**PETERHEAD ACADEMY QIV**

**TUESDAY 16 MAY 2023**

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| **Peter Wood (QIM), Olwen Fraser (QIO), David Clark (ESO) and Jonathan Cordiner (QIO)** | | | |
| **ACTIVITY** | **NARRATIVE** | | |
| **Learning visits and staff comments** | **Subjects visited:**  **MFL, Maths, English, HE, Science, Technical, Art, PE, RMPS, ASN**  **QI 2.3 Learning, teaching & Assessment - Strengths**   * Positive relationships in all classes. Almost all pupils engaged. * Pupils co-operative with adults and each other. * Pupils settled, respectful, and relaxed. Ready respectful safe - any not prepared quickly given what they needed. * High expectations in terms of learning behaviours. * Warm, caring, inclusive learning environment. * No phones evident or causing interruptions. * Calm settled classes - climate for learning. * Extension tasks available in some areas. * Active lessons - varied - technology - show me boards - not reliant on lots of writing. * Modelling - demos to engage. * PSAs well deployed and supporting effectively. * Positive relationships in all classes. Almost all pupils engaged. * Recognising wider achievements and recognition of pupil success (Magic Monday) and merits. System clear and popular with pupils. * It is possible to evidence a positive ethos and culture in every single class visited today. I experienced absolutely nothing in the way of undesirable behaviour and continued to meet hard working and respectful young people. * The relationships in class, particularly between staff and pupils were very encouraging. Very positive rapport with pupils in EVERY class. * Experienced some really encouraging endeavours in A26, with young people who could so easily be struggling to access their entitlement, engaged with relevant opportunities to achieve. * Although not consistent, it is important to note I observed some examples of very good practice today where pupils were leading learning, where engagement was high, where there was skilled differentiation and where more able young people were being really challenged. * Positive relationships in almost all the lessons observed. Many young people were engaged in the tasks and there were some good examples of open questioning, co-operative learning, variety of tasks and active learning.   **QI 1.3 Leadership of Change – Strengths**   * Staff have confidence in Head Teacher as a leader – open, seeks feedback. Visible present – all SLT visible * Sincere genuine focus on the wellbeing of staff – they feel supported. * Consistency of expectations - and understanding between staff of the direction the school is moving in – all know the mission and the young people do to. * Increasing opportunities for leadership at faculty level - also as a school. Improved teamwork - take responsibility for different things. * Value in the partnerships that are being developed. * Sense that they are improving consistency within their teams and the toolkit is going to be instrumental in continuing to take that forward. * Clear sense of clarity - school feels refreshed - staff motivated and feel trusted to take things forward. Staff and pupils feel part of the school community. * PSAs feel included supported and valued - laptops etc. equipped to do their job. * Reputation of the school is changing in the community. Community can see that the staff are invested in pupils - recognise there’s lots going on and that the staff go above and beyond for the children. * Warm, caring, inclusive environment is evident. Good relationships exist at all levels. * Senior leaders provide visible leadership across the school. * Calm settled classes - climate for learning. * The revised merit system is impacting positively on behaviour. Corridors and classrooms were settled. No phones were evident in classes. * Leadership of change it well-paced and empowering for most staff. There is widespread involvement in the improvement journey and staff have a renewed sense of agency. The vision of a learning culture is well understood and there is a spirit of creativity across the school as staff adopt leadership roles. | | |
| **Summary** | **Clearly huge improvements continue to be made and sustained.**  **An ambition of continued improvement is clearly possible and should be articulated within the Improvement Planning narrative for 23-24.** | | |
| **Next steps** | **QI 2.3 Learning, Teaching & Assessment – Next steps**   * Development – increased opportunities for independence and increased opportunities for pupils to lead their own learning. * Differentiation - resources developed to support needs – fonts etc. pace challenge for some - some extension tasks available still quite a lot of full class learning that is fairly teacher led. * Clearer learning intentions and more relevant success criteria – purpose of lessons must be conveyed in all lessons. * Environment – layout – more work on display (there are some bare notice boards) – build on Magic Mondays celebration of success. * Consistency – shared understanding of what high quality learning and teaching looks like at Peterhead Academy. Consider structure of a lesson, physical layout, cooperative groups, learning intentions and success criteria and how we differentiate to provide pace and challenge. * At times opportunities are overly task focused rather than learning focused. I did not manage to have any detailed conversations with young people today on purpose of learning. Young people struggled to talk about their learning. * Learning is overly teacher led at times so more consideration on how we promote pupils leading learning, and further enabling pupil voice in the learning process etc. Currently, the result of this is wide-ranging levels of engagement from one class to the next. * There is a wide range of practice with some learning characterised by passivity by young people. A lot of one-pace learning was evident.   **QI 1.3 Leadership of Change – Next steps**   * Continue to embed existing working relationships, climate, ethos, and culture for learning. * Transitions – opportunities to build stronger links with primaries. * Build on academic schools of excellence and Excelerate programme. * There needs to be a clear, strategic plan that shows a careful implementation, high levels of consistency in practice and improved outcomes for young people. This is at an early stage at the moment. | | |
