

**School Improvement Planning  
Returns to Local Authority  
(2019 - 2020)**

**School: Moffat Academy**

**Date: May 2019**

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

##### *Our Vision, Values and Aims*

*Our agreed school vision statement : For Now and the Future, Ready- Aye Ready for all we aspire to be!*

*Our agreed values : RESPECT EQUALITY DETERMINATION RESPONSIBILITY HONESTY*

##### *Our Aims*

- *We aim to develop successful learners who are enthusiastic, motivated, keen to embrace new ideas and determined to reach high standards of achievement.*
- *We are committed to developing effective contributors who are resilient, self reliant and enterprising.*
- *We view learning as a skill for life and aim to develop confident individuals with self respect, a sense of well being, secure beliefs and values.*
- *We aim to develop all members of the learning community as unique individuals and responsible global citizens who demonstrate respect and commitment to participate in all aspects of life.*
- *We are committed to a policy of inclusion, equality and fairness and aim to meet individual needs and promote all members of the learning community according to their abilities and desire.*

**Review Date: reviewed 2018-2019**

#### **Review Activities (as appropriate)**

This session we reviewed our vision, values and aims with all stakeholders to ensure that they reflect the current drive for equity and equality for all. This was introduced to pupils across the school at Assembly and then pupil council consulted with their peers. Pupil council from both sectors reported that they were happy with our current vision statement and values. However, pupils felt that although our values were embedded in everything we do at Moffat Academy our full moto should be more visible around the school. As a result banners exemplifying what our values look like at Moffat Academy will be displayed and posters replicating them will be visible around the school.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values*

*and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1: Raise attainment in literacy and numeracy with a focus on closing the attainment gap</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p><b>NIF Driver Assessment of children's progress</b></p> <p><b>Performance information</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b> 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>Particular progress has been made with this priority across the whole school. We now have a robust cluster moderation policy embedded within the school which includes an annual moderation plan. This plan reflects the previous year's annual achievement of a level return and focuses moderation on improvement in specific areas. This year the focus has been on literacy and numeracy but there has been a particular emphasis on writing. Across the secondary we have worked on the contribution all faculties make to achievement of a level in literacy and numeracy and have a system in place to allow them to record their decision on a child's progress. This ensures that information on a child's progress within and through a level is coming from all areas of the school and is fulfilling the requirements of 'responsibility of all'.</p> <p>Within the primary school we have been part of the authority pilot for the new SWEIC tracking system and have also embraced the new reporting format. Moderation work now needs to be done which looks at each step within the level and what that looks like at each stage.</p> <p>A power of work has been completed on literacy across all sectors. Within primary a working group has been updating and developing our writing programme to ensure that it meets the current teaching and learning methodologies around writing, spelling and vocabulary.</p> <p>The Closing the Literacy Gap programme continues to be successful within the early stages of the primary school. Methodologies related to this programme have been extended into other areas within the primary school.</p>	<p>New authority tracking system – moderate at each step – what does that look like</p> <p>Continue to build staff confidence at what each stage of the new authority tracking system looks like for pupils.</p> <p>Continue to look at how the authority tracking system links to ours.</p> <p>Work to embed writing programme across the primary. Develop continuity across the BGE.</p> <p>Embed practice across the school. Continue to research interventions that demonstrate impact on learning.</p>

	<p><b>Impact</b>  We continue to develop staff confidence across all sectors in relation to our young people's progress within and achievement of a level. Moderation work involving staff across the cluster is helping to build a sound understanding of what each step in the journey looks like across the BGE. Within Primary there has been a particular focus on writing (as this was our lowest % of achievement of a level). Staff have been working together to develop a new programme of learning, research and try out new teaching methodologies (Closing the Vocabulary Gap and The Writing Revolution). 'Your Words' initiative implemented across the secondary. PT SL has worked with staff to create accessible resources. SLAs continue to carry out interventions using Your Words programme and SAMSON maths, in order to build confidence and close attainment gaps. Work within the primary links appropriately to work across S1-3. Work on responsibility for all in the secondary has ensured that meaningful assessments and work has been developed and that staff across all faculties contribute to achievement of a level information. Work across all sectors will support the seamless curriculum we aspire to across the BGE and help to prevent any dips in attainment at key transition stages. Work with the local authority on should support other schools in tracking attainment and ensuring targeted interventions are timely. Being involved at the pilot stage affords our staff the opportunity to influence the development of the tracking system. Our achievement of a level data across all sectors continues to be strong and SQA results continue to be some of the best in the country.</p>	<p>Continue to moderate planning, tasks and outcomes across the school. Embed activities, assessments and tracking systems.</p> <p>Discrete employability programmes to be rolled out across the school. Ensure that all staff are embedding key employability messages within their classrooms.</p> <p>Develop new presentation policy to take account of changes to Higher qualifications and authority guidance.</p> <p>Continue to look for further opportunities to develop pupil leadership skills. Evaluate impact of pupil leadership. 'Dine and Democracy' to be used for pupils to identify leadership opportunities.</p>
<p><b>School Priority 2:  Improve learning and teaching and the curriculum.</b></p> <p><b>NIF Priority</b>  Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all</p>	<p>Staff across all sectors have engaged in work to ensure literacy and numeracy tasks are embedded across the curriculum. As a staff we have worked to ensure these tasks are relevant, fit naturally within subject areas and have been moderated.</p> <p>Leadership opportunities have ensured that the Career Education Standards are fully embedded across the school.</p> <p>Moffat Academy's professional reading group continues to be a key strength with staff engaging in reading and discussion across the cluster. This session we also invited Professor Lyndsey Paterson, teachers from across Scotland as well as guests from Education Scotland into the school to challenge our thinking and methodologies around a knowledge based</p>	<p>Continue to moderate planning, tasks and outcomes across the school. Embed activities, assessments and tracking systems.</p> <p>Discrete employability programmes to be rolled out across the school. Ensure that all staff are embedding key employability messages within their classrooms.</p>

