

Meldrum Academy Strategic Development Plan 2019 - 2022.

Priority/ECS focus	Linked HGIOS 4 Quality Indicators	3 year aim	3 year goals	School / Faculty focus	Session 19/20 objectives	Session 20/21 Objectives	Session 21/22 Objectives	
1	Improving learning, teaching and assessment	Main: 2.3 - Additional: 2.2	To create a curriculum and learning environment which consistently challenges pupils and staff to be the best they can be in life, learning and work.	<p>Learners are engaged, appropriately challenged, resilient and highly motivated in a curriculum that maximises their successes and achievements, and is continually reviewed and improved.</p> <p>Assessment and feedback is utilised effectively to drive next steps in learning.</p> <p>Relationships are positive across all stakeholders and their views are sought, valued and acted upon.</p> <p>Learning is enriched and supported by the effective use of digital technologies.</p> <p>Literacy and numeracy are embraced by all staff as a responsibility for all</p>	Over the session school will:	Integrate the draft Digital Learning Strategy into the Learning and Teaching Strategy and share with stakeholders (Parental learning, staff development, pupil education, online safety) (Replacement of CC4. (AC)	Complete the Digital Learning Strategy. Replacement of CC4. (KG/AC)	
						Prioritise and offer differentiated CLPL sessions (led by staff) which are scheduled in a structured format throughout the academic year to enhance L&T. Assessment and feedback will continue to be core themes. (AC)	Continue with differentiated CLPL sessions (led by staff) scheduled in structured format throughout the academic year to enhance L&T.	Continue with differentiated CLPL sessions (led by staff) scheduled in structured format throughout the academic year to enhance L&T.
						Increase awareness and promote participation in the use of Literacy and Numeracy strategies across ALL subject areas. (SS Lit/LF Num)	Further promote participation in the use of Literacy and Numeracy strategies across ALL subject areas.	Further promote participation in the use of Literacy and Numeracy strategies across ALL subject areas. Continue to Implement reading recovery strategy in S1. (SS lit, LF num).
						Support curriculum planning across the school which is clear and complements development of employability skills for all.(LF)	Review progress of employability skills development across the school. (LF)	
						Continue to Implement reading recovery strategy in S1. (SS lit, LF num).	Continue to Implement reading recovery strategy in S1. (SS lit, LF num).	
2	Partnership working to raise attainment	Main: 2.7 / 3.2 - Additional: 3.3 / 2.5 / 2.6	<p>To have developed sustainable partnerships based on a shared vision to raise attainment and achievement in pursuit of positive post-school destinations for all learners.</p> <p>Enhanced partnership working with colleges and universities supports an increase in successful application to suitable programmes of post-school study.</p> <p>Enhanced partnership working with college and business provides increased opportunities for learners studying vocational qualifications in school, college or work-based learning environments through varied learning pathways.</p> <p>Learners and their parents participate in stimulating and relevant family learning opportunities which support learning across the curriculum leading to improved outcomes for learners.</p> <p>Robust tracking of attainment and achievement effectively supports progression for all learners through their learner journey, particularly during transition stages and into positive post-school destinations.</p>	Over the session school will:	Collaboratively develop a programme of family learning opportunities (LF)	Collaboratively implement programme of family learning opportunities (LF)	Review family learning opportunities (LF)	
					Develop and implement a TMR system for the BGE using SEEMIS Progress and Achievement module (SS)	Review implementation of SEEMIS Progress and Achievement module (SS)	Extend implementation of SEEMIS Progress and Achievement module throughout the senior phase (SS)	
					Continue strong partnership working with DYW, NESCOL, Career Ready and businesses (LF)	Continue strong partnership with DYW, NESCOL, Career Ready and expand business partnerships (LF/RJ)	Explore opportunities to extend DYW opportunities in the BGE (LF/RJ)	
					Develop a process to track delivery of employability skills across the school (LF)	Fully implement process to track delivery of employability skills across the school (LF)	Review and develop process to track delivery of employability across the school (LF)	
3	Developing leadership at all levels	Main: 1.2 / 1.3 - Additional: 1.4 / 1.5	<p>All stakeholders effectively aim for improvement - consistently and meaningfully</p> <p>A range of strategies is used to support learners to take responsibility for their own learning and progress.</p> <p>An environment of creativity, innovation and enquiry supports change in a strategic and timely manner, resulting in improved outcomes for all learners.</p> <p>All staff apply professional standards and embrace leadership opportunities leading to high quality outcomes for learners.</p> <p>School resources are utilised in an effective, sustainable and equitable manner.</p>	Over the session school will:	Collaboratively develop programmes of leadership learning for staff across the school (AC)	Collaboratively enhance programmes of leadership learning for all staff across the school (AC)	Embed programmes of leadership learning opportunities for all staff (AC)	
					Establish across the school where opportunities exist for learners to take responsibility for their own learning and progress (SS)	Analyse data and develop a whole school approach for pupils to take responsibility for their own learning and progress (SS)	Implement a whole school approach for pupils to take responsibility for their own learning and progress. (SS)	
