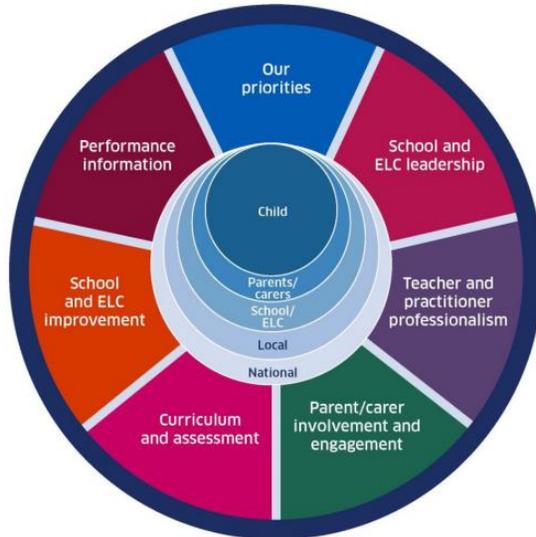**Dumfries & Galloway** COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: Lockerbie Academy

Date: May 2022

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

Review Date: This is due for review during this coming Session

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)
School Priority 1 **Learning & Teaching** **NIF Priority** **Improvement in attainment, particularly in literacy and numeracy** **NIF Driver** **School Improvement** **HGIOS?4 / HGIOELC QIs** **1.1, 1.2, 2.2, 2.3**	33 period week (BGE design revisit) –33 period week (BGE design revisit) not completed as not implemented across Region / Lockerbie Academy. Senior Phase offer within new TT model & SWEIC/AH Hub offer – All courses offered within Senior phase option form and school liaised with @SW Connects for students to study AH Chemistry. All offerings for next academic session offered to students on current option forms. Continue to work with Network East to look at solutions for students accessing curriculum choices either not delivered by us or delivered at an alternative time within the week. Implement learning and teaching policy – implemented January 2022 after consultation from Staff, Parent/Carers and Pupils. Continue a program of CPD focused on learning and teaching – no progress Develop a mechanism to share good practice from across the school – no progress Continue the momentum of the use of digital tools through lockdown by developing the digital champions to include pupils and more staff, increase number of staff trained in Microsoft Innovative Educator program and begin our journey to achieve the Digital Schools Award – no progress Review of Senior Phase provision based on pupil destination and labour market data – no progress	- OECD recommendations and Scottish Government announcements mean the move to 21 teaching hours per week for staff will require a rethink on much of this. We will prepare for this and take the opportunity to refresh the BGE - Start Classroom Observations back up in August (when allowed) to evaluate effectiveness of policy - Learning and Teaching working group to look into how 'Lockerbie Learns' - Summarise PRD targets from staff to assist WG looking at Learning and Teaching CPD. - Analyse destinations & labour market data after summer then this will feed into evaluation of senior phase provision linked to curriculum redesign.

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School Priority 2
COVID Recovery
 	
NIF Priority
Improvement in children and young people's health and wellbeing
 	
NIF Driver
Assessment of children's progress
 	
HGIOS?4 / HGIOELC Qis
1.1, 2.1, 2.4, 2.6
	Nurture Training - Nurture training has been delivered to a small group of staff
	• The initial staff working group consisted of staff volunteers
	• Feedback was positive and staff have adopted the strategies in their classroom
	• Staff trained using Boxall
		• Training for all staff will be part of the Working Time Arrangements this coming session
		• Whole school training for staff. Identify staff who may wish to complete NurtureUK Boxall profile or trauma informed CDP
		• Whole school Nurturing approaches being embedded in mainstream classes
		  o Pilot in Science- staff use strategies, share with rest of Faculty to use with classes
		  o Feedback to whole staff
		• Review of PSE material to support Nurture principles and trauma informed research
		• Specific time allocated to Nurture/trauma during training days to update staff on progress of whole school Nurture and identified Nurture pupils
		• All staff will have received training on Trauma informed practice and the Nurture Principles. Staff have also been provided with specific strategies that support positive relationships in their classroom.

