

Improvement Planning Guidance for Schools and Centres 2021-22



Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

A statement of the School 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 Achievement.

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 which 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 which enhances the curriculum offer for all young people.

IMPROVEMENT PRIORITY	TARGETS
1. Leadership and career long professional learning	<ol style="list-style-type: none"> 1. Implement new GTCS Standards 2. Further develop our CLPL Programme 3. Further develop leadership of change across the school
2. Improving health and wellbeing and promoting positive relationships	<ol style="list-style-type: none"> 1. Develop a clear mental health strategy 2. Review Promoting Positive Relationships strategy 3. Develop a coherent whole school transition programme
3. Improving learning, teaching and assessment with a particular focus on digital learning	<ol style="list-style-type: none"> 1. Review and update Learning and Teaching Policy 2. Review and update Assessment and moderation 3. Develop an outdoor learning strategy
4. Raising attainment & achievement and closing the attainment gap	<ol style="list-style-type: none"> 1. Clear raising attainment and achievement strategies across the school 2. Review and refine the work of key resources 3. Review parental engagement
5. Planning for the new school	<ol style="list-style-type: none"> 1. Review vision, aims and values 2. Review curriculum model 3. Establish a clear transition programme



Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	HGIOS QI	Overall Responsibility
1. Leadership and career long professional learning	Improvement in attainment Closing the attainment gap	School Leadership	Teacher Professionalism	Raising attainment Health and wellbeing Positive relationships Professional learning	1.2, 1.3, 1.4	C Morgan
Targets (see Action Planning Sheet for individual tasks and activities)		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation of Progress	
1. Implement new GTCS Standards		August 2021	In-service Day	C Morgan	Termly update completed here	
2. Further develop our CLPL Programme		May 2022	Funding and time	C Morgan	Termly update completed here	
3. Further develop leadership of change across the school		May 2022	Time, working groups, funding	D Brown	Termly update completed here	
Leadership and Parental and Learner Engagement Opportunities						
Pupils: Pupil involvement in leadership of change through tripartite groups, Leadership roles and Pupil Council Parents: Parental involvement in leadership of change through tripartite groups and Parent Council Staff: Full participation in the Professional Learning Programme and staff involvement in working groups						
Resource Requirements		Costs			Professional Learning	
Time Funding for external speakers and courses Professional reading materials		<i>Please see PEF funding – detailed breakdown on last page</i>			See Professional Learning Programme	



EDC Action Planning Sheet

Boclair Academy Improvement Priority: 1

Amount allocated from Pupil Equity Fund

See breakdown

Specific Tasks for the Targets Listed	Timescale	Responsibility	Progress update
<p>1. Implement new GTCS Standards</p> <ul style="list-style-type: none"> • Ensure the new GTCS standards are embedded across the life and work of the school Clear personal leadership plans for staff across the school linked to PRD • Develop a practitioner enquiry approach to professional learning including working groups and other leadership roles 	<p>August 2021</p> <p>October 2021</p>	<p>C Morgan</p> <p>C Morgan</p>	<ul style="list-style-type: none"> •
<p>2. Further develop our CLPL Programme</p> <ul style="list-style-type: none"> • Identify and address the professional learning required in preparation for the new school • Engagement with external partners to ensure the development of a current professional learning programme including mental health and wellbeing 	<p>May 2022</p> <p>Ongoing</p>	<p>C Brisbane</p> <p>C Morgan</p>	<ul style="list-style-type: none"> •
<p>3. Further develop leadership of change across the school</p> <ul style="list-style-type: none"> • Pupil and parental engagement in the leadership and development of the school • Staff leadership opportunities clearly linked to GTCS standards through action planning • Increased pupil leadership opportunities 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>C Morgan & D Brown</p>	<ul style="list-style-type: none"> •



Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	HGIOS QI	Overall Responsibility
2. Improving health and wellbeing and promoting positive relationships	Improvement in children and young people's health and wellbeing	Assessment of Children's Progress		Development of a mental health and wellbeing strategy	2.1, 2.4, 3.1	F Curran
Targets (see Action Planning Sheet for individual tasks and activities)		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation of Progress	
1. Develop a clear mental health strategy		August 2021	In-service Day Time for discussion	C Morgan / F Curran	Termly update completed here	
2. Review Promoting Positive Relationships strategy		May 2022	Time for Review	F Curran	Termly update completed here	
3. Develop a coherent whole school transition programme		May 2022	Time, working groups, funding	F Curran	Termly update completed here	
Leadership and Parental and Learner Engagement Opportunities						
Pupils:	Pupil involvement in leadership of change through tripartite groups, Leadership roles and Pupil Council					
Parents:	Parental involvement in leadership of change through tripartite groups and Parent Council					
Staff:	Full participation in the Professional Learning Programme and staff involvement in working groups					
Resource Requirements		Costs		Professional Learning		
		<i>Please see PEF funding – detailed breakdown on last page</i>				
Time Funding for external speakers and courses Professional reading materials		<i>Please see PEF funding – detailed breakdown on last page</i>		See Professional Learning Programme		



