Aberdeenshire COUNCIL | **EDUCATION & CHILDREN'S SERVICES**

STANDARDS & QUALITY REPORT
AND
IMPROVEMENT PLAN

FOR

ALFORD ACADEMY

LAST UPDATED: October 2017

Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: National and Local context

This Faculty Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire, National and school priorities. These can be summarised as follows:

National Improvement Framework Priorities:
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Aberdeenshire Priorities:
- To develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

Alford Academy 3 Year Priorities (2017-2020):
- To develop our 3-18 inclusive, healthy and ambitious community through further development of leadership at all levels.
- To deliver consistently high quality teaching, learning and assessment of learner's progress.
- To support and enable our young people to be the very best learners with a particular focus on their health & wellbeing, equality and inclusion, our partnerships with parents/carers and family learning.
- To review and improve our curriculum, increasing achievement pathways through innovative partnerships and equipping all children and young with the skills required for their next phase of learning.

These priorities are reflected in all areas of this document and the actions that emerge from it. Please note that when work is undertaken on each of the improvements identified, opportunities for working and learning with Nursery, Primary and other Campus colleagues, will be maximised.

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf
HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

CONTEXT OF OUR SCHOOL

Alford Academy Vision, Values And Aims
"Working together to nurture, inspire and achieve"

Mission Statement

Alford Academy recognises that one size does not fit all. Our young people are born individuals and should leave school as individuals. Alford Academy is committed to unlocking each youngster's potential, raising their aspirations and helping them to be all they can be, in a safe, healthy and caring environment.

Our Values

The work and life of our school is underpinned by 5 values:-
Respect Wisdom Justice Compassion Integrity.

Our Aims

• Attainment and Achievement
To raise standards of educational attainment and wider achievement for all our pupils, especially through the skills of literacy, numeracy, health and well-being, information communication and technologies and working with others.

• Learning and Teaching
To promote the highest quality learning experiences for pupils by investing in professional development to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

• Inclusion and Equality
To provide equality of opportunity to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

• Values and Citizenship
To work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. In turn our pupils will understand the duties and responsibilities of citizenship in a democratic society.

• Learning for Life
To equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills that will help them prosper in our changing society.

Alford Academy is not just a school, it is a learning community that recognises teaching and learning does not start and stop at the school gates. Through developing our partnerships in and out of school, we work together to increasingly provide the very best learning and leadership experiences and opportunities for all. In turn we aim to support and furnish each individual youngster with the knowledge, skills, experiences, insight and drive that will set them on their path to a prosperous future, effectively contributing to life and work in Aberdeenshire, Scotland and worldwide.

Our Ethos

Alford Academy has a very positive inclusive ethos. We are a welcoming and caring, professional, ambitious and proud school. Through our approachable leadership style, culture of open dialogue and commitment to continuous improvement through self-evaluation, we encourage all to 'tell it as it is' and to work together to further develop our culture of ambition and achievement for all our learners.

We have an inclusive approach where all pupils are valued and supported in their learning by all staff. They are proud to belong to one of three houses: Craigievar, Kildrummy or Forbes. Pupils are known well by their Principal Teacher of Pupil Support and the Depute Head Teacher linked to their House group.

Our Community, Links and Partnerships

Alford Academy is a six-year non-denominational secondary school located in the Donside village of Alford, approximately 25 miles to the west of Aberdeen and within easy reach of the Cairngorms National Park. Our rural catchment area of approximately 600 square miles stretches from Echt in the east to Corgarff in the west. The village of Alford and surrounding area is rich in local culture and heritage, including the 'Doric' dialect, the famous poet; Charles Murray, the Sculpture Workshop at Lumsden, Craigievar Castle and Castle Fraser, local estates and Alford's Transport Museum and Heritage Centre.

Our new Alford Community Campus opened in October 2015. This shared campus is home to Alford Nursery, Primary and Academy, Community Learning and Development, Sports and Leisure, Library Services and a Design and Print satellite unit. Our indoor facilities include a swimming pool, sports hall, climbing wall and theatre. Outdoors we have an all-weather pitch, running track, grass pitches and dry ski slope. A short distance away is the school's own forestry plot, gifted by the Murray Park Trustees.

The school has 48.5 full time equivalent teaching staff. The school is led by a Senior Leadership Team of 4 (Head Teacher, three Depute Head Teachers) and a School Support Co-ordinator. There are nine Principal Teachers (Faculty), three Principal Teachers of Pupil Support and one Principal Teacher of Additional Support for Learners. The following faculties are currently in place: English, Mathematics, Modern Languages, Business Education and Computing, Science (Science, Biology, Chemistry and Physics), Enterprise and Creativity (Art & Design, Home Economics and Technical), PE/Health, Performing Arts (Music and Drama) and a Faculty of Humanities (RMPS, History, Geography, Modern Studies). There are 12.2 full time equivalent Additional Support for Learners (ASfL) teachers working across the Alford Cluster Schools. An extensive team of support staff, incorporating janitors, technicians, pupil support assistants and office staff, support the work of Alford Academy and cluster schools.

Alford Academy works together with its thirteen associated primary schools on a formal and informal basis to improve our 3-18 curriculum, pastoral care and welfare and to plan and deliver career long professional learning events and programmes.

