

***Knox Academy***  
***School Improvement Plan***  
***2022-2023***



## East Lothian Education *DRAFT* Priorities Session 2022/23

A relentless focus on raising attainment and improving outcomes for our learners		
Curriculum – Meeting the Needs of All Learners	Wellbeing, Equality and Inclusion	Leadership
<p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.</p> <p>Each school's curriculum will:</p> <ul style="list-style-type: none"> <li>• reflect a recovery focus</li> <li>• be unique to each school</li> <li>• ensure that all learners have the opportunity to achieve their potential through clear progression in learning</li> <li>• support positive outcomes for learners</li> <li>• provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing</li> <li>• articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy</li> </ul>	<p>We will:</p> <p>Ensure a universal commitment to inclusive practice.</p> <p>Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p> <ul style="list-style-type: none"> <li>• safeguarding and child protection</li> <li>• attendance and exclusion</li> <li>• meeting the needs of learners with additional support needs</li> </ul> <p>Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:</p> <ul style="list-style-type: none"> <li>• from our most deprived areas</li> <li>• looked after and accommodated</li> <li>• those with additional support needs</li> </ul> <p>Ensure children's rights are placed at the heart of everything we do.</p> <p>Work collaboratively with Children's Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.</p>	<p>We will:</p> <p>Develop a skilled workforce</p> <ul style="list-style-type: none"> <li>• clearly defined roles and remits at all levels</li> </ul> <p>Leadership of Learning</p> <ul style="list-style-type: none"> <li>• professional learning for staff – focus on developing effective pedagogical practice</li> <li>• PTs and DHTs</li> <li>• teachers</li> <li>• ELCC staff</li> <li>• support staff</li> <li>• NQTs</li> <li>• develop the Pedagogy Team</li> <li>• promote professional enquiry</li> </ul> <p>Pupil Leadership</p> <ul style="list-style-type: none"> <li>• development of learner voice at school and authority level</li> </ul> <p>Head Teacher Leadership and Empowerment</p> <ul style="list-style-type: none"> <li>• strategic governance group</li> <li>• accountability</li> <li>• locality forums with shared accountability to improve engagement, find solutions and improve outcomes</li> </ul>

**Outcomes**

- raised attainment
- reduction in part-time timetables and exclusions
- improved attendance and engagement
- improved holistic, cross-service support for our learners
- highly skilled workforce

**Key priorities of the 2022 National Improvement Framework and Improvement Plan**

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

**The drivers of improvement in the outcomes achieved by children and young people through education are:**

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

**East Lothian Council Plan 2017-2022****Reducing inequalities within and across communities**

- Implement the recommendations within the Poverty Commission Action Plan

**Growing our Economy**

- Reduce unemployment and improve employability

**Growing our People**

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

**Growing our Communities**

- Extend community engagement and decision making and increase community and individual resilience

**Growing our Capacity**

- Deliver excellent services as effectively and efficiently as possible within our limited resources

**School Priorities – identify three priorities only.**

Please take account of the priorities above, and in particular those of the Education Service and focus on these and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

# School Context, Aims, Values

*Knox Academy is a comprehensive secondary school situated in the town of Haddington. It currently has 820 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, Letham Mains 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 for positive destinations in employment, college and university.*

*We have a very active extra-curricular programme on offer, which ranges from music, sports and cultural activities/committees.*

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

## ***How We Have Consulted with Key Stakeholders***

We have used a variety of sources to gather information about how to devise our School Improvement Plan.

These have been questionnaires, throughout the session, to staff, pupils and parents/carers to ascertain their views on learning and teaching, pupil support and school aims and values (in particular our March 2022 questionnaire on 'Self-Evaluation for School Improvement').

We have also consulted our Parent Council, our Pupil Leadership and Pupil Learning Teams and run pupil focus groups as part of our Faculty Review processes. Faculties also ask pupils for end of topic feedback in relation to learning and teaching.

We have also sought feedback from parents and pupils on our approaches to monitoring, tracking and reporting; the changes to the School Bells (reduced now) and also health and wellbeing support. We also use themes that come through from parents/pupils/community in terms of their emails or contacts with the school.

We also seek feedback from partner agencies we use about our young people's engagement with them and also form our young people about the value of engaging with these partnership programmes.

