Prestwick Academy

School Improvement Plan 2019 – 2020

Vision Statement

Our Vision

The Prestwick Academy vision is to equip all of our young people with the skills, knowledge and positive attitudes to be the best they can be!

Our vision will be achieved by young people, staff and parents supporting, promoting and living by our values, which were established by all stakeholders in 2018-19

Values:	Pupil aims:
- Honesty	- Remember, honesty is the best policy.
- Equality	- Treat everyone as an equal.
- Ambition	- Achieve your own goals.
- Respect & Responsibility	- Have respect for yourself, others and your surroundings.
- Trust	- Trust should be kept, never lost.

In doing so we hope to achieve the following improvements in 2019/20:

- Improve the consistency of high quality learning, teaching and assessment
- Improve young people's health and wellbeing
- Review our curriculum and further develop young people's employability skills

Our vision, values and aims articulate with South Ayrshire Council Children's Services Plan 2017-2020 which can be accessed via:

https://www.south-ayrshire.gov.uk/childrens-services-plan/

Factors Influencing the School Improvement Plan

South Ayrshire Council Plan

Maximise the potential of our children and families
Improve the way we work as a council
Maximise the potential of our economy
Maximise the potential of our adults and older people
Maximise the potential of our communities
Maximise the potential of our environment

Children's Services Plan

Ensure South Ayrshire children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens, and effective contributors.
Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
Ensure children and young people are supported to achieve and maintain good emotional and physical wellbeing.
Ensure children and young people have a voice in influencing service delivery that affects their lives.

National Improvement Framework

Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children
Improvement in young people's health and wellbeing
Improvement in employability skills and sustained positive school leaver destinations for all young people

National Factors

Delivery Plan for Scottish Education/Governance Review
How Good is Our School? Fourth Edition
OECD recommendations
Getting it Right for Every Child
Developing Scotland's Young Workforce
GTCS standards and professional update

Improvement Priority 1		Rationale for Improvement Priority based on evidence	
Improve the consistency of high quality learning, teaching and assessment experiences to ensure the best possible outcomes for all young people.		- Learning Walks in May 2019 highlighted a need for consistent delivery of differentiation and opportunities for young people to lead learning. - Analysis of QI 2.3 by PTs and SLT identified areas of strength but also inconsistencies in pupils' talking about progress within a level. - Staff Survey (May 2019) identified a need to develop greater opportunities for collaborative working across the school in taking forward improvement and in other schools. - Improve engagement with a small but disaffected group of young people in classrooms to proactively manage behaviour and reduce school exclusions while increasing period attendance. - OECD Report – What Makes a School a Learning Organisations (2016) identifies CLPL, collaboration and partnerships as key dimensions to improve a school as learning organisation	
Children's Services Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2, 3	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged	School leadership, Teacher professionalism, Assessment of children's progress, School improvement	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
What actions are required to reach desired outcome?	Who	When	Resources
Introduce a programme of PT learning walks to identify and share good practice and measure the impact of identified areas for a more consistent approach to high quality learning & teaching e.g. differentiation, young people leading learning, young people talking about and planning their learning.	B Robinson PT Subjects	Sept 2019 - strategy February 2020 – practice shared	ELT meetings In-service day – 11/02/20 Development time Collegiate time
Introduce and evaluate the use of Show My Homework to support young people in their learning beyond the classroom and to provide better communication with parents/carers.	M Anderson, A Miller, L McLean, Digital Champions	Sept 2019 -intro May 2020 - eval.	Focus Groups, Pupil Improvement Team, Dept. Meetings, Questionnaires
Make genuine links across departments to track responsibility for all in literacy, numeracy and HWB	A Miller, PT Subjects, Improvement Teams	By May 2020	Collegiate time – ELT meeting, In-service, Improvement Team Meetings
Develop a system to effectively track and monitor pupil progress in the BGE including the use of SNSA & Equity in Excellence data to inform interventions and next steps in learning.	A Miller, M Anderson, PT Subjects, Acting PT	Ongoing from Sept 2019	Looking Outwards – school visits On The Button
Continue to identify, promote and share effective good practice and learning strategies in areas such as digital technology, outdoor learning, MTV, Pupils leading learning, HOTS, high quality feedback and differentiation.	MTV Champions, All staff, Improvement Teams	Sept 2019 May 2020	Analysis of learning walks and peer observations, Collegiate time – Twilights & In-service Days
Further develop consistency and confidence in teacher judgements with moderation approaches (including fourth level) within the BGE including the use of the four stages of progress.	A Miller QUAMSOs Departments	October 2019 & ongoing	Collegiate time – Twilights & In- service Days 21st October Dept. Meetings, SAC Guidance on Assessment & Moderation and Achievement of a Level
Work towards achieving the Digital School's Award	Digital Champions Improvement Team	By May 2020	Digital School's Award framework, Collegiate time to meet, Twilight/In-service days

