Armadale Academy
School Improvement Plan

2019 / 2020

Armadale Academy – Delivering Excellence and Equity through Learning Together, Achieving Together

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Addressing Education Scotland Inspection report December 2018
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)
Transforming Your Council
Corporate Plan
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Building the Ambition
Child Protection Issues / Guidance
GTCS standards and professional update

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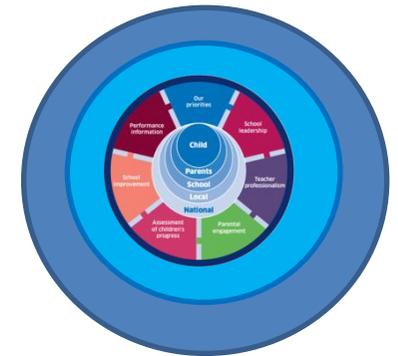
Vision, Values & Aims statement: *Learning Together, Achieving Together* is our mission statement. This is underpinned by our agreed school values: Achievement, Ambition, Positive Attitude, Respect, Community and Equity. Through effective partnership work with all stakeholders, we strive to deliver both **excellence and equity** for all students, meeting their educational, personal and moral needs to enable them to become **successful learners**, **confident individuals**, **responsible citizens** and **effective contributors.**

This will be driven through high quality:

- **Leadership:** Ensuring leaders at all levels are empowered and empower others to take ownership of their learning to strive towards excellence and equity for all.

- **Teacher Professionalism:** Ensuring the highest quality of professionalism in all staff in our Learning Community to achieve the highest standards and expectations for all our learners.

- **Parental Engagement:** Ensuring that parental and family engagement are promoted as a key factor in helping all pupils achieve the highest standards while reducing inequity and closing the attainment gap.

- **Assessment of Children's Progress:** Ensuring we have robust and consistent evidence which helps us raise attainment, improve health and wellbeing and close the poverty related attainment gap.

- **School Improvement:** Ensuring a programme of Cluster and School Improvement which focuses on the quality of education, learning, teaching and assessment and quality of partnerships that are in place to support learners, families and their broader needs.

- **Performance Information:** Analysis of School performance information set against National and Local Authority data to inform and measure improvements for all.

Our curriculum rationale can be viewed at *www.armadaleacademy.co.uk*.

Improvement will be taken forward in partnership with a number of stakeholders, including the Parent Council and the Wider Parent Forum.

At Armadale Academy, we believe that all staff are leaders of learning and as such lead and drive improvements to the quality of both the student experience and its associated outcomes. This is facilitated through a culture of support and challenge via key staff and associated forums including: Leadership Post Holders; Development Post Holders and a range of other both formal and informal leadership opportunities such as working groups, Teacher Learner Communities, Staff Trio's and leadership initiatives across the school. See below for the range of Working Groups and Development Posts associated with our School Improvement Plan (SIP) priorities.

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Core Working Groups

Numeracy across the Curriculum

Further develop a cohesive, whole school approach to numeracy in line with National and West Lothian priorities.

Literacy across the Curriculum

Further develop a cohesive, whole school approach to literacy in line with National and West Lothian priorities.

HWB across the Curriculum

Developing a sustainable, user friendly framework for Health and Well Being as a responsibility for all.

Learning, Teaching and Assessment

Develop a common language of learning across the school alongside supporting teachers to deliver pace, challenge and progression in all classrooms through high quality professional learning opportunities.

Additional SIP Working Groups

Student Leadership and Participation

Developing a sustainable framework and culture of student leadership and participation across the school, including supporting students to be involved in the self-evaluation and planning of learning experiences

Family Learning / Community Engagement

The development of a universal and targeted family learning programme. Improve community engagement and associated perceptions of the school.

Curriculum

Further develop our curriculum to meet the needs of all with a particular focus on employability, work-based learning as well as the BGE experience and Primary transition (including Cluster Schools).

Pupil Equity Funding

Monitor the impact of our Pupil Equity Funding spend and ensure the planning, implementation and review process is fluid, ongoing and outcomes focused.

Development Posts

- Literacy – Closing the Gap
- Numeracy – Closing the Gap
- Family Learning
- HWB
- DYW
- Improving Teacher Pedagogy

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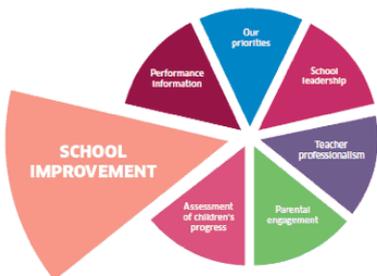
Contextual Data Analysis and Rationale for 2019/20 School Improvement Plan

a) Background

Armadale Academy is a six-year comprehensive school for over 1000 students from the Armadale, Blackridge and Bathgate catchment area. Our school is a PPP3 school which has excellent facilities used by both the school and local community. The school has over 100 staff, with 76 teaching staff currently.

