Peterhead Academy



**WHOLE SCHOOL**

**Session 2012-13**

**Self Evaluation and Improvement Plan**

How good are we now?

How do we know?

How good can we be?

**The Six-Point Scale**

**LEVEL**

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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**

**Last Updated: April 2013 Improvement Plan Ref: 1a, 1b, 2, 3, 5** Achievement

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

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| **Comment:** 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 an 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. |

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| **Theme 1.** | **Standards of Attainment** |
| We have raised attainment over time. The attainment of individuals and groups compare well with similar schools and with national levels. | |
| Evidence of impact | * 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 |
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| **Theme 2.** | | **Overall quality of Learners’ Achievement.** |
| We support and recognise the wider quality of learner’s achievement. | | |
| Evidence of impact | * Survey results demonstrate this clearly. Parental surveys from S1-6 show that 87% parents either agree or strongly agree that their child finds school a positive experience (up 2% from last year). Pupils enjoy being at school: their survey shows that 69% agree or strongly agree with the statement ‘I enjoy learning at school’ (up 4% since last year). Teaching staff survey results show that 73% agree or strongly agree that ‘Pupil success is regularly celebrated’. This is up 12% since the beginning of the session. However, we need to work further to match the HMIE average of 93% for teaching staff and to remedy the Non-teaching staff view which is only 40% agreeing or strongly agreeing with this statement. When questioned at a listening lunch, non-teaching staff felt that more coverage was needed in the local press and a merit system needed developing. Both of these areas are in development. To increase publicity, a review of our press systems has been carried out with two staff now involved in Press Coordination and a team of pupils. An Ethos sub committee has investigated SEEMIS merit system. A Pilot programme is taking place this month. It’s findings will be used to develop the system next session. * Pupil achievement is encouraged and celebrated via a range of systems: Praise Slips, increased provision of display boards, foyer display, press coverage (eg of PD Christmas Fayre), Art Work of the Week; Pupil of the Block and use of ipads/Dartfish imaging software (PE); photos in HE; Praise Boards in Technical; Drama work is photographed and displayed under the four capacities. In SS photographs and pupils’ work are on display at Parents Evenings (eg earth forces models, castles, mock election campaigns). MFL have completely revamped their displays this year. The foyer plasma screens were reinstated this year. They regularly celebrate achievement (eg photos of History Battlefields trip, Lock Muick Trip. Assemblies have been used to celebrate achievement and inform students. (eg History students assemblies on visit to the battlefields, GREC assemblies). Classrooms in each area display good examples of work. Many also show success criteria for tasks (eg SS). PD base operates a Champions League of good achievement related to their topic work. Head teacher was involved in celebrating this. * The S3 profiling system was introduced and is now carried out consistently and successfully (eg CA QA) The profile is a requirement for all S3 pupils to allow them to chart academic and wider achievements at the point of transition into the senior phase. To aid and maintain momentum from P7 profiles, each pupil from S1 to S3 completes a log at different stages during the course of their school year. A Final S3 Profile statement will be completed by every pupil. Required features of the profile include: Learner’s statement – outlines latest and best achievements; Statement of achievements and, where applicable, awards; Comments on all 8 curricular areas. * A review of the nomination system for our Prizegivings took place so that the achievement of more could be recognised. Pupils from all aspects of school life were included (eg see PD return). Totals across the school were S1 – 128 (56% of the year); S2 159 (70%) and S3 178 (69% of year). * A number of PD pupils achieved a Confidence to Cook Youth Achievement Award. * The Pupil Council has been key in a consultative role this year on the following issues: reviewing the improvement of school environment (toilets, bins etc); by surveying pupil needs and working on creating more seating areas; surveying opinion on: changes to school uniform; the canteen menu; an anti bullying policy and the launch of the new summer fair. However more work needs to be on communicating their vital importance as pupil survey results this year show a decline in how effective pupils see it as being (‘The pupil council is good at getting improvements made down’ from 60%-46% since last year). * Prefects have worked consistently around school both as monitors and ambassadors. They had one day’s training this year from Live 2 Learn which was positively reviewed. Recent comments by S5 during their Prefect interviews have shown that they felt S6 Prefects were good and effective in their role. * Three foreign school trips have run: one to Germany (MFL 35x S2 and 3); a Comenius visit to France and one to Belgium to visit the Battlefields (History). Pupils from Dublin will be hosted in Peterhead. Two Higher pupils took part in a joint trip to Paris with Ellon Academy. Such opportunities provide a unique benefit for pupils’ experiential learning. * S5 YPI introduced this year for S5 pupils. This involved groups researching a charity and completing a presentation to raise £3000 for it. Pupils highly motivated throughout; many groups used their own time to visit charities. Some S5 pupils are now doing volunteer work for the charities they represented during YPI. S5 pupils participated in a sponsored walk and have raised over £1200 for the winning charity from each House – British Heart Foundation, Fisherman’s Mission, Peterhead Aged and Infirm, The Friends of Roxburghe House, Urological cancer in the North of Scotland and Alzheimer’s Scotland. YPI team from Peterhead Academy have showcased their presentation at the YPI national event in Perth this June. The YPI co-ordinators are extremely impressed with the pupils’ ongoing commitment and post activity involvement. YPI wish to showcase this as a model of collaborative and post activity engagement for schools in Scotland. * We have a variety of Arts extra curricular provision: drama club/art club/comic book club, choir, orchestra, string group, ceilidh band. Our Drama pupils are motivated by outside providers/trips e.g. The Travelling Gallery, former pupil Stuart McLeod, of ‘Barry & Stuart’, Photography Exhibition at Duff House (August Sander), Blood Brothers Theatre trip. These professional experiences feed directly into the pupils’ work as a springboard for their own creativity. * Pupils committed giving up own time & to sharing learning out with classroom – ‘Change of Art Exhibition’ – 95% of S3-6 Art classes exhibited with over 300 members of community attending the event. S3 Drama pupils performed publicly at Shakespeare Schools’ Festival at Aberdeen Arts Centre & Central Primary School. Both events relied upon pupils giving up own time. Christmas concert is well attended. Once a month Music pupils perform in the community to various church groups and residents in care homes; e.g. for St Andrew's Night and Burns Night, the RNMDSF Ladies Christmas Party, a concert supporting a people-trafficking mission in Greece, as well as visits to Frank Jack Court and the Pensioners’ Club. The Ceilidh Band also took part at a PTA event in Buchanhaven Primary School. Six pupils sang for the BBC Children in Need Choir. These all help in developing confidence in our pupils, affording opportunities to experience ‘real world’ performance situations and also help in raising the profile of the Arts Faculty and the school in the community. Pupils receiving instrumental tuition show motivation and commitment by attending the North Aberdeenshire Music Centre groups. S3 Drama classes visited HMT for a backstage tour and Q&A with playwright Paul Hudson. This inspired pupils to think of various careers in theatre employment. Art pupils will visit Grays school of Art end of Year exhibition in June. This will inspire creativity and foster enjoyment of visiting galleries. * Through SE students get the chance annually to attend the panto at HMT. * All these activities are having a clear impact on students’ enjoyment of, and learning within, the Arts: (CA Pupil Questionnaire – average of 94% of pupils said they enjoyed learning in the Arts). Pupils keen to pursue careers in Arts – 4 in Music, 1 Animation, 3 in Drama, 5 in Art & Design. Sharing of work generated by these talented pupils has also inspired younger pupils. * Pupil are involved in Arts activities outside school (eg local Musical societies, drama groups) * During English lessons three author visits have occurred: Carolyn Clough, winner of the Grampian Children’s Book Award met six of the S1 sections who were studying her novel *Red Fever*. Later, the pupils wrote reviews for a magazine promoting “high-readable new titles for young teens. In April, Deborah Leslie (Aberdeenshire’s Reader in Residence) met the other three sections in S1 promoting writing with an especial emphasis on her native Doric. The visit was used to further their own creative writing using a local language in the dialogue. Pupil feedback suggested that they found the experience of meeting a “real” author on the whole valuable and about a third felt stimulated of their own free will to attempt some writing, having experienced something of the particular author’s enthusiasm. S4,5,6 met former pupil, Neil Duncan who now writes scripts for Skins, Eastenders and New Tricks among others. His fresh and innovative approach to “story” writing and story telling was a powerful – stimulus to script and short writing for NQ Folios at Intermediate, Higher and AH level. As part of teenage reading month, a group of S3 pupils (mainly boys) were involved in Metaphrog with tutors Sandra Marrs and John Chalmers. Pupils were introduced to Graphic novels, the creation of pictures to accompany the plot and how these were produced. As part of the Grampian Book award an S2 set participated in the reading and voting on the novels shortlisted. The final outcome was a Dragons’ Den type presentation with each group presenting the pitch for their choice. It is hoped to repeat the process next session with a selected group of keen readers rather than one specific class group. AH students went on two outside visits: the Write Fest day. They also visited the new University Library to develop their research skills to support their literary dissertation. Some S3s entered The Life of Pi Creative Writing competition, run by the National Schools Partnership. * Support for students has enabled various successes this year. One disabled pupil is able to produce simple sounds on a keyboard, due to sound support given by support staff. She was previously unable to make progress on her home keyboard and is now regularly using it. Support within Drama has enabled a pupil with ASD to gain confidence to audition for a key role in the school show. Another took part in a day long drama workshop in another school. * In SS, many opportunities occur for wider achievement: in MS, S4 students have visited the Sherriff Court and been involved in mock trials; History club is working with Theatre Modo as part of *Mr Arbuthnot’s Cabinet of Curiosities* and working with Sandy Murray on an oral history project; the History department ran a trip to *The Knight and the Crescent Hare* run by the Museum’s Service; RME classes raised money for charity (eg 1R chose to raise money for Kidney Kids via a sponsored silence – over £447 raised) * Through Maths, S4 students attend Maths in the Pipeline; S6 pupils Stem in the Pipeline and one S6 attended Maths Masterclasses at Aberdeen Uni. Pupils enjoyed these and they impacted on their awareness of how maths is used in industry and academe. Also improved confidence, ability and teamwork and links made between Maths, Science and engineering. * In Science S6 Biology and Chemistry students have completed practical work at Aberdeen Uni. Oil specialists have spoken to S3-6 on careers in oil and gas. * In Technical, Young Engineers’ Club has operated successfully. There are now so many pupils involved that one group is working on the F1 car and another doing smaller projects. The group came 5th in the national competition and won best presentation. Skills for Work – Girls into Energy has had several industry visits and took part in a day long Shell Competition. * Large numbers of pupils represent the school in sport. This year we had pupils competing in Basketball, Badminton, Road Relay, Cross Country, Football, Swimming and Hockey. * Gardening Club has started this year and has helped to develop the school’s fruit and vegetable garden. Pupils now able to share the ‘fruits’ of their labours with friends and family. * Our Duke of Edinburgh provision is now among the largest in Scotland, despite only starting 5 years ago. We have 168 pupils enrolled, 105 Bronze, 38 Silver and 25 Gold. Of these 46 have completed Bronze, 13 Silver and 1 Gold. 7 pupils are currently visiting Costa Rica for a month as part of World Challenge. * ASDAN has run with 10 S5 pupils despite staffing issues. (SC) John Muir and ASDAN students have had environmental successes (eg work improving Peterhead Community Woodlands). * John Muir Award students have notice boards to show case their achievements over the year. JMA/ASDAN Environmental study pupils have developed partnerships with our local community (Peterhead Projects) and developed life skills (budget management, H&S, working with others) (SS) * We have reinstated Whole School Sports Day. This promoted our sports department across the authority and enhanced students’ self-esteem who took part. * Enterprise activity is also vibrant. 20 pupils (only 8 last year) in S5/6 took part in Young Enterprise. They formed two companies and traded in Aberdeen on 2 Saturdays and at school events and lunchtimes. They also sat an optional exam and attended training events at RGU in Aberdeen. This resulted in two certificates one from YE and one from Strathclyde Uni. S1/S2 pupils take part in Enterprise fund-raising events for Charity. They can become more responsible citizens as they liaise with different charity groups and are exposed to the work that they do. We are liaising with 3 Accountancy firms - Johnston Carmichael, Deloitte and Ernst and Young and have established an industry link with TOTAL. All of these have led to us being able to gain interviews for pupils to further their job prospects, leading to one of our S5 pupils securing the only CA traineeship programme for Johnston Carmichael for next year. * Rock Challenge continues to be a key success at the school.  This year’s entry, *Hunted*, won excellence awards in 11 out of 13 categories, equalling last year’s total. We also won a special award for “School Community Support”. In June the team travelled to Grimsby and achieved 2nd place in the UK Northern Premier Final. There we also won the following special awards: The Police and Crime Commissioner for Humberside Award for Lighting Design; The East Riding of Yorkshire Council Award for Hair Design; The Lincolnshire High Sheriffs Trust Award for Stage Crew; the Be Your Best Foundation Award for School Community Support and The Rock Challenge UK Award for Press Coverage. In total 100 pupils were involved either as a performer, member of the choreography team or member of the stage crew. * Fund raising has been at the highest level ever this year. Prefects have raised £3720.28. * As a result of planned S6 PSE Day, pupils engaged with Grampian Regional Equalities Council (GREC), researched Women’s Rights and produced a presentation which they delivered to S3 and S4 year groups during assemblies. This presentation was submitted to the GREC Anne Frank Awards. As a result, the pupils have been invited to deliver their presentation at the Awards Ceremony and the school has been awarded GREC Anne Frank status. * Prefects underwent a new and rigorous selection procedure for the first time. Various factors were considered including application form; attendance rate; guidance reference; group interview. The achievements listed on their application form were used to create a presentation for use in S1-5 assembly to make clear the wealth of talent in the school and the kinds of activity which we and employers are looking for. * Our Health Leaders programme is very strong. This year S2 volunteers give up their own time to investigate and carry out work on their chosen topic – this year smoking reduction around school.  They have organised events in the local area relevant to their chosen topic eg stand at the Health Fayre; Questionnaires for fellow pupils; Posters made and displayed; taking a stand at the Summer School Fair; made adverts for local radio for Party at the Palace and recorded short scenes for DVDs. They also work with outside agencies relevant to their subject such as Hot Spot; School Nurse; Anti Smoking group in Banff and Buchan. They have presented their achievements to other schools, peer groups and to adults (Parent Council). They each received a certificate and badge from Aberdeenshire Council. They were recommended for an award and were sent a certificate from Education Across Scotland group. * Students involved in Schlumberger Challenge. * PD pupils successfully completed the Kickstart programme * Rotary - Wider community involvement and local support for the school has been pursued through links with the Rotary. Activities such as RYLA (Rotary Youth Leadership Award), where senior pupils get the chance to apply for an all expenses paid leadership activity over their summer vacation. RIBI Young Chef, Youth Speaks, Musician, Photographer, Writer, Technology and Citizenship awards will be visited over the coming years. |

