

# **Knox Academy School Improvement Plan 2020-2021**



# School Context, Aims, Values

Knox Academy is a comprehensive secondary school situated in the town of Haddington. It currently has 753 pupils at the school and is set to grow significantly in pupil number over the next five years to embrace those young people moving into the town. Meadowpark, a provision for young people with Additional Support Needs, is an integral part of Knox Academy with many of the young people attending mainstream classes. Knox Academy is the associated secondary of Haddington Primary, St Mary's RC Primary and Yester Primary School, Gifford. It also has a number of out of catchment pupils who elect to come to the school.

Knox Academy's school vision is, "Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners." Our values are Ambition, Respect and Community and we aim to support all of our young people in developing the skills for life, learning and work through both our curricular opportunities.

Knox Academy provides an enriching Broad General Education for our S1-S3 pupils, with some personalisation and choice available in S1/S2 and particularly in S3. In Senior Phase, S4-S6, we have a wide ranging curriculum to enable us to provide learner pathways that both interest and stimulate growth in all of our young people. Knox Academy has 96.3% of pupils leaving to positive destinations in employment, college and university.

Q1 1.3 Leadership of Change  
NIF Priority

SLT Leads: SC and AC

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and the least disadvantaged children.
- Improvement in children and young people’s health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Actions	Drivers for improvement	When/Who	Tasks	Evidence	Impact
<ul style="list-style-type: none"> <li>● To use the new SEEMIS module to monitor and track BGE and Senior Phase pupils (with a focus on filters)</li> </ul>		<p>AC/all teaching staff</p>	<p>Staff trained in how to input data and given practice time- 5.5hrs allocated in WTA</p> <p>Working Group to be set up to support MTR to complement Blended Learning Group – also to focus on how to gather assessment information at senior phase</p>	<p>Closed attainment gap in ACEL data at the end of BGE</p>	<p>Greater course options available to all pupils at the end of BGE</p> <p>Fewer learners with fewer than 5 qualifications by point of exit</p>
<ul style="list-style-type: none"> <li>● To continue to embed our new school vision, values (addition of ‘resilience’) and positive relationships policy</li> </ul>		<p>SC/SLT/all teaching staff</p>	<p>Assemblies on vision and values and a focus on building resilience in pupils Values embedded in lessons Parental work on supporting other parents on resilience Teacher CLPL on resilience Pivotal training - restorative practice</p>	<p>Faculty reviews and walkthroughs On-Call statistics Parental engagement around resilience Restorative conversations with pupils and links to attendance statistics - whole school and individual classes</p>	<p>Continuing improvement in whole school relationships - at all levels Reduction in referrals and ‘On-Calls’ Staff, parents and pupils can talk openly about resilience Improved attendance at school and in classes due to strong, engaging relationships</p>

<ul style="list-style-type: none"> <li>To improve literacy and numeracy in S1-S6</li> </ul>		<p>CLs/Faculty Teams</p>	<p>CLs and teams identify e's and o's to focus on in subjects and year groups  CLs Comms and Numeracy track progress across all faculties and shadowing pupils  CLs Comms and Numeracy prepare electives for session 21/22 for S1-S3 in literacy and numeracy skills - lifeskills based</p>	<p>Improvement in ACEL at S3 and in SQA attainment in S4/5/6  Subject use of need to know and understand 'terms and specific vocabulary' for all learners - deep learning  Tracking/shadowing of pupils for L&amp;N  Planning for S1-S3 electives for session 2021-22 in L&amp;N  S1-S3 identified Es and Os  CES skills taught as integral part of lesson - L&amp;N  S5/6 OWA - extra L&amp;N for pupils not attaining L4</p>	<p>Greater course options available to all pupils at the end of BGE with reduced barriers to learning</p> <p>Increase in those leaving school with L4 and L5 L&amp;N</p> <p>Raising attainment in L&amp;N role of all staff - focus in all learning and teaching - high profile</p>
<ul style="list-style-type: none"> <li>To embed employability skills in all lessons</li> </ul>		<p>CLs and Team Social Subjects to lead on (late 2020/21)</p>	<p>Social subjects run a CAT session on CES and how used in lessons</p> <p>Consistent approach across the school in use of CES in all classrooms</p>	<p>Increased use of My World of Work</p> <p>Pupil profiles</p> <p>Pupils able to identify and articulate the skills they are using and where they might be applicable post school.</p> <p>Faculty reviews and walkthroughs</p>	<p>Increase positive destinations</p> <p>Meaningful work experience tailored to individuals?</p> <p>Pupil profiles show progression S1-3 in terms of their understanding and application of these skills</p> <p>Learners able to identify their skills</p>

