Harlaw Academy
Action Plan following HMIe Inspection 18th March 2025

Inspection Date	18/03/25 – Revisit (original HMIE visit 2019)
Report Publication Date	28/06/25
QI Grading (from 2019)	1.3 - Weak
	2.3 - Satisfactory
	3.1 - Satisfactory
	3.2 - Weak

Areas for Improvement identified by HMIe (all):

1. *Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people.*
2. *Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect.*
3. *Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages.*

Priority 1 (QI 1.3)

Streamline approaches to improvement so that self-evaluation activities clearly identify priorities which will make the biggest difference to outcomes for young people.

Areas for Improvement *(taken from SIF)*	Desired Outcomes for Learners	Actions Required	Measures of Success *(evidence – how will we know?)*	Resources *(who, what, by when)*	RAG	Next Steps
	Learners experience a more coherent and consistent learning environment underpinned by strong collaboration and trust.	Continue building trust through consistency and visibility of leadership. Further embed working groups to support distributed leadership.	Staff surveys to show sustained improvement in perceptions of leadership and change. Increase the percentage of staff reporting positive or strongly positive perceptions of leadership and change in staff surveys by 13%. Increased engagement in working groups and the understanding of the improvement cycle.	SLT lead oversight of working groups (termly). Link DHTs to specific leadership outcomes. PTs and working group leads to report in term 2 and term 4 of session 25-26.		Review leadership roles to ensure clarity and equity. Continue with the positive practice and moves that have been made within the school during session 24-25.

	Young people are able to articulate their role in school improvement and feel valued in shaping their learning environment	Enhance clarity of leadership roles for young people in the school. Expand pupil and parent/carer involvement in school evaluation and planning.	Regular feedback from young people and families shapes planning. Clear, tracked improvement outcomes linked to working groups and pupil group actions. Increase the percentage of positive responses from young people feeling their views are listened to by 16%. Increase the percentage of positive responses from parents/carers in surveys regarding school leadership and direction by 11%.	Pupil Leadership Forum revised (by September 2025). Parent Forum feedback included in Term 1 SQUIP.		Audit effectiveness of current working groups. Conduct learner and parent focus groups in Term 1.

Priority 2 (QI 2.3)

Continue to improve the quality of learning, teaching and assessment so that young people's experiences engage them and meet their needs. Develop more fully an ethos for learning with high expectations and mutual respect.

Areas for Improvement *(taken from SIF)*	Desired Outcomes for Learners	Actions Required	Measures of Success (*evidence – how will we know?*)	Resources *(who, what, by when)*	RAG	Next Steps
	Learners experience consistently high-quality, differentiated, and engaging learning.	Continue embedding Learning and Teaching Framework. Reintroduce planned peer and SLT-led learning visits. Strengthen questioning and oracy.	Increased staff confidence in delivering differentiated lessons. More evidence of higher-order questioning in learning visits. Increase the percentage of staff reporting young people being engaged in their learning by 9%. Increase the percentage of young people reporting that their work in school is hard enough by 8%. Increase the percentage of lessons evaluated as 'good' or better during formal class observations by 10%.	L&T Working Group coordinate training and toolkit updates. SLT/Faculty Leads carry out observations (Terms 2 & 4 of session 25-26). Oracy development team lead CPD on questioning strategies.		June 2025 Whole School observations continued as planned. Delivered May INSET on BGE pace/challenge. Pilot YP feedback tools in at least two faculties in Term 2 of Session 25-26. Expand confident use of oracy strategies across BGE curriculum.
	Young people are more confident, challenged, and able to describe how they are progressing.	Develop whole-school student feedback process. Use BGE as key focus for improved differentiation and pace.	Learner surveys and focus groups show improved understanding of their progress. Increase the percentage of young people who report understanding how they are progressing in learning	YP Feedback model piloted in May–June.		