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| **Theme 3.** | **Impact of Improvement Planning** |
| We pursue improvements that have a measurable impact on learners and their achievements. | |
| Evidence of impact | **Plan 1a: L&T Curriculum**   * New Courses all ready for August deadline * Greater moderation of work both within CfE and S4-6 is evident (see all Fac QAs) * Alterations were made to the S5/6 Expectations Evening. We are now making clearer demands (eg amount of homework, attendance, uniform. Presentation pp) to ensure a rise in standards. This is to ensure that school procedures such as attendance, dress code and work ethic are reinforced. Leaflets and stickers given out to aid home/school communication (see 5.1) * EAL support for English Language development (Eng QA) * More revision/support classes given. (Maths, MFL, Eng, Art, Sci, SS). In Where these were well attended (eg Maths) the impact on attainment was clear (see Maths QA). Some of these were for any interested pupil; some were for identified borderline pupils S4-6. Most (except MFL) reported good attendance. However, Eng did report S5/6 completing many practice assignments voluntarily. * Greater use has been made of exemplar work/model answers. (eg Folio in Tech. See all fac returns) * PE report increased participation (90%) (staff registers). Thus also reduction in referrals for non participation/not being prepared. * Homework has been given more systematically across the school. Monitoring has taken place through one diary check (RA Comm) and the observation audit. The latter has made clear that work still needs to be done here. New software will be introduced from August which makes communication clearer with pupil/parent/PT. Completion rates in various subjects however are strong. (see BS; CA; MFL (Fr); Sci; Soc Sub). Many faculties report good use of school diaries both for entering homework and areas studied and for traffic light pages. (SS, CA, Sc, MFL). CA, for example, estimated 90% homework completion across S1-3. Homework clubs operate in most subjects (see QA forms eg Eng; Maths). A whole school homework club has proved very successful for S1. (Eg CA QA report states 100% improvement in homework from those referred to this.) * School ICT hardware and software has been extensively upgraded. This has led to increased use in supporting learning (eg smart boards in MFL and Soc Subs. See 9.4)) * For PL activity see 5.1 * IDL has gone on and been successful (MFL, CA) but due to impact of course planning for N4/5 has been curtailed overall. (See Eng; Tech; SS) * T&L Policy written and distributed to staff for consultation. (JKM’s emails) * Audit of lesson observation carried out (see MOB’s spreadsheet). Used to inform development planning, particularly re differentiation and pace/challenge). * Greater use of AIFL throughout school (Sci; SS; PD; Maths)   **Plan 1b: L&T Monitoring and Tracking**   * **Baseline Assessment:** Further training on CATs was given to faculties who hadn’t been involved last year. The strategy was that PTFs would be trained to cascade this knowledge down to their faculties. A key part of the whole school strategy on TMR therefore is that classroom teachers are tracking, monitoring and profiling their pupils and giving feedback and next steps. Problems are then reported to Guidance. * There has been an increased use of CATS data by staff to aid target setting (all faculty QA forms). This is the impact of the training sessions. (see particularly MFL, CA, SS, Tech). In SS, for example, CAT was used to target set during 1:1 interviews with S3-6 pupils and some in S1/2. * We still need to improve discussions with parents/carers re this and attainment in general and in our use of the planners to facilitate this. * **TMR:** procedures are being developed in all faculties including PD in line with school procedures (see their QA forms); SEEMIS TMR training was attended by 3 members of SMT in February. This led to a decision to take SEEMIS forward and use it next session. Further training occurred in May. This is on day to day usage of faculty heads and guidance for TMR. Strategy day in October gave training to Guidance in use of CAT data. Further discussions took place to develop the tracking procedure this session. A tracking system is now place although this needs more development. PTGs are now more aware of student underperformance and intervene to ensure higher performance. This also involves parents. Separate strategy days for PTFs on use of CAT data. We have developed and improved the SQA year group tracking. DHTs and PTGs now have data on how current results match against targets. Meetings were arranged between these and underperforming pupils. Pupils were targeted for after school revision classes in various subjects. An Easter Revision school also took place. * One session with PTFs on QA gauging impact given. All QA forms clearly demonstrate much greater awareness of what impact has been. * STACS data has consistently been used to set targets. Annual QA/FIP review meeting took place and was seen as useful by PTs. February meeting to review attainment data also took place and used to set predictions for attainment (see material for AC Achievement visit) * Various improvements have been made to PD. For example, the AAA system updated to include email group and more staff involved in checking process; an annual audit of all supported pupils is now taking place, improvements were made to EAL/SfL links including clarification of role, better communication and resources. Impact has been greater focus on areas of need and target given to attainment issues. Key worker sessions now have target setting based on pupil-centred decision making. * S3 Profile introduced (see Theme 2 above)   **Plan 2: Vision and Leadership**   * Detailed calendar of line management meetings created to inform DHTs of agendas; QA calendar now incorporated into main calendar. JKM shadowed one S1 pupil. Data used to inform development planning. QA insert created for teachers and PTs to gather QA evidence over course of year. 3 listening lunches held during year gathering views on S2 behaviour; Parents Evenings and Improvement Priorities 13/14. (see 5.9) 3 Committee Digests published during year to inform staff of discussions/actions. * No 360 degree evaluation of leadership took place due to instability of SMT staffing during this session. * CPD committee was created and has collated policy material from other schools. Other actions have not taken place due to time pressures. * Induction scheme for new staff has been created and will be ready for August launch * EAR scheme * Guidance/PD development has been strong and sustained. Weekly meetings have occurred all year. Much joint working has gone on. (see 5.3) * Calendar Structure has been reviewed and a new calendar format and structure has been created after extensive consultation.   **Plan 3: Partnership Working**   * Parents’ Evening questionnaires have been updated with 15 new questions being added to 5 maintained from last year. The response is as strong as last year (see 5.9) and further additions to the system have been added such as a comments box which allows parents to identify themselves for a personal response and follow up phone call. We have also developed focus groups from interested parents. (5.9) * We have not managed to work on the hard-to-reach-parents this year, though it remains a priority for next year. * Home/school communication strategies as a whole have been greatly expanded this year. Texts and email are now widely used to communicate key and urgent issues. The website has been redesigned and there is now a twitter account. The homework software also plays a key part in this communication. * Celebration of achievement strategies have been reviewed though not all elements of this are complete. The prize giving has been redesigned (see Theme 2 above) and the Ethos committee is still investigating the use of SEEMIS merits. However, the amount of coverage in Theme 2 as a whole, shows the clear commitment we have to this element of school life. * The Parent Council plays an ever more important role in school life. For the first time they are holding a summer fair. They have spoken to the pupil council about the organisation of this; been involved in Head Boy/Girl interviews; helped set up the Focus Groups. * Primary Liaison has seen considerable development this year. (see 5.1) * Improved relationships are now evident with a range of community groups including: Peterhead Rotary; Careers Academy; Scottish Maritime Academy; local charities. * However, no scribes were appointed from the community despite a number of requests being made.   **Plan 5: Culture and Ethos**   * The plasma screens are now operational and used to aid communication. Their role to celebrate achievement has begun but needs to be extended. * Press coverage (ER) (see CA folder). Also relationships with local papers have improved. * Radio infrastructure has not been extended due to costs and other work taking priority. * S4-6 positive destinations have been publicised more widely as successes at apprenticeships/job applications have been publicised. However, this still needs to be expanded. * Ethos committee has reviewed the MOT system, particularly in regard to technical issues of problems with referrals. Discussions also took place at PTF lunchtime meetings. (Linda Thom been involved in consistency of sanctions discussion). To be continued next session. * Linda Thom has been involved in improving culture and ethos of the school. She has led sessions with PTFs and PTGs and SMT. This led to action points which will inform improvement planning for next session particularly with regard to communication and RP issues. Her ideas will be combined with those of the corridor sub group of Ethos Committee. She has done emotional intelligence training with base staff to enable staff to work with the pupils on their level. * In terms of self evaluation, greater use of gathering pupil views on their learning is clear (see Tech; CA; Eng; Maths; Bus; Sci; Increased peer and faculty observations (HWB/SS/CA/MFL) * The Anti-bullying policy has been written by a group consisting of staff/pupils and parents and presented to the pupil and parent council for consultation. Further dissemination of this will take place next session. * An Equality policy has been created. (JKM) * Prefects have been used effectively this year (see Theme 2) but development still is necessary in terms of job description/role clarity and use in wider community. * House Structure – has worked effectively in this first year. Regular meetings have taken place for each DHT/PTG (see 5.3) Future developments will rest upon a review to take place in the new session. * Attendance has undergone a major review and whole school figures are now at their highest level for 5 years at 91.3%. Closer monitoring has allowed key strengths and weaknesses to be identified. Eg. Strengths - Current S4: attendance has increased from 87.5% in S3 (2011-12) to 90.7% for this session. Current S5: attendance has increased from 90% in S4 (2011-12) to 92.4% for this session. Areas of concern are: current S6: attendance has decreased from 91.6% in S5 (2011-12) to 90.6% for this session. Current S2: attendance has decreased from 93.4% in S1 (2011-12) to 91.1% for this session. Next year, therefore we will target S2 and 6 attendance as part of closer whole school monitoring and early intervention. The new Seemis Attendance Module will be implemented; a review and implementation of revised Attendance Policy to match new procedures and protocols being developed by Aberdeenshire will take place and we will work with other agencies eg EAL Service to target and improve attendance. Closer monitoring this year has been carried out by the newly created attendance committee which has developed the new procedures. These have been presented to the staff and are operating now. The appointment of a Home Link Worker has established closer links with home and encouraged better attendance. * Lates are also being more closely monitored. Late procedures which were revised during Term 2 have produced a small impact. The more rigorous approach has ensured that the majority of pupils who are late for school complete the subsequent detention but has not improved the level of punctuality (see DHT Detention Record). There has been a slight improvement in the number of pupils who are late on average one day a week. (Source Seemis Attendance By Mark Reports). S2, for example, have gone from 4.6% in term 1 to 3.9% in term 4. S4 from 6.8% in term 1 to 1.1% in term 4. However, S1 and S3 have both seen a rise in lateness (1.3-2.2% and 2.3-3.4%). Over next session, the Attendance Committee will target pupils regularly arriving late for school and or class on a regular basis. The implementation of new Seemis Attendance Module will enable early identification and intervention. |

