

Section 1: School Information and 3 Year Improvement Plan Priorities

School/Establishment	Boclair Academy
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School Statement: Vision, Values & Aims and Curriculum Rationale

VISION

Boclair Academy is committed to ensuring a range of high quality opportunities for all young people in order to maximise the potential of all.

VALUES

In Boclair Academy all our work is underpinned by a commitment to our core values of: Respect, Honesty, Fairness and Ambition.

AIMS

- to provide a broad and balanced curriculum, the highest quality of learning and teaching
- to allow pupils to develop a depth of knowledge and a range of skills and experiences
- to encourage pupils to take responsibility for their own learning
- to encourage pupils to participate fully in the life of the school, the wider community and society in general
- to promote an ethos of success and achievement for all
- to provide a caring environment in which pupils feel confident and secure
- to promote equal opportunities and respect for others
- to encourage parents to work in partnership with the school

Brief Curriculum Rationale

The Boclair Academy School Community is fully committed to ensuring excellence and equity for all. We work collaboratively with all stakeholders and use our PEF to improve the educational outcomes of young people affected by poverty and ensure all in our care flourish and make very good progress in their learning. We place great importance on developing Skills for Learning, Life and Work and improving attainment for all in Literacy and Numeracy, as these are essential skills that will allow our young people to excel in life when they leave Boclair Academy. We are also fully committed to developing our young people’s Health and Wellbeing as this has a huge impact on their learning and success in life. We aim to provide a nurturing learning environment that develops our young people’s confidence, self-esteem and resilience, which are essential life skills required for successful, independent living. We aim to create a vibrant Family Learning Programme that will help parents and carers support our young people in their learning outwith school. We have established an all through, all-inclusive Wider Achievement Programme that enhances the curriculum offer for all young people.

Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Leadership and career long professional learning	Improving health and wellbeing and promoting positive relationships	Improving health and wellbeing and promoting positive relationships
Priority 2	Improving health and wellbeing and promoting positive relationships	Improving learning, teaching and assessment with a particular focus on digital learning	Improving learning, teaching and assessment with a particular focus on digital learning
Priority 3	Improving learning, teaching and assessment with a particular focus on digital learning	Raising attainment & achievement and closing the attainment gap	Raising attainment & achievement and closing the attainment gap
Priority 4	Raising attainment & achievement and closing the attainment gap		
Priority 5	Planning for the new school		

Section 2: Improvement Priority 1	
School/Establishment	Boclair Academy
Improvement Priority 1	Leadership and career long professional learning
Person(s) Responsible	C Morgan in collaboration with the extended Leadership Team and Pupil Council

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment Closing the attainment gap	School Leadership Teacher Professionalism	1.2 Leadership of Learning 1.3 Leadership of change 1.4 Leadership & management of staff	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Additional Pupil Support PT Raising Attainment Posts Closing the Gap Working Group Increased number of Mental Health Leaders Leadership of change within context of new school	PEF funded additional allocation to Pupil Support Restructure using additional management points Staff collegiate time and use of cover budget Mental Health Training costs	Ongoing reports to Parent Council on attainment/achievement Parent Council Leadership Group Discussion and Parent Council on allocation of PEF Parental involvement in working groups Family Learning related to mental health
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continued focus on GTCS Standards Ongoing training and work with CPAG Professional reading related to poverty	Targeted focus on attainment in literacy & numeracy Principal teacher individual and group supports Poverty neutral approaches through the CtG Group	Funding for the Achievement Resource Centre Funding to support Cost of the School Day activities including ICT Funding to support targeted literacy and numeracy interventions Funding for additional staffing to support SIMD 1-3

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Increased number of pupils in leadership roles including	Pupil Voice Activities regarding the new school spaces Increased leadership opportunities through SQA and MH First Aid, barista etc	Number of YP in leadership roles Number of young people completing leadership qualifications Impact of focus groups on new school	Leadership launched in Aug Barista Training in Aug Focus groups in September, January and May	
Increased number of staff in leadership roles to support equity	PT Equity, PT Pathways, PT L&T and PT Digital Learning planned within the Management Structure for the school	Improved attainment, improved achievement, scrutiny of action plan and impact after one year in post	Implemented in August '22 Evaluated in June '23	
Increased opportunities for/number of learners to be supported by attainment PTs	PTs leading whole school developments PTs targeting groups of learners Use of new resources in the new school	Improved attainment for groups of learners Maintain high level of +ve destinations	PTs in post for August New learning spaces from August for targeted support	
Increased opportunities for/number of learners to be supported by Pupil Support	New learning spaces for Wellbeing and support for learning Increased staffing	Increased number of pupils supported Improved attainment for YP with additional support needs - INSIGHT	Implemented in August '22 Evaluated in August '23	
Improved capacity within the staff to support mental health of young people	Further mental Health First Aid Training and Mental Health training for staff	Increased number of referrals Data from the Wellbeing Team	Implemented in August '22 Evaluated in August '23	
Increased understanding of GTCS standards and professional obligations to support learners	Further training on the new GCTS toolkit with staff during in-service day	Review of PRD Paperwork Attendance at the new in-house CLPL Programme	From August 2023	
Increased use of partnerships to support learners e.g. Beinn Unity, HUB International, Emily Test	Delivery of programmes built into the new curriculum and new school spaces	Number of YP Mental Health Trained Number of YP MAV Interns Number of YP Barista Trained Increased +ve destinations	From August 2023	

