

# Standards, Quality and Improvement Plan

## LEITH ACADEMY



Standards and Quality Report for session: 2016 - 2017

Improvement Plan for session: 2017 - 2018

## **Context of the School**

Our school values have remained constant over recent years and underpin our approach to the service we provide. The intention, however, is to revisit them with all stakeholders in session 2017-18 (see Priority 2).

- success in learning for all
- mutual respect and caring for others
- individual needs and development
- honesty and fairness in our actions

Our school aims are a reflection both of the national priorities and local circumstances.

- To ensure a broad and balanced curriculum that provides each individual learner with the best and most appropriate learning opportunities
- To ensure that all learners are able to realise their potential through high expectations, the promotion of a work ethic and the recognition of achievement
- To provide high quality learning and teaching experiences that challenge and motivate learners, developing positive attitudes and responsibility for learning. To clarify the purpose and relevance of learning. To promote innovation and creativity in teaching.
- To provide effective support systems for all learners which promote good behaviour, self-discipline and respect for others. To ensure that values and standards are consistently and equally applied across the school.
- To provide a high quality, welcoming, safe and caring environment in which all are valued and supported, and for which all share responsibility.
- To improve the quality of learning and teaching through effective leadership, organisation and management of the school's staff and resources
- To develop strategies which promote good health, physical and mental well-being and self-esteem for all
- To encourage personal responsibility for meaningful continuing professional development in all staff, in order to improve the quality of experiences for learners
- To further develop effective relationships between the school, its associated primaries, the parents, external agencies and its wider community
- To foster in learners a desire for knowledge and understanding, while equipping them with skills and positive attitudes for life as a foundation for lifelong learning
- To promote responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society
- To ensure that every learner enjoys quality of access to educational opportunities, appropriate to identified needs

**School Priority 1: Improvement in children and young people’s attainment, particularly in literacy and numeracy**

NIF Priority

**Improvement in children and young people’s attainment, particularly in literacy and numeracy**

NIF Driver(s)

**Assessment of children’s progress  
School Improvement**

HGIOS?4 QIs

- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning
- 2.6 Transitions
- 3.2 Raising attainment and achievement

**Progress and impact:**

- Monitoring and tracking system developed and BGE/Senior Phase information inputted. Ability now exists to analyse data and extract information for scrutiny at Faculty, House Head and SMT level.
- Assertive mentoring SLWG set up with proposals developed.
- Core Skills groups established. Plans to extend provision in 2017-18.
- ‘Sparks’ group created for Highly Able pupils. Weekly meetings with S2/S3 pupils starting in February 2017. Highly able pupils in S1 identified by faculties and ten selected for participation in Edinburgh University’s Widening Participation programme
- S1 course IDL has a new structure with a focus on digital literacy. (S2 one has not been reviewed and evaluated owing to staffing changes.)
- The task to link all BGE courses to SALs was superseded by benchmarks being introduced and other national developments.
- A new system for Faculty Reviews is now in place with a focus on *HGIOS?4* and linked to GTCS standards and PRD.
- Additional learner pathways have, for example, seen the introduction of Achieve into S3/S4.

**Next Steps:**

- Effective use of M&T database (central to next steps alongside a timeline for assertive mentoring in line with the inputting of information into the database).
- Increase in the number and range of pupils to benefit from core skills (in literacy and numeracy).
- Review S2 IDL course incorporating skills development, metacognition and Growth Mindset, with allocated probationers to undertake this task as a CPD opportunity.

## School Priority 2: Closing the attainment gap between the most and least disadvantaged children and young people

### NIF Priority

**Closing the attainment gap between the most and least disadvantaged children and young people**

### NIF Driver

### HGIOS?4 QIs

- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 3.2 Raising attainment and achievement

