

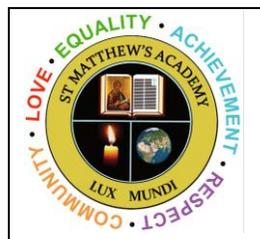


North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

Education and Youth Employment

Saint Matthew's Academy Improvement Plan 2018-19



Vision, Values and Aims

Our Vision, Values and Aims

In Saint Matthew's Academy we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Vision

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

Values

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Vision, Values and Aims

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- *to promote Gospel values of love, understanding and respect through all our activities and at all times;*
- *to develop all members of our community spiritually, morally, intellectually, socially and physically;*
- *to provide the highest possible standards of learning and teaching;*
- *to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;*
- *to nurture in our young people creativity and aesthetic appreciation;*
- *to provide a safe, stimulating and welcoming environment;*
- *to work in close partnership with parents, the Church and the wider community; and*
- *to provide opportunities for the personal and professional development of staff.*

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

Council Priorities:

The five Council strategic priorities for 2015-2019 are detailed below:

- **Growing our economy, increasing employment and regenerating towns**
- **Working together to develop stronger communities**
- **Ensuring people have the right skills for learning, life and work**
- **Supporting all of our people to stay safe, healthy, and active**
- **Protecting and enhancing the environment for future generations**

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **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**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Education and Youth Employment Directorate

Strategic Priorities 2018-2019

“Ensuring people have the right skills for learning, life and work”

National Improvement Framework Priorities 2017:

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

Service Priorities 2018-2019

1. We are reducing inequalities and delivering improved outcomes for children and young people

- Embed and extend nurturing approaches to advance inclusion across all education establishments.
- Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
- Ensure effective implementation of Children & Young People (Scotland) Act 2014.
- Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
- Develop and implement a coherent mental health strategy and intervention framework.
- Continue to implement our plans for early years expansion to 1140 hours by 2020.
- Ensure our school estate provides high quality learning environments

2. High quality learning and teaching is taking place in all our establishments

- Develop and implement a strategic vision for learning and teaching for all of our learners.
- Evaluate and enhance our curriculum from early level to Senior Phase.
- Support and strengthen the professional capacity of staff.
- Implement a framework to ensure we develop high quality leaders of learning.

3. Self-evaluation and performance improvement are embedded throughout our schools and central support teams

- Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
- Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
- Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

4. Levels of attainment and achievement are improving for all learners

- Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
- Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
- Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
- Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

5. High numbers of our young people are entering positive and sustained post-school destinations

- Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
- Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
- Ensure our young people leave school with the skills employers need.
- Work towards embedding national career and work placement standards.
- Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

Strategic Plan 2018-19: Saint Matthew's Academy

School Priorities	To promote an ethos of attainment, achievement and inclusion.	Continue to develop curriculum across all aspects of learning to improve standards for all pupils.	To utilise analysis of data to inform individual needs, learning and teaching across school.	To ensure all young people achieve their potential.	To ensure all young people achieve a positive and sustained destination upon leaving Saint Matthew's Academy
High Level Objectives	<p><i>Continue to develop a nurturing and secure ethos where all young people feel included and involved.</i> <i>Through:</i></p> <ul style="list-style-type: none"> • <i>Catholic Ethos</i> • <i>Whole School Approach to Nurture</i> • <i>Use of PEF to close the Attainment Gap</i> • <i>Development of Emotional Wellbeing Strategy</i> 	<p><i>Continue to implement the all aspects of the curriculum in a consistent and coherent manner across the school.</i> <i>Through:</i></p> <ul style="list-style-type: none"> • <i>IDL & Creativity</i> • <i>Literacy and Numeracy</i> • <i>Growth Mindset</i> 	<p><i>Continue to monitor and evaluate attainment in S1 – S6, by making effective use of all relevant data to consistently provide appropriate feedback.</i> <i>Through:</i></p> <ul style="list-style-type: none"> • <i>Insight Analysis</i> • <i>BGE Analysis</i> • <i>Self-Evaluation & Quality Assurance</i> 	<p><i>Develop a programme of Family Engagement with particular focus on SIMD 1-3 and FME.</i> <i>Through:</i></p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Learning with home</i> • <i>Volunteering</i> 	<p><i>Continue to develop a coherent all through programme for students in line with the Developing Young Work Force National Priorities.</i> <i>Through:</i></p> <ul style="list-style-type: none"> • <i>Personalised Learning Pathways</i> • <i>Skills Academy</i> • <i>My World of Work</i>

Strategic Plan 2018-19: Saint Matthew's Academy

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

We will secure additional staffing to focus on Literacy & Numeracy.

