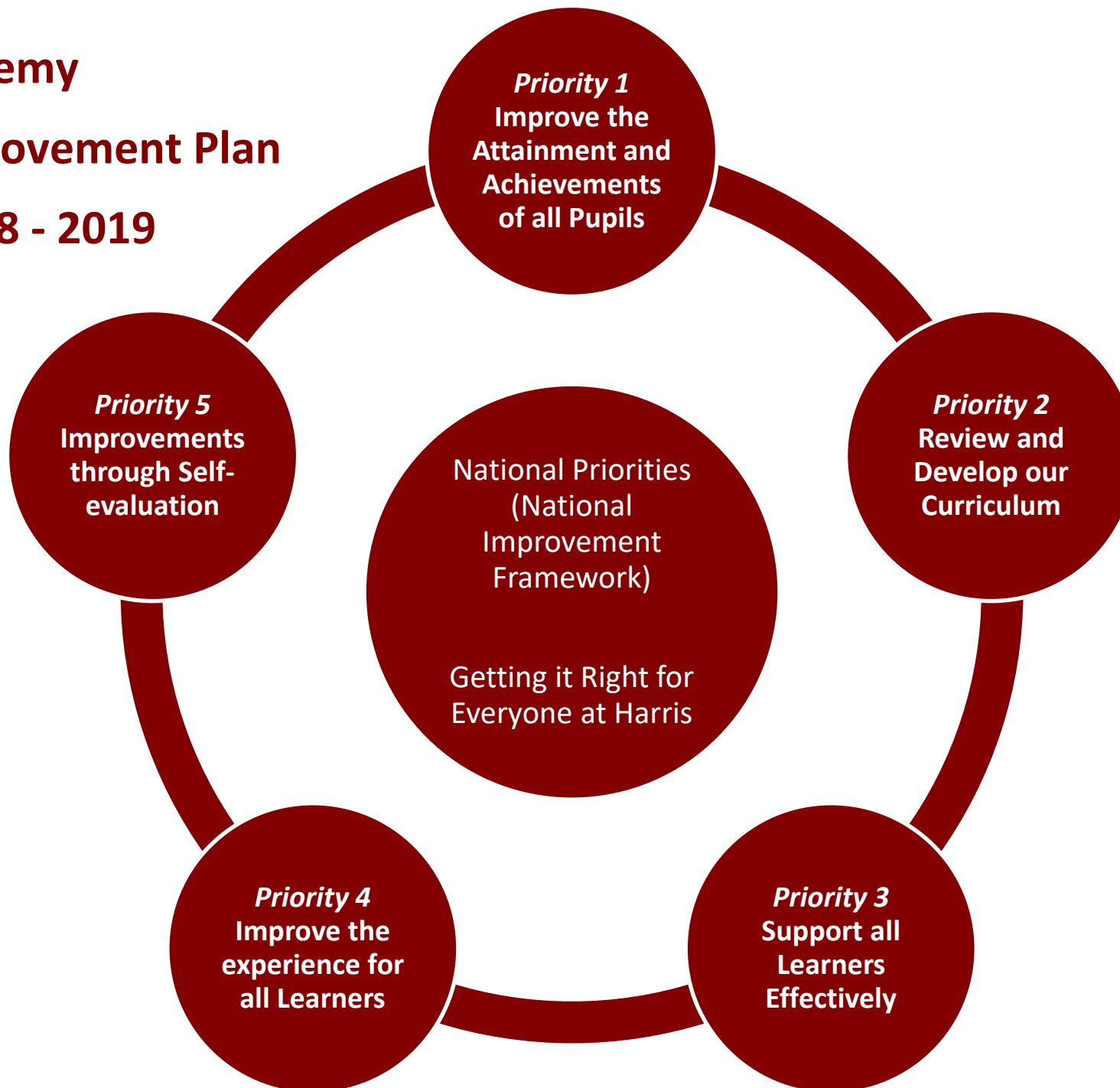


Harris Academy

School Improvement Plan

Session 2018 - 2019



Priority 1

Improve the Attainment and Achievements of all Pupils

Priority 2

Review and Develop our Curriculum

Priority 3

Support all Learners Effectively

Priority 4

Improve the experience for all Learners

Priority 5

Improvements through Self-evaluation

Whole School and Departmental Priorities

Identify and plan strategies to reduce the poverty-related attainment gap

Improve our Literacy and Numeracy results within the BGE

Develop our use of performance data

Improve pupil attendance and reduce late coming

Raise attainment of all pupils

Plan and deliver the new NQs

Continue to develop and embed Skills for Learning, Life and Work in all subject areas

Increase employer engagement within our curriculum

Develop a fully inclusive curriculum from S1 – S6

Develop our Universal Support offer

Develop a programme of family learning opportunities

Introduce and develop our use of ABLe to support learners

Reintroduce AifL and develop our use of Cooperative learning

Ensure all staff are engaging with HGIOS4 to embed a culture of improvement through self-evaluation