The school is well supported by an active Parent Council with members supporting the work of our Student Council, actively engaging in consultation about values.

We continue to work collaboratively with a range of agencies, business partners and organisations including:-

Our emerging 'flagship' partnership with Mackie's of Scotland
NESCOL (North East Scotland College)
SRUC (Scotland's Rural College)
Skills Development Scotland
RGU (Robert Gordon University)
DYW North East Scotland
Alford & District Rotary Club (working with our Interact club)
Our school chaplains (Rev J Cook and Rev E Glenn)
Our consortia schools:-   Aboyne Academy, Banchory Academy, The Gordon Schools
SPE International (Society of Petroleum Engineers)
Cairngorms National Park
Local businesses

Our School Profile (including Scottish Index of Multiple Deprivation (SIMD))

Alford Academy is one of the smaller Aberdeenshire secondary schools with a school roll of 635 pupils in September 2017. 30 pupils attend Alford Academy through placing requests. Our Scottish Index of Multiple Deprivation (SIMD), (the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation with decile 1 being the most deprived through to decile 10 the least deprived) is as follows: 0% of our pupils are in the most deprived deciles 1,2 and 3 and the majority of our pupils (86%) are in least deprived deciles 8, 9 and 10. Details are as follows:-

Deciles 1,2, 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0.0%	0.3%	9.4%	3.9%	0.2%	41.4%	25.5%	19.1%

Detail and Allocation of Pupil Equity Funding

Through our discussions at school and cluster levels we have agreed to focus our additional funding on improving resilience and developing positive mental health in all our children and young people. We have planned new curriculum inserts for all our children and S1-S3 young people using a range of resources including 'Bounce Back, Mentoring for Violence Prevention (a new programme led and delivered by senior pupils) and mental health workshops delivered by Grampian Mental Health associates. Our Senior Phase students and all staff across our cluster schools will attend workshops delivered by Andy Cope, focusing on 'The Art of Brilliance'. These are interactive and thought-provoking, are front loaded with positive psychology and cultivate a 'can do' attitude.

We are also delivering motivational workshops to all pupils through Tree of Knowledge.

The Core Areas of Our Practice

This report summarises the strengths of our school, our recent improvements and what we need to improve further. We gather this information throughout the year in a variety of formal and informal ways to make sure our report is as accurate as possible. These include

- seeking the views of our learners at classroom, Faculty and Whole School levels
- our Student Council actively seeking the views of pupils
- our Parent Council sharing and seeking the views of parents and working together with the school on policy development
- gathering the views of the staff, the local community and school partners
- actively seeking views at Parents Evenings, Information Evenings and via our website/blog
- comparing what we do with local and national examples of best practice.
- visiting each other's classes to share standards in learning and teaching.
- looking at learner's work to see how they are progressing.
- learners peer assessment and self assessment
- analysing factual data and information including attainment results, tracking data, leavers destinations at all levels across our school

Our Key Strengths
- Our positive inclusive school ethos, working together in a climate of mutual respect and ambition for every individual. We know our pupils.   - Our high attainment and celebration of our pupils' wider achievements.   - Our quality of support provided. Staff, pupils and parents work closely together and share any circumstances which might affect our young people and their learning.   - Our wide ranging partnerships; working with pupils, parents, businesses and organisations, further and higher education, to support learning and the wider life of the school.   - The many and varied opportunities for staff and pupil leadership   - Our innovative learning in, through and about technologies.

Our Improvements Last Session
- Our increased focus on data analysis and the impact of improvement priorities and interventions at Faculty and classroom levels.   - Increased professional dialogue focussing on teaching, learning and assessment through establishment of our 3-18 Teacher Learning Communities.   - Campus Staff Health & Well-Being team established.   - Emerging Parent Council and Student Council partnership working.   - Development and implementation of Pupil Punctuality Policy and reduction in pupil lateness for classes.   - Improvements to our Mentoring for Effective Learning (MEL) programme.   - Increase in Parental Engagement events (Tree of Knowledge 3-18 Parent Forum workshops, ShowMyHomework- demonstrations, Cluster Parental Engagement Events – Mental Health and Internet Safety)

Our Priorities for Improvement Next Session

To raise attainment and achievement :-

- Improve consistency in approaches to self-evaluation at class, faculty and whole school levels.
- Consult on and 'bring to life' our school vision and values.

- Further improve consistency of highest quality learning and teaching and assessment through a range of collegiate learning approaches including our cluster 3-18 Teacher Learning Communities and in-house professional learning 'meets'.
- Improve the validity, reliability and moderation of assessment in the BGE
- Develop our 'learning walkthroughs'/class visits programme and supportive tools
- Increase parental engagement with a clear focus on supporting parents/carers to support learning
- Research and plan alternatives to reporting
- Develop and implement a Digital Learning strategy to include 'Bring Your Own Device'.

