

Belmont Academy



School Improvement Plan 2018 - 2019



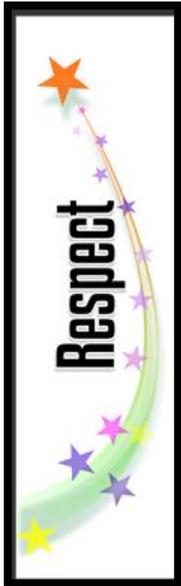
KIND



POSITIVE



YOURSELF



Vision Statement

Our Vision

Belmont Academy is a nurturing learning environment which inspires every child to reach their full potential.

We will endeavour to bring this vision alive through the key values of Respect and Responsibility and the following aims, which we hope to achieve within the 2018 - 2019 improvement timeline:

- To promote an ethos of achievement, where there are high expectations for all pupils and their successes are celebrated.
- To establish a positive inspiring learning environment in which all pupils have the opportunity to fulfil their potential in all areas of their development.
- To deliver a curriculum that is relevant, challenging and appropriate to abilities and aspirations of our pupils, and which prepares them for life after school.
- To provide the highest quality of teaching and learning in a stimulating environment that meets the needs of all learners.

Our vision, values and aims articulate with South Ayrshire Council Education Services vision and Education Outcomes and Actions for 2014/17 which can be accessed via

<https://www.south-ayrshire.gov.uk/schools/education-aims.aspx>



Factors Influencing the School Improvement Plan

School Factors	Mental and Emotional Health & Wellbeing
	Changes in the school leadership and management team
	Impact of consultation/discussions with stakeholders
	Improving pupil attainment and achievement leading to positive and sustained destination
	Consistency in learning and teaching, implementing recommendations of Improving Scottish Educations
SAC Factors	Raising attainment for all children with an additional focus on closing the poverty related attainment gap
	Corporate Plan
	Integrated Children's Services Plan
	Education Services Vision and Education Outcome Actions
National Factors	National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
	Delivery Plan for Scottish Education/Governance Review
	How Good is Our School? Fourth Edition
	OECD recommendations
	Getting it Right for Every Child
	Curriculum for Excellence
	Developing Scotland's Young Workforce
	Building the Ambition
	National Qualifications
	Child Protection Issues / Guidance
	National Legislation: Children and Young People (Scotland) Act 2014
	GTCS standards and professional update
	Tackling Bureaucracy

Improvement Priority		Rationale for Improvement Priority based on evidence		
To embed an ambitious and inspiring curriculum rationale with all stakeholders founded upon the clear school vision and values which leads to a coherent and engaging learning experience for all.		<ul style="list-style-type: none"> Lack of evidence of use of common language of skills in school to demonstrate progression and better align to pathways. Leavers' data - pupils in SIMD 1 - 3 more likely to leave in S4 than in any other SIMD area with lower qualifications and into destinations which are not sustained. Good DSW engagement within school which now needs to be embedded in departments with a shared understanding of the 3-18 Career Standard. 		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 5	All	School Leadership School Improvement Staff professionalism	1.1/1.3/1.5 2.2/2.4 3.2/3.3	
What actions are required to reach desired outcome?			Who	When
Review the Personal Support			AB	Dec 18
<p>BGE</p> <p>The BGE structure will be evaluated and amendments made as required to embed alternative courses and pathways such as Nail Bar/Bee Keeping/Rural Skills/Music Technology/Health and Safety etc.</p> <p>All departments will consistently embed the new skills framework better aligned to the 3-18 Career Standard.</p> <p>Careers education and DYW activities will be evident in all BGE courses and programmes.</p> <p>Courses and programmes in the BGE will be updated to ensure skills and knowledge required for Senior Phase are embedded at an earlier stage.</p>			G McLean SDS Departments	Review Dec 18 March 19 May 19
<p>Senior Phase</p> <p>Review of Senior Phase to offer appropriate pathways for all learners - this will include a greater focus on exploring other SCQF courses other than simply National courses.</p>			B Sinclair G McLean SAC Departments	December 2017