The Senior Leadership Team is made up of one Head Teacher, three Depute Head Teachers and a Business Support Manager. The school has recently appointed a new Head Teacher and a Depute Head Teacher, with a remit focus of Learning, Teaching and Assessment.

The wider Extended Leadership Team is made up of an additional nine Principal Teachers Curriculum who all have a range of curricular area responsibilities alongside a whole school strategic leadership remit including: Numeracy; Literacy; Health and Wellbeing; STEM; Career-Long Professional Learning; Community Engagement; ASN across the school; Transition and Pastoral Care.

The school's most recent inspection was in October 2018. The inspection report can be found here:

https://education.gov.scot/inspection-reports/west-lothian/5509238

Our school improvement priorities have been developed using a range of self-evaluation information focused on *looking inwards* including: the Education Scotland Inspection report; West Lothian Council's Broad General Education (S1-3) Validated Self Evaluation Report; a robust range of data from a variety of sources; the views of stakeholders and a range of professional observations.

In preparation for the development of the School Improvement Plan our leaders have been *Outward Looking* by engaging with a range of other schools delivering interesting practice that has the potential to have a positive impact within our context.

We are committed to delivering improved experiences and outcomes for the students and families of Armadale, Blackridge and Bathgate. Our School Improvement Plan, which focuses on our next steps and *Looking Forwards,* is ambitious in nature, and targets a number of whole school priorities. This has been developed in collaboration with all stakeholders across the school community.

b) Data

Our catchment area has an estimated population of over 13 000 people. The life expectancy of males is 78 years and females is 81 years. The community has a range of community assets and strengths including the Armadale Partnership Centre, active Community Councils and a range of voluntary and 3rd sector organisations that make a positive contribution to the community. Home ownership in the area is around 65% with the remaining households being made up of 29% socially rented and 6% privately rented.

Our community challenges include: 19% of children living in poverty; 18% of the population on prescription drugs related to mental health issues and 12% employment deprivation.

Our Scottish Index of Multiple Deprivation (SIMD) ranges from decile 1 (most deprived) to decile 10 (least deprived). 15% of our students live in SIMD 1-3 (data zones which indicate the most deprived 30% of households).   Our Free School Meal (FME) uptake is 14%.

Our stay on rates from S4 in to S5 are around 80% and S5 in to S6 are around 65%. This is an area we are targeting for significant improvement through more flexible pathways with a focus on work-based learning and partnership working.

Our work across Literacy in S1-S3 adds significant value to student attainment in this area. Almost all students achieve level 3 literacy by the end of S3 and we are currently above the West Lothian 'stretch' target for level 4.

Our Numeracy attainment in S1-S3 is behind our literacy at level 3. Numeracy across the curriculum, including targeting students who are at risk of not achieving level 3 by the end of S3 will be a key component of our SIP. We are currently above the West Lothian 'stretch' target for level 4 numeracy.

Performance in literacy and numeracy for leavers at SCQF level 4 and level 5 is either above or significantly above the virtual comparator. There is a positive trend of strong performance translating these awards in to National 5 passes in English. There remains work to be done within Mathematics to match this progression rate.

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Our Breadth and Depth statistics for SCQF awards across S4-6 are either above or significantly above our virtual comparator. There remains significant room for improvement for performance within SQA qualifications at the key benchmarks of 5+ qualifications at National 5 by the end of S4 and 1+, 3+ and 5+ Higher by the end of S5.

The progress of our highest attaining 20% of our students across the Senior Phase remains a priority. Improving the quality of passes within SQA courses will be a focus for our most able with a view to improving overall tariff scores for this element of the cohort.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

21% of our students have additional support needs and 2% of our school population are care experienced. Our average attendance figures over a 5 year trend are 91%, with last year's figure dropping to 89%.

Students from Quintile 1 (most deprived 20%) are performing slightly below Quintile 5 (least deprived 20%) in literacy by the end of S3 but significantly behind in numeracy.

Students from Quintile 1 outperform the virtual comparator in SCQF level 4 and level 5 literacy and numeracy however, there remains a 'stubborn' gap between the most and least deprived in this area,

Our students living in SIMD deciles 1 and 7 are performing significantly below the national trend related to tariff points on the attainment v deprivation graph.

