

Knox Academy (Mainstream)

School Improvement Plan

2016-2017



School Context, Aims, Values

SCHOOL AIMS

At the end of their time at Knox Academy we aim that young people will...

- Have a strong sense of who they are, where their strengths lie and their role in a community.
- Realise that they have potential and know how to go about realising it.
- Have been challenged and know how to go about meeting challenge in the future.
- Have been happy, having experienced positive relationships and will know how to form positive relationships with others.
- Have the qualifications and skills to move on to the next phase in their lives.

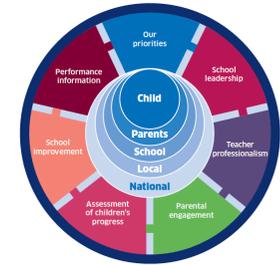
CONTEXT OF THE SCHOOL

- Knox Academy is a coeducational comprehensive school in East Lothian. At present there are 760 pupils on the roll but the school has capacity for over 900 pupils at the moment. The roll has dropped steadily over the past five years but is predicted to increase in the next four years to the extent that an extension to the building will be needed. The school also comprises of a Communications Provision (Meadowpark) in a separate building that is five minutes' walk from the main building.
- Pupils at Knox Academy mainly come from the associated primary schools: King's Meadow, St Mary's and Yester. Each year there are a number of placing requests that are granted depending upon the roll cap and the capacity in each year group for non-catchment pupils.
- The school is very diverse and truly comprehensive – the SIMD range from 3 to 10. In session 2014-15 59.4% of leavers went into higher or further education, with 33.7% going into training, employment or volunteering. In total 93.1% of pupils went into a positive destination from that leavers' cohort.

National Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2016/17:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities

Curriculum

- Develop and implement curriculum programmes of learning across all schools within the broad general education
- Review the curriculum within the senior phase across all secondary schools with stakeholders

Learning Teaching and Assessment

- Develop a policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones.

Leadership

- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

Self-evaluation for self-improvement

- Extend our approaches to self-evaluation for self-improvement across our schools

School Priorities

Based on your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy.

Include actions identified from the SEE survey and employee engagement survey.

Priority: Raising attainment and achievement (QI 1.2, 2.3, 3.2) (NIF 1, 2)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Embed a robust system of Interventions (Assertive Mentoring) based on tracking and monitoring evidence in the senior phase.</p> <p>Identify and effectively support groups “at risk” of achieving fewer than 5 qualifications in any one session in the senior phase. Pupils will be identified from S2.</p> <p>Embed and further enhance the quality of Tracking Conversations in BGE and Senior Phase, with further training for staff (SAoL and the effective use of progression frameworks and profiling) and pupils (reflecting, setting SMART goals and identifying next steps).</p> <p>Develop and implement an overarching system for monitoring progress in the BGE, including whole year groups. This system will include information on CfE levels, SIMD, S2/3 SOSCA Assessments, ASN and achievement to check and challenge progress and create targeted support packages.</p>	  	<p>DHT’s and Guidance Team overseen by C Falconer (ongoing until May 2017)</p> <p>Faculty Heads Guidance Team Z Machen, H MacLeod & L McInnes</p> <p>TMR working Group</p> <p>B Skirrow, C Falconer and Management Team</p>	<p>An improvement in attainment in the senior phase in 4 measured areas; those pupils achieving 3 and 5 qualifications at level 5 (National 5) and those achieving 3 and 5 qualifications at level 6 (Higher) in S5. <i>Attainment targets are as follows – 3 or more at N5 79%, 5 or more at N5 62%. 3 or more at Higher 50% and 5 or more at Higher 25%</i></p> <p>An improvement in attainment in the most “at risk” groups, particularly those with poor attendance and those in SIMD groups 3 and 4. <i>A target is set for 99% of pupils to leave with a minimum of 5 qualifications at N3</i></p> <p>Effective and realistic targets set that help track progress (particularly in the BGE)</p> <p>Effective evidence will be available to target appropriate support or interventions, allowing for improved attainment of individuals or groups.</p>
			

Priority: Raising attainment and achievement (QI 2.3, 3.2) (NIF 1, 2)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Staff agreement and moderation of terms used in tracking reports to describe progress in Effort, Behaviour and Homework, targets grades and working grades.</p>		<p>December 2016 TMR Working Group</p>	<p>School reports will give an accurate representation of progress, where standards are agreed across the school and across faculties. These reports will allow for effective parental engagement and allow room for improvement.</p>
			



Priority: To ensure that learning and teaching is rated as “Very Good” (QI 1.2, 1.4, 2.3, 3.2) (NIF 1,2)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Train 10 staff in Co-operative Learning Academies and share co-operative learning strategies with wider staff to enhance pupil participation and engagement. Following the academy this will involve the running of a number of CLPL sessions for staff and the creation of appropriate support resources. <i>L&T Policy Principle - Lessons will be planned to ensure they are engaging and stimulating for all learners.</i></p> <p>Increase awareness of Visible Learning and the Learning Pit amongst a number of key staff. <i>L&T Policy Principle - Lessons will be planned to ensure they are engaging and stimulating for all learners.</i></p> <p>Implementation and development of TeachMeets with teaching staff to allow the sharing of good practice. <i>L&T Policy Principle - Continual improvement in pupils and staff is determined by high expectations being set.</i></p> <p>Increase staff awareness of levels and progress in the BGE, through the moderation of learning, teaching and assessment of progress using E’s and O’s, 4 capacities and SAoL’s <i>L&T Policy Principle - Effective assessment will be used to inform and develop learning</i></p>	   	<p>March 2017 C Falconer and 10 trained staff.</p> <p>January 2017 C Falconer A Leggatt and L&T Committee</p> <p>October 2016 L&T Committee</p> <p>May 2017 L&T Committee, Led by C Falconer</p>	  <p>Increased variety of learning and teaching strategies to engage learners in all year groups. Improved attainment and motivation in the classroom. This will be measured through feedback from Sharing Classroom Experience Faculty Reviews (pupil feedback).</p> <p>Increased variety of learning and teaching strategies to engage learners in all year groups. Improved attainment and motivation in the classroom. This will be measured through feedback from Sharing Classroom Experience Faculty Reviews (pupil feedback).</p> <p>Increased staff awareness of key educational research and a structure to allow the sharing of good practice. Questionnaire feedback from staff will allow us to measure impact.</p> <p>Improved teacher judgement of levels in the BGE, with a shared understanding of what learning looks like at each level. More effective transitions into the senior phase as a result of better evidence of progress. Increased staff awareness of progression frameworks and key skills to track progress. Evidence of this will be shown through more effective and quality reports. Staff feedback through faculty reviews in January. Improved pupil voice in various aspects focused on learning and teaching E.g. Sharing Classroom Experience Faculty Reviews.</p>