Intended Impact against Outcomes for Learners	Measurement/Evidence
There is a collective ownership of school vision, values and aims and this can be seen throughout the school and will be reflected in all that we do.	Department minutes, learning observations, discussion groups
There is greater involvement in all departments to improve the experiences of young people as a result of planned engagement and review with all stakeholders.	surveys, minutes and focus groups
<p>The curriculum rationale will provide opportunities to embed approaches to transition from BGE to SP to ensure more suitable pathways for all learners.</p> <p>Agents of Change and Learning Councils will provide a vehicle for pupils to learn how to evaluate the work of the school using HGIOS 4 (for pupils).</p>	<p>Reduction in number of D passes at N5 and H</p> <p>All departments will increase quality of N5 passes</p> <p>Increase in SP return rate, particularly with pupils from SIMD 1-3</p> <p>Course plans will reflect new rationale</p> <p>Pupils will be engaged.</p>
There will be renewed and purposeful opportunities for creativity and innovation through IDL projects/career focussed activities to demonstrate transfer of skills, pupils will be able to articulate their learning better and see the connection between curricular areas.	<p>Learning observations/Pupil feedback/Focus groups</p> <p>Year two - we will have a system in place to capture and monitor skills development.</p>
Learners will be aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.	Focus groups
Improvements in achievements of numeracy at and above level 4.	Focus on 80% achieving L5 in Numeracy by the end of S5
There will be an extended range of targeted support programmes for young people leading to sustained destinations	Pupil support plans/evaluations
There will be a tracking system developed to monitor the sustainability of destinations of pupils to build up a picture of resilience to further influence the development of courses to better meet their needs.	Evidence of partnership working with SDS
Pupils are equipped for post school through better access to and uptake of flexible accredited pathways.	This will be evidence by feedback from the option process and number of re-opt's required.
All young people are successful in moving onto a sustained positive destination on leaving school.	Insight/SDS data

Improvement Priority		Rationale for Improvement Priority based on evidence		
There will be a greater consistency of high quality learning, teaching and assessment across the school.		<ul style="list-style-type: none"> • Learning visit data from 2017/18 indicated little evidence to support effective differentiation by all departments to meet learners' needs. • Lesson observation data shows good progress in pupil engagement/delivery of lessons however, this is not consistent on a day to day basis. • Positive feedback on effectiveness of MTV strategy. • Number of duty calls/exclusion data high 		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
1, 2 and 3	All	Staff Professionalism Assessment of Children's progress Performance Information	1.1/1.2/1.3 2.2/2.3/2.4/2.6/2.7 3.1/3.2	
What actions are required to reach desired outcome?			Who	When
Continued focus on improving relationships through the upskilling of staff on cooperative learning strategies. This will be rolled out throughout the school.			C Flanagan	Review termly
Staff have been trained on differentiation techniques and the use of these strategies will be audited and further training will be offered where needed.			C Flanagan Pupil Support PT	Review termly
New programme for effective lesson observation will be developed to capture the best practice and measure the impact of cooperative learning/MTV strategies and differentiation			C Flanagan	November 2018 March 2019
Further develop moderation opportunities for BGE work linked to reporting and the achievement of a level. Authority focus on holistic assessment.			C Flanagan AMF/SAC Departments	October 2018
Learning and teaching group/Agents of Change (pupils) will create a working policy for learning and teaching			LT Working Group	May 2019