Our Breadth and Depth statistics for S4-6 students indicate an ongoing challenge associated with closing the poverty related attainment gap at SCQF level 5 and 6 awards. Targeting of students in the Senior Phase from the most deprived quintiles will remain a school priority next session.

There is a positive trend of sustained positive post school destinations over a 3 year trend. There remains around a 5% gap between the least and most deprived students and our most deprived students are significantly less likely to go to Higher Education.

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Armadale Academy - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to NIF priorities *(observable, measurable outcomes which focus on learning, achievement and wellbeing)*	**NIF driver mapping** *(check as appropriate)*	**Proposed Actions**	**Accountable**	**Measures of Success** *(include performance data, quality indicators and stakeholders' views)*
Raising attainment for all, particularly in literacy and numeracy: All students receive well planned, engaging learning experiences that meet their individual needs. This work is delivered by teachers who are motivated and engaged to develop their own practice in the classroom Students can confidently articulate their progress and next steps for learning across all curriculum areas within the BGE Literacy and numeracy skills are embedded in learning experiences across the curriculum Staff regularly work collaboratively to review the impact of their work and plan improvements together Staff regularly work collaboratively to ensure they have a shared understanding of achievement of a level and moderate Learning and Teaching and a range of assessments at key points in the year Staff focus on consistently developing excellent questioning, LI and SC and differentiation in almost all classes. Students have regular, high quality opportunities to use digital technologies in the classroom Student voice influences the planning of learning, teaching and assessment and students play an active role in the improvement planning process Students at all ages and stages have opportunities to make a positive contribution to the wider life and work of the school. Students transitioning from P7 in to S1 make appropriate progress from a pastoral and curricular perspective	☒School Improvement ☒School Leadership ☒Teacher Professionalism ☐Parental Engagement ☒Assess. of Chdn's Progress ☐Performance Information	Development of a professional learning framework that includes: Trios'; TLC's (with a focus on developing and embedding a Common Language of Learning across the school); Practitioner Enquiry and CLPL programme Development of a consistent framework for high quality learner conversations Development of Assessment Rubrics at faculty level within the BGE Further development of our literacy across the curriculum strategy focused on embedding and tracking literacy benchmarks across faculties Review and re-focus our numeracy across the curriculum strategy and embed numeracy benchmarks across faculties Development of a robust, collaborative faculty self-evaluation and improvement planning system Consistent use of the moderation cycle by all subject areas. Sharing of good practice and exemplification of excellent questioning, LI/SC and differentiation at whole school and subject area levels. Development of a Digital Learning Strategy including external accreditation via the Digital schools award Further development of Student Voice/Forums to inform Self – Evaluation and Improvement Planning (Use of HGIOURS) Development of a student leadership 'pipeline' (at all ages and stages) to make a positive contribution to the wider life of the school Review the school's strategic plan for both pastoral and curricular transition (P7-S1) Development of a curriculum transition model focusing on P6-S2 within one Curriculum area	J.McK DPH – Impr. Ped KDI/J McG PTC's ER MM GPA JMcK PTC's J.McK DPH – Impr. Ped KDI/J McG Digital Tech ER HB CGO ASL	Almost all students and staff are able to identify and articulate the co-created common language of learning In most lessons there is evidence of high quality questioning that develops higher order thinking skills and differentiation to meet learner needs The majority of staff engage in activities associated with interrupting their practice and monitoring the impact of these changes. Most S1-3 students can identify their next steps across all subjects based on the developed rubrics and associated learner conversations Almost all (90%) of students will have achieved a minimum of level 3 literacy and numeracy by the end of S3 The majority (more than 50%) of S4 students are presented for N5 Maths The average tariff points score for our most able leavers is above 1700 Almost all staff feel they are supported to engage with self-evaluation and can influence improvement planning through the faculty programme Most lesson observations are recognised good or above External accreditation via Digital Schools Award by Sep 2020 Students at all ages and stages have the ability to make an effective contribution to the school Almost all students feel ready to transition to High School Quality Improvement 2.6 (Transitions) theme – Continuity and progression in learning – rated as very good within 2 years in that curriculum area