We will facilitate the role of Campus Police Officer

We will continue to provide SNAG breakfast club

We will secure additional staffing and resources to focus on Family Engagement.

We will enable staff to access funding for enrichment experiences for targeted young people.

We will secure additional staffing to focus on Pupil Support.

We will target those pupils who meet the criteria for Pupil Equity Funding and other individual pupils who may benefit.

Detailed Action Plan 2018-19: Saint Matthew's Academy

School Strategic Priority:		To promote an ethos of attainment, achievement and inclusion.					Linked to Directorate Priority: 1
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
Continue to develop a nurturing and secure ethos where all young people feel included and involved.	3.1 DiF p23 NIF: "Improve ment in children' s and young people's health and wellbein g"	Y	Catholic Ethos By focussing on Developing as a Community of Faith & Learning, we will ensure all young people have opportunity to participate in liturgical celebration. We will ensure our vision and values are clear and visible throughout all interactions. We will work with parents and parishes as they support young people on their faith journey.	Timescale: Session 18-19 Lead – Liturgy committee/ RE Dept	Catholic Ethos We know and can demonstrate that all learners are included, engaged and involved in the life of the school. We know and can demonstrate an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God We know and can demonstrate well-planned and progressive opportunities for young people to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. We know and can demonstrate young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it. We know and can demonstrate that all staff and partners model behaviour which promotes and supports the wellbeing of all.	Catholic Ethos Pupil voice. Participation in liturgical celebration Caritas Award analysis Use of Developing in Faith Self Evaluation document. All members of school community can articulate school values.	

<p>2.1 3.1</p>		<p>Whole School Approach to Nurture</p> <p>We will undertake a whole school 3 year strategy to embed Nurture principles. The Steering committee will continue to implement our programme. CLPL will be employed to support all staff to develop and deliver the nurture principles:</p> <p>18/19- Principles 2 & 5 19/20- Principles 1 & 4 20/21- Principles 3 & 6</p> <p>Classroom observation cycle will prioritise Nurture strategies. Nurture teacher will continue to support pupils in The Nest.</p>	<p><i>Timescale:</i> Sessions 18-21 <i>Lead – Nurture Steering Group</i></p>	<p>Whole School Approach to Nurture</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>We know and can demonstrate that we consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We know and can demonstrate that staff and partners create environments where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.</p>	<p>Whole School Approach to Nurture</p> <p>Pupil voice. Classroom observation. Pupils will be tracked using PASS assessments. Review of attendance based against national and authority figures. Ongoing whole school evaluation of QI 3.1 Ongoing evaluation based on Education Scotland’s Whole School Approach to Nurture Document. Identified pupils will participate in Boxhall profiling to identify progress. Parental feedback. Referrals, attendance and exclusion will be tracked to identify progress.</p>
<p>1.5 3.2</p>		<p>Use of PEF to close the Attainment Gap</p> <p>We will secure additional staffing to focus on Literacy, Numeracy, Family Engagement and Support for Learning. We will facilitate the role of Campus Police Officer</p> <p>We will continue to provide SNAG breakfast club</p> <p>We will allow staff to access funding for enrichment experiences</p> <p>We will use rigorous tracking and monitoring to identify pupils for targeted support.</p>	<p><i>Timescale:</i> Sessions 18-21 <i>Lead – Various</i></p>	<p>Use of PEF to close the Attainment Gap</p> <p>We know and can demonstrate that learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>We know and can demonstrate that we have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>We know and can demonstrate that staff have a shared understanding of what</p>	<p>Use of PEF to close the Attainment Gap</p> <p>Pupil Voice School community can articulate curriculum rationale Analysis of BGE Tracking and Monitoring Insight SNSA & PASS results Ongoing whole school evaluation of QI 3.2 Tracking wider achievement</p>

	3.1 2.7		<p>Development of Emotional Wellbeing Strategy</p> <p>We will create a steering group who will promote an emotional wellbeing policy and strategy that can be shared with all members of the school community</p> <p>We will review the promoting positive behaviour policy and strategy</p> <p>We will facilitate opportunities for CLPL training which will enhance the implementation of the emotional wellbeing strategy</p>	<p><i>Timescale: Sessions 18-21</i></p> <p><i>Lead – Emotional Wellbeing Committee</i></p>	<p>impacts on child poverty and make effective use current available data on levels of child poverty apply this to ensure equity.</p> <p>We know and can demonstrate the school can evidence that decisions about expenditure have resulted in increased attainment and achievement.</p> <p>Development of Emotional Wellbeing Strategy</p> <p>We know and can demonstrate that our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that staff make effective use of staged intervention processes (and the named person service) to ensure children and young people’s needs are met.</p> <p>We know and can demonstrate that relevant support staff are involved in planning and reviewing support for individuals and groups of learners.</p> <p>We know and can demonstrate that children and young people and their parents/carers are fully involved in decisions about how their needs will be met.</p> <p>We know and can demonstrate that effective partnership approaches are embedded within planned programmes and support processes</p>	<p>Development of Emotional Wellbeing Strategy</p> <p>Pupil voice Staff views Staff to receive opportunities for training in: Mindfulness Mental Health First Aid Safe Talk ASIST Training What’s the Harm? Pupil and staff participation in Wellbeing Week Wellbeing inservice Increased partnership working: Choose Life Breathing Space Police Scotland CAMHS SeeMe Teach Mindset</p>
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School Strategic Priority:		Continue to develop curriculum across all aspects of learning to improve standards for all pupils.					Linked to Directorate Priority: 2
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
Continue to implement the all aspects of the curriculum in a consistent and coherent manner across the school.	2.2 2.3 3.3 NIF: "Improve ment in attainme nt, particula rly in literacy and numerac y."	Y	<p>IDL & Creativity</p> <p>We will review all aspects of the delivery of IDL within the BGE.</p> <p>We will offer increased opportunities for personalisation and choice throughout the BGE curriculum</p> <p>We will provide an embedded programme of IDL.</p> <p>We will continue to provide IDL opportunities across the BGE through whole school events.</p>	<p><i>Timescale: Session 18-19</i></p> <p><i>Lead – IDL/Creativity Committee</i></p>	<p>IDL & Creativity</p> <p>We know and can demonstrate a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We know and can demonstrate a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.</p> <p>We know and can demonstrate our creative and innovative approaches to curriculum design support positive outcomes for learners.</p>	<p>IDL & Creativity</p> <p>Pupil voice.</p> <p>Classroom observation.</p> <p>Committee, BOS, departmental minutes.</p> <p>Curriculum planning in place.</p>	
	2.3 3.2		<p>Literacy and Numeracy</p> <p>We will continue year 2 of our 3 year strategic programme for Literacy and Numeracy.</p> <p>We will continue to work with Primary colleagues to ensure effective transition.</p> <p>We will consolidate the introduction of benchmarks across the curriculum.</p> <p>We will consolidate Dyslexia Friendly School practice.</p>	<p><i>Timescale: Session 17-20</i></p> <p><i>Lead – Faculty Head of English, Faculty Head of Maths, Literacy Committee, Numeracy Committee.</i></p>	<p>Literacy and Numeracy</p> <p>We know and can demonstrate attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>We know and can demonstrate that there is a strong ethos across the school to minimise the impact of potential barriers to learning.</p>	<p>Literacy and Numeracy</p> <p>+95% of pupils will have achieved Level 3 in all areas of Literacy by the end of S3.</p> <p>+95% of pupils will have achieved level 3 in Numeracy by the end of S3.</p> <p>All classrooms equipped with Dyslexia Friendly toolkit.</p> <p>A whole school evaluation of Literacy and Numeracy experiences.</p> <p>N4 Numeracy in line with or above VC.</p>	

	<p>2.3 2.4 3.2</p>		<p>Growth Mindset</p> <p>We will work with a group of vulnerable S1 pupils and S4 pupils who are likely to disengage from learning to develop growth mindsets and set up a mentoring scheme.</p> <p>We will work with a group of parents who have had limited or no engagement with the school to develop growth mindsets and increase their engagement in their young person's learning.</p> <p>The Science department will develop and trial learning materials on growth mindset with S1 and S4 to develop a growth mindset culture within the school.</p> <p>We will improve the quality of feedback to our young people in line with recent whole staff training on growth mindsets and working with the Professional Learning Academy</p>	<p><i>Steering Group</i></p> <p><i>Timescale:</i> Sessions 18-21 <i>Lead – Growth Mindset Committee, Teachmeet mindset staff, Science Dept</i></p>	<p>We know and can demonstrate confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</p> <p>Growth Mindset</p> <p>We know and can demonstrate children and young people are able to articulate their progress to key adults as they make the transition from one stage of learning to another.</p> <p>We know and can demonstrate that the school engages effectively with partners to promote a coherent whole school approach to learning for sustainability.</p> <p>We know and can demonstrate that all staff and partners are ambitious and expect high levels of attainment and achievement for all learners.</p>	<p>Growth Mindset</p> <p>Teachmindset will carry out a base level assessment with the students and parents involved in growth mindset training and mentoring and another once their training and mentoring has been completed to assess development.</p>
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School Strategic Priority:		To utilise analysis of data to inform individual needs, learning and teaching across school.					Linked to Directorate Priority: 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
Continue to monitor and evaluate attainment in S1 – S6, by making effective use of all relevant data to consistently provide appropriate feedback.	1.1 2.3 3.2 NIF: “Improve ment in attainme nt, particula rly in literacy and numerac y” “Closing the attainme nt gap between the most and least disadvan taged children.”	N	Insight Analysis We will continue to use school Insight analysis document to inform improvement in practice. Faculty Heads will work with Senior Management to review whole school attainment and propose next steps for improvement. Departments will review departmental attainment.	<i>Timescale: Session 18-19</i> <i>Lead – Senior Manageme nt, Faculty Heads, Data Coach, Data Analysis Team.</i>	Insight Analysis We know and can demonstrate a focused attention on monitoring and evaluating learning and teaching and children’s achievements, and to taking improvements forward. We know and can demonstrate that teachers have well-developed skills of data analysis which are focused on improvement.	Insight Analysis Increased attainment in senior phase. Increased awareness across staff of whole school attainment and next steps for improvement. Breadth and Depth analysis continue to show positive results against Virtual Comparator. Positive Destinations continue to be above VC Departmental, BOS Minutes. Line management meetings SMT minutes School Insight analysis document	
	2.3 2.4 3.2		BGE Analysis We will continue to use school BGE tracking system in tandem with standardised testing to inform improvement and next steps.	<i>Timescale: Session 18-19</i> <i>Lead – Senior Manageme</i>	BGE Analysis We know and can demonstrate the use of different assessments to measure children’s progress across the curriculum. They work effectively with colleagues	BGE Analysis Increased attainment in BGE. Increased awareness across staff of BGE attainment of all pupils. Departmental Minutes.	

	<p>1.1</p> <p>1.2</p>		<p>Senior Management will use the system to review whole school attainment, whole school curriculum and to support moderation.</p> <p>Departments will use the system to review Departmental attainment, Departmental analysis of curriculum and to support moderation.</p> <p>Self-Evaluation & Quality Assurance</p> <p>Create and implement a rigorous and robust self-evaluation and quality assurance programme leading to continuous improvement.</p>	<p><i>nt, Faculty Heads, Data Coach, Data Analysis Team.</i></p> <p><i>Timescale: Sessions 18-21</i></p> <p><i>Lead – Senior Management, Faculty Heads, Pastoral PTs</i></p>	<p>across the learning community to moderate standards.</p> <p>We know and can demonstrate that assessment and reporting procedures are manageable and very effective in informing improvements in learning and teaching.</p> <p>We know and can demonstrate learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>Self-Evaluation & Quality Assurance</p> <p>We know and can demonstrate that self-evaluation is integral to how we work within our community and is an ongoing feature of school life.</p> <p>We know and can demonstrate that all staff understand the need to be outward and forward-looking in their evaluation and improvement activities.</p> <p>We know and can demonstrate that a range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners.</p>	<p>Moderation activities</p> <p>Targeted support to close Attainment Gap.</p> <p>Self-Evaluation & Quality Assurance</p> <p>Creation of school self-evaluation policy.</p> <p>Creation of school self-evaluation calendar.</p> <p>All staff involved in:</p> <ul style="list-style-type: none"> Departmental moderation Sharing best practice PRDs Self-evaluation CLPL <p>All school community involved in HGIOS 4 challenge questions & Developing in Faith.</p>
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School Strategic Priority:		To ensure all young people achieve their potential.					Linked to Directorate Priority: 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
To develop a programme of Family Engagement with particular focus on SIMD 1-3 and FME.	2.5 2.6 NIF: "Improve ment in attainme nt, particula rly in literacy and numerac y." "Closing the attainme nt gap between the most and least disadvan taged children." "Improve ment in children' s and young people's	Y	<p>Family Engagement Strategy</p> <p><i>Communication –</i></p> <p>We will reduce jargon in all literature and improve the content of school reports. We will launch a new app for the school which will improve communication and enhance parents knowledge of activities happening at the school. We will launch a new online booking system for parent information evenings which will hopefully increase attendance at these events.</p> <p><i>Learning with home</i></p> <p>Working with Family Engagement Ambassadors we will establish online support through 'how to' videos to encourage parents to support their child's learning at home. We will continue a programme of Family Learning through our work with CELCIS and the NAC Family Engagement Team. We will continue to promote the use of Show My Homework which is designed to support parental engagement.</p> <p><i>Volunteering</i></p>	<p><i>Timescale: Session 18-19</i></p> <p><i>Lead – Senior Management, PT Family Engagement, Family Learning Worker.</i></p>	<p>Family Engagement Strategy</p> <p>We know and can demonstrate pupils benefit from greater support at home in learning.</p> <p>We know and can demonstrate pupils benefit from the targeted support which is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning.</p> <p>We know and can demonstrate pupils are well supported to plan opportunities with their families for personal achievement.</p> <p>We know and can demonstrate pupils benefit from shared learning targets, agreed with families, built on prior learning and reviewed and evaluated.</p>	<p>Family Engagement Strategy</p> <p>Pupil voice. Parental feedback. Tracking of parental engagement. Participation in learning events. Participation in celebration events. Whole school review of parental attendance at events.</p>	

