



# **CARRICK ACADEMY**

# **SCHOOL IMPROVEMENT PLAN**

2023 - 2024

## Carrick Academy Vision, Values and Aims



Be ambitious; discover your talents; strive for success.

Respect, Honesty, Ambition, Responsibility, Fairness

### Aims:

- ✚ To provide a safe and welcoming environment where learning can be enjoyed and positive relationships fostered.
- ✚ To promote an ethos where young people are listened to, respected and supported.
- ✚ To provide the best quality learning experiences which encourage our young people to set and achieve aspirational goals and prepare them for life beyond school.
- ✚ To work in partnership and create opportunities for all that will foster pride in our local community.



## The Strategic Objectives:

### South Ayrshire Council Plan

Spaces and Places  
Live, Work, learn  
Civic and Community Pride

### Children's Services Plan

Outstanding universal provision  
Tackling Inequalities  
Love and support for our Care Experienced young people and young carers  
Good physical and mental wellbeing  
Promoting Children's Rights

### Education Services Priorities

Equity, Wellbeing and Inclusion  
Learning, Teaching and Assessment  
Curriculum  
Self Evaluation for Self Improvement

### National Improvement Framework Priorities

Placing the human rights of every child and young person at the centre of education  
Improvement in children and young people's health and wellbeing  
Closing the attainment gap between the most and least disadvantaged children  
Improvement in employability skills and sustained positive school leaver destinations for all young people  
Improvement in attainment, particularly in literacy and numeracy

## Improvement Priority 1: Improve the Wellbeing of All Young People and Staff

### HGIOS 4 Quality Indicators/Themes: 1.3 Leadership of Change, 2.4 Personalised Support, 3.1 Ensuring Wellbeing, Equality and Inclusion

National Improvement Framework Priorities:			National Improvement Framework Drivers:		
<ul style="list-style-type: none"> <li>✓ Placing the human rights and needs of every young person at the centre of education.</li> <li>✓ Improvement in children and young people’s health and wellbeing.</li> <li>✓ Closing the attainment gap between the most and least disadvantaged children and young people.</li> </ul>			<ul style="list-style-type: none"> <li>✓ School leadership</li> <li>✓ Teacher and practitioner professionalism</li> <li>✓ Parent/carer involvement and engagement</li> <li>✓ School improvement</li> </ul>		
	What outcomes do we want to achieve?	How will we achieve this; intervention strategy?	Lead Person	Timescale	What will the impact be?
1.1	To continue to develop our approaches to supporting the health and wellbeing of all young people whilst promoting a culture of high expectation and aspiration.	<p>Establish a pupil working group to identify next steps and create opportunities to promote good mental health in young people.</p> <p>Explore Girvan model of Tracking and fully embed “Wellbeing Days” to school practice.</p> <p>Maximise use of ELOS / Extended Assembly programme to promote wellbeing.</p> <p>Library collection of wellbeing resources collated for self-referrals.</p> <p>To extend the Mentors in Violence Prevention programme into S2.</p> <p>Head Teacher to introduce weekly Pupil Voice groups.</p>	<p>J Rusk / K Gray</p> <p>J Rusk</p> <p>J Rusk</p> <p>H Milne</p> <p>E McEwan / J Flynn</p> <p>E McEwan</p>	<p>Sept 2023</p> <p>June 2024</p> <p>June 2024</p> <p>Feb 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> <li>✓ Our most vulnerable young people develop strategies to become more resilient.</li> <li>✓ Improvements in the Wellbeing audit results.</li> <li>✓ Interventions in place early to support young people.</li> <li>✓ Fewer young people reporting to Guidance / Place2B with high level concerns. Young people should be able to access supports at an earlier point to reduce escalation of issues.</li> <li>✓ Increased number of young people accessing library resources.</li> <li>✓ Questionnaires following S1/2 MVP input.</li> <li>✓ Pupil Voice groups report enjoyment and engagement with courses.</li> <li>✓ Growth Mindset introduced to S1 PSL courses.</li> </ul>