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| **Next Steps to Support Improvement / Maintain Quality** | | | | |
| **Action** | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategy to evaluate impact on learning and achievement.** |
| **Raise Attainment:** |  | | | |
| Improve performance of all S4-6 pupils and close gap between girls and boys in SQA exams. | By Aug 2014 | All departments | Time via STACS meetings  Staff meetings; revision sessions; mentoring time etc | Analysis of SQA results |
| 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. | Aug | EH; PTG; committee | Committee and meeting time | Attendance figures |
| Embed use of baseline data with all staff and use same principle in terms of MIDYIS including training staff. | Aug 2013 | ? | Time | Staff familiar with MIDYIS and it is embedded in practice. |
| Introduce Staff Induction programme | Aug 2013 | GW and All new staff |  | Improvement in ethos as evidenced by QA returns and surveys |
| Increase Higher Education uptake and greater publicity on positive destinations of our pupils. | 2013-14 | SMT  Guidance |  | + Destination figure |
| Plan interventions for each PT to put in place to raise attainment | By Oct 2013 | GW/PTFs/  MOB | Strategy day | Clear plans in place for each PT. |
| Maintain record of who attends after school and Easter revision session. | From Aug | PTFs/teachers |  | Robust data available to help with tracking and monitoring and QA. |
| Introduce new homework software. | By Sept 2013 | JKM/All Staff | Meeting time | Analysis of homework jotters  Inclusion in next learners’ survey |
| Continued training (booster session) on Restorative Approaches | First day new session | GW |  | All new staff trained. Subsequent staff trained on termly basis. Existing staff booster annually. |
| **Promote Achievement:** |  | | | |
| Consolidate use of display boards and set up system to facilitate regular change | Next session | GW. |  | Better display of student work; student interest in this |
| Extend radio infrastructure more widely across the school | By end of session | MOB/SC/TM | I Sutherland to check requirements | Regular broadcasts heard by majority of school; improved sense of belonging |
| Oversee use of press coordinator to ensure regular positive press coverage | Ongoing | JKM/SC | Time | Regular positive press coverage. Increased positive views of school by stakeholders |
| Develop job description/ wider community role for prefects | Oct 2013 | IB | Time and £200 for team building trainer | Prefects more aware of their role, responsibilities. Greater involvement in school life. |
| CFE committee to work on recognising wider achievement using SEEMIS merit. | Ongoing | JKM |  | Basic system to be in place for next session |
| Review communication with parents to include website revamp. | By Christmas | JKM/SC |  | More involvement by parents as evidenced by responses to letters, parents evening attendance. Improved positive responses to survey questions. |

**Quality Indicator: 2.1 LEARNERS’ EXPERIENCES**

**Last Updated:**  June 2013 **Improvement Plan Reference:**

1a; 1b; 5

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

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| **Comment:** 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 have taken place which have been based on a new observation form. |

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| **Theme 1.** | **Motivation of Learners** |
| Our pupils are motivated, contribute strongly and show commitment to learning. | |
| Evidence of impact: | * Positive destination rate has improved from 89% in 2010 to 91% in 2012. * Levels of attendance are improving (see 1.1). * Engagement with targets and working at grades has improved considerably for staff and pupils (see 1.1) * Visits to classrooms, records of observations, and feedback from staff confirm that levels of motivation and positive behaviour in class are generally very high. (QA observation audit: SS; CA; Maths; Sci; MFL; Tech) * New CfE courses are motivating in many subjects (Sci; Bus; CA; Maths). They are often based on pupil led activities (eg In Bus Designing an App) and depend on feedback to review courses (eg S1-3 Geography courses; MFL; Maths; Sci; Guidance) * Many faculties commented on improvements in pupils meeting deadlines/being prepared (HWB; Sci; CA; MFL; Eng) * Improved Homework completion rates (see 1.1) * Number of time outs and referrals has dropped in some faculties (eg Tech; PE; Guidance; SS (in latter only 157 referrals, 27 WSTO) * Many faculties report increased attendance at support groups; revision sessions etc. (CA; Maths; Tech; Sci). Parents have also commented favourably on the extra support (Bus; CA; Sci, Maths; HWB). In HE pupils have been requesting copies of the recipe books to continue work at home. In Eng 75% of S4-6 classes completed extra essay tasks. * Senior pupils are involved in supporting younger classes (see Eng; Maths; PE; HE) * Staff are committed to updating courses to maintain topicality and interest (CA; Bus; HWB; Guidance; Sci) * Pupils regularly show commitment by engaging with projects outwith school time (eg: all others listed in 1.1) * Survey data: Pupil Survey data confirms that learners contribute strongly to the life of the school (e.g. surveys on learning (May 2013 91% Learners Agreed Very Strongly or Strongly that staff expect them to take responsibility for their own work. This has been consistent since 2010). Motivation is helped by staff behaviour. For example, the question ‘Staff encourage me to do the best that I can’ elicits 71% Strongly Agree or Agree.) However, work still needs to be done in this area as it is down 3% since last year and our Autumn survey had a result of 96% to this, so views obviously fluctuate over the year. Also HMIE data suggests the average is 98%. We have some way to go. * Pupil Council representatives have worked hard this year and have impact on the school policy (see 1.1) * Where motivation is poor, various strategies are in place to improve this. An S2 group was disengaged from learning. Involvement in Transition Extreme was organised which is currently being evaluated. PD staff are involved in various strategies such as collegiate working with Maths colleagues to team teach an S1 maths group in mainstream. Philosophy has been introduced in PD Base to encourage thinking and communication skills. The use of Champions League (see 1.1). Close work on topic choice with English department including work on *Carries War* and *Tooth and Claw*. |

