



Education

Establishment Improvement Plan

2020 - 2021

School Name:

Tarbert Academy

3-18 All Through School

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional

Session:

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<ul style="list-style-type: none"> 1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning 	<ul style="list-style-type: none"> • Raise educational attainment and achievement for all • Use performance information to secure improvement for children and young people • Ensure children have the best start in life and are ready to succeed • Equip young people to secure and sustain positive destinations and achieve success in life • Ensure high quality partnership working and community engagement • Strengthen leadership at all levels

Strategic Priorities 3 Year Cycle

2020-2021:	2021-2022:	2022-2023:
<ul style="list-style-type: none"> • Covid 19 recovery • New anti-bullying policy in place • New Learning & Teaching policy implemented • Improve Literacy and Numeracy attainment 	<ul style="list-style-type: none"> • Review Monitoring & Evaluation procedures • Develop 3-18 DYW policy • Develop use of SNSA assessment data • Develop learning Coordination 	<ul style="list-style-type: none"> • Review curriculum • Review VV&As • Review parental/community engagement

Strategic Improvement Planning for Establishment: Overview of Links to Key Policies		Session: 2020-21		
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		Collaboration and Consultation		
		Who?	When?	How?
		Staff	Annual	Survey
		Parents	Annual	Survey
		Pupils	Annual	Survey
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives		
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Priorities	Proposed Impact	Measures	Linked to PEF (Y/N)
<ul style="list-style-type: none"> Covid 19 recovery 	<ul style="list-style-type: none"> Gaps in learning identified and addressed. Pupils and staff mental health monitored and supported where necessary 	<ul style="list-style-type: none"> Pupil Support team will continue to meet weekly to identify and support pupils. PEF pupils to be targeted with ASN support where necessary. Line managers to monitor wellbeing of staff and inform SLT if issues arise 	Yes
<ul style="list-style-type: none"> New anti-bullying policy in place 	<ul style="list-style-type: none"> % of pupils and parents saying that staff deal well with bullying increases – target 80% 	<ul style="list-style-type: none"> New working group set up with SLT, staff, parents and pupils 	No
<ul style="list-style-type: none"> New Learning & Teaching policy implemented 	<ul style="list-style-type: none"> Consistent, high quality teaching & learning in all classes 	<ul style="list-style-type: none"> Promoted staff to increase number of learning walks/observed lessons using new policy to inform feedback. New policy to be discussed regularly at DMs 	No
<ul style="list-style-type: none"> Improve Literacy and Numeracy attainment 	<ul style="list-style-type: none"> BGE NIF and Insight data improves to at least match virtual comparator 	<ul style="list-style-type: none"> Literacy and Numeracy coordinators to review teaching of literacy and numeracy and develop a strategy for improvement 	Yes

Operational Improvement Planning (Action Plan) for Establishment:

Session: 2020-21

Strategic Priority 1:

Title: Covid 19 recovery

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators		Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Pupil Support team to continue meeting weekly and reporting back to staff. Vulnerable pupils to be monitored via	Neil McKnight	From August 2020 until October holidays	All pupils agree with the survey statement 'When I am in school I feel safe and cared for'

<p>T&M and agencies involved where necessary</p> <p>Line managers to monitor wellbeing of staff and inform HT of any issues</p>	<p>Line managers</p>	<p>From August 2020</p>	<p>All staff are well and at work</p>
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Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-21
Strategic Priority 2:	Title: New Anti- bullying policy in place	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Working group set up with SLT, parents, pupils, staff – new policy prepared and implemented	Neil McKnight	New policy developed by Xmas 2020 and launched in January 2021	80% of parents and pupils agree with the May 2021 survey statement: 'The school deals well with bullying'

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-21
Strategic Priority 3:	Title: New Learning & teaching policy implemented	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Launch new Learning & Teaching Policy	Helen Steele	By October 2020	Monitoring & evaluation records show consistent approaches to high quality learning and teaching

Operational Improvement Planning (Action Plan) for Establishment:		Session: 2020-21
Strategic Priority 4:	Title: Improve Literacy and Numeracy attainment	
<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people’s health and wellbeing; and • Improvement in employability skills and sustained positive school leaver destinations for all young people. 		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	Argyll and Bute Education Key Objectives
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Key Actions (How)	Lead Person	Timescale	Success Criteria to facilitate evaluation of learners' progress
Review teaching of Literacy and Numeracy across the school (3-18) and develop a strategy for improvement	Helen Carey is Literacy Coordinator Katharine Hardman is Numeracy Coordinator	August 2021	August 2021 Insight data shows Literacy and Numeracy attainment at or above virtual comparator.