- Further develop and increase learning pathways through collaborative planning within school, across schools and out with school.
- Review our curriculum structure and content and
  - Plan improvements to skills development and work relevant learning throughout the BGE. (including implementation of the Career Education Standard)
  - Plan and Implement Learning for Sustainability strategy.
  - Refresh our whole school literacy initiatives
  - Focus on cluster schools numeracy and health and wellbeing strategies

- Further develop universal support for all pupils through the skills based MEL programme
- Continue planned Rights Respecting School developments
- Implement and evaluate Restorative Practice approaches
- Review and further develop how we promote equality and celebrate diversity.
- Establish a whole school Health & Wellbeing strategy and team of young leaders
- Develop and pilot opportunities for Family Learning.
- Develop, implement and evaluate a Tracking and Monitoring Strategy and digital tracking solution (LEAPs (BGE tracking tool)- primary and secondary version) to improve how well all staff scrutinise and use data to track and measure all learners progress
- Audit and evaluate wider achievement opportunities, uptake and the development of specific skills.

LEADERSHIP AND MANAGEMENT
How good is our leadership and approach to improvement?

NIF Priority/Priorities:	All
NIF Drivers:	School leadership, Teacher professionalism, School improvement

OVERVIEW

Alford Academy has satisfactory leadership at all levels and a satisfactory approach to improvement.

Self-Evaluation for Self-Improvement

Our focus on evidence based self-evaluation has resulted in an increase in the use of a range of self-evaluation 'tools' across the school and is increasingly evident in daily practice. Faculty Leaders are becoming more skilled in evaluating evidence. We see the use of on-line surveys, questionnaires and focus groups at all levels across the school. We see class leaders seeking feedback from pupils during lessons. Collaborative approaches to self-evaluation within school and across schools are emerging. We have emerging practice of Faculty and Class leaders liaising with peers in and out with school through curriculum support networks.

On a whole school basis, we actively seek the views of parents at our well attended Parents Evenings. We use our website/blog/on-line forms to gather views from our community. Our Student Council have sought views from pupils and all S6 pupils had the opportunity to feedback their views to the Head Teacher. We actively seek the views of partners at our Careers events.

All staff understand that self-evaluation is at the heart of our school improvement and are aware of the school's strengths and priorities. We see emerging very good practice in some Faculties, focussing on 'How Good Is Our School 4?' challenge questions at meetings. Our staff teams are becoming more skilled at demonstrating the impact of improvements on outcomes for our young people.

Leadership of Learning

All staff contribute to our collegiate learning culture across the school. Our school improvement priorities include a focus on learning, teaching and assessment. Increased professional learning events have taken place, including learning using technologies and data analysis/self-evaluation. We established Teacher Learning Communities which focused on teaching, learning and assessment. 87 teachers (secondary and primary) contributed to these communities which were led by 9 secondary/primary teachers. Our teacher leaders attend training and conferences (led by Dylan Williams). 3 of our teacher leaders gained recognition of their work in this Leading Learning – Improving Pedagogy Programme. Teachers are trying out new approaches based on work shared by members of the Teacher Learning Community (TLC). A change to the format of whole staff meetings has resulted in an increase in opportunities for professional dialogue with a clear focus on our raising attainment and achievement.

All staff are committed to Career Long Professional Learning and are encouraged and supported to attend in-house, Aberdeenshire and other externally delivered professional learning. We have increased the number of staff formally sharing their practice. Staff have considered and discussed our National Improvement Framework, Developing the Young Workforce, a Sustainability and Broad General Education skills audit. We have one member of staff working for the SQA. Most staff have attended SQA Understanding Standards events. SQA verification reports have been positive. Staff have worked hard to keep up-to-date with all course requirements at all levels within the Senior Phase.

We continue to focus on supporting our young people to develop resilience using a range of 'growth mindset' resources and workshops delivered by 'Tree of Knowledge'. Our learners are involved in discussions about their learning in our classrooms and work with teachers to set target grades in the Senior Phase.   Our learners are given dedicated time to discuss their next steps in learning and plan careers in their Personal and Social Education programme, Mentoring for Effective Learning programme and through 1:1s with key staff. Further to feedback from senior pupils and the Student Council, a Pupil Achievement Log (PAL) was piloted and in some faculties we have evidence of its positive impact as learners demonstrated an increased responsibility for their learning. Informal and formal feedback from our learners provides evidence of how much they value the encouragement, advice and expertise of school staff.

Leadership of Change
All staff are ambitious for our young people. All staff are aware of the social, economical and cultural context of our community and take this into consideration when planning programmes of study and improvements to ensure equity in provision. Wider consultation on our vision for our 3-18 school and curriculum is underway with staff, parents and school partners, along with strategic planning for the 3-18 Senior Leadership Team.

School improvement takes place in the context of the school's values and vision. School improvement priorities are identified by considering their potential impact on raising attainment/improving outcomes for all learners and taking into account our capacity to action the improvements.

Discussions with teachers on our Working Time Agreement has ensured time is ring-fenced for professional dialogue (inc. moderation), professional learning and self-evaluation and time ring fenced for 3-18 Alford staff to work together and also time for all Cluster school staff to work together.

Staff take responsibility for implementing change. There is an increase in the number of staff at all levels leading whole school improvements. Our community is encouraged to be innovative and creative, supported through additional resources e.g. apps, software, professional learning. We share practice at meetings at all levels across the school.
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Overall, the improvements worked on by the school are having a positive impact on outcomes for our young people.