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| **Theme 2.** | **Awareness of Progress, Strengths and Targets** |
| Our pupils receive quality feedback which has impact on their learning. | |
| Evidence of impact: | * AIFL techniques operate in all faculties and are being consolidated and developed (see, for example, use of Learning Intentions, Traffic lighting, success criteria, show me boards; questioning techniques, peer and self assessment evident in MFL, Soc Sub, CA, Health, Maths, Science, Technical, Eng; PD). Written feedback in many subjects clearly outlines next steps (CA, Eng, SS, Tech, Bus/ICT) Learning intentions were made explicit in 67% of lessons observed. (observation audit) * Classroom observations confirm that in many lessons learners receive appropriate, formative feedback that impacts on learning. (Observation audit - present in 63%; also Eng QA form). Staff views echo this: 93% agree/strongly agree that pupils receive regular feedback on how to improve. (HMIE av 99%). However, triangulation of the data with pupil views does not confirm this: only 53% felt that staff talk to them regularly about how to improve their learning (HMIE 75% average). Thus further work with pupil focus groups during SE is necessary to discover how we can improve. This will be done next year. It is also being done at a faculty level (eg CA; Bus). * Target setting is evident in most subjects. (eg Bus; Eng; HWB; CA; SS) See also progress jotters in MFL and Learning Logs in Maths. Some subjects have surveyed the pupils directly on this (eg Bus; Eng; CA). The whole staff survey revealed that 68% agreed/strongly agreed that pupils are involved in setting their own targets for improvement. However, this is a 20% drop on last year’s result. It may be partly because staff are now more familiar with target setting procedures (eg work on CAT etc) and thus realise the complexity of the process and have revised their estimation downward because of it. We need to investigate this further. During parents’ evenings, Guidance give feedback on strengths and next steps across the board, including study skills. Pupils with a key worker have regular target setting meetings and update their PLPs termly. (PD) * Pupil self and peer assessment is evident in most areas (CA; MFL; Sci; Eng; PE; Tech). There is great practice across the school. In Art, for example, senior pupils gave junior ones written feedback on their work which they treasured. (CA) Feedback sheets used in Drama have been particularly effective in communicating targets to work on in supported study for Centre pupils. Flip cameras are used in CA; Bus; HWB. Pupils are regularly involved in setting their own targets (all facs QA). In SS, marking grids are in place for S1 self and peer assessments. * HWB state that the re-sit numbers for NABs are falling due to better feedback earlier in the course. * The sampling of jotters has begun in faculties (Soc subs) and will be extended across other faculties next year as part of the bid to increase consistency in quality feedback. * Moderation of marking occurs in all faculties (Tech, Eng, CA, SS), but still needs extending (HWB) * Work on identifying success criteria at all levels in ongoing. Most subjects now go through SQA marking criteria with exam classes and use model answers (see Bus, SS, CA, Sci, Tech). * Individual prelim analysis is given to pupils in most subjects (Bus; Health, Tech, Maths, SS, Eng). * Mechanisms such as Concern Letters, Guidance interviews, Referral Forms all alert learners (and parents) to aspects of under-performance and failure to meet targets. * Profiling has also increased focus on feedback, particularly for those who did not engage with it in the past (Eng QA) * Learners receive high quality information and targets via the writing of annual reports. The quality of reporting to parents has improved this year because of more rigorous Quality Assurance procedures involving the Faculty PT. * Evidence from Parental surveys is positive in this regard: 84% feel that the school makes clear the standard of work it expects from students (HMIE av 92%); 94% surveyed felt that feedback provided at Parents Evenings is helpful and informative (HMIE av 95%). 94% also agreed/strongly agreed that School reports give them helpful information about their child's progress in school work. (HMIE av 95%). However, as a response to various comments from parents, we have held a focus group to ascertain how to improve the system of bookings. As a result an extra half hour will be added on next session to the 2 hour S1-S3 parents evenings to enable more parents to be seen. Moreover, we are going to give further training for staff in report writing/parents evening discussions – actions which emerged from the Listening lunch on the topic. |

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| **Theme 3.** | **Active Involvement in Learning** |
| Our pupils take responsibility for aspects of their learning. They are given opportunities to be actively involved in lessons. | |
| Evidence: | * Teaching staff surveys show that 72% agree or strongly agree with ‘Pupils take an active part in their learning’. This is a 3% rise on 2011, though an 11% drop since 2012. * The reviewed classroom observation pro-forma supports the emphasis on active learning. The observation audit shows this aspect is well-embedded in a number of departments (Drama, Social Subjects, Sci, HWB). Consistency in this area across the school is a goal for next year. * Group work is effective in a variety of subjects (QA returns - Drama; Art; HE; Sci). * Motivation has improved in MFL since the introduction of such active elements as team sticker competitions; a French breakfast; a Stasi project and an IDL with Drama. * ICT is a key feature of lessons (eg smartboards – all facs; use of laptops; ipads (PE); photoshop, Macs, Sibelius, Audacity, flip cameras (CA); Hotshot Business; Investor Challenge (Bus); smart notebook lessons in MFL; pivot stickman animator and moviemaker in History. ICT resources were noted as good in 71% of lessons observed (see audit). * ESOL pupils are now using texts/materials linked to their national culture. Peer assessment is used for approximately 75% of assessments (PDT). * In supported study, students are encouraged to take responsibility. An audit of their behaviours showed that 30% brought their own work, but 100% worked willingly on work set by the teacher. (PDT) In PD a café took place promoting the consumption of Euro food. Models were made of various European locations including Big Ben, Naples and Eiffel Tower. * The use of outside speakers or visits is regularly used across a number of faculties to enhance learning. (see those listed under 1.1 and also, visits of local solicitors, Woodland managers, Chaplains, charity representatives in SS. Also visits such as field trips. In SE the police, OPITO; NHS; Skills Development Scotland and for S6, GREC; Student Finance; Blood and Organ Donation; UCAS; SAAS and Driving Ambition. * Pupils select topics to research in various subjects (eg in SE S3 Drug investigation; S2 study skills etc). In ASDAN and ASDAN PSD, pupils work through challenges which are self motivating. They are decided by the group with teacher input. (PD) * PD pupils are painting their Quiet room and are involved in deciding about furniture and best ways to use the room. PD pupils were also given the chance to assist the HLW in working with cluster primary schools. * Learners are given responsibilities throughout their wider experiences, e.g. Pupil Council representation, prefects, Comenius, Young Enterprise, Young Engineers etc. * Further focus of learners is being directed to curriculum and learning and teaching issues (e.g. various subject area surveys of learners (Maths/Tech/Bus ICT/Eng SS, CA) May 2013) and through the Pupil Council and SE. * There is a well-established, high profile prefects system. * Learners are actively involved in a very wide range of opportunities outside the classroom. Learning is supported in this way. (eg Trips, visits, speakers, work experience. See 1.1) * In the senior school leadership awards are being pursued in Health & Well-being, and PE. * S1 pupils are looked after by a Buddy System run by the Prefects. This helps to develop the people skills of both half of the partnership. |

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| **Next Steps to Support Improvement / Maintain Quality** | | | | |
| **Action** | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategies to evaluate impact on learning and achievement.** |
| **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 | New session | New DHT | Planning and inset time. Lunch budget? | More awareness of techniques and effectiveness across staff as evidenced through observations and results |
| Maintain Increased focus in observations at all levels to identify quality of nominated areas | 2013-14 | PTs/SMT | Time | Clear understanding of quality of feedback and active learning across subjects |
| Extend AiFL practices | Ongoing | All Staff | DM/In-Service Time | Classroom observation and learners feedback confirms identification and meeting of pupil needs |
| Monitor jotters across subjects to see quality of feedback | 2013-14 | PTs/SMT | Time | As above |
| Ensure pupil survey material gives evidence on use of feedback and homework | New session | MOB/QA Comm |  | As above |
| Review target-setting/ tracking in light of MIDYIS. (see 1.1 for details) |  |  |  |  |
| Complete review of Behaviour Policy and consistency of sanctions | Completed by Oct | Behaviour committee | Time | All staff aware of procedures. See staff survey data responses. |
| Training on report writing/parents evenings | Sept/Oct | PTFs/SMT |  | Staff more confident/parental satisfaction |

**Quality Indicator: 5.1 CURRICULUM**

**Last Updated:** April 2013 **Improvement Plan Reference:**

Plan 1a; 3

**Current Quality level: (6-1)**  4 (Good)

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| **Comment:** 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 curriculum 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 is 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. |

