

Standards, Quality and Improvement Plan 2024-25



Lochside Academy
September 2024

Section 1: School Context, Vision, Values and Aims

Lochside Academy Vision and Values

During academic session 2021-22 we engaged stakeholders across our school community to revisit and refresh our Vision and Values. <https://youtu.be/UnjPK4wgCYQ>

Our overarching vision of “**ASPIRE: We Will Succeed**” illustrates our aim that all stakeholders in our learning community aspire to be the best we can be and it is only by working together that everyone will be successful. By living our vision and values every day, we aim to inspire a culture of continuous improvement across our school community. We value **ambition** and encourage all stakeholders in our

learning community to have high aspirations of themselves and others to dream big. We **support** each other to realise our dreams and understand that we need **perseverance** to reach our goals. We keep going when things inevitably get tough and demonstrate **integrity** in our actions. We do the right thing, even when no one is watching. Positive relationships are at the heart of our school and we show **respect** for one another and our environment. We value **equality**, celebrate diversity and promote inclusion.

Lochside Academy Associated Schools Group Vision and Aims

During academic session 2022-23 the head teacher of Lochside Academy and associated schools group me to agree a shared vision and aims to agree how we will work collaboratively and collegiate over the coming years to improve outcomes for young people.

Our vision and aims are below:



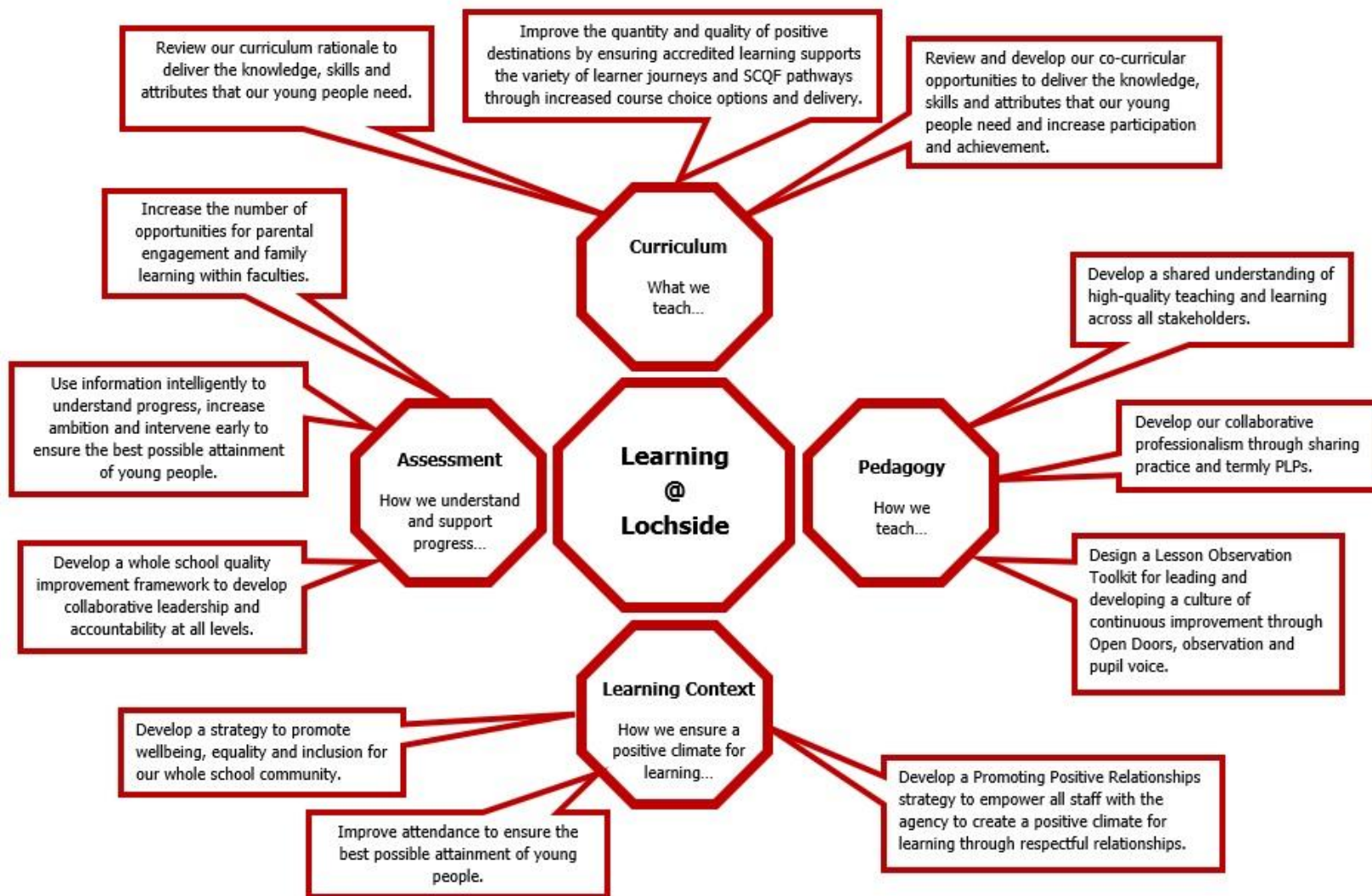
Lochside ASG – “Improving Together”