Priority: QI 2.3 Learning, Teaching and Assessment  
NIF Priorities

SLT Leads: SC and AC

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and the least disadvantaged children.

Actions	Drivers for improvement	When/Who	Tasks	Evidence	Impact
<ul style="list-style-type: none"> <li>● To run CLPL training on LIs/SCs, increasing pace and challenge, plenaries, pupil led learning/cooperative learning</li> </ul>		<p>SLT and Faculties with expertise identified</p> <p>2021-22</p>	<p>SLT/Faculties lead CLPL sessions on aspects of Effective Learning and Teaching strategies</p> <p>All staff engage with literature on these areas and discuss at Faculty Meetings</p>	<p>Fewer teacher led lessons during FR &amp; Walkthrough</p> <p><b>Pupil Voice</b> - Pupil learning team/ HCF/ Pupil Leadership team/ FR Focus Groups</p> <p>Teachers try out various learning approaches in class and discuss these at faculty meetings</p>	<p>Improved learner experience</p> <p>Learners able to articulate <i>why</i> they are learning</p> <p>Increase learner confidence</p> <p>Increased teacher confidence in trying out new learning and teaching strategies - and taking risks to improve learners' experiences and outcomes</p>
<ul style="list-style-type: none"> <li>● To focus on formative assessment to improve outcomes for all of our young people</li> </ul>		<p>SLT and Faculties with expertise identified</p> <p>Part of Blended Learning and MTR working groups</p>	<p>All CLs and faculties engage with CLPL on Embedded Assessment and lead CAT sessions (reference Dylan Wiliam's)</p>	<p>Exam results analysis</p> <p>Faculty Reviews - approaches evident in classrooms with short cycle feedback evident</p> <p>Young people aware of progress and next steps</p>	<p>Improvement in attainment</p> <p>Improvement in young people being able to identify their own next steps</p>

<ul style="list-style-type: none"> <li>To improve moderation and assessment in all subject areas and ensure ACEL data is accurate in all subjects to support coursing</li> </ul>		<p>SLT/CLs/ Teaching staff</p> <p>2021-22</p>	<p>Discussions and creation of departmental/ faculty moderation policies</p> <p>Analysis and tracking of data at each reporting period CL link meetings used to discuss</p> <p>PSL to identify individuals and coordinate interventions as appropriate</p>	<p>Moderation policies in use across the school</p> <p>Tracking of ACEL throughout BGE discussed at CL/SLT meetings</p> <p>Interventions database</p>	<p>Confidence from staff on ACEL data</p> <p>Identify subjects/ individuals for interventions throughout BGE and points of transition</p> <p>Using ACEL data at point of transition to inform learning (P7 onwards)</p>
<ul style="list-style-type: none"> <li>To ensure that our approaches to blended learning support all learners' progressions</li> </ul>		<p>SLT/CLs/ Teaching staff (all staff)</p> <p><b>Focus on first - Post Covid-19</b></p>	<p>Working group to support blended learning approaches at whole school, faculty and departmental levels</p> <p>Creative approaches to learning and engagement (e.g flipped learning)</p>	<p>High levels of engagement in both in-school and remote learning</p> <p>Tracking reports reporting on progress and achievement</p> <p>ACEL data</p> <p>Quality of work produced by pupils</p>	<p>Pupils continue to make effective progress in their learning</p> <p>Engagement levels for blended learning is high</p> <p>Relationships between staff and learners in positive and pupils benefit from blended learning approaches</p>

