

**School Improvement Planning
Returns to Local Authority
(2019 - 2020)**

School: Lockerbie Academy

Date: May, 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims - School Statement

Vision-

We want Lockerbie Academy:

- To provide **excellence and equity in education**:
 - the highest standards
 - the right opportunities
 - the widest and best set of skills and qualifications
- To create and sustain a **nurturing environment**
 - pupils should feel safe and valued in our school
 - To make sure pupils are ready for life beyond school
- To make sure pupils are 'Nunquam Non Paratus', which means “**never unprepared**” – this is our vision for pupils who leave Lockerbie Academy; they will be resilient and ready for life beyond school
 - As a school and community, we will continue to look back and act forward

Values-

COMPASSION

RESPECT

EQUITY

AMBITION

TEAMWORK

EFFORT

Aims-

- to provide every young person **access to high quality guidance, advice and support**
 - to help pupils to be sure they are making the right decisions about their education and skills in line with their aspirations and abilities
- **celebrate diversity**
 - to allow all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, tolerant and just society
- **establish open, positive, supporting relationships** across the community
 - where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss aspects of their lives

Review Date: Session 2022/2023

Review Activities (as appropriate)

We have been very pleased with the values statement we wrote three years ago. The list is the same other than “Equality” which has been changed to “Equity”. Vision and Aims have been updated and re-written to better fit our current context. These have been fully consulted upon through Parent Council and stakeholder surveys in Spring 2019

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
School Priority 1: Parental Engagement NIF Priority Closing the attainment gap between the most and least disadvantaged children NIF Driver Parental Engagement HGIOS?4 2.5, 2.7, 3.3	- S3 Employability afternoons took place in November 2018. Pupils participated well and completed individual action plans - Senior Phase reporting, Tracking and Monitoring and Interventions are giving a more streamlined system for staff, pupils and parents. Parental feedback is very positive. The study guide that was produced was very well received - A small-scale project, focusing on Wellbeing and building relationships was trialled, with a pamper morning organized for parents, in association with D&G College. This was enjoyed by a very small group of 4 parents and some staff - Continued targeted communication in PEF group has borne fruit. Parents respond well to Julia's contact with them, knowing it will only ever be positive/supportive in nature (other staff have the necessary challenging conversations). Attendance rates at parents' evenings and school events have increased in the target group as a result - Our clearer & more consistent increased/improved use of electronic communication media means that more of our staff can now use the school social media accounts to post news & achievements. Parents appreciate the celebration and being able to follow progress of trips etc. Our Business Partners and local employers use us increasingly to advertise vacancies – benefitting all senior pupils and school leavers	- Having been so successful, this will be repeated and improved upon next session - Return to digital pupil self-tracking when wifi and own device policy allows - Review timing and interventions for maximum impact - Parents who heard about it from friends afterwards said they would come to future events – to be tried again next session - To be continued and further improved – very valuable, significant impact to date - Use of own devices in school will allow this to develop further and faster - Moving more of our digital resources to Cloud based storage will facilitate more remote use
School Priority 2: Assessment of Children's Progress NIF Priority Improvement in attainment, particularly in Literacy and Numeracy NIF Driver Assessment of Children's Progress	- Our Senior Phase tracking system is in place. We believe this helps to raise attainment, achievement and aspiration - New Higher arrangements are now fully in place to support learner attainment and achievement - Increased Staff confidence in assigning CfE levels aids pupils to make appropriate progress. In June 2018, teacher judgements of curriculum for excellence levels indicate the number of pupils achieving their expected levels by the end of S3 in Literacy – Reading is 86.8% ... below the Dumfries and Galloway value of 89.9%	We will continue to revise our Tracking System and apply it to raise attainment We will move our SQA development activity on to Advance Higher this year Continue to build staff confidence in QAMF activities

HGIOS?4 3.2, 2.3, 2.2	In June 2018, teacher judgements of curriculum for excellence levels indicate the number of pupils achieving their expected levels by the end of S3 in Literacy – Writing is 85.5% ... below the Dumfries and Galloway value of 89.6% In June 2018, teacher judgements of curriculum for excellence levels indicate the number of pupils achieving their expected levels by the end of S3 in Literacy – Listening and Talking is 91.5% ... above the Dumfries and Galloway value of 90.3% In June 2018, teacher judgements of curriculum for excellence levels indicate the number of pupils achieving their expected levels by the end of S3 in Numeracy is 90.8% ... above the Dumfries and Galloway value of 87.2%	Use of Performance Information needs to improve and learn from best practice nationally – systems will be developed to help staff
School Priority 3: School Improvement NIF Priority Improvement in attainment, particularly in Literacy and Numeracy NIF Driver School Improvement HGIOS?4 1.1	A whole-school Self-Evaluation calendar exists which is used as the basis for each PTC in creating their own Faculty Calendar, for faculty and subject use We have begun to develop a consistent use / common approach to gathering evidence of self-evaluation activities via QI Templates We re-issued Classroom / Peer Observation policy and proforma to ensure consistency of approach	The calendar now needs to be expanded by PTCs and developed into Faculty practice, day-in-day-out The Templates need to be used consistently, throughout the year to evidence improvement and to challenge staff to evaluate their own practice Line-management observations and peer observations need to be monitored to ensure consistency of practice and to share ideas
2.1.1 Report on the impact of PEF Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? How rigorous is the school's approach to providing robust evidence of closing the attainment gap? How well are you removing barriers to learning and ensuring equity for all?	We have worked with a specific Identified Cohort (IC) in S2 and gathered a lot of evidence qualitative and quantitative about the difference the intervention has made to them: - We have evidence about exclusion rates decreasing year on year. - We have seen our interventions have a positive effect on attendance. - We have achieved some really strong positive destinations for a group of S4 who have a number of barriers. - 1:1 work with young people has enabled them to achieve qualifications that they would not otherwise manage. We have undertaken a CEM baseline test with all S2 at the beginning of June 2018 and will complete it at the end of June 2019. This will enable us to see if there has been a significant difference between the IC and the other pupils in relation to their literacy, numeracy and developed ability. This will give us an idea if the interventions that we have been working on are making a significant difference. In addition to this we have recorded measurements through IDL literacy and numeracy. There have been some focus groups that have been put together with work about My World Triangle to record differences that the pupils are able to identify and pointers for the future. The intervention work throughout S2 has given us a deeper relationship with the IC and has enabled us to gain some great insights. We have a report of their comments and feedback. While the PEF is only given to us per head of the pupils that have FSM entitlement, we are conscious that that is only the tip of the iceberg of barriers that are there for young people. The Pupil Support allocated time that we have provided through PEF has enabled us to look at a number of barriers for young people including young carers, Care experienced, family bereavement, pupils with 3 or more ACEs, mental health and anxiety, poor attendance, etc. Using multi-agency contacts, small groups, 1:1, physical intervention (providing equipment / transport) focus groups discussion are getting positive responses from pupils about the help that they are receiving. We have seen positive destinations provided for some of our pupils with 6+ ACEs and pupils sitting exams who would not have managed this without the support. Pupils who have been struggling with attendance issues have received support to be in school and achieved results that they would not otherwise manage. Specific data available on request.	

2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change - Developing a shared vision, values and aims relevant to the school and its community - Strategic planning for continuous improvement - Implementing improvement and change.	- Shared vision, values and aims have been in place for 3 years. The values statement is a strength; these shape whole-school assemblies and are a reference point for all pupils and staff. This session, we have reviewed these and updated the values; rewriting the Vision and Aims, to better our context and aspiration 100% of staff, 89% of parents and 87% of pupils say they understand the school values - Strategic planning is improving. However this is inconsistent across the school. The move to a new template is helping focus us on evidence and impact - We are becoming more solution-focused and gradually adopting change more quickly, through clear and open communication and regular meetings, with shared, advance agenda	- Values are well-known and fairly successfully embedded across the school. The new Vision and Aims now need to take root in our practice - Improvement planning and implementation still needs to become more strategic and focused on impact and evidence through - Communication can always be improved, as can the clarity and focus of meetings - Our pilot of 2-18 working presents many challenges as well as opportunities. It will be important for the HT to articulate a clear vision for the future of this pilot if it is to be successful	4
2.3 Learning, Teaching and Assessment - Learning and engagement - Quality of teaching - Effective use of assessment - Planning, tracking and monitoring.	- There exists a positive ethos in the school – 77% of parents feel that their children are encouraged to take responsibility for their own learning and 74% of pupils feel they are encouraged to do so. 63% of parents and 68% of pupils feel the school has an inclusive learning environment - A significant number of students contribute to the wider life of the school in a positive way, which is celebrated in a number of ways - Assessment is well-used to judge learner progress and next steps in learning. 77% of pupils feel they know the purpose of their own learning. - Attainment continues to improve over time Senior Phase Approaches to Tracking and Monitoring have moved on from the pilot year last session and have consolidated the improvement to parental feedback and engagement with learning. Intervention is earlier where there is underperformance. Attainment overview is clearer.	- Encourage pupils to take more responsibility for their learning and involve them more in planning next steps in their own learning, through discussion with classroom teachers. Only 27% of pupils feel they are involved in planning their lessons and 48% feel that they regularly review their own learning and plan next steps - Our pilot system to allow wider achievement to be recorded and then tracked/monitored needs time to become embedded and expanded - Develop a robust approach to Tracking and Monitoring in the BGE, based on the new Authority system in D&G - Areas of good practice re. innovative planning / learning & teaching / assessment approaches need to be shared more across the school	3