Section 2: Improvement Priority 2	
School/Establishment	Boclair Academy
Improvement Priority 2	Improving health and wellbeing and promoting positive relationships
Person(s) Responsible	Clare Morgan and Fiona Curran in collaboration with the Pastoral Care Team, Wellbeing team and Working Groups

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in children and young people’s health and wellbeing	school improvement	QI 3.1 Wellbeing, equality & inclusion	Improvement in children and young people’s mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Mental Health First Aiders Mental Health Working Group Refinement of the Mental Health Strategy for Boclair Development of Promoting Positive Relationships Policy	PEF Funding to support work on Mental Health First Aid Training – targeted at SIMD 1&2 Funding for the community café Funding and time for Mental Health training and CLPL Funding and time for PPR Training and CLPL	Ongoing reports to Parent Council on attainment/achievement Parent Council Leadership Group Discussion and Parent Council on allocation of PEF Parental involvement in working groups Family Learning related to mental health
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Continued focus on GTCS Standards Ongoing training and work with Belnn Unity Professional reading related to mental health	Targeted focus on improving mental health PT Equity individual and group supports Mental Health Working group focus on equity Promoting Positive Relationships Working Group	Funding for targeted mental health strategies Funding for community cafe

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Further roll out of Mental Health First Aid Training to support YP – another 10 staff trained	Training through external provider	Number of referrals to resources Stakeholder evaluations	Implemented in August '22 Evaluated in June '22	
Further training on Mental Health – all staff	CLPL on in-service days Follow up CLPL	Learning visits by SLT and PTs Pupil focus groups	Implemented in August '22 Evaluated throughout year	
30 YP Trained as Mental Health First Aiders	Training through external provider	Delivery of PSE lessons to all S1 and S2 classes	August 2022	
40 YP Trained as baristas for work in the community cafe	Training through external provider	Number of pupils visiting the café for rewards Number of pupils engaging with cafe	Implemented in August '22 Evaluated in June '22	
Development and implementation of Promoting Positive Relationships policy to support all YP and staff	Working group time CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	Implemented in August '22 Evaluated throughout year	
Community Café established to help open up conversations and provide opportunities for good mental health	Training through external provider	Number of pupils visiting the café for rewards Number of pupils engaging with cafe	Implemented in August '22 Evaluated in June '22	
Review of current Guidance structure	Stakeholder consultation activities Transition plan established for any changes	Improved support for young people measured through evaluations Improved attainment and achievement	Ongoing throughout next session Implemented by end of May '22	

Section 2: Improvement Priority 3	
School/Establishment	Boclair Academy
Improvement Priority 3	Improving learning, teaching and assessment with a particular focus on digital learning
Person(s) Responsible	D Brown and G Thomson in collaboration with L&T Working Group and Digital learning Working Group

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all	curriculum and assessment	QI 2.3 Learning, Teaching & Assessment	Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Teacher leaders of Working Groups Teacher membership of working groups Pupil membership of Working Groups Teacher lead on new learning spaces	In-service Day time for Professional Learning IT Infrastructure across the new school Training for all staff on new ICT resources Time for development and implementation of new L&T policy and DL Policy Funding for visual displays across all learning spaces	Parent Council focus group on new policies Open up learning events to show case new methodology and spaces Family Learning events to develop parental understanding of how to support their child's learning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
CLPL on learning and teaching CLPL on digital learning CLPL on new learning spaces CLPL on new technology available in the new school CLPL on new learning spaces in the new school	Increased access to technology across the school for targeted SIMD 1-3 Increased support across learning resources for targeted group work	Funding for targeted ICT provision across learning Funding for ICT software to support closing the attainment gap in literacy and numeracy