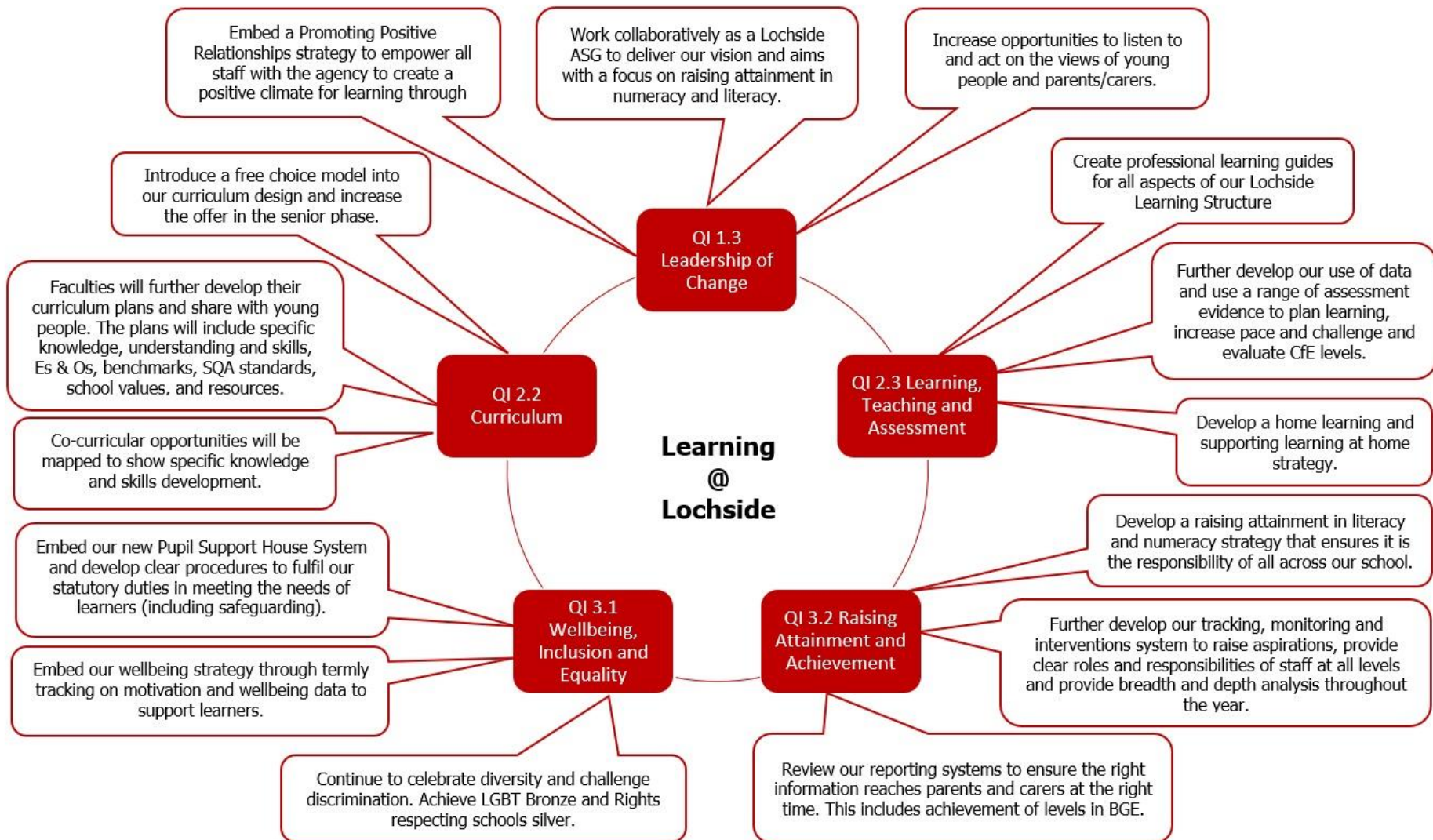
- Ambitious in Literacy and Numeracy
- Supporting Health & Wellbeing
- Aspiring to reach Positive Destinations for all (Skills/ WOW)