Leadership and Management of Staff

Senior leaders are approachable and have proactive roles supporting and challenging their teams. At senior levels we work closely with all campus partners, through Calendar checks, Campus Leadership and Campus Operational Team meetings. We build our staff team through our on-going communications (weekly staff briefings, e-mails, meetings and 1:1s). We seek to improve and streamline our communications and piloted the use of OneNote and weekly bulletins.   Our Professional Review and Development process is in line with national guidance. Professional reviews are held annually and have a clear focus on GTCS Standards. Professional learning is delivered to support professional development and school improvement and partners have been involved in delivering workshops to staff e.g, evidence based self evaluation. School chaplains join school staff to provide pastoral support and our Human Resources Officer works closely with the school team to support the health and well-being of our team. Our school culture is very positive. All stakeholders are encouraged to share their views/concerns and ideas. These are responded to in a timely manner. A new concerns and complaints recording and monitoring system is being piloted.

Management of Resources to Promote Equity

Finances are allocated in an equitable way. Faculty leaders are accountable for all monies allocated and are better skilled at monitoring and evaluating their purchase of new resources to ensure there is an impact on raising attainment. Systems and support are in place to monitor finances. Feedback from pupils has resulted in the purchase of additional lockers. A system is in place for bids to be made to the Parent Council to fund activities / events / innovation.

KEY STRENGTHS:

- All staff have high aspirations for all our young people.
- Senior Phase data analysis 'toolkits' developed to support interrogation of data, improving the consistency and rigor of self-evaluation.
- Collaborative approach to development of a Faculty Standards and Quality report and integrated Improvement Plan.
- Our collegiate approach to designing a BGE tracking and monitoring solution.
- Professional learning activities are clearly linked to professional and school improvement priorities
- All staff are involved in Collegiate Improvement teams which focus on whole school improvement priorities.
- All staff and parents have the opportunity to discuss school improvement.
- Our cluster 3-18 Teacher Learning Communities focussing on improving teaching and learning (Leading learning, improving pedagogy)
- Increased opportunities for learners to regularly review their progress in learning and set targets.
- Leadership opportunities for staff, pupils and parents
- Pupil Leadership (Senior Executive, Student Council, Digital Leaders, Library Ambassadors, My World of Work Ambassadors and a Saltire Awards Champion)
- Our Campus Health & Well Being Team's leadership of events and communications.

IDENTIFIED PRIORITIES FOR IMPROVEMENT:

- Improve consistency in approaches to self-evaluation at class, faculty and whole school levels including
  - increasing opportunities to involve all stakeholders in self-evaluation and school improvement
  - improving how we share feedback received and improvement actions taken (we asked… you said… we did).
- Further improve consistency of highest quality learning and teaching through a range of collegiate learning approaches including our cluster 3-18 Teacher Learning Communities.
- Develop and implement a Digital Learning strategy to include 'Bring Your Own Device'.
- Refresh, implement and evaluate the impact of our Career Long Professional Learning programme.
- To consult on, agree and 'bring to life' our 3-18 vision, values and aims.

'TAKING A CLOSER LOOK and SHARING OUR FINDINGS'

Evaluation of QI 1.3   Leadership of change

Sources of evidence/evaluation activities undertaken:

- Analysis of Insight data/SQA exams results/tracking data
- Faculty, Middle Management and Senior Leadership meetings
- Student Council meetings
- Parent Council meetings
- Outcomes from Tree of Knowledge sessions with parents
- School blog and forms
- Parental questionnaires
- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at Professional Review and Development meetings
- Learning walkthroughs led by an extended Senior Leadership
- Learning visits led by Faculty Leaders
- Peer-peer learning visits
- Leadership opportunities and increased uptake by staff at all levels
- The work of the Leadership Collegiate Improvement team
- Exit interviews with S6 pupils
- Range and frequency of wider opportunities for our young people (inc. additional curriculum support/revision sessions)
- Informal feedback from pupils

Overall evaluation of level of quality:

Developing a shared vision, values and aims relevant to the school and its community
All staff are committed to achieving the highest standards of attainment and achievement for all our young people. On Inservice days and at meetings we regularly reflect on our vision and values. All staff are aware of the social, economical and cultural context of our community. We share our Scottish Index of Multiple deprivation data, exam results data, and labour market intelligence. Wider consultation on our vision for our 3-18 school and curriculum is underway with staff and parents along with strategic planning for the 3-18 Senior Leadership Team.

All Senior leaders work closely with our Student and Parent Councils on strategic plans including recent consultation on restorative approaches and a punctuality policy. The Student Council has focussed on gathering pupil views. Two pupils represented Alford pupils at the Aberdeenshire Pupil Participation Forum.

Strategic planning for continuous improvement
School improvement takes place in the context of the school's values and vision. School improvement priorities are identified by considering their potential impact on raising attainment/improving outcomes for all learners and taking in to account our capacity to action the improvements. Whole school improvements are consulted on with staff, Student

Council and parents (via a 3-18 workshop led by Tree of Knowledge open to all parents). We have identified our key drivers and these are 'touchstones' for all Faculty plans.

