

CHARLESTON ACADEMY

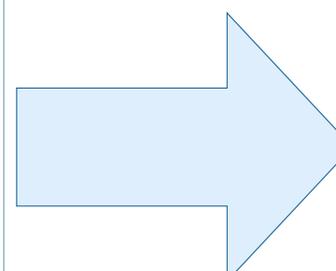


STRATEGIC PLAN

2014-2017

<p>1: How well do young people learn and achieve? Authority Priorities: * Improve the quality of Assessment FOR learning * Improve the quality of Assessment OF learning</p>			<p>Quality Indicators 1.1 Improvements in Performance 2.1 Learners' Experiences 5.2 Teaching for Effective Learning 5.4 Assessment for Learning</p>	
Our School Priorities	Our Improvement Projects			What difference do we aspire to make?
	2014-15	2015-16	2016-17	
<p>1. Introduce new Learning, Teaching and Assessment Policy aligned to GTC Professional Update</p> <p>1. Deep Professional Learning 2. Alignment of Curriculum with new LTA policy 3. Learning to Learn 4. Engagement 5. Reflection 6. Quality of Dialogue 7. Challenge 8. Focus 9. Use of DMs 10. Observations</p> <p>2. Continue to develop effective and robust tracking mechanisms</p> <p>1. INCAS 2. BGE 3. SOSCA 4. Qualifications (Insight)</p>	<p>Formally introduce Professional Update arrangements for all staff and ensure positive and active engagement.</p> <p>Re-form LTA Working Group to review and introduce Learning Policy.</p> <p>Ensure focus on LTA at DMs, Meetings and through CPD. Encourage sharing of good practice at meetings and DMs.</p> <p>Continue to embed Direct Observations. Introduce SMT focus based on initial feedback. Ensure appropriate balance of Support, Challenge and Focus.</p> <p>Use SEEMiS for Tracking Attainment, Achievement and Positive Behaviour in line with existing school policies.</p> <p>Ensure widespread use and understanding of transitions data.</p> <p>Introduce new Attainment Review based on data available within Insight.</p>	<p>Continue to ensure pro-active engagement of all staff with arrangements for Professional update.</p> <p>Embed Learning Policy.</p> <p>Continue to identify good practice and ensure this is shared collegiately.</p> <p>Develop Direct Observations to ensure identified areas for development and improvement remain the focus while also identifying and sharing good practice.</p> <p>Continue to monitor and enhance effectiveness of SEEMiS Tracking and ensure staff are aware of its capabilities and as means of managing workload</p> <p>Continued development of INCAS and SOSCA data at important transition points.</p> <p>Develop Attainment Review as Insight data becomes more familiar and understood.</p>	<p>Ensure the good practice embedded in 15-16 is shared and adopted consistently by all.</p> <p>New Learning Policy needs to be consistently embedded across departments and cohorts. A sub-group on Differentiation across the Curriculum will be formed and will seek to identify and share good practice. All departments need to examine their approaches to differentiation and use of HGIOS4 in evaluating this should begin.</p> <p>Work to ensure approaches to TAM are consistent. Develop information sharing with the data now in SEEMiS with staff, with pupils, and with parents - e.g. Reporting, during Extended Registration etc with focus on Targets and Next Steps etc. Formal introduction of Commendation and Achievement Merits.</p> <p>A revised Attainment Review Report will be introduced, developed by PTs and others, taking into account the wider range of information now available within Insight.</p>	<p>Through our shared values of Respect, Responsibility and Achievement, we will provide a stimulating learning environment using skilful and well-paced approaches to teaching and learning. We will continue to have high expectations for learners.</p> <p>Learners have opportunities to be curious and to think critically. Learning opportunities are well planned and include learners as effective contributors with a balance of independent and collaborative learning.</p> <p>There is effective use of ICT. Learners are aware of their developing, lifelong skills.</p> <p>Learners are becoming more responsible for their own learning. They are actively involved in assessing their own strengths and progress and participate eagerly in their learning following high quality feedback. Learners know what they need to do to improve.</p> <p>Manageable arrangements for record keeping allow effective tracking and reporting of learners' progress. Standard of attainment for all learners is raised.</p>

