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**Peterhead Academy Standards & Quality Report 2012-13**

**Self-Evaluation and Improvement Plan Parents’ Summary**

**How we measure Quality Improvement (QI’s) in the school using the Six-Point Scale**

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| **Level 6** | *Excellent* | Outstanding or sector leading |
| **Level 5** | *Very good* | Major strengths |
| **Level 4** | *Good* | Important strengths with areas for improvement |
| **Level 3** | *Satisfactory* | Strengths just outweigh weaknesses |
| **Level 2** | *Weak* | Important weaknesses |
| **Level 1** | *Unsatisfactory* | Major weaknesses |

**Quality Indicator: 1.1 - IMPROVEMENTS IN PERFORMANCE**

**Improvement Plan Ref:** 1a, 1b, 2, 3, 5 - Achievements

**Current Quality level: (3) Satisfactory**

Overall levels of SQA attainment are below national averages and only ‘in-line’ with comparator school expectations in S4. There are notable exceptions to this assigned level, particularly in Mathematics, Business Education, Technology and some science courses. The school has focussed on improving teaching and learning and raising attainment. These include:

* Improved home-school communication established by the Head Teacher, clearly outlining standards and expectations of pupils at Peterhead Academy
* A revised Homework Policy introduced to standardise expectations across the school
* Following S4, S5 and S6 prelim SQA examinations, underachievement letters issued. Baseline assessment (CAT) and summative assessment information used to target particular pupils and set SMART expectations.
* Most departments and faculties offer lunchtime and after-school revision classes.
* In partnership with parents/carers and staff, the school identified particular S4, S5 and S6 pupils for additional after-school tutoring. This was delivered over a three month period.
* The school offered an Easter revision programme. This was well attended and valued by parents/carers and pupils.
* The school has developed a ‘broader’ senior school. Initial impressions are that this will improve the ‘stay on’ rate into S5 and S6.

**S1/S2 Attainment**

Wider aspects of learners’ achievements are very good and supported by a rich range of evidence. Recognition of achievement is an area for development which will be a key focus next year. Opportunities for all learners are being provided in terms of out of lesson activities.

Improvement planning has been refined to focus on HGIOS *Journey to Excellence* and, more specifically, ensuring measureable impact for learners. The sharing of good practice is developing and assists in ensuring continuous improvement. Commitment to self-evaluation is seen in many areas and is classed as emerging school strength.

**Attainment by the end of S4**

The % of pupils attaining Mathematics and English awards at SCQF Level 3 was down 2% when compared with last year but in line with the comparator schools average. On all other end of S4 measures attainment levels were down from between 4 to 8% with NCD indicating a shift on average from 8 to 9 NCD.

**Attainment by the end of S5**

Attainment levels at the end of S5 were stronger than previous years with all measures indicating an increase from 1 to 7% with an improvement in 5 out of the 7 NCD. Some account must be taken of the fact that the S5 staying on rate at Peterhead Academy is well below the national average, which has a negative impact on attainment levels at S5.

**Attainment by the end of S6**

Attainment at the end of S6 in 2012 remained below the national and comparator school averages across most measures. Some account must be taken of the fact that the S6 staying on rate at Peterhead Academy is well below the national average, which has a negative impact on attainment levels at S6.

**Standards of Attainment - 2013**

* STACs analysis 11/12 – marginal decrease in S4 results in all whole school measures
* S4: 5+ SCQF Level 5 decrease of 5% on 2011 figures to 22%. CAT scores predicted 23% would achieve %+L5. Girls performing better than boys. Results still below national average
* 5+ SCQF Level 4 decrease on 2011 figure from 73% to 65%. Girls performing better than boys
* 5+ SCQF Level 3 decrease of 4% on 2011 figures from 91% to 92%. Girls performing better than boys
* S5: 5+ SCQF Level 6 and 3+ Level 6 attainment up 1% and 6% respectively and in line with expectations based on 2011 results
* 1+ SCQF Level 6 was up 1% with girls showing a 3% increase compared to boys with a 2% decrease
* 5+ SCQF Level 5 shows a 6% increase with boys performing marginally better than girls and in line with expectations based on 2011 results
* S6: 5+ SCQF Level 6 decreased by 4% on 2011 figures, below the National pattern but in line with expectations from 2010 S4
* English and Maths Level 3 – increase by 3% to 94 on 2011 results
* Within the for example: Int1&2 Administration, H Administration, Int2 English, H Graphic Communication and H Technological Studies.

**Next Steps to Support Improvement/Maintain Quality**

**Raising Attainment**

* Improve performance of all S4-6 pupils and close gap between girls and boys in SQA exams
* Continue work on improved attendance to include introduction of Vision; targeting S2 and 6; closer work with EAL and quicker intervention on non-attenders and ‘lates’
* Embed use of baseline data with all staff and use same principle in terms of MIDYIS including training staff
* Introduce Staff Induction programme
* Increase Higher Education uptake and greater publicity on positive destinations of our pupils
* Plan interventions for each PT to put in place to raise attainment
* Maintain record of who attends after school and Easter revision session
* Introduce new homework software
* Continued training (booster session) on Restorative Approaches.

