?

The purpose of planning over three years reflects the strategic and operational planning required to ensure improvement over time with a rolling three year plan to ensure flexibility for emergent planning whilst acknowledging the time required to implement effective and sustained change and improvement. This three year plan will be reviewed annually to account for issues arising from our self-evaluation, local and national priorities.

Vision and values

Kilsyth Academy is an ambitious school that operates within an agreed set of core values, **Fairness, Ambition and Respect**. Our principal aim is to provide the best education possible to ensure that all pupils, regardless of circumstance, have a fair opportunity to achieve to the very best of their ability.

Our intention is that every young person achieves the maximum benefit from his or her time in Kilsyth Academy and is helped to become a successful learner, confident individual, responsible citizen and effective contributor.

Consultation

Engagement with parents/carers

The parent council has been fully consulted through the process of improvement planning to support us to agree our key priorities. The parent council were also consulted on our initial plans for Pupil Equity funding. Furthermore, parents, throughout the year have provided feedback to the school through questionnaires and focus groups that have supported us to identify our priorities.

Engagement with learners

Learners are consulted throughout the academic session regarding their experiences across the curriculum. The pupil council are also consulted regarding issues that affect them and invited to suggest areas for improvement.

Improving outcomes and closing the gap

We are making good progress when...

By the end of S3 we have demonstrated a narrower gap in attainment in Literacy & Numeracy for pupils in SIMD 1-2.

By the end of S4 pupil attainment in Literacy & Numeracy is ahead of our virtual comparator at L4 and L5.

By the end of S5 pupil achieving 1 Higher and 3 Highers is significantly closer to our virtual comparator .

We need to

Ensure our leadership is focused on improvement.
Continue to embed and develop our approaches to tracking and monitoring across the curriculum.
Provide opportunities for teachers to collaborate in sharing practice and moderate standards.
Increase parental engagement with pupils learning.

Improve our collection and use of a wide range of both quantitative and qualitative data at all levels to drive improvement, including stakeholder views.

By ...

Supporting all school leaders to continue to drive improvement within a revised management structure.

Fully implementing and embedding our system for tracking and monitoring across all aspects of the curriculum.

Continuing to provide appropriate opportunities for CLPL to ensure staff are confident in assessing literacy and numeracy outcomes.

Ensuring we implement effective systems of moderation and verification to ensure standards are accurate.

Targeting specific pupils with additional support with literacy and numeracy.

Further supporting parental engagement in learning by reviewing parental engagement in light of the Covid pandemic..

Reviewing and developing our wider approaches to self-evaluation to build our capacity for continuous improvement.

Critical indicators:

1. The % gap between pupils in S3 gaining Literacy and Numeracy at 3rd level between SIMD 1-2 and the rest.
2. The % of pupils gaining 3rd level Literacy & Numeracy by the end of S3.
3. % of pupils gaining SCQF L4 & 5 Literacy & Numeracy in S4
4. % of leavers attaining SCQF L5 in Literacy & Numeracy
5. % of pupils attaining 1 or more @SCQF6 in S5
6. % of pupils gaining 3 or more @ SCQF6 in S5
7. % of pupils gaining 5 or more @ SCQF6 in S5

Critical indicator		2016	2017	2018	2019	2020
1.1	% of all pupils in S3 achieving third level or better in literacy.		97.9	93.6*	86.9	TBC
	% of pupils in S3 achieving third level or better in literacy. (SIMD 1-2)		97.1	80.4	100	TBC
1.2	% of all pupils in S3 achieving third level or better in numeracy.		92.6	92*	93	TBC
	% of pupils in S3 achieving third level or better in numeracy. (SIMD 1-2)		94.1	92.9	100	TBC
1.3	% of pupils in S4 achieving L4 & L5 Literacy & Numeracy in S4	91.9/38.4	85.4/51.7		75.7/40.2	TBC
1.4	% of school leavers achieving SCQF level 5 Literacy & Numeracy	64.84	66.99*	68.39		TBC
1.5	% of pupils in S5 achieving 1 or more awards at SCQF level 6.	49.53	46.02	52.8	55.7	53.3 (TBC)
1.6	% of pupils in S5 achieving 3 or more awards at SCQF level 6.	35.51	30.97	29.2	21.7	34.6 (TBC)
1.7	% of pupils in S5 achieving 5 or more awards at SCQF level 6.	17.76	15.04	12.4	11.3	16.8 (TBC)
1.8	Number of parents engaging in parental learning events (2019/20 Baseline)					