Develop our approaches to moderation

Ensure more young people leave to a positive, sustained destination

Develop procedures for reporting pupil progress

Develop a homework / home study policy

Review our school day structure

Improve P7 – S1 Curricular Progression

Develop our Targeted Support offer

Whole School Priorities

Develop an in-house CLPL programme for all staff

Develop Pupil Leadership skills

Develop our Relationships for Learning policy

Improve communication and engagement

Develop a whole school programme to observe learning and teaching

Develop a collaborative approach to school improvement within our School Improvement Partnership, our Cluster and other Secondary Schools

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: Identify and plan strategies to reduce poverty-related attainment gaps

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
<p>Identify poverty related attainment gaps</p> <p>Identify and share school level 'Measures'</p>	6	<p>Creation of structures to clarify school level gaps and map interventions against each gap</p> <p>Work with appropriate partners (COSD, Attainment Advisor) to create Harris Academy measures to close the gap</p>	LC	<ul style="list-style-type: none"> • Robust, data rich, evidence is available for all staff to access • All staff make use of data to understand and identify class level gaps • Regular scrutiny of data ensures progress of interventions • Progress towards closing the gap is assessed against 5 measures 	•	<p>SSSA admin support</p> <p>Protected time for PEF Tracking Group meetings</p> <p>Support from Attainment Advisor</p>	<p>June 2018</p> <p>Revised to Dec 2018</p>
Engage with COSD Project to address poverty-related barriers to learning at whole school and departmental levels	5	<p>COSD to engage with all staff through DMs</p> <p>COSD to facilitate focus groups with cross section of pupils S1-S6</p> <p>COSD to engage with parents</p>	LC	<ul style="list-style-type: none"> • Rich and robust data is gathered that will highlight: barriers to participation in school, current interventions, recommendations to address further barriers 	•	Meetings with COSD Project	April 2019

		COSD to produce Harris Academy report		<ul style="list-style-type: none"> • School Poverty Proof Promise is created and shared • Every department makes its own Poverty Proof Promise that is shared 			
Appoint additionality to support the administration of tasks linked to reducing the Poverty-related attainment gap	5	<p>Allocation of additional time to Pupil Support</p> <p>Allocation of time to provide focused support in relation to Attendance and Late-coming</p> <p>Allocation of time with specific remit of maintain and updating structures that track and monitor school level gaps and map interventions against each gap</p>	LC/JM	<ul style="list-style-type: none"> • Robust and current data is available to all staff to understand school and class level gaps and to plan interventions to address identified gaps • Reduction in late-coming • Increase in attendance 			<p>November 2017</p> <p>Revised to Dec 2018 as new SSSA required</p>

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: Improve our Literacy and Numeracy results within the BGE

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Develop staff awareness of and delivery of Literacy and Numeracy as a responsibility of all	2	<p>Cascade information to all staff via working group members at DMs</p> <p>PTs Numeracy and Literacy to share further information with all staff regarding levels pupils are working within</p> <p>Exemplars of L1/2/3 Literacy and Numeracy to be shared with all staff via CLPL</p>	LC	<ul style="list-style-type: none"> • Increased awareness of Responsibility for All • Consistent approach to the delivery and assessment of Lit / Num • All courses take account of the levels of Literacy and Numeracy in the planning of their curriculums 		<p>PEF Money (PTs and Resources)</p> <p>Time</p>	<p>June 2018</p> <p>Revised to April 2019</p>
Develop and embed use of SNSAs to inform teacher professional judgements and identify gaps in pupil learning	6	<p>Establish SNSA working group</p> <p>Plan our approach to completing the SNSAs</p> <p>Analyse data and share with appropriate staff</p>	LC	<ul style="list-style-type: none"> • All S3 pupils will have completed the SNSAs • SNSA data is used to inform targeted support and identified groups 		<p>Time</p> <p>ICT</p>	<p>Nov 2017</p> <p>Dec 2017</p> <p>May 2018</p>

		<p>Make all staff aware of SNSAs and their potential use</p> <p>Establish a school protocol for the analysis and use of SNSA data.</p> <p>Share SNSA data with all staff</p>		<ul style="list-style-type: none"> • SNSA used to inform learning and teaching • SNSA data used to support professional judgement leading to submission of S3 Attainment and Achievement Data in June 			<p>Ongoing</p> <p>June 2018</p>
Develop robust moderation processes across all subject areas, but with a specific focus on Literacy and Numeracy	<p>2</p> <p>5</p>	<p>Review and update current moderation policies</p> <p>Establish Moderation SLWG</p>	LC	<ul style="list-style-type: none"> • Clearer understanding of expectations and structures to support moderation 		<p>Time</p>	<p>June 2018</p> <p>Revised May 2019</p>
Continue to develop and embed cluster moderation structures	<p>2</p> <p>5</p>	<p>PTs Lit / Num to build good working relationships with Cluster primaries</p> <p>Continue to discuss at Cluster meetings</p> <p>Create an agreed set of 'non-negotiables' to allow for improved curricular progression (P7-S1)</p>	LC / MS	<ul style="list-style-type: none"> • Regular opportunities for professional dialogue within cluster. • Clear, planned approach to moderation in the cluster schools' WTA • Robust data to support curricular progression in S1 		<p>Time</p>	<p>June 2018</p>
Identify and introduce appropriate assessments to highlight gaps and track progress in Literacy and Numeracy	<p>5</p> <p>6</p>	<p>Continue to embed and upskill staff in the use of CEM, SNSA and other identified assessment</p>	LC	<ul style="list-style-type: none"> • Assessment tools used to support learning & teaching and pupil progress. • All staff have an understanding of how to interpret data to support L&T in their classrooms 		<p>Time</p> <p>Finance</p> <p>ICT</p>	<p>June 2018</p> <p>On-going</p>