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Closing the attainment gap between the most and least advantaged children: Targeted students have access to a range of additional interventions that support their progress across all curricular areas Targeted students have access to interventions focused on literacy and numeracy recovery Targeted S1 parents establish a positive relationship based on mutual trust with the school Partnerships such as the Larder and Therapeutic Counselling services are utilised fully to ensure the interventions meet the needs of students Further partnerships are developed that focus on learning, achievement and wellbeing	☒School Improvement ☐School Leadership ☒Teacher Professionalism ☒Parental Engagement ☐Assess. of Chdn's Progress ☒Performance Information	Development of staff capacity, systems and practices that support staff at faculty level, in collaboration with PEF Manager, Family Support Worker roles and the Wider Student Support Team, to effectively target interventions at our most deprived Senior Phase students and monitor the impact of these interventions. Further development of literacy and numeracy specific interventions, including staff Career Long Professional Learning, across S1-3 for those students at risk of not achieving level 3 by the end of S3. This includes further developing the accelerated reading programme, significantly enhancing the Paired Reading programme and implementing a similar targeted approach within numeracy. Development of a targeted S1 Family learning programme focused on establishing positive relationships through students, parents and the school learning together Further develop partnerships that focus on breaking down barriers to learning, including a focus on improving attendance, increase student engagement and improve attainment outcomes	CFE DPH – Lit DPH – Num DPH – Fam Learn CFE	Closing the gap between the most and the least deprived at 5+ Level 5 qualifications from 35% to below 20%. Almost all (94%) students achieve level 3 for both literacy and numeracy The numeracy 'gap' at the end of S3 (Level 3) between the most and the least deprived students is reduced to under 15% (currently 27%). The Literacy 'gap' at the end of S3 (Level 4) between the most and the least deprived students is reduced to under 15% (currently 27%). Most (75%) identified families engage with the co-created Family Learning programme Overall attendance improves to 92% with a clear focus on improving attendance of targeted individuals
Improvement in all children and young people's wellbeing: All of our work across Health and Well-Being has a clear focus on supporting students to feel happy and safe in school within an environment where they have the capacity to reach their potential. Our Well-Being Improvement priorities will focus on: • Reducing violence across the school community • Supporting student emotional wellbeing and mental health • Supporting students to develop the skills to interact positively with each other, including our anti-bullying approaches	☒School Improvement ☒School Leadership ☐Teacher Professionalism ☒Parental Engagement ☒Assess. of Chdn's Progress ☐Performance Information	Further development of the PSE Curriculum, the Health and Well-Being Interdisciplinary Learning Experience and SCQF Level4/5 Well-Being Award, including delivery models Development of an effective programme of community engagement and family learning events Shared understanding of wellbeing across the whole learning community. Wellbeing check-in for all Learners including approaches towards anti-bullying Development of a robust violence reduction programme Revised approach to Restorative practice across the school	ASL DPH – HWB MBR BSP DPH – Fam. Learn BSP HoH HBA BSP	Our approaches to the development of these curriculum strands, support the development of QI 1.3 (leadership of Change) – to good, and QI 2.2 (Curriculum) to Very Good Most parents have a clear understanding of our approaches to anti-bullying, reducing violence and the development of a mental health strategy Most students can articulate and discuss the wellbeing indicators related to their life/learning Almost all students feel safe in school and are aware of our anti-bullying approaches Significant reduction in the number of exclusions related to violence Almost all staff are trained in restorative practice
Improvement in employability skills and sustained, positive school leaver destinations for all young people: The school community has a common understanding of the skills required to be successful within and beyond school S1 students experience in Skills Academy is engaging, challenging and relevant Teacher awareness of the Careers Ed. Standard is improved	☒School Improvement ☒School Leadership ☒Teacher Professionalism ☐Parental Engagement ☐Assess. of Chdn's Progress ☐Performance Information	Co-creation of a new whole schools skills framework in consultation with employers Review of Skills Academy, its rationale and content including the development of the S1 programme and associated Profiling to better reflect the new skills framework Embedding Careers Ed. Standard, skills focus and employer engagement at faculty levels	ASL DPH – DYW ASL MMC PTC's	Most S1 students can identify key skills and how they are using them across their learning Almost all teachers involved in the Delivery are engaged in the development of the new S1 programme Almost all staff are confident in how to embed the new skills framework within S1 Course materials

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Faculties provide opportunities within the BGE and Senior Phase curriculum for students to connect their learning to the world of work		Development of Senior Phase Employability Pathway including Work-based Learning and associated accreditation	DPH – DYW	Almost all teachers feel confident about how to link learning to the Career Ed. Standard
Key partnerships with employers are developed to allow us co-create a Senior Phase Employability Pathway which includes accreditation with the West Lothian Employability Award				All faculties have at least one employability partnership embedded in to their curriculum during S1-S3
			ASL	A targeted group of learners are engaged in a work-based learning opportunity by June 2020 with accreditation by Aug 2021
				Stay on rates in S5 and S6 improve by a minimum of 5% over a 2 year period.

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