	health and wellbeing”		Build a database of parents who are willing to volunteer within the school thus using local skill sets. We will deliver increased opportunities for parental engagement through a variety of Family Learning events. We will seek to identify further strategies to encourage parental engagement with learning including, where appropriate, alternative parent information events.			
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School Strategic Priority:		To ensure all young people achieve a positive and sustained destination upon leaving Saint Matthew's Academy					Linked to Directorate Priority: 5
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement	
Continue to develop a coherent all through programme for students in line with the Developing Young Work Force National Priorities.	2.4 2.7 3.3 NIF: "Improve ment in employa bility skills and sustaine d, positive school leaver destinati ons for all young people."	N	<p>Personalised Learning Pathways</p> <p>We will develop a targeted bespoke Senior Phase curriculum for those pupils at risk of not achieving a positive destination. Curriculum designed to ensure identified pupils have opportunity to develop Skills for Learning, Life and Work.</p>	<p>Timescale: Session 18-19 Lead – SMT, PT DYW, Post-16 Coordinator , Skills for Learning, Life and Work Committee.</p>	<p>Personalised Learning Pathways</p> <p>We know and can demonstrate that children and young people are fully engaged in their learning and participate in decision-making about their learning pathways and future career aspirations.</p> <p>We know and can demonstrate that partnerships are used effectively to deliver highly engaging creative learning to improve outcomes for learners.</p> <p>We know and can demonstrate that children requiring additional support have high quality individualised and meaningful progression pathways.</p>	<p>Personalised Learning Pathways</p> <p>Pupil voice. Parental feedback. Review of referrals. Review of attendance. Review of attainment. Review of positive destinations for targeted pupils. Ayrshire College partnership 'Outreach' partnership</p>	
	2.4 2.7 3.3		<p>Skills Academy</p> <p>We will continue to review and adapt existing Skills Academy programme to meet evolving needs. We will seek to identify meaningful Work Experience opportunities to further develop Skills for Learning, Life and Work.</p>	<p>Timescale: Session 18-19 Lead – PT DYW, Post-16 Coordinator ; Skills for Learning, Life and Work Committee.</p>	<p>Skills Academy</p> <p>We know and can demonstrate that young people experience rich work-based learning which enables them to make informed career choices.</p> <p>We know and can demonstrate that there are clear expectations for young people, employers, schools, local authority, parents and carers before, during and after work placements.</p> <p>We know and can demonstrate that children and young people are supported to make informed choices about the next</p>	<p>Skills Academy</p> <p>Pupil Voice. Parental feedback. Employer feedback. Review of attainment. Achievement of Work Experience qualification Review of Insight data relating to positive destinations for all pupils.</p>	

	<p>2.4 2.7 3.3</p>		<p>My World of Work</p> <p>We will review our existing My WOW Ambassador programme.</p> <p>We will encourage pupils from S3/4 to participate.</p> <p>We will increase the number of pupils accessing and using MyWOW (S1-S6).</p> <p>We will encourage staff to log in and use resources within MyWOW.</p>	<p><i>Timescale:</i> Session 18-19 <i>Lead – PT</i> <i>DYW, Skills for Learning, Life and Work Committee.</i></p>	<p>phase of their learning. This includes: preparation for further education; and the world of work and future careers.</p> <p>My World of Work</p> <p>We know and can demonstrate that young people experience rich work-based learning which enables them to make informed career choices.</p> <p>We know and can demonstrate that children and young people are supported to make informed choices about the next phase of their learning. This includes: preparation for further education; and the world of work and future careers.</p>	<p>My World of Work</p> <p>Pupil Voice Parental feedback Review of attainment Review of positive destinations</p>
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