Harris Academy
School Improvement Plan
Action Plans
Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: Ensure more young people leave to a positive, sustained destination

SLT Lead: GL



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Increase the %age of young people leaving to a positive destination, in particular S4 Christmas leavers	6 3	<p>Liaise closely with SDS colleagues and Guidance team to identify and support all young people who plan to leave school</p> <p>This will be managed through House Meetings / House structure</p> <p>PT DYW will liaise closely with SDS to highlight and share information on Medium and High risk young people with House teams</p>	GL	<p>Improved outcomes in INSIGHT</p> <p>SDS reporting positive outcomes for more young people</p> <p>YP feeling more confident prior to interviews</p> <p>Increased number of YP reaching a positive, sustained destination.</p>		<p>Time</p> <p>Employer partners</p> <p>Time</p>	<p>March 2019 (INSIGHT release)</p> <p>June 2019</p>

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: : Develop our use of performance data

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Increase all staff's capacity to make better use of INSIGHT	2 6	Invite John Hand to work with SLT and ELT	BM	<ul style="list-style-type: none"> • SLT / ELT have improved knowledge of using INSIGHT as a reflective tool. 		<ul style="list-style-type: none"> • Time • ICT 	Oct 2018
Provide CLPL opportunities to deepen staff understanding of Performance data	2 6	Plan and run a seminar related to this topic during study leave Revised – Plan and deliver a series of 30 min CLPL sessions to showcase a variety of ways to make effective use of performance data	LC	<ul style="list-style-type: none"> • All staff feel more confident in the use of performance data 		<ul style="list-style-type: none"> • Time • ICT 	Revised - June 2019
Plan and introduce the use of PASS data	2 6	Plan our approach to the use of PASS data Pilot the use of PASS data	LC / RP	<ul style="list-style-type: none"> • Early identification of YP who require potential HWB interventions 		<ul style="list-style-type: none"> • Time • ICT 	Revised – Dec 2018

<p>Develop a robust tracking system to ensure best outcomes for all young people</p>	<p>2 6</p>	<p>Look at the new SEEMIS BGE M&T suite</p> <p>Track individual year groups to include SIMD, FME, potential point of exit etc.</p>	<p>LC and PEF PTs</p>	<ul style="list-style-type: none"> • Greater understanding of school gaps • Greater understanding of individual pupils' performance. • Effective interventions planned to meet individual needs and prevent pupils from leaving school without appropriate qualifications 		<ul style="list-style-type: none"> • Time • ICT 	<p>June 2018</p> <p>Revised – On-going</p>
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Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: : Develop procedures for reporting pupil progress and prepare new guidelines for staff

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Plan, implement and review a pilot reporting process for S1 and Senior Phase	3 4	Engage with other schools who use alternate reporting models	LC	<ul style="list-style-type: none"> • A new reporting and tracking policy will be drafted as a result of the review 		<ul style="list-style-type: none"> • Time • ICT 	June 2018 Revised – Jan 2019
Introduce Online Booking System for Parent Contact Evenings		Identify and purchase suitable and efficient online system		<ul style="list-style-type: none"> • Increased attendance at Parent Contact Evenings 		<ul style="list-style-type: none"> • License for appropriate system 	December 2018
Introduce tracking reports for all Year groups	3 4	Review and update reporting guidelines	LC	<ul style="list-style-type: none"> • Tracking reports provide data for early and effective interventions • Increased communication with parents 		<ul style="list-style-type: none"> • Support from L Ewing • Time for SLWG to meet 	May 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: : Raise attainment of all pupils

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Make better use of quantitative and qualitative data to increase aspiration and attainment for all young people	4 6	<p>Datasets are analysed and made accessible to all staff to ensure that all young people are on the appropriate learning pathways</p> <p>MidYIS and SNSA data is used to predict appropriate Senior Phase pathways for all S1 pupils. Progression towards these pathways are assessed regularly to ensure milestones are being met</p> <p>SNSA data is used to ensure all S3 pupils are achieving the appropriate levels of Literacy and Numeracy</p> <p>MidYIS, SNSA, Course Choice, SIMD and SQA</p>	LC	<ul style="list-style-type: none"> • All young people are engaged in learning at appropriate and aspirational levels • Progress of all young people is tracked throughout the BGE to ensure they are learning at a level that will allow them to achieve at the appropriate levels in the Senior Phase • Interventions will be put in place to provide targeted support to young people who have fallen behind their targets • Almost all young people achieve L3 in Literacy and Numeracy by the end of S3 		<ul style="list-style-type: none"> • Time • ICT • ERWs 	August 2019

		<p>datasets are used to predict 'Stretch' Attainment Targets</p> <p>Stretch Targets are shared with ELT and all departments are encouraged to consider their contribution to whole school attainment</p> <p>DONA lists are compiled to track the progress of pupils at risk of not achieving and to ensure early and effective intervention</p> <p>Data will be used to identify young people for Middle Mentoring Programme which will be piloted to raise aspiration in targeted groups of S3-S5 pupils</p>		<ul style="list-style-type: none"> • Stretch Targets are achieved for session 2018-19 S4 5@5 = 45% S5 1@6 = 65% S5 3@6 = 45% S5 5@6 =22% • No pupil leaves school in without achieving N3 Literacy and Numeracy. • No pupil in S5 Leaves school without N4 Literacy and Numeracy • No pupil in S6 leaves school without N5 Literacy and Numeracy 			
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Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: : Develop a homework / home study policy

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
<p>Audit current practice / policy across departments and at whole school level</p> <p>No current school policy available?</p>	5	<p>Information received from departments and read by SIG</p> <p>Current whole school policy document read</p> <p>Gather views of pupils and parents</p>	MS	<p>Full understanding of current position gathered</p> <p>Pupil/Parent representatives to be invited to be a part of the SIG.</p>		Time	<p>Feb 2018</p> <p>Revised – December 2018</p>
<p>Investigate the use of Show My Homework online tool and other similar tools</p>	5	<p>Show My Homework representative invited to attend SLT on 01.11.18 to present to SLT</p> <p>Visit schools seen as good practice – visit to Morgan Academy to be arranged</p>	MS	<p>Understanding of supporting tools and of effective practice.</p>		Time to visit and discuss with companies.	<p>April 2018</p> <p>Revised – December 2018</p>

Establish SIG to ensure staff, pupil and parent voice	<p>1</p> <p>2</p> <p>3</p>	<p>Initial SIG meeting to be arranged during week beginning 22.10.18 to gather views of school community in relation to our direction of travel</p> <p>Recruit staff, pupils and parents to be a part of this group</p>	MS	<p>School community is fully consulted and has a shared understanding of expected next steps. A common goal will have been agreed.</p> <p>Liaise with Parent Council</p>		Time	<p>May</p> <p>Revised December 2018</p>
Prepare a revised home learning policy	<p>4</p> <p>5</p>	<p>Home learning policy will be launched to all staff, pupils and parents.</p> <p>If an online resource is to be used, training for staff, parents and pupils will be arranged</p>	MS	<p>The policy will be clearly communicated and a consistent, measured approach to home learning will be achieved.</p>		<p>Finance (if online tool is identified as preferred option)</p> <p>Time</p>	<p>August (for an October launch)</p> <p>Revised June 2019 – for an August 2019 launch</p>

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 1: Improve the Attainment and Achievements of all Pupils

Specific area for improvement: : Improve pupil attendance and reduce late coming

SLT Lead: RP



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Improve current procedures in relation to period by period registration	5 6	<p>Non-registration of classes anomalies to be issued and addressed with individual members of staff</p> <p>Short term attendance working group to be created to address and manage the issues arising from non-completion of registers</p> <p>Class lists to be more accurate and managed by departments</p> <p>Flexible approaches to curriculum delivery (FACD) will be accurately recorded via established processes</p>	RP	<p>SEEMIS will be more accurate</p> <p>All period registration will be complete.</p> <p>Attendance reports will be fully accurate</p> <p>Staff have ownership of the procedures and a fuller understanding of the expectations is in place</p>		<p>Time</p> <p>Dedicated SSSA support</p>	Feb 2018 / Ongoing
Guidance staff to address period by period anomalies	5 6	Using the supplied data – learning conversations will take place.	RP	<p>Improved attendance figures</p> <p>Attendance data will show overall school improvement</p> <p>Greatly reduced anomalies</p>		<p>Time</p> <p>PT Guidance non-(subject) teaching</p> <p>Dedicated SSSA support</p>	May 2018 (change of timetable) / ongoing

Embed latecoming procedure	<p>5</p> <p>6</p>	<p>Pupils do not report to the school office, they attend class as soon as they arrive to school late</p> <p>Guidance teachers will have updated data daily. This will allow them to tackle period by period anomalies.</p> <p>Every third incident of latecoming will result in an intervention.</p>	RP	<p>Reduced number of young people late to school and late to class.</p> <p>Improved parental engagement via shared information and partnership working</p>		<p>Time</p> <p>PT Guidance non-(subject) teaching</p>	<p>May 2018 (change of timetable) / ongoing</p>
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Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 2: Review and Develop our Curriculum

Specific area for improvement: Develop a fully inclusive curriculum from S1 – S6

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Review our BGE experience in light of 33 period week (staff and pupils)	5	<p>Gather evidence staff, pupils and parents</p> <p>Consider changes to the BGE for session 19/20 to include:</p> <p>Consider balance of time across curricular areas</p> <p>Personalisation & Choice in S1</p> <p>Provision of drama</p> <p>Evaluate current literacy and numeracy courses</p>	BM	<p>Baseline information of our current BGE will come through surveys</p> <p>Our BGE will be updated and based around national best practice</p>		Time Surveys	End of term 4
Review our Senior Phase experience	5	<p>Consider our current 'core' offer</p> <p>Consider, in align with DCC, our number of subjects offered.</p>	BM	<p>A Senior Phase that suits the needs of all young people.</p> <p>Improved positive destination figures</p>		Time	End of Term 4

				Improved attainment figures.			
Consider alternative curriculum pathways for Senior Pupils	5	Explore the introduction of NPAs to support improved attainment of young people so that they can study at a higher level of learning (through SCQF)	BM	<p>Number of NPAs and other awards offered will increase through all curricular areas</p> <p>Young people will be able to study at appropriate and higher levels</p>		<p>Time</p> <p>Support from J Hand (National Insight Team)</p>	<p>End of Term 3</p>

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 2: Review and Develop our Curriculum

Specific area for improvement: Plan and deliver the new NQs with the new assessment standards

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Ensure staff are fully aware of timelines / changes to assessments as and when they are published by SQA.	5	Brief staff with relevant information as and when appropriate.	MS	Staff feel confident in their knowledge of changes and the required planning as a result.		Time SQA Centre News SQA Co-ordinators Meeting feedback cascaded via appropriate forums	Ongoing
Communicate up to date and relevant information to parents and pupils when appropriate	1 3	Arrange relevant SQA information assemblies Update information on school website and via Twitter Parental Engagement session - Senior Phase Information Evening September 2018	MS	Parents and pupils feel informed and confident with the changes related to assessments.		Time SQA Centre News SQA Co-ordinators Meeting feedback cascaded via appropriate forums	Ongoing September 2018

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 2: Review and Develop our Curriculum

Specific area for improvement: : Improve P7 – S1 Curriculum progression

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Consolidate current curricular transition arrangements	5	Organise initial SIG meeting week beginning 22.10.18 Discuss current projects in: English Computing Science Modern Languages Invite cluster primary colleagues to be part of process – where practical	MS	Developing links become more established.		Time	June 2018 Revised completion June 2019
Investigate and plan future improvements to curriculum progression.	5	Discuss possible additional projects via Cluster and with PT body. Forward plan proposed new Art & Design and HE transition events	MS	Increase the number of curricular links across the school. Support colleagues in Harris and our associated primary schools to ensure common understanding of curriculum / assessment		Time	June 2018 Revised June 2019 December 2018

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 2: Review and Develop our Curriculum

Specific area for improvement: Continue to develop and embed Skills for Learning, Life and Work in all subject areas

SLT Lead: GL



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
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- 2.5 Family Learning
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NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Raise pupil awareness and understanding of Skills for Learning, Life and Work.	5	<p>Development of Learning through Work Focus Week – S1 – 3 pupils will undertake a variety of challenges. S4- 6 pupils will support them with this.</p> <p>Increase the use of MyWOW and explore the use fo MyWOW for S3 profiling purposes</p> <p>Increase all staff's awareness of Career Education Standard and Career management Skills</p>	GL	Pupils will evidence their skills and be able to discuss these with their peers/staff and parents. <i>Pupil Evaluation at start and end of week.</i>		Time	June 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 2: Review and Develop our Curriculum

Specific area for improvement: Increase employer engagement within our curriculum

SLT Lead: GL



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Continued development of partnerships between Employers and Subjects	2 5	Development of Learning through Work Focus Week – S1 – 3 pupils will undertake a variety of challenges. S4- 6 pupils will support them with this. Arrange (via PT DYW) a Business Breakfast for local employers and FPs Raise awareness of Marketplace amongst staff	GL	Pupils will evidence their skills and be able to discuss these with their peers/staff and parents. Pupil Evaluation at start and end of week.		Support of DYW Team. Local Employers Time.	June 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 3: Support all Learners Effectively

Specific area for improvement: Develop our Universal Support offer by having a whole-school approach to building positive relationships, nurture & attuned learning & teaching

SLT Lead: RP



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
<p>Reintroduce ABLe planning procedures to all staff</p> <p>Develop our work in Restorative Approaches (see separate improvement priority)</p> <p>Introduce the 6 Principals of Nurture</p>	<p>2</p> <p>4</p>	<p>In collaboration with DEPS, the ABLe planning process will be reintroduced through staff meetings and INSET time.</p> <p>Understanding of the creation process of ABLe planning (linked to Universal support entitlement)</p>	RP	<p>Staff will have ownership of class and individual plans created through consultation with Sfl staff</p> <p>Pupils will be more effectively supported in their learning</p>		<p>Time</p> <p>DEPS involvement</p>	<p>Session 2018 - 19</p>
<p>Raise awareness of the growing numbers of pupils who have different learning needs and styles (Responsibility of All)</p>	<p>2</p> <p>4</p>	<p>ASN overview to be updated, modernised, highlighted and accessed by all staff on a regular basis</p> <p>Training shared via staff meeting or INSET day session</p>	RP	<p>Staff know all of the young people in their classes with learning needs and are aware of how to find help and advice to support these young people</p>		<p>PT Sfl and the wider pupil support team</p>	<p>Session 2018 - 19</p>

Develop a shared understanding of the role of our extended Pupil Support Team (internal and external partners)	1 2	Highlight the revised extended Pupil Support structure Highlight the roles and responsibilities of all stakeholders within the Pupil Support Team	RP	All staff have a clear understanding of the shared vision of extended Pupil Support in our school		Time	September/ October 2018
Widen the understanding of the GIRFEC model (including TATC process) across the staff body	1 2	Highlight and embed the current legislation and requirements around GIRFEC Understanding the process of supporting learners with Harris Academy and Dundee City (the Support Triangle)	RP	All staff have a clear understanding of the GIRFEC model and Pupil Entitlement of Universal Support		Time Specific responsibilities are delegated to the remits of PT Guidance	Session 2018 - 19
CP issues are identified and managed appropriately	1 2	Any concerns identified regarding pupil's learning and/or wellbeing follow the Protecting Children Guidelines & Procedures for child protection concerns. Training and input from our locality team and MASH (Neil Wallace) to ensure consistency and appropriateness of approach	RP	Awareness of & adherence Children and Families Service policies, guidelines & procedures (e.g. DCC Dyslexia Guidance, Anti-bullying Guidelines, Managing Critical Incident Booklet, Protecting Children Guidelines & Procedures).		PT SfL DCPO Guidance House Heads	Session 2018 - 19

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 3: Support all Learners Effectively

Specific area for improvement: Develop our Additional and Targeted Support offer

SLT Lead: RP



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Further improve supporting improvements in all of our young people's health and wellbeing	4	Develop the work of the school's Health and Wellbeing worker and school counsellor service Develop our use of PASS testing	RP LC	Young people will have greater access to support for Mental Health		Time Finance (PEF) HWB worker	Session 2018 - 19
Improve additional support within Harris Academy	4	Mechanisms and procedures are in place to engage with outwith school support and use initial consultation with appropriate agencies (e.g. DEPS, Outreach, Includem)	RP	Ongoing assess, plan, do, review cycles		A working relationship with the gatekeepers of other support agencies	Session 2018 - 19
Improve targeted support within Harris Academy	4	Implementation of a Nurturing system for identified S1 & S2 pupils SfL department will be remodelled and developed to allow a wider range of pupils to access support that is staged, proportionate and sustainable	RP	Ongoing assess, plan, do, review cycles More detailed information within the SfL DIP.		PT Nurture PT SfL	Session 2018 - 19

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement: Introduce and establish our new Aims and Values

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Develop a strategy to embed our Aims and Values fully in the life of Harris Academy and its wider community.	1 3 5	Share new Aims and Values with pupils, staff and parents. Look at where and how our new Aims and Values should be publicised. Ensure their profile is prominent in the heart and life of the school.	BM			SLWG Time	Dec 2018
Evaluate how effectively we deliver our Aims and Values as a school.	1 3 5	Decide on occasions when we should engage with pupils, parents in staff in gauging how effectively we deliver our aims and values as a school, and the best way of gathering feedback.	BM	Analysis of regular evaluation and feedback.			June 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement: Develop our Relationships for Learning policy

SLT Lead: RP



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Develop a reward system for recognising positive behaviour	3 5	<p>Build on former practice within old Harris and Menzieshill to develop a way forward.</p> <p>Decide collaboratively the purpose of any rewards system, what is to be recognised and by whom. Also, what the reward should be.</p> <p>Devise ways to share rewards for positive conduct with pupils, staff and parents. Include the proposed new House Structure in this as a means of celebrating pupil achievement.</p> <p>Ensure systems are in place to record and monitor positive behaviour.</p>	RP	<p>Clear system for recognising positive behaviour devised and communicated to pupils and parents.</p> <p>Over a period of time, an improvement in behaviour may be evident, through a sustained drop in the number of punishment exercises issued.</p> <p>Evaluation with pupils, parents and staff.</p>		<p>Regular meetings of the Relationships for Learning Group.</p> <p>Time</p> <p>A financial budget</p>	Session 2018 - 19

		Ensure that any system links with prize giving.					
Build understanding of and develop the use of Restorative Practices	1 5	RfL group to decide how best to develop Restorative Practices in the school. Group to look at other models for taking this forward in the authority, such as St Pauls. RfL group to liaise with T Stewart (Education Officer) in this. RfL group to devise a strategy for taking this forward.	RP			Regular meetings of the Relationships for Learning Group. Time A financial budget	Session 2018 - 19
Ensure SLT are more visible during periods	1 2	Introduce an On Call system for all SLT members	BM	SLT will be more visible during periods and will be able to observe effective practice in classrooms.		Nil	Sept 2017
Ensure SSWs are more visible during periods	1	Ensure SSWs are high profile at period change-overs and during class time. Monitor toilets, stairwells etc	JM	SSWs will help reduce no. of YP out of class.		Nil	

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement: Reintroduce AifL and introduce Cooperative learning to all teaching staff

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Reintroduce AifL to all teaching staff and relevant support staff	2 5	<p>Arrange CLPL opportunities related to AifL techniques via new In-House CLPL programme and INSET day sessions.</p> <p>Produce an AifL techniques reference booklet and distribute to staff cohort to help embed AIFL across the school.</p>	MS TB	A more consistent approach to AifL techniques can be viewed across the school. Specifically LIs / SCs		Time	June 2018 Revised June 2019
Host a Co-operative Learning Academy for staff and associated Cluster staff	5	<p>Via collaboration with a cluster primary school offer a second round of Co-operative Learning training for staff to build capacity across the whole school</p> <p>PT L& T and SIG to help identify Co-operative</p>	MS TB TB	<p>An increase in the number of staff trained in CL techniques will be evident</p> <p>Co-operative learning techniques will be evident in classrooms (where appropriate) in a significantly increased number of classrooms.</p>		Time	June 2018 Revised end of November 2018

		learning Champions across the staff body					
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Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement: Develop an in-house CLPL Programme for all staff

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Develop an in-house CLPL programme will be established based on School Improvement Priorities, feedback from staff and will be linked to Standard for Full Registration.	1	Gather examples of good practice to be added to the programme.	TB	Enhanced collegiality	Examples uploaded regularly via L&T folder in Staffshare by PT L&T	Time	April 2018 Revised June 2019
	2		TB	Staff feeling supported and up-skilled			
Develop an in-house Leadership development	5	Publish termly programme of CLPL opportunities			Term 1 18-19 CLPL Programme now published		
	1	Linked with the above CLPL programme, an in-house leadership development programme will be established in term 4.	BM	The school will build its leadership capacity.		Time	June 2018
	2			Individual staff will have targeted CLPL opportunities to support professional development			
5							

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement: Improve communication and engagement

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Improve communication and engagement between school and home	3	Continue to develop the school's twitter feed. Enable more staff to support the use of the school's account.	MS	Continued communication flow. Increase in no. of followers.	The school Twitter feed is a significant communication strength of the school. All SLT now able to upload relevant information when required.	Time	Dec 2018
		Evaluate our current website to ensure it provides all adequate information.	BM	Parents and pupils feel more satisfied that the website is a valuable source of information and resources.		Time Librarian's time	Revised Ongoing
		Evaluate our current communication methods including our newsletter. Trial a weekly newsletter for parents during term 4.	BM	More time – relevant information more often for parents		Time	June 2019
		Hold family learning sessions with feeder PS	LC	Parents feel supported and better equipped to support their child.		PEF funding	May 2019

		(Camperdown PS) as small test of change		Families feeling more involved with school life. Better engagement with school			May 2019
Improve communication for staff	1 2	Develop the role of PT reps at SLT to ensure genuine dialogue.	BM	Staff feeling listened to and supported Ensure that an effective, time saving communication flow is in place.		Nil	Ongoing
Improve communication to pupils	5	Develop the use of TV screens in the school to display daily sheet and to celebrate success. Support the development of Pupil Voice (formerly Pupil Council). Ensure this group is listened to and represented at SLT. Ensure the group has a working budget.	BM BM	All relevant information displayed daily Young people feel that Pupil Voice has the opportunity to make change for the better PV will have an action plan that they can chart progress against.		Additional screens – finance Time, finance	Dec 2018 March 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 4: Improve the Experience for all Learners

Specific area for improvement Develop Pupil Leadership Skills

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Review the Prefect Structure	1	Consult with staff and Senior pupils Audit the work undertaken by Prefects	LC	<ul style="list-style-type: none"> • Qualitative evidence in relation to the current prefect structure • Role of the Prefect is held in higher esteem 		<ul style="list-style-type: none"> • Time 	May 2019
Review the current S6 and prefect induction programme	1	Audit of current prefect induction programme Consultation with Prefect Engage with other schools to consider alternative models for prefect induction system	LC	<ul style="list-style-type: none"> • Qualitative evidence in relation to the current prefect induction programme • Alternative induction models are considered 		<ul style="list-style-type: none"> • Time • Finances 	June 2018 Revised – February 2019
Identify Leadership opportunities for younger pupils	1	Explore opportunities to develop leadership roles within existing House Structure Audit wider achievement (leadership) opportunities.	LC	<ul style="list-style-type: none"> • Opportunities for leadership is planned for all year groups • Where possible, accreditation will be offered 		<ul style="list-style-type: none"> • Time • Resources 	Revised – May 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 5: Improvements through Self Evaluation