Introduce Practitioner Enquiry to improve Learning & Teaching	Practitioner Enquiry groups	By June 2020	Collegiate time for Practitioner Enquiry Groups to meet. Looking Outwards for good practice.
Develop and improve our reporting to parents by adapting and improving the SAC reporting strategy undertaken in session 2018/19	A Miller	Ongoing from Sept 2019	Seemis Progress & Achievement module, SAC Interim Report Template, Collegiate time SAC Assessment & reporting strategy group

Intended Impact against Outcomes for Learners	Measurement/Evidence
All learners experience consistent high quality learning & teaching including differentiation and young people actively engaged and able to lead their learning.	Carousels of good practice, Learning walk observations, focus groups, Questionnaires highlight an improvement in pupils talking about, planning and leading their learning.
Pupils are fully aware of homework that is issued and engage with the app and/or website. Pupils are supported at home with homework and more homework is completed and on time.	Show My Homework usage reports, Pupil and parental questionnaires, feedback from staff, department minutes, a reduction in parental phone calls to PTGs re the issuing of homework.
Young people can articulate their knowledge and demonstrate their skills in literacy, numeracy and health & wellbeing across the curriculum.	Feedback from meetings, pupil and staff feedback, learning walk observations.
The progress of learners is monitored and tracked with appropriate targeted interventions as required.	Robust tracking & monitoring BGE data with achievable targets, an increased level of interventions for BGE pupils, improved attainment in % of young people achieving third level or better.
Pupils more actively involved in their learning using a variety of pedagogy and less teacher led lessons	Carousels of good practice, continuation to embed MTV through roller cards, learning walk observations show more engaged learners, positive feedback from pupil questionnaires and focus groups. Increase from 71% in pupil survey 'I am given the opportunity to influence what and how Iearn' and 63% in the staff survey that pupils 'have the opportunity to lead learning.'
Feedback from the moderation events is used to plan and improve the quality of learning, teaching & assessment. Young people are able to articulate how they are progressing through a level	Learner conversations, feedback from October In-service day that staff are more confident in judging BGE levels and progress within a level.
Young people benefit from the increased use of digital technology and increased confidence in teachers from shared practice	The Digital School's Award is achieved which highlights the use of digital technology across the school. Feedback from young people and staff indicates an increase in the use and profile .of digital technologies;
Pupils will benefit from the focus of the practitioner Enquiry through improved pedagogy	The impact of Practitioner Enquiry groups will be measureable.
Young people have an easy to read report which provides useful and relevant information to parents.	Feedback from parents is much more positive in terms of layout, quality of information and ease of understanding, Pupils are more confident discussing their progress in learning.

Update on Progress

Improvement Priority 2		Rationale for Improvement Priority based on evidence
Support and improve young people's health and wellbeing by Getting It Right For Every Child. Ensure learners' attendance improves, they are ready to learn, supported at all stages, including transition, and that every young person feels confident and able to flourish.		• Across the Prestwick/Troon locality there has been a 58% increase in young people referred to CAMHS in the last 5 years. • Analysis of pupil questionnaires highlights the need to review our anti-bullying guidelines and improve pupils' learning on their HWB and becoming healthier and more confident • The attendance for session 2018-19 has dipped below 90% and has a five year negative trend. The average attendance of Equity in Excellence group is 85.86%

Children's Services Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2, 3, 4, 5	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion

What actions are required to reach desired outcome?	Who	When	Resources
Implement a locality Mental Wellbeing strategy with the Marr locality including the introduction of a joint Mental Health Nurse with a clear focus on the promotion of positive mental wellbeing. (see PEF plan).	M Catterall, M Anderson CAMHS Nurse, C Hughes	Ongoing from Sept 2019	PEF, CAMHS Mental Health Nurse, Collegiate time with the Troon locality, Looking Outwards – visits, development time.
Introduce an Education Support Officer to support and provide early intervention for families and vulnerable young people at risk of missing out. (see PEF plan).	M Anderson, M Catterall, L Boyce	By September 2019	Looking Outwards – school visits, development time.
Increase the provision of targeted Nurture groups from S1 to S4. Improve staff's understanding of nurture and the wellbeing indicators.	M Catterall, Pupil Support Department	August 2019	CP & Wellbeing Presentation, Collegiate time, Pupil Support staff.
Improve curricular and pastoral transition between cluster primary schools and Prestwick Academy by improving the quality of information shared, increasing and enhancing learners' experiences and creating opportunities to share good practice and knowledge between primary and secondary colleagues. (see Cluster Transition plan).	M Anderson, C Ross, Cluster HTs, Depts., Pupil Support staff	Ongoing from June 2019	Collegiate time, various depts. HGIOS? 4th Ed, Cluster Transition Plan, Looking Outwards – school visits.
Introduce a Health & Wellbeing period in S1 and evaluate the impact on young people's wellbeing and their understanding of the Wellbeing Indicators	M Catterall, PT Guidance, various partners.	By August 2019 & ongoing evaluation	Wellbeing Indicators, HWB Es & Os and Benchmarks, development time.
Introduce the Recording of Bullying incidents on Seemis and review the anti-bullying policy launched last session to evaluate the impact.	M Catterall, A McGoldrick, PT Guidance	By August 2019	Seemis Click & Go, CLPL course, collegiate time.
Review and update the school's managing pupil behaviour policy (BRBBBL), building on positive relationships and the school's vision and values. Engage with external partners to provide professional learning opportunities.	Improvement Team, Pivotal Education	Ongoing from August 2019 to May 2020	Professional Reading- When Adults Change, Everything Changes, EEF Report – Improving Behaviour in Schools.

Continue to work towards achieving Rights Respecting Silver Award.	RRS Improvement Team – lead A Evans, Pupil Group	By March 2020	RRSA/UNCRC website, Project Trust resources, RRSA Silver Award Audit, PSE classes, Dept Meetings, Development time.
Work towards achieving Level 2 of the Vision Scotland Holocaust award	A McClymont, History Ambassadors	By June 2020 but may be into 2020-21	Vision Scotland Holocaust website & materials, Holocaust Survivors, UWS partners
Further develop and improve our Pupil Voice strategy to ensure young people feel they are being listened to and having an impact in the school using How Good Is OUR School?	A McGoldrick, C Ross, M Anderson, Pupil Leadership Team	By August 2019 & ongoing	HGIOS –Pupil Edition, Pupil Leadership Team, Personal Support, PSE classes, Looking Outwards – good practice. Pupil Council Conference - RHS
Review the positive behaviour scheme in partnership with pupils, parents and staff.	Improvement Team, Pupil Leadership Team	By Oct 2019	Looking Outwards – good practice, Collegiate time for Improvement Team.

Intended Impact against Outcomes for Learners	Measurement/Evidence
Young people will have access to a mental health nurse who will be able to offer advice, support and intervention. Referrals are made to more appropriate agencies.	Improved attendance, questionnaires and focus group feedback where young people feel better supported, increased staff knowledge of mental health.
Young people are identified and early contact is made with families to encourage pupils to attend school. Pupils' attainment increases and less pupils are out of classes.	Increased attendance, reduced exclusions, increased attainment, improved contact and relationships with families who have been difficult to engage, more pupils in classes.
Vulnerable young people are better supported through targeted support in S1-4.	Questionnaires, learner conversations, feedback from pupils, increased attendance, less period absences.
The increase in information shared and support young people received ensures an improved transition for all young people.	Feedback and questionnaires from pupils and parents, better progression in learning, cluster and pupil support minutes.
Pupils are able to discuss their health and wellbeing and take snapshots throughout the session showing they feel supported and ready to learn.	Wellbeing indicators, feedback from questionnaires, pupils achieve third level HWB.
Young people feel supported and are aware that bullying incidents are recorded more effectively.	A more concise record of the number of bullying incidents recorded on the Seemis module instead of 6 recorded in the bullying paperwork and the others captured in pastoral notes.
Young people will have an increase awareness of Holocaust education which ties in with our school values and citizenship agenda such as Equalities and LGBT.	Feedback from questionnaires/focus groups highlight an increased understanding of Holocaust education.
Young people will tell us that they feel valued, listened to and that they have positive relationships with all stakeholders.	Reduction in exclusions from 2018/19 (46 in total, 38.8 per 1000 pupils), improved attainment from 2018/19 (5@L4 86%, 5@L3 82%). There will be a reduction from the 33% in last session's pupil survey who said their views are not taken into account.
Relationships across the school are positive and supportive.	Reduce exclusions, improve attendance (from 10.8% total absence for 2018/19) and period.

