

# Forres Academy Strategic Improvement Plan 2016 – 17 *‘Aspire to Inspire’*

| Improvement Priority  | Outcomes  | Actions   | Led By            | Timescales                | Evaluation of Impact  |
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| <b>1. ENSURING THE BEST POSSIBLE OUTCOMES FOR <u>ALL</u> OUR LEARNERS</b>   |   |   |                   |                           |   |
| <p><b>1.1 Support our young people to be ambitious and better prepared for the world of work through progressive learning and an understanding of the significance of skills for learning, life and work.</b></p> <p>[NIF Priority 4 Improvement in employability skills and sustained, positive destinations for all young people.</p> <p>NIF Priority 2 Closing the attainment gap</p> <p>HGIOS 4 QI 3.3]</p> | <p>Improved staff understanding of expectations of the modern workplace to ensure relevant learning experiences for all young people.</p>   | <p>Set up Planning Pathways meetings and DYW Working group.</p>   | SMc/ASt/DYW group | Sept 2016                 | <p>Staff feedback on changes to approaches as a result of raised awareness. At least 2 departments will have a sustainable business partnership/input into BGE courses. Group of identified students timetabled for this course. Students/partner agency feedback. Increase in 16+ modern apprenticeship uptake.</p> <p>Student/partners feedback. Internships.</p> <p>Monitoring and tracking data S4 Leavers survey/SDS data Insight data – ‘closing the gap’</p> |
|   | <p>Extended range of opportunities in the Senior Phase through strengthened partnership working to broaden achievement pathways.</p>  | <p>Increase curricular business links within the BGE.</p>   |                   | <p>Aug2016 – May 2017</p> |   |
|   | <p>Increased support for students to plan for sustained destinations post 16 with an appropriate focus on opportunities for all.</p>  | <p>Organise and run a Generation-2-Generation careers carousel for S2 students.</p>   |                   | <p>Nov 2016</p>           |   |
|   | <p>Students in S4 will be able to see the full range of Senior Phase qualifications (subjects and levels) when making their choices to support their progression planning.</p>  | <p>Create an Employability course in S3 for students identified as potentially being at risk of no positive destination. (Raising Achievement for All strategies for targeted young people).</p>                            |                   | <p>May 2017</p>           |   |
| <p>Pathways, including National 1 – 4 courses and programmes, will be extended to meet the needs of all learners, especially those leaving at the end of S4.</p>  | <p>Students in S4 will be able to see the full range of Senior Phase qualifications (subjects and levels) when making their choices to support their progression planning.</p>  | <p>Organise and run an apprenticeship event for S3-S6.</p>  | SMc/MB            | Feb 2017                  | <p>Feedback from PT Guidance</p>  |
|   |   | <p>Introduce the Career Ready programme to selected S5 students.</p>  |                   | <p>Aug 2017</p>           |   |
|   |   | <p>Tracking system for wider achievements of groups of young people, including certification.</p>   |                   | <p>Dec 2016</p>           |   |
|   |   | <p>Re-design and combine both the S4 and S5-6 course choice form so that all students in the SP use the same version that shows all subjects and levels. Clear links with timetable options for groups of young people.</p> |                   | <p>Dec 2016</p>           |   |
| <p><b>1.2 Effective use of assessment to maximize students’ successes and achievement. Improve approaches to moderation. Further enhance monitoring and tracking approaches to improve interventions and progress across BGE.</b></p> <p>[NIF Priority 2 Closing the attainment gap HGIOS 4 QI 2.3]</p>   | <p>Valid and reliable evidence is being used to support assessment judgements and decisions about next steps for learners.</p> <p>Tracking and monitoring are used effectively to secure improved outcomes for <b>all</b> learners.</p> | <p>PTs Subject and PTs ASfL to continue to develop appropriate differentiated materials, courses and programmes.</p>  | PTs               | May 2017                  |   |
|   |   | <p>New dates set for tracking spreadsheet S1 – 3.</p>   | CS/PT s Subject   | <p>August 2016</p>        | <p>Staff feedback on discussions of analysis of tracking.</p>   |
|   |   | <p>Agree analysis of data dates with PTs/SLT – two discussions within academic year.</p>  |                   | <p>Sept and Dec 2016</p>  |   |
| <p>Two staff meetings and in-service in November set aside to allow joint working across curricular areas on approaches to moderation.</p>  | <p>June 2016 – May 2017</p>   | <p>Evaluation of staff meetings and In-service programme. SQA presentations and results</p>   |                   |                           |   |