					Establish information sharing procedures to communicate opportunities for CLPL and a protocol for sharing and maximising impact (AC)	Embed information sharing procedures to communicate opportunities for CLPL and a protocol for sharing and maximising impact (AC)	Review information sharing procedures to communicate opportunities for CLPL (AC)	
					Develop and implement a communications strategy and plan for 2019 to 2022 (KG)	Review communications strategy (KG)	Review communications strategy and update for next planning period (2022 onwards) (KG)	
					Review faculty financial planning and budget allocation process in advance of financial year 2020/21 (KG)	Implement new faculty financial planning and budget allocation procedures (KG)	Review the impact of changes to financial planning (KG)	
4	Improvement through self-evaluation	Main: 1.1	<p>To create a sustainable self-improving school system</p> <p>All stakeholders understand their responsibilities for improvement through self-evaluation, and are fully engaged with enhancing the working life of the school.</p> <p>Professional learning activities for all staff are clearly linked to the results of self-evaluation and improvement plan priorities, and opportunities are provided for staff to be involved in and lead continuous improvement.</p> <p>Outcomes for learners improve through the robust use of intelligence and data.</p> <p>Stakeholders work together effectively with a strong ethos of sharing best practice.</p>	Over the session school will:	Create a 3 year strategic development plan which encourages long term planning. All stakeholders are clear of school strengths and improvement needs and participate in on-going self evaluation (IJ)	Review impact of strategic development plan and update accordingly. (IJ)		
					Develop a calendar of professional learning linked to the SDP which clearly links together staff meetings at all levels. This is shared with all staff in multiple formats and opportunities for leadership are prominent (AC)	Review and adapt calendar of professional learning linked to SDP. (AC)		
					Provide opportunities for collaboration with fellow professionals (within and outwith school) on an on-going basis focussed on learning and teaching to deliver improved outcomes for young people (AC)	Collaboration between professionals further developed to improve outcomes for learners. (AC)		
					Continue to engage with the available range of intelligence and data tools to continue to improve outcomes for learners. (SS)	Continue to engage with the available range of intelligence and data tools to continue to improve outcomes for learners. (SS)		
5	Ensuring wellbeing, equity and inclusion (safeguarding and child protection)	Main: 3.1 / 2.1 - Additional: 2.4	<p>To have a clear focus on ensuring wellbeing entitlements to support all learners to maximise their successes and achievements.</p> <p>All stakeholders have a clear, appropriate and up to date knowledge of the safeguarding of young people and child protection.</p> <p>All stakeholders ensure that there is a positive climate for learning throughout the school community.</p> <p>Universal support is embedded across the school to enable a positive impact on pupils progression and learning.</p> <p>All stakeholders positively act to ensure that barriers to learning are minimised leading to improved outcomes for all learners.</p> <p>Strong partnerships ensure that targeted support needs are identified early and well-planned interventions ensure that young people are provided with appropriate and proportionate provision.</p> <p>All stakeholders regularly evaluate the impact of interventions to ensure that our universal and targeted support provision is effective.</p> <p>Unauthorised pupil absence is reduced.</p>	Over the session school will:	Build greater awareness of Universal and Targeted support across the school and in particular Universal Support as a responsibility of all. (LT)	Continue to build staff capacity to enhance Universal Support provision across school. (LT)	Embed Universal Support provision across school. (LT/KM)	
					Ensure 360 Safe is completed and submitted for review. (AC) Consider whole school safeguarding policy. (LT)	Introduction of whole school safeguarding policy with appropriate training support for stakeholders. (LT)	Embed of whole school safeguarding policy. (LT)	
					Reinforce School Community vision, values and expectation and introduce initial Praise and Reward system for positive recognition and develop system for use beyond this session. Consider recognition of wider achievement. (LT)	Reinforce School Community vision, values and expectations and implement revised Praise & Reward system for positive recognition. Introduce tracking and recognition of wider achievement. Revisit Restorative Practice training and staff support across school. (LT)	Reinforce School Community vision, values and expectations and embed use of Praise & Reward system and tracking of wider achievement. Revisit Behaviour Management Processes in light of revisit of Restorative Practice. (LT)	
					Continue to build capacity across the school in relation to inclusive practice further developing our autism-friendly and dyslexia-friendly status. (LT)	Further enhance capacity across the school in relation to inclusive practice further developing our autism-friendly and dyslexia-friendly status. (LT)		
					Implement strategies to reduce lateness and unauthorised pupil absence. (LT)	Review of impact of strategies to reduce lateness and unauthorised absence. (LT)		

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We wish to be a school community working together for success: Creating an enjoyable teaching and learning environment in which everyone is encouraged to do their best.