Tasks	By Who	By When	Evaluation	Notes
Implement and support a revised middle leadership structure with and increased focus on improvement.	SLT	Ongoing		Appoint PT DYW as part of the structure.
Further develop our tracking system with a focus on the BGE including developing a programme of tracking meetings to ensure robust use of data support recovery from the Covid pandemic, close attainment gaps and drive improvement.	C Kay	March 2021	Review 2021/22	
Further develop approaches to assessment and moderation across the BGE to ensure consistency in standards to drive attainment.	T Fox + PT's	Ongoing	Review progress May 2021	Links to the cluster improvement plan
Continue to develop our approaches to self-evaluation including the development of an agreed policy framework to ensure rigour.	C Kay + working group	May 2022	Revised policy agreed by April 2021 for implementation 2021/22	
Review whole school approaches to literacy and numeracy including strategies to close the attainment gap.	C Kay, K Timmons, T Fox, J Marshall	May 2023		Audit provision and understanding March 2021 Implement and agreed strategies 2021/22
Review and revise as appropriate, opportunities for parental engagement to support learners given the impact of the Covid pandemic.	G Orrock	Ongoing		In consultation with the parent council

Professional learning
<p>Support revised management structure with leadership development CLPL.</p> <p>Self improving schools—improvement methodology and approaches to self evaluation for School Leaders.</p> <p>Continued support from NLC and work with cluster and locality colleagues.</p>

Resource requirements	Resource requirements
Finance (including resources allocated from PEF)	CLPL costs—currently unknown.
Staffing (including post specific details and costs)	PT DYW—Cost of 2 management points (£1040 pa) + additional management time
Other resources:	Collegiate time In-service day time.

Learner journeys leading to +ve destinations

We are making good progress when...

Our curriculum supports a clear framework for the development of skills for life, learning and work and engagement in STEM and Digital based learning.

High level of pupil satisfaction with our curriculum offer that provides as appropriate range of pathways suitable for all learners and is supported by a clear curriculum rationale.

Pupils tell us they are encouraged to be ambitious and their success and achievements are recognised and valued.

Pupils tell us they consistently experience high quality and engaging lessons across all curricular areas in line with hgiOURs?

Pupils continue to access appropriate positive and sustained post school destinations.

We need to

Provide a curriculum which support learning through STEM and develops digital literacy and skills in pupils.

Ensure our curriculum rationale is clearly defined within our specific context, including our vision, values and aims and results in the most appropriate curriculum for KA and represents the views of stakeholders.

Ensure pupils success and achievements are recognised, rewarded and celebrated throughout the year.

Continue to develop our approaches to learning and teaching to ensure pupils' experience is consistent, high quality and meets the needs of each individual.

By ...

- Developing and an integrated approach to STEM education including the development of a STEM hub.
- Developing a strategic plan to ensure staff and pupils are digitally literate and have the skills required to engage in high quality online learning.
- Reviewing our curriculum to ensure pupils have the digital skills and experiences to prepare them for the world of work.
- Developing a sound curriculum rationale and a curriculum that meets the needs of all learners.
- Evaluating our learning and teaching to allow us to identify areas for development.
- Developing an agreed framework for high quality learning and teaching in Kilsyth Academy.
- Supporting the continued professional learning of teachers in relation to pedagogy and practice.

Critical indicators:

1. % of pupils reporting satisfaction with their curriculum personalisation.
2. % of pupils satisfied with the curriculum
3. % of pupils reporting they feel valued and recognised for their achievements
4. % of pupils who are happy with their experience of learning
5. % of pupils in positive destinations

Critical indicator		2016	2017	2018	2019	2020
1.1	% of pupils reporting satisfaction with their curriculum personalisation.					
1.2	% of pupils satisfied with the curriculum					
1.3	% of pupils reporting they feel valued and recognised for their achievements					
1.4	% of pupils who are happy with their experience of learning					
1.5	% of pupils in positive destinations	93.75	87.38	93.2	97.2	

* Baseline data for indicators 1.1 to 1.4 will be collected during session 2020/21

Tasks	By Who	By When	Evaluation	Notes
Review and revise as appropriate our curriculum and curricular pathways including developing a rationale that aligns with our vision and context that considers changes planned by NLC for a 32 period week model.	T Fox/G Orrock + working group	March 2021		Departments should consider the implications of changes to SQA requirements.
Review, evaluate and develop our approaches to learning and teaching, taking consideration of up-to-date practice and research whilst considering the impact of Covid recovery restrictions on classroom pedagogy.	T Fox + working group	Ongoing to 2023	Review progress May 2021	In collaboration with digital learning
Embed and evaluate the impact of Success and Achievement policy. Review opportunities to celebrate pupil success within the restriction of Covid recovery.	C Kay, D Buchanan + working group	April 2021		Target initially for review in April 2020 delayed due to lockdown.
Plan, implement and evaluate an integrated approach to STEM education.	C Kay, KA Dallas + working group	Planning complete by May 2021		Implementation and review 2021—23
Develop an integrated approach to digital literacy and learning in education.	T Fox, R McCallum + working group	Recovery planning by October 2020		Further review of curricular coverage by May 2021. Development of strategy 2022

Professional learning

CLPL curriculum making

CLPL Learning & Teaching, STEM and Digital learning

Resilience, ACE's and poverty proofing training—Solihull training

Resource requirements Resource requirements

Finance (including resources allocated from PEF)

Staffing (including post specific details and costs)

Other resources:

Improving health and wellbeing

We are making good progress when...

