

**Knox Academy
School Improvement Plan
2021-2022**



School Context, Aims, Values

Knox Academy is a comprehensive secondary school situated in the town of Haddington. It currently has 815 pupils at the school and is set to grow significantly in pupil number over the next five years to embrace the many 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 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 95% of pupils leaving to positive destinations in employment, college and university.



To support parents/carers understanding the School Improvement Plan a link to educational acronyms used can be found [here](#).


Q1 1.3 Leadership of Change


SLT Leads: SC and CF

NIF Priority

- 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"> ● Improving staff understanding of data to inform improvement and raise attainment. 		<p>CF/all teaching staff LB (mentoring)</p>	<p>To use the new SEEMIS module to monitor and track BGE (with a focus on filters) August/September and then ongoing</p> <p>Staff training around the P+A tool, specifically the use of filters to raise attainment. (August/September)</p> <p>TLCs established to share and develop classroom practice and discuss with colleagues (Sept/Oct)</p>	<p>Close attainment gap in ACEL data at the end of BGE A particular focus on SIMD 3 – our lowest attaining group and where the gap is now widest</p> <p>To use data on an ongoing basis to raise attainment for all pupils (formative/summative) and ELC data and Insight</p> <p>Pupils show progress in subject pathways in Senior Phase (pupils tracking pathways from S3)</p>	<p>Improved attainment across all SIMDs and in particular SIMD 1-4.</p> <p>Improved positive destinations.</p> <p>Effective coursing, with clear progression pathways</p> <p>Pupils leave school with a minimum of 5 qualifications at S4. (mentoring support)</p>
<ul style="list-style-type: none"> ● To continue to embed our school vision, values (addition of ‘resilience’) and positive relationships policy 		<p>SC/SLT/all teaching staff</p> <p>Parent Council</p>	<p>Assemblies on vision and values and a focus on building resilience in pupils (throughout the year)</p> <p>Values embedded in lessons (all year)</p>	<p>Walkthroughs (September and January)</p> <p>On-Call statistics down (termly review)</p>	<p>Continuing improvement in whole school relationships - at all levels – RESPECT</p> <p>Reduction in referrals and ‘On-Calls’</p>

		<p>Pupil Leadership Team/Pupil Learning Team</p>	<p>Parent Council leading on supporting other parents on developing resilience in young people (Oct-Dec)</p> <p>Teacher CLPL on resilience (term 2)</p> <p>Pivotal training - restorative practice (August)</p>	<p>Parental engagement around resilience</p> <p>Restorative conversations with pupils and links to attendance statistics - whole school and individual classes</p>	<p>Staff, parents and pupils can talk openly about resilience</p> <p>Improved attendance at school (particularly for young people identified in Risk Matrix) and in classes due to strong, engaging relationships</p>
<ul style="list-style-type: none"> To improve literacy and numeracy in targeted groups 		<p>CLs/Faculty Teams/AMacD</p>	<p>CLs and teams identify E's and O's to focus on in subjects and year groups – linked to WRITING (lowest area of attainment in literacy)</p> <p>CLs Comms and Track progress across all faculties through Progress & Achievement</p> <p>Teams of staff shadow identified pupils in Reviewing Learner Experience Focus weeks</p> <p>J Wright to lead on raising attainment in writing P7/S3 ASN pupils.</p> <p>V Lyon to lead on raising attainment in Numeracy in P7/S3 ASN pupils</p>	<p>Improvement in ACEL at S3 and in SQA attainment in S4/5/6</p> <p>Subject use of “need to know and understand” terms and specific vocabulary for all learners</p> <p>Feedback from tracking/shadowing of pupils for L&N in Reviewing Learner Experience focus weeks</p> <p>S1-S3 electives beginning to be implemented in L&N</p> <p>Attainment in S1-S3 for identified Es and Os in Literacy</p>	<p>Increased course options available to all pupils at the end of BGE with reduced barriers to learning</p> <p>Increase in those leaving school with Level 4 and level L5 Literacy and Numeracy</p> <p>All staff active in raising attainment in Literacy and Numeracy, with a real focus in all learning and teaching for excellence</p>



<ul style="list-style-type: none"> To embed employability skills in all lessons 		<p>CLs and All Teaching Staff</p> <p>Social Subjects to take a lead on this</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 from the beginning of S1</p> <p>Pupil profiles will begin in S1 and will support progression until completion in S3.</p> <p>Pupils are able to identify and articulate the skills they are using and where they might be applicable post school.</p> <p>Feedback and data from faculty reviews and walkthroughs</p>	<p>Increase positive destinations</p> <p>Meaningful work experience tailored to individuals on the Risk Matrix</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 and discuss these in lessons</p>
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Priority: QI 2.3 Learning, Teaching and Assessment