Priority: QI 3.1 Ensuring wellbeing, equality and inclusion

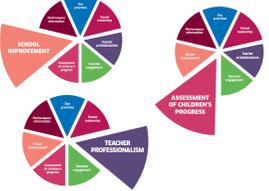
SLT Leads: SI and DR

NIF Priorities

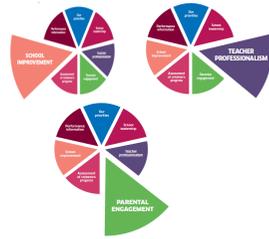
- Closing the attainment gap between the most and the least disadvantaged children.
- Improvement in children and young people’s health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Actions	Drivers for improvement	When/Who	Tasks	Evidence	Impact
<ul style="list-style-type: none"> <li>● To implement the new Risk Matrix to maximise attainment and achievement from S1-S6</li> </ul>		<p>SI/PSLs/SLT/ all staff</p> <p>Late session 20-21 and into 2021-22</p>	<p>Staff training to ensure universal understanding of how to access data, and how best to use it.</p> <p>Further ELC Training on GIRFEC - links to attainment and achievement and universal support - all staff</p> <p>Creation of interface between Risk Matrix and more detailed pupil information (streamlining).</p> <p>Development of procedure to inform creation of ‘at risk’ pupils.</p> <p>Development of a consistent House monitoring system using the Risk Matrix as the main tool.</p>	<p>Staff survey regarding use of Risk Matrix to inform practice (June 2021).</p> <p>Easily accessible pupil information and staff views on accessibility, usefulness etc.</p> <p>At risk pupil identified early in session and updated as data changes.</p> <p>House minutes showing consistency of approach across Houses.</p>	<p>Use of data to improve targeted approaches to planning learning and teaching i.e. more effective inclusive practice.</p> <p>More effective identification of individuals to target for intervention.</p> <p>Better informed and more consistent House monitoring.</p>

<ul style="list-style-type: none"> <li>To accurately track S1-S3 BGE and identify those under-achieving (SIMD 1-3 and ASN focus) and put in place interventions</li> </ul>		AC/HMcb (PEF) <b>Focus on first - Post Covid-19</b>	All staff learn to use the Risk Matrix and this is used to identify those at risk and put in identified and appropriate interventions	Improved attainment for all.  Clear system in place for identification and effective intervention.  All staff able to articulate who in their classes is at risk of underachievement using these measures.	Closed attainment gap- <i>check figures from insight</i>
<ul style="list-style-type: none"> <li>To closely monitor learner pathways of our most vulnerable young people in S3 and S4 to inform accurate pathways</li> </ul>		AC/DR/SI	Use of Risk Matrix and other data to identify these pupils at the earliest possible stage.  Adaptation of PSL role to prioritise support to improve attainment and achievement.  Develop system to coordinate the work of the team looking at S1-3 underachievement and ensure effective transition to the senior phase.	Increase in Complementary Tariff score in S4 for lowest 20% (2018/19 = 61)	More pupils in lowest 20% leave school with more and/or higher qualifications
<ul style="list-style-type: none"> <li>To ensure completion of NQs (N4s) in S4 by those 'at risk'</li> </ul>		AC/SI/DR/CLs/ PSLs	Identify 'at risk' groups earlier using Risk Matrix and other data.  Strategy for achieving this action an expectation of each faculty and explicitly outlined in improvement plans.	Close monitoring of 'at risk' pupils through CL/SLT meetings and early interventions put in place	Increase in number of course awards in lowest 20%

