DINGWALL ACADEMY

IMPROVEMENT PLAN

2021 – 2022

Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
Recovery from Covid-19 impact: 1) Health and wellbeing	• *Deliver SQA MHWB Course.* • *Revise House System to allow more input from Pupil Voice.* • *Establish regular School Podcast.* • *Introduce MCR Pathways programme.* *https://mcrpathways.org/* • Introduce MVP programme *MVP Programme* • *Continue work of staff wellbeing group.*
2) Recovery of learning, teaching and assessment	• *Re-establish Dingwall Standards:* *Community and School Pride* *Dress Code* *Positive Relationships* • *Teaching Sprints Programme for Professional Learning.* *https://teachingsprints.com/* • *Partnership working with DYW co-ordinator*
3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)	• *Re-establish monitoring and tracking systems for both BGE and Senior Phase.* • *Use of PEF funding to support numeracy and literacy.* • *Update on using data for all staff.*
Curriculum	• *Further develop S3 curriculum inserts.* • *Whole school awareness of Scottish Government response to OECD report and reform of SQA and Education Scotland.* *https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm* • *Partnership working with DYW co-ordinator*

School Improvement Plan targets and responsibilities for SMT are set at the start of each term and reviewed at SMT meetings. This termly review allows us to work through our improvement priorities, while adapting to the different demands that arise throughout the year.

During this session, individual departments are focused on recovery and attainment. Department wills focus their development priorities on the 4 key areas:

- Health and Wellbeing
- Attainment
- Learning, teaching and assessment
- Curriculum

Departments will be asked to complete 3 self-evaluation activities during this session:

Term 1   1.3 Leadership of change   (Consistency of standards in Departments)
Term 2   3.2 Raising attainment and achievement
Term 3   2.2 Curriculum

1 Recovery from Covid Impact: Health and Wellbeing

2.1   Safeguarding and Child Protection

3.1   Improving wellbeing, equality and inclusion

Linked to National Improvement Framework Priority

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

Linked to National Improvement Drivers

School Leadership ☐   **Teacher Professionalism** ☐   **Parental Engagement** ☐   **Assessment of Children's Progress** ☐
School Improvement ☒   **Performance Information** ☒

Linked to Highland Council's 4 Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation ☐

We will maximise health and wellbeing for all children and young people to give them the best possible start in life ☒

We will ensure the highest quality of learning and teaching for each and every learner ☐

We will develop leadership skills at all levels of the system for now and the future ☐

What do we aim to improve for learners?

We will ensure that all pupils feel safe, supported and respected. We will help pupils develop skills of resilience and the skills to manage their own self-care. We will ensure that pupils feel valued and respected members of their school community. We will support staff wellbeing so that they, in turn, are able to support learners.

Measurable targets for success

- 95% of S3 achieving SQA MHWB award at N4 or N5.
- 8 member of staff complete MPV training.   40 senior pupils trained as mentors for the MVP programme.
- 8 episodes of school podcast produced during session.
- Pupil voice identify 3 targets for improvement.
- Feedback from pupil leadership group towards end of session.
- All feedback from pupil weekly wellbeing checks responded to.

What actions will we undertake?	Who will lead this
• Deliver SQA MHWB course to S3 and in part to S1.	**M Brooman – PT Guidance. Start term 1.**
• Review the house system and give pupils increased opportunity to contribute to the working of the school through this structure.	**W Harrison – Depute Head Teacher and PTs Guidance. Completed term 1**
• Produce a regular school podcast as part of our communication with our wider school community.	**Podcast Working Group. Set up term 1, ongoing throughout session**
• We will work in partnership with the MCR programme to support some of our more vulnerable pupils	**J McClounan**
• We will train staff in the MVP programme and in turn train senior pupil mentors	**K Cormack, J McClounan, W Harrison**
• We will continue to ask pupils to complete a weekly wellbeing check.	**L Tucker/ J McClounan**
• Pupil Voice asked to complete a short questionnaire to identify priorities.	**School Captains**
• Continued development of SEBFN provision	**J McClounan**

Expected resource needs

Materials and resources for MHWB course.

Time to meet with pupils.

Time to meet with Podcast team – recording equipment in place, Podcast platform to be purchased.

Cover required to allow staff to take part in the MVP training.

2 Recovery from Covid Impact: Recovery of learning, teaching and assessment

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Linked to National Improvement Framework Priority

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

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What do we aim to improve for learners?

We want pupils to enjoy a high-quality learning experience. We want youngsters motivated by their learning, and who high aspirations and targets for themselves.