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Improvement in learning and teaching	Working group time Implementation of new L&T policy CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	To be completed by May 2023	
Improvement in digital learning and digital literacy	Working group time Implementation of new DL policy CLPL for all staff Change to classroom pedagogy	Learning visits by SLT and PTs Pupil focus groups Stakeholder evaluations	To be completed by May 2023	
Improvement in approaches to assessment and moderation	Clearly defined opportunities for departmental and whole school moderation	Improvement attainment in BGE Improved attainment in all measures of Senior Phase demonstrated through Insight	Ongoing throughout session Evaluated in Aug '23	

Section 2: Improvement Priority 4	
School/Establishment	Boclair Academy
Improvement Priority 4	Raising attainment & achievement and closing the attainment gap
Person(s) Responsible	N Walsh, M Trainor and D Brown in collaboration with wider Leadership Team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	performance information	QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil involvement in leadership of change through roles and Pupil Council Full participation in the Professional Learning New PT 1s in post to support ARC and BLR activities Leadership of Wider Achievement across the school	Time Funding for external speakers and courses e.g. CPAG, Belnn Unity Professional reading materials PT 1 posts	Parental involvement in leadership of change through Parent Council and surveys Family learning focus on literacy, numeracy and HWB
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Comprehensive CLPL Programme supporting learning in mental health, trauma, learning and teaching, nurture, digital learning, poverty	Family learning focus on literacy, numeracy and HWB Targeted support for young people through ARC and BLR Food poverty addressed through pop up café and toast	Achievement Resource Centre funding Fare Share Toast

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Return to pre-pandemic levels of attainment in ACEL of 88% Level 5 for SIMD 1&2	ARC Interventions English Department Improvement Plan Whole school moderation activities	Improvement in data	From August 2022 Evaluated June 2023	
Address the fall in SCQF Level 4 and 5 attainment dip in numeracy for SIMD 1&2 caused by the pandemic	ARC Interventions Maths Department Improvement Plan Whole school moderation activities	Improvement in data	From August 2022 Evaluated June 2023	
Full return to all inclusive, all through wider achievement programme	Engage and plan with external partners Plan learning activities related to Wider Achievement Programme	Accreditation for all pupils in all year groups Secure 100% +’ve destinations	From August 2022 Evaluated June 2023	
Use new school spaces to support new approaches to learning and teaching, and new approaches to pupil centred study	Implementation of comprehensive supported study programme	Attendance at study programme Improved results across all courses and national measures	From August 2022 Evaluated June 2023	
Return to Senior Phase mentoring	Training for mentors	Improved attainment in Senior Phase	From August 2022 Evaluated June 2023	

Section 2: Improvement Priority 5	
School/Establishment	Boclair Academy
Improvement Priority 5	Planning for the new school
Person(s) Responsible	C Brisbane in collaboration with SLT, Leadership Team and New Build Project Team

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre	school improvement	QI 1.3 Leadership of Change	Improvement in children and young people’s mental health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil involvement in leadership of change through pupil leadership roles and Pupil Council New School Working Group continued for phase 2 of the new build project New leadership of learning pedagogy developed	Budget for Pupil Council for new resources identified to support enhancing the learning environment Working Group Time for meetings and budget for school improvements Whole staff training on the new school facilities	Parent membership of the New School Working Group Parent Council involvement in the new school project to continue over next session Open doors event for the wider Boclair community
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation – see end
CLPL related to technology in the new school CLPL related to new learning spaces in the new school CLPL related pedagogy in the new learning environment	Creation of a new ARC resource in the new school including Set Up Creation of a community café in the new school to support targets work – see separate interventions for equity document	Resources for the ARC Resources for Set Up Resources for the Café: training, staffing and materials

Outcomes/ Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Improvement in wellbeing of all young people	Improved learning and teaching, improved climate for learning, increased resources to support health and wellbeing	Self-evaluation activities related to wellbeing Focus groups of learners Improved attainment data	New school opening Aug 2022 Phase 2 completion Aug 2023 Evaluation of progress Aug '23	
All pupils involved in evaluating the new school learning environment	Whole school presentations on the new school and site visit Pupils consulted on progress	Self-evaluation activities in Sep '22 Self-evaluation activities in May '23	New school opening Aug 2022 Phase 2 completion Aug 2023 Evaluation of progress Aug '23	
Development of outside spaces for learning over next session	Working with YP on an Eco strategy Working with staff and YP on outdoor learning strategy Working Group meetings to monitor progress	Implementation of new Outdoor learning strategy Implementation of Eco strategy	Completed by May 2022	
Development of pedagogy with new learning spaces	New Learning and Teaching policy developed	Implementation of new Learning and Teaching policy by May '23 Self-evaluation activities in May '23	Completed by May 2022	
Development of digital learning	New Digital Learning Policy developed	Implementation of new Digital Learning Policy by May '23 Self-evaluation activities in May '23	Completed by May 2022	



Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-5

Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG