

Bucksburn Academy

Standards, Quality & Improvement Plan

Together We Achieve



2020-2021

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PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

PUPILS, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged pupils and young people • Improvement in pupils and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of pupils (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of pupils and young people will report that they feel mentally well by 2026. • 95% of care experienced pupils and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of pupils living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all pupils to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2019 - 2020</p> <ol style="list-style-type: none"> 1. Raising Attainment focus on <ul style="list-style-type: none"> • Feedback and Autonomy through Excellence In Teaching • Development of appropriate pathways, particularly in the senior phase 2. Closing the poverty related attainment gap - <ul style="list-style-type: none"> • Poverty proofing the school day • Enrichment opportunities for pupils in S1-3 3. Improving Health and Wellbeing <ul style="list-style-type: none"> • Improved transition for ASN pupils • Development of a mental health strategy 4. Improvement in employability skills <ul style="list-style-type: none"> • Development of SCRIPT for success • Increased understanding of employability skills 	<p>School Improvement Priorities 2020-2021</p> <ol style="list-style-type: none"> 1. Physical return to the school building 2. Raising Attainment focus on <ul style="list-style-type: none"> • Digital learning based on learning from ‘lockdown’ • Further development through ‘Excellence in Teaching’ to develop independent learning • Curriculum development to build skills and create appropriate progression pathways for all learners • Revisiting the structure of the school day 3. Closing the poverty related attainment gap - <ul style="list-style-type: none"> • Focus on closing the gap for those most affected by lockdown socially, emotionally and educationally • Poverty proofing the school day 4. Improving Health and Wellbeing <ul style="list-style-type: none"> • Improved transition for ASN pupils into the school and when leaving. • Development of a mental health strategy for pupils and staff. 5. Improvement in employability skills <ul style="list-style-type: none"> • Embedding SCRIPT for success in classroom learning

Context of the school:

Bucksburn Academy opened in October 2009 bringing together the previous Bankhead Academy and Marlpool Special school as one school in a modern and purpose built learning environment. We are a unique school. The school has the capacity for 750 pupils with a current roll of 780 (August 2020) including provision for up to 96 pupils within the school's Additional Support Needs Wing. The ASN Wing is a city wide provision for pupils with significant and complex additional support needs. The school is a six-year comprehensive with a broad range of pupil backgrounds serving the communities of Bucksburn, Bankhead, Stoneywood, Newhills and Kingswells. The school has developed very good relationships with our Associated Schools Group with a strong transition programme in place. The school roll is increasing year on year. Pupils in the Senior Phase benefit from well-established integrated senior school consortium arrangements with nearby Dyce Academy. The Senior Phase timetable is planned jointly between the two schools allowing pupils from either school to choose courses in either of the schools. This increases breadth and flexibility of choice for pupils with a shuttle bus between the schools supporting the consortium.

At time of writing we have returned to whole school teaching after our school building was closed due to the COVID 19 pandemic from 23rd March until the 10th August. During this time the building was open for some vulnerable young people during term time. Central to our improvement planning for 2020-21 has been the physical return to our school building and delivering learning in a COVID secure environment. There have been significant changes to the building and the school day to allow for this safe return of all young people. These have been communicated with parents throughout the period of closure and in the new term.

We are now in year 3 of our 4 year Improvement Plan process. Due to the school closure the school had to postpone these improvement priorities to focus on an immediate move to online learning; supporting the SQA Estimate process; monitoring, tracking and reporting on engagement; and planning for a return to the school building first based on a 'blended learning' approach involving social distancing in all areas and then, latterly, to a full return with significant mitigations to reduce the risk of transmission of COVID 19 in the school.

High Level Plan

1

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment
2. Supporting the Wellbeing of all
3. Maintaining an appropriate contingency plan
4. Reviewing and developing the curriculum, including the structure of the school day.

2

1. Developing pupil autonomy in learning
2. Further develop the curriculum to ensure appropriate pathways, including the use of digital technology to improve choice
3. Support a mental health and wellbeing strategy
4. Close the learning gap for more vulnerable learners
5. Further develop employability skills

3

1. Increase challenge in learning to sit alongside focus on feedback and autonomy.
2. Closing the gap
3. Employability skills

Learning, Teaching & Assessment (QI2.3)

What is our current evaluation of this QI?		
Unsatisfactory / Weak / Satisfactory / Good / Very Good / Excellent		
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<ul style="list-style-type: none"> • In almost all classes there are positive relationships based on the shared vision and values of the school. • In almost all classes there is some explanation of purpose of learning and in most classes the pupils understood the purpose of their learning. There were few links with how learning could be used outside of the classroom. • In the most classes some learning intentions are shared and in the majority success criteria are shared with pupils. • In most classes links are made with prior learning. In a minority of classes links are made with future learning to show where pupils were going. • In most classes learning is matched to the children's needs, although differentiation is often by level of support or by outcome. In examples of very good practice across the school pupil work is differentiated to ensure appropriate challenge for all. In some classes, success criteria is differentiated for pupils. • Most questioning is by the teacher with few opportunities for pupils to ask questions. In a few classes open questions are used to promote deeper learning and understanding. In some classes questioning refers to previous learning to support pupils develop their understanding – this is very good practice. • Where additional support was available in the classroom it was used effectively and appropriately. • Almost all pupils are engaged in their learning. • In most classes there is evidence of a check for understanding by the teacher during the lesson. In very good examples this includes plenaries that engage all and focused on the learning intentions and success criteria. • In a few classes there is clear evidence of pupils leading their own learning, allowing pupils some choice. • In most classes pupils know what to do when they are stuck. In some very good examples these strategies had been clearly articulated to pupils. • In most classes formative assessment strategies were used. In very good examples feedback from this impacts 	<ul style="list-style-type: none"> • Classroom visits in November 2019. Followed up with a strategy on L,T&A until June 2020. • Professional learning matches the priorities identified in the L,T&A Improvement plan. Staff meetings and in-service days have aligned with improvement priorities • HT/PT meetings (minuted) – with a focus on monitoring the tracking and reporting within Faculties. • OTB tracking and reporting, including the tracking of disadvantaged learners. • Pupil focus groups have identified what makes a really good teacher and what makes a really good lesson and this has been incorporated into a draft L,T&A policy. This policy will, in future, be used to evaluate L,T&A in the school. 	<ul style="list-style-type: none"> • We have been using the Mark Burns model – FACE. We have focused on Feedback over the past 15 months and will be moving to how this can bring greater Autonomy. <ol style="list-style-type: none"> 1. • Our learning and teaching group will lead this with members of the group attending professional learning in Edinburgh on Metacognition. This will then be shared with staff. • We aim for greater consistency in practice – this will be a focus of staff meetings and in-service days as we move forward. In particular, consistency is needed around - <ul style="list-style-type: none"> • Explaining the purpose of learning • Sharing and discussing learning intentions and success criteria to ensure appropriate feedback can be given on learning • Links with prior learning to support learners in knowing where they are in their learning. • Questioning techniques that develop higher order thinking • Tracking and monitoring in the BGE will be reviewed to ensure it supports appropriate interventions for young people. <ul style="list-style-type: none"> • Digital learning – lessons learned from lockdown

<p>on what the teacher did next (teach brilliantly again based on formative assessment).</p> <ul style="list-style-type: none"> • All Faculties use Benchmarks and SQA standards to assess pupil progress. • The use of feedback in the school is improving. All Faculties have taken part in some action research on developing feedback in the BGE. • All Faculties will have undertaken BGE moderation by the end of the February 2020 in-service days – this will be used to support learner understating of the levels and what they need to do to progress. • The progress of pupils is recorded and tracked. HT/PT meetings discuss issues highlighted by this tracking. 					
Who was involved in this process?	Staff	Learners	Parents/Carers	Communities	Other

ACC QA Visit Report, February 2020

CONTEXT

A team of central officers, 2 peer DHTS and 2 peer HTs visited Bucksburn Academy on Thursday 6 February 2020 to support the school in validating their evaluation of QI 2.3 Learning, Teaching and Assessment. Working in partnership with the Head Teacher and the Senior Leadership Team, 41 classes were visited.

The school evaluated QI 2.3 as good prior to the team's visit. The school's report is attached for reference purposes.

The class visits provide a rich source of evidence on the first two themes of QI 2.3 (learning and engagement and quality of teaching). The team feel confident in validating the school's self-evaluation of good in relation to these themes. The team only visited BGE classes.

It is important to note that in reaching a rounded evaluation of this QI, the totality of all four themes requires consideration. The school team very much agree with this and have plans to evaluate the final two themes (effective use of assessment and planning, tracking and monitoring). When doing this, it is important to reflect on how young people's progress is measured through the Broad General Education (BGE) and the Senior Phase. This links very much to the evaluation of the effectiveness of interventions designed to improve outcomes for all learners.

The school is discussing the use of the benchmarks to plan appropriate and challenging learning in the BGE and the variety of assessment approaches required to reach a sound judgement on levels achieved. From the class visits, it is clear a promising start has been made to this work. Staff are using the National Benchmarks in planning learning experiences. A useful next step may be to consider the range and standard of work young people are producing, this fits well with moderation in the BGE. Is the level of challenge evident in ongoing and completed pupil work?

Therefore, the information contained within this report will be part of a wider evidence base used by the school to reach a full evaluation on QI 2.3.

FOCUS

In advance of the visit, the school asked the team to consider QI 2.3 in relation to the first two themes and only in the BGE.

The school also asked the team to consider in more detail:

- Clarity of the purpose of learning
- Challenge, including differentiation
- Evidence of feedback

LESSONS OBSERVED

Year Group	No of Lessons
S1	13

S2	11
S3	13
ASN Wing	3
S5	1
Total	41

HGIOS 4 EVALUATIONS

Almost All = over 90%

Most = 75-90%

Majority = 50-74%

Less than Half = 15-49%

A Few = less than 15%

Please find below a summary report on key findings arising from the class visits. The Senior Leadership Team have the notes taken during the visits and will make use of these to share feedback with school staff.

GOOD PRACTICE FOR SHARING ACROSS ACC

Professional learning in Mathematics

From the descriptions of learning captured by the team, there is interesting professional learning taking place within Mathematics. A range of creative teaching approaches are being used to support young people gain a depth of understanding in key knowledge and skills.

Effective training and deployment of Pupils Support Assistants (PSAs) across the school

The school has organised professional learning for their PSAs. The impact of this is evident as PSAs are leading learning with young people and collaborating with staff to plan learning experiences.

In almost all lessons, young people treat each other and their teachers with respect. It is very pleasing to see young people helping and supporting each other in their learning. Staff use a range of core routines which engage young people throughout the lesson. Friendly and positive relationships are a key feature of the school. This inclusive ethos allows for a purposeful learning environment. Young people take pride in being a Bucksburn Academy pupil. Staff know the young people very well and care about their progress.

The school has been working out what, 'Teach Brilliantly', looks like at Bucksburn Academy, including the beginnings and ends of lessons. The team observed a range of meaningful starter activities and concluded that this work is making a difference to the learning experience across the school. Quality starter activities are also getting the lesson off to a prompt start. They are also helping young people understand the purpose of their learning by linking back to previous learning and introducing new concepts.

In almost all lessons, teachers begin by sharing the success criteria for the lesson. As a result, young people are clear on the purpose of the lesson and the work which will be covered. A useful next step is to discuss how young people use success criteria to guide their own learning. In a few lessons, young people are making strong progress in their learning by using explicit success criteria. This highly effective use of success criteria is allowing young people to identify their next steps, plan and lead their own learning. There are a few examples of where young people are framing their own success criteria and this is leading to real engagement and challenge. It is worth noting that pupils in S1 referred to success criteria and learning about how to use this when they were at primary school. A possible area of work to share as an ASG (examples of crafting success criteria which enables young people to lead their own learning)?

Where the use of success criteria is too broad, young people do not have a clear understanding of how they can make individual progress. Sharing examples of explicit success criteria as part of the professional learning programme is a possible next step.

Teachers are planning their lessons well and using a range of creative learning approaches. As a result young people are engaged in their learning. The question worth further discussion as a staff centres on – are learners experiences appropriately challenging and well matched to their needs? There is a very strong link between challenge and approaches to differentiation when planning learning. For example, explicit success criteria which young people understand and can use to create extended pieces of writing or a performance piece is an example of differentiated and challenging learning. These examples are already evident in the school. Most lessons are being planned using the National Benchmarks at third and fourth level. It is worth checking if pupil responses (verbal and written) are at this level.

To move from good to very good, it is perhaps worth considering how learning is matched to individual needs. Therefore a discussion at faculty and whole school level about the key features of appropriately challenging learning where young people are actively engaged may be beneficial. This will add to the already purposeful learning environment and lead to deeper learning.

The team observed examples of young people using digital technology independently to support their understanding and learning. Teachers are using Smart Boards to explain and exemplify key learning points and iPads to analyse performance. There are examples of the highly effective use of google classrooms where young people access high quality resources and know exactly how to use these materials to make progress in their learning. The use of digital learning can be one way of extending challenge.

Teachers are thinking about and planning a variety of creative teaching approaches to engage young people. One example of this is the effective use of co-operative learning. Where this was most effective, considerable thought had been given to the composition of groups, roles and responsibilities. This led to deeper learning as discussion has a clear focus and all young people were involved.

As discussed, lessons are well planned and contain the key features of effective learning and teaching from the starter through to the plenary. The next step is to unpick each feature of a lesson and explore how deeper learning can be achieved.

Teacher explanations are clear and support learners through the different phases of the lesson. This supports the pace of the lesson and pupil engagement.

In most lessons, teachers use questioning to check pupil understanding of key information on a whole-class, group and individual basis. Direct questioning is used effectively to refocus learners and explore understanding. Teachers use a variety of techniques to involve all young people in answering questions during whole class teaching. There are few examples of questioning which draws out deeper understanding. A useful next step is to share examples of higher order questions which stimulate detailed discussion and deeper learning. Perhaps consider question stems and prompts as part of the professional learning programme.

In most lessons, teachers are checking pupil understanding through individual verbal feedback. Verbal feedback is being used to check understanding and at times, extend learning through well-timed interventions. There are examples of teacher's tracking progress with pupils. There is scope for verbal feedback to be more specific to enable young people to make greater progress in their learning.

The written feedback observed on this one day visit is limited. It is likely that teachers will have evidence of written feedback elsewhere. It is worth discussing the content of the written feedback provided and how this is being used by young people to help them know what to do next. There is scope to challenge young people more and expect a higher standard of completed work.

Few examples of self and peer assessment were observed on the day. The important point to note is that young people need a very sound understanding of the success criteria and the standard required before self and peer assessment can be successful.

It is important that young people have an accurate and detailed set of notes from which to revise and go over their learning in the BGE. If work is not checked, there can be gaps in pupil notes and work. Also it is about building sound habits and independent learning strategies in the BGE as these will be required in the Senior Phase.

Learning activities are not always matched to learning needs. At times, learning can be overly teacher led and this can lead to a loss of pace in the lesson. The team did observe examples of staff adapting learning experiences to meet individual needs. This allowed young people to consolidate and/or extend their learning. There is effective use of support staff which is allowing young people to access the curriculum. Concrete and practical examples of how staff are differentiating learning is worth further discussion. The team did observe senior pupils being used effectively as buddies to support learners in the BGE. There are examples of "challenge tasks", help cards and scaffolded work/approaches.

As a whole the team firmly believe that strong work is taking place at Bucksburn Academy. It is clear that with a focus on how to achieve deeper and more challenging learning, the school is well placed to move from good to very good in this aspect of its work.

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

What is our current evaluation of this QI? <i>Good</i>		
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<p>Wellbeing</p> <ul style="list-style-type: none"> • The school has a strong vision and values that is understood by almost all. This leads to a very positive climate for learning for young people, staff and partners. Relationships are strong and have commented on by Young Leaders for Learning. Staff have high expectations of young people and encourage pupils to have high expectations. • Almost all pupils feel safe and secure in the school. • The school is developing a strategy for developing the health and wellbeing of young people, led by staff from across the school. All staff were involved in a very successful in-service programme highlighted both the mental wellbeing of young people and the supports currently available in the school. This has impacted on staff in both awareness and a greater understanding of the reasons behind pupil behaviours. This has made the staff more 'trauma aware'. • Sports Ambassadors are promoting physical health and wellbeing through the good levels of participation in school clubs indicating their understanding of the importance of activity for physical and mental wellbeing. The Ambassadors are also advertising opportunities and have been instrumental in developing the school newspaper, first published in December 2018. • Staff in the ASN Wing and PSAs in mainstream have been trained in Emotion Coaching to support pupils • The Wider Achievement curriculum in S1/2 offers physical health and wellbeing with all pupils involved in emergency first aid training and the school is trialling the use of external agencies (Fire Service and Coastguard) to support CPR training for all S1/2 and S4 pupils. • The IDL programme for S1 in 2020/21 will further develop pupil understanding of the Global Goals. • House events are held that promote physical health and wellbeing, for example the inter house football competition, organised by pupils. <p>Inclusion and Equality</p>	<p>Pupil and parental feedback.</p> <p>Partners feedback – e.g. Active Schools, CLD</p> <p>Tracking and monitoring of data</p>	<p>Mental Health and wellbeing strategy for whole school</p> <p>Supporting learners after lockdown – helping re-engagement with face to face learning</p> <p>Supporting improved ASN transition practice</p> <p>Develop the S1 IDL programme to support pupil understanding of the Global Goals</p> <p>Support the re-introduction of clubs and activities in a COVID secure way.</p> <p>Continue to support the most vulnerable learners through the Equity and Attainment programme.</p>

- The Active Girls Groups have ensured all pupils are given the opportunity to engage and have helped develop the confidence of some young people.
- The school is developing an increased range of interventions leading to improved outcomes for young people. Targeted groups of learners are achieving very well and are very well supported. Staff know the learners well across the school and, in many parts of the school, there is a strong focus on individual need to promote achievement and wellbeing. There is a strong focus on tracking and monitoring a variety of data, including care experienced, which is resulting in improved outcomes.
- The school is committed to equality and supports the work of the LGBT group in the school that is actively supported by CLD. Young people lead on this work and have commented on the school as a model of best practice.
- Almost all parents believe that their child is treated fairly and with respect at the school and that they feel safe and that the school encourages young people to treat each other with respect.
- There are a range of clubs and activities which promote inclusion across the whole school, including Dance and Choir. The Active Schools coordinators are keen to offer an inclusive experience for all pupils in the school.
- Targeted learners have been clearly identified and a robust system to ensure efficient tracking of attainment, achievement, attendance and engagement is in place.
- The school is developing a strategy to measure the impact of interventions to demonstrate improvement in learning for pupils facing barriers
- Most staff are aware of the framework related to attainment, achievement, attendance and engagement of pupils who face barriers to learning

Who was involved in this process?

Staff

Learners

Parents/Carers

Communities

Other

School Improvement Plan 2018-2022

Year 3 – 2020-2021

School Priority	QI	Link to NIF Driver	Link to NIF Priority	Leader	Team	Timescale	T&F	Yr 1	Yr 2	Yr 3	Yr 4	FIP
Learning, Teaching and Assessment	1.2 1.3 2.3	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment	FS	All staff	4 years		√	√			√
Curriculum Design and Rationale	2.2	School Leadership	Improvement in attainment	TS	SMT Faculty	3 years	√	√	√			
Moderation and Reporting	2.3	Teacher Professionalism Assessment of Children's Progress	Improvement in attainment	TM	Faculty	3 years		√	√			√
Literacy	2.3 3.2	Teacher Professionalism	Improvement in attainment Closing the Gap	FS/LF	Faculty	1 year						
Numeracy	2.3 3.2	Teacher Professionalism	Improvement in attainment Closing the Gap	TS/KS	Faculty	1 year						
Interventions to reduce barriers to learning	1.5 3.1	Assessment of Children's Progress Teacher professionalism School leadership	Closing the Gap	CD	Pupil Support	3 years		√	√			
Development of mental health strategy	3.1	School leadership School improvement	Health & Wellbeing	ZB/DT	Action Group	3 years	√	√	√			
Primary/Secondary transition	2.6	Parental Engagement School leadership	Health & Wellbeing	FS/ZB	Pupil Support	2years	√	√	√			
Parental Engagement Strategy	2.5	Parental Engagement School Leadership	Health & Wellbeing Improving Attainment	MP	Action Group	3 years	√	√	√			√
Developing the Young Workforce	2.7	School leadership School improvement	Improving Employability Skills	TS	Action Group	Ongoing		√	√			√

FIP – to be included in Faculty Improvement Plans (September 2019)

T&F – Task and Finish project

Tasks extended due to COVID 19 Lockdown

Action Plan
Priority 1 – Improvement in Attainment

Q1 1.2, 1.3, 2.2, 2.3, 3.2 RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Digital learning based on learning from 'lockdown' – focus on S4-6 	<i>Increased use of Google Classroom in Senior Phase classes. Support for young people who are unable to attend, leading to qualifications. 'Live' and recorded lessons to support learners from Dyce Academy.</i>	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Further development through 'Excellence in Teaching' to develop independent learning 	Self-evaluation of Q12.3 at level 5. Greater confidence of staff in developing learner independence in the classroom. Increased awareness of young people of their targets for improvement and understanding of how this can be achieved	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Robust SQA assessment 	Departments able to accommodate SQA changes Robust assessment evidence in all SQA courses Accurate reporting to parents				
<ul style="list-style-type: none"> Curriculum development to build skills and create appropriate progression pathways for all learners 	Whole school agreement on a revised curriculum rationale. All curriculum delivery has progression from S1 for all learners. Pupils requiring significant additional support have an appropriate pathway from BGE to Senior Phase.	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Revisiting the structure of the school day 	Agreed school day structure to support the curriculum rationale.	<ul style="list-style-type: none"> 			

Action Plan
Priority 2 - Closing the Attainment Gap

QI 1.5, 2.4, 2.5, 3.1 RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Focus on closing the gap for those most affected by lockdown socially, emotionally and educationally 	<p><i>All vulnerable pupils (FSM, LAC, YC, financial hardship etc) in S1-4 are tracked and monitored.</i></p> <p><i>All LAC tracked from S1-6</i></p> <p><i>All pupils in S4 gain an English and Maths qualification at the appropriate level.</i></p> <p><i>Attendance for all pupils above 90%.</i></p> <p><i>The gap between quintiles from S1-4 does not widen.</i></p>	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Poverty proofing the school day 	<p>All pupils are able to access the entirety of the curriculum (including extra-curricular activities) without fear of cost.</p>	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Improved parental engagement leading to improved engagement of young people 	<p>Parental satisfaction with school communication</p> <p>Agreed parental strategy with Parent Council</p> <p>Improved engagement of pupils in learning</p>				

Action Plan
Priority 3 - Improving Health and Wellbeing

QI 1.3, 1.4, 2.1, 2.4, 3.1					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Support all young people through the return to school. 	<i>All young people feel confident in engaging with their learning.</i>				
<ul style="list-style-type: none"> Improved transition for ASN pupils into the school and when leaving. 	<i>All pupils and parents/carers feel happy, safe and secure when beginning S1. All pupils leaving the school have an appropriate and positive destination.</i>	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Development of a mental health strategy for pupils and staff. 	All pupils feel confident that they have someone to talk to around their mental health. Increased confidence of all staff in recognizing the symptoms of poor mental health. Increased confidence of key staff in supporting young people presenting with mental health issues.	<ul style="list-style-type: none"> 			

Action Plan
Priority 4 – Improvement in Employability Skills

QI 2.7, 3.3					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Embedding SCRIPT for Success in classroom learning 	<p><i>All young people will have an increased understanding of employability skills, particularly SCRIPT for success.</i></p> <p><i>Young people will be able to relate their learning to these employability skills.</i></p>	<ul style="list-style-type: none"> 			

PEF Summary of proposed spend

Much of the spend is dependent on the restrictions imposed by the LA and Scottish Government. For this reason it is especially difficult to plan for the spend this session.

Funding Allocation	£52,684	Carry forward from previous year	£	Total	£
Non-Staff Intervention/resource	Cost	Staffing (Include partner provider if applicable)	FTE	Cost	
Curriculum costs HE	c£7500				
Curriculum costs Art	c£4000				
Curriculum costs D&T	c£2000				
Enrichment activities S1-3 It is hoped that we will be able to provide enrichment trips for S1-3 in the spring/summer of 2021.					
S1 – trip to Edinburgh (curricular)	c£5000				
S2 – Outward Bound, Loch Eil (employability skills)	c£15000				
S3 – Deeside Activity Park (employability skills)	c£6000				
Twinkl – resource for teachers	£1024.95				
Covering the cost of the school day Includes lunches, uniform and assorted costs	c£1000				
					Total
Non-Staff Total 2020/21	c£41,500	Staff Total 2020/21			