**Promoting Achievement**

* Consolidate use of display boards and set up system to facilitate regular change
* Extend radio infrastructure more widely across the school
* Oversee use of press coordinator to ensure regular positive press coverage
* Develop job description/ wider community role for prefects
* CFE committee to work on recognising wider achievement using SEEMIS merit
* Review communication with parents to include website revamp

**Quality Indicator: 2.1 - LEARNERS’ EXPERIENCES**

**Improvement Plan Reference:** 1a; 1b; 5

**Current Quality level: (3) Satisfactory**

Key focus has been on four areas within teaching: questioning; differentiation, pace, challenge. Observations have been audited and revealed that though there is much good practice in these areas, they still remain the most frequent targets set for teachers after observation, along with AIFL. Key strengths as revealed by observations are: subject knowledge; engagement; behaviour management and relationships with pupils. Practice is good and developing in AIFL. The quality of lessons observed has been at least satisfactory, with evidence of good or very good standards around the school.

CfE courses have been consolidated in S1&2 and introduced in S3. Much preparation has been done for N4/5 next year. To this end, and as part of the QA system, a more consistent programme of observations has taken place which has been based on a new observation form.

**Next Steps to Support Improvement/Maintain Quality**

**Action to raise attainment by focus on high quality Learning and Teaching:**

* Extend scope and effect of good practice to include sharing practice through inset, STLC and other means
* Maintain increased focus in observations at all levels to identify quality of nominated areas
* Extend AiFL practices
* Monitor jotters across subjects to see quality of feedback
* Ensure pupil survey material gives evidence on use of feedback and homework
* Review target-setting/ tracking in light of MIDYIS. (see 1.1 for details)
* Complete review of Behaviour Policy and consistency of sanctions
* Training on report writing/parents evenings.

**Quality Indicator: 5.1 - CURRICULUM**

**Improvement Plan Reference:** Plan 1a; 3

**Current Quality level: (4) Good**

Across faculties the priority has been with national qualifications and building BGE. Significant improvements have been made in this area this year in line with the improvement plan. The curriculum was already supportive of most learners’ individual needs. However, embedding the S1 and 2 curriculums and developing the S3 one have added greatly to this. Strong links have been made with the future Senior Phase. We offer a good range of courses. Both Bus and Tech, for example offer the full range of courses in S4-6. The configuration of the school day has been greatly altered. The lesson length has moved to 50 minutes to allow a series of improvements both in teaching and learning terms and in economic ones. The structure of both S3 and the Senior Phase has been decided. A number of discrete and interdisciplinary projects within faculties have been piloted.

In general terms, we are making increasing links with primary schools; the range of options in S3-4 is strong; and the choices for learners in S5-6 are broadening in response to meeting their ability range. The development of plans to implement A Curriculum for Excellence is very clear, principled and consistent with the school vision, values and aims. The issue of personalisation and choice within the emerging curricular delivery is a high priority.

**Next Steps to Support Improvement/Maintain Quality**

* Review BGE in light of IDL, pace and challenge (ie personalisation and choice), assessments, T&L, Literacy and Numeracy.
* Continue to run draft choice survey to inform of subject uptake level
* Work with parents through CfE Information Evenings to raise awareness of the new curriculum and qualifications
* Pilot “Free Choice” Option Form for Senior Phase in Session 2014-15
* Maths primary moderation activity
* S3 Profile to be reviewed and further developed
* CfE moderation activities
* Introduction of N4/5 qualifications
* Development of N6 qualifications
* Implementation of whole school Literacy and Numeracy strategies
* Further development and monitoring of IDL activities and faculty links
* Investigate Blended Learning opportunities with universities especially in Science and the use of Scholar across relevant subjects.

**Quality Indicator: 5.3 - MEETING LEARNING NEEDS**

**Improvement Plan Ref:** Plan 1a; 1b; 3; 5

**Current Quality level: 3 (Satisfactory)**

Significant improvements in this area are noted over recent years. The meeting of learners’ pastoral needs is a key strength across the school. However, the GIRFEC agenda remains a priority. Attendance procedures have been reviewed and a new system is in place which will be supported further by SEEMIS Attendance from August 2013. A variety of data sources including the observation audit, staff survey and QA returns demonstrate that we are keen to improve in this year and sense it is a priority. Much work has been done in terms of data usage and AIFL but much remains to be done. Universal Support, pace and challenge remain key targets for improvement next session as part of our strategy to raise attainment.

The target of all learners’ needs being met by all staff at all times is something we continually work towards.