<p>young people</p> <p><b>NIF Driver</b> Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p><b>HGIOS4 / HGIOELC QIs:</b> 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p>curriculum. This process was described as sector leading and is to be replicated across South Ayrshire. It highlighted that we need to ensure a balance between the methodologies we research and the priorities of Education Scotland.</p> <p>Staff have taken on board changes to National Qualifications at Higher level and amended courses to ensure pupils are well prepared for new exams. Presentation policy was reviewed in light of new National 5 qualifications and will now be reviewed in light of new Higher qualifications. Further opportunities to explore and extend pupil leadership skills have been explored and developed. Prefects have been rolled out across S6 and YPI continues to be delivered in S2. S5 and S6 pupils will be involved in leadership activities during induction weeks. Tracking system linked to leadership skills embedded across the school.</p> <p><b>Impact</b> A power of work has been completed on retention of key knowledge and closing the vocabulary gap. Feedback and observations have shown that staff have revised their practice. Through moderation we have ensured that staff literacy and numeracy tasks are embedded across the curriculum and all staff contribute to achievement of a level information. Employability skills are becoming embedded across the school. New courses have been written for Higher qualifications where necessary and a programme of interventions and support for those pupils heading into their national qualifications has been put in place. This now forms part of our presentation policy. Exam results will determine the effectiveness of this approach.</p>	<p>Develop new presentation policy to take account of changes to Higher qualifications and authority guidance.</p> <p>Continue to look for further opportunities to develop pupil leadership skills. Evaluate impact of pupil leadership. 'Dine and Democracy' to be used for pupils to identify leadership opportunities.</p>
<p><b>School Priority 3:</b></p> <p><b>Extend nurturing approaches across the school</b></p> <p><b>NIF priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>Tracking systems have refined our ability to target pupils at risk or living in poverty and ensure relevant interventions are implemented timeously. Pupils missing out on opportunities due to poverty are given the help they need and outcomes for them evaluated.</p> <p>A new and updated, comprehensive tracking system (in line with the attainment tracking sheets) is analyzed termly to look at individuals and ensure that where supports are required they are being implemented and reviewed. This is now part of the annual calendar for Pupil Support, reviewing data termly. All data and updates are shared with the wider staff. Pupils are supported to maximize their physical and emotional health to enable them to access education – wider achievement, attainment and participation. PEF Profiles need to be further implemented next session in</p>	<p>Authority tracking system</p> <p>The use of PEF profiles to be extended across the secondary.</p> <p>Evaluate the confidence of staff in delivering effective interventions across all stages.</p>