**PRIORITY 1: Curriculum – Meeting the Needs of All Learners**

QIs 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3

Actions	Drivers for Improvement (highlight)	Tasks	When/Who	Impact/Evidence
<p>Highlight any links to PEF priorities in <b>RED</b></p> <p>To review curriculum rationale and create written rationale for August 2022.</p>	<p><b>NIF Driver (s)</b></p> <p>School leadership</p> <p>School improvement</p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>To review curriculum rationale and create written rationale for August/Sept 2022.</p> <p>Curriculum rationale to include how literacy, numeracy and health and wellbeing skills are being developed at all levels across all areas of the curriculum.</p> <p>To review curriculum pathways and processes for deciding pathways i.e. coursing.</p>	<p>ELT October 2022</p> <p>ELT October 2022</p> <p>All staff December 2022</p>	<p>Clear and relevant pathways for all learners within every faculty.</p> <p>The curriculum is used to plan learning and teaching so that young people progress in literacy, numeracy and health and wellbeing and progress to positive destinations.</p> <p>One extra period per week given to English and Maths to improve literacy and numeracy in S3. Maths recovery group in S2/3</p> <p>Enhanced curriculum offer for ALL learners, leading to raised attainment, engagement and positive destinations. This includes improved, strategic engagement with employers and the CES.</p>
<p>We are able to track progression pathways of all young people against the curriculum, including those with ASN.</p>	<p><b>NIF Driver (s)</b></p> <p>Assessment of children's progress</p> <p>Performance information</p>	<p>Using the curriculum rationale to ensure teaching and learning is appropriate to the learners at their level, and progression in learning is tracked, including LAC, SIMD 1-3 and ASN. Support for 5 qualifications.</p>	<p>All staff April 2023</p>	<p>Pace, challenge and differentiation evident in all lessons and appropriately applied.</p> <p>All pupils leave school with a minimum of five qualifications</p>

PRIORITY 2: Wellbeing, Equality and Inclusion				QIs 3.1, 2.3, 1.2, 1.5, 2.1, 2.5
Actions	Drivers for Improvement (highlight)	Tasks	When/who	Impact/Evidence
<p>To equip young people with the skills to manage their mental health and wellbeing.</p>	<p><b>NIF Driver</b>  School leadership  Teacher professionalism  School improvement</p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> <li>Relationships</li> </ul>	<p>Pupils undertaking the mental health and wellbeing award to act as wellbeing ambassadors.</p> <p>Mental Health 1st Aid delivered in senior core.</p> <p>Auditing and planning for the introduction of courses to support MHWB for session 2023-24</p>	<p>Faculty staff and Head of S6 (JL)</p> <p>PSLs</p>	<p>Young people have access to trained peers to discuss and support their Mental Health and Wellbeing (MHWB)</p> <p>Courses ready for introduction on 2023/24</p>
<p>To give young people easy access to appropriate support.</p>		<p>Development of QR codes/website forms to allow pupils routes to flag-up issues such as mental health and bullying.</p>	<p>SI/CD</p>	<p>Pupils have ready access to information to support their MHWB. Clear methods to access staff.</p>
<p>CIRCLE document planning to meet the needs of all learners.</p>		<p>Relaunch for all staff in August.</p>	<p>SfL/ DHT pupil support</p>	<p>Circle document in place to plan for inclusion across all classes.</p>



<p>Issues of diversity are evident throughout the curriculum and are celebrated throughout the school year.</p>		<p>Make Education Scotland CIRCLE document training mandatory across 2022/2023.</p> <p>Updated curriculum rationale should reflect diversity.</p>	<p>All staff</p> <p>All teaching staff</p>	<p>All staff trained and evident in every classroom across the school.</p> <p>Evidence of learning for diversity across the curriculum - starting to explore decolonising the curriculum and what this means. Celebrating the diversity at the school with an acceptance of all cultures and customs.</p>
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PRIORITY 3: Leadership		QIs 1.1, 1.2, 1.3, 1.4		
Actions	Drivers for Improvement (highlight)	Tasks	When/Who	Impact/Evidence
<p>Highlight any links to PEF priorities in <b>RED</b></p> <p>All teaching staff will engage in Teaching and Learning Communities, led by Middle Leaders using the Knox Academy Teaching for Excellence Framework. Findings will be shared at the end of the session</p> <p>As a SEIC Research school this session, we will work collaboratively with other schools to develop our vision of Teaching for Excellence</p> <p>All staff will genuinely lead their own learning/ professional development.</p>	<p><b>NIF Driver</b>  School leadership  Teacher professionalism  School improvement</p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Learning</li> </ul>	<p>Middle leaders will lead their teams in identifying an aspect of learning and teaching they wish to improve and develop for the YP in their faculty. They will then use professional enquiry/research to support their development and improvement of this aspect.</p> <p>A number of assigned CAT sessions which focus on professional learning and enquiry</p> <p>Staff actively engage in the TLC process, integrating into their PU, including their annual PRD.</p>	<p>All teaching staff  August 2022 - June 2023</p> <p>ELT/ TfE  Ambassadors</p> <p>All staff</p>	<p>Improved outcomes for young people based on high quality learning and teaching. Effective CLPL for staff which can be shared across the school and beyond as our role in the research school.</p> <p>There is a more strategic/research based professional learning approach by all staff which is relevant to our context (based around TLCs)</p> <p>Enhanced professional dialogue e.g. at the PRD meetings with staff leading the discussion. Staff feel more confident in driving their professional development (outwith TLCs). Higher quality Learning and Teaching in every classroom, improved attainment and achievement.</p>