### Progress and impact:

- Inclusion Review positive feedback re accommodating pupils with increasingly complex needs with particular pupils with disabilities being successfully accommodated.
- New monitoring spreadsheet for LAAC/Young Carers allows easier tracking of attainment for both groups by ALL staff allowing for early intervention. 2x LAAC profiles per session allow for mentoring discussion and identification of areas of strength and well as points to work on. Extra-curricular achievements are also recognised. Follow-up to S1 PSE visit by EYC staff to pupils identified following completion of a questionnaire helps to identify and support previously unknown YCs.
- Pupils now identified by SIMD within attainment spreadsheet; teachers have been asked to analyse prelim performances in light of SIMD info but we need to continue our approaches to this. Factoring this into our approaches to assertive mentoring for next session is key alongside Sharing Classroom Experience as part of annual faculty reviews.
- Established point of contact for all primaries ensures information is shared appropriately resulting in better transition experience for young people (CPMs/Centre support etc). 2x enhanced transition days for SEBD and SfL pupils improves their experience of transition. Timetabled classes for P7s within Leith Academy covering a variety of subject areas (music/science) ensures all associated primary pupils have increased experience of attending secondary school prior to joining S1 3-day induction visit allows P7 pupils to follow their S1 timetables. Positive Realities have worked at Leith Academy this session with our current S1. Assembly and three lessons in PSE and regular engagement activities at lunchtimes. Five pupils selected for befriending and twelve pupils will take part in a Youth day creating a film for Primaries around the issue of Transition.
- Owing to staffing changes, the Raising Attainment for All (RAFA) project was not pursued.
- Attendance SLWG Group established; new paperwork re attendance – impact yet to be evaluated.
- Jill Pringle (Education Scotland) provided Insight training for all staff, with such data now central to exam analysis.

### Next Steps:

- Incorporate work with pupils in SIMD1-3, LAAC pupils, Young Carers and those who would have benefited from RAFA into a Learning Hub approach and the appointment of a Family Liaison Worker, both part of Pupil Equity Funding (PEF) initiatives.
- Build further curriculum inserts into the primary-secondary transition experience.

## School Priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

**Improvement in children and young people's health and wellbeing**

NIF Driver

HGIOS?4 QIs

1.3 Leadership of change

2.4 Personalised support

2.5 Family learning

3.1 Improving wellbeing, equality and inclusion

3.3 Increasing creativity and employability

Progress and impact:

- A consistent Faculty approach to Pupil Voice re learning and teaching is not happening – CLs still looking to improve this area.
- A “Vox Pop” approach to canvassing pupil voice at a whole-school level took place in Term 1 – positive feedback from S1 parents re transition. A ‘Your Views Count’ session for all parents re school values and priorities was held on 12 May 2017.
- Positive review of the MVP programme via surveys; rolling this forward for session 2017-18 and new mentors in place.
- Approaches leading to the LGBT Charter are ongoing. LGBT History Month event held at Leith Academy on 23 February 2017; Purple Friday on 24 February 2017. Free training session for staff on 19 May 2017. All of this will contribute to our portfolio of evidence.
- See Me session delivered to all staff in August; still to embed within Key Adult set up. Assemblies for all pupils in Term 2.
- Raising Teens with Confidence sessions were put in place and well attended – positive feedback from parents; 1-2-1 sessions in place too.
- HT and DHTs/SfLL have all attended mandatory autism training. Hatty Chick (EP) will roll-out to all staff on 15 August 2017.

Next Steps:

- Increase pupil/parent opportunities to be involved in reviewing school provision.

## School Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Priority

**Improvement in employability skills and sustained, positive school leaver destinations for all young people**

### NIF Driver

### HGIOS?4 QIs

1.3 Leadership of change

2.2 Curriculum

2.3 Learning, teaching and assessment

2.6 Transitions

3.3 Increasing creativity and employability

### Progress and impact:

- Sessions with SDS have been taking place – all S2s have met with the Careers Adviser re learning pathway choices. Exercise has been high profile.
- The *Standard for Career Education* has been e-mailed to all staff; some CLs have sent back a summary of their faculty's delivery of the standards.
- A number of STEM activities have taken place across the year. This culminated in the S3/S4 event (incorporating 'Meaningful May' pupils) on 24-26 May 2017.
- Employability Cluster launch event took place on 3 March 2017 and was well attended; positive feedback from employers. The next meeting will focus on introducing our employers to key staff and a selection of pupils, allowing employers to engage with classroom teachers and future employees, and for staff to explore ways to more effectively and co-operatively work with employers both in and out of school.
- Skills development within LIs and SC were observed in some lessons within SCE; re-focus on approaches is being trialled within Social Subjects; pupils delivered a session on this at the Leith Learning Festival on 4 May 2017.
- A new approach to Profiling has been developed and embedded within PSE programme with S3, IT issues notwithstanding.

