

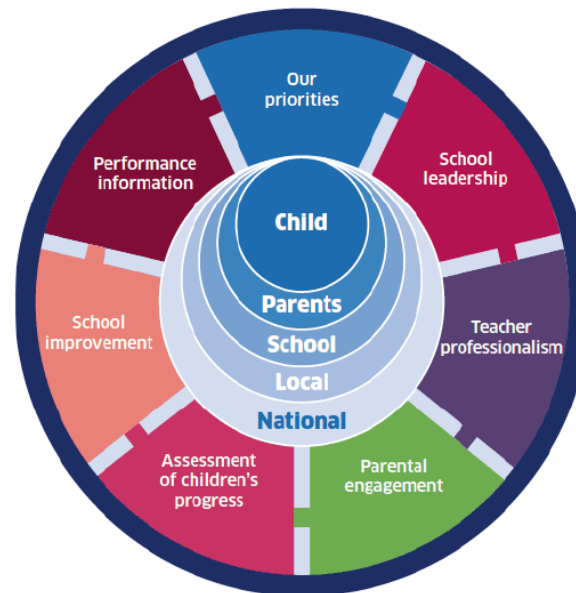
Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)

School: Annan Academy

Date: June 2022-23



1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

These are currently under review and are due to be re-launched in August

Review Date: March-May 2022

Review Activities (as appropriate)

All pupils were involved in a process of reviewing the Vision, Values and Aims in terms of what was wrong with the school what would be their solution to this and what they would want in an ideal school. They also suggested the CORE values that should be up held in the school. This process was lead by the pupil captaincy team and the pupil council working with all tutor groups. The finding of the pupil voice exercise was shared with all staff prior to the staff consultation exercise on the 20th of May. Parental consultation was also sought from the 12th May-20th May where parents were asked their views. Parent council undertook a separate consultation. The responses of all were collated by themes and several final options were drafted up and the community was asked to vote to select the final Vision, Values, Aims.

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year’s School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners’ successes and achievements The school community’s successes and achievements - as appropriate <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1: Improving Learners experiences</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy</p> <p>NIF Driver Teacher Professionalism School improvement</p> <p>HGIOS? 4 / HGIOELC? QIs HGIOS? 4 2.3</p>	<p><i>Within this area of improvement we have limited data due to COVID restrictions we are reporting on the self-evaluation of all faculty areas. Our aim next year is to substantiate this with formal observational data and other strands of school improvement.</i></p> <p>1. All learners are active participants who are engaged and motivated in lessons and enjoy positive relationships with staff. <i>All faculties have evaluated this area as satisfactory or better</i></p> <p>2. All learners have opportunities to take responsibility for their learning, to learn independently and to learn collaboratively with their peers. <i>All faculties have evaluated this area as good or better</i></p> <p>3. All learners understand the purpose of their learning, know their working levels and understand their next steps to improve. <i>Almost all faculties have reported that this is an area of concern with almost all evaluating themselves as satisfactory or lower.</i></p>	<p>1. All faculties will have robust evidence of active learner engagement and positive relationships with staff. By June 2023</p> <p>Stakeholder’s survey will provide evidence that most learners report positively in this area by June 2023.</p> <p>Observation data collated during 22-23 will show most pupils are engaged in their learning.</p> <p>Launch of Positive relationships policy in August 2022 will support above targets.</p> <p>2. All faculties will have robust evidence of learners taking responsibility for their learning. By June 2023</p> <p>3. This is a key tenant of our learning and teaching philosophy. Staff have all engaged in a CLPL programme supported by professional reading. The focus of the CLPL programme will support this area of</p>

