



Charleston Academy SCHOOL IMPROVEMENT PLAN 2011 - 2014

Our strategic improvement priorities are:

Education Authority Priorities for Improvement	Our School Priorities	OUR IMPROVEMENT ACTIONS			What difference will we make for learners by 2014?
		2011 - 2012	2012 - 2013	2013 - 2014	
<p>Self-evaluation</p> <p>Improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</p>	<p>Self-evaluation</p> <p>Continue to use and embed formal and informal reviews of Key QIs to improve self-evaluation.</p> <p>Improve school improvement planning processes in line with revised authority guidance.</p>	<p>Ensure departments have a clear focus on continuous improvements in learning and teaching.</p> <p>Review and improve arrangements for self-evaluation to ensure that all stakeholders are involved.</p>	<p>Form SISE Group in school.</p> <p>Develop, agree and introduce arrangements for Opening Up Learning. Policy embeds and extends reflective practice in relation to Learning and Teaching. Begin to pilot OUL arrangements.</p> <p>Formalise reflection on LTA and CPD in Departmental Minutes</p>	<p>Formal launch of SISE arrangements with all staff. Programme for Classroom Observations is agreed and published.</p>	<p>Staff are reflective practitioners, working as a school community to secure continuous improvement, based on clearly identified strengths and areas for improvement. Good practice is widely shared. Standards are understood. There is a strong focus on improvements to learning and teaching and the achievement of all learners.</p>
<p>Improving Performance</p> <p>Continue to improve attainment:</p> <ol style="list-style-type: none"> in literacy and numeracy and by the collection and use of data to ensure all learners achieve their full potential. 	<p>Improving Performance</p> <p>Develop systematic means of:</p> <ol style="list-style-type: none"> Tracking Attainment to ensure it is sustained or improved. Monitoring Behaviour and Achievement <p>Develop ICT to support tracking and monitoring and allow appropriate sharing of information.</p>	<p>Investigate ICT systems that will support tracking and monitoring and allow appropriate sharing of information: e.g – PMU Tracking and Monitoring Database, PPS, and e1 Monitoring module</p>	<p>Roll out e1 Tracking System across the school encapsulating Attainment and Achievement.</p> <p>Include Wider Achievement on departmental Attainment Reviews.</p>	<p>Tracking remains problematic due to replacement of e1 by SEEMIS. Several alternative systems are being reviewed and considered.</p> <p>Wider Achievement features regularly on the website, is recognised at assemblies, and is included in monitoring. All staff monitor and acknowledge wider achievement in various but standardised ways.</p>	<p>Attainment, Achievement and Behaviour are recorded and tracked effectively. Pupils are supported to meet their full potential. Standards of attainment are maintained or raised over time. Learners make good progress from prior levels of attainment.</p>

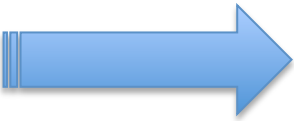


		<p>Standardise departmental Attainment Reviews and introduce annual Attainment Review Meetings.</p> <p>Introduce and evaluate authority standardised assessments (INCAS P7 & SOSCA S2).</p> <p>Develop Registration / Tutor Time / Assemblies as the key focus for recording, sharing, and celebrating improved pupil performance.</p>	<p>Ensure agreed attainment priorities are embedded in departmental improvement plans and have impact on attainment.</p> <p>Ensure baseline assessment data is used effectively and allows learners to make good progress.</p> <p>Introduce e1 Monitoring System to track Achievement and Behaviour. Monitoring Group review implementation arrangements and ensure consistency across the school for start of session 2012-13.</p> <p>Continue development of Assemblies and Tutor Time as a focus for sharing and celebrating improved pupil performance</p>	<p>Continue monitoring departmental priorities for improved attainment and ensure reflection and revision occur in response to anticipated versus actual impact.</p> <p>See statement on tracking above. Improvements to use of baseline assessment and tracking must continue to be a priority.</p> <p>Ensure all staff use monitoring regularly, effectively and consistently in line with identified good practice.</p> <p>Work with staff to promote achievement and improvement at regularly assemblies and through Tutor Time. Identify good practice and ensure this is shared widely and cooperatively.</p>	<p>Attainment, Achievement and Behaviour are recorded and tracked effectively. Pupils are supported to meet their full potential. Standards of attainment are maintained or raised over time. Learners make good progress from prior levels of attainment.</p>
<p>Learners' Experiences</p> <p>Implement and embed the Learning, Teaching and Assessment policy.</p>	<p>Learners' Experiences</p> <p>Develop Learning and Teaching across the school with a re-focus on Formative Assessment, Cooperative Learning, Self-Evaluation and Sharing Standards.</p>	<p>Establish a Tapestry Group as the main Teaching and Learning Community (TLC) within the school with a focus on:</p> <ol style="list-style-type: none"> Formative Assessment (AIFL) Cooperative Learning Self-Evaluation and Sharing Good Practice 	<p>Develop and introduce a revised school Learning and Teaching Policy with an appropriate focus for 2012-13 and 2013-14.</p> <p>Develop a shared understanding of national standards in terms of Teaching, Learning and Assessment.</p>	<p>Revisit and relaunch this aspect in 2013-14, in line with arrangements for SISE (Self Evaluation) above. Roll out LNCT agreed "Direct Observations" policy.</p>	<p>Good progress is being made in ensuring that pupils access learning which is motivating, active and enjoyable and which prepares them for future life and work. Staff have a good understanding of standards and expectations.</p>
<p>Curriculum for Excellence</p> <p>Taking account of local circumstances, create a coherent 3 – 18 curriculum and support structure which ensures effective transitions.</p>	<p>Curriculum for Excellence</p> <p>Continue to develop and implement Curriculum for Excellence in a sustainable and manageable way in line with national and authority guidance.</p>	<p>Review and evaluate existing reporting arrangements.</p>	<p>Continue to monitor and adjust reporting arrangements in line with CFE and authority guidelines.</p> <p>Introduce electronic reporting for the start of Session 2013-14.</p>	<p>Move focus onto implementation of SEEMiS MIS and ensure well-regarded staff reports continue to be effective.</p>	<p>CFE Reporting arrangements in place for all year groups.</p>