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| <p><b>1.3 Promote the highest levels of attainment in numeracy.</b></p> <p>[NIF Priority 1 Improvement in attainment, particularly in literacy and numeracy</p> <p>HGIOS 4 QI 3.2]</p>      | <p>To effectively support learners, staff have a better understanding of the expected standards in numeracy across the ASG.</p> <p>A shared strategy for raising attainment in numeracy. All staff have a clear understanding of the standards for Level 3 Numeracy</p> <p>Improved student attainment in terms of Level 4, 5 and 6 Mathematics.</p> | <p>Shared practice in the teaching and moderation of numeracy across ASG. Agreed approaches to L&amp;T. Cf. ASG Improvement Plan</p> <p>Backtrack for National 3 – 5 Mathematics the numeracy that underpins success at these levels. Continue support to depts through inset programme.</p> | <p>CS/Numeracy Co-ordinators/ASG Numeracy group</p> | <p>June 2016 – May 2017</p> <p>Nov 2016</p>  | <p>Feedback from ASG group.</p> <p>SQA results - % gaining numeracy at level 4 &amp; 5</p> <p>Senior students' feedback</p> <p>Fewer students receiving No Awards at Higher and National 4 and 5 Level in mathematics.</p> |
| <p><b>1.4 Review Curriculum structure and design</b></p> <p>[NIF 1 Improvement in attainment NIF 3 Improvement in young people's health and wellbeing</p> <p>HGIOS 4 QIs 2.2 &amp; 2.4]</p> | <p>New curriculum structure agreed for implementation June 2017. This will be based on consultation feedback and the key design principles, including arrangements for universal support to improve outcomes for learners.</p>   | <p>Continue work of Curriculum Review Group Decisions made based on to build on research and visits last session as well as result of Moray-wide consultation on 33 period week. Lead staff meeting and discussions.</p>   | <p>CS/ Curriculum Review Group</p>                  | <p>By Dec 2016 Staff Meeting/PT Meeting/</p> | <p>Consultation responses Findings from Curriculum Review Group</p>  |

## 2. LEADERSHIP OF LEARNING AND CHANGE

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| <p><b>2.1 Improve the impact of partnerships with students and parents.</b></p> <p>[NIF Priority 1 &amp; 3 Improvement in attainment/Improvement in young people's health and wellbeing</p> <p>HGIOS 4 QIs 2.5 &amp; 2.7]</p> <p><b>2.2 Improve the impact of career long professional learning</b></p> <p>[HGIOS 4 QI 1.2]</p> | <p>Students will have an increased opportunity to share their views and contribute to the leadership of school improvement e.g. homework</p> <p>Improved Parental engagement to support students' learning</p> <p>Students will be involved in a range of approaches that engages them in discussions about their learning so they are aware of the progress they are making.</p> <p>Review of the school's Vision and Values finalised using the language and principles commensurate with Rights Respecting Schools. An effective approach to behaviour management implemented consistently across the school to support all young people.</p> <p>The professional learning and development of teaching staff in relation to L&amp;T / pedagogy will be promoted and supported to ensure more consistency in high standards of learning and teaching.</p> <p>Staff commitment to individual, collective and partnership professional learning continues to promote ongoing improvements for learners.</p> <p>Improved collegiate working in line with tackling bureaucracy recommendations.</p> | <p>Pupil Council to determine their structure, working practices and remit</p> <p>New Parent Council Chair and new increased membership. Plan of engagement agreed and implemented. Increased use of ICT.</p> <p>Further embed the Forres Academy 'Skills for Success' into everyday learning and teaching to support pupils and staff in discussing and evaluating skills use and progression.</p> <p>Staff support notes focusing on positive mindset and restorative processes made available to support new system. Pupil assemblies. System reviewed.</p> <p>LLWG will reflect on the MLC department self-evaluations and action plans to determine relevant areas to support staff in their professional learning. Coherent approach to Professional Learning is supported through in-house programme. Staff members identify possible CPD needs via PRD Action Plans and staff inset on Moray Learning Cycle. Programme of twilight sessions finalised and issued.</p> <p>Continuous support for new cohort of staff undergoing Professional Update. Approach to the evaluation of new PRD process and impact of CPL is explained and completed via Gateway.</p> <p>SCC early review of WTA. Realistic Working Group outcomes. Continuous professional dialogue on tracking and moderation.</p> | <p>MB/Pupil Council</p> <p>CS/AR/Digital literacy WG</p> <p>MB/LLWG</p> <p>SMc/Positive relationships WG</p> <p>MB/LLWG/AS</p> <p>AS</p> <p>AS</p> <p>AS</p> <p>CS/SCC</p> | <p>Oct 2016</p> <p>Oct 2016</p> <p>Dec 2016</p> <p>Nov 2016</p> <p>Aug 2016 – Oct 2016</p> <p>Aug 2016 - May 2017</p> <p>Oct 2016</p> <p>Aug 2016 - May 2017</p> <p>Oct 2016 – June 2017</p> | <p>Feedback from students and staff.</p> <p>Feedback from parents</p> <p>LLWG minutes and action plans</p> <p>Lesson observations</p> <p>Feedback from staff and students</p> <p>Student/staff feedback</p> <p>Feedback from staff and students</p> <p>Feedback from staff/range of opportunities provided and relevance to needs identified</p> <p>Staff feedback</p> |
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