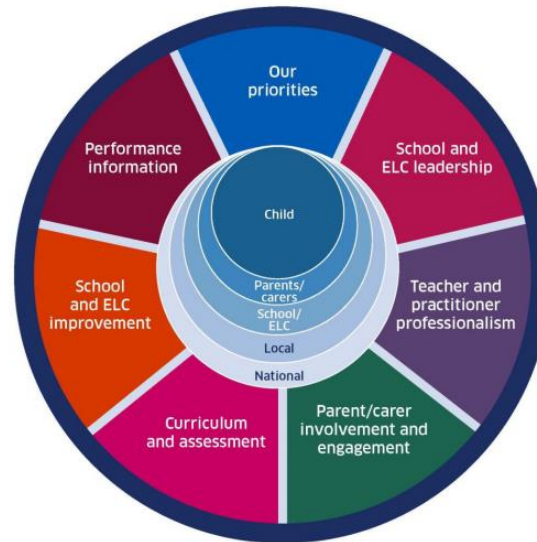


Education and Learning Directorate

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

(2022 - 2023)



School: Kirkcudbright Academy

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

School Vision

We want all our pupils to be successful learners and to achieve as well as they can during their time with us. We want them to contribute to the life of the school, taking responsibility for their own learning and looking out for others. We regard school as the first step in lifelong learning and we want our pupils to be eager to learn throughout their life. In school, we encourage pupils to believe in themselves and strive to be the best they can so that they can make the most of the opportunities available to them. This means that we encourage pupils, through word and actions, to become confident individuals and responsible citizens.

School Aims

Our aim is to provide a meaningful and effective education for all our pupils. We seek to achieve this by creating a caring learning and teaching environment where staff can deliver a vibrant and flexible curriculum that is responsive to both the needs of individual pupils and those of a changing society. Central to this is a strong partnership between staff, pupils, parents and the wider community; all working together in pursuit of the above aim.

School Values

Honesty, Equality, Aspiration, Respect, Trust

Review Date: By May 2023

Activities:

Pupil Council and wider pupil body to review – Principally through the lens of RRS and UNCRC. Other actions will depend on their outcomes.

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) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

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 (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver engagement assessment of children's progress</p> <p>HGIOS?4 / HGIOELC QIs 2.1, 2.4, 3.1</p>	<p>Catch up and consolidation of learning from "lost" weeks of lockdown.</p> <p>Continued focus on English and Maths to be at/above VC in all measures.</p> <p>Ensure pupils are on the most appropriate timetable. Address concerns around pupil options choices. Particularly the balance between pupils choosing a subject they <i>think</i> they need at the expense of one they might attain more highly in. SMT and SMG</p> <p>Earlier tracking of expected outcomes in National Courses to allow for earlier interventions. Identify leavers at risk of not attaining in S4.</p> <p>Consider collection and collation of evidence from BGE that could be used to support additional qualifications, where appropriate.</p> <p>Work with Supporting Learners Service [Inclusion] to ensure that pupils, who may transfer from there to our roll, have creditable attainment and that all pupils can benefit from SLS' association with KBTA</p>	<p>After 3 years without full complement of teachers in English and Maths, only now will we be able to get back to 'normal' and try to recover some of the ground lost through absences as well as Covid related concerns.</p> <p>Continue to build and refine mechanisms for PTPS to have conversations with PTCs and subject specialists alongside pupils and careers and with accurate information from SDS.</p> <p>S4 leavers sometimes stop attending significantly before officially leaving, need to build practice of collecting evidence that could be used for certification if required. Esp, Lit & Num</p> <p>Space at KBTA no longer available – try to maintain links when not located on same campus.</p>