<ul style="list-style-type: none"> <li>To improve the quality of information to staff to ensure high quality universal support</li> </ul>		<p>SI/PSLs <b>Focus on first - Post Covid-19</b></p>	<p>Creation of streamlined system for accessing support using Risk Matrix and Wellbeing spreadsheet.</p> <p>Development of procedures to update pupil information 'live' when targets/plans are introduced or change.</p> <p>Staff training and engagement in new GIRFEC framework, CIRCLE framework and Inclusive practice module.</p>	<p>High quality information available to all staff.</p> <p>Staff utilising the information in the planning of learning, teaching and assessment.</p>	<p>Improved attainment for all.</p> <p>Improved attainment for key groups.</p> <p>High levels of staff confidence in meeting the needs of all learners.</p>
<ul style="list-style-type: none"> <li>To continue to develop nurture at the school based on all staff using nurture principles</li> </ul>		<p>SI/PSLs and all <b>Focus on first - Post Covid-19</b></p>	<p>ELC training on implementation of new policy on nurture</p> <p>Working Group to be set up to support Nurture and Health and Wellbeing at the school</p> <p>Further develop three basis (ARC) and identification of relevant and appropriate interventions for pupils in P7 onwards (and earlier)</p>	<p>Staff are confident in applying nurture principles in their context.</p> <p>Pupil surveys report an increased sense of wellbeing.</p> <p>Increased number of pupils engaging in formal nurture programmes.</p>	<p>Enhanced sense of wellbeing across the school community.</p> <p>Pupils engaging positively in all aspects of school life.</p> <p>An ethos with tangible emphasis on relationships.</p>

- Parent Council to work with other parent/carers on supporting their young person's resilience



SC/PC  
**As part of Covid-19 recovery plan**

Development of a Resilience 'toolkit' for pupils and parents/ carers - including in partnership with Parent Council sub-group.

Relaunch of Home/School communications policy.

Development of explicit resilience raising programmes through PSB and PSE.

Reduction in requests for support to deal with normal, everyday challenges. Young people reporting greater sense of wellbeing and capacity to manage challenges.

Improved attainment

Improved attendance

Reduced visits to medical and other support staff.

Reduced change of level requests and increased course completion rates.

SEE survey results.

Incidents of bullying reduced, in particular cyber bullying

Pupils are more able to manage everyday challenges.

PS staff with more capacity to focus on significant issues and improving attainment and achievement.

Parents feeling more empowered to support their child with every day challenges.

Improved attainment

Sustained positive destinations, including completion of degrees.

Pupils able to articulate the strategies they use to overcome obstacles

Priority: QI 3.2 Raising attainment and achievement

SLT Leads: SC and DR

NIF Priorities

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and the least disadvantaged children.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Actions	Drivers for improvement	When/Who	Tasks	Evidence	Impact
<ul style="list-style-type: none"> <li>● To increase accreditation for all our young people in S4-S6</li> </ul>		<p>DR/SLT/CLs</p>	<p>To devise learner pathways to meet the needs of a range of learners at SQA and SCQF levels</p> <p>To ensure accurate coursing of pupils in to relevant and appropriate challenging courses</p>	<p>Attainment data</p> <p>Learner pathway choices</p> <p>Improved recording and recognition of wider achievement.</p>	<p>Improved attainment across all SIMDs and in particular SIMD 1-4.</p> <p>Improved positive destinations.</p> <p>Increased stay on rates in S5/6 as school is able better meet the interests of more</p>

			To ensure support for pupils to complete courses to the best of their abilities		young people
<ul style="list-style-type: none"> <li>To improve attendance in our most vulnerable pupils through early interventions</li> </ul>		<p>SI/PSLs</p> <p><b>Focus on first - Post Covid-19</b></p>	Test of Change for targeted individuals.	<p>Improved attendance</p> <p>Improved attainment.</p>	Improved attendance, attainment and achievement within the targeted groups.
<ul style="list-style-type: none"> <li>To continue to embed our diligence awards to recognise achievements in application to learning</li> </ul>		<p>SC/JM/all teaching staff</p>	<p>Database maintained for staff entry twice yearly</p> <p>This is further linked to House points</p> <p>Data is used to identify pupils with significant multiple mentions for June awards evening</p>	<p>More young people receive certificates with multiple mentions - monitored via data</p> <p>Builds House ethos as points contribute to this</p> <p>Pupils see value of being rewarded for commitment</p>	<p>Improved attainment and achievement</p> <p>Young people feel valued and parents/carers can also see the school values commitment to learning beyond high attainers</p>