Time for professional dialogue (inc. moderation), professional learning and self-evaluation is built into our working time agreement for secondary teachers with ring fenced time for 3-18 Alford staff to work together and also time for all Cluster school staff to work together, agreed at Cluster School Head Teacher Meetings.

Implementing improvement and change
All staff take responsibility for implementing change. We see staff taking action on feedback and developing courses in line with SQA requirements, Staff have an increased knowledge of benchmarks, informing learning, teaching and assessment in the Broad General Educations. There is an increased focus on analysing learner's progress and potential progress to better plan pathways for all learners. Collegiate Improvement Teams and focused Task Teams take forward improvement priorities. There is an increase in the number of staff at all levels leading whole school improvements.

Our community is encouraged to be innovative and creative, supported through additional resources e.g. apps, software, professional learning. We share practice at meetings at all levels across the school.
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Overall, the improvements worked on by the school are having a positive impact on outcomes for our young people.

Level of quality for this QI:	3 (Satisfactory)
	How Good Is Our School? Scale 1-6

LEARNING PROVISION	
How good is the quality of the care and education we offer?	

NIF Priority/Priorities:	All
NIF Drivers:	Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

OVERVIEW

Alford Academy offers a good quality of care and education.

Safeguarding and Child Protection

Our young people are safe, well cared for and enabled to attain their potential. Our staff are regularly kept up-to-date with safeguarding and child protection policy and procedures and follow them. Pupils in prefect roles are briefed on child protection procedures and all pupils know about child protection and wellbeing issues through aspects of the curriculum. Parents and partners with the school (including all our campus partners) have key contacts and we see procedures being followed as required. Our school ethos and culture is one which encourages pupils and parents to have their say. Through our positive relationships, pupils and parents trust staff and will talk to them when they need help. Concerns and complaints are dealt with sensitively and promptly.

Curriculum

Learners are at the heart of our curriculum design. Our curriculum is under on-going review and continues to evolve. It takes into account our local circumstances and National guidance including Developing the Young Workforce (DYW). We have an increased focus on skills development and increasingly work with partners, including neighbouring schools and local Further Education providers, to develop and deliver our curriculum. Our curriculum results in positive destinations for almost all our learners.

Learning, Teaching and Assessment

Almost all our young people behave very well and demonstrate a positive attitude to learning. Pupils who have barriers to learning are well supported through support teams monitoring their progress and staged interventions. We ring fenced time for professional dialogue with primary colleagues focusing on sharing practice on 'try-outs' of different strategies and 'learning tools'. We see a range of questioning skills across our school however explanations and instructions are very clear. There is innovative use of technologies in some of our faculties. Assessment and moderation is well embedded in the Senior Phase. All staff have spent time becoming familiar with new benchmarks in our Broad General Education and increased planning and moderation with primary colleagues, is emerging. Standardised data is included in our tracking processes however greater consistency is needed in the use of all tracking data to confirm next steps in learning. Across the school various tracking systems are in place at faculty level. All staff have been consulted on a bespoke tool to track progress in learning through the BGE, to improve consistency.

Personalised Support

Our young people are given dedicated time with a key adult to review their progress and discuss and agree next steps in learning.   This Mentoring for Effective Learning (MEL) period focuses on skills development, including reviews of learning, planning next steps/setting targets. Our Principal Teachers of Guidance also meet with pupils to discuss their well-being and progress. Depute Head House links review tracking data and target learners requiring intervention. We have strong partnerships with pupils, parents and partner agencies. Through working together we provide very good support for our young people.

Family Learning
Key staff work well with parents and carers to reduce potential barriers to engagement and are responsive to family circumstances. We have strong partnerships with agencies, working well together to ensure timely interventions. We are increasingly planning family learning opportunities with our Community Learning partners. Most parents/carers attend Parents' Evenings. We are proactively working with our Parent Council to plan how to better support parents to support their son/daughter. The launch of our new website and updates on our school blog and social media, have established more effective additional mechanisms for communications with parents and the wider community. Our Faculty Leaders requested an 'open evening' format to our S1 Parents Evening. This was received very positively and families were engaged in presentations about the community library and also ShowMyHomework.

Transitions
We have excellent pastoral transitions from our 13 Primary Schools to Secondary School. Progress in learning is shared through the Alford Portfolio (AP), a folder of best work along with P7 benchmarking data and pupil reports. We have worked with Primary colleagues to develop a version of our BGE tracking and monitoring tool which will better enable us to track and monitor our learners and help us to share information. Our cluster schools are planning together and further developing curriculum transitions to secure progress in learning for all our young people. We work with parents and other partners to support our pupils with stage to stage and post-school transitions and have changed the format of our curriculum evenings to include presentations from Further and Higher Education and employers. This change was very well received. Our young people are involved in work experience placements and those most at risk of not sustaining a positive destination post school, are supported through bespoke programmes of study.   We are actively improving our tracking and monitoring at all levels across the school to further support and challenge progress in learning and also inform curriculum planning.