SLT Leads: SC and CF

NIF Priorities

- 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"> ● To run CLPL training on teaching for excellence – to improve learning and attainment – adopting approaches to ensure we get it right for all young people (inclusion) – Inclusive Pedagogy. 		<p>CF/SLT and Faculties with expertise identified AMacD (throughout session)</p>	<p>SLT/Faculties lead CLPL sessions on aspects of Effective Teaching and Learning strategies (throughout session) including retrieval practice and flipped learning for home learning</p> <p>Teaching and Learning Communities re-established with key staff leads supporting small test of change at classroom level, focusing on effective strategies for raising attainment</p> <p>All staff engage with relevant literature and discuss at focused TLCs.</p> <p>Continue to develop and enhance digital pedagogy.</p>	<p>Fewer teacher led lessons during Walkthroughs/Faculty Reviews (October and February)</p> <p>Pupil Voice - Pupil learning team/ Pupil Leadership team</p> <p>Teachers try out various teaching approaches in class and discuss these at faculty meetings</p>	<p>Improved learner experience - their learning is relevant, engaging and challenging.</p> <p>Learners able to articulate what they are learning and why they are learning it</p> <p>Learners are equipped to lead their own learning.</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"> ● To improve moderation and assessment in all BGE subject areas, particularly at points of transition. 		<p>SLT/CLs/ Teaching staff</p>	<p>Analysis and tracking of data at each reporting period for each year group/s</p> <p>CL link meetings used to</p>	<p>Moderation policies in use across the school</p> <p>Tracking of ACEL throughout BGE discussed at CL/SLT</p>	<p>Confidence from staff on ACEL data</p> <p>Identified individuals for interventions throughout</p>


			<p>discuss data</p> <p>Staff CLPL on moderation for Literacy and Numeracy across sectors.</p>	<p>meetings termly</p> <p>Interventions database</p>	<p>BGE and points of transition using rigorous tracking data</p> <p>Using ACEL data at point of transition to inform learning (P7 onwards)</p>
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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"> ● Focus on recovery – social, emotional and physical wellbeing - 		<p>SI/PSLs/SLT/ all staff</p>	<p>Engage with the UNCRC, in line with national expectations, including training on ‘Show Racism the Red Card’, finalising LGBTQ+ Charter and MVP.</p> <p>Maintain our focus on our school Values, in particular Respect. – Assemblies, Registration etc. (throughout session)</p> <p>Responsibility for ALL in fulfilling the role of first line Guidance.</p> <p>Attendance – focused approach to chronic non-attenders.</p> <p>Continued focus on nurturing approaches to support all members of our school community.</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 pupils 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>

			<p>Develop skills around the new Child Planning Framework so that our use of supports, both Universal and Additional are more effective. (August-October then ongoing)</p> <p>Parent Council to work with other parent/carers on supporting their young person's resilience (October-December)</p>	<p>Consistency level of Child's Plans and referrals to outside agencies.</p> <p>Parental booklet/parental sessions organised by PC with guest speakers</p>	<p>Higher quality planning and consistent use of SMART targets</p> <p>Parents engaged with parents re MHWB of their young people and the school to support their young person's learning</p>
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Priority: QI 3.2 Raising attainment and achievement
NIF Priorities

SLT Leads: SC and DR

- 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"> ● Closing the poverty related attainment gap. ● To ensure all pupils have achieved 5 qualifications by the end of S4. 		<p>DR/SLT/CLs/LB (mentoring) AMacD (excellence)</p>	<p>To devise learner pathways to meet the needs of a range of learners at SQA and SCQF levels. Pupils will map their pathway from S3-6.</p> <p>Embed a culture of ambition and excellence e.g. the development and promotion of ‘folders of excellence’.</p> <p>Identification, in S1/2, of those at risk of not achieving 5 qualifications using a range of data, including the Risk Matrix.</p>	<p>Improved Attainment data, in particular fewer no awards.</p> <p>Pupils’ work/folios Teacher pedagogy – inclusive yet challenging all Each Faculty has clearly defined, embedded examples of excellence that pupils can use to lead their learning</p> <p>Improved opportunities to engage and re-engage pupils early in S1/2 to keep them motivated and attaining through their subjects</p>	<p>Improved attainment across all SIMDs and in particular SIMD 1-4.</p> <p>Improved positive destinations.</p> <p>More appropriate and effective coursing, with clear progression pathways.</p>

			<p>Mentoring – from S1 to support those most at risk of under achievement.</p> <p>Profiling – using profiling as a tool to support ambition and the development of skills e.g. using our DYW school coordinator, the MWOW profile and start it in P7. (August onwards)</p> <p>MTR – tracking reports will focus on effective SMART targets – one positive and 3 next steps. PSLs to identify individuals and coordinate interventions as appropriate (August onwards)</p>	<p>Pupils know their skills and areas for development throughout their school careers</p> <p>Meaningful reports that offer next steps in learning PSLs – increased involvement in raising attainment and interventions/analysis of data</p>	<p>Increased stay on rates in S5/6 as school is able better meet the interests of more young people</p>
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