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| **Theme 1.** | **Our curriculum is based on a clear vision and specific principles** |
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| Evidence of impact: | * The curriculum is based on existing local (Aberdeenshire) and national guidelines and principles. * Our vision for the school curriculum has been clearly established in discussion with staff at all levels (see Curricular Plan documentation and Draft Policies). Draft CfE strategic document was created which has been widely consulted upon and curriculum decisions taken. (see doc; feedback; minutes from strategy days). Various discussions at whole school, PT level have led to a greater agreement on the way forward for the curriculum. * The Curriculum is sustainable and balanced against allocated finances. * Course choice was decided by faculty input and also in collaboration with pupils who had draft choice forms to complete which helped us formulate choices. S3 curriculum also involved consultation on S2 Parents’ Information Evening. * More rigorous standards have been set this year for S5 and 6 in terms of courses followed. At the start of September 2012 98% of S5 pupils followed 5 courses and 91% of S6 were following an appropriate timetable (minimum of 4 subjects unless following 2 Advanced Higher Courses) * The subject option choice system in S3, S4 and S5/S6 is very flexible in aiming to meet individual learners’ needs (e.g. ‘dummy run’ selections, draft choice form, engagement with Guidance staff). The choice process in March/April 2013 resulted in the following: S3: only 2 pupils did not get their first choice of only one subject; S4: only 1 pupil did not get their first choice of only one subject; S5: only 1 pupil did not get their first choice of only one subject. * More rigorous implementation of failed Prelim and NAB policy ensured consistency and that pupils are working at an appropriate level. * Improvements were made in the reporting system to ensure appropriate progression for next course choices. * We have widened the course choices at all levels to create a more appropriate diet for our pupils. (eg Maths, MFL, SS. See also 5.3. Introduction of Dance (HWB)). A number of subjects teach courses at bi and tri level. (Bus, Sci, SS, Tech). More development is needed in this area to ensure that all levels are equally benefitting; also that separate lower level courses attract enough candidates. We are also making greater use of Scholar resources. This will be extended next session. * The principle of partnership working in curriculum planning is reflected not only in liaison with primary schools but also via working with MCMC liaison. Similarly liaison with Banff and Buchan College has seen a range of opportunities emerge for learners in S3 – S6. MS incorporates many agencies into its work with pupils, for example, both from the local community and from a National perspective. In Music links with Turriff Academy have continued to support developments in Music with Technology course. They have also worked with Anna Ritchie School allowing the pupils to use instruments and recording facilities. A Drama teacher has also worked with Anna Ritchie School which has allowed the pupils to access Academy resources and enhance presentation skills. |
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| **Theme 2.** | **Our curriculum meets the needs of all learners and supports the wider implementation of A Curriculum for Excellence** |
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| Evidence: | * We have developed a clarity of aims this year towards BGE across all subject areas. One WS staff meeting gave a steer, which was followed by an in-depth management meeting. Consultation was expanded on in strategy days. (eg all curricular areas will be involved to the end S3 by end 2013-14 session. * Those discussions also focussed on pace and challenge and how students working on level 4 will be able to have personalised choice to ensure challenge. A structure and intent is now in place. * Transition from BGE to Senior Phase was analysed. Differentiated approach was agreed with PTs on where N4 and 5 would be taught within the same class for most subjects. The proof will come as next session goes on. * All S1-3 courses are structured around Es and Os. * Staff are increasingly confident of the common skills and content and can thus suggest routes across Faculty subjects. (SS, Tech) * Staff awareness of Universal and Targeted Support has been raised. (see 5.3) This is a key focus for next year. SFL staff are now linked to subject areas and this has been useful in reviewing CfE course material for differentiation. (SS) * A number of interdisciplinary projects have occurred. These include Drama/MFL, Drama/PE; Technology/English, Bus/MFL. Maths have developed courses for use next year. PE/Eng/Mus are working towards an S1 Ceilidh in January 2014. During Strategy Days there has been discussion of IDLs and the principles behind it. Because of the pressures of NQs, not all faculties have managed to develop an IDL for use this year. * Literacy and Numeracy are written into courses in a number of Faculties (Health, MFL, CA, Sci, SS, Tech). Other subject areas will make this a focus next session. Courses to be matched against Lit etc Es and Os English faculty are delivering a more skills based curriculum to S1-2 to facilitate stronger Literacy skills. * The whole school 2 day Activity Programme promotes wider achievement and ‘sparkle’ in the curriculum and is an excellent example of CfE in practice. This work was consolidated this year by ensuring the learning outcomes of activities are made clear by linking them to Es and Os. * The flexibility of delivery is confirmed via: MCMC, college links, environmental work, timetable flexibility, SCHOLAR, John Muir, ASDAN (May 2013). These experiences develop soft skills and emotional intelligence which are so valued by employers. * Work experience arrangements have been arranged flexibly to meet learners’ needs. |

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| **Theme 3.** | **Our curriculum supports learners in their education in making effective transitions from Primary School and at later times** |
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| Evidence of impact: | **Primary Liaison:**   * Transition from primary school is increasingly supported due to a number of improvements this year. The key transition is the now week long programme in June. P7 follow their ‘normal timetable’; receive support from Guidance, pastoral staff and S6 buddies and also do MIDYIS tests. A parents evening gives information and sets expectations. * There are also focussed projects in Maths, English and PD this year. Maths staff have visited all primary feeder schools. Impact has been a better understanding of primary methodology and T&L. No moderation activities have taken place because of maths staffing issues. This needs to happen next year. English are currently visiting feeder schools. PT English has met with Primary Heads to collate information for the Active Literacy initiative used in primary. A follow up session for secondary staff is planned for Sept 2013. P7 teachers and the English dept will also link English work across the years. (To begin summer 2014). Development work will be ongoing into next session, particularly with regard to the moderation of levels. ASN working group has refined ASN transition arrangements including new forms for screening and individual meetings with pupils and families and Primary HTs and teachers. It is hoped that the impact will be a more seamless transition with appropriate support. * In MFL regular termly meetings with 2 primary specialists occur to discuss coverage of Es and Os. One teacher also delivered Fr to Boddam Primary every week until Easter. The links have been invaluable in sharing transition information. It has led to coverage of of some level 2 Es & Os which the primaries find difficult (dictionaries etc). These Es will now be covered in S1. Assessment results are being sent to show how primary pupils are coping with level 3 Es and Os. PT has also met with Visiting Specialist Coordinator who has promoted further visits of MFL staff to primaries. * Within CA, Vicky Moore has worked with a P7 class at Buchanhaven and P5/6 at St Fergus. This has started communication between the two sectors with the aim of improving transitions P6-S2. An S3 Drama class performed at Central Primary School. This gave P1 pupils the chance to be an audience and allowed S3 pupils the experience of gaining and holding the attention of an easily distracted audience. Two art staff have been to St Fergus to begin discussions of joint projects. Margaret Buchan (PD) who offered support/advice on pupils moving up from primary. * Tech have developed a P5-7 course for primaries but the cluster schools are not currently using it. It has been used in a Ab city school, however. * In SS, pupils studying for the JMA have had discussions with Meethill and Central Primaries re improving the school grounds. * Within PE, Sports Leaders are working with a number of primary schools. Also, links with Primary Active Schools Coordinators have improved this year. This will be built upon next for support both for primary and secondary pupils. * All feeder Primaries are visited by Guidance staff to encourage effective transfer of information and allay student fears. * Our HLW has worked hard to forge relationships with and allay fears among certain vulnerable students in P7 as they move towards the academy.   **Other Transitions**   * A group of 12 disengaged S2 pupils have worked with Transition Extreme to increase their aspirations and aid motivation as they move to S3. 7 pupils have seen through the course with positive reports on their consistent effort. * Transition from S2 and from S4 is generally effective and is based on an extended, engaging and inclusive approach (e.g. ‘dummy run’, parental engagement, Guidance support, flexibility, use of external providers including college links). * Transition into S5 and 6 is supported by an expectations evening and learning contract. This year further materials were added to aid home/school communication. These were leaflets and stickers for use on the home calendar which give clear guidance on what is expected each month and what danger signs might be evident. * Transitions to work are well supported. The Careers’ Convention was offered this year for S3-6 pupils and parents. Many employers gave excellent feedback on how prepared our pupils were during the event. S4 work experience offered for the second time this year. It will run annually now. 238 of 264 pupils benefited from this. A number of pupils have received part time work opportunities as a result. Very positive returns from companies and pupil work logs. It boosted confidence and was a positive PR opportunity for the school. Pupils who did not go out for this took part in the Careers Essential Programme - a week which improved their Life Skills and career prospects. Certificates were awarded for perfect attendance. 17 of those who did not go on work experience will go in June/July. Extended work experience placements are offered to S5/6 to generate material for college/uni applications. 2 went on the Police Experience course; 2 on a BP placement, 4 on teaching placements and 3 on Medical Experience as a doctor; 3 as radiographers. * We have developed a link with Arnold Clark for work experience to promote clerical as well as mechanically related jobs. Links have been developed with SCORE regarding engineering opportunities. Extended work experience placements offered for S5/6 to generate useful experience for their college/university applications. Good links now exist between PTGs and a range of local employers. They make regular requests for PTGs to advertise jobs to their pupils. * Links with other providers are well supported also. A new programme has been created by S Tulloch (Careers’ Advisor) for Exceptional Entrants which is tailored to their needs. Links have been made with Aberdeen Uni for Law Ambassador scheme. As a result, a number of pupils have realised the breadth of job opportunities in law and confirmed their wish to work in that field. We are developing a medical mentoring scheme with Aberdeen University. Science have had visits from STEM ambassadors to explain opportunities in Oil and Gas. Bus have made links with accountancy firms and Total (see 1.1). Links with charities have also been established. Art students have visited the Gray’s End of Year Exhibition. * We have developed strong links with the Scottish Maritime Academy. There are 11 pupils on the course. Normally a 15 day full time course but arranged with the Maritime Academy to do it on a one day per week basis over 15 weeks. Achieved the Seafish Maritime Training Industry Award giving the pupils access to the Fishing Industry, Royal Navy, Merchant Navy, Oil Industry etc Achieved industrial approved certificates in First Aid, Fire Fighting, Personal Survival, Food Hygiene during the course. Attendance and engagement at school increased on school days during the course. A similar venture is at the planning stage for next session * Transition into the workplace/place of further study is supported by a wider sense of learners being encouraged to take responsibility and leadership in a range of areas of school life. YPI and Young Enterprise events are two which contribute to this. Enterprise has expanded this year with the Tenner project in S2 as well as YE (detailed in 1.1). Two English colleagues have taught at Aberdeen Uni as part of the Aim 4 Uni day. In CA, staff help with applications and auditions for arts study at university. * We have forged links with Career Academies UK this year. This gives them access to real experience of the world of work. It provides a structured programme of paid internships, mentoring by employer volunteers, motivational lectures and workshops to give 16-19 year olds the work experience and skills they need to be able to perform more effectively in the wider world. We give students, who may have little family background of higher education or experience of social mobility, the confidence and opportunity to engage with employers. * Prior to UCAS/College application a range of talks/taster sessions/visits are arranged. We are the only school in the authority to organise a led visit to Aberdeen University and RGU’s open day. We now use the tracking facility which allows PTGs to see pupils’ progress on application. |

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| **Next Steps to Support Improvement / Maintain Quality** | | | | |
| **Action** | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategies to evaluate impact on learning and achievement.** |
| Review BGE in light of IDL, pace and challenge (ie personalisation and choice), assessments, T&L, Literacy and Numeracy. | Next session | MOB/EH/DHTs/  PTFs | Time | QA returns; parental and pupil views; observations |
| Continue to run draft choice survey to inform of subject uptake level | Next session | EH |  | Effective timetable which meets need and matches resources |
| Work with parents through CfE Information Evenings to raise awareness of the new curriculum and qualifications | Next session | SMT/PTFs |  | Parental views |
| Pilot “Free Choice” Option Form for Senior Phase in Session 2014-15 | Next session | EH |  | Review efficacy of tt. |
| Maths primary moderation activity | Aug- Feb | SA/MOB | Time | Clear agreement in levels across both sectors |
| S3 Profile to be reviewed and further developed | From Aug 2012 | ER/Guidance | Time | Profile in place; being used effectively by pupils, staff and parents |
| CfE moderation activities | Through-  Out 2012-13 | All Faculties | Time | Confident and accurate use of new levels/awards |
| Introduction of N4/5 qualifications | From Aug | All faculties | Time and centrally produced resources | Students and staff happy with courses |
| Development of N6 qualifications | From Aug | All facs | Time and CPD | Courses in place |
| Implementation of whole school Literacy and Numeracy strategies | From Sept | MOB/SMT/SA/DC | Courses; time | Clear policy in place and being used by staff |
| Further development and monitoring of IDL activities and faculty links | From Aug | DHT links and PTGs | Link meetings | More idl in place which allows students to link their learning. Pupil and teacher QA. |
| Investigate Blended Learning opportunities with universities especially in Science and the use of Scholar across relevant subjects | Aug-Sept 2013 | JKM | Time; meetings with Ellon and univ colleagues | Students involved; adopting more independent learning strategies and gaining further qualifications |

