










Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>1) Build Relationships</p> <p>2) Strengthen Learning and Teaching</p> <p>3) Raise Attainment</p>	<ul style="list-style-type: none">  Embed Pivotal Practice  Embed SEEMiS Merit & Demerit tracking system  Embed Student Council to develop student voice  Differentiation - Develop and embed the Alness way  Create a Nurture Room  Enhanced tracking and early warning systems for Senior Phase  Embed Academic Mentoring at Alness Academy  Support attendance to improve attainment through the use of a FLEO
<p>1) Build Relationships</p> <ul style="list-style-type: none">  Embed Pivotal Practice 	<p>Context: (How does this fit with our school values and culture?)</p> <p>A key part of the culture of Alness Academy is to build a school built on relationships, student wellbeing and restorative practice. We have taken steps toward beginning this journey during school session 21/22. We have engaged with restorative practice specialists CPI who have carried out a behaviour and culture health check of the school. We have trained three members of staff as pivotal practice trainers and restorative practice champions.</p>

ACTIONS 22/23 (What will we do?)

- 🏛️ Share the CPI behaviour and culture health check report and feedback
- 🏛️ Engage with CPI through inset behaviour and culture workshop
- 🏛️ Embed pivotal practice recommendations through staff training, practice sharing and reflection inserts throughout the year
- 🏛️ Reimagine and streamline our relationships policy
- 🏛️ Restorative practice champions to train staff in pivotal practice
- 🏛️ Create new staff induction programme which includes training in Pivotal practice

IMPACT (What will change, how much & how will we know?)

- 🏛️ The impact will be improved relationships and better behaviour in Alness Academy
- 🏛️ Throughout 21/22 we have begun to track and record data relating to, behaviour referrals & will use this alongside exclusion data to track impact.
- 🏛️ Across school year 22/23 when compared with school year 21/22 we aim to show a reduction in:
 - 🏛️ Number of Students being referred to Year Head by PT's
 - 🏛️ Total number of exclusions

Review (How did we do?)

SLT will review progress through termly rag rating in relation to termly data for 21/22 supported by staff self reflection at termly SIP meetings
Impact will be measured by comparing PT Referrals and YH Referrals exclusions to the equivalent term during school year 21/22 and by comparing the data for the year as a whole.

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

🏛️ Embed SEEMiS Merit & Demerit tracking system

Context: (How does this fit with our school values and culture?)

Over the course of school year 21/22 Alness Academy used the SEEMiS referral system to support our relationship policy. During 22/23 we will move to and embed the SEEMiS Merit & Demerit system. Our aim is to create a more streamlined and less work heavy system contributing to school culture where there is more talking and less typing

ACTIONS 22/23 (What will we do?)

- 🏆 Use SEEMiS Merit system to track positive behaviour
- 🏆 Use Merit data to allocate positive reinforcement to students.
- 🏆 Use SEEMiS Demerit system to track behaviour referrals to PT, YH and Duty calls
- 🏆 SLT will use data to inform conversations at daily morning meeting
- 🏆 SLT/Student Support Team to use data to inform reflections and interventions at the weekly intervention meeting

IMPACT (What will change, how much & how will we know?)

- 🏆 The Impact will be a streamlined system for behaviour tracking which will reduce staff workload
- 🏆 Good levels of staff engagement throughout the year with the merit and demerit system
- 🏆 Positive feedback from students and parents regarding the Merit system, gathered via google form

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

🏆 Embed Student Council

Context: (How does this fit with our school values and culture?)

At Alness Academy every year our Head Students choose and implement a Legacy Project. In 21/22 the Head Students re-established the Student Council. Student Voice is extremely important to us at Alness Academy, the Student Council provides a platform to drive this forward.

ACTIONS 22/23 (What will we do?)

Embed the following actions through:

- Assigning a student voice lead (A Auld)
- All prefects to sit on the student council
- Key student projects e.g. year book, winter dance, led through Student Council

IMPACT (What will change, how much & how will we know?)

- The impact will be that students will feel listened to and more included in the life of the school
- Impact assessed through student surveys at the end of school year 22/23

Review (How did we do?)

- SLT will reflect on the progress and rag rate on a termly basis

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

2) Strengthen Learning and Teaching

- Differentiation – Develop and embed the 'Alness Way'

Context: (How does this fit with our school values and culture?)

Over the course of school year 21/22 we have reflected as professionals and identified differentiation as a key priority in strengthening learning and teaching at Alness Academy. In order to provide a consistent whole school approach the development of differentiation will be a key priority for school improvement at Alness Academy in 22/23.

ACTIONS 22/23 (What will we do?)