**Section 2: One Page School Improvement Plan
2022-23**



2023-24



SCHOOL IMPROVEMENT PLAN 2024-2025



Section 3: Logic Models

What We Teach Resources and Context (see SES for details)	Outputs		Outcomes – Impact (termly specific outcomes in Agile plan)			
	Activities (how will we do this)	Outputs	2021-22 Baseline	2022-23 Actual	2023-24 Actual	2024-25 Target
<p>Pathway Planning Develop a greater knowledge of career pathways in growth sectors across all stakeholders. Create curriculum roadway maps and introduce rigorous 16+ procedures to improve positive destinations.</p> <p>Leads: Joanne Campbell and Michelle Bews Values: Ambition and Support</p> <p>Curriculum Introduce opportunities for IDL within BGE and bundling in Senior Phase. Increase challenge in BGE curriculum and ensure sustainability, celebrating diversity and UNCRC are embedded.</p> <p>Leads: Joanne Campbell and Michelle Bews Values: Respect and Equality</p> <p>Wider Achievement Introduce a tracking system to capture learner participation and skills development. Develop opportunities for certification and celebrating achievement.</p> <p>Leads: Joanne Campbell and Jennifer McWilliam Values: Ambition and Perseverance</p>	<ul style="list-style-type: none"> Staff CLPL session led by JC and includes SDS/DYW on LMI and Growth sectors in November in-service SCQF ambassadors will support school to engage with parents/carers in developing a better understanding of qualifications with MWoW ambassadors supporting the delivery of my world of work in school and during transition days. Donnie Wood to meet with ELT to consider certification opportunities during October 2024. Pathways champions from each faculty to create Curriculum Roadmaps. These will include opportunities to maximise attainment and will be upload by January 2025. Collaboratively engage with colleagues to implement a Pathway Planning and Positive Destinations policy with rigorous and robust QA processes. Curriculum Showcase event in June 2025 – 3rd phase of our DYW strategy. <ul style="list-style-type: none"> Each faculty to ensure curriculum planning is up to date and uploaded to curriculum website October 2024 Half day curriculum session during November in-service to support faculties to increase pace and challenge in BGE, cross faculty BGE IDL opportunities, embed UNCRC and explore bundling opportunities to increase level 5 certification in S4 and level 6 certification in S6. Sustainability will be planned within the humanities faculty. Equality - celebrating diversity will be embedded into PSE/Assembly programme/Cultural days. <ul style="list-style-type: none"> Create a co-curricular programme that includes the meta-skills young people will develop in each offer. An Inter-house programme will be created to further develop a sense of House Affiliation A participation (in school and out of school) and skills development tracker will be created to identify and close gaps. We will implement our Lochside Achievers Policy to provide opportunities to celebrate successes of learners achievements and gain Saltire Awards. 	<ul style="list-style-type: none"> Pathway Planning and Positive Destinations Policy with QA calendar Curriculum Roadmaps for all faculties on website Updated Curriculum Rationale reflecting increased opportunities for certification <ul style="list-style-type: none"> John Muir Award in S1 Updated Curriculum Rationale reflecting IDL, sustainability, celebrating diversity, bundling and UNCRC Updated Faculty Curriculum Course Plans on website <ul style="list-style-type: none"> Co-curricular programme on website Participation and skills tracker Inter-house programme Lochside Achievers Policy and Assemblies 	<p>60% staff agree they have regular opportunities to help shape the curriculum. Stay on rates for S4 into S5 is 72.15%</p> <p>The percentage of Lochside leavers in a positive destination is 86.73%.</p> <p>73.2% of learners agree their school offers me the opportunity to take part in activities in school beyond the timetabled day.</p> <p>53.3% of learners agree they have the opportunity to discuss my achievements outwith school</p>	<p>65% staff agree they have regular opportunities to help shape the curriculum. Stay on rates for S4 into S5 is 76.92%.</p> <p>The percentage of Lochside leavers in a positive destination is 91.4%.</p> <p>72.8% of learners agree their school offers me the opportunity to take part in activities in school beyond the timetabled day.</p> <p>60% of learners agree they have the opportunity to discuss my achievements outwith school</p>	<p>73.3% staff agree they have regular opportunities to help shape the curriculum. Stay on rates for S4 into S5 is 79.5% (Oct 2nd).</p> <p>The percentage of Lochside leavers in a positive destination is 92.2% (provisional)</p> <p>83.9% of learners agree their school offers me the opportunity to take part in activities in school beyond the timetabled day.</p> <p>73% of learners agree they have the opportunity to discuss my achievements outwith school</p>	<p>Almost all staff agree they have regular opportunities to help shape the curriculum. Stay on rates for S4 into S5 is in line with VC</p> <p>The percentage of Lochside leavers in a positive destination is 94%.</p> <p>Almost all learners agree their school offers me the opportunity to take part in activities in school beyond the timetabled day.</p> <p>Almost all learners agree they have the opportunity to discuss my achievements outwith school</p>

Self-Evaluation & Improvement Plan 2024-25

School: Lochside Academy

Section 1: School Context, Vision & Values

Section 2: One Page School Improvement Plan

Section 3: Logic Models



How We Teach
<p>Resources and Context (see SES for details)</p> <p>Quality of Teaching Further increase pace and challenge through questioning, activities to promote challenge and adaptations for learning. Evaluate impact of home learning policy.</p> <p>Leads: Mike Will and Justin Noon Values: Perseverance and Integrity</p> <p>Assessment and Feedback Collaboratively create an Assessment, Feedback and Interventions policy to ensure all learners know their specific next steps in learning in all curriculum areas.</p> <p>Leads: Mike Will and Colin McKenzie Values: Support and Equality</p> <p>Attainment Data Over Time Introduce Pupil Tracking system. Create a shared understanding of attainment interventions and embed 4 quadrant interventions policy. There will be a focus on improving numeracy.</p> <p>Leads: Colin McKenzie and Mike Will Values: Ambition and Integrity</p>

Outputs	
Activities (how will we do this)	Outputs
<ul style="list-style-type: none"> Almost all staff will engage in a professional enquiry to further improve the quality of their teaching through high quality questioning and activities to promote challenge. Faculty leaders will consider how they further embed high quality questions into their curriculum planning, further improve questioning routines, activities to promote challenge and ensure adaptations for learning are embedded in practice across their faculties. This will be extensively discussed during faculty time. Professional learning will be provided during whole school meetings, in-service days and professional reading on developing pace and challenge in the classroom. Bruce Robertson will deliver session during October 2024 staff meeting and February 2025 in-service day with Questioning book being purchased when published. Faculty leaders will implement the Home Learning policy. 	<ul style="list-style-type: none"> Professional Enquiry Plans Faculty policy documents on ensuring 'thinking hard' and home learning Home learning evaluation
<ul style="list-style-type: none"> All staff will think hard and engage in dialogue about how they ensure all learners in their classes know their next specific next steps in learning, understand how they can go about improving and are able to access materials to support their progress during the November 2024 and March 2025 staff meetings and February 2025 in-service. Staff will be involved in creating an Effective Use of Assessment, Feedback and Interventions policy. All faculty areas will work collaboratively to create next steps in learning sheets. 	<ul style="list-style-type: none"> Effective Use of Assessment, Feedback and Interventions policy Checking for understanding guide Plenary guide Faculty next steps in learning sheets
