

## Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Lenzie Academy
<b>Head Teacher</b>	Brian Paterson
<b>Link QIO</b>	Mary Kerr

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><b><u>Vision</u></b> - To provide a learning environment where every young person feels happy, safe and is able to realise their potential.</p> <p><b><u>Values</u></b> – Our primary values relate to <b>AMBITION</b> and <b>INCLUSION</b>. We are <b><u>ambitious</u></b> for every child within our school and thus we have <b><u>high expectations</u></b> for all and we encourage our pupils to strive for <b><u>continuous improvement</u></b> not just in their educational endeavours but in every aspect of their character. We prepare our pupils for an ever changing world beyond school and thus look for our young people to <b><u>embrace change</u></b> positively and look to make it work for them.</p> <p>As a school community we endeavour to be <b><u>inclusive</u></b> in our approaches and expect our pupils to be similarly inclusive through affording <b><u>respect</u></b> to others and having respect for the school environment and school traditions. We want our young people to have <b><u>compassion</u></b> for others and to be <b><u>tolerant</u></b> when confronted with attitudes and values that are at variance with their own.</p> <p>Through inculcating these values in all that we do we hope to develop the essential character of our pupils so that they can achieve the specified aims of our national aspirations as a society.</p> <p><b><u>Aims</u></b> - Through universal application of our values we aspire for all our young people to become <b><u>confident individuals</u></b> who will develop their intellectual capacities and become <b><u>successful learners</u></b>. We value the contribution of young people to our school community and we encourage them to be <b><u>effective contributors</u></b> both in school and beyond school so that they become <b><u>responsible citizens</u></b> of the 21<sup>st</sup> century.</p>

## Curriculum Rationale

### Broad General Education

**S1 / S2:** In S1 our pupils follow a standard curriculum and the vast majority of classes are mixed ability, though there is some broad banding in Mathematics. All pupils study science as a generic curriculum area and social subjects discretely through rotational arrangements. When pupils move into S2 there remains a broad curriculum similar to S1, though sciences are taught as discrete subjects through a rotational system and pupils get exposure to Spanish as a second MFL to supplement French which is taught across S1 and S2. In S2 we have a two period elective programme to facilitate some limited personalisation and choice.

**S3:** In S3 pupils choose nine subjects in broad curricular areas – English, Mathematics, Modern Languages, Sciences, Social Subjects, Technologies and Expressive Arts. There are opportunities to study two languages and two social subjects and up to three sciences. All pupils continue to study core subjects of PE, PSE and RME. Pupils have electives in the third term as well as opportunities for wider achievement such as participation in the Youth Philanthropy Initiative (YPI).

### The Senior Phase

**S4/5:** Pupils narrow their curriculum from nine subjects to six and opt to go on either two year pathways to H Grade in S5 (sitting N5 at the end of S4) or one year pathways whereby pupils sit the N5 in S4 and re-select another one year subject for S5. This flexibility suits some pupils whilst many opt for six subjects across two years to achieve six H Grades by the end of S5. Pupils continue to have input into core subjects of PE, PSE and RME across S4 and S5. A small number of pupils embark upon foundation apprenticeship programmes.

**S6:** Pupils must study a minimum of four subjects in S6 and there a range of pathways are available. For some, continuing studies to AH Grade is available in most subjects. Some pupils opt for a combination of AH and H Grades, whilst for others they can do combinations of in-school provision and vocational options via EDC's Senior Phase Vocational Programme. All S6 must engage in community involvement activities and / or in-school assistance such as being learning mentors.

	<b>Looking Forward – 3 Year Improvement Plan Priorities</b>		
	Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
<b>Priority 1</b>	Learning and teaching	Learning and teaching	Learning and teaching
<b>Priority 2</b>	Attainment and achievement	Attainment and achievement	Attainment and achievement
<b>Priority 3</b>	Health and wellbeing	Health and wellbeing	Health and wellbeing

<b>Section 2: Improvement Priority 1</b>	
<b>School/Establishment</b>	Lenzie Academy
<b>Improvement Priority 1</b>	<p>Learning and teaching</p> <p>(a) Development of meta-cognitive strategies across the school. (b) Development of digital learning across the school. (c) Development of DYW / skills across the school.</p>
<b>Person(s) Responsible</b>	<p>1. Learning &amp; Teaching Committee – collaborate with department colleagues and wider school. 2. Digital Learning Committee – as above. 3. DYW Committee – as above.</p>