		<p>Carry out Timetable Audit and begin implementation of revised curriculum structure.</p> <p>Develop more effective means to promote and celebrate achievement and attainment through development of the House System and work with the Columba 1400 group.</p> <p>Review and seek ways to improve representation of the Pupil Voice to all year groups via creation of Year Group Committees and a re-convened Pupil Council.</p>	<p>Form Curriculum Review Group to review and audit curriculum structure and to report in June 2013. Revised structure to be introduced for S2 into S3 in 2014</p> <p>Re-Launch House System in line with recommendations and aspirations stemming from the work of the Columba1400 Group.</p> <p>Launch new Year Group Committees and Pupil Council.</p>	<p>Share developing curriculum with parents and school community. Monitor S2 choices carefully to ensure BGE and personalisation and choice are equal priorities as required.</p> <p>Prioritise role and remits of the Year Group Committees and Pupil Council. Work with Youth Development Officer to promote linkages with Highland Youth Voice and Scottish Youth Parliament.</p>	<p>Timetable / Curriculum Structure allow for effective delivery of CFE as outlined in BTC 5.</p> <p>House System is becoming an integral part of the life of the school and is an effective means of sharing and celebrating achievement.</p> <p>Provide enhanced leadership opportunities for young people and ensure learners' views are sought and acted upon and that they are involved in decision making.</p>
<p>Meeting Learning Needs</p> <p>Further improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.</p>	<p>Meeting Learning Needs</p> <p>Ensure continued implementation of 'Getting it Right for Every Child' and review transition arrangements at key stages in learning.</p>	<p>Introduce Mentoring Programme for senior pupils embarking on three or more Highers to provide enhanced support for attainment at this level.</p> <p>Develop systematic collaboration across all support staff</p> <p>Review Transition Arrangements for P7-S1.</p>	<p>Review / Audit school based arrangements for GIRFEC in light of 'Planning for Integration' developments.</p> <p>Review and publish updated Pupil Support policy and remits by end of May 2013.</p> <p>Continue to review and build on existing transition arrangements with renewed focus on Numeracy, Literacy and Health & Wellbeing.</p>	<p>Review and publish updated Pupil Support policy and remits by end of November 2013. This will now include vertical alignment of all Pupil Support staff within the embedded House System.</p> <p>Build on developing good practice during session 2012-13 by English, Maths, Science and Languages departments.</p>	<p>Effective partnership exists between the school and other agencies and providers to meet the needs of all learners, particularly at transition stages and planning next steps in learning and in ensuring effective destinations for all learners.</p>
<p>Additional Priorities</p> <p>Evaluate and improve the operation of Associated School Groups [ASGs].</p>	<p>Additional Priorities</p> <p>Develop effective and ethos enhancing means of communication within the</p>	<p>Review and improve the use of the school website and agree a way forward in terms of using the website, blogs, Glow and other ICT.</p>	<p>Launch new website and introduce subject Blogs and social media presence as required. Website will become single focus for all school</p>		<p>There is effective communication across the school and between the school</p>



	<p>school and between the school and partners, including parents. Develop a common vision across children and young people, parents and staff.</p>	<p>Enhance the use of internal displays around the school.</p> <p>Develop consistency of communication at assemblies and at meetings within the school.</p>	<p>information.</p> <p>Continue to develop school values so that they are at the heart of staff / pupil interaction both formally and informally.</p>		<p>and partners, including parents, both formally and informally, and including ways to celebrate and promote achievement and attainment.</p>
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