<ul style="list-style-type: none"> All staff will be trained in the new Pupil Tracking system during a staff meeting in September. Staff will be trained in how to use Pupil Tracking to extract and analyse relevant data. Attainment interventions will be discussed at ELT and staff meetings to create a shared understanding of attainment interventions. There will be ongoing support of the mathematics faculty to deliver increasingly positive outcomes for learners. In addition, opportunities to deliver numeracy through Personal Finance in PSE and Numeracy in Science delivering Level 5 will be implemented. The Data Science qualification at level 5 and 6 will be explored and implemented where practicable. 	<ul style="list-style-type: none"> Pupil Tracking will used by all staff and reports shared with stakeholders 4 quadrant analysis and evaluation of interventions for all classes NAL policy and curriculum plans for numeracy delivery

Outcomes – Impact (termly specific outcomes in Agile plan)			
2021-22 Baseline	2022-23 Actual	2023-24 Target	2024-25 Target
<p>49.6% of learners and 50.8% of parents agree they are satisfied with the quality of teaching in the school.</p> <p>39.4% of learners agree that homework helps them understand and improve.</p> <p>61.3% of staff agree that they receive appropriate support for planning, preparation & assessment.</p> <p>67% of learners agree that staff help me understand how I am progressing in my school work</p> <p>59.6% of staff agree that learners are involved in talking about and planning their learning</p>	<p>54.1% of learners and 54.4% of parents agree they are satisfied with the quality of teaching in the school.</p> <p>48.2% of learners agree that homework helps them understand and improve.</p> <p>61.7% of staff agree that they receive appropriate support for planning, preparation & assessment.</p> <p>71.1% of learners agree that staff help me understand how I am progressing in my school work</p> <p>68.4% of staff agree that learners are involved in talking about and planning their learning</p>	<p>75.5% of learners and 66.4% of parents agree they are satisfied with the quality of teaching in the school.</p> <p>59.6% of learners agree that homework helps them understand and improve.</p> <p>81.5 of staff agree that they receive appropriate support for planning, preparation & assessment.</p> <p>84.9% of learners agree that staff help me understand how I am progressing in my school work</p> <p>80% of staff agree that learners are involved in talking about and planning their learning</p>	<p>Almost all of learners and parents agree they are satisfied with the quality of teaching in the school</p> <p>Most learners agree that homework helps them understand and improve.</p> <p>Almost all staff agree that they receive appropriate support for planning, preparation & assessment.</p> <p>Almost all learners agree that staff help me understand how I am progressing in my school work</p> <p>Almost all staff agree that learners are involved in talking about and planning their learning</p>

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How We Support Learners to Attain and Achieve

Resources and Context (see SES for details)

Climate and Relationships

Develop a Growth Mindset approach to increase the ambition of all stakeholders. Further improve relationships and behaviour in school.

Leads: Jen McWilliam and Justin Noon

Values: Ambition and Respect

Planning for and Supporting Learning

Introduce a Planning Learning Dashboard, implement the outcomes of the targeted support review and embed the circle framework.

Leads: Susanne Henderson and Kathy Rapley

Values: Support and Perseverance

Pupil Support - House Consistency

Develop a shared understanding of the Lochside Way of Supporting learners. Ensure a consistent approach across all house teams.