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children.	School improvement	2.3 Learning, teaching and assessment	Closing the attainment gap between the most and least disadvantaged children.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ol style="list-style-type: none"> <li>1. Acting PT PEF will focus on leading school developments on meta-cognition.</li> <li>2. All departments have a lead practitioner on the learning and teaching committee who will update departmental colleagues on meta-cognitive strategies.</li> <li>3. Digital learning and DYW committees will visit departments to update colleagues on recent developments and provide bespoke training as required.</li> </ol>	<p>PEF Funding for Acting PT.</p> <p>Continued engagement with Osiris will have cost implications.</p> <p>Possible costs related to development of digital learning.</p> <p>Possible costs related to development of DYW and skills development.</p> <p>Time needs to be available for the L+T Committee; the Digital Learning Committee and the DYW Committee to meet and discuss key strategic objectives; develop publications for colleagues and training materials for the delivery of appropriate CPD.</p>	<p>Parent Council consulted on all areas of the school improvement plan.</p> <p>Parent Council will input into the design of parental surveys to be issued to the wider school parent body.</p> <p>Parental surveys related to independent learning, digital learning and DYW / skills will be undertaken.</p> <p>Updates on SIP highlighted to all parents through school newsletters, group calls, Twitter and school website.</p>

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ol style="list-style-type: none"> <li>1. Sharing of good practice during Inset days and through staff meetings.</li> <li>2. CPD delivered through DMs.</li> <li>3. Professional reading.</li> <li>4. Continued development of electronic folders / video tutorials on SharePoint.</li> <li>5. Class observation to share effective practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. The focus on meta-cognition strategies to enhance independent learning will help all pupils but particularly those from SIMD 1-4 who are less likely to have these skills.</li> <li>2. Digital learning and DYW skills will enhance our approach to meta-cognition and independent learning.</li> </ol>	<p>Funding for Acting PT PEF (Meta-cognition).</p> <p>Funding for continued engagement with Osiris, if required.</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
<b>Meta-cognition</b> All departments will continue to develop a repertoire of meta-cognitive approaches to aid further independent learning.	L + T Committee will facilitate sharing of effective practice and lead on the implementation of new meta-cognitive strategies for 2023-24.	Professional dialogue at DMs on the effectiveness of various meta-cognitive strategies will be ongoing.  Surveys, pupil focus groups or individual learner conversations to gauge effectiveness of approaches.	August inset – launch of new approaches.  L + T committee from Aug-Dec 23 and evaluation thereafter.

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<b>Digital learning</b> All departments trained on SharePoint.  GLOW Ambassadors established.	Departmental content migrated onto SharePoint.  Training for S3 pupils.	Digital Learning committee will visit all departments to assist with process.  Training successful and pupils able to assist others through school library drop in sessions.	Ongoing across 23-24.  Aug-Oct for GLOW Ambassadors
<b>DYW / Skills</b> All departments have active DYW partnerships in place.  All departments to embed DYW and skills into BGE lessons.  Continued ICT CPD based upon audit of need.	DYW Committee to work with departments to set up employer partnerships.  DYW Committee to offer refresher training on Skills Framework.  Identify suitable dates/times for the delivery of ICT training for staff.	Calendar of events to enable tracking of partnership engagement.  Skills week with particular foci and associated evidence.  Shared folder with exemplars of effective practice that all staff can access,	Aug-Dec for provisional partnerships.  Ongoing throughout the session for embedding skills.  At identified points across the session.
<b>DYW/Skills</b> Barista Qualification introduced.	Appropriate staff trained to deliver qualification. Group of pupils identified	Pupils should achieve success in achieving the requisite qualification.	Ongoing across the session.

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*\*Duplicate tables as required for each priority*

Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Lenzie Academy
<b>Improvement Priority 2</b>	<p><b>Attainment and achievement</b></p> <p>(a) BGE / SP curriculum review. (b) Literacy / numeracy moderation. (c) Recognition of wider achievement (including development of our House system).</p>
<b>Person(s) Responsible</b>	<p>Who will be leading the improvement? Who will they collaborate with?</p> <ol style="list-style-type: none"> <li>1. SLT and PTs (Curriculum) – collaboration with wider teaching staff, pupils and parents via Parent Council.</li> <li>2. Literacy and numeracy moderation groups – collaboration and professional dialogue with all curricular departments regarding moderation findings.</li> <li>3. SLT, PT Wider Achievements, PEF PTs Character Education, selected staff – collaboration with key individuals within our existing staffing and externally with Rights Respecting Schools; Vision Scotland Schools; STEM Nation (Education Scotland); Association of Character Education; LGBT Scotland.</li> <li>4. House Committee will lead on developments to our House system.</li> </ol>

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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
1. Improving attainment, particularly in Literacy/Numeracy.  2. Closing the attainment gap between the most and least disadvantaged.	Assessment of children's progress.  School improvement.	2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement	As NIF priority 1,2