Pupil Equity Funding | Planning and Reporting

School Name: Tarbert Academy

School Report on PEF Expenditure and Impact 2020-21

Identify:

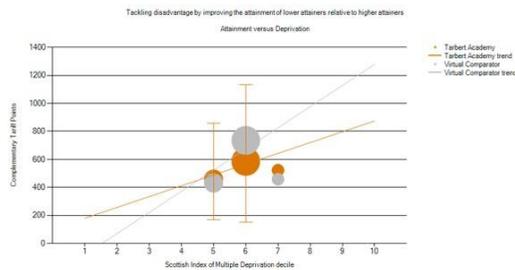
- Who is the target group? What is the gap? SIMD data? FSME? Community context?
- Think about your equalities groups that may be disproportionately affected by deprivation.
- What data did you use to identify this? ACEL achievement, SNSA data, Standardised assessment information, School tracking information, Wellbeing app

HT has identified a group of pupils, including those entitled to FSM, who he feels would benefit from targeted ASN support and support with costs of wider curricular opportunities

As you can see from the table below (extract from 2019/20 S&Q report) we have no pupils in the lower SIMD deciles and there is no clear poverty related attainment gap.

At Tarbert we are able to offer very individualised monitoring and support – Tracking & Monitoring data, Learning Coordination records, SNSA and GL assessment data are all used to track the progress of PEF identified children and the ASN assistants funded by PEF offer targeted support.

4. National Benchmarking Measure: Attainment versus Deprivation ((Complementary Tariff v Virtual Comparator)



Pupil Equity Funding | Planning and Reporting

Staff Spend Details

* Note: - Please see information from HR regarding PEF posts

Name	Post	Start Date	Proposed End Date	Cumulative Time in Post
Valerie Cleave	ASN assistant	11/8/20	18/12/20	0 years 4 months
Jamie Comyn	ASN assistant	11/8/20	18/12/20	0 years 4 months
				years months
				years months
				years months

Highlight the Intervention for Equity addressed by your PEF interventions/projects

<https://education.gov.scot/improvement/self-evaluation/Interventions%20for%20Equity>

Early intervention and prevention	<input type="checkbox"/>	Social and Emotional Wellbeing	<input type="checkbox"/>	Promoting Healthy Lifestyles	<input type="checkbox"/>	Targeted approaches to Literacy and Numeracy	<input checked="" type="checkbox"/>	Promoting a High Quality Learning Experience	<input type="checkbox"/>	Differentiated Support	<input checked="" type="checkbox"/>
Employability and Skills Development	<input type="checkbox"/>	Engaging Beyond the School	<input type="checkbox"/>	Partnership Working	<input type="checkbox"/>	Professional Learning and Leadership	<input type="checkbox"/>	Research and Evaluation to Monitor Impact	<input type="checkbox"/>	Using Evidence and Data	<input type="checkbox"/>

Spend Details	Carry Forward 2019/20	PEF Allocation 2020-21
Staffing	£	£ 14097
Supported Study		
Resources		
Purchased/Commissioned Services		
Other		
	Mid-Year Spend checkpoint	Final spend
	Identify any significant changes in expenditure.	Identify any significant changes in expenditure.
	£	£

Pupil Equity Funding | Planning and Reporting

What are you planning to do with your PEF Allocation? <ul style="list-style-type: none"> Proposals to address identified issues within Literacy, Numeracy and/or Health and Wellbeing. How have you consulted with and involved parents/carers and pupils in the process? Aim and expected impact of proposals. Plans to work in partnership with other schools/local partners/providers, if applicable Link to Our Children, Their Future Link to HGIOS 4 Quality indicators / NIF 		How will progress be measured (what, when and how)? <ul style="list-style-type: none"> How will you know your interventions are having an impact/improving outcomes? Proposals for measuring impact (including specific reference to targeting young people most affected by poverty). Data, new and existing, which will be required. Plans for how data will be collected and reported. 		Identify organiser for proposed intervention/project <ul style="list-style-type: none"> Teaching and Learning Leadership Family and Community
Area	Outcome	Measure	Mid-Year Progress	Actual Impact
Targeted support	All PEF identified pupils achieve their full potential	BGE and Insight data		How did you meet the aims set out in your proposed interventions? What data do you have that evidences impact? Identify any significant changes in expenditure.
Hardship fund	Pays for PEF identified pupils to take part in wider curricular opportunities like school trips	Pupils have to opportunity to enjoy the same opportunities as other children		