			(via learner surveys) by 9%. Increased BGE attainment and engagement. Increase the percentage of young people achieving expected levels within the Broad General Education (BGE) curriculum by 15%.		

Priority 3 (QI 3.2)
Strengthen approaches to monitoring young people's progress across all subject areas so that staff at all levels have a clear overview of learners' progress. Continue to raise the attainment of young people at all stages

Areas for Improvement *(taken from SIF)*	Desired Outcomes for Learners	Actions Required	Measures of Success (*evidence – how will we know?*)	Resources *(who, what, by when)*	RAG	Next Steps
	Learners feel safe, supported and have access to appropriate support and pathways.	Fully embed whole-school tracking and monitoring system in all year groups. Strengthen staff confidence in data use and response.	Attainment improves, especially in S4 and for learners in the highest 20%. Increase the percentage of S4 pupils achieving 5 or more qualifications at SCQF Level 5 or better by 5%. Increase the average complimentary tariff points of learners identified as being in the highest 20% so that this is above the virtual comparator. Increase the percentage of S5 pupils achieving 1 or more qualifications at SCQF Level 6 or better by 5%. Increase the percentage of S5 pupils achieving 3 or more qualifications at SCQF Level 6 or better by 5%. Increase the percentage of young people achieving Literacy and Numeracy at	SLT/Guidance/PTs to track and analyse attainment and wellbeing data (termly).		Improve faculty access to and understanding of ACEL/SNSA data. Continue to update presentation policy and link to responsive planning.

			Level 5 and above by S4 roll by 12%.			
	Young people are to demonstrate improved confidence and attainment especially in Level 5 and Level 6 courses.	Review support systems: part-time timetables, referrals, and behaviour strategies.	Reduction in part-time timetables and N5 No Awards.	PEF-supported interventions targeted via data analysis.		Clarity of interventions linked to tracking. Continue to build on a wider range of subject and curricular options in Level 5 and Level 6 courses for young people.

Additional Priority Area (QI 3.1)

Living Our Motto: A Renewed Focus on Courtesy

We are embedding courtesy into our daily practice, leadership and learning.

Areas for Improvement *(taken from SIF)*	Desired Outcomes for Learners	Actions Required	Measures of Success (*evidence – how will we know?*)	Resources *(who, what, by when)*	RAG	Next Steps
	Learners experience a respectful, inclusive and safe environment.	After consultation with all stakeholders in Term 1 of session 25-26 launch school-wide Courtesy Charter. Maintain progress on safeguarding and support plan rollout.	Increased positive referrals linked to values. Increase the percentage of young people staying on at school in S5 by 5% and in S6 by 10%. Increase the percentage of school leavers entering a positive, sustained destination by 6%. Surveys from stakeholders report greater levels of satisfaction and safety. Increase the percentage of parents/carers reporting satisfaction and feeling their young people are safe at school (via parent/carer surveys) by 14%. A significant decrease in the number of reports of anti-social behaviour in the wider community as evidenced in complaints and compliments records.	SLT and PTG Teams coordinate charter and awards (by October 2025). Continue PTG moderation of Child Plans (ongoing). DHT Inclusion to audit support systems by June 2025.		Launch Courtesy Charter by October 2025. Link values into Positive Relationships policy refresh.

			More robust evidence in planning folders and child plans and planning around each child. Increase the percentage of student well-being surveys reporting they have an adult they can speak to by 11%.			
	Young people demonstrate increased responsibility, empathy and engagement with school values.	Integrate courtesy expectations into assemblies, charters and displays. Reward respectful behaviour visibly and regularly.	Reduced incidents of disrespect or relational low-level disruption. Positive pupil survey responses on ethos. Increase the percentage of young people reporting that staff encourage them to do the best they can by 6%.	Pupil groups co-develop visuals and charters. Termly review of reward system.		Build courtesy tracking into school improvement review. Plan stakeholder feedback on anti-bullying, safety, and support.