	<p>4. All learners are appropriately challenged within classes. All faculties have reported that they see themselves as satisfactory in this area or better.</p> <p>5. All staff are involved in the development of Annan Academy L&T policy and the expectations of their role in L&T outlined within. Most faculties rated themselves as satisfactory or better in this area.</p> <p>6. All lessons have clear learning intentions and success criteria. All faculties have evaluated this as either good or better. This is an area of strength in the school.</p> <p>7. All learners have assessment approaches matched to their needs, which support their progress Almost all faculties have evaluated themselves as satisfactory or better in this area.</p> <p>8. All staff use a variety of teaching strategies Again in this area almost all faculties have rated themselves as satisfactory to very good.</p> <p>9. All staff use data to inform learning and teaching All faculties evaluated themselves as satisfactory to very good.</p>	<p>L&T and at the time of the next cycle of self-evaluation most faculties will be evaluating it as satisfactory or better.</p> <p>4. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation.</p> <p>5. By June 2023 all faculties will evaluate as satisfactory or better. The continued C.L.P.L. programme will support this.</p> <p>6. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>7. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>8. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>9. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p>
<p>School Priority 2: Improved community</p> <p>NIF Priority Closing the attainment gap between the most and least advantaged children.</p> <p>Improvement in employability skills and sustained positive school leaver destinations for all</p>	<p>1. All staff will report against wellbeing indicators, as required, to support planning. This is currently not a feature and is something highlighted as a priority moving forward.</p> <p>2. In all areas of Annan Academy positive relationships are a key feature of daily practice. All faculties reported this was satisfactory or better with most faculties reporting this was good or better. In faculty self-evaluations.</p>	<p>1.By June 2023 reporting on a pupil in terms of wellbeing indicators will be evaluated good or better in all faculty self-evaluations during the next cycle. This will also tie in with self-improvement point 7 below.</p> <p>2. The school will be releasing its new positive relationship policy along with the relaunch of VVA. The target for this area is, all faculties will evaluate themselves as good or better in this area. By January 2023</p>

young people.

NIF Driver

Teacher Professionalism
School improvement

**HGIOS? 4 / HGIOELC? QIs
HGIOS? 4 3.1**

3. All pupils feel supported and known by staff.

All faculties evaluated their performance in this area as satisfactory or better while most evaluated themselves as Good or better.

4. All pupils and staff understand the importance of the PSHE curriculum which takes into full account the local context.

The majority of Faculties evaluated this area as weak. By the introduction of structured time in the SWTA document it will raise the profile and perceived importance by staff.

5. All staff use data to meet pupil needs.

Almost all faculties rated themselves as satisfactory.

6. All stakeholders understand Annan Academy's pastoral care approaches/processes leading to all young people's needs being identified and met.

Almost all faculties evaluated themselves either satisfactory or weak.

7. A robust system to record, monitor and track attendance across the whole of the school day is in place to encourage high levels of attendance.

Most faculties evaluated themselves as either satisfactory or weak in this area

3. Collectively we have targeted this QI for improvement and using data from stakeholders surveys we will demonstrate improvement. All faculties will report a rating of good or better by next evaluation cycle. Evidence to support evaluation will be available by **June 2023**.

4. Planned time for meetings and development in SWTA coupled with the relaunched house system. We will be aiming to improve this measure to almost all faculties as evaluating as good. By **June 2023**.

5. This is a key measure of our improvement and as such we are unhappy to accept satisfactory as an acceptable outcome. We are taking several steps which include C.L.P.L. sessions from Insight, revisiting our pupil profile, introducing pupil champions, looking at tracking in BGE including attaining a level information. **By June 2023** all faculties will rate this area as good or better.

6. An overhaul of the current house system is underway which will allow a clearer system for supporting the needs of young people. Two key pieces of whole school work have also been targeted. Looking at creating a clear support pathways map which will be shared with all staff. As well as a review of pupil profile information and impact analysis of this in class. Our aim is that by **June 2023** All faculties will evaluate this area as satisfactory of better.