Update on Progress

Improvement Priority 3			Rationale for Improvement Priority based on evidence	
Review our curriculum rationale to ensure all stakeholders understand what we are trying to achieve for all young people. Evaluate our BGE and senior phase curriculum models to ensure we meet the needs of all young people while developing employability skills to support young people move onto positive and sustained post-school destinations.			• Feedback from young people indicates limited knowledge of other qualifications and how the skills they are developing support their learning and future. • Support a small group of leavers who disengage from school and those from SIMD1 • Re-visit the BGE curriculum, in particular S3, and S4 senior phase to ensure all young people meet their entitlement. • Measure the impact of changes to the S3 curriculum. • Whilst positive destinations remain high at 94%, 6% of leavers were identified as unemployed in October 2018.	

Children's Services Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2, 3, 5	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged Improvement in employability skills and sustained positive school leaver destinations for all young people	School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability

What actions are required to reach desired outcome?	Who	When	Resources
Revisit and review our curriculum rationale and BGE and Senior Phase curriculum models. Evaluate the impact of these models in line with local and national priorities and entitlements.	B Robinson, M Ashton, C Rewhorn, PT Guidance, Improvement Team	By December 2019	Looking Outwards – visit Government Policies – BTC, RME Guidelines Improvement Team time to meet
Continue to develop bespoke learning opportunities and individual pathways for young people at risk of missing out.	SLT, PT Guidance, PT Pupil Support, PT Subjects	Ongoing as required	Partnership working – CPO, CLD, SWD, Active School, Work Placement
Further develop a wide range of achievement/leadership opportunities within the Senior Phase, including SCQF Ambassadors, maximising accreditation through the SCQF framework.	L Boyce, M Catterall, Pupil Ambassadors, PT Guidance	By October 2019	SCQF Framework materials, Ayrshire College
Further develop clear curriculum pathways within DYW projects that develop learning opportunities to develop employability skills across the curriculum.	A Hall, Ayrshire College, J Sinclair, C Campbell, Maths dept.	By December 2019	Ayrshire College, Prince's Trust
Continue to raise the profile of skills development in young people and their ability to discuss skills in their learning. Embed the language of skills across the curriculum, including the senior phase.	A Hall, PT Subjects	By June 2020	SDS Skills Framework, Collegiate time
Enhance the programme of mock interviews for S5 to include all S5/6 students and identified S4 leavers.	A Hall, L Allan	By February 2019	Ayrshire Chamber of Commerce & various employers
Develop a system to ensure all young people receive their entitlement to a work based placement before they leave school.	A Hall, L Allan, SDS – James Foley	By May 2020	Ayrshire Chamber of Commerce, Employers

Intended Impact against Outcomes for Learners	Measurement/Evidence
All stakeholders, including learners, will be knowledgeable of our curriculum rationale and learning pathways. They will be able to articulate their learning and the connection of skills across the curricular areas.	Focus groups, learning walk feedback
Young people will have appropriate learner pathways that meets the needs of all and in which their entitlements are being met.	Insight & BGE Tracking Tool data, improved attainment, a range of individual pathways for young people who find engaging in education challenging.
There will be wider range of SCQF courses available and young people will understand the framework and the opportunities available.	SCQF Ambassadors trained and deliver presentations to other learners.
Learning pathways are established throughout the curriculum which provide progression and coherence for young people to build skills and knowledge in areas of interest.	Feedback from College bursts, DWY projects, college courses. Better progression beyond school and an increase in positive and sustained destinations from 94%.
Young people will be able to discuss what skills they are developing across the curriculum and how they link to the world of work.	Focus groups, learner conversations, learning walk observations
All identified S4 potential leavers and S5/6 pupils gain the experience of an interview with an employer in their area of interest and receive feedback on the experience.	Feedback from employers, an increase in positive and sustained destinations from 94%. (2017/18 figure)
All young people receive their entitlement to experience a work based placement before they leave Prestwick Academy.	Placements monitored and tracked, feedback from employers and young people, an increase in positive and sustained destinations from 94% (2017/18 figure)

Update on Progress

Pupil Equity Funds to support School Improvement

Support Staff	FTE or No of Hours	Start Date	Finish Date	Cost
School Library Assistant	0.6fte	08/19	06/20	£9107
Education Welfare Officer	1fte	08/19	06/20	36288
School Based Counsellor	3x5hrsx30weeks	09/19	05/19	£13500
Mental Health Nurse	0.5fte	08/19	06/20	£7500
			Total Cost	£66395