### Next Steps:

- Embed STEM activities into school calendar.
- Further develop the Employability Cluster.
- Review 16+ Group as part of moves towards improving approaches to employability
- Continue focus on skills development, including those with a direct impact on employability

### Self-Evaluation 2016-2017

	<b>Quality Indicator</b>	<b>School Self-Evaluation 2016-17</b>	<b>Inspection Evaluation (if during 2016-17)</b>
	What is our capacity for continuous improvement?		
1.3	Leadership Of Change	<b>3</b>	
2.3	Learning, Teaching And Assessment	<b>3</b>	
3.1	Ensuring Wellbeing, Equity And Inclusion	<b>4</b>	
3.2	Raising Attainment And Achievement	<i><b>tbc</b></i>	
2.6	Transitions	<b>3</b>	



## 2016 – 2020 School Self Evaluation/Plan for QI Engagement

QI		2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	Comments
1.1	Self-Evaluation for Self-Improvement			✓	✓	
1.2	Leadership of Learning		✓	✓		
<b>1.3</b>	<b>Leadership of Change</b>	✓	✓	✓	✓	
1.4	Leadership and Management of Staff				✓	
1.5	Management of Resources To Promote Equity		✓	✓	✓	
	<b>Leadership And Management Overall</b>					
2.1	Safeguarding and Child Protection			✓	✓	
2.2	Curriculum	✓	✓			
<b>2.3</b>	<b>Learning, Teaching and Assessment</b>	✓	✓	✓	✓	
2.4	Personalised Support	✓	✓			
2.5	Family Learning	✓	✓			
2.6	Transitions	✓	✓			
2.7	Partnerships		✓	✓		
	<b>Learning Provision Overall</b>					
<b>3.1</b>	<b>Ensuring Wellbeing, Equality and Inclusion</b>	✓	✓	✓	✓	
<b>3.2</b>	<b>Raising Attainment and Achievement</b>	✓	✓	✓	✓	
3.3	Increasing Creativity and Employability	✓	✓			
	<b>Successes and Achievements Overall</b>					

## Key Areas for School Improvement

<b>NIF Priority 1</b>	<b>QIs</b> 1.2, 1.3 2.2, 2.3, 2.5, 2.6 3.2
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Priority 1	To improve children and young people's attainment, particularly in literacy and numeracy	Overall Responsibility	Lewis Paterson, DHT	
Outcomes	There will be improved attainment in literacy and numeracy among identified cohorts. All staff will be using the attainment spreadsheet as a positive intervention strategy. There will be increased awareness of and familiarity with Digital Literacy among both staff and pupils. All pupils will be exposed to greater consistency of learning and teaching approaches in classes.			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>
To target literacy/ numeracy interventions in S1/S2, using Standardised Testing as a benchmark	Alison Fair, DHT Ali Taylor, SfLL	PEF monies for SRA materials Numicon training	Through extraction from mainstream classes	
To deploy the attainment spreadsheet as part of a positive intervention strategy	All teaching staff	Adapted spreadsheet on SharePoint	Within Reporting allocation of WTA	
To revise S2 IDL incorporating skills development, metacognition and Growth Mindset	Ben Stewart, DHT Probationer staff as part of Professional Development opportunity	Materials Training	Within 0.18FTE of probationer timetable	

To link BGE courses to national benchmarks (including literacy, numeracy, HWB)	CLs Teaching staff	Benchmark documentation	DMs Team Time within WTA	
To promote Digital Literacy for staff and pupils related to the forthcoming ICT Refresh	Lewis Paterson, DHT Digital Literacy Group	App purchases iTeach input Apple workshops	Time for meetings CPD sessions for staff	
To revisit AifL in classes with a focus on visible learning, feedback, questioning and differentiation	All teaching staff Learning & Teaching Group	Class cover (where required)	In class time As part of Trios' allocation in CAT (25 August 2017; 6 October 2017) In-service day session, 23 October 2017 Faculty Reviews CPD group meetings	