	Whole School Nurture Approach Policy (to tie in with Relationships Policy) • Relationships Policy is based on Pivotal Education, the Nurture Principles and the Scottish Government advice and guidance documents *Developing a positive whole school ethos and culture: relationships, learning and behaviour 2018*	• Development of Nurture section on school website (Integrated Support)

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	Nurture Groups have started	• The pilot group have now entered their 2nd year of the programme.

Nurture Groups have started
- As well as whole school Nurture we also have range of specific group or individual interventions
- We use assessment data from Boxall, strength and difficulties questionnaires, pupil's referrals and wellbeing wheels to design and deliver tailor made, pupil specific programmes
- Boxall Targets shared with all staff via Pupil Update spreadsheet
- The BGE curriculum is also used as the overarching umbrella for planning the Nurture sessions
- All of the interventions are based on trauma informed practice and the six principles of Nurture
- We offer group work and one to one sessions. Pupil selection comes from PTPS, mainstream staff, parents and self-referral
- We also use data from attendance statistics, Strength and Difficulties questionnaires, Boxall assessments and wellbeing indicators.
  - Qualitative data has shown improvement in the targeted group. Improved attendance and strong relationships have been formed within the Nurture group. One to one interventions were less successful due to changes in pupils and staff timetables
  - Parental feedback has also been positive but more limited than we had hoped due to COVID. The first parental afternoon will take place on the 29th of September.
- Recording of lesson outcomes on Pastoral Notes

- The pilot group have now entered their 2nd year of the programme. The pilot was delayed due to COVID therefore the first full year of data will be available in November
- Graduation for those in the Pilot group who achieve and ready to move forward
- New S1 group will start in Term 2 (Term 1 used to assess and observe pupils)
- Parental/Carer Survey to be sent out
- S6 Mentors- linked to MVP and introduce Boys2Men where appropriate

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)* • **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?**	*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)* Please see separate report (attached)

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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? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale

1.3 Leadership of Change
• *Developing a shared vision, values and aims relevant to the school and its community*
• *Strategic planning for continuous improvement*
• *Implementing improvement and change.*
	Shared vision, values and aims have been in place for 7 years. The values statement is a strength; they will again shape whole – school assemblies once they restart in June 2022) and are a reference point for all pupils and staff.
	
	The past two sessions, we have had virtually no opportunity for our usual Assembly programme due to COVID restrictions through which our values feature heavily and we have felt the difference. We look forward to resuming these as soon as we can safely do so.
		• We must re-establish many of the norms we took for granted prior to Lockdown. This will be a good opportunity to review policy and practice as we do so, to keep the best and move forward with new/improved approaches:
		   o School Vision, Values and Aims
		   o Uniform and routines
		   o Nurture approaches
			3

2.3 Learning, Teaching and Assessment
• *Learning and engagement*
• *Quality of teaching*
• *Effective use of assessment*
• *Planning, tracking and monitoring.*
	Our work on a new Learning & Teaching policy stalled during Lockdown. We have picked up where we left off before the pandemic to ensure we focus on continuous improvement in and consistently high quality in Learning & Teaching. Our Policy is now in place, agreed and shared with all staff, parents and pupils
	
	Senior Phase Approaches to Tracking and Monitoring have stalled during the alterations to SQA assessment requirements and changing evidence demands.
		• Now the L&T Policy is agreed and in place, we must keep a continual focus upon its implementation and embark upon the programme of lesson observations previously intended to ensure the policy is now embedded in practice across the school
		• Revisit the entire system to ensure it results in:
		   • early intervention where there is underperformance
		   • clear attainment overview
		   • consistent practice across the school
		   • good use of learner conversations
		   • raised attainment
		
		• Wider achievement is to be recorded and then tracked/monitored
		• Continue discussions around a robust approach to Tracking and Monitoring in the BGE, beginning with a clear and consistent approach to S1, based on transition data
			3