7. Since the self-evaluations have taken place a whole systems review of attendance has taken place, which will lead to a relaunch of a robust system to track attendance and intervene at the earliest stages. To support this operational system a whole school strategic plan will be developed to support attendance working with the community. This process will

	<p>8. All staff understand the Equality Act. <i>The majority of Faculties evaluated their understanding as satisfactory or Weak. Further stakeholder views are still to be sought.</i></p> <p>9. All pupils feel valued, listened to and a sense of belonging to Annan Academy. <i>All faculties rated this area a satisfactory or above. During a health and wellbeing survey with pupils and parents almost all pupils and parents reported positively to this.</i></p> <p>10. CLPL programme in place to support staff in fully understanding their role in identifying barriers to learning and meeting the needs of all young people. <i>Almost all faculties rated this area as satisfactory or weak. CLPL programme of drop ins has started, needs consolidated next year.</i></p>	<p>involve all staff. We expect this area to be rated good by the majority of faculties by June 2022</p> <p>8. We have appointed a RRS ambassador who will be planning to raise awareness across the community on key issues. Our PSE program will be reviewed by staff to ensure there are clear targets and goals in this area. We are also identifying areas of learning for sustainability to be promoted whole school. Within our stakeholders groups I expect most staff and pupils to report satisfactory or better by June 2023</p> <p>9. We will continue to support this positive evaluation with the relaunch of the house system, and role of the tutor. The introduction of tutor parents evening will also help further strengthen this area.</p> <p>10. Plans to offer twilight CLPL sessions in key areas of supporting pupils needs are in hand for all staff, teaching and non-teaching. With the offer of these programs and impact measured by the next evaluation cycle this will be evaluated at least as satisfactory by the majority of faculties.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school's approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>The school's PEF allocation is being used to provide additional staff to support the development of health and wellbeing skills in young people. Based on anecdotal reports from support staff our wellbeing gap is significant and this is a priority of our targeted PEF spending.</p> <p>In partnership with the schools existing PEF provision we have expanded our investment in the Aberlour partnership. This has helped us to support a range of interventions aimed at delivering the key priorities of the Interventions for Equity</p> <ul style="list-style-type: none"> * Improve attainment in literacy and numeracy * Improve health and wellbeing (under the themes of nurture, school refuser, in danger of exclusion) * Improve employability skills and school leaver destinations <p>The hours funded by Annan Academy has meant that Aberlour staff are now able to provide not only in school support but also they can offer a range of support strategies and education re engagement strategies</p>	

at our off campus facility. By using this facility young people can engage with the supports in an environment designed to help support us to meet their needs. The types of interventions that have been provided to date are;

- * Breakfast Club
- * Break & Lunchtime drop in sessions/ activities
- * One to one support/mentoring meetings
- * Group work
- * Transport to school
- * P7 transitions
- * College applications
- * Support & Information for Parents
- * Liaison with other support agencies & local initiatives
- * Arranging CEOP (Child Exploitation and Online Prevention) training event for parents. .
- * Assisting parents to complete free school meal and clothing grant form.
- * Providing young people with school uniform.
- * Working with parents and families to help support our young people.

Aberlour staff have also been able to support and enhance existing provision within the school. This includes becoming involved with the enhanced transition planning for current P7's. There will also be increased capacity at the Transition days in the summer term to help support specific young people and to allow them to develop positive relationships with support staff for when they start school in August.

Parents have also benefited from this intervention through getting support with form filling, advice and guidance and also through facilitated Information evenings delivered specifically to look at Internet and Social Media safety delivered by the local Police Crime Reduction and school liaison officer

There are also reductions in incidents of poor behaviour within the targeted groups and exclusions over the school as a whole remain below the authority average. Attendance has also improved with targeted individuals.