<b>NIF Priority 2</b>	<b>QIs</b> 1.3 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.2
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Priority 2:	To close the attainment gap between the most and least disadvantaged children and young people	Overall Responsibility	Alison Fair, DHT	
Outcomes:	All staff will be more aware of pupils in their classes facing disadvantage and how to address that in their context. Primary-secondary transition will involve more curricular input alongside pastoral liaison.			
Tasks	By Whom	Resources	Time	Impact/ Progress
To appoint a family liaison worker to target pupils and parents/carers in SIMD1-3, LAAC, Young Carers	SMT	PEF monies (staffing) <a href="#">Myjobscotland</a>	1.0FTE dedicated post (seconded)	
To establish a Learning Hub to engage with the more disengaged/those with attendance issues, with faculties also identifying the most disadvantaged at their level	SMT Development Officer (Improving Opportunities) Development Officer (Growing Confidence and Resilience)	PEF monies (staffing and resources) Identified location in school ICT provision (iPads) Curricular materials provided by faculties	2.0FTE dedicated posts (seconded)  To be established in September 2017	
To raise awareness of child poverty (1 in 5)	Alison Fair, DHT	Relevant presentation materials	CAT session, 8 September 2017	
To continue to refine primary-secondary transition	PSLs Identified faculties	Curricular input (Creative Arts, Maths, English, Modern Languages, PE)	Within timetable	

<b>NIF Priority 3</b>	<b>QIs</b> 1.3, 1.5 2.4, 2.5 3.1, 3.3
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Priority 3:	To improve children and young people's health and wellbeing	Overall Responsibility	Headteacher	
Outcomes:	Staff and pupils will be more conscious of the rights and responsibilities associated with SHANARRI indicators. Pupil concerns re eg 'safe spaces' and the development of an autism-friendly school will be addressed in practical terms. Staff, pupils and parents will be involved in considering the school's vision and values.			
Tasks	By Whom	Resources	Time	Impact/ Progress
To highlight SHANARRI indicators to be better understood by staff/pupils	Alison Fair, DHT HWB group (link with <i>See Me</i> initiative)	New GIRFEC paperwork Posters in classrooms (SHANARRI wheel/wellbeing statements)	Roll-out during Term 1 In-service day session, 23 October 2017 CPD group meetings	
To respond to the CEC pupil self-evaluation exercise (February 2017)	Ben Stewart, DHT Pupil Council Headteacher	Questionnaire results and analysis	Meetings Assemblies	
To implement Circle document approaches, with reference to the inclusive classroom	Ali Taylor, SfLL All teaching staff	Relevant documentation	DMs Within class time	

To further develop key adult strategies, including a new-style S1 parent consultation	Ben Stewart, DHT		In-service day session, 14 August 2017 Consultation (as part of CAT), 11 October 2017	
To revisit the school's shared vision and values with stakeholders	Headteacher	Possible use of <i>Character Scotland Draft Framework</i> to inform process	Assemblies PSE lessons 'Your Views Count' inserts for parents In-service day session for staff, 8 January 2018	

<b>NIF Priority 4</b>	<b>QIs</b> 1.3 2.2, 2.3, 2.6, 2.7 3.3
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Priority 4	To improve employability skills and sustained, positive school leaver destinations for all young people	Overall Responsibility	Ben Stewart, DHT	
Outcomes	Pupils will be better versed in displaying relevant skills, especially those immediately related to employability. The structure for working productively with partner agencies, business and industry will be more effective.			
Tasks	By Whom	Resources	Time	Impact/ Progress
To continue the focus on skills development	Blair Connor CPD group	Posters for classrooms Stickers to identify skills in classwork	In-service day session, 15 August 2017 Parents' meeting to highlight work	
To further develop the Employability Cluster	Ben Stewart, DHT Blair Connor June Stevenson Bianca Praino (SDS) CLs	Meeting time Funds for catering, etc	2 <sup>nd</sup> Meeting on 23 June 2017; two more meetings by June 2018	
To review the structure and format of the 16+ Group	Ben Stewart, DHT 16+ Group	SurveyMonkey Results 16+ meeting time Input from SDS	October 2017	