



**NORTH AYRSHIRE**  
COUNCIL

EDUCATIONAL SERVICES

# **IMPROVEMENT PLAN**

**Planning Session: 2011-2012**

Garnock Academy

## School Aims

### Achievement and Attainment.

The school seeks to provide *good quality teaching* in as wide a range of *high quality courses* as possible. This will allow pupils the opportunity of developing their intellectual abilities to the full and to *maximise their overall standards of attainment*. Pupils will leave school with the skills, knowledge and qualifications required by society. To carry this out, the school will promote and enhance the professionalism of staff *to provide the highest standards of teaching and learning* whilst seeking always to improve the quality of pupils' learning experiences. This will be done through staff development review and by providing opportunities for in-service and further training in areas identified by staff review.

### Learning for Life.

The school has an important role to play in *developing skills for life* – academic, vocational and recreational. This will be carried through in the case of academic and vocational skills by being taught by subject departments in classrooms or practical rooms. Recreational skills will be promoted through extra-curricular experiences eg Musical Activities, Sport, and appropriate curricular experiences eg in PE, Art and Music, to ensure that pupils will, as adults, be able to use their leisure time profitably.

### Values and Citizenship

The school will encourage every pupil to play a useful part in, value and take pride in his/her community. This will be done by ensuring that all staff encourage pupils to accept responsibility for their actions, to show initiative and to become responsible adults. The school will develop and encourage pupil councils to allow pupils to play a part in school developments.

It will also seek to *develop a meaningful partnership with parents* to enable them assist us with our aims. This will be done through formal mechanisms eg Parent Council, and informal mechanisms, eg seeking comments on pupil reports, seeking views via parent bulletins and questionnaires.

### Values and Citizenship

The school will continue to make arrangements to meet the needs of all learners. In response to the legislative requirements of the Education (Additional Support for Learning)(Scotland) Act 2009 it will identify when a young person is not making good progress, understand what is not working for the young person and once extra support is in place, ensure that support is making a difference.

The school will make every proportionate and reasonable step to ensure that each pupil experiences the benefits available across North Ayrshire. In line with the requirements of legislation departmental provision and opportunity is open to all pupils, including those who belong to one or more of the following categories: disability, pregnancy and maternity, race, religion or belief, gender, sexual orientation or gender reassignment.

### Framework for learning.

The school will try to provide *an appropriate, disciplined environment* where all pupils can develop their potential without undue stress, distraction or worry. The school will do this by developing agreed good pupil supervision procedures, good pupil-pupil

relationships and good pupil-staff relationships. The school will strive to *have good pupil support mechanisms* and *discipline code*, understood by all. The school will try to provide all specialist resources, equipment and accommodation needed to provide a balanced education appropriate to the needs of a modern society.

Values and Citizenship.

Pupils will be taught, through PSE, RE and other activities, self-respect, self-discipline, morality and respect for others. They will be taught the religious beliefs of others to encourage understanding and tolerance. They will also *be taught and see democratic processes in action*. Staff will also encourage these qualities and processes by personal example.

## **Planning Priorities 2011-2012**

### **1. Delivery of Education: The Curriculum**

We intend to continue to develop our young people as successful learners, confident individuals, responsible citizens and effective contributors through the continued development of a curriculum which is dynamic, innovative and flexible to meet the needs of all our learners – in line with the national development of a Curriculum for Excellence. In particular we plan to implement and consolidate S1/S2 courses and plan for the third year of the programme.

### **2. Leadership: Developing people and partnerships**

To further improve leadership capacity across the school to the extent that it impacts even more positively on the quality of learning and teaching and on outcomes for learners and their families. We plan to do this by sharing good practice between existing Principal Teachers and developing skills and knowledge in aspiring faculty leaders.

### **3. Delivery of Education: Teaching for Effective Learning: Improve P7/S1 transition**

We plan to improve the transition experience for pupils moving from P7 in our associated Primary schools to S1 in Garnock Academy. This will be done by much closer partnership working between primary and secondary staff, and an extended induction period for P7 pupils in their final term in P7. We plan to improve continuity of experience and consistency of methodology.