	<p>Consistent application of and support for Literacy and Numeracy, supported by Digital Literacy Working Groups to visit/revisit these areas WGs</p>	<p>Where possible maintain conversations around learning with Inclusion service. Concern around pupils added to our roll without assessment/planning meetings.</p> <p>WGs struggled to make significant progress as staff needed to concentrate on classroom teaching post Covid. Need to use WGs differently to ensure 'buy-in' from staff.</p>
<p>School Priority 2</p> <p>NIF Priority Improvement in attainment Improvement in children and young people's health and wellbeing</p> <p>NIF Driver teacher professionalism</p> <p>HGIOS?4 QIs 3.1, 2.4</p>	<p>Promoting relationship based learning</p> <p>Increased engagement with learning and school.</p> <p>Higher levels of attendance and fewer pupils failing to attend with anxiety/mental health issues</p> <p>Continue to build staff confidence in restorative not punitive resolutions and positive reinforcement</p> <p>Encourage seniors to work with other pupils on peer-to-peer support.</p> <p>Timetabled space for LGBTQ+ club, MVP and other supports.</p> <p>Support for pupil voice and pupil identity</p>	<p>Staff training</p> <p>Need to continue to promote SatchelOne as interface between school, pupils and parents. Not just a lock-down tool!</p> <p>Slowly improving – changes in how school works with support from Central Team are becoming embedded and beginning to work.</p> <p>Facilitated through prefects and worked well in RRS day.</p> <p>For most S6 – Fri 3. Continue to promote and publicize. Work to charter mark.</p> <p>Continue to build through RRS. UPS, Prefects & Pupil Council</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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>The focus of PEF spending was changed as a result of the first COVID-19 lockdown. Planned residential trips to support resilience and mental wellbeing could not take place and the majority of our PEF support was therefore put into staffing to aid recovery in English and Maths. Additionally, staffing was put into developing the RRS program as the most disadvantaged are frequently the ones who can benefit most from being aware of their rights.</p> <p>As schools went into a longer, more significant lockdown the effectiveness of this input was obviously severely compromised as all pupils failed to make expected progress. It is too early to tell whether our pupils on FSM (the PEF cohort) have been effected to a greater extent than the rest of the cohort. Initial indicators are that engagement from parents and pupils with home-learning is a far greater factor than poverty.</p>	

- **How well are you removing barriers to learning and ensuring equity for all?**

As we emerged from lockdown, a smaller amount was spent on HWB for S1 with non-residential trips that were significantly cheaper but still supported transition back into school and building cohesion as a year group and building the resilience of all – previously resilience and lack of self-positivity have been identified as some of the biggest factors on academic underachievement, particularly amongst the most disadvantaged. Parents, pupils and adults working with students all identified the trip as hugely positive and helpful but it isn't possible to provide any attainment data to support this.

At school level, the link between FSM and poverty is not particularly reliable, but we have no other measure for poverty, and the evidence of a poverty related attainment gap is not robust to start with so evidence of closing the gap cannot be reliable.

We actively work to remove any barriers to learning that we are aware of, that are within our control. One such barrier has been access to ICT so a small number of additional computers was purchased to support learning with ICT in school.

2.2 Summary of Key Strengths and Areas for Improvement <i>(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.</i>			
<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? (Include evidence of impact.)	Areas for Improvement	
1.3 Leadership of Change <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> • <i>Implementing improvement and change.</i> 	<p>Leadership and 'ownership' of improvements and their implementation by mid-leaders through working groups. Provides opportunities for non-promoted staff to take leadership roles by setting up additional WGs or their contribution to existing ones.</p> <p>'Continuous Improvement' from baseline data.</p>	<p>Mid-leaders leading change from a whole-school perspective – seeing wider than the subject/faculty. Non-promoted staff accepting responsibility for improvement and change.</p> <p>Greater use of insight data – particularly around VC – and understanding of the limitations of this. Accuracy of Seemis record esp. ASN and destinations data for SDS.</p>	3
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> • <i>Planning, tracking and monitoring.</i> 	<p>Use of SatchelOne and Teams.</p> <p>Dual tracking of Wellbeing and attainment helping to give a much more holistic view of pupils and enable earlier interventions</p>	<p>Build on use of ICT to communicate with parents and engage parents more with pupil learning.</p> <p>Use Teams as main learning platform and repository for notes and work.</p> <p>Much earlier interventions from Senior phase with pupils working below expected levels.</p> <p>Greater focus across all subjects on PTM and using summative data formatively.</p>	3

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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? <i>(Include evidence of impact.)</i>	Areas for Improvement	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>All staff work incredibly hard to ensure the well-being of pupils. Trust relationships are encouraged to facilitate this. UPS is being changed to encourage better relationships.</p> <p>Tracking and Monitoring of HWB based on SHANARRI developed for introduction into BGE</p>	<p>UPS tutors are first stage pupil support – the adult who knows child well. Some staff are still finding it difficult to build this relationship or to accept the role fully.</p> <p>Direct mentoring by SMT of S6 pupils to encourage focus and commitment.</p> <p>Analysis of HWB, feedback to PS and UPS</p>	5
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 	<p>L&N is at VC and generally good. Expectations in Ma and En are high and curriculum supports these subjects but attainment has been severely hampered over last 3 years by long running recruitment issues.</p> <p>Bottom 20% and middle 60% underperform compared to VC. Alternative pathways are improving +ve destinations.</p> <p>Attainment over extended timeframe is decreasing but this is to be expected with change in cohort.</p> <p>+ve destinations are very good. SIMD based measures have little correlation with attainment.</p>	<p>Staffing issues before, during and after the pandemic are now largely resolved and attainment is expected to rise steadily as a consequence.</p> <p>Need to improve outcomes for early leavers – early identification would help. Continue to build coordination with school, SDS & DYW.</p> <p>Look for accreditation of wider subject choices and “banking” attainment from earlier years</p> <p>Performance against VC is more meaningful than history.</p> <p>Measure of attainment of LACs is a concern. Recording of LAC in Seemis doesn't allow for care experienced and doesn't include kinship care. This is providing an incomplete picture.</p>	3
2.2 Curriculum: Theme 3 Learning Pathways	<p>Widest possible range of learning pathways both vocational and conventional, supported by Dumfries College, has attracted pupils from other schools.</p> <p>Variety of additional on-line courses to support Seniors, making best use of technology.</p>	<p>Parental understanding of pathways and options from much earlier (S2).</p> <p>Access to ICT, quality of ICT, availability of staff supervisors and quality of provision all remain as real concerns around this type of learning. Monitor very closely and build provision into the</p>	5