<p><b>NIF driver</b> Teacher professionalism Assessment of Children's Progress Performance information</p> <p><b>HGIOS 4 / HGIOELCC? Qis:</b> 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>the Secondary.</p> <p>Support staff feel more confident in delivering key intervention programmes and have been supported by senior staff and PT's to ensure this. All parents have been informed of their child's involvement and progress. Target pupils / groups are gaining in confidence and their levels of attainment /achievement are improving. Evaluation of each of the intervention programmes being delivered has evidenced this with baseline assessments prior to commencing and further assessments/evaluation on completion . Almost all have shown success. Where areas have been highlighted for improvement these have been acted upon. Rainbow Pathways has been developed to incorporate more sessions relevant to males for example. Staff are now being trained in Mindfulness in order to create further interventions which will support mental health/metacognition.</p> <p>Further work is required to stretch pupils in Lit/Num/HWB. Differentiation – further work required and as a result will feature in next sessions improvement plan.</p> <p>SEEMIS records record key HWB information and interventions. All child plans, RFA's and other relevant documents are uploaded to the application to ensure comprehensive records/chronologies are kept for all pupils. The Secondary Depute Head Pupil Support has overview of this application and ensures that it is checked regularly for incoming information which is then cascaded to PT's Pupil Support. She is also in charge of transition in and out for pupils. PT's Pupil Support access the application regularly to upload information etc.</p> <p>10 Senior Pupils and 14 staff (including support/office staff) have been trained and rolled out the MVP programme. Initial evaluations are positive but also highlight areas to tweak for next session. These tweaks have been implemented in next year's programme and inputs have been planned across all year groups. Information on the MVP programme has been shared with parents. There are plans to grow the mentors next session, and shadow existing mentors for experience.</p> <p>Equalities group (and sub groups) have made some recommendations to ensure inclusion / equality for all. Some policies have been amended by one group and the PSE programme and Assemblies revisited by others to ensure they are up to date and relevant, in light of feedback from the pupil voice. There has been much shared on social media to highlight work</p>	<p>Differentiation across all sectors needs to be reviewed.</p>
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	<p>undertaken by the Equalities groups.</p> <p>Staff, have a greater awareness of mental health issues for young people, in light of a twilight training course and a further 18 staff undertaking Mindfulness training. This training is a springboard to develop in house programmes for pupils. Despite various attempts to secure metal health providers for sessions with parents we have not been able to confirm anything for this session. It is still an area of high priority and as such this will feature on next year's improvement plan, along with other areas relating to mental health. The SQA mental health award is to feature in next sessions improvement plan. It has been looked at but delivery approaches require further investigation.</p> <p><b>Impact</b>  Our tracking system and PEF funding has ensured that pupils who would normally miss out due to poverty have been afforded the same opportunities as all. We have subsidised experiences as well as support academically. The performance of those pupils who are entitled to PEF is monitored closely.</p> <p>Pupils with additional support needs and those with gaps in their learning have benefitted from targeted, outcome based interventions based on research.</p> <p>Staff have a greater awareness of their own wellbeing and the mental health of our young people.</p>	
<p><b>School Priority 4:</b>  <b>Review approaches to family/ community learning/ engagement with partners</b></p> <p><b>NIF Priority</b></p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b>  Parental engagement</p>	<p>In response to last session's focus on parental engagement work has been done to implement approaches requested by parents. Our use of social media has been increased and parent council now have their own area within the school website. Standards and Quality report and termly newsletters are now shared with parents electronically. Class Dojo has been rolled out across the primary school and evaluations from parents have been very positive. This ap. allows staff to post photographs and messages related to their class, within a safe environment that can be accessed by all those parents that sign up.</p> <p>As well as various opportunities for parental engagement parents have also had the opportunity to learn how to support their children at home. A session was held on SAMSON maths for parents of pupils from P1 – S1. Within secondary we held a very successful 'How to Pass Evening' this focused on how parents can support their children through this important</p>	<p>Continue to expand and improve our use of social media and technology to engage with both pupils and parents and carers.</p> <p>Introduce Moffat Academy Alumni so that we can keep in touch with past pupils and re-engage them with the school as partners (small businesses etc)</p> <p>MWoW to be built upon and enhanced</p>

<p><b>HGIOS?4 / HGIOELC QIs:</b> 1.3 1.5 2.1 2.4 2.5 2.7 3.1 3.2 3.3</p>	<p>step in their educational journey. Staff from all subject areas were on hand to provide materials, advice and support to both our young people and their parents and carers.</p> <p>SDS provision has been enhanced and our offer has been increased. We have more inputs within our PSE programme, during our option windows and have started to role out MWow in some subject areas.</p> <p>New partnerships have been created with employers within the local community. Speakers have been invited in to talk at year group assemblies.</p> <p>We have continued to work with charities, both local and national, through the Young Philanthropy Initiative.</p> <p><b>Impact</b> Self-evaluation results from parents show that they are pleased with the social media engagement from all staff. They now feel more informed and those parents that have split up, supported. The 'How to Pass' evening supported parents and children through the exam time and was very well received. However, exam results will help us to evaluate the impact and effectiveness of this session.</p>	
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p><b>Primary</b> This session we used a large amount of our Pupil Equity Funding for additional staffing. These staff were used to target specific individuals and groups with targeted interventions. One such intervention was 'Closing the Literacy Gap' which is a highly successful programme that has robust data to support it's effectiveness. We also used a small amount of funding for clerical support in order to ensure that our tracking systems were up to date, to be mindful of workload for teachers, while ensuring that we did not miss any gaps or dips in children's learning. We also used some funding to enhance our digital technology offering and pupil profiling. This again ensures challenges in children's learning are identified quickly but also that no pupils are disadvantaged and that we can offer them all equity of opportunity.</p> <p><b>Secondary</b> Within secondary we also used our PEF funding for staffing. Again, these staff worked with targeted individuals, for short periods of time, on programmes that are evidence based and have demonstrated impact e.g. short blocks of targeted SAMSON maths work on specific areas of maths such as addition. This has proven not only to get pupils back on track with their peers but also raised their confidence. We also had a leadership opportunity which focused on developing our young workforce and supporting our S1-3 pupils on the correct pathway. Again in secondary we used a small amount of funding for clerical support in order to ensure that our tracking systems were up to date, to be mindful of workload for teachers, while ensuring that we did not miss any gaps or dips in children's learning.</p>	