**Next Steps to Support Improvement/Maintain Quality**

* Introduce Universal provision
* Increase differentiated materials for all levels/subjects
* Review differentiation/AiFL/pace and challenge in lessons by observation focus/line management
* Monitoring and tracking in place for LAC and PD pupils.
* Introduce PD support calendar
* Continue emotional coaching training
* Review pupil development policy and write procedures
* Clarify roles of SfL teaching staff and PSAs
* Improve ASN data at Primary Transition to include: greater consistency across all schools in setting of ASN levels 1-3; improve documentation to be consistent with additional support need; flow chart of transition process to be reviewed
* Increase attendance at parents’ evenings
* Further development of policy and procedures for tracking attendance and punctuality
* Extend AiFL practices (see 2.1)
* Measure impact of Motivational Plan.

**Quality Indicator: 5.9 - IMPROVEMENT THROUGH SELF-EVALUATION**

**Improvement Plan Ref:** Plan 1a 3(b); Plan 1b 1(b); 3(b) 4; Plan 2 1; 2 (a)-(c); Plan 3 1(a)(b)

**Current Quality level: (4) Good**

**Comment:** The focus this year has been on embedding the considerable development work in this area done last year. Our objectives were to focus on self-evaluation in the classroom by use of targeted observation; train staff in gauging impact, improve quality assurance at SMT/PTF level with formalised meetings on faculty self-evaluation; improvement planning and raising attainment; improve consultation about school priorities by such means as the listening lunches; improve CPD and EAR procedures and improve communication and consultation with parents.

Much work has been done and we have come a long way. We are conscious, though, that much remains still to do. This focuses particularly on leadership, pastoral development and issues of consistency in teaching and learning. Staff and pupil surveys evidence improvement in some areas against last year’s views but on a number of measures there is a drop since last year. Mechanisms to interrogate these results and address any issues discovered are part of our QA procedures – such as Listening Lunches, feedback sessions and newsletters/memos. We are no longer ‘frightened’ of criticism. Instead, we know we have systems to sort out our weaknesses and staff across the school feel more able to discuss them.

There is much good practice in this area; quality assurance reports and procedures and consistently improving and show great commitment from staff at all levels. A range of procedures support self-evaluation and more consistent now is the aspect of ensuring impact in the classroom ensues. This is progressing.

**Next Steps to Support Improvement/Maintain Quality**

* Sharing good practice to be extended
* Systematic observation programme at all levels from HT visit to peer
* Pupils to be interviewed re understanding of feedback in learning
* QA calendar to include monitoring of jotters/ other work and prompts for teacher termly completion of QA docs
* Review feedback mechanisms for staff (e.g. suggestions box/notebook) and provide more regular feedback on what has improved
* Shadowing of pupils by DHTs and PTGs
* Ensure senior pupils are involved in Faculty surveys
* Develop feedback systems for stakeholders
* Formalise QA policy
* Improve and coordinate procedures for PDRS and CPD
* Further development of system to improve corridors and litter

**Quality Indicator: 9.4 - LEADERSHIP OF IMPROVEMENT AND CHANGE**

**Improvement Plan Ref:** Plan 2; Plan 3; Plan 4 2

**Current Quality level: (4) Good**

This has been a second year of immense change for SMT. Much has been achieved despite changes in personnel, instability of staffing within SMT and other staffing issues and reductions in resources. Most areas on the leadership development plan have been met to a large extent despite these factors. Guidance and PD shared working has developed strongly; the calendar has undergone a review; relationships with parents have developed further as have links with primaries and other groups within the community such as the Rotary Club, Maritime Academy and Careers Academy. Achievement has been more widely promoted (see 1.1), work reviewing our behaviour systems has begun – though it is not yet completed; policies to promote teaching and learning; equality and anti-bullying have been completed; the new house structure has developed well; methods to promote better attendance have been developed; and the uniform has been reviewed with the new one will be launched in August 2013. The focus in the next session will be to embed the systems developed this year and review them.

**Next Steps to Support Improvement/Maintain Quality**

* If appropriate, 360 degree evaluation of leadership
* Website development
* Further develop EAR scheme to train non-teaching staff and aid succession planning
* Clarify school rules and communicate regularly to staff
* Clarify behaviour management issues and communicate regularly to staff

**Conclusion: CAPACITY FOR IMPROVEMENT**

• The target for the school is excellence in all of the 6 QIs

• The capacity to achieve this aspiration is seen as good, this based on:

* + Staff commitment to improvement/ staff levels of engagement with priorities
	+ Positive and improving relationships/ ethos in the school re learners and staff
	+ Clear commitment to engage learners and parents in all aspects of evaluation
	+ Efforts to improve levels of communication in the school among staff, pupils and parents
	+ Strong, supportive Senior Management Team
	+ Improved direction of school re key priority areas
	+ Improving relationships between parents and the school
	+ Improving relationships between school and the wider community
	+ Positive relationships with partners including Social Work; Banff and Buchan College and local employers
	+ Feedback gained via HMIE/Leadership for Learning visits
	+ Strong commitment within the Cluster to collaborative working and improving transition arrangements

• Constraints in overtaking targets are seen in aspects of:

* + Staffing issues;
	+ accommodation;
	+ insufficient time to prepare for all developments;
	+ future cuts in funding which may affect staffing levels and resourcing