There overall STAR rating which measures pupil progress in aspiration, contribution, confidence, learning, communicating saw an average increase of 31.4% on their evaluation scale. (Full evaluation reports available)

Our other significant PEF fund spending to address pupil welfare is the appointment of an anxiety coach to assist with young people manage their anxiety levels. Using the STILL measure which looks at ability to stop anxious thoughts, improved ability to talk about emotions, increased ability to manage worries, ability to

	<p>apply techniques to manage anxiety. Evaluations show from the 56 pupils an average improvement of 29.8% on their evaluation scale. (Full evaluation reports available)</p> <p>We have recently appointed a Youth Support Worker. This service helps provide our students with practical strategies in managing their general mental health and supplements the work carried out by the YES.</p> <p>An investment into literacy support resources has been made that we will see the impact from next year within the RUAE element.</p>

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> 	<p>We have developed a robust tracking system, for senior phase progress. key information used to identify groups prone to inequity. This helps identify targeted groups progress in senior phase. Subject tracking data interrogated termly in attainment meetings. These meetings serve to ensure appropriate interventions are initiated to secure pupil progress.</p> <p>All staff involved in V.V.A. review whole community review has taken place leading to a new V.V.A which will be relaunched at the start of the new year.</p> <p>The structure of ELT link meetings has been altered to include professional reflection against the relevant GTC standards. Record of meetings logged that will eventually feed into the PRD process.</p>	<p>The introduction of tracking progress of individuals across all subjects by PTPS. Tracking attainment from a pupil perspective will allow a holistic overview to be taken and implement alternative support interventions. By June 2023 this process will be embedded in PTPS calendar.</p> <p>Introduction of mentors and champions to support targeted groups. Coupled with the above by August 2024 we will show a clear improvement in targeted groups of students.</p> <p>Further development of BGE tracking showing level achievement. As with Senior phase tracking selected cohorts will benefit from a champion or mentor. By June 2023 the majority of staff will evaluate this as good or better.</p> <p>The new V.V.A. need to be demonstrated as a sustainable reality across the school community. By June 2023 the majority of all stakeholders will report on this as a strength of the school.</p> <p>ELT will encouraged to use elements of professional reflection and model this within faculties with all staff. By Dec 2022 all faculty PTs will report a positive engagement with this change. By June 2023 most non promoted member of teaching staff will evaluate this as good or better in self-evaluations.</p>	<p>8</p>

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Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Implementing improvement and change.</i> 	<p>ELT are engaged in wider whole school QI improvements. These are discussed at link meetings, with records of improvement kept centrally. Core improvements being tailored to faculty needs measured against the HGIOS? 4 standards. Record of impact made will be taken at improvement meetings.</p> <p>Several staff have felt confident and empowered enough to volunteer to take on leadership roles that are in key whole school improvement areas.</p> <p>SLT lead and direct improvement in core QI areas, setting clear goals with faculties and recording clear targets with measurable impact.</p> <p>SWTAC recognises professional learning and development with active CLPL sessions build in to ensure professional development of all staff.</p> <p>L&T improvement is central to improvement plan for the next three years. Improvement planning is transparent and live for all faculties and EOs to visit. The real time nature of improvement allows for a clear history of progress in all areas,</p> <p>Self-evaluation is a key item of all faculty agendas in line with our improvement calendar.</p> <p>Parent council directly involved in our improvement planning.</p>	<p>The introduction of working groups is designed to remove barriers to staff taking on areas of leadership embed the culture of empowerment. By 2023 most staff will report to feeling empowered in the schools development.</p> <p>By 2023 numbers of staff volunteering to lead initiatives across the school will have doubled.</p>	