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
1. There will be staff working groups to review our BGE curriculum. 2. PTs Curriculum will lead SP changes in their own department context. 3. Literacy/Numeracy moderation groups lead whole school approaches and lead professional engagement sessions. 4. Selected staff lead on a range of developments e.g. PEF PTs on Character Education; PT Wider	1. Changes to BGE may facilitate new materials hence time required and some cost implications. 2. Time for adaptation of existing resources. Possible additional staffing for extraction and enhanced support. 3. Time for review and professional dialogue. 4. Time for staff to collect evidence, write reports/bids and engage with external organisations.	1. Parent Council to be consulted on BGE curriculum proposals. 2. Parent Council and wider parent body kept up to date and informed about opportunities for wider achievements through school newsletters and other appropriate forums. 3. Parental engagement on aspects of Character Education through surveys and focus groups. Chair of Parent Council interviewed in relation to Character Education.



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<p>Achievement; PT Modern Studies &amp; Citizenship.</p> <p>5. House Committee will lead on development of House assemblies and SP House developments to supplement BGE work.</p>	<p>5. Time to develop House assemblies and SP House events.</p>	<p>4. As response for No 3. 5. As response for 3 &amp; 4.</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<p>1. Review of professional literature - BtC series - as a refresher to discussions on our BGE curriculum review.</p> <p>2. Professional dialogue of BGE curriculum.</p> <p>3. Professional dialogue on Literacy and Numeracy moderation levels.</p> <p>4. Professional reading and discussions on Character Education; aspects of wider achievement / House developments.</p>	<p>New curriculum model will have wider achievements more central to developments enabling more young people to achieve success through recognition and accreditation for their endeavours.</p> <p>Literacy and numeracy moderation facilitates greater consistency across the school enabling appropriate intervention strategies to be put in place. This will be of particular importance for young people from SIMD 1-4.</p> <p>Character Education developments enhance aspects of individual character</p>	<p>Possible resource implications for new BGE curriculum model.</p> <p>PEF PTs at the forefront of discussions on Literacy and Numeracy. Time to be made available for this to be facilitated.</p> <p>Possible cots implications for accrediting aspects of wider achievement.</p>

	that should help the socially and economically disadvantaged most.	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
BGE Curriculum fully discussed and an action plan agreed for 2024-25 implementation.	All teaching staff engaged in discussions around our BGE curriculum.	A clear plan devised with details of staffing requirements and resourcing for our new curriculum across S1-3.	Strategic plan agreed by October 23. Staff consultation from October - Dec
Literacy and Numeracy moderation cycles fully re-established within the school enabling greater consistency in allocation of Cfe Levels.	All departments engage in Literacy / Numeracy Moderation cycles and professional dialogue around standards for levels.	Information from pupil reports demonstrates that staff confidence in allocating levels to pupils is strong.  There is clear consistency of levels across all subjects in the BGE.	Three cycles across the session – October, January and April.

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<p>The school gains accreditation in the following areas –</p> <p>A.C.E Quality Mark STEM Nation Award RRSA (Silver) Vision Scotland (L2) LBGT Award (Gold) Reading Schools Scotland (Silver)</p>	<p>Key staff complete necessary audits / activities to ensure that the school achieves the various awards. This will involve engagement and professional dialogue with the wider staff at various points in the session.</p>	<p>Gaining the various accreditations will be quantifiable proof that the school is meeting the standards for various awards</p> <p>Failure to gain awards requires reflection and detailed feedback on why we have not achieved. Changes to our approaches implemented as required.</p>	<p>There are differing dates for accreditation across different awards. This will be ongoing across the session.</p>

*\*Duplicate tables as required for each priority*

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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	Lenzie Academy
<b>Improvement Priority 3</b>	<p>Health and wellbeing</p> <p>(a) We will build upon existing approaches to enhance Equalities &amp; Diversity across the school.                      (b) We will build upon existing approaches to enhance wellbeing for young people in school.                      (c) We will continue to use PEF funds creatively to support young people in school from challenging socio-economic backgrounds.</p>
<b>Person(s) Responsible</b>	<p>Who will be leading the improvement? Who will they collaborate with?</p> <ol style="list-style-type: none"> <li>1. SLT member with Strategic responsibility for Equalities &amp; Diversity will liaise with Equalities Committees (Staff &amp; Pupils).</li> <li>2. DHTs for Guidance and Support for Pupils will lead on wellbeing initiatives within the school.</li> <li>3. PEF PTs will lead on initiatives to support young people from challenging socio-economic backgrounds.</li> </ol>

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improving young peoples' health and wellbeing	School leadership School improvement	3.1 Ensuring wellbeing equality and inclusion	As NIF priority.