EDC Action Planning Sheet

Boclair Academy Improvement Priority: 2

Amount allocated from Pupil Equity Fund

See breakdown

Specific Tasks for the Targets Listed	Timescale	Responsibility	Progress update
<p>1. Develop a clear mental health strategy</p> <ul style="list-style-type: none"> Ensure staff confidence in supporting young people impacted by poor mental health Continue to develop a nurturing school 	<p>August 2021 Ongoing</p>	<p>C Morgan F Curran</p>	<ul style="list-style-type: none">
<p>2. Review Promoting Positive Relationships strategy</p> <ul style="list-style-type: none"> Ensure staff confidence in promoting positive relationships with all learners Continue progression through the LGBT Charter and the UNCRC Charter 	<p>August 2021 Ongoing</p>	<p>F Curran F Curran</p>	<ul style="list-style-type: none">
<p>3. Develop a coherent whole school transition programme</p> <ul style="list-style-type: none"> Ensure effective transitions at all stages of the school Ensure effective, clear and regular communication of whole school activities and developments 	<p>August 2021 Ongoing</p>	<p>F Curran D Brown</p>	<ul style="list-style-type: none">



Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	HGIOS QI	Overall Responsibility
3. Improving learning, teaching and assessment - focus on digital learning	Closing the attainment gap Improvement in positive school-leaver destinations	Performance Information: Assessment of Children's Progress:		Digital learning strategy across all schools. Raising attainment	1.1, 2.3, 3.2	G Thomson M Trainor
Targets (see Action Planning Sheet for individual tasks and activities)		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation of Progress	
1. Review and update Learning and Teaching Policy		December 2021	In-service Day time working group	G Thomson	Termly update completed here	
2. Review and update Assessment and Moderation		May 2022	Time for Review	G Thomson	Termly update completed here	
3. Develop an outdoor learning strategy		May 2022	Time, funding	M Trainor	Termly update completed here	
Leadership and Parental and Learner Engagement Opportunities						
Pupils: Pupil involvement in leadership of change through roles and Pupil Council Parents: Parental involvement in leadership of change through Parent Council and surveys Staff: Full participation in the Professional Learning Programme and staff involvement in working groups						
Resource Requirements		Costs			Professional Learning	
		<i>Please see PEF funding – detailed breakdown on last page</i>				
Time Funding for external speakers and courses Professional reading materials		<i>Please see PEF funding – detailed breakdown on last page</i>			See Professional Learning Programme	



EDC Action Planning Sheet

Boclair Academy Improvement Priority:

Amount allocated from Pupil Equity Fund

See breakdown

Specific Tasks for the Targets Listed	Timescale	Responsibility	Progress update
<p>1. Review and update Learning and Teaching Policy</p> <ul style="list-style-type: none"> Review and update the Learning, Teaching and Assessment policy including reporting to parents Develop a digital learning strategy in preparation for the new school Develop professional learning materials to support developments 	<p>December 2021 December 2021 Ongoing</p>	<p>G Thomson A Sharp G Thomson</p>	<p>•</p>
<p>2. Review and update Assessment and moderation</p> <ul style="list-style-type: none"> Further develop approaches to assessment and moderation in the BGE Further develop approaches to assessment and moderation in the Senior Phase to support national developments Engage in national discussions regarding changes to SQA 	<p>December 2021 May 2022 Ongoing</p>	<p>G Thomson G Thomson D Brown</p>	<p>•</p>
<p>3. Develop an outdoor learning strategy</p> <ul style="list-style-type: none"> Audit of outdoor learning experiences embedded across the curriculum Further development of the Wider Achievement Programme within the context of outdoor learning Plan and implement further opportunities for outdoor learning across curricular areas 	<p>December 2021 May 2022 Ongoing</p>	<p>M Trainor M Trainor M Trainor</p>	<p>•</p>



Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	HGIOS QI	Overall Responsibility
4. Raising attainment & achievement and closing the attainment gap	Improve attainment, including literacy and numeracy Closing the attainment gap	Assessment of Children's Progress Performance Information		Positive leaver destinations support care experienced children.	1.3, 2.3, 1.5	N Walsh M Trainor
Targets (see Action Planning Sheet for individual tasks and activities)		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation of Progress	
1. Clear raising attainment and achievement strategies across the school		December 2021	In-service Day Time	PTs of Curriculum	Termly update completed here	
2. Review and refine the work of key resources		May 2022	Time for Review	N Walsh	Termly update completed here	
3. Review parental engagement		May 2022	Time for Review	N Walsh	Termly update completed here	
Leadership and Parental and Learner Engagement Opportunities						
Pupils: Pupil involvement in leadership of change through roles and Pupil Council Parents: Parental involvement in leadership of change through Parent Council and surveys Staff: Full participation in the Professional Learning Programme and staff involvement in working groups						
Resource Requirements		Costs		Professional Learning		
		<i>Please see PEF funding – detailed breakdown on last page</i>				
Time Funding for external speakers and courses Professional reading materials		<i>Please see PEF funding – detailed breakdown on last page</i>		See Professional Learning Programme		



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Boclair Academy Improvement Priority:

Amount allocated from Pupil Equity Fund

See breakdown

Specific Tasks for the Targets Listed	Timescale	Responsibility	Progress update
<p>1. Clear raising attainment and achievement strategies across the school</p> <ul style="list-style-type: none"> • Formulate and implement a clear strategy for improving literacy, numeracy, DYW and STEM across the school • Ensure all young people move on to a positive and sustained destination • Further develop our wider achievement programme and ensure a clear skills profile for all young people • Re-establish the extra-curricular life of the school following the impact of Covid 19 	<p>December 2021</p> <p>December 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>PTs</p> <p>PTGs</p> <p>M Trainor</p> <p>All staff</p>	<p>•</p>
<p>2. Review and refine the work of key resources</p> <ul style="list-style-type: none"> • Develop a coherent an inclusive approach to meeting the needs of individual through the schools key Resource areas • Review and refine staffing allocation to whole school resources 	<p>December 2021</p> <p>August 2021</p>	<p>N Walsh</p> <p>N Walsh</p>	<p>•</p>
<p>3 Review parental engagement</p> <ul style="list-style-type: none"> • Develop a family learning and a family support programme to meet the needs of all families • Engage fully with parent council on the progress towards the new school 	<p>December 2021</p> <p>Ongoing</p>	<p>Equity Team</p> <p>C Brisbane</p>	<p>•</p>



Improvement Priority	NIF Priority	NIF Drivers		EDC NIF Action Plan	HGIOS QI	Overall Responsibility
5. Planning for the new school	Improvement in children and young people's HWB Improvement in sustained, positive destinations for all	School Improvement Parental Engagement		Effective consultation with stakeholders Effective engagement with parents	1.3, 1.5, 2.6, 2.7	M Trainor C Brisbane
Targets (see Action Planning Sheet for individual tasks and activities)		Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation of Progress	
1. Review vision, aims and values		May 2022	In-service Day Time	D Brown	Termly update completed here	
2. Review curriculum model		May 2022	Time Surveys	M Trainor	Termly update completed here	
3. Establish a clear transition programme		May 2022	Time for meetings School surveys	C Brisbane	Termly update completed here	
Leadership and Parental and Learner Engagement Opportunities						
Pupils:	Pupil involvement in leadership of change through roles and Pupil Council					
Parents:	Parental involvement in leadership of change through Parent Council and surveys					
Staff:	Full participation of staff involvement discussion groups, tripartite groups, school visits and staff training					
Resource Requirements		Costs		Professional Learning		
		<i>Please see PEF funding – detailed breakdown on last page</i>				
Time Funding for external speakers and courses Professional reading materials		<i>Please see PEF funding – detailed breakdown on last page</i>		See Professional Learning Programme		



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Boclair Academy Improvement Priority:

Amount allocated from Pupil Equity Fund

See breakdown

Specific Tasks for the Targets Listed	Timescale	Responsibility	Progress update
<p>1. Review vision, aims and values</p> <ul style="list-style-type: none"> • Consultation on vision, aims and values in preparation for the new school • Ensure staff, pupil and parental engagement in the transition programme for the new school 	<p>December 2022 Ongoing</p>	<p>D Brown C Brisbane</p>	<ul style="list-style-type: none"> •
<p>2. Review curriculum model</p> <ul style="list-style-type: none"> • Review and develop the curriculum in preparation for the new school • Develop a timetable model(s) to best support the emerging curriculum and best use of new learning spaces 	<p>December 2021 August 2021</p>	<p>M Trainor M Trainor</p>	<ul style="list-style-type: none"> •
<p>3. Establish a clear transition programme</p> <ul style="list-style-type: none"> • Establish a clear transition timeline for staff pupil and parents • Ensure new policies and procedures have been developed to support excellence and equity in the new school 	<p>December 2021 Ongoing</p>	<p>C Brisbane C Brisbane</p>	<ul style="list-style-type: none"> •