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Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Practitioner enquiry is a key feature of CLPL programme.</p> <p>Practitioner enquiries have started and the impact of these on creative new approaches is being measured and tracked.</p> <p>The evaluation of the impact of initiatives in Annan Academy is central to tracking improvement.</p>	<p>Sharing of good practice of practitioner enquiry to promote positive change will be a key feature of reflection. By June 2023 the sharing of good practice sessions will be acknowledged as positive by almost all staff.</p> <p>By June 2023 Faculties will have an active tracking system for PDSA cycles.</p> <p>By June 2023 almost all staff will be able to measure impact of improvement with confidence.</p>	
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> 	<p>The creation of the L&T group is a real strength of our improvements in L&T. Staff who understand the core principals of L&T becoming empowered to deliver a programme of professional learning around learning and teaching.</p> <p>We have focused on creating learning environments built on positive relationships which lead to high-quality learning outcomes.</p> <p>The development of a new teachers self-assessment tool for learning will improve the quality of the teaching across the school.</p> <p>Agreement of teacher consistencies will improve</p>	<p>The further development of this group and the work they do will start to have a measurable impact on L&T.</p> <p>The introduction of the new standards for professional observations will allow improvements to be triangulated and monitored. By June 2023 clear evidence will collated to support faculty self-evaluations</p> <p>Both relationships policy and learning and teaching policy will support the development of positive relationships. This will be reflective in our VVA. All stakeholder surveys and self-evaluations will rate positive relationships positively by June 2023.</p> <p>By June 2023 we will have collated</p>	

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Planning, tracking and monitoring.</i> 	<p>consistency of learner's experience.</p> <p>The development of a whole school Digital literacy strategy will strengthen the use of digital technologies to enrich learning.</p> <p>All staff are involved in professional reading and actively engaged in practitioner enquiries regarding L&T.</p>	<p>observation data showing clear patterns of consistency in the majority of classrooms.</p> <p>Working group will drive this initiative forward across all areas of the school.</p> <p>The culture of professional improvement will be supported by the SWTA and changes to meeting structures. By June 2023 we will see regular sharing of good practice from practitioner enquiries.</p>	
<h3>3.1 Ensuring wellbeing, equality and inclusion</h3> <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> 	<p>Pupils report feeling safe and known by staff, this will improve with the relaunch of house system and the revised role of the tutor</p> <p>Positive relationships will be supported by the relaunch of the VVA and relationships policy</p> <p>All staff have received up to date child protection training. They also understand our processes and policy and their part within it.</p> <p>The relaunch of our attendance policy with robust</p>	<p>House structure to be fully implemented and clear house points systems in place with clear mechanisms for recognising and celebrating pupil success.</p> <p>VVA relaunch to be linked into all aspects of the school.</p> <p>Three year CP training to be delivered this year to all staff in the cluster.</p> <p>Process and policy for attendance are well</p>	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Inclusion and equality</i> 	<p>measures to track attendance period by period. This will maximise the safeguarding of pupils in our school. Coupled with a revision of the role of the tutor will help provide greater structured support to our young people.</p> <p>We are aiming to retain our RRS bronze award and achieve our Silver this year. We are currently a silver award holder for LGBTQ charter and are looking to progress to the gold award.</p>	<p>supported by parents and staff. By June 2023 most stakeholders will report positively on this area.</p> <p>Along with the RRS targets by June 2023 most staff will report to understanding the equalities act and the implications in school.</p>	
<h3>3.2 Raising attainment and achievement</h3> <ul style="list-style-type: none"> <i>Attainment over time</i> <i>Attainment in literacy and numeracy</i> 	<p>Achievement of a level cannot be commented on as data has not been collected since 2019.</p> <p>Percentage of leavers attaining Literacy at both Level 4 and 5 has been declining over the past two years with Level 4 going from 96.67% in 2019 to 88.27% and Level 5 going from 84.67% in 2019 to 67.28% in 2021.</p> <p>Percentage of leavers attaining Numeracy has been declining for the past two years at Level 4. In 2019 93.33% leavers achieved Level 4 compared 79.01% in 2021. Around 70% of leavers were achieving level 5 in Numeracy from 2018 to 2020,</p>	<ul style="list-style-type: none"> ✓ Ensure that S3 pupils' achievement of a level for 2022/23 is inline or above Dumfries and Galloway averages across all measures in Literacy as well as Numeracy. by June 2023 ✓ Increase the percentage of leavers achieving level 4 and 5 in both Literacy and Numeracy to pre COVID levels by June 2023. 	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early</p>	<p>however, this dropped to 62.96% in 2021.</p> <p>SQA attainment varies from Faculty to Faculty and within Faculties. For example, Practical Woodwork has a course comparator of 1.57 compared to Health and Food Technology which has a course comparator of -1.47.</p> <p>Improving attainment for all (National Benchmark) – figures for all three measures are below virtual comparator.</p> <p>Introduced regular attainment meeting throughout the year with PTCs to discuss senior phase attainment.</p> <p>Established an attainment hub for a targeted group of S4 pupils who were at risk of not achieving qualifications in English and Mathematics. Pupils attending the Hub were also given the opportunity to gain three other qualifications in addition to English and Mathematics. The Hub was extended to enable several S3 pupils the opportunity to sit National qualifications early.</p>	<ul style="list-style-type: none"> ✓ Increase SQA attainment across the traditional measures e.g., 5 at 5 for both S4 and S5 pupils to ✓ SQA results for all subjects in 2022/23 to have improved and aiming towards being in line or above virtual comparator or National pass rates depending upon subject performance in 2020/21. ✓ Increase attainment for all across all three measures so that it has improved from 2021/22 and is moving in line with our virtual comparator. ✓ Introduce attainment meetings with PTPS to discuss caseloads attainment. ✓ Introduce bi yearly BGE attainment meetings with ELT. ✓ Plan when the attainment hub is open to ensure maximum impact for pupils. ✓ Need to look at ways in which subjects can bank qualifications for potential at risk pupils during S3. 	

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<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<u>Learning Childcare)</u>			
2.2 Curriculum: Theme 3 Learning Pathways	<p>A key strength of Annan Academy's curriculum is the variety of courses on offer to learners, especially in the Senior Phase. This has increased year on year since 2015/16 were we offered pupils a choice of 29 certificated courses to 2021/22 when pupils in the Senior Phase were offered over 61 certificated courses. As well as the number of courses increasing the variety of qualifications on offer to pupils has also increased with the addition of Foundation Apprenticeships, National Progression Awards, Skills for Work and Level 5 and 6 courses which has widen learner pathways for all. Furthermore, this was also a key message which came through from staff, pupils and parent/carers through our whole school curriculum review.</p> <p>Work with partners to deliver qualifications e.g. Dumfries and Galloway College, SRUC Barony, Scottish Border College, Sports Leaders, YASS, (Expressive Arts Music Awards), South West Connect as well as other schools. 2021/22 session over 53 pupils enrolled into courses through Dumfries and Galloway College. A new working partnership has been developed with Scottish Border College to deliver Horse Care Level 4 to pupils. Seven S6 pupils studied for Advanced Higher courses through Southwest Connect.</p>	<ul style="list-style-type: none"> ✓ Continue to improve alternative pathways for all learners. ✓ Continue to work with partners to deliver qualifications through the Senior Phase. ✓ Clearly articulate the different pathways on offer at Annan Academy to pupils and parent/carers through Faculty learner pathway templates ✓ Introduce SCQF Ambassadors program ✓ Complete curriculum structural changes in line with feedback from the curricular review. 	

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<p>We enjoy excellent relations with our parent council who report positively about the level of engagement they have in our improvement planning.</p> <p>We have doubled the membership of the parent council by engaging with the wider school body.</p> <p>We have engaged with our local partnerships to create a 3-18 skills framework based on career management standards. With the aim of supporting our young people navigate pathways through school to positive destinations.</p> <p>Clear strategy have been set out to target parental engagement in our young people's learning journey.</p> <p>We are currently planning joint working with the third sector to offer extra alternative curriculum for some of our most vulnerable pupils.</p> <p>Working with Aberlour we have created an alternative path way to reengage pupils in their learning at the ACT hub.</p> <p>We have expanded our support partners in school by targeting funding to allow greater available time for pupil contact.</p> <p>We are piloting a new initiative with the local college this year which will see S3 pupils embark of a full time programme of study at the college</p>	<p>This working relationship is to be developed further to allow ongoing meaningful parental engagement in Annan Academy's future ongoing development</p> <p>We seek to engage with a wider parental group.</p> <p>This framework now needs to be embedded across the cluster and evaluations carried out to gauge the impact.</p> <p>Whole school policy will be developed from scoping paper with clear guidance on expectations.</p> <p>This pilot will be formalised and recognized as a pathway n our curricular map.</p> <p>Increase the capacity for students accessing this support by rationalising programs and working routines.</p> <p>This programme will become a part of our curriculum pathways. after a successful evaluation of the offering by stakeholders.</p>	