Partnerships
We have developed a wide range of partnerships to support the work and life of our school. Our partners are firmly committed to improving outcomes for our learners and we see our young people securing employment/training/further education with some of our partners. We have a clear strategy to further increase our partnerships at Faculty and Whole School levels. We consistently involve our parent council in shaping policy and actively seek the views of parents and carers at events throughout the year. We are working on improving feedback on these views/actions.

KEY STRENGTHS:
Our positive relationships.
Our highest expectations for all learners.
Our young people and their positive attitudes to learning.

Senior leaders provide regular support and direction to staff with regards to safeguarding and child protection. Robust arrangements are in place.
Pupils in prefect roles are briefed on child protection and all our pupils
Our procedures for monitoring unexplained, regular or long term absences.
Our young people and their parents/carers are fully involved in decisions about how their needs will be met.
Our new campus and the opportunities it affords to further develop learning indoors and outdoors.
Our on-going focus on 'learning' and 'doing' and growth mindsets.
Class leaders sharing practice at Inservice Days, 'Lunch and Learns', team meetings.
Our evolving collegiate 'learning walk-throughs'.
Cross sector teams of staff learning together to improve pedagogy.
Our staff buddy model supporting the introduction of iPads to staff.
Staff, pupil and Parent Council sessions on restorative practice.
Pupils leading learning in and out with the classroom.
Our P7-S1 pastoral transitions.
The revised format to our curriculum evenings for parents.
Our Princes Trust Achieve programme
Our annual Career's Evening.
Our business engagement event for S4 pupils.
Our range of partners and their impact on improving outcomes for learners.
Our proactive Parent Council.

IDENTIFIED PRIORITIES FOR IMPROVEMENT

Plan curriculum content and structure collaboratively within school, across schools and with business partners, further and higher education to
- increase and improve progression through learning pathways
- increase vocational pathways
- plan improvements to skills development/ work relevant learning through the BGE.
Plan and Implement Learning for Sustainability strategy.
Plan together IDL, Skills for LL&W, whole school literacy initiatives, numeracy and health and wellbeing strategies.
Plan and implement strategies to support pupil career management and Career Education Standard 3-18 entitlements.

Improve our learning, teaching and assessment of learners' progress by
- refreshing our learning walkthroughs/class visits programme and supportive tools
- increasing parental engagement with a clear focus on supporting parents/carers to support learning
- improving the validity, reliability and moderation of assessment (focus in the BGE)
- further developing and implementing our strategic approach to learning conversations and impact of interventions
- researching and developing alternatives to reporting
Further development of universal support through 'Mentoring for Effective Learning' programme
- focus on skills development within MEL
- 1:1 mentoring programmes developed (peer-peer, internal and external mentors)

'TAKING A CLOSER LOOK and SHARING OUR FINDINGS'

QI 2.3   How good is our learning, teaching and assessment?

Sources of evidence/evaluation activities undertaken:

Learning walk through and visits.
Learning conversations with young people - class teachers, MEL tutors, Faculty Leaders, PTGs, PT ASL, SLT.
Collegiate professional dialogue focused on pedagogy (3-18 Tapestry programme).
Parent questionnaire feedback.
Faculty, Middle Management and Senior Leadership meetings – Sharing Practice
Inservice Day programmes
Cluster Head Teacher meetings
Tapestry 'Leading Learning, Improving pedagogy' programme
School improvement plans
Professional Review and Development meetings
School blog and forms
Insight data

Overall evaluation of level of quality:

Almost all our young people behave very well and demonstrate a positive attitude to learning. This is underpinned by our positive relationships and very strong work ethic across the school. Pupils who have barriers to learning are well supported through support teams monitoring and the staged interventions.   We have an on-going focus on building resilience through 'growth mindset' displays, assemblies and Tree of Knowledge workshops.   Many pupils are keen to contribute to the life of the school and wider community, taking on a range of leadership roles. In particular our S6 pupil team engage positively with leadership opportunities including opportunities to buddy, participate in committees and plan/help at events.

Our focus during our 3-18 collegiate times has been on 'Leading learning, improving pedagogy', providing time for teachers to learn about and feedback on teaching and learning approaches. In the majority of lessons, teachers share learning intentions and success criteria with pupils. Most teachers provide pupils with regular feedback on what they need to do to progress and increasingly our learners can talk about their next steps in learning. Explanations and instructions are clear and a range of skills in questioning is evident across our school. The effective use of i-pads and cooperative learning is evident in some faculties. There is evidence of improved communications with pupils and parents about home learning through the introduction of ShowMyHomework.

In all our faculties, subject leads and teams plan and assess learning. Assessment and moderation is well embedded in the Senior Phase. All staff are becoming familiar with new benchmarks in our Broad General Education and are becoming more confident in their judgements. Some faculties are working with Primary School colleagues to plan/moderate learning and assessment.

A range of mechanisms are used by teachers to track learner's achievement across all curricular areas, assessing whether learners are making progress and providing appropriate support and challenge. Standardised data is included in our tracking processes however greater consistency is needed in the use of all tracking data to confirm next steps in learning. All staff have been consulted on a bespoke tool to track progress in learning through the BGE, with a view to phased implementation in session 2017-2018.

Level of quality for this QI:	3 (Satisfactory)
	How Good Is Our School? Scale 1-6

SUCCESSES AND ACHIEVEMENTS

How good are we at improving outcomes for all our learners?