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## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p>When visiting Moffat Academy Professor Lyndsey Paterson described it as 'a special place'. Staff at all levels demonstrate a commitment to our young people and there is a clear focus on equity and excellence.</p> <p>Our school moto of – For now and the future Ready Aye Ready for all we aspire to be underpins our drive towards getting it right for every child. Staff and pupils demonstrate a strong sense of pride in their school and pupils are encouraged to represent their school in a wide range of activities.</p> <p>Staff at all levels are encouraged to look inwards, outwards and forwards. Moffat Academy very much works as a whole team. Staff across the school have visited schools in other parts of the authority and further afield to look at practice to inform our improvements. We also regularly host staff from other schools to share practice. This session we also held our professional challenge event with Professor Lyndsey Paterson, Education Scotland and staff from schools across Scotland. Through these approaches staff across the school take on leadership roles (QAMSO, SQA leads, SQA markers etc). These roles not only support work at regional and national level but also build staff capacity and contribute significantly to improving outcomes for learners.</p> <p>Staff across the school are strategic in their approach and the aspiration of equality for all is at the heart of everything we do. Staff at all levels are encouraged to take leadership roles and we have used some of our pupil equity funding this year to support their work. Leadership within those staff who took on roles last year has become embedded and they have continued to move parental engagement, literacy and employability.</p> <p>Staff, both teaching and non teaching, are encouraged to take on leadership roles in the school and equity funding has allowed</p>	<p>Continue to research teaching and learning methodologies in order to ensure that we are at the forefront of educational change.</p> <p>Continue to develop relationships with Edinburgh Universities faculty for Education.</p> <p>Self-evaluation and reflection should remain at the heart of everything we do. Staff should be encouraged to develop their leadership roles within the setting – SQA markers, verifiers, QAMSOs etc.</p> <p>Further develop strategies through the Extended Management Team to translate school communities' vision, values and aims in daily practice and through the Senior Assembly Schedule.</p> <p>Continue to offer Leadership Opportunities for staff with a focus on improvements in outcomes for all.</p> <p>Continue to review our approaches to where and when we use data to support positive change for staff and learners with a focus on tackling workload and</p>	<p>5</p> <p>11</p>

	<p>forward. There is a culture of professional learning across the school at staff at all levels are keen to engage in both in-house CPD opportunities as well authority led ones.</p> <p>We continue to look for new and innovative ways to promote pupils leadership across all sectors. Effective approaches that we have continued are: maths and reading buddies, sports leaders, pupil council, house captains and vice captains. This year we introduced S6 prefects and have evaluated the effectiveness of these roles. Plans are in place to enhance these roles next year.</p> <p>Self evaluation activities are shared within our agreed school calendar. They help us to ensure that the pace of change is robust but manageable. Across the Primary school the DHT is creative with RICCT time to ensure that opportunities are created for staff development time. Within the secondary school the extended management team also works creatively to ensure protected time for staff to engage in development activities.</p> <p>The school has worked hard to develop very strong and supportive partnerships with parents and with local community groups – this year strong links have been formed with small local charities through our engagement with the Youth Philanthropy Initiative. We have revamped the Community Partnership group and will work next year to get more community groups involved.</p> <p>The effective and intelligent use of data continues to be a key priority across the school and cluster. We use effective, non-bureaucratic systems to ensure we can track pupil progress from the Early Years right through to exit point. These systems are active and used by staff throughout the year to ensure we maintain high levels of attainment but also that appropriate interventions are put in place for pupils when they need them. We also use our data effectively to analyse trends and patterns in behavior and attendance as well as literacy and numeracy.</p>	<p>we use data to support positive change for staff and learners with a focus on tackling workload and maximizing impact.</p> <p>Continue to encourage and develop leadership at all levels within and across all sectors</p> <p>Accreditation for pupil leadership – investigate leadership and employability skills through the Prince’s Trust and SCQF Ambassador training for staff.</p> <p>Continue to research and explore innovative learning and teaching methodologies. Protect time for staff to develop their ideas and provide a challenging but supportive environment in which they have the confidence try new things.</p> <p>Continue to develop community</p>	
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		partnerships and develop greater community involvement from our young people.	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b>Learning and engagement</b> The school ethos is exceptionally strong with children’s rights at the heart of all we do. It was described by Professor Lindsay Paterson (Head of Education at Edinburgh University) as ‘a special place.’ Staff and pupils across the secondary work together as part of an Equalities group. Observations show that in almost all lessons pupils are engaged and active participants in their learning. They are clear about what they are learning and can identify their next steps. External scrutiny as part of our challenge panel reinforced what we were seeing re: learning and engagement.</p> <p><b>Quality of teaching</b> Self-evaluation is at the heart of everything we do. Staff are challenged and challenge themselves, to reflect on the quality of learning and teaching within their rooms, across their faculties and across the school. Is this the best we can be for our young people? Is the question at the core of everything we do. We now have a well-established professional reading group that continually reflect on research and pedagogy. We have a highly effective staff team who learn with and from each other.</p> <p><b>Effective use of assessment</b> Assessment and moderation have formed and will continue to form a key part of our improvement priorities. We have established effective means of assessment that inform and support learner progress. Through a robust moderation policy, plan and process we ensure that staff confidence in identifying where our learners are in their learning journey has increased.</p> <p><b>Planning, tracking and monitoring</b> Across our cluster we have an effective tracking system that supports pupil progress. This year we have also been a pilot school for the local authority’s new tracking and reporting system. Systems for planning, tracking and monitoring are well established and have been shared extensively as good practice with other schools – both in the authority and nationally. We aim for a seamless transition from ELCC to P1, P7 to S1 and all</p>	<p>Continue to develop our Learning and Teaching Policies to incorporate the most up to date and relevant findings in educational research to maximize attainment and achievement for all and review its use by teachers through learning rounds.</p> <p>Continue to develop pupil voice – introduce ‘Dine ‘n’ Democracy’. Support and encourage the work of the equalities group.</p> <p>Continue to implement the Whole School Self Evaluation Calendar to ensure Learning and Engagement, Quality of Teaching, Effective use of Assessment and Planning Approaches are having a positive impact on learner’s progress.</p> <p>Continue to challenge the pedagogy of staff at all levels. Through our professional reading and research group we should encourage the development of new methodologies as well as ensuring that excellent practice becomes embedded across all sectors.</p> <p>Re-introduce TLC within Primary, faculties and cross sector.</p> <p>Continue to develop a shared understanding of progress within</p>	5