		Growth Mindset approaches introduced to school through staff training.  Ongoing programme of support provided for young people undertaking SQA examinations including mentors (where necessary), guest speakers and study support.	E McEwan  C McPike	Oct 2023  April 2024	✓ Fewer young people reporting stress through SQA and prelim examination period. ✓ S4-6 given opportunity to attend workshops by external provider. Course to be reviewed by young people.
1.2	To promote the importance of wellbeing in staff	Working group creates series of wellbeing opportunities for staff in school. In Service Day in February dedicated to Health & Wellbeing.  Formation of Social Committee for staff.	J Rusk  L Finlayson	Oct 2023  Sept 2023	✓ Attendance at work improves as feel more valued in the workplace and are better prepared to support young people. ✓ Staff are able to access opportunities and resources to support their own wellbeing. ✓ Team ethos promoted within staff.
1.3	To work towards the Rights Respecting Schools Award.	To resubmit for Silver Award. Group to be re-established.	C Long	June 2024	✓ RRS Silver Award achieved.
1.4	To confirm Vision, Values and Aims.	To consult with staff, young people, parents and wider community to create Vision, Values and Aims which best represent our school community.	E McEwan	Sept 2023	✓ Young people have greater sense of ownership of the ethos of the school.
1.5	To review the Carrick Code / Credits system and recognise achievements outside of class-based learning.	To align the Carrick Code / Credits and align with Tom Bennett behaviour CLPL for staff.  To recognise a wider range of achievements of our young people and celebrate as appropriate.	N Crawford  C McPike	June 2024  June 2024	✓ Incentive scheme continues and we begin to see reductions in referrals and exclusions. ✓ Visible consistency promoted through classroom expectations. ✓ Views of stakeholders taken into account and scheme reviewed in light of feedback.
1.6	To create more opportunities within the school for meaningful engagement with our families.	To reintroduce Open Evening, partnership workshops for parents and create in school learning opportunities.	C McPike	June 2024	✓ Programme of engagement events produced. ✓ Increased number of parents engaging with the school in a positive way. ✓ Enhanced relationships between school and home to better support young people.

## Improvement Priority 2: Develop a Culture of Professional Learning to Promote High Quality Classroom Experiences

### HGIOS 4 Quality Indicators/Themes: 1.2 Leadership of Learning, 2.3 Learning, Teaching and Assessment , 3.2 Raising Attainment and Achievement

National Improvement Framework Priorities:		National Improvement Framework Drivers:			
<ul style="list-style-type: none"> <li>✓ Closing the attainment gap between the most and least disadvantaged young people.</li> <li>✓ Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>✓ Improvement in attainment, particularly in literacy and numeracy.</li> </ul>		<ul style="list-style-type: none"> <li>✓ School leadership</li> <li>✓ Teacher and practitioner professionalism</li> <li>✓ Curriculum and assessment</li> <li>✓ School improvement</li> </ul>			
	What outcomes do we want to achieve?	How will we achieve this; intervention strategy?	Lead Person	Time scale	What will the impact be?
1.1	To create a shared understanding of high quality learning and teaching to lead to visible consistency across school.	<p>Teaching &amp; Learning Toolkit continue to be used to conduct lesson observations and scaffold feedback.</p> <p>Departmental Visit Week programme reviewed and amended in light of staff feedback. Wider group of staff involved. Visit schedule to reduce to full week visit every two years and avoid, where possible, two visits in one period.</p>	<p>Subject PTs</p> <p>E McEwan /SLT</p>	Ongoing throughout the year	<ul style="list-style-type: none"> <li>✓ T&amp;L Toolkit used for observations and feedback.</li> <li>✓ Dept visit week feedback reports demonstrate continued improvement from starting point in session 2021-2022.</li> <li>✓ Attainment in SQA courses remains high.</li> </ul>
1.2	To continue to develop a strong professional learning culture for all staff.	<p>Learning and teaching group will now include assessment working group and will work together to review learning, teaching and assessment in school.</p> <p>CLPL offer to take account of national, local and in-house expertise.</p>	<p>N Crawford</p> <p>N Crawford</p>	<p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> <li>✓ Staff PRD returns identify L&amp;T focus areas.</li> <li>✓ CLPL sessions target these areas leading to improvement in learning, teaching and assessment delivery.</li> <li>✓ Staff share best practice through L,T&amp;A showcase.</li> <li>✓ Staff Meeting time dedicated to the model.</li> </ul>

		Reading group established for staff. Group will alternative read of the month between professional read and reading text for enjoyment for Reading Schools initiative. Reading programme agreed and shared. Professional reading to be linked to the Learning and teaching extracts.	E McEwan / H Milne	Oct 2023	<ul style="list-style-type: none"> <li>✓ Staff reading role models promote the importance of professional and personal reading to young people.</li> </ul>
1.3	New build campus to allow for closer working relationships and shared professional learning opportunities.	Head teachers to meet in June and agree shared improvement targets, align parts of working time agreements and agree some shared staff meeting dates to create opportunities for shared learning in session 2024-25.	E McEwan	June 2024	<ul style="list-style-type: none"> <li>✓ Transition experience for most P7 pupils will be smoother due to shared methodology and closer collegiate working across sectors.</li> <li>✓ Early intervention in S1 literacy and numeracy support identified.</li> <li>✓ Plan for subject-specific P7 to S1 transition opportunities.</li> </ul>

## Improvement Priority 3: Improve Attainment and Achievement For All Through a High Quality Curriculum

### HGIOS 4 Quality Indicators/Themes: 1.3 Leadership of Change, 2.2 Curriculum, 2.4 Personalised Support, 3.2 Raising Attainment and Achievement, 3.3 Increasing Creativity and Employability