NIF Priority/Priorities:	All
NIF Drivers:	Assessment of children's progress, School improvement, Performance information

OVERVIEW

Alford Academy has very good outcomes for all our learners.

Alford Academy is an inclusive school where our young people are listened to and cared about. We have a strong sense of community, with strong values of respect, trust and hard work. Relationships across our school community are very positive and supportive. The principles of GIRFEC, wellbeing, inclusion and equality are embedded in our ethos. Staff are increasingly knowledgeable about the United Nations Convention on the Rights of the Child. We are improving how we track the progress in learning of groups of pupils likely to be facing challenges to better inform how we support individual pupils. We are actively taking steps to understand, value and celebrate the diversity within and beyond our community through our curriculum and the work of pupil groups. Across our cluster schools we have identified the need to focus on the mental health of our young people and together are using our Pupil Equity Funding to deliver inserts to children, young people, parents and staff.

We have raised attainment over time in most stages and levels. Almost all our learners move on to positive destinations.

Over the past three years performance in literacy and numeracy remains strong in S4 at level 4 however performance has decreased at level 5.

S4 pupil attainment is variable with performance in the highest 20% and middle 60% almost in line with our virtual school data (i.e. data for similar young people with similar needs and backgrounds) and performance in the lowest 20% is lower than our virtual school data. Attainment at S5 and S6 stages for all measures is better than our virtual school data.

The percentage of our young people leaving school and in a positive destination has decreased this year. S4 and S5 leavers are generally in line with the virtual school comparator however S6 leavers are lower that the virtual school comparator
Our leavers in the least deprived areas are attaining less well than Nationally however leavers in our more deprived deciles, are attaining in line with or above the National trend.

Further to a recent focus on higher order thinking skills, there is increased evidence of teachers developing opportunities for developing creativity skills throughout our curriculum. Learning about and with digital technologies is a strength of the school. The development of digital skills is underpinned by computer science and our young people are enabled and have opportunities to be creative and further develop their own expertise and the expertise of other learners. Our increasing use of Glow and mobile technologies has increased

collaborative opportunities to further develop partnerships in learning. Through strong partnerships across our community, work experience placements are tailored to our young people's interests and aspirations. We are working together with former pupils, parents/carers, employers, colleges and universities to deliver careers education and make use of digital and on-line resources to enable our young people to make informed choices about their future learning pathway. S3 pupils develop employability skills through a wider achievement period.

KEY STRENGTHS:
- Our pen portraits and their use by all teaching staff.
- How well we listen to our young people and their parents and discuss and plan with them to improve their wellbeing and future
- Strong attainment in literacy and numeracy at National 4 level.
- Attainment in most measures has increased over time and is strong.
- Wider achievements including Duke of Edinburgh awards, participation in sport at National and International levels, in performing arts and volunteering.
- Positive destinations of learners.
- Vulnerable learners/those at risk of disengaging have varied individual programmes
- Dynamic Youth Awards delivered in partnership with Community learning and Development and Aberdeenshire's Employment Support Team.
- Increasing uptake and completion of Open University Young Applicants in Schools Scheme.
- Learners' achievements in and out of school are recognised regularly at our annual Awards Ceremony, Recognising Achievement House assemblies, year assemblies, and shared externally at our annual Awards Ceremony, through blog posts, newsletters and press articles.

IDENTIFIED PRIORITIES FOR IMPROVEMENT

Implement, monitor and evaluate restorative practice approaches.
Plan programme of professional learning to revisit GIRFEC/SHANARRI and focus on support needs of current learners
Continue Rights Respecting School development for accreditation of the Silver Award
Audit, review and develop how we promote equality and celebrate diversity.
Establish Health & Wellbeing strategy and team of young leaders
Develop and pilot opportunities for Family Learning with an initial focus on
Develop and implement a Tracking and Monitoring Strategy
Implement and evaluate digital tracking solution (LEAPs(BGE tracking tool))
All staff Improve how well they scrutinise and use evidence to track and measure progress at all levels, at key transition stages and trends over time
Audit and evaluate wider achievement opportunities/uptake and how they develop specific skills and the four capacities and equity in terms of how open they are to all learners with regards to gender, ability, age, proximity to school.

'*TAKING A CLOSER LOOK and SHARING OUR FINDINGS*'

QI 3.1   How well do we ensure wellbeing, equity and inclusion?