**Quality Indicator: 5.3 MEETING LEARNING NEEDS**

**Last Updated:** May 2012 **Improvement Plan Ref:**

**Plan 1a; 1b; 3; 5**

**Current Quality level: (6-1)** 3 (Satisfactory)

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| **Comment:** 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 staff 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. |

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| **Theme 1.** | **Our tasks, activities and resources are matched to the needs of individual learners** |
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| Evidence of impact: | * In classrooms there is evidence of good practice with regard to individual learners’ needs being met (classroom observation). Many observations demonstrated that relationships between staff and pupils are good and engagement was noted as good in most lessons and a key strength in a quarter of lessons. Questioning was noted as good or better in 51% of lessons and pace in 56% of observations. Sharing learning intentions and assessing prior learning are a key feature of lessons. They were effectively used in 63% and 66% respectively. * Survey data also evidences good practice in certain areas: Parents Surveys showed 79% agreed or strongly agreed that their child is stretched to work to the best of his/her ability and 84% felt that if their child was having difficulty they would be helped. 79% felt their child was becoming more confident. Pupils’ views too match this view in some respects: 84% of pupils feel they are getting along well with their school work but only 64% felt they were becoming more confident. * Consistency in this area is thus a priority. The Observation audit reveals that Differentiation and AiFL were the two most commonly listed targets agreed after observations (31% and 43% respectively). Pupil Surveys also reveal development areas here: for example, 72% feel they get help when they need it which though not a weak return still shows room for improvement. The staff survey shows a stronger need: only 61% of staff feel all pupils get activities which meet their learning needs and only 43% feel support for ASN pupils is effective. This latter has been a significant weakness since the first staff survey in 2011. It is mirrored by the non-teaching staff survey results also (49%). As such, these areas are therefore clearly key priorities for whole school development. * Resourcing to meet the whole ability range has improved this year. Most faculties report key improvements in resources. A number are related to the use of ICT (See full list in 9.4). Bus – various new software and joint development of resources with Turriff and Ellon Academies; Sci eg Fun Physics). ICT materials are stored so that students can access them from home (eg Sci, SS). * Other strategies are also being used, however. In RME, evaluative/reflective skills are being used to challenge pupils and within SS as a whole, homework is now differentiated. Many subjects are making increased use of exemplars and models (eg Tech, SS, Bus, Eng, CA, HWB). Most subjects now have extension tasks as a matter of course (Sci, CA, MFL, Bus, Maths, Eng). In Music, for example, gifted pupils accompany class arrangements so that the teacher can help other pupils where necessary. * The use of CAT scores (see 1.1) across the school to ensure staff are familiar with pupil potential and in setting target grades has enhanced differentiation and pace/challenge. (see all Fac records. eg Sci uses differentiated help sheets for tasks which are based on CAT scores). PTGs are now using CAT routinely to monitor progress. All attended an in-service day on this and have had subsequent strategy day time dedicated to developing its use. CAT scores are now compared to Working At Grades. Letters are sent home for pupils who are underachieving and support options are discussed during individual interviews and Parents evenings. PTGs are available each break, lunch and after school to see pupils as well as during non contact time. This allows for personal support. * Liaison between PTGs and PD has improved significantly this year. Weekly meetings now take place. This has improved communication and promoted joint decision making. From August onwards one meeting per month will support joint planning. Pupil progress records are kept up to date with all relevant reports included (eg LAC review reports and minutes, Panel reports, EPS reports). * SfL PSAs, Behaviour Support and SfL teachers are used in both meeting legal requirements and in ensuring flexibility of task and approach is applied (eg use of Behaviour support staff to train MFL in additional behaviour methods; SfL’s work on auditing the five roles of SfL teachers and ways to promote good practice). Liaison is also ongoing between Maths and SfL to promote the training of Maths teachers in supporting pupils with dyslexia, dyscalcula etc. Linda Thom of Better Behaviour Better Learning has worked extensively with behaviour staff and PTs (eg MFL, CA) to improve relationships throughout the school between pupils and teachers. This has led to an action plan which will form part of the SIP. * PD staff focus on the holistic needs of the child and modify every aspect of school life to meet the needs of their identified pupils from providing breakfast to entering them for DoE. They have collaborated with a number of faculties to good effect this year (see Eng, RME, Maths, Tech). Lesson starters in the base are linked to an achievement chart to motivate and enthuse. ICT is used in the majority of lessons. PD staff are involved in regular training to improve their skills (eg Autism course, Inclusion Post Grad Cert; TiA). PD staff are regularly involved in enrolment and readmission meetings. (see PD QA and case studies). * Supported study arrangements are positive. Staff confirm that cooperation from pupils is excellent (PDT) * The support from and engagement with Guidance staff is a strength to learners (ex parental feedback/S6 Exit questionnaires). * Procedures supporting Child Protection are strong. A presentation is given to all staff by ER at the start of each session. This year, for the first time, we surveyed staff about CP and 96% agreed or strongly agreed that they were aware of procedures relating to it. Guidance team have regular CP training which is shared across the team. * Clear systems are in place to protect vulnerable pupils. These include IAF 2/3 meetings and LAC reviews. Children’s hearings are in place to maximise support for identified pupils. In-school reviews also take place on a regular basis for pupils with identified needs. * The emotional wellbeing of various identified pupils has improved by the above means. They are engaging more with the school, attending, seeming more positive etc. * Good relationships are forged with parents. 79% of parents surveyed agreed or strongly agreed that their child was being stretched to their utmost ability. 88% felt their child was safe at school; 84% felt that if their child was having difficulty they would be helped and 79% felt the teacher knew their child as an individual. * We provide extensive support for pupils with behavioural or other needs. We do this through Pupil Development including IEPs, CSPs, modified timetables, skills for learning, life and work and use of Off-site provision Behaviour Support base, Behaviour Support staff, and reintegration following any exclusion). For several years, off-site pupils have been able to achieve an Intermediate qualification in PCS woodwork. New S3 and N4 courses are currently being introduced to replace this. * EAL provision is improving with the introduction of an induction programme. In a variety of subjects they are being encouraged to use ‘translation pages’ in their jotters and to bring dictionaries to class (eg SS) * The MCMC group is established and regularly reviewing pupils at risk of NEET. The planning for strategies such as the Exceptional Entrants course and modified work experience for those who did not get placements, took place during these meetings. * A new programme created by S Tulloch (Careers’ Advisor) for Exceptional Entrants which is tailored to their needs. * A Buddying system is in place for S1. * The MOT system is rigorous in presenting pupils causing concern to Guidance staff. * Liaison takes place regularly with outside agencies such as Aberdeen Foyer, Social Work, GREC, Barnardos, Ed Pyschs, School Doctor and Nurse, Police Liaison Officer to support pupils. This year we have begun links with the local hotel industry to support Hospitality pupils (HWB). * The Health Committee promotes Healthy Lifestyles across the school (see 1.1). |

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| **Theme 2.** | **We identify, share and respond to individual learners’ needs** |
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| Evidence: | * Better information is now shared with teachers regarding new classes and individual needs (S1-S6) (May 2013). This involves CAT data; Working At Grades and AAA information. Teachers are more confident in using this material (see 1.1) This process needs to be further developed, particularly in terms of monitoring, tracking and ASN profiles. * The subject option choice system in S3 and S5/S6 is very flexible in aiming to meet individual learners’ needs (e.g. ‘dummy run’ selections, draft choice form, engagement with Guidance staff). For example, in S3 only 2 pupils did not get their first choice of only one subject. * Feedback from pupils is used to determine course development (Sci, Maths, Bus, CA, MFL) * Provision for ASD pupils is currently being significantly extended. A supported learning environment room to incorporate a sensory room is currently being planned. The majority of funds for this was raised through the YPI initiative. * Survey data on pastoral care reveals strengths. 68% of pupils agree or strongly agree that there is an adult they can turn to when upset. 100% of staff agreed/strongly agreed that care and welfare of the children is shown by staff. The parental survey evidenced that 77% of parents felt confident that if they raised a matter of concern the school would try to do something about it. 88% agreed/strongly agreed that their child felt safe at school. And 91% felt their child was treated fairly. * However, aspects of the pupil survey reveal that issues – primarily to do with out-of-class behaviour – still must be addressed. Only 56% agreed/strongly agreed that they felt safe and cared for around the school and 59% agreed/strongly agreed that staff and pupils treat them with respect. An analysis of comments revealed that key issues were to with pupil-to-pupil respect. Thus consistency of behaviour is still a key focus for action. * Specific plans re particular pupils are in place (May 2013). For example, within English EAL pupils’ English language needs are supported by after school classes. * A whole school homework club has been set up. It has been successful (see 1.1). * Pupils are used to support each other in a number of ways. In Bus, Art, Tech and Maths peer support is used with older students working with younger ones. Sci has used students coaching each other to good effect. * All Faculties run support classes for students. In some areas provision extends to one to one support. In Music, for example, one-to-one rehearsal time is offered to students in preparation for performance. * Easter Revision programme ran for S4-6. This has promoted increased predicted attainment in the subjects studied. * Relationships between staff and pupils is good (Ethos seen as good in 77% of lessons – obs audit). This allows for the building of trust and honesty which supports progress in subjects. * 7 Habits of Effective Teenagers Programme introduced into S1 PSE and run jointly with Behaviour Base staff. Units have been shared with other subject colleagues to ensure transfer across subject areas. This has promoted student self-esteem and sense of self-control. This strategy needs to be promoted further across other subjects. * S6 PSE programme rewritten to include wider awareness of issues facing their age group such as internet safety; debt; study skills. * The average of 56% attendance at parents’ evenings (up form 51% last year) assists in sharing learners’ needs with their parents. Improving attendance at parents evenings remains an aim for next session. * A new anti-bullying policy has been created this year in consultation with parents and pupil council representatives. * The school library is a flexible resource in meeting both learning and social needs of a wide range of young people. * Overall the commitment by SMT (Year Heads), Guidance Staff and Pupil Development staff to support individuals is impressive, consistent and effective. Time allocated to this is very high and seen as a priority. |