Leads: Susanne Henderson and Hannah Beagrie

Values: Respect, Support and Equality

Outputs	
Activities (how will we do this)	Outputs
<ul style="list-style-type: none"> We will further develop our school vision ASPIRE: We Will Succeed. In particular, we will further develop our value of Ambition across all stakeholders by creating a whole school approach to a growth mindset culture. 6 members of staff have volunteered to be part of the Winning Scotland Growth Mindset programme gaining 30 credits at Masters Level 11. We will achieve our Rights Respecting Silver Award. All staff will engage in the local authority near miss and Maybo training to further develop our value of respect. We will evaluate our Promoting Positive Relationships policy to update procedures around referrals, classroom management, faculty time out, duty calls, movement around the building and mobile phones and ensure consistency. 	<ul style="list-style-type: none"> 6 Growth Mindset Plans with evidence of impact An overarching becoming a Growth Mindset school policy Updated Promoting Positive Relationships Policy and QA procedures
<ul style="list-style-type: none"> As a school we are data rich with data with information in various areas of SEEMiS and school folders. We will support staff by creating a Planning Learning Dashboard that captures information to support planning learning in one place. Implement a Staged Intervention Framework to create a shared understanding of support needs with clear roles and responsibilities. Create a clear list of available interventions available to our learners within our school and across multi-agency teams. This will include specifics of what, why, who, when, how long, capacity and evaluation of impact. The results of the targeted support review will be shared with all stakeholders. Professional learning will be delivered on the circle framework. 	<ul style="list-style-type: none"> Planning Learning Dashboard Interventions list with details of provision and measurable outcomes Targeted support review documentation Circle Framework Policy
<ul style="list-style-type: none"> Ensure consistency in the identification of support needs across the school at all levels. This includes identification from teachers, faculties, House Teams, transition information, targeted support. Identification will include wellbeing, attendance, ASN, behaviour, etc. Identification of support, interventions and evaluation of impact will be unified into one Pupil Support tracker. We will create a Pupil Support Strategic Plan to ensure the ambitious vision for Pupil Support at Lochside Academy becomes a reality. The Pupil Support Team (targeted support and guidance) will be involved in a joint faculty session in October 2024. Develop a shared understanding of wellbeing across our school community. 	<ul style="list-style-type: none"> Pupil Support Strategic Plan Supporting Pupil Support Handbook A Pupil Support QA calendar will be created

Outcomes – Impact (termly specific outcomes in Agile plan)			
2021-22 Baseline	2022-23 Actual	2023-24 Target	2024-25 Target
69% of young people agree that staff treat all young people fairly and with respect.	76.3% of young people agree that staff treat all young people fairly and with respect.	84.7% of young people agree that staff treat all young people fairly and with respect.	Almost all young people agree that staff treat all young people fairly and with respect.
16.1% of staff agree that young people are well behaved.	30.1% of staff agree that young people are well behaved.	70.7% of staff agree that young people are well behaved.	Most staff agree that young people are well behaved.
61% of young people agree that they feel safe when in school.	65% of young people agree that they feel safe when in school.	73.4% of young people agree that they feel safe when in school.	Almost all young people agree that they feel safe when in school.
37.1% of staff agree that learners are engaged in their learning.	65.7% of staff agree that learners are engaged in their learning.	81.6% of staff agree that learners are engaged in their learning.	Almost all staff agree that learners are engaged in their learning.
25.6% of learners agree that my school deals well with any bullying	26.2% of learners agree that my school deals well with any bullying	46.8% of learners agree that my school deals well with any bullying	Most of learners agree that my school deals well with any bullying
72.6% of learners agree that they have someone in school to speak to if worried or upset	67.1% of learners agree that they have someone in school to speak to if worried or upset	86.5% of learners agree that they have someone in school to speak to if worried or upset	Almost all learners agree that they have someone in school to speak to if worried or upset
Exclusions at Lochside Academy is 97.58 per 1000.	Exclusions at Lochside Academy is 78.13 per 1000.	Exclusions at Lochside Academy is X per 1000 pupils.	Exclusions at Lochside Academy will fall below 40 per 1000 pupils.
71.07 of learners have an attendance greater than 85%	71.61% of learners have an attendance greater than 85%	X learners have an attendance greater than 85%	Almost all young people have an attendance greater than 85%