### **4. Delivery of Education: Planning for New School**

We intend to take a full and active part in the consultation exercise with regard to the design and planning of our new school. This will entail close partnership working with faculties, pupils, parents and the community.

### **5. Delivery of Education: Improving Provision of S1 homework**

We plan to improve the delivery of homework to S1 pupils by introducing eight substantial open ended homework projects, based on the main curricular areas, at monthly intervals. This will allow pupils to research and explore areas of the curriculum which may not have been well covered in conventional curricular models.

## Key Priorities Session 2011/2012

<b>Priority 1: Continue to Develop the Curriculum for Excellence.</b>			
<b>Task</b>	<b>QIS</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation/ Evidence</b>
Implement our revised S2 Curriculum across the school.	5.1 5.3 5.4 5.5	S2 elective programme is fully operational and delivering CFE outcomes	Coursework, classwork and assessment available for observation
Monitor, evaluate and review S1/2 curriculum for 2012 session.		SMT and Faculty Heads audit and review current S1/2 developments to amend for August 2012	Discussion, surveys reflected in minutes of SMT and Faculty Department meetings.
Develop and prepare 33 period week timetable structure.		School timetable for August 2012 follows 33 period week model.	Observation of progress. Discussion reflected in S.M.T., Principal Teacher and Faculty Meetings.
Continue, with NAC support, to prepare for the Senior Phase of C.F.E.		Faculty Heads and SMT engage with BtC documents and SQA to ensure information re Senior Phase is understood, discussed and developed.	Discussion, surveys reflected in minutes of SMT and Faculty Department meetings.
Develop S3 curriculum and assessment in line with C.F.E. recommendations		Subject leaders engage with SQA website to ensure curricular and assessment materials are developed into S3 courses	Observation of progress. Discussion reflected in S.M.T., Principal Teacher and Faculty Meetings

**Priority 2: Developing People & Partnerships. (Sharing Good Practice)**

<b>Task</b>	<b>QIS</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation/ Evidence</b>
Allows PTs time to convene and discuss issues recognised as important to the effective management of a faculty.	7.2 7.3 9.2 9.3	There is clear evidence among faculty PTs of improved leadership capacity.	Observation of PTs practice, SD & R interview evidence.
Allow aspiring faculty PTs time to convene and discuss issues recognised as crucial to the effective management of a faculty.		There is clear evidence among course participants of improved understanding of faculty management issues, and improved leadership capacity.	Evaluation evidence from participating staff.
Implementation of the above into relevant C.P.D.		Staff able to expand Professional Development Profile.	CPD interview evidence.

<b>Priority 3: Delivery of Education – Improving P7/S1 transition</b>					
<b>Task</b>	<b>QI</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation/Evidence</b>		
To provide a worthwhile transition experience for all P7 pupils	1.1	All pupils experience an extended transition programme with a particular focus upon: (1) Literacy (2) Numeracy (3) Health & Well Being (4) IT	Programme of work developed by Transition working group with opportunity for input from other stakeholders		
	1.2				
	2.1				
	5.1				
	5.2				
	5.3			Pupils feel comfortable in the Garnock Academy building	Teachers and pupils given opportunity to feedback on transition period and content of programme
	8.1			Pupils know the majority of teachers in Garnock Academy before they start in August 2012	
To establish strong curricular links between primary and secondary establishments in the Garnock Cluster		Pupils know the school rules in Garnock Academy before they start in August 2012			
		Teachers from both sectors establish clear lines of professional dialogue	Teachers from both sectors work together producing coherent coursework		
		All practitioners have the opportunity to team teach with colleagues from Primary/Secondary	In-service day takes place		
		Curriculum Content is coherent and progressive	CPD sessions organised for all through Cluster In-Service Day		
		Curriculum content meets the needs of all young learners in the Garnock Cluster			