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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? <i>(Include evidence of impact.)</i>	Areas for Improvement	
	<p>Several pupils transferred into senior phase to access subjects. Bespoke work-experience and timetable.</p> <p>Very strong Aim “vibrant and flexible curriculum”, with an incredibly wide range of options at all levels.</p> <p>Consortium arrangements have been in place for many years and continue to function well in a limited number of subjects.</p>	<p>curriculum only when outcomes have been proven over time.</p> <p>Online ‘live’ lessons only work in the timetable if they match columns – fine for planned D&G but more difficult for esgoil and other providers. Passive courses are available.</p> <p>Rural transportation is a limiting factor in pupil transfer to other sites.</p> <p>Land based is being supported by school but time allocation for staff training and visits far exceeds costs of a classroom teacher but no additional funding available. Monitor and assess value for money.</p>	
<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>Parental involvement is patchy, we are working to engage parents with pupils' work, especially work and study at home.</p> <p>Parental feedback suggests that parents appreciate this but there is little evidence of its impact.</p>	<p>Initial responses to SMH very positive from staff and parents – need to build on this and reinforce.</p> <p>Impact on engagement addressed through parental questionnaires – Communication WG.</p>	3

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 Raising Attainment.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver school improvement</p> <p>performance information</p> <p>HGIOS?4 Qis 2.3, 3.2</p>	<p>Improved outcomes and choices for pupils.</p> <p>Continued focus on English and Maths to be at/above VC in all measures.</p> <p>Ensure pupils are on the most appropriate timetable</p> <p>Earlier tracking of expected outcomes in National Courses to allow for earlier interventions. Identify leavers at risk of not attaining in S4.</p> <p>Consider collection and collation of evidence from BGE that could be used to support additional qualifications, where appropriate.</p>	<p>Maximize attainment at all levels, with a focus on individuals and attainment that is appropriate for their abilities from National 2 up to AH and wider opportunities.</p> <p>Recognize regionally that recruitment difficulties are having a negative effect on attainment across <u>all</u> subjects.</p> <p>Address concerns around pupil options choices. Particularly the balance between pupils choosing a subject they think they need at the expense of one they might attain more highly in.</p> <p>Close scrutiny of tracking and monitoring data. On track Y/N?</p> <p>Work with PTs on feasibility study and balance</p>	<p>Increased support for Lit & Num through 2*0.6 fte posts. Reporting to HHall but supported by AMcD & IB.</p> <p>Focus on attainment data and identifying concerns with time to rectify. AiFL refresher.</p> <p>SMG</p> <p>SMT & PTCs</p> <p>PTCs</p>

	Consistent application of and support for Literacy and Numeracy, supported by Digital Literacy	Leads to visit/revisit these areas and highlight all-staff responsibilities.	
<p>School Priority 2 Promoting relationship based learning.</p> <p>NIF Priority Improvement in attainment Improvement in children and young people's health and wellbeing</p> <p>NIF Driver teacher professionalism</p> <p>HGIOS?4 QIs 3.1, 2.4</p>	<p>Increased pupil engagement with learning and school.</p> <p>Encourage seniors to work with other pupils on peer-to-peer support.</p> <p>Support for pupil voice and pupil identity</p>	<p>Move from Bronze to Silver RRS</p> <p>Implement actions for LGBTQ+ charter mark</p> <p>Continue to work with staff on relationship based learning</p> <p>Widening buddy process and pupil helpers in class</p> <p>Greater pupil involvement of pupils in actions from the community, including wider community e.g. Gatehouse</p>	<p>WG involvement for most staff, led by Elrving, reporting to AT</p> <p>Refreshers on ACEs & De-escalation</p> <p>AC & S6</p> <p>Pupils and Community, Communication & +ve achievement group,</p>