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ol style="list-style-type: none"> <li>1. Equalities committee members will lead and develop assemblies and narrated power points for the whole school.</li> <li>2. Teaching &amp; support staff given opportunities to lead on aspects of wellbeing within the school.</li> <li>3. PEF PTs will lead in their areas of responsibility.</li> </ol>	<p>Time for discussion and agreement on themes and time to develop materials.</p> <p>Freeing up staff at key points to enable various initiative to be delivered e.g. S4 personal support; academic and pastoral mentoring programmes.</p> <p>PEF PTs have allocated management time to carry out their duties.</p>	<p>Parent Council consulted on Equalities &amp; Diversity themes.</p> <p>Bespoke involvement for parents/carers of young people involved in wellbeing initiatives.</p> <p>As above.</p>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ol style="list-style-type: none"> <li>1. Research required for development of Equalities &amp; Diversity presentations.</li> </ol>	<p>Equalities &amp; diversity is the focus not equity, though some overlap will be evident.</p>	<p>N/A</p>

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<p>2. Professional reading on aspects of wellbeing.</p> <p>3. Professional discussion on how to implement wellbeing strategies in the most effective way(s).</p> <p>4. Evaluation of effectiveness of strategies is undertaken and staff given opportunities to lead and develop their knowledge and understanding of school leadership and management.</p>	<p>Wellbeing activities will necessitate a significant focus on interventions to support targeted young people who need enhanced and extensive support.</p>	<p>To be determined based upon programmes and identified need.</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?
A wide range of Equalities presentations – narrated power points and assembly programmes - developed for	Staff will undertake training and research to lead pupil groups providing our Equalities presentations.	Programmes will be evaluated through professional discussion with staff; GLOW forms with pupils and	The presentations will be ongoing across the session.

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implementation across the school on key issues related to Equality & Diversity.		where required follow up through pupil focus groups.	
An Equalities & Diversity Newsletter will form part of the school's communication both internally and with parents/carers.	Key staff given time to prepare the newsletter inputs as required.	The newsletter input helps inform all stakeholders of key messages related to equality & diversity and this is evaluated via pupil voice and other forms of stakeholder engagement.	Input will be 3-4 times across the session.
Further review and evaluation of existing wellbeing support with a view to extending and making as bespoke as required.	Key staff will lead and evaluate existing wellbeing support programmes with a view to enhancing in areas of need.	Efficacy of existing provision measured and identification of any new bespoke supports to be identified and introduced based upon pupil need.	Ongoing through the session. Identification of new supports to be discussed by Sep/Oct.
The development of House Assemblies and Character Education assemblies to be developed and implemented in 2023-24.	Key staff and identified pupils (House captains/prefects) will prepare and deliver House Assemblies. PEF PTs (Character Education) will help prepare assemblies related to Character Education and train pupils to deliver these.	A range of assemblies is developed and delivered. Pupil / staff views will be sought on the delivery and impact of the assembly programme.	There will be four House Assemblies prepared. The Character Education assemblies will vary depending upon year group. Most focus on S4-6 via assemblies.

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An attendance pilot for EDC introduced to help support more young people back into school.	Key staff trained to introduce and develop the supporting attendance programme.	Evaluation of the pilot should identify existing effective practice and areas where the school should focus for improvement	This will be ongoing across the session but there will be interim monitoring at three points across the session – October, February and May.
S6 Wellbeing ambassadors trained to support S2 pupils.	A planned programme for implementation agreed.	S6 Ambassadors link with guidance staff and SLT to report on any issues/concerns raised.	Launched in September and will be systematically incorporated into the school year at key points.

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG



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School trips	HWB	The school will subsidise aspects of school trips for SIMD 1-4	More trips open for children who have challenging socio-economic backgrounds.	As required across the session. Wellbeing questionnaires.	Pupils feel more fully included within the school environment.
S1 Starter packs	All S1 given a starter pack to support their learning over the first few months	PEF monies used to purchase the starter packs.	N/A	Packs introduced in August 23.	All pupils have the requisite equipment to fully engage in their learning.
School uniform	Guidance staff and PEF PTYs identify young people who we need to support by providing them with school uniform.	Money taken from PEF funds.	All pupils can come to school feeling they are fully included in the school.	This is ongoing as required throughout the session.	Pupils appropriately identified and supported.
Blazer recycling scheme.	This supports families who cannot afford to purchase a new blazer during the session	Some PEF monies for blazers but most blazers are part of a recycling scheme.	Pupils have access to full school uniform throughout the year.	This is ongoing as required throughout the session.	Monitoring by PEF PTs to ascertain how well the scheme works.

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School stationery & COSD stands at all parental events	Supporting young people and parents/carers with basic items for school.	PEF funds used to purchase various items.	Monitor uptake and pro-active approaches to support via guidance staff and PEF PTs.	Ongoing as required throughout the session.	Monitoring by PEF PTs to ascertain level of demand for stationery and uptake of COSD supports.
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School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022