- A differentiation working group will form in Alness Academy to drive the project forward
- Staff will work together to develop a system of supportive scaffolding for learning and teaching in their subject areas
- Staff will work together to develop a system to support and stretch fast finishers through fast finishing projects
- Targets will be co-created termly and good practice shared through termly SIP meetings

IMPACT (What will change, how much & how will we know?)

- The Impact will be more accessible and more stimulating learning and teaching at Alness Academy
- Supportive scaffolding and Fast Finishing projects will be developed for agreed levels
- An emerging template for an 'Alness Way' with differentiation will be co-created throughout the year and will form the model for differentiation in Alness Academy going forward.

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

• Create a Nurture Room

Context: (How does this fit with our school values and culture?)

Alness Academy is an inclusive school committed to equity. Our aim in creating a nurture room is to provide a space where students in need of intensive nurturing support. The nurture room will host small group classes and specialise in alternative provision which focuses on wellbeing and nurture. This will also include a de-escalation zone where students can take a moment and a breath if things have

gone wrong and be coached and prepared to re-join class.

ACTIONS 22/23 (What will we do?)

- Recruit and train four nurture practitioners and a PT Nurture
- Create a safe nurturing environment through layout furnishings and equipment
- Develop a nurture curriculum
- Develop a programme of experiential learning

IMPACT (What will change, how much & how will we know?)

- For targeted students:
- Exclusions will reduce
- Attendance will increase
- Episodes of in school truancy will decrease

Review (How did we do?)

SLT will reflect on progress and rag rate on a termly basis

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

3) Raise Attainment

- Embed full tracking TMR

Context: (How does this fit with our school values and culture?)

Early intervention is key to raising attainment. Following consultation with stakeholders Alness Academy will move to a tracking only system of reporting in 22/23

ACTIONS 22/23 (What will we do?)

- Move to a tracking only system of reporting
- Develop improved systems for data analysis and early intervention
- Develop a system of early invitation for parent's evenings

IMPACT (What will change, how much & how will we know?)

- Streamlined system of TMR for Alness Academy

- Re-established understanding of tracking data for staff and parents
- Strengthened tracking and interventions
- Increased staff time to innovate as part of the TMR cycle e.g. S1 settling in evening in addition to parents evenings

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress

Term 1	Term 2	Term 3	Term 4

 Early Warning Systems

Context: (How does this fit with our school values and culture?)

We believe that early warning and intervention is key in improving attainment. As part of the redevelopment of our tracking systems we will develop systems to provide better early warning of situations where students are not in danger of not achieving to their potential. This will go hand in hand with the redevelopment of our SQA presentation policy.

ACTIONS 22/23 (What will we do?)

- SLT will evaluate and redevelop SQA presentation and tracking policies to provide better early warning and interventions

IMPACT (What will change, how much & how will we know?)

- More students at Alness Academy will complete and gain a full course award at N5 and Higher at Alness Academy
- Insight breadth and depth measures will improve in comparison with 22/23

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress




Term 1	Term 2	Term 3	Term 4

 Academic Mentors



Context: (How does this fit with our school values and culture?)

At Alness Academy we believe relationships matter. In 21/22 we used prelim tracking to assign staff volunteers to act as academic mentors to students who were struggling. The mentors took on a coaching role to assist students with preparing for the 21/22 exam diet.

ACTIONS 22/23 (What will we do?)

-  Use tracking to assign Academic mentors at an earlier point in the year
-  Provide mentored students with a study support kit
-  Develop coaching capacity of staff volunteers through further training

IMPACT (What will change, how much & how will we know?)


-  Better early intervention and support for students who are struggling
-  Improving attainment tracked through data for mentored students

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress


Term 1	Term 2	Term 3	Term 4

-  Support attendance to improve attainment through the use of a FLEO

Context: (How does this fit with our school values and culture?)

In Alness Academy we have students who sometimes struggle to attend school. In order to support everyone to attend, attain and benefit from our school community we will develop the use of a Family Liaison and Support Officer to link in with families and support attendance.

ACTIONS 22/23 (What will we do?)

-  Recruit a FLEO who will work with a targeted group of students with -50% attendance

IMPACT (What will change, how much & how will we know?)

- 🏛️ Attendance will improve at Alness Academy
- 🏛️ This will be tracked:
- 🏛️ Holistically at whole school level
- 🏛️ Through a four-week cycle for whole school attendance
- 🏛️ Through a four-week cycle for targeted students
- 🏛️ Through decreasing numbers of -50% students

Review (How did we do?)

SLT will reflect on the progress of the new system and rag rate on a termly basis

RAG Rate Termly Progress

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