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How We Lead and Manage
Resources and Context (see SES for details)
<p>Pupil Equity Funding Plan Introduce a Lochside Academy PEF improvement plan. Leads: Colin McKenzie and Will McFarlane Values: Ambition and Equality</p>
<p>Quality Improvement Framework Create a Quality Improvement Framework to further support school and faculty improvement. Leads: Justin Noon and Mike Will Values: Support and Integrity</p>
<p>Leadership at All Levels Develop stakeholder involvement in improvement and Leadership at All Levels policy. Leads: Mike Will, Kelsey Atkinson and Kirsty McLeod Values: Equality and Perseverance</p>

Outputs	
Activities (how will we do this)	Outputs
<ul style="list-style-type: none"> We will take a deep dive into our poverty related attainment gap at Lochside Academy. 4 key Poverty Equity Funding (PEF) streams will be identified to target raising attainment interventions. Resources and measurable outcomes will be put in place to close the gap. 	<ul style="list-style-type: none"> Analysis on our poverty related attainment gap document with 4 key streams identified PEF Improvement Plan 2024-25
<ul style="list-style-type: none"> The Extended Leadership Team will engage in discussions about current improvement policies and practices (resonant leadership, QA approaches health check, SIP/FIP support incl. measurable outcomes, self evaluation sheet, agile leadership approach – clarify canvas and 'thinking tool', and Open Doors) to simplify improvement by creating a unifying Quality Improvement Framework. An overarching improvement model will be implemented around what we teach, how we teach, how we support learners to attain and achieve, and how we lead and manage with an updated 3 year plan in each area. Further professional learning on improvement science will be delivered to the Extended Leadership Team with all 	<ul style="list-style-type: none"> Quality Improvement Framework
<ul style="list-style-type: none"> This will be updated when our two new PT Quality Improvement take up post. 	<ul style="list-style-type: none"> Empowerment – Leadership at all Levels policy

Outcomes – Impact (termly specific outcomes in Agile plan)			
2021-22 Baseline	2022-23 Actual	2023-24 Target	2024-25 Target
61.3% of staff agree that I am aware of and involved in the school's strategies for raising attainment all	87.7% of staff agree that I am aware of and involved in the school's strategies for raising attainment all	92.3% of staff agree that I am aware of and involved in the school's strategies for raising attainment all	All staff agree that I am aware of and involved in the school's strategies for raising attainment all
53.3% of staff agree that the school's vision and values underpins their work.	68.5% of staff agree that the school's vision and values underpins their work.	96.9% of staff agree that the school's vision and values underpins their work.	All staff agree that the school's vision and values underpins their work.
30.7% of staff agree that collaborative working is effective in taking forward improvement.	57.6% staff agree that collaborative working is effective in taking forward improvement.	90.7% staff agree that collaborative working is effective in taking forward improvement.	All staff agree that collaborative working is effective in taking forward improvement.
35.5% of staff and 50.2% of parents agree that the school is well led and managed.	50.7% of staff and 52.6% of parents agree that the school is well led and managed.	75.4% of staff and 70.3% of parents agree that the school is well led and managed.	Allmost all staff and parents agree that the school is well led and managed.
56.5% of staff agree they have regular opportunities to undertake leadership roles	50.7% of staff agree they have regular opportunities to undertake leadership roles	83% of staff agree they have regular opportunities to undertake leadership roles	Allmost all staff agree they have regular opportunities to undertake leadership roles
35.5% of learners and 24.3% of parents agree that the school takes their views into account.	37.5% of learners and 42.4% of parents agree that the school takes their views into account.	62.5% of learners and 43.6% of parents agree that the school takes their views into account.	Most learners and the majority of parents agree that the school takes their views into account.