	<p>stages in-between. Our planning and tracking systems fully support this.</p>	<p>and achievement of a level. Work to build staff confidence across all sectors and indeed the cluster.</p> <p>Continue to use our well established and effective tracking system to monitor pupil progress and implement successful interventions.</p> <p>Extend our use of effective pupil profiles to S4-6.</p> <p>Support the local authority in their pilot of the new monitoring Progress and Achievement tracking system.</p> <p>Continue to work on programmes of learning that ensure a seamless curriculum</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p><b>Wellbeing</b></p> <p>We pride ourselves in being a school that has a strong climate of trust and respect. We work with our young people to ensure their voices are heard, they feel valued and respected. Pupils across the school know where they can get support and readily access it when required. Our support is not limited to the class teacher or pupil support within the secondary but is seen as the responsibility of staff at all levels. We talk about the whole team and pupils have developed relationships in such a way as to know that everyone is there to support them if they need it. We regularly ask pupils to reflect using the wellbeing indicators and these are acted upon when appropriate.</p> <p>Pupils across the school take on supportive roles and work with pupils to support them through challenging times. This year a group of S5 (into S6) pupils have been trained as MVP (Mentors in Violence Protection) peer mentors.</p> <p>We work with the local community to enhance the pupils respect for their local environment and engagement with those outwith the school. This year pupils in the nursery and primary have worked with Moffat Pride on community litter picking projects. We continue to work successfully with community groups, such as the Moffat Rams and regularly link with local businesses.</p>	<p>Develop the MVP mentor programme and evaluate its effectiveness</p> <p>Continue to develop community partnership, working and links.</p> <p>Look for opportunities for SCQF accreditation through leadership and volunteering awards</p>	5

	<p>We encourage all young people to participate in the wider life of the school with a high number of extra-curricular opportunities on offer after school and at the weekend e.g.gymnastics, football, athletics etc This year we have taken children as far as Stoke-on-Trent to represent their country at the British Schools Gymnastics finals.</p> <p><b>Fulfilment of statutory duties</b> Our small cluster and unique management structure ensures that all staff have a thorough knowledge and understanding of the statutory duties pertaining to GIRFEC and to ensuring wellbeing, equality and inclusion. At the start of each academic year staff at all levels undertake their Child Protection update training. This year staff have also been involved in Mindfulness training.</p> <p><b>Inclusion and equality</b> As a small school and cluster we ensure that we know our pupils very well. We have established an ethos where pupils across all areas and sectors are the responsibility of all. We work together to reduce the chance of our young people under achieving. Pupil Equity funding has allowed us to support families and ensure that all our young people have the opportunity to share the same experiences and access the same opportunities as everyone else. Our new equalities group have worked hard to ensure that everyone has a voice and that voice is listened to.</p>	<p>Extend the extra-curricular offering for all our young people and continue to build on the excellent work and opportunities that have already been afforded to them.</p> <p>Continue to use pupil equity funding to ensure that we afford all pupils equal opportunities. Work with our parent council to fund memories and experiences for all. Continue to develop work with the equalities group and ensure that their voice is heard and acted upon.</p>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early</i></li> </ul>	<p>Attainment levels remain strong across the BGE. Through our moderation process we are confident that our judgements and data are and will continue to be reliable. SNSA, CAT, INCAS and PIPS assessments alongside a strong cluster moderation process, support staff in making decisions about achievement of a level. Standardised assessment trends confirm a strong and sustained pattern of attainment.</p> <p>Insight data confirms strong results in the senior phase overall and some excellent performances within particular subjects</p> <p>2018 PERFORMANCE:</p> <p>5+ SCQF level 4 by end S4...72% 5+ SCQF level 5 by end S4... 52%</p>	<p>Continue to build on our strong attainment picture.</p> <p>Work on senior phase pathways to ensure we are providing the correct advice and support to our young people and their families. Develop our information and offering in the senior phase to include more SCQF level courses that can run alongside those</p>	5