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>rather than at Annan Academy.</p> <p>We continue to develop excellent links with the local college who come into school to deliver professional cooking and Rehis courses.</p> <p>Our partnership strategy is looking on developing our current position which is:-</p> <p>At Annan Academy we have a total of 57 local businesses that we are working in partnership with. All partners are engagement or collaboration partners who have worked with us on numerous projects such as:-</p> <ul style="list-style-type: none"> • cooking demonstrations, • team building, • Mock Interviews/applications, • work experience, • career talks and work ready events • P7 transition event. <p>We have an influencing partner in Absolute Classics. Absolute classics aims to put young performers in contact with working professionals in a range of disciplines and context within the music industry. Absolute Classics works with the Music department to deliver a range of activities take place from workshops/masterclasses,</p> <p>We have recently contacted Hetland Hall Hotel to start our partnership journey. It is hoped that they will develop into an influencing partnership.</p>	<p>Partnerships need to be tied closer to curricular areas where through localised arrangements targeted impact on curricular areas can be initiated and measured.</p>	<p>We hope to see this partner help with the training of our Baristas within our citizenship café.</p>

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1: Improving Learners experiences</p> <p>NIF Priority Improvement in attainment particularly in literacy and numeracy</p> <p>NIF Driver Teacher Professionalism School improvement</p> <p>HGIOS? 4 / HGIOELC? QIs HGIOS? 4 2.3</p>	<p>1.All learners are active participants who are engaged and motivated in lessons and enjoy positive relationships with staff.</p> <p>2. All learners have opportunities to take responsibility for their learning, to learn independently and to learn collaboratively with their peers.</p> <p>3. All learners understand the purpose of their learning, know their working levels and understand their next steps to improve.</p>	<p>1.All faculties will have robust evidence of active learner engagement and positive relationships with staff. By June 2023</p> <p>Stakeholder's survey will provide evidence that most learners report positively in this area by June 2023.</p> <p>Observation data collated during 22-23 will show most pupils are engaged in their learning.</p> <p>Launch of Positive relationships policy in August 2022 will support above targets.</p> <p>2. All faculties will have robust evidence of learners taking responsibility for their learning. By June 2023</p> <p>3. This is a key tenant of our learning and teaching philosophy. Staff have all engaged in a CLPL programme supported by professional reading. The focus of the CLPL programme will support this area of L&T and at the time of the next cycle of self-evaluation most faculties will be evaluating it as</p>	<p>This is expected to be an ongoing area of school improvement continuously, and this year is a priority. The DHT i/c L&T is overall responsible for this QI with accountability for their targets and improvements sitting with the faculty heads.</p>