Measurable targets for success

- Feedback from pupils will demonstrate that almost all enjoy a high-quality learning experience.
- Four Departments take part in "Learning Sprints" Training. Individual targets set by departments
- Pupil Voice to ask for pupil feedback asking if they have pride in their school. Pupil Voice to set three priorities for session based on pupil feedback
- DYW co-ordinator to link with all departments (3 in term 1). Individual targets set with departments. Creativity and employability event to be organised for all S3 classes.
- All pupils in S3 – S6 able to identify their current working level.
- S1 – S2 pupils all familiar with learning pathways.
- All S1 – S2 pupils have set up Google Slides to create new e-portfolio. All parents know how to access this.(Work on monitoring and tracking outlined in Attainment Project, there will be clear overlaps between these two projects)

What actions will we undertake?	Who will lead this?
- Initial baseline assessment of pupil voice focused on learners' experiences. - Departments complete self-evaluation activity based on standards and expectations. - Teaching Sprints training during September in-service with Languages and Science. Teaching Sprints introduced to L&T Group in term 2. - Learning and teaching group continue with work started last session. This includes the increased integration of technology to support learning and teaching. - Termly targets set with DYW co-ordinator. - E portfolios created for all S1 and S2. - Review basic principles of monitoring and tracking system established at start of 2020 during Term 1. - Parental Engagement event organised for S2 parents – week beginning 27th September. To cover monitoring and tracking and learning pathways.	**School Captains – W Harrison** **KC/ Principal Teachers** **K Cormack, W Harrison, S Canhan, J MacKintosh** **W Harrison and L & T Group** **DM and Sarah McLenan** **MDC/ W Harrison/M Brooman** **KC and MDC** **KC/MDC**

Expected resource needs

Time for Learning Sprints training and follow up.
Meetings organised with DYW co-ordinator.
Google Slides organised
Parental Engagement events organised

3   Recovery from Covid-19 impact: Attainment in session 21/22

3.2 Raising attainment and achievement.

Linked to National Improvement Framework Priority

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What do we aim to improve for learners?

We want all pupils to attain at the appropriate level. We want all pupils to leave school with the highest levels of literacy and numeracy possible. We want our curriculum to give pupils the opportunity to attain in a range of subjects. We want our school and community to provide opportunities for pupils to achieve, and for our school to recognise and celebrate these achievements.

Measurable targets for success
- Attainment against our virtual school improves.
- Presentation numbers and attainment in English and Maths are maintained.
- Figures for Level 3 and Level 4 Reading at the end of S3 increase to 85% and 45%.
- Figures for Level 3 and Level 4 Writing at the end of S3 increase to 85% and 43%.
- Overall presentation numbers for National 5 in S4 increase.
- No pupil leaves school without a literacy and numeracy qualification.
- Attendance figures. (Specific targets with attendance officer)
- Positive and sustained destination figures maintained.
- All member of staff are familiar with Insight Data for their department.

What actions will we undertake?	Who will lead this?
 • Re-instate monitoring and tracking system. • Target setting assemblies and follow up activities for S1 – S6. • Parental engagement sessions for S1 and S2 during term 1. • Parental engagement session for S3, S4, S5/6 during term 2. • Detailed data analysis in all departments during term 2. • Early intervention meetings with English and Maths PTs. Term 1 and ongoing. • Use of PEF funding to appoint additional 0.6 Literacy and 0.6 Numeracy. Specific attainment targets set in these departments.	**MDC/KC** **SMT all staff** **SMT/Principal Teachers** **KC/Principal Teachers** **W Harrison, N Green, M Boardman** **KC/N Green/ M Boardman**

Expected resource needs

Time to set up monitoring and tracking system

Time for staff training.

4   Curriculum

2.2 Curriculum

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

Linked to National Improvement Framework Priority
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What do we aim to improve for learners?

We will ensure that our curriculum meets the needs of all learners. We will ensure that our S3 curriculum is robust and sets high aspirations for all learners. We will introduce curriculum inserts to s3 including Health and Wellbeing, Creativity and Employability.

Measurable targets for success
- Almost all S3 pupils find their curriculum engaging, challenging and enjoyable.
- All departments complete self- evaluation activity looking at rigour and expectations in S3.
- Almost all pupils are able to get their first choice of options.

What actions will we undertake?	Who will lead this?
- All departments to review S3 curriculum with focus on rigour and expectations. - Whole school review of senior phase provision. - S3 curriculum inserts to include MHWB, employability and creativity. - All S3 pupils to follow Languages for Work NPA.	**KC/ Principal Teachers** **MDC/ Principal Teachers** **KC/DM/DYW** **J MacKintosh**

Expected resource needs

Time to develop creativity/employability inserts.

Materials for NPAs