Priority: Develop people and partnership between staff, parents and pupils (QI 1.1, 1.3, 2.7) (NIF 1, 2)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Develop a wide range of opportunities and support to ensure that pupil/parent/staff voice is heard regarding:</p> <p>Learning and Teaching: Pupils will take part in the Faculty Reviews in order to triangulate evidence of quality learning and teaching.</p> <p>Responses to the Student Evaluation of Learning Survey: Results of survey to be shared with all pupils Pupil Council to determine which areas need to be improved and how they plan to improve those issues for pupils.</p> <p>Self-evaluation of the school: Pupil Voice to be audited against strands of HGIOS 4 to give a better sense of where improvements are to be made. This will be done through focus groups, interviews, questionnaires etc.</p> <p>Take forward issues from Employee Engagement Survey</p>	 <p>Teacher Professionalism</p> 	<p>Learning and Teaching Group lead by C Blair & C Falconer November 2016 March 2017</p> <p>S Ingham, H Brannigan & Pupil Council August 2016 Monthly review on progress thereafter.</p> <p>All staff lead by C Prime and S Illingworth February 2017</p> <p>Self Eval Working Group Dec 2016</p>	  <p>Faculty plans will be put in place with desired outcomes and timescales. Improved exam results (see above) Positive feedback from parents/carers/pupils about the classroom experience.</p> <p>Pupil Council will have an action plan in place with designated tasks for pupils and staff. SEE survey results will improve.</p> <p>Pupils will report that they have been consulted on aspects of school improvement (SEE survey results will improve) Next steps identified for inclusion in SIP 2017-18.</p> <p>Issues identified and addressed. Improved scores in next survey.</p>

<p>Parents will have a fuller role in the co-creation of improvements in the school.</p> <p>Continued opportunities will be made available for staff to take a leadership role within: Collegiate working CPD Curriculum development Working Groups Tasks that support the working of the school e.g. paired reading, volunteering, etc.</p>		<p>S Ingham and Parent Council August 2016 and reviewed at each meeting</p> <p>Management Team August 2016 and ongoing as opportunities arise.</p>	<p>Either at Parent Council meetings, or at open meetings parents will be asked for their opinions on how the school can be improved. These priorities will be reflected in the SIP 2017-18.</p> <p>Increased numbers of staff undertaking “projects”. Feedback from staff regarding opportunities that are afforded them. Employee Engagement Survey results.</p>
--	--	--	--



Priority: Develop Scotland's Young Workforce (QI 1.5, 2.2, 3.3) (NIF 4)

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Increase pupil uptake of Academies/College Courses as appropriate.</p> <p>Ensure that the curriculum offers all pupils the opportunities to attain the qualifications that they need to move on.</p> <p>Develop pastoral support to ensure that intervention is timely and appropriate.</p> <p>Develop courses/seek out opportunities for pupils who are "hard to reach".</p>	 	<p>Guidance, J Duff, R Flood August 2016 ongoing through Hub Meetings</p> <p>Curriculum Working Group, D Simpson Jan 2017</p> <p>Guidance, D Simpson, J Duff Oct 2016 March 2017</p> <p>D Simpson & R Flood Guidance On going</p>	<p>Uptake will increase and be sustained.</p> <p>Exam result will continue to improve. All pupils who apply to UCAS will get an offer. Positive Destination data will improve. Increased number of "Non-National" courses on offer, which will have SCQF points attached. Evaluate effectiveness of S1 curriculum as a foundation for moving through the school</p> <p>Guidance staff will take part in regular interviews with their caseload: S1 and S4 in particular. More structured PSG meetings – with measurable outcomes for pupils Reduction in number of exclusions. Pupils will take part in mentoring schemes within the school and with external providers.</p> <p>Continued work with "Lead a Bright Future" etc. Identified pupils reach a positive destination that they can sustain. S4 Transition Interviews have taken place and pupil progress is monitored.</p>



<p>Develop the awareness and importance of volunteering in the school.</p> <p>Identify and develop partnerships with agencies/employers/companies which can support pupils.</p> <p>Develop, and begin to implement, a Digital Literacy Strategy.</p>		<p>R Flood & H McBride</p> <p>Management Team</p> <p>Working Group led by A Reynolds</p>	<p>Run Volunteering Fayre. Pupils receive Saltire Awards.</p> <p>Continued input from companies e.g. Canon and others.</p> <p>In-Service delivered to encourage staff to use ICT in learning and teaching Pupils will demonstrate that they can select and use high quality resources to enhance their learning Dragon Software (and the like) will be used to improve the learning experience of pupils with ASN.</p>
--	--	--	--