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| **Staff Groups** | **PT Inclusion**  **PT Flexible Provision** | | * Both PTs felt very supported by the HT and SMT. * They were very clear as to their roles and responsibilities. * Both said that reporting lines were clear and helpful. * They felt that opportunity was given for professional dialogue with relevant staff on pupil cohort, referrals, progress, impact. * Both felt that they were empowered to make local decisions on priorities. * Both felt the work they were doing was known by other staff and that it was making a positive difference. * Both presented data to back this up. |
|  | **PTs Faculty** | | * All reported a clear and positive change in pupil attitude and behaviour. * Now a clear and consistent message, support, and direction in supporting positive behaviours and supporting children develop strategies to adjust behaviours and engage with the curriculum and school expectations. * Staff feel supported. * Staff ready to work more closely across their department and across departments. * Recognise need for improvements in Learning Teaching and Assessment. * Delighted they can now focus on QI 2.3 |
|  | **PTs Learning & Teaching** | | Colleagues very ably articulated their roles and the model for improving learning and teaching across the school. They have been involved in extensive consultation with the staff on the lesson evaluation toolkit and the learning visit protocol. This has been well received by most staff. The strength of this is the well thought out CLPL programme and the associated resources to help staff to improve their practice once they have evaluated their own practice. Staff will be in improvement trios from next session which will increase the professional dialogue and help in the sharing of good practice. There is a strong focus on the introduction of project-based style of learning and the use of external partners to contextualise learning.   * Staff feel part of a positive learning culture. They feel supported and that their professional needs are being catered for. Examples working with DHT for appropriate CLPL. * Furthermore, as part of this culture, they feel SLT are approachable, they can talk to SLT about anything and feel confident enough to make mistakes. * Staff sense strong relationships amongst SLT which is filtering down to all staff and pupils. * Staff feel praise and merits is making a real difference and evidenced in positive behaviour. Importantly biggest lever for positive behaviour is the strong relationships being forged across the school community. Staff note corridors are calmer, young people much more settled and in class for longer periods of time etc. * Encouraging to see more links being made across departments – staff speaking and sharing. * There is some growing anticipation and excitement in relation to curriculum structure / PBL etc. * Positive changes recognised already in relation to curriculum structure wider pathways – criminology, travel, and advertising. This is returning positive outcomes for young people and impacting on behaviour because the provision on offer is being shaped more closely to needs. * On this note, staff talk positively about the apprehension but opportunities to explore delivery of new courses. (Sense of strong teacher autonomy emerging here, and opportunities for pupils and staff to be curriculum makers) * In terms of next steps, staff recognise there is a way to go in relation to consistency of learning and teaching approaches but feel the lesson evaluation toolkit is a really positive step forward in this regard. |
| **Summary** | **All staff are seeing the positive changes and are ready to participate in the ambition of continued improvement** | | |
| **Next steps** | **Continue the communication.**  **Continue the narrative.**  **Challenge the ambition** | | |
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| **Buchan Area Counsellors** | * **Recognised the positive difference to the school.** * **Clear on the shift beginning to be heard in community.** * **Want to be more involved.** * **Want to continue to develop the relationship between Cllr and school (HT)** | | |
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| **Parents** | * Parents are very supportive of the Head Teacher. They parents appreciate recent improvements in communication. They appreciate the intervention letters and use of social media and newsletters to share information regularly. * Parents believe that their children’s learning is less disrupted than it was previously. General behaviour has improved, and their children feel safer. * Parents believe teachers are dedicated, caring and want the best for their children. * The increasing extra-curricular activities are enhancing their children’s learning and opportunities. * Parents appreciate the young people strengths being more visibly recognised. They feel there is a growing sense of pride in the school. * Parents feel the HT is approachable and open and their views are listened to and acted on. * There is a solution focused approach with issues tackled head on and information shared with parents. * The school feels more positive in all aspects. There is a sense of enthusiasm.   **Areas for Development:**   * Shortage of teachers remains a concern for parents. * Maintenance of the school/investment in ensuring a satisfactory learning environment while the new school is being built. | | |
| **Summary** | | **All stakeholders are seeing the positive changes and are ready to participate in the ambition of continued improvement** | |
| **Next steps** | | **Continue the communication.**  **Continue the narrative.**  **Challenge the ambition** | |