<p><i>language, mathematics, health and wellbeing</i></p> <ul style="list-style-type: none"> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>S5 3+ SCQF level 6...54% S5 5+ SCQF level 6...34% (highest ever achieved) 10% achieved 6 SCQF level 6</p> <p>Almost all pupils in receipt of FME and from poorer backgrounds achieve and attain well with no noticeable gap evident.</p> <p><b>The number of young people leaving school and entering a positive destinations data remains high at</b></p> <p>Learners are presented with many opportunities to achieve, not just academically. We have very successful gymnastics squads and athletics teams. This year our gymnasts are Scottish Champions and represented Scotland at the British Championships. Our football teams are both Under 14 and Under 15 champions. In secondary some of our pupils have achieved their DofE Bronze Award and are going on to challenge themselves at Silver level. All pupils in S2 undertook the Young Philanthropy Initiative and this has become an established part of our S2 curriculum which supports local charities as well as the development of a large number of skills in our young people.</p> <p><b>Early education and childcare</b></p> <p>In February an unannounced visit from the Care Inspectorate confirmed that we provide very good Early Learning and Childcare for the youngest of our pupils. We provide enriching, nurturing, stimulating environments both indoor and outdoor. Early language and maths skills are developed through real and imaginary contexts. Most learners are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage</p> <p>In the nursery we continue to place a strong emphasis on HWB: handwashing, toothbrushing/ healthy eating (based on recommendations from Setting the Table.</p> <p>Staff make home visits for every child prior to them starting nursery. We have 'Communication Board' to support parents/carers of pupils with communication difficulties. We aim to make thoughtful judgements about individual learners' progress and encourage children to lead their learning (tracking of individual developmental milestones). Individual learning journeys are shared by staff, children, parents and carers. Individual achievements are recognised –</p>	<p>currently being delivered.</p> <p>Continue to identify opportunities for learner achievement beyond and alongside national qualifications. Work with the Prince's Trust to enhance and imbed leadership and employability skills.</p> <p>Employ ELCC manager.</p> <p>Work with the Nursery team to prepare for the move to 1140 hours.</p> <p>Continue to develop both the indoor and outdoor learning environment in line with guidance from Education Scotland and the</p>	
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	<p>through a variety of means eg golden Chair, certificates, stickers, assemblies etc</p> <p>We have high aspirations for our nursery pupils and capture and celebrate their successes and achievements on our Nursery Dojo page as well as in newsletters, big books and displays. We take time to get to know parents and to foster positive relationships through home visits, care plan meetings and “Stay and Play”, ‘Tots on Tuesdays’ and ‘Wee blether’ sessions. We work very closely with our parents and value the contribution they make to our setting.</p>	<p>Care Inspectorate.</p> <p>Embed and develop the excellent work that is already going on within our Early Learning and Child Care setting.</p> <p>Continue to develop curious play learning opportunities and exploration within the outdoor setting.</p> <p>Continue to develop our PLPs within our ELCC setting</p> <p>Keep up to date with changes through the Care Inspectorate Hub.</p>	
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>Within the senior phase we have an embedded curriculum model. This has proven to be successful through our continuing pattern of achievement in national qualifications. Coherent planning and progression frameworks linked to the benchmarks are available for a number of curricular areas. We continue to work and reflect on progression pathways for our young people. Staff across all sectors work together to ensure a seamless curriculum and shared understanding across the BGE. This ensures high levels of attainment are maintained and there are no ‘dips’ in attainment and achievement across the four contexts of learning.</p> <p>In secondary almost all young people will have achieved level 3</p>	<p>We need to develop our offering within the senior phase to ensure we are supporting our young people to select the right pathway and support them into positive destinations. In order to do this, we need to look at and be in a position to offer further SCQF level opportunities and qualifications. We need to look at those course that can run alongside what we are already doing. We also need to work with our colleagues across Network East to ensure that our young people are afforded the widest possible range of qualifications and experiences within the current educational climate. Work needs</p>	