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? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	All Young People have access to support required to ensure they are happy, safe and achieving their potential. They are able to gain as much as possible from the opportunities which our curriculum provides. Strong relationships exist with partners and statutory bodies, ensuring we meet pupil need Young people and their parents/carers are actively engaged in transitions at all stages of learning. hanges have been made to transition programmes at all entry/exits points to take into account mitigations put in place for Covid. 83 S1 parents completed the Settling-In survey. Parents rated their child being Happy as 3.24/4. 78 parents said their child knew who to speak to and 80 parents said they know who to contact. • School roll: 777 • The % of pupils registered for FSM is 14.9% - continuing to rise, year on year, below the Dumfries and Galloway average of 17.1% and below the national average from 2020-21 (17%) • In session 2020-2021 pupil attendance was 94% - above the Dumfries and Galloway average (92.7%) and national average in (2018/19- 90.7%). • LAC attendance was 91.3% - slightly below the attendance of "all pupils" • The number of pupils excluded and the instances of exclusion significantly increased (43.5 per 1000 pupils) on last year (26.5) and the year before (25.1). Our exclusion figures in 2020-21 are significantly higher than D&G (30.7) and above national figures (39.6)	• Courses to be accessible for all learners- focus on differentiation, with an increase in SCQF accredited courses (Tariff points on leaving school) • We need to look at alternative curriculum for a group of young people who are unable to access mainstream. Supporting Learners is unable to offer the support these pupils require • Update of policies to be in line with national expectations (UNCRC / Child Protection and Safeguarding) • Whole School Nurture Approach to be developed	4
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement*	Attainment over time has been and is increasing for almost all learners in most areas. SQA attainment has significantly increased over the past 8 years and is now ahead or competing with VC in a number of areas as opposed to being well behind across the board. • S3 CfE levels in Literacy and Numeracy were not gathered during COVID. These have been traditionally strong when measured against regional and national measures • Attainment in Literacy and Numeracy as a whole school has been variable over time and remained below VC	• Continued focus on Literacy and Numeracy, to ensure we remain above local and national benchmarks in S3, catch and surpass benchmarks in S4 • Continue to develop our approach to the SCQF Framework to facilitate wider and further achievement & attainment • Middle 60% and highest 20% attainment cohorts need to be pushed to close the gap on VC across S4-6	4

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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? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
• *Equity for all learners*	prior to COVID. We are now above VC in both measures at levels 4 & 5 in 2021 data • Raised attainment over time: o Year on year since 2014, S4, S5 and S6 measures have shown increases in attainment o In S4-6, the lowest 20% attainment cohorts in 2021 were above VC, D&G, SWEIC and National figures for average total tariff points • Leaver initial destination figures have increased in 2020/21, back in line with figures from 2018/19. Leaver Destination figures are above VC, D&G, SWEIC and National figures. • A significant number of learners achieve very widely within and beyond school. This number and the overall rate of participation is growing	• Further refine our Senior Phase Tracking and Monitoring approach which will help boost pupil attainment further • Continue to develop a BGE T&M approach in line with the new authority policy and system • Engage in robust self-evaluation which will help us improve the quality of education we provide • Focus on initial leaver destinations to ensure we are again above comparators for positive destinations • Track and monitor wider achievement to identify patterns of participation, achievement and non-participation • Continue PEF strategy to maximize engagement and opportunity for all learners	
2.2 Curriculum: Theme 3 Learning Pathways	• D&G continue to support greater curricular flexibility across the region, allowing learning pathways not previously possible. We are also continuing our greater engagement with Dumfries and Galloway College • Our BGE re-design remains on our plan and visits to other centres will take place once new Regional curriculum design is known • We await a new D&G curriculum design along with all secondaries. This is an opportunity for innovation and improvement	• BGE redesign may well offer different learner pathways – exciting opportunity but unclear as yet how this will take shape. Visits/discussions with a range of centres will be undertaken to identify good practice • Our SCQF Framework and new approach to certification through the Senior Phase will continue to take shape this session, offering a wider selection of SCQF courses, not simply SQA courses	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Excellent and growing relationships exist with local business, small, medium and large, in our local area. Our business partnerships are mutually very beneficial and we continue to work very proactively and productively with local business and employers • LAPCC (Lockerbie Academy Parent/Carer Council) is an increasingly supportive forum. They have been a great support to the school throughout Lockdown. LAPCC makes representation to the Council on our behalf to effect change and represent Lockerbie Academy views. They continue to raise funds for the school and are using their funds to support Mental Health interventions in school for pupils impacted negatively by COVID-19.	Julia, our PEF worker works in partnership with Jackie our ALO (funded 2 days per week by LAPCC). This has been improving attendance at school, supporting and engaging some of our families who have found the pandemic hardest. There is a very obvious connection between attending and achieving. Under Rosie Bowker's leadership, we have created a "Learning Loft", staffed by them as a team. This offers a safe space when pupils feel anxious, overwhelmed or need someone to talk to, as a first port of call. This has made a huge positive impact on us as a school, meaning that a significant number of pupils attend regularly, knowing there is that safe space if needed (even if they don't need to use it every day, they know it is there and that they will be warmly received by Julia and Jackie).	