To meet the needs of all pupils including these with ASN through compliance with legislation etc.		Support provision from P7 to S1 both universal and targeted, is coherent, continuous and progressive.	Support provision is both adequate and sufficient. Programmes of working show personalisation and choice. Monitored and evaluated via Educational Reviews and JST systems.
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<b>Priority 4: Delivery of Education – Planning for New School</b>			
<b>Task</b>	<b>QI</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation/Evidence</b>
Form pupil focus groups in S1 and S2	1.2 5.7	Pupils discuss all appropriate developments and input to NAC planning staff	Minutes, observation, recommendations to planning staff
Form pupil consultation group for S3 – S6.		Pupils discuss all appropriate developments and input to NAC planning staff	Minutes, observation, recommendations to planning staff
Form staff Consultation Group of 5-8 staff to liaise between whole staff and external agencies (NAC staff, planners, design staff, architects, etc.)		Staff group liaises with NAC planning and considers issues whilst consulting with the whole staff. Considered views input to NAC planning process.	Minutes, observation, recommendations to planning staff.
Establish a parental consultation group, in conjunction with the Parent Council, to liaise between the parent body and NAC planners, architects, etc.		Parent consultation group liaises with NAC planning and considers issues whilst consulting with the whole parent body. Considered views input to NAC planning process.	Minutes, observation, recommendations to planning staff.

<b>Priority 5: Delivery of Education – Improving Provision of S1 Homework</b>			
<b>Task</b>	<b>QI</b>	<b>Outcomes</b>	<b>Monitoring/Evaluation/ Evidence</b>
PT Working Group to be set up and suggest a plan of action	1.1 5.5 5.7	Plan to be generated and shared for discussion	Plans/progress to be discussed by SMT
Calendar of Homework Activities to be put to staff		Calendar in place for use in Session 2011-12.	Discussion with Principal Teachers
Suitable homework tasks created by each Faculty		Each faculty are prepared to issue and administer homework as necessary	Passed by Rector as appropriate for year group use
Evaluate effectiveness of measures		Parent/Pupil/Staff views are known as Enhanced Measures	SMT consideration of evaluations
Use of homework diaries		Diaries used to convey homework tasks to pupils and parents	SMT/PTG's/PTs.

<b>Priority 1: Continue to Develop the Curriculum for Excellence</b>				
<b>Tasks</b>	<b>Timescales and milestones where appropriate</b>	<b>Who is responsible</b>	<b>Success Criteria/expected impact</b>	<b>Monitoring/evaluating/evidence</b>
Monitor the teaching and learning taking place in our new S2 electives	August – March 2011 - 2012	DHT (S Duff)	Pupils receive rich and varied educational experiences within S2 electives	Evaluation by pupils and staff. Pupil and staff evaluation.
Review S1/2 electives for August 2012	January – June 2012	DHT (O Scott)	Courses offered in August 2012 have been evaluated, reviewed and altered where necessary	Evaluation surveys – Discussion (minutes) of SMT meetings and minutes of meetings with delivery staff.
Prepare 33 period/week timetable for August 2012	By August 2012	DHT (O Scott)	33 period/week timetable constructed by June 2012, delivering full curricular provision	Minutes of timetable discussions with SMT and PTs. Observation of timetable – in existence by June 2012.
Prepare for implementation of Senior Phase of CfE	By August 2012	DHT (S Duff)	Developed courses planned for S4-6 in all faculties covering the requirements of a CfE, based on BtC 3-5.	Minutes of faculty D/Ms; record of activities carried out on Collegiate afternoons and in-service days.
Prepare courses in S3 for implementation in August 2012, which are in line with CfE recommendations	By June 2012	DHT (O Scott)	Fully developed S3 courses exist in all faculties covering the requirements of a CfE, based on BtC 3-5.	Course plans exist for observation. Minutes of faculty, D/Ms, record of activities carried out on Collegiate afternoons and in-service days.