3.1 Ensuring wellbeing, equality and inclusion • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i>	• School roll: 741 – the highest for 3 years • The % of pupils registered for FSM is 10.4% - below the Dumfries and Galloway average of 12.3% and below the national average from 2016-17 (14.4%) • In session 2017-2018 pupil attendance was 92.5% - above the Dumfries and Galloway average (91.8%). In the most recent year of available data (2016-2017) attendance was above the national average (91.2%) • LAC attendance was 94.7% - above the attendance of all pupils • The number of pupils excluded and the instances of exclusion are both down on last year and now a third of the figure 4 years ago. Pupils entitled to FSM have seen this same decrease and are below the figures for the rest of the school 79% of parents feel that the school ensures effective transitions 100% of staff say they understand our approach to Child Protection 96% of staff say they fully understand GIRFEC 90% of staff say they feel the school delivers positive outcomes where there are Child Protection issues 82% of staff feel that our relationships with families are characterised by trust 84% of parents feel their child is safe at school and 76% of pupils agree All Young People have access to support required to ensure they are happy, safe and achieving their potential. They are able to gain as much as possible from the opportunities which our curriculum provides. Strong relationships exist with partners and statutory bodies, ensuring we meet pupil need Young people and their parents/carers are actively engaged in transitions at all stages of learning Comprehensive, well-planned programmes and activities for transition are in place to support all learners appropriately to settle into Lockerbie Academy	• Pupil Support work under the 12 Interventions for Equity with their identified pupils still needs to be evidenced and evaluated • Broader, more consistent use of existing school systems to identify barriers to learning early with pupils in order that they can be overcome • We need to revisit and refresh our policies to ensure they meet national expectations. We need to include our approach to Nurture, our relationships focus and other recent policy updates from the region	5
3.2 Raising attainment and achievement • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i>	• Raised attainment in Literacy and Numeracy as a whole school over time, but dipped slightly this past year: • In 2018, S4 attainment at SCQF level 4 in Literacy was lower than the Virtual comparator. (95.28% cf 97.74%) • In 2018, S4 attainment at SCQF level 5 in Literacy was below the Virtual comparator. (83.02% cf 87.45%) • In 2018, S4 attainment at SCQF level 4 in Numeracy was below the Virtual comparator. (93.34% cf 95.19%) • In 2018, S4 attainment at SCQF level 5 in Numeracy was below the Virtual comparator. (66.98% cf 73.96%) • Raised attainment over time: Year on year since 2014, S4, S5 and S6 measures have	• Greater focus on Literacy and Numeracy, to ensure we return to and surpass local and national attainment benchmarks • Develop our approach to the SCQF Framework to facilitate wider and further achievement & attainment • Further refine our Senior Phase Tracking and Monitoring approach which will help boost pupil attainment further • Develop a BGE T&M approach in line with the new authority policy and system • Engage in robust self-evaluation which will help us improve the quality of education we provide • Track and monitor wider achievement to identify	4