SIG = School Improvement Group

Intended Impact against Outcomes for Learners	Measurement/Evidence
All learners experience differentiation to ensure appropriate pace, challenge and progression through the curriculum.	Focus groups, minutes of meetings, learning observation, reduction in duty calls/school refusing.
All Learners will benefit from teaching and learning approaches which have a clear and consistent focus throughout session 2018-19.	Learning observations Focus group meetings/feedback from staff and pupils. Attendance Option choice data
All Learners will deepen their understanding across the curriculum through increased opportunities for leading learning.	Reportable increases in homework returns Pupil focus groups/feedback from staff and learning observations.
All Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	Sampling learning conversations/pupil and staff survey results.
All learners in S1 to S6 will receive three learning conversations linked to tracking in the course of the year and will be better placed to articulate their learning in terms of their next steps	Results of pupil surveys/focus groups and staff surveys/focus groups.
All staff will have high levels of confidence in judging BGE levels and implementing changes to NQ programmes as a result. This will lead to improved feedback to learners who in turn will be able to lead their learning and plan for future work.	This will be sampled through authority survey data and feedback from IS courses etc.
Learning programmes fully embed Benchmarks (and agreed core skills progression) supported by assessment regimes and are aligned to transition to National Qualifications. This will result in pupils being better prepared for assessment which will be viewed as an integral part of learning.	Course plans Pupil and staff feedback
Pupils will be able to lead/take responsibility for their own learning as better opportunities for group work will be in place.	Less teacher talk in lesson and more activity and investigation based learning will be evident through lesson obs. and pupil feedback
Learning and Teaching Group/Agents of Change	Termly newsletters Participation in CLPL School Attendance

Improvement Priority		Rationale for Improvement Priority based on evidence		
Getting it Right for Every Child - The Belmont Promise Focus on getting ready to learn/supporting all learners/targeted support for vulnerable learners		<ul style="list-style-type: none"> National Focus on Wellbeing Parent Council feedback re engagement 		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4	
All	All	School Leadership Staff Professionalism Assessment of Children's progress School Improvement Parental Engagement	1.3 2.1/2.4/2.5/2.6/2.7 3.1/3.2	
What actions are required to reach desired outcome?			Who	When
The Belmont Promise We aim to promote positive mental health for every member of our whole community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. <ul style="list-style-type: none"> Promote positive mental health in all staff and young people Increase understanding and awareness of common mental health issues Alert staff to early warning signs of mental ill health Provide support to staff working with young people with mental health issues Provide support to young people suffering mental ill health and their peers and parents/carers 			T Stewart Mental Health Group Barnes Medical Practice	Launch Oct 18 Review monthly
Pupil Support Continue to review pupil support and its role within the school. Extend the range of targeted support programmes for pupils to address NIF priorities around closing the poverty related attainment gap - theme for 2018/19 Getting ready to learn Quality of pupil information will be enhanced to inform intervention strategies (including improvements made to sharing of data from cluster schools). Creation of Lead posts - Care Experience Lead and Nurture Lead			A Bryden T Stewart	Started June 17
School Ethos Creation of a positive relationships policy to improve relationships and to bring to life the school vision of being a nurturing learning environment. This will start with whole school training from Pivotal "when adults change, everything changes" and subsequent follow up activities.			T Stewart J Flanagan M Kay	Throughout session 2018/19

	Whole school	Policy created March 2019
Parental Engagement Identify new parent conferences themed to increase parent confidence in school beginning with the themes highlighted by the Parent Council Review all communication with parents.	B Sinclair (Parent) C Flanagan (Pupil) Departments	Throughout session 2018/19

Evidence of Intended Impact against Outcomes for Learners	Measurement/Evidence
We have a strong pupil support department which provides early and effective interventions for pupils and provides support to staff within school to better meet the needs of all learners.	This will be evidenced through a follow up review in March 2019.
We have effective strategies in place which are improving attainment and achievement for our young people facing challenges such as those from our most deprived areas, young carers, those that are looked after and those with ASN.	Pupil Support Plans/Case Studies
All children will tell us that they have been able to build up positive relationships with calm, consistent adults whom they trust enough to talk to when they need help.	Feedback from pupils/sampling
Relationships across the school community are very positive and supportive, founded on a climate of mutual respect with a strong sense of community, shared values and high expectations.	This can be evidence in a number of ways including analysis of referrals/duty calls/attendance and survey results.
Parent confidence will increase.	Reduction in complaints Attendance at parent/carer events Feedback from parents