	<p>outcomes by Christmas of S2. Most learners will then have an opportunity to begin to specialise within some of the curriculum areas and to work on a narrower range of subjects at level 4 for the remainder of S2 and throughout S3. This would take them to the end of the BGE and allow for a smooth transition into National Qualifications in S4 with the majority capable of embarking on courses at National 5. All pupils in the BGE engage in interdisciplinary learning activities and all pupils in S3 undertake programmes around employability and skills for work. In the Senior Phase pupils in S4-S6 are timetabled together as one cohort to ensure a range of flexible pathways are available. This is complemented by a range of opportunities including vocational options, extended work placements, opportunities to network to local schools and to Dumfries and Galloway College. All pupils are encouraged to participate in a wide range of experiences designed to allow wider achievement in terms of skills for life, learning and work e.g. the Youth Philanthropy Initiative, School Linked Cadet Detachment, DofE etc These activities reinforce key employability skills.</p>	<p>to be done to support not only our young people but also the understanding of their families.</p> <p>Developing our young workforce and ensuring we support our young people through school and beyond needs to be at the forefront of what we do particularly. Although there will be a focus on this within the senior phase, employability skills need to become embedded in everything we do.</p>
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>The school benefits from a very active and supportive Parent Council which focuses not only on fundraising but also policy development. Although this group is very active and supportive of the school and our young people, there is scope to try and get greater numbers of parents involved. A particular focus of the parent council this year has been refining the raising of funds to enhance the experiences all our young people receive, ‘making memories’ is their new mantra.</p> <p>Last year we used some PEF funding for specific leadership posts charged with increasing parent engagement in learning – particularly in literacy, numeracy and health and wellbeing. Although these posts came to an end, evidence of their success has been the continuing development of them this session. Class Dojo is now established as a means to share learning with parents and carers as well as a support mechanism for those families where parents are no longer together. We held a “How to pass evening” for S4-6 pupils and parents which was very successful. Next session we will be training staff and introducing Show my Homework across the secondary.</p> <p>At the end of last session we combined our stakeholders surveys with an equalities questionnaire. The results of this was shared with parents at the start of the session in our annual Standards and Quality Report for parents and carers. Although 74% of parents who responded agreed that they received</p>	<p>Continue to look for innovative ways to enhance parental involvement and engagement.</p> <p>Roll out and embed ‘Show my Homework’ ap. for teachers and parents.</p> <p>Explore opportunities for parental learning and further means for parents to support their child at home e.g. SAMSON maths session.</p>

	<p>helpful information on their child's learning and development only 58% said they were given advice on how to support their child's learning at home – it is hoped that the show my homework app. will go some way in supporting this. Parents are invited to engage in the pupils' learning through open afternoon and celebrations of learning. Social media is now more commonly used to ensure parents are aware of the work happening in school and about the very many achievements of our young people – Class DOJO , school website, facebook page etc. There is also a shift in focus from parent information sessions to parent learning sessions. The first of these was planned for Term 4, SAMSON maths but due to low numbers of parents and careers interested has been moved to the start of next academic session. Our nursery continues to offer stay and play sessions and a member of management attends the weekly 'Wee blether' session which is run by nursery parents.</p>	
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### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )
<p><b>School Priority 1</b></p> <p><b>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p><b>NIF Driver</b></p> <p><b>Assessment of children's progress</b></p> <p><b>Performance information</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b> 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p>Moderation activities will provide opportunities for sharing practice with peers and ensure a consistent level of pace and challenge to maintain high levels of attainment</p> <p>Staff confidence in determining achievement of a level will increase - % achieving expected levels will reach / exceed 85% in line with govt stretch targets (with a focus on new stretch target of 90%)</p> <p>As part of the local authority tracking working group we will support not only our young people but also our colleagues and young people across the authority.</p> <p>Seamless progression of programmes into secondary will help to ensure there are no dips in pupil's learning</p> <p>All learners will experience rigorous programmes to improve literacy and numeracy levels – observations of learning / attainment data will evidence this. Staff / pupil /parent evaluations of impact of new literacy and numeracy approaches will be positive</p>	<p><b>6 Workstreams</b></p> <p>a) extend opportunities to moderate/share national standards for literacy and numeracy across all curricular areas</p> <p>b) work with local authority on new tracking and reporting system if/where possible align with cluster tracking.</p> <p>c) Embed English and Maths programmes across the primary and ensure continuity, seamless progression and links to secondary programme.</p> <p>d) Extend and embed key learning and teaching methodologies based on research, across the whole school eg retrieval, active learning, modelling</p> <p>e) Extend and evaluate literacy intervention programmes with targeted pupils – e.g. Closing the Literacy Gap and continue to build capacity with learning assistants to deliver programmes</p> <p>f) Review approaches to numeracy –</p>	<p>Moderation policy and plan for 2019-2020 updated</p> <p>Whole staff development time –</p> <p>a) 4 hours set aside on calendar for moderation of literacy and numeracy</p> <p>b) 2 x 1.5 hour slots – August 2019 and February 2020 By June 2020</p> <p>Local authority working group</p> <p>Staff training/update on SNSA scale and how the assessment data can be used to support individual pupil targets</p> <p>Additional time to support targeted pupils with FME on one to one or small group intervention approaches e.g. SRS, Closing the Literacy Gap/ maths recovery/ Samson plus (PEF) By June 2020</p> <p><b>Key personnel oversight of tasks</b> <b>Strategic lead: AM (AHT and QAMSO input)</b></p> <p>a)AM, KW, SMcB b)AM, RA c)RA, SMcB, KW</p>