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| **Next Steps to Support Improvement / Maintain Quality** | | | | |
| **Action** | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategies to evaluate impact on learning and achievement.** |
| Introduce Universal provision | Next session | PdPts and DHT; PTFs | Dev time to meet with PTFs | Differentiation a regular agenda item; clear link with FIPs; 5 roles of learning support clearly observed |
| Increase differentiated materials for all levels/subjects | Next session | PTs/staff | Time | Observation, pupil feedback, attainment data. |
| Review differentiation/AiFL/pace and challenge in lessons by observation focus/line management | Next session | SMT/PTs | Time for observation and feedback | Observation data to formulate new courses, teaching strategies. |
| Monitoring and tracking in place for LAC and PD pupils. | Next session | PD DHT; PTs; PTGs; PD staff | Time to consult and write | Greater use of SEEMIS; raised attainment |
| Introduce PD support calendar | Next session | PD DHT; PTs; PTGs; PD staff | Time to consult and write | Calendar in place |
| Continue emotional coaching training | Next session | Keyworkers, PSAs and Linda Thom; PTFs | Time | Shared language developed that enhances emotional literacy |
| Review pupil development policy and write procedures | Next session | PD DHT; PTs; PTGs; PD staff | Time to consult and write | In place |
| Clarify roles of SfL teaching staff and PSAs | Next session | PD DHT; PTs; PTGs; PD staff | Time to consult and write | Roles clarified |
| 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 | Next session | Primary transition group; PD PTs; DHT; EPS; 2 primary HTs; Primary SfL teacher, M Buchan; PTGs | Dev time; CPD in setting levels using common criteria and use of database; time for meeting to agree on format | Record keeping  Accurate placement of pupils  Pupil learning plans |
| Increase attendance at parents’ evenings | Over next session | MOB/SMT/PTG | Texting, website, time | Higher attendance figures. |
| Further development of policy and procedures for tracking attendance and punctuality |  |  | Aberdeenshire Council advice  CSN input | Analysis of attendance % indicates improvement |
| Extend AiFL practices (see 2.1) | Ongoing | All Staff | DM/In-Service Time | Classroom observation and learners feedback confirms identification and meeting of pupil needs |
| Measure impact of Motivational Plan. | By Dec | GW | Time/SEEMIS | Clear data on incidence of referrals, TO, exclusions. |

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

**Last Updated:** June 2013 **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**

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| **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. |

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| **Theme 1.** | **All our staff and learners are included in self-evaluation** |
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| Evidence: | * Year 2 of new QI system in which all teachers now based improvement planning on Learners' Experiences and Meeting Learners' Needs. New staff have been trained in the system; PTFs and PTGs have received further sessions on gauging impact. All departments/faculties have pursued a similarly focussed procedure. Additionally, department meetings have seen agendas move forward on sharing good practice. (see all forms) Such practice has improved experiences and outcomes for learners (evidence classroom observations). The feedback on the system from PTFs has been positive. Faculty returns highlight honest appraisal of where we are and weaknesses which need addressing (see forms). All faculty quality improvement documentation has improved since last year. PTs are more comfortable with the process of collating staff opinion, planning evidence and showing impact (see Eng, PDT for fine examples). * The forms encompass all teaching and support staff (see PD and PDT returns). Keyworker involvement is clear this year, for example. * DM agendas; observation forms and Line Management calendar are all linked to the five core QIs. At staff request we have added a QI insert for planners which allows them to gather material across the term. This has been adapted for PT use across the faculty also. * Pupils have been surveyed about school life (742 responded); S6 have completed an exit survey (63 students 79% of year) and the Pupil Council has been surveyed on a number of occasions about such issues as the school environment; school uniform; food choices and the summer fair. All faculties now survey student opinion as part of their self evaluation (see all fac QA forms). PD pupils are regularly and systematically included in SE activity (PD return). For the first time Rock Challenge pupils have been involved in a QA session so we can harness some of the qualities which make it so successful in school and transfer that to other parts of school life. * 80 teaching and 40 non-teaching staff have completed the annual survey. This is the largest ever response. Survey returns are central to the self evaluation process. Survey results for the last two years formed the basis of a planning session with staff last November and their ideas on behaviour and parental involvement have been built upon during the year and are part of the development plan. * Staff have also been consulted and given opportunities to give their view at the Listening Lunches which were launched this year. Three have run on the topics of S2 Behaviour; Parents’ Evenings and Priorities for the SIP. They have been extremely well attended (35, 55, and 34 respectively). Views gauged there have fed into improvement planning (for example, changing parents’ evenings, and consistency of behaviour sanctions). * Two feedback sessions have also been given to non-teaching staff on survey returns. The second of these took the form of a listening lunch to maximise staff input. * However, while staff are now consulted more regularly than ever and their views are more powerful than ever, we have a journey to make in convincing them of this. Staff survey returns on self evaluation questions: I am actively involved in setting priorities to improve the school showed only 49% agreed or strongly agreed – a drop of 25% since last year. The question: I have been actively involved in shaping the school’s vision and values had 59% agree or strongly agree – a drop of 16% on last year. We have begun to probe into the reasons for this with the listening lunch based on SIP/survey returns. Staff there felt the drop was as a result of the considerable changes – which are out of our control – to do with school leadership and staffing; a demoralisation since the considerable changes of last session; and the change to the structure of the week which has had a negative effect on committee and meeting time and thus created a sense that consultation has been adversely affected. Whatever the causes, communication of staff’s vital and central role in improvement planning must be improved. * 440 parents took part in our parental surveys issued at each parents’ evening (a completion rate of 66%). Feedback has been given to them on this and issues raised are helping formulate developments such as lengthening the hours of S1-3 Parents’ Evenings to accommodate more appointments. We have also developed more immediate feedback systems by allowing parents to leave a named comment so we can deal with queries/complaints/compliments more quickly by phone call. * Parents have also been involved in focus groups on parents’ evenings and homework – the two main issues raised by the surveys. Homework, like parents evenings, has been greatly altered as a result of this with the new software programme ‘Show My Homework’ being launched in August 2013 to make communication between teacher and pupil/parent easier. * The QA committee has operated this year by overseeing data analysis and taking part in strategy sessions to brainstorm solutions to problems raised by it. A key incidence was the triangulation of data from parents/pupils/staff which raised a number of inconsistencies of view. Their suggestions have fed into the improvement plan for next session. These include: pupils’ attitudes to feedback (see 2.1); pupils’ views of healthy food choices and extra curricular activity. * All depts/faculties have completed a revised programme of self-evaluation. This is an ongoing reference point informing all we do rather than an annual timed exercise. (CA: ‘All members of the team have fully engaged in the QA procedures. This has unified the team, highlighted good practices and distilled areas for development efficiently’). * Classroom observation is carried out. Additionally more examples of locally-arranged peer observation/ dialogue are emerging. For the first time, an audit of observations was carried out which has provided key evidence both for success and development. * We are beginning the process of involving other stakeholders in our evaluation processes. The manager of Children’s Homes and our Home Link Worker are both giving feedback on school processes to PD. This must be extended. |

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| **Theme 2.** | **Our self-evaluation practices focus on key areas affecting learners** |
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| Evidence: | * All teachers fill in a form based on their own classroom practice. This focuses on Learners’ Experiences and Meeting Learners’ Needs. This is the basis of the school’s self-evaluation. * QA committee is in place and active. It reviews all evaluative exercises to support impact on students. It has worked hard to deal with issues raised by pupils and staff (see above). * Pupil council has been central in self evaluation (documented earlier) * Parental surveys and the use of Focus Groups has improved feedback to parents, lengthened parents evening time and homework practices. * Observation form now includes focuses on key areas with emphasis on improvements in performance and refers to previous targets set. * QA committee to meet more regularly next session as meetings are programmed onto calendar from year’s start. * Dept/faculty self-evaluation focuses on five key areas (as above, plus Improvements in Performance, Curriculum and Improvement Through Self-Evaluation). This is replicated at whole school level with the additional QI of Leadership of Innovation and Change. * Self-evaluation with faculties now takes place through rigorous QA/SIP review meeting in Aug/Sept. There are also weekly/fortnightly line management meetings between PTF and DHT with a clear SE agenda (see agenda doc); Attainment review meetings in Sept and February and SE items on the strategy days throughout the year. The 5 core QIs make up the focus of all these meetings. * Parental and pupil questionnaires are based on key areas as suggested by HMIe practice. We have extended questionnaires to staff and parents and included more HMIE questions in order to benchmark our data. * The SDP has come directly from faculty and SMT QA returns and is more closely linked to staff priorities than ever before. It was shared with the management group as part of a support pack and warmly welcomed by a number of staff. |
| **Theme 3.** | **Our self-evaluation activities have resulted in specific improvements** |
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| Evidence: | * Various issues highlighted by the staff and parental surveys have led to concrete improvements. These include:   + Better communication with parents. Improvements include: HT’s newsletters home; rebuilt website; a twitter account; investigating other methods to trial with parents; feedback on parental surveys and immediate phone calls home; keeping register of which parents attend parents evening; change to length of parents evenings; focus groups; homework software   + Better communication across the community: improved relationship with press; creation of Press Team; circulation of SMT diary and minutes across staff; committee digest to publicise actions from committees; removal of teaching staff email group to improve collegiality across all staff.   + More inclusion of staff in creating vision for school: 4 staff strategy days; listening lunches (4); feedback sessions to non-teaching staff and on inset days to teachers.   + Improved attendance and further development of attendance procedures by launch of SEEMIS Attendance including staff training. * Faculty returns demonstrate clear impact across the age and ability levels. A selection of these demonstrate this effectively: Eg ‘Greater staff team coherence and more informed practice’ (PD); 42% reduction in MOT referrals; improved staff morale and increased participation from students (HE); improved behaviour on Sci stairs due to staff rota for supervision (Sc); GREC visit in response to pupil concerns re racism (GUID); improvements in group work (Eng); trips abroad; increased focus on behaviour management techniques; improved displays (MFL); cross-fac observation programme devised which has solidified relationships and increased opportunities for dialogue; liaison with staff at Mintlaw, Turriff, Fraserburgh and Ellon has encouraged reflection and boosted confidence (CA). * Various issues highlighted by pupils have led to concrete improvement: * Increased food choice in canteen * Repairs to toilets and increased access to them * Changes to school uniform * Seating areas (new for session 13-14) * Introduction of cookery club (HE from Aug 13) * Funding and plans in place for creation of ASD supported learning environment * Student reports are now being sampled by DHTs/HT as matter of course. This has led to clear improvement in copies going home to parents. * The high profile of self-evaluation as a whole has brought reflective practice into greater use throughout the school (e.g. DM agenda) |
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| **Next Steps to Support Improvement / Maintain Quality** | | | | |
| **Action** | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategies to evaluate impact on learning and achievement.** |
| Sharing good practice to be extended | Ongoing | All teaching staff | Planned meetings re lunches  Lunch costs | Scrutiny of agendas for all meetings to accommodate sharing good (classroom) practice |
| Systematic observation programme at all levels from HT visit to peer | Ongoing | MOB/ER | Time and calendar |  |
| Pupils to be interviewed re understanding of feedback in learning | Autumn 2013 | PTGs/MOB | SE time | Pupil survey/attainment/ motivation |
| QA calendar to include monitoring of jotters/ other work and prompts for teacher termly completion of QA docs | New session onwards | MOB/SMT | Build into QA calendar. Time. | Clear evidence of improvement seen or underperformance addressed by Line Management meetings |
| Review feedback mechanisms for staff (eg suggestions box/notebook) and provide more regular feedback on what has improved. | New session onwards | MOB | Time | Increased staff satisfaction with communication and involvement in school improvement. |
| Shadowing of pupils by DHTs and PTGs | New session | MOB/SMT | As above | Better awareness of how pupils of all abilities have their needs met |
| Ensure senior pupils are involved in Fac surveys | New session | MOB/PTFs |  | QA reports |
| Develop feedback systems for stakeholders | New session | MOB/QA comm. | Time | QA returns from our main stakeholders feeding into SIP |
| Formalise QA policy | By Oct | MOB/QA comm | Time | Policy in place. |
| Improve and coordinate procedures for PDRS and CPD | By Jan 2014 | DHT – all staff | Advice ex Aberdeenshire Council | Evidence of coordination between established CPD needs, PDRS and impact on learners |
| Further development of system to improve corridors and litter | Next session | Litter/Corridor Sub group/ER |  | Staff/pupil views on corridor behaviour |