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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.			
		How are you using pupil equity funding to improve outcomes for learners?	
Improvement Area	**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.)
School Priority 1 Learning & Teaching **NIF Priority** **NIF Driver** **HGIOS?4 / HGIOELC QIs** **National Standard Criteria**	Embed the updated Learning & Teaching policy to ensure consistent approach across school Targeted approaches for learners to support next steps in learning Meeting Learners needs	Restart observations Use evidence to evaluate effectiveness of current practice Learning and Teaching WG Improved Monitoring and Tracking system for BGE and Senior Phase Evidence generated from tracking systems monitored and students identified for targetted support BGE and Senior Phase curricular review BGE and Senior Phase Curricular Review Working Groups	**BA/MD** **CMCN/MD/GD/KL** **MD/CMcN**
School Priority 2 Whole School Nurture **NIF Priority Improvement in children and young people's health and wellbeing** **NIF Driver Assessment of children's progress** **HGIOS?4 / HGIOELC Qis 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2**	• Children's learning is understood developmentally. • The classroom offers a safe base. • Nurture is important for the development of self-esteem. • Language is understood as a vital means of communication. • All behaviour is communication. • Transitions are significant in the lives of children.	• Observations using Leuven/Coventry grid • Whole school training for staff. Identify staff who may wish to complete NurtureUK Boxall profile or trauma informed CDP. Whole school Nurturing approaches being embedded in mainstream classes • Review of PSE material to support Nurture principles and trauma informed research • Learning Intentions linked to RofA for literacy, numeracy and health	**K Currie L Aird**

	and wellbeing and specific Boxall targets • Approach Nurture UK- whole school award • Establish P7 Nurture group (Lockerbie Primary) • S6 Mentors to be trained (MVPs) • Boys2Men mentors working with P7 and S2 classes • Parent/Carer afternoons		

School Priority 3
UNCRC
 	
NIF Priority
Placing the human rights and needs of every child and young person at the centre of education
 	
NIF Driver
School Improvement
 	
HGIOS?4 / HGIOELC Qis 1.1, 1.3, 1.4, 2.1, 2.4, 3.1
	• The UNCRC must be the cornerstone of our approach and practice to ensure we are Getting It Right For Every Child, through our policy and day to day work. This focus is aimed at ultimately improving the school experience for all pupils
	• Young People and our wider school community know and understand the UNCRC Rights of the Child and can describe how it impacts on their lives of children everywhere
	• In school YP enjoy the rights enshrined in the UNCRC Rights of the Child
	• Relationships are positive and founded on dignity and mutual respect for rights
	• YP are safe and protected and know what to do if they need support
	• YP's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles
	• YP are included and valued as individuals
	• YP value education and are involved inmkaing decisions about their education
	• YP know that their views are taken seriously
	• YP have taken action to uphold their rights of others, locally and globally
		• Register for Rights Respecting School Award
		• Establish Working Group (SWTA)
		• Join D&G Learning for Sustainability Team (RRS)
		
		Bronze Award- Rights Committed
		• Achieve by end of November
		   o Inform whole school community that we are working on the RRSA
		   o Become familiar with the UNCRC
		   o Pupil-led Steering Group in place
		   o Review our practice against Silver Outcome Descriptors
		   o Complete Action Plan for Silver
		
		Silver Award- Rights Aware
		• Achieve by end of session
		   o Celebrate achieving Bronze- Assemblies, Socials, Newspapers
		   o Regular Steering Group meetings to prioritise and carry out actions from Action Plan
		   o Ongoing item of Staff Meeting Agendas
			KC / Working Group

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		- Collate evidence to meet Silver Outcome descriptors - Measure progress	

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