	A continued focus will be analysing data to ensure closing of attainment gaps	Developing number knowledge, Maths recovery training	d)AC, RA, JA, KW, SMcB e)SO, JT, NB f) AM, SO, JT, KW
<p><b>School Priority 2</b></p> <p><b>Improve learning and teaching and the curriculum-</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p>We need to ensure that employability skills are referred to and built upon across all sectors.</p> <p>Pupils will be able to access flexible approaches e.g. through pre-apprenticeship opportunities / work placements</p> <p>Working with partner agencies and employers will enhance pupils understanding of their pathways into employment and the skills they need to develop.</p> <p>Positive destinations data will continue to be a strength</p> <p>A Moffat Academy Alumni will allow us to support our pupils in their positive destinations beyond school and support the guidance of the 15-24 learner review.</p> <p>Learners will be given tasks that challenge them at their own level and ensure their individual benchmarks and targets are being met. This will support the closing of the attainment gap.</p> <p>There will be greater coherence in terms of programmes to develop pupil leadership skills</p> <p>All programmes will be amended to meet the standards as set out in new qualifications. Presentation policy will also include intervention programme for</p>	<p><b>7 Workstreams</b></p> <p>a) Employability programmes to be embedded across the school and flexible approaches to key employability skills – work placements/ vocational training courses etc</p> <p>b) Work with DYW, SDS and Prince's trust to develop employability skills in our young people and support them on to positive pathways</p> <p>c) Set up a Moffat Academy Alumni and identify ways of supporting and utilising the skills of our young people once they have left the school</p> <p>d) Work with colleagues across the cluster on effective differentiation</p> <p>e) Through looking outwards, identify effective leadership programmes to offer our young people and investigate accreditation.</p> <p>f) review presentation policy for national qualifications in light of authority / national advice</p> <p>g) look at our senior phase in relation to the wider experiences and skills development that are on offer, as well as accredited leadership opportunities</p>	<p>Additional leadership role to be created in order to move forward employability and DYW – PEF - June 2020</p> <p>Clerical time assigned to Alumni page – August 2019</p> <p>Presentation policy reviewed and updated – September 2019</p> <p>Senior phase – October 2019</p> <p><b>Key personnel oversight of tasks</b> <b>Strategic lead: AM</b></p> <p>a) KC, VA b) VA, KC c) KW, JA d) AC, RA, KM e) AC, KC f) AC, AM g) AC, JA</p>

	pupils moving on to higher qualifications in order for them all to achieve what they are capable of.		
<p><b>School Priority 3</b></p> <p><b>Extend nurturing approaches across the school</b></p> <p><b>NIF priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF driver</b> Teacher professionalism Assessment of Childrens' Progress Performance information</p> <p><b>HGIOS 4 / HGIOELCC? Qis</b> 1.1 1.3 1.5 2.1 2.3 2.4 2.7 3.1 3.2</p>	<p>Pupils will be supported to maximize their physical and emotional health to enable them to access education – wider achievement, attainment and participation</p> <p>Target pupils / groups will be gaining in confidence and their levels of attainment /achievement will be improved.</p> <p>Staff, parents and partners will have a greater awareness of mental health issues for young people and will know how to access support</p> <p>Staff confidence to deliver interventions will increase.</p> <p>Target pupils / groups will be gaining in confidence and their levels of attainment /achievement will be improved.</p> <p>SEEMIS records will record key HWB information and interventions</p> <p>Equalities group (and sub groups) will make recommendations to ensure inclusion / equality for all</p> <p>Pupils and staff have had initial MVP training and now the programme will be rolled out across the school. Evaluations into its effectiveness will be carried out.</p>	<p><b>6 Workstreams</b></p> <p>a) Implement new relationships and sexual health planning and updated PSE programme</p> <p>b) Extend and evaluate nurturing approaches / provision for target pupils</p> <p>c) Extend our approaches to parental engagement to include family learning</p> <p>d) Build staff capacity to deliver intervention programmes focused on numeracy</p> <p>g) Continue to explore opportunities for mental health awareness training for both staff, pupils and parents</p> <p>e) Expand use of wellbeing app within SEEMIS and new pastrol notes</p> <p>f) Implement recommendations from the Equalities group</p> <p>g) Implement MVP programme</p> <p>h) parental engagement/learning opportunities increased – Show my Homework, How to Pass, SAMSON maths</p>	<p>This work will be ongoing throughout the year – June 2020</p> <p>PEF funding will support the implementation of effective, evidence based interventions throughout the session – June 2020</p> <p>Work to be carried out across the cluster and SQF accreditation sough – June 2020</p> <p><b>Key personnel oversight of tasks</b> <b>Strategic lead: KC/NB</b></p> <p>a) KC, NB b) KC, NB c) KC, NB d) KC, SO, NB e) KC, NB f) KC,AM g) KC h) AC, RA</p>