Our curriculum support structures provide further targeted HWB support to pupils where required, with a particular emphasis on mental health and wellbeing.

Our overall attendance remains above the local authority average and exceeds 92%.

The number of pupils requiring counselling support in schools is reduced.

The number of demerits is reducing and the number of star merits is increasing.

Our percentage of pupils being excluded from school is reducing.

Staff wellbeing is Tool to measure is still to be identified.

Critical indicators:

1. Attendance rate
2. Attendance gap between SIMD 1-2 and the rest.
3. Exclusion rates
4. Exclusion gap between SIMD 1-2 and the rest.
5. Number of Demerits issued
6. Number of Star Merits issued
7. Staff wellbeing indicators (TBC)

We need to

Continue to improve our specialist support structures to provide enhanced support to Pupils HWB, including implementing the empowering cluster model.

Ensure our policies to support pupils are up-to-date and in-line with NLC policies.

Fully embed the principles of Nurture across our school and in our practice.

Provide appropriate support to all pupils taking account of the diversity within our pupil population.

Identify an appropriate tool to measure staff wellbeing and ensure staff feel supported in their work, particularly during the current Covid pandemic.

By ...

- Reviewing our school policy and develop an attendance strategy in-line with the LA policy.
- Reviewing and revising all school policies that directly support HWB as required.
- Continuing to support staff to engage in CLPL to better understand the impact of childhood trauma, ACE's and embed the principles of nurture.
- Further developing and implementing an overarching strategy for improving mental health and wellbeing in our school community. (including both staff and pupils)
- Improving our understanding of equality and diversity issues.
- Developing a strategy to support and celebrate diversity within our school.
- Identifying a suitable tool to regularly review staff wellbeing.
- Developing strategies to support staff wellbeing.

Critical indicator		2016	2017	2018	2019	2020
1.1	Attendance	90.1	88.3	87.8	88.6	91.3
1.2	Attendance (SIMD 1/2)			85/84.1	76.6/89.2	93.2/92.8
1.3	Exclusions (% , pupils, openings)		3.83% 22/192	3.55% 20/195	2.97% 16/100	
1.4	Exclusion SIMD 1/2 (pupils, openings)		2/10 5/28	3/12 4/21	0 1/8	
1.5	Number of demerits issued					
1.6	Number of star merits issued					
1.7	Staff wellbeing indicators TBC					

* Baseline data for indicators 1.5 to 1.7 will be collected during session 2020/21

** Attendance from NLC Dashboard as at March 2020

Tasks	By Who	By When	Evaluation	Notes
Support the wellbeing of staff, taking account of the impact of Covid.	G Orrock, G McKillop and R McGinley	Ongoing		
Develop a strategy to continue to support pupils to attend school considering the updated NLC attendance and exclusion policies including a focus on supporting pupils impacted by Covid.	G McKillop + Pupil Support	December 2020		Consideration of supporting isolating pupils or those affected by illness resulting from Covid.
Further develop of integrate approaches to supporting mental health and wellbeing including continuing to develop awareness and understanding of Nurture, ACE's and childhood trauma within updated NLC GIRFEC, ASN & bullying policies.	G McKillop, Pupils support and SFL	May 2021	Review progress May 2021	Continued involvement in NLC Nurturing schools pilot.
Continue to embed the UNCRC into school life working towards RRSA Gold.	C Kay, P Russell, J Gordon	May 2022		
Develop and implement a strategy to support equality and diversity across the school.	G McKillop	May 2022		
Work with our cluster partners to implement the empowering cluster model including developing a cluster wellbeing base within Kilsyth Academy.	G Orrock	Ongoing		Linked to cluster improvement plan

Professional learning

Further opportunities for CLPL related to Nurture and ACE's.
CLPL related to supporting equality and diversity.

Resource requirements Resource requirements

Finance (including resources allocated from PEF)	Cost of re-fitting rooms to create our Wellbeing base—currently unknown Costs related to RRSA
Staffing (including post specific details and costs)	
Other resources:	Training for mental Health ambassadors