	shown increased attainment - A significant number of learners achieve very widely within and beyond school. This number and the overall rate of participation is growing - Removing all financial constraints within the curriculum and also a fundraised hardship fund to assist pupils where appropriate has been a great success, ensuring equity for pupils. (Important to note our concern at the removal of the central funding which guarantees this approach is sustainable – unclear how we can continue this approach without central funding) - PEF Strategy and staff deployed using PEF resources have had significant positive impact for identified pupils (details attached)	patterns of participation, achievement and non-participation Continue PEF strategy to maximize engagement and opportunity for all learners PEF Funding is a major asset to us and a unique opportunity to promote equity in a way that would not otherwise be possible. Our PEF lead, has developed a strategy to ensure best use of available resources and monitoring systems which ensure that we capitalise on the most effective strategies and abandon those with little or no impact. We will now expand the team to include a group of staff who will work together across the 2-18 campus, to broaden the success we have seen to widen / increase the impact of interventions	
2.2 Curriculum: Theme 3 Learning Pathways	- Partnerships in Network East are promoting and permitting greater flexibility in learning pathways across four Secondary Schools, as well as engaging Dumfries and Galloway College to a greater extent than ever before as a school - Delivering Motor Vehicle Maintenance (MVM) in partnership with a local Council Depot Garage has been imaginative and successful - In 2018, a few young people from Lockerbie Academy gained qualifications at SCQF 4,5 and 6 in partnership with Dumfries and Galloway College and SRUC - Our BGE is about to be re-designed to ensure it is fit for purpose and meets learners needs - Our Quality Assurance and Moderation Framework across the curriculum is in place	- We need to consolidate the MVM course and continue to explore the best way strategically, to plan and deliver the benefits Network East can offer - BGE revision will offer different learner pathways – exciting opportunity but unclear as yet how this will take shape. Visits to a range of centres will be undertaken to identify good practice - Our SCQF Framework and new approach to certification through the Senior Phase will begin to take shape this session, offering us the chance to offer a much richer and full curricular experience - We will continue to review and revise the QAMF over the course of next session to ensure teacher confidence in assigning CfE levels remains high	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people’s learning.	- Anecdotally, Lockerbie Academy has a growing reputation for being interested, involved and active in the local community. The school is now attracting a high number of placing requests as pupils from elsewhere wish to study in our school. This fosters an increased sense of pride in our school which we direct towards ambition and effort, two of our school values, which then translates into raised expectations and higher levels of attainment - Excellent and growing relationships exist with local business, small, medium and large, in our local area. We have signed a business partnership with two of our biggest local partners, which will secure even better employer engagement in our curriculum over the next 5 years - Parent Council is a supportive forum. The Parent Council continues to raise funds for the school to provide a sustainable funding stream for the minibus, which makes transport so much more affordable for many excursions	- Some parents do not feel their voice is heard, or that their views are taken on board - Only 44% of parents feel Parent Council is representative of all parents – this will be important for Parent Council to consider and try to address - Our PEF worker has been improving parental attendance at school events by families facing disadvantage, through a range of innovative approaches. Our task now becomes ensuring that we close the small gap in attendance rates which still exists between our target group and the rest of the school community.	

3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1 Learner Pathways NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people NIF Driver Performance Information HGIOS?4 1.3, 2.2, 3.3	In light with best practice nationally, a 3-year plan is created to begin to re-design: • the BGE • the Senior Phase Pupils will begin to access additional accreditation opportunities throughout their school career	- Visit centres known for good practice - evaluate where we are now, where we want to get to and devise a plan to achieve that over the next three years - plan to implement an initial phase of change in session 2020/2021	BGE – M Downie Senior Phase – C McNay By June 2020, complete the school self-evaluation and vision stage. Initial implementation of some S1 changes and some Senior Phase adaptations in session 20/21.
School Priority 2 Tracking & Monitoring NIF Priority Improvement in attainment, particularly in literacy and numeracy NIF Driver Assessment of Children's Progress HGIOS?4 2.3, 3.2	A Tracking & Monitoring approach is devised and implemented in S1-S3, which allows pupil attainment to be tracked, within, between and across levels. This must then be reported to parents in a way that makes sense and is preferred by pupils, parents & staff to previous formats. This to be implemented in S3 this session, with plans in place for roll-out to S1/S2	- base a school T&M system for BGE around the authority's new Progress & Achievement module - create a system for S3 Tracking in line with SWTA decisions - prepare a proposal for how to roll this out to S1/S2	A Stephenson By June 2020, we will have trialled a system with S3 and have a proposal ready for the new SWTAC to consider for the forthcoming session regarding S1/S2

School Priority 3 2-18 Campus NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver School Leadership HGIOS?4 1.5, 2.7, 3.1	This session, a decision will be made as to whether Lockerbie will remain as a 2-18 Campus school, or revert to previous management models. For this to be achieved, there must be clarity surrounding what we are aiming to achieve	Formulate a vision for the campus Evaluate the small changes that have been made as a campus Evaluate the impact of changes on: - Secondary - Primary - Nursery - Learning Centre Consult members of the school community on the way forward	B Asher By June 2020, there will be: - a vision for the 2-18 School - an evaluation of progress to date - a recommendation for the way forward
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