<b>Priority 2: Developing People &amp; Partnerships (Sharing Good Practice)</b>				
<b>Tasks</b>	<b>Timescales (and milestones where appropriate)</b>	<b>Who is responsible</b>	<b>Success Criteria/expected impact</b>	<b>Monitoring/evaluating/evidence</b>
Provide in-house facility and time for faculty PTs to explore, discuss and share issues important to the effective management of a faculty.	By December 2011	Head Teacher (McNaught)	Staff to assess success through course evaluations	Staff Evidence.
Provide an in-house CPD course for teachers preparing for promotion.	By December 2011	DHT (O. Scott)	Staff to assess success through course evaluations	Staff Evaluation.
Ensure staff involved in above link activities to their CPD and SDR.	By December 2011	Head Teacher (McNaught)	Staff include all activities undertaken in CPD interview and profile.	Completed CPD forms (observed by CPD co-ordinator)



**Priority 4: Delivery of Education – Planning for New School**

<b>Task</b>	<b>Timescale (and milestones where appropriate)</b>	<b>Who is Responsible</b>	<b>Success Criteria or Expected Impact</b>	<b>Monitoring/Evaluating Evidence</b>
Set up pupil focus groups in S1/S2 via CfE electives.	By August 2011	DHT (SD)	Groups formed and active.	Observation, record of discussions, teacher notes.
Set up pupil consultation group for S3 – S6 pupils.	By October 2011	DHT (SD)	Groups from each year group (3 in total) formed and serviced by New School Prefect Group. Groups active.	Observation, minutes and records of discussions.
Set up a staff group of 6-8 staff from all sections of staff to act as liaison group between NAC planners and the whole staff.	By October 2011	Head Teacher	Staff group formed and actively engaged in liaison with NAC planning staff.	Observation, minutes, agendas, communications with staff, communications with NAC planning staff.

**Priority 5: Improving Provision of S1 Homework**

<b>Task</b>	<b>Timescale (and milestones where appropriate)</b>	<b>Who is Responsible</b>	<b>Success Criteria or Expected Impact</b>	<b>Monitoring/Evaluating Evidence</b>
Principal Teacher Working Group to meet and suggest a Plan of Action to improve homework provision	September 2011	DHT (O Scott)	Group have met and offered a viable plan of action	SMT to remain updated and offer critical feedback
Calendar of homework activities to be put to staff	September 2011	DHT (O Scott)	Staff aware of key dates and homework time lines as necessary	Discussions with PTs/ SMT overview/monitoring
(a) Suitable homework tasks created by individual Faculties	Up to May 2012	PTs/Faculties	Tasks created that are in line with CfE	SMT/PTs
(b) Tasks submitted to Rector for amendment or authorisation to use		PTs	Rector authorises use of Homework	Head Teacher
Evaluate effectiveness of the provision of S1 & S2	June 2012	O Scott	Evaluations gathered and considered	SMT
Homework diaries to be issued and used	August 2011	O Scott	Staff are aware that there are diaries available and encourage their use	SMT

## **Maintenance Items**

### **2011-2012**

Monitor and evaluate the current S1 curriculum and electives, and revise if necessary.

Revise the recording of Pastoral Notes for pupil records. This will entail training PTGs, Pupil Support staff and eventually the whole staff in this new SEEMIS application.

Staff working group has been formed to assist the training and delivery of GLOW. This will include pupil views in its evaluation.

### **2012-2013**

Monitor and evaluate the current S1 and S2 curriculum and electives, and revise if necessary.

Continue to develop GLOW as a aid to teaching and learning.

Continue to develop the CfE initiative.

Monitor P7/S1 transition programme introduced this year.

Monitor the revised S1 homework provision introduced this year, and modify if necessary.

### **2013-2014**

Monitor and evaluate the current S1, S2 and S3 curriculum and electives, and revise if necessary.

Continue to develop the CfE initiative into the Senior Phase. Prepare for National presentation in new examinations.

Comply with any new national or local educational initiatives.