National Improvement Framework Priorities:			National Improvement Framework Drivers:		
<ul style="list-style-type: none"> <li>✓ Placing the human rights and needs of every child and young person at the centre of education.</li> <li>✓ Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>✓ Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> <li>✓ Improvement in attainment, particularly in literacy and numeracy.</li> </ul>			<ul style="list-style-type: none"> <li>✓ School leadership</li> <li>✓ Teacher and practitioner professionalism</li> <li>✓ Parent/carer involvement and engagement</li> <li>✓ Curriculum and assessment</li> <li>✓ School improvement</li> <li>✓ Performance improvement</li> </ul>		
	What outcomes do we want to achieve?	How will we achieve this; intervention strategy?	Lead Person	Timescale	What will the impact be?
3.1	To review Curriculum Rationale and identify what we are hoping to achieve with our curriculum.	All stakeholders given opportunity to offer feedback on previous rationale and consider what we are now hoping to achieve.	E McEwan	Oct 2023	<ul style="list-style-type: none"> <li>✓ Wider range of opportunities available to allow progression in learning and to promote school and work connections.</li> <li>✓ Improved range of Skills for Learning, Life and Work courses offered.</li> </ul>
3.2	To review the senior phase and S3 curriculum offers to create a more seamless and meaningful curriculum.	<p>Working group to consider the strengths and weaknesses of S3 and senior phase options.</p> <p>'Dry run' offer to pupils completed through PSE and analysed to amend our final offer.</p> <p>Look at schools across Scotland with success in extending curriculum offers.</p> <p>Creation of new BGE tracking system in S3 which articulates with the senior phase model.</p>	<p>E McEwan</p> <p>E McEwan</p> <p>Working group</p> <p>S Turner</p>	<p>June 2024</p> <p>Nov 2023</p> <p>Feb 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> <li>✓ Fewer challenges in option choices for young people.</li> <li>✓ Young people choose areas of study to align with career aspirations.</li> <li>✓ Appropriate pathways exist for all young people.</li> <li>✓ Subjects running in the senior phase and S3 are determined by young people themselves.</li> <li>✓ S3 attainment is aligned more effectively to the senior phase.</li> </ul>



					<ul style="list-style-type: none"> <li>✓ Learners' progress is tracked to ensure early intervention strategies are able to be applied as necessary.</li> </ul>
3.3	To improve career education and importance of subject study.	Appropriate career pathways and subject progression highlighted in all departments. Visible school displays showcase these.	L Morrison	Mar 2024	<ul style="list-style-type: none"> <li>✓ All departments have a visible display promoting links to the workplace.</li> <li>✓ A career planning event will highlight career choices / options to young people and families before option choices are concluded.</li> <li>✓ Special assemblies to run in advance of options to allow staff to highlight career pathways to pupils.</li> </ul>
3.4	To plan a curriculum which meets to needs of all learners and all learning contexts.	<p>Working group and pupil focus group to explore a purposeful role for home working.</p> <p>Subject progression plans collated before option choice process.</p> <p>To review the current S3 BGE provision and a high quality S3 curriculum which supports Fourth Level learning and depth to enable progress to N5 as well as providing clear DYW learner pathways.</p> <p>Re-introduce a short S3 examination diet.</p>	<p>E McEwan</p> <p>E McEwan</p> <p>E McEwan / L Morrison</p> <p>C McPike</p>	<p>Mar 2024</p> <p>Mar 2024</p> <p>May 2024</p> <p>May 2024</p>	<ul style="list-style-type: none"> <li>✓ Use data more effectively during option choice process.</li> <li>✓ Young people and families fully informed before making choices.</li> <li>✓ S3 subject choices articulate more effectively to senior phase options.</li> <li>✓ S3 learning articulates more effectively with learning in the senior.</li> <li>✓ Subject progression pathway planners created.</li> <li>✓ Appropriate coursing for all young people leads to a reduction in S3 SMT call outs /</li> </ul>

### Improvement Priority 4: Carrick Cluster - Improve Transition from Primary to Secondary

**HGIOS 4 Quality Indicators/Themes: 1.2 Leadership of Learning, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 2.6 Transitions**

<b>National Improvement Framework Priorities:</b>	<b>National Improvement Framework Drivers:</b>
	<ul style="list-style-type: none"> <li>✓ <b>Teacher and practitioner professionalism</b></li> </ul>

✓ Improvement in attainment, particularly in literacy and numeracy.			✓ Curriculum and assessment ✓ Performance improvement		
	What outcomes do we want to achieve?	How will we achieve this; intervention strategy?	Lead Person	Timescale	How will we measure impact on young people?
4.1	To improve STEM engagement and delivery across the cluster.	Working group to be created and training programme to be implemented.	A Hislop	June 2024	<ul style="list-style-type: none"> <li>✓ Staff confidence levels increased.</li> <li>✓ Greater familiarity with delivery models across sectors.</li> </ul>
4.2	To provide opportunities for closer working across sectors and the cluster in literacy, numeracy, health and wellbeing, outdoor learning and digital skills.	Creating of cluster working groups with meeting time protected for each. Groups to set their own improvement priorities.	A Hislop	June 2024	<ul style="list-style-type: none"> <li>✓ Closer working relationships across sectors to support ease of transition.</li> <li>✓ Young people's views sought and used to shape the delivery model next session.</li> </ul>