Specific area for improvement: Ensure staff are engaging with HGIOS 4 to embed a culture of improvement through self-evaluation

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
HGIOS 4 used at staff meetings and INSET days to focus on key areas of the SIP	5	QIs, Challenge Questions and Feature of Highly Effective Practice are focussed on when delivering key elements of school improvement	BM	The school will have a sharper focus and better understanding of 'very good' practice.		Time	April 2019
Develop departmental approach to self-evaluation	2 5	Departments will be asked to complete a self-evaluation document related to the core QIs	BM	As above		Time	Oct 2018
A new School / Departmental Planning process will be established	5	A new, yearly template will be used that will focus on HGIOS4, NIF priorities and Local Authority Aims. The School / Department plans will evolve from the self-evaluation documents	BM	Improvements will be driven by self-evaluation.		Time	Oct 2018

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 5: Improvements through Self Evaluation

Specific area for improvement: Develop a whole school programme to observe learning and teaching

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
To support self-evaluation and the gathering of good practice, a structured department review process will be developed and trialled.	1 5	Ensure DCC policy is adhered to in relation to observations Produce a paper in relation to the process and discuss with SLT, PT body. Ensure that HGIOS 4 is at the heart of the process Trial the process with two willing and supportive departments and then evaluate before moving forward.	BM BM BM	A suitable quality assurance process is in place, which allows SLT to gather and disseminate good practice. Support and challenge can also then be offered where required.		Time	Aug 2018 Aug 2018 Dec 2018

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 5: Improvements through Self Evaluation

Specific area for improvement: Develop a collaborative approach to school improvement within our School Improvement Partnership, our Cluster and other Secondary Schools

SLT Lead: BM



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Continue to develop our links with our Cluster	1 5	Ensure Curriculum, Learning & Teaching and Quality Assurance is at the heart of our work at cluster level.	BM	Improved progression for young people.		Time	February 2019
Develop our link with St Johns' RC HS as our School Improvement Partner	1 5	Plan a joint in-service with St John's around a specific HGIOS QI to promote an 'outward' look on improvement. Continue to participate in joint SLT meetings to discuss School Improvement and to offer support and challenge to both schools around attainment, self-evaluation and quality of learning & teaching.	BM	Sharing of good practice. Establish whole school and departmental support mechanisms that benefit both schools			Feb 2019
Collaborate with other secondary schools	1 5	Through collegiate discussions, seek opportunities to learn from other schools both	BM	School, staff and young people will benefit from our understanding of effective practice.			May 2019

		in Dundee and across the country which will have a positive impact on our School Improvement Priorities					
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Harris Academy

School Improvement Plan Action Plans Session 18-19

Improvement Priority 5: Improvements through Self Evaluation

Specific area for improvement: Develop moderation to ensure consistency of standards

SLT Lead: LC



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Support staff in utilising the Benchmarks	5 6	Engage with QAMSOs Audit use of Benchmarks across school Signpost and support CLPL opportunities in relation to Benchmarks	LC	<ul style="list-style-type: none"> • Draft school policy on use of Benchmarks • Increased staff confidence • Robust professional judgements inform planning, assessment and Learning & Teaching 		<ul style="list-style-type: none"> • Time • Appropriate CLPL 	June 2018 Revised – May 2019
Review our Assessment Policy, incorporating internal moderation	5 6	Audit and review availability and use of whole school and departmental Assessment Policies Consult with School Improvement Partner School to gather evidence of other practices Liaise with, and ensure adherence to, SQA and DCC policies	LC	<ul style="list-style-type: none"> • Whole school Assessment Policy is developed and shared with all staff • All subjects develop and implement assessment policies in line with whole school policy • Increased success in SQA verification exercises 		<ul style="list-style-type: none"> • Time • Appropriate CLPL 	June 2018 Revised – May 2019

Harris Academy

School Improvement Plan Action Plans

Session 18-19

Improvement Priority 5: Improvements through Self Evaluation

Specific area for improvement: Reintroduce Learning Rounds

SLT Lead: MS



HGIOS 4 Quality Indicator(s)

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 1.5 Management of resources to promote equity

NIF Priority(ies)

Closing the attainment gap between the most and least disadvantaged children

Local Authority Aim

Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people

Specific Actions	NIF Drivers	Tasks	Lead prof.	Expected Outcomes / Measurement tool(s) used to evidence change	Progress Notes	Resources	Timescale
Plan a programme of LRs	1 2	Further embed Learning Rounds during session 2018-19 to staff with a different specific L&T focus identified for each session – linked to ER Action Plan feedback.	MS	As many staff as possible participate in the programme. Feedback will be used to identify excellent practice across the school and influence the following session's SIP and In-House CLPL programme.		Time	May 2018 Revised – Sept , Oct, Dec 18 & May 2019