	<p>4. All learners are appropriately challenged within classes.</p> <p>5. All stakeholders are involved in the development of Annan Academy L&T policy and the expectations of their role in L&T outlined within.</p> <p>6. All lessons have clear learning intentions and success criteria.</p> <p>7. All learners have assessment approaches matched to their needs, which support their progress</p> <p>8. All staff use a variety of teaching strategies</p> <p>9. All staff use data to inform learning and teaching</p>	<p>satisfactory or better.</p> <p>4. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation.</p> <p>5. By June 2023 all faculties will evaluate as satisfactory or better. The continued C.L.P.L. programme will support this.</p> <p>6. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>7. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>8. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p> <p>9. By June 2023 faculties will have clear evidence from observations and focus groups to support the current evaluation</p>	
<p>School Priority 2: Improved community</p> <p>NIF Priority Closing the attainment gap between the most and least advantaged children.</p> <p>Improvement in employability skills and sustained positive school leaver destinations for all young people.</p>	<p>1. All staff will report against wellbeing indicators, as required, to support planning.</p> <p>2. In all areas of Annan Academy positive relationships are a key feature of daily practice</p> <p>3. All pupils feel supported and known by staff.</p>	<p>1.By October 2023 reporting on a pupil in terms of wellbeing indicators will be evaluated good or better in all faculty self-evaluations during the next cycle. This will also tie in with self-improvement point 7 below.</p> <p>2. The school will be releasing its new positive relationship policy along with the relaunch of VVA. The target for this area is, all faculties will evaluate themselves as good or better in this area. By January 2023</p> <p>3. Collectively we have targeted this QI for improvement and using data from</p>	<p>The DHT i/c inclusion is overall responsible for this QI with accountability for their targets and improvements sitting with the PTPC team.</p>

<p>NIF Driver Teacher Professionalism School improvement</p> <p>HGIOS? 4 / HGIOELC? QIs HGIOS? 4 3.1</p>	<p>4. All pupils and staff understand the importance of the PSHE curriculum which takes into full account the local context.</p> <p>5. All staff use data to meet pupil needs.</p> <p>6. All stakeholders understand Annan Academy's pastoral care approaches/processes leading to all young people's needs being identified and met.</p> <p>7. A robust system to record, monitor and track attendance across the whole of the school day is in place to encourage high levels of attendance.</p>	<p>stakeholders surveys we will demonstrate improvement. All faculties will report a rating of good or better by next evaluation cycle. Evidence to support evaluation will be available by June 2023.</p> <p>4. Planed time for meetings and development in SWTA coupled with the relaunched house system. We will be aiming to improve this measure to almost all faculties as evaluating as good. By June 2023.</p> <p>5. This is a key measure of our improvement and as such we are unhappy to accept satisfactory as an acceptable outcome. We are taking several steps which include C.L.P.L. sessions from Insight, revisiting our pupil profile, introducing pupil champions, looking at tracking in BGE including attaining a level information. By June 2023 all faculties will rate this area as good or better.</p> <p>6. An overhaul of the current house system is underway which will allow a clearer system for supporting the needs of young people. Two key pieces of whole school work have also been targeted. Looking at creating a clear support pathways map which will be shared with all staff. As well as a review of pupil profile information and impact analysis of this in class. Our aim is that by June 2023 All faculties will evaluate this area as satisfactory of better.</p> <p>7. Since the self-evaluations have taken place a whole systems review of attendance has taken place, which will lead to a relaunch of a robust system to track attendance and intervene at the earliest stages. To support this operational system a whole school strategic plan will be developed to support attendance working with the community. This process will involve all staff. We expect this area to be rated good by the majority of faculties by June 2022</p>	
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	<p>8. All stakeholders understand the Equality Act.</p> <p>9. All pupils feel valued, listened to and a sense of belonging to Annan Academy.</p> <p>10. CLPL programme in place to support staff in fully understanding their role in identifying barriers to learning and meeting the needs of all young people.</p>	<p>8. We have appointed a RRS ambassador who will be planning to raise awareness across the community on key issues. Our PSE program will be reviewed by staff to ensure there are clear targets and goals in this area. Within our stakeholders groups I expect most staff and pupils to report satisfactory or better by June 2022</p> <p>9. We will continue to support this positive evaluation with the relaunch of the house system, and role of the tutor. The introduction of tutor parents evening will also help further strengthen this area.</p> <p>10. Plans to offer twilight CLPL sessions in key areas of supporting pupils needs are in hand for all staff, teaching and non-teaching. With the offer of these programs and impact measured by the next evaluation cycle this will be evaluated at least as satisfactory by the majority of faculties.</p>	
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