2: How well does the school support young people to develop and learn? Authority Priorities: * Ensure pupils receive a coherent and progressive curriculum from 3-18 * Support the development of new qualifications and ensure learner pathways lead to positive destinations. * Support schools to meet the needs of all learners through universal and targeted support			Quality Indicators 5.1 Curriculum 5.3 Meeting Learners' Needs 5.6 Equality and Fairness	
Our School Priorities	Our Improvement Projects			What difference do aspire to make?
	2014-15	2015-16	2016-17	
<p>1. Ensure pupils receive a coherent and progressive curriculum, taking account of prior learning and transition arrangements, from S1 to S6</p> <ol style="list-style-type: none"> 1. Review and embed curriculum rationale 2. Transition Arrangements 3. New Qualifications 4. 16+ Pathways 5. Wider Achievement 6. Personal Support 7. PE Target 8. Literacy 9. Numeracy 10. HWB 11. 2+ Languages 2019 <p>2. ASN Review</p> <p>3. Integrated Pupil Support</p>	<p>Continue to embed Curriculum Developments.</p> <p>Introduce six subjects for S4 starting June 2015.</p> <p>Introduce Personal Support units for S5/6 based on self efficacy with balance of challenge and support.</p> <p>Ensure robust monitoring and tracking of pupils undertaking 3/4/5 Highers.</p> <p>Launch working groups on Literacy, Numeracy and HWB across the curriculum.</p> <p>Review arrangements for Additional Support Needs following significant staff changes and accommodation changes.</p> <p>Seek further integration of Pupil Support staff, aligned to House Groups, and including extended support staff.</p>	<p>Ensure account is taken of new authority priorities / guidelines and action taken to roll these out across the school within an appropriate and manageable timescale.</p> <p>Develop further focus on quality of learning conversations, target setting, and next steps within the senior phase.</p> <p>Continue effective monitoring and tracking</p> <p>Work of Numeracy, Literacy, HWB groups is shared with staff and embedded across curricular areas in school.</p> <p>Outcome of review and action agreed is shared with staff and implementation strategies agreed.</p> <p>Formal alignment of all Pupil Support staff within vertical House System is introduced.</p> <p>Arrangements for Extended Pupil Support within Red Square are formalised.</p>	<p>Following new guidance from Highland Council significant work will be undertaken to introduce a 4.5 day week, across 33 teaching periods. This will involve a review of the Curriculum at all levels.</p> <p>Continue to focus on the quality of dialogue in subjects and personal support regarding Learning Conversations. Seek feedback from pupils and staff and embed vision for personal support in any re-aligned or revised curriculum.</p>	<p>Courses and programmes continue to be stimulating, challenging and relevant. Progression is a key feature of the curriculum from S1 through to S6 and at transitions to and from Charleston Academy.</p> <p>Literacy and Numeracy Skills are embedded by all teachers across all curricular areas. The curriculum continues to promote extensive and wider achievement for all.</p> <p>Curriculum developments take account of the views of stakeholders, parents, staff, and pupils. There are opportunities for choice and personalisation taking account of local and national guidelines.</p> <p>Learning activities are well matched to the needs of individual learners. Courses and programmes across all curricular areas meet the needs of all learners.</p> <p>Regular reviews and evaluations of learners needs are undertaken to ensure they make maximum progress in their learning.</p> <p>Equality and fairness is promoted positively and pro-actively through acknowledgement of our values</p>



<p>3: How well does the school improve the quality of its work? Authority Priorities: * Continue to develop and ensure impact of self evaluation systems * Develop leadership capacity and provide a strategy for supporting Headteachers</p>			<p>Quality Indicators 5.9 Self Evaluation 6.3 Planning for Improvement</p>	
Our School Priorities	Our Improvement Projects			What difference will we make?
	2014-15	2015-16	2016-17	
<p>1. Continue to develop and ensure impact of evaluation systems.</p> <ol style="list-style-type: none"> 1. GTC Professional Update 2. Looking IN 3. Looking OUT 4. Looking FORWARD 5. SQA 6. LTA 7. BGE 8. Wider Achievement 9. SISE Group 10. Insight (SPBT) 11. Direct Observations 12. Parental Survey 13. Pupil Survey 14. QI Evaluations (SISE) 	<p>Relaunch SISE Group and develop whole school Quality Assurance Calendar taking into account Professional Update, HGIOS, and GTC Standards.</p> <p>Carry out Education Scotland modelled survey of Parents and Pupils and feed these into Quality Assurance arrangements.</p> <p>Embark on new three-year programme of evaluation of QIs from HGIOS.</p> <p>Ensure Direct Observations and other class visits are supportive and challenging and that information available feeds back into SISE arrangements.</p>	<p>Introduce Quality Assurance Calendar from start of session on whole school and departmental basis.</p> <p>Continue further audit of the views of stakeholders, particularly in light of curricular changes and developments in 2014-15.</p> <p>Year two of QI Evaluation.</p> <p>Direct Observations and SMT visits to classrooms continue and have clear rationale and focus and impact, including sharing of good practice, is clear.</p>	<p>School SISE Group takes stock of newly published HGIOS 4 and the Report following the Quality Improvement Visit in June 2015. These will determine new priorities for future implementation. Work across the school will focus on four areas identified in the QIO Report:</p> <ol style="list-style-type: none"> 1. Consultation Arrangements 2. Differentiation in the BGE and beyond 3. Using Monitoring and Tracking to Promote Achievement and Attainment 4. Mapping out Skills and Abilities in the BGE 	<p>We are increasingly skilled at evaluation of our work. We have gathered the views of parents, staff, pupils and partners about the quality of our work and are taking account of feedback in our improvement projects.</p> <p>The cycle of improvement planning is clear and well understood. Staff are skilled at reflecting on their practice, sharing good practice and evaluating initiatives and changes.</p> <p>Self evaluation is becoming rigorous and transparent and across the school we are able to readily identify strengths and areas for development or improvement.</p> <p>Staff have been involved in developing and implementing the improvement plan and associated action plans.</p> <p>Improvements continue to focus on learning, teaching and the achievement of all learners.</p>

4: Additional Priorities			Quality Indicators	
Our School Priorities	Our Improvement Projects			What difference will we make?
	2014-15	2015-16	2016-17	
1. Develop use of SEEMiS	Introduce SEEMiS to support school priorities in terms of TAM, Reporting and further embedding of Positive Behaviour Policy, Commendations and Achievements.			<p>These improvement projects are embedded across each of the previous priorities for improvement but are listed here for clarity of the detail and timescales of the projects.</p> <p>Several of these projects will be undertaken at departmental level.</p>
2. Complete Rolling Refresh	Enhance ICT facilities through completion of Rolling Refresh, Availability of Wi-Fi and purchase of Curriculum Use iPads.			
3. Albert Roux Kitchen	Integrate Roux Training Kitchen in Hospitality and develop courses and programmes to enhance Hospitality Curriculum and vocational opportunities for pupils.			
4. Enrichment	Continue to seek opportunities to enrich the curriculum through provision of courses and programmes and full range of extra-curricular activities offered by staff. Staff offering and developing Wider Curriculum programmes will demonstrate Professional Learning and Development & Commitment and include as CPD.			