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

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| **Last Updated: June 2013** | **Improvement Plan Ref:**  Plan 2; Plan 3; Plan 4 2 |
| **Current Quality level: 4 (Good)** | |

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| **Comment:** 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. |

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| **Theme 1** | **We support and challenge staff and pupils.** |
| Evidence: | * We have communicated our vision this year through greater communication with staff and parents as a whole (see 5.9 for detailed egs.) Consultation has been extensive and continuous. Staff consultation has been extended through Staff meetings; calendar group; strategy days etc. Surveys of staff/pupil/parental views have been fundamental in creating our vision for future developments. We have launched listening lunches and focus groups (see 5.9) Consultation about CFE has been extensive (see ME’s documents). However, work still needs to be done to encourage better communication, particularly between staff as evidenced by staff survey results on consultation and involvement in priorities (see 5.9). * Survey results on leadership issues present a mixed picture. Most positive is the response to the statement ‘I like working in the school’ which had a 90% agree/strongly agree response. Comments backing up this view showed that this satisfaction rests on their colleagues and teams, the pupils and the school ethos. (see comment analysis). 72% of staff felt the school was well led and 63% felt senior managers operated well as a team. However behaviour; communication; parental involvement; and support for ASN pupils were the key issues concerning staff. (eg ‘Standards set for pupils’ behaviour are consistently upheld’ 29% agree/strongly agree and ‘there is effective communication among staff 54%). All of the weak areas are targeted by our SIP. * QA system provides a challenge for staff in recognising and addressing areas for development. However, it is supported by training. (see notes under 5.9) * Support for staff is underpinned by training in various areas. We run a varied and wide ranging programme for probationers and students. We have trained staff in QA, SEEMIS Attendance, behaviour and relationships, use of CAT and other data in target setting. * A programme of weekly assemblies has run to enhance the school community ethos; create an opportunity for speakers/visitors and increase the profile of SMT and HT throughout the school. Sexism Awareness was promoted by GREC assemblies (Spring 13), for example. * An audit of diaries took place have been carried out to achieve greater consistency in their usage. A new system to address lateness has led to a decrease in offending. A more pro-active system to tackle smokers outside the school gate has led to a significant decrease in numbers doing this. * The Staff are supported by coherent H&S procedures. This year a H&S training plan has been established; fire safety awareness raised; an overarching Academy H&S policy has begun; H&S checklists being utilised across a sample of areas; an evacuation plan has been created for the Theatre and recommendations made following the power cut incident. Faculty/classroom checklists and random checks of staff H&S policy knowledge have begun * Extra resources have been given to create an improved environment, including pupil toilets. We have maintained staffing levels despite the climate of austerity. * ICT for T&L has seen significant upgrading. 30 new PC's purchased and installed. These have gone into the ICT suite to provide the most powerful up to date machines in the school. The PC's removed from the ICT suite have replaced older Teacher machines across the school - providing Teachers with better performing machines. 10 more Smartboards, speakers and new projectors installed. These have been properly installed, removing poles, wires etc to provide the best experience for both pupils and Teachers. These have been predominately installed in Modern Languages and Social Subjects and these departments are now almost complete. * Redecoration to Modern Languages and Social Subjects classrooms. Alterations to old Science area improving the space for Pupils and Teachers * Free photocopying programme - removing the burden of this cost from department budgets allowing expenditure to be on resources. Central purchase of stationary - removing the need for departments to spend budget allocation on stationary. Ongoing training programme for support staff to develop all staff in their roles * Leadership is being developed at all levels of staff and pupils. This is evident in the Prefects’ role which has been extended and training provided. (see 1.1). The Press Liaison role and leader of the Pupil Council have been created and allow staff to lead change. |

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| **Theme 2.** | **We use innovative approaches to improve the quality of learning and teaching and of outcomes for learners** |
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| Evidence | * Text messaging is now used extensively to contact parents for such issues as notification of parents’ evenings; lateness; absence. Emails are used also. The school has launched a twitter account as part of the strategy to further promote success. * Assemblies have been used to showcase ex pupils as role models. Barry and Stuart – tv magicians; and Kimberley Burns, now an English teacher in Rome. * Partner agencies are used effectively (see 5.3 for detailed egs). * We have improved links with a range of local community groups. These are the Rotary Club and Careers Academy (see 1.1) and the Scottish Maritime Academy (see 5.1). * Change has been negotiated well. The change to the parents evenings and uniform involved extensive consultation and negotiation. (see minutes, letters to parents, primaries etc) * Church Assemblies have taken place with S1 and 2 to increase the opportunities for them to be out in the community and to experience presentations by a wider variety of speakers. * The website has been redeveloped this year, with specific emphasis now on pupils and parents. We have created a page for each faculty and also created zones for both pupils and parents. * Full provision has been given for a disabled pupil. This has involved extensive planning, training and changes to school infrastructure. The first year has gone well. * After school revision sessions created for specific pupils (see 1.1 for details) * Innovative teaching approaches are trialled and reviewed in most faculties. Feedback has been a whole school priority this year. In Maths, methods of teacher feedback are being trialled (see QA form). In Art senior students have given younger ones feedback. PE are using Dartfish software and have visited a Shetland school to see HMIE identified good practice. In English and CA professionals (a scriptwriter and Barry and Stuart TV magicians) have been used to inspire pupils and develop skills. |

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| **Theme 3.** | **We consistently explore ways to support improvement through developing talents and skills** | | | | |
| Evidence | * Leadership has been encouraged among the staff: for example, a Press Coordinator role has been created for two staff to facilitate better communication within and without school. C Kirk has operated as European Links Coordinator, a post which was previously at SMT level. This has involved a planning trip to Italy where pupil visits were organised. A Fotheringham has organised a programme of visits from Science professionals to give lunchtime talks to students. C Milne in Guidance has helped lead on whole school S3 Profiling and also in organising the school fair together with the Parent Council. S Kirkpatrick now leads on DoE/World Challenge with other staff supporting this. * CPD is strongly supported. We have x chartered teachers; x teachers completing further study including degree courses. As far as possible all training needs are supported, budget allowing. This year, a drama teacher has even been funded to do a course in Barcelona. * The organisation of committees has been developed this year with a record of membership created and a digest of what each committee has discussed/achieved being circulated three times. The Calendar Group has created a strategic role for a variety of staff in deciding and communicating the organisation of the school year. (see minutes of meetings). The Budget Monitoring Group created to allow a variety of staff at all levels within the school to learn about the finance process and be part of its strategic development. The Attendance committee has developed new procedures which are having a positive impact. (see 5.9). Leadership at all levels promoted directly by the QA process as teachers are fundamental to the quality assurance process. * PTs have been given a more strategic role by extending the personnel on the Management Group and holding four Strategy days in which consultation and decision making is carried out. * There has been ongoing development of the support staff over the last 18 months. The annual review system (EAR) is now set up in all support areas and training plans are being built in both admin and Technicians to train staff in numerous tasks to prevent reliance on single individuals; keep jobs interesting and up skill our teams. A weekly planning meeting for Support Team leaders has been instigated to improve communication. * A high positive engagement has been evident from SMT and all staff to new systems and developments. | | | | |
| **Next Steps to Support Improvement / Maintain Quality** | | | | | |
| **Action** | | **When** | **Who** | **CPD/ Resource Needs** | **Expected strategies to evaluate impact on learning and achievement.** |
| If appropriate, 360 degree evaluation of leadership | | Spring 2013 | MOB/SMT |  | Staff/parental views feeding into improvement plan |
| Website development. | | New session | SC/JKM |  | Website current, well used tool in teaching, learning and communication with learners and parents |
| Further develop EAR scheme to train non-teaching staff and aid succession planning. | | New session | SC | Time | Staff trained in variety of roles; improved morale and flexibility. |
| Clarify school rules and communicate regularly to staff | | Before October | HT and all staff | Time | Staff, pupils and parents clear about acceptable/ unacceptable behaviour. |
| Clarify behaviour management issues and communicate regularly to staff | |  | SMT/all staff | Time | Better relationships throughout school. |

**Conclusion: CAPACITY FOR IMPROVEMENT**

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| * 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 |
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