Sources of evidence/evaluation activities undertaken:

Positive behaviour by almost all pupils evident in and around school/community.
Restorative practice – analysis of referrals.
Analysis of attendance, exclusions and lateness data with regards to SIMD, LAC, FSMs.
Feedback from pupils – health & well-being audit
Feedback from parents and agencies we work gathered via formal and informal consultations.
School being awarded the RRS status – "Recognition of Commitment"
Attainment by learners in our lowest SIMD deciles.
Scrutiny/analysis of Child Protection procedures
Scrutiny/analysis of concerns and complaints procedures.
Compliments information.
Standardised benchmarking predictions and SQA results
Faculty Self Evaluations
Learning conversations with pupils
Tracking and monitoring records
Pupil reports
Faculty, Middle Management and Senior Leadership meetings
Pupil led Interhouse achievement records.
Awards and Leavers Ceremonies

Overall evaluation of level of quality:

Relationships across our school community are very positive. All staff have a commitment to GIRFEC and are committed to our work towards the next level of Rights Respecting School. All staff are proactive in promoting our positive, inclusive ethos and are sensitive and responsive to the well-being of all across our community. Wellbeing Indicators are regularly shared with all staff and used consistently by our support team. All staff are able to access information about our pupils through pen portraits and updates are shared at weekly staff briefings and whole staff meetings and most staff use this information to inform teaching and learning. Pupils are comfortable talking to staff about any issues and are actively involved in discussion and decisions which may affect them. The school works with a range of other professionals to best meet the needs of our young people, when required.

Staff follow statutory guidelines. We focus on Equality and update staff on the requirements of the Equality Act and raise awareness of protected characteristics. Similarly we ensure we meet the requirements of the Data Protection Act. All staff undertake on-line training and refreshes on Equalities and Data Protection. We regularly review our procedures and focus on supporting our young people to be in school and to be in class. Individualised packages to support those young people who have significant

barriers to learning/support needs, are planned in consultation with the young person, parent/carer and other professionals as appropriate.

We are actively taking steps to understand, value and celebrate the diversity within and beyond our community through our curriculum. We have established a LGBT (Lesbian Gay Bisexual Transgender) group who with support from staff, are working towards developing staff and pupil understanding of the LGBT community. We have increased our focus on tracking progress in learning of groups of learners and improved interventions for individuals. Our Pupil Equity Funding is being used to improve wellbeing with a particular focus across our cluster schools on building resilience in our children and young people.

Level of quality for this QI:	4 (Good)
	How Good Is Our School? Scale 1-6

'TAKING A CLOSER LOOK and SHARING OUR FINDINGS'

QI 3.2   How well do we raise attainment and achievement?

Sources of evidence/evaluation activities undertaken:

Standardised benchmarking predictions and SQA results
Analysis of INSIGHT data
Faculty Self Evaluations
Learning conversations with pupils
Tracking and monitoring records
Our data capture of wider achievements
Faculty, Middle Management and Senior Leadership meetings
Pupil led Interhouse achievement records.
Awards and Leavers Ceremonies
Faculty attainment reviews
Whole School Attainment reviews
Skills Development Scotland partnership data sharing

Overall evaluation of level of quality:

By the end of S3 48% of learners are working at CFE Level 4 for Literacy and 58% of learners are working at CFE Level 4 for Numeracy. Over the past three years performance in literacy and numeracy remains strong in S4 at level 4 however performance at level 5 at S4 stage.

In the National Benchmarking Measure: Improving Attainment for All, our S4 pupils attainment is variable with performance in the highest 20% and middle 60% almost in line with our virtual school data (i.e. data for similar young people with similar needs and backgrounds) and performance in the lowest 20% is lower than our virtual school data. Attainment at S5 and S6 stages for all measures is better than our virtual school data.

The percentage of our young people leaving school and in a positive destinations has decreased this year. S4 and S5 leavers are generally in line with virtual school comparator however S6 leavers are significantly lower that the virtual school comparator (those attending Higher Education has decreased and the percentage of leavers unemployed, has increased). Notably the percentage of leavers leaving for employment to attend Higher Education tends to be higher than the virtual comparator whereas the percentage of leavers leaving to attend Further Education at all stages, is significantly lower than the Virtual school comparator.

Our leavers in the least deprived areas are attaining less well than Nationally however leavers in our more deprived deciles, are attaining in line with or above the National trend.

A wide range of clubs and activities are on offer to our pupils to help them gain confidence and develop new skills. These include sports, music, drama, geology, sustainability and philanthropy. We are increasing accreditation of wider achievement programmes. Duke of Edinburgh awards (12 Bronze awards, 2 Silver awards and 3 Gold awards). We work with our partner's in Community Learning and Development to support our young people to achieve Dynamic Youth Awards through to Gold level. Our pupils take part in a range of competitions and are very proud of their school. When out and about we receive positive

comments about how well they contribute to activities. Individually and in teams, they achieve success in local and national competitions.

We are beginning to deliver accreditation through leadership awards. S5 and S6 pupils are keen to take on responsibility in the school as prefects, senior and head prefects, house captains and ambassador roles.

Our curriculum continues to evolve.   There is increased specialisation as pupils' progress through the Broad General Education. In S3 pupils continue with a broad curriculum however they have the opportunity to study subjects in more depth. We work with other schools and further education to offer a range of pathways for young people including Rural Skills, modern apprenticeships, construction and hospitality.

Level of quality for this QI:	4 (Good)
	How Good Is Our School? Scale 1-6

What is our capacity for improvement?

Our overall capacity for improvement is very good. This is based on the following factors:-

- Our ethos
- Our highest aspirations for all
- Highest levels of commitment by almost all staff
- Our positive relationships and partnerships with young people, our parent forum and wider community
- Our progress in raising attainment
- Positive feedback about the school from learners, parents and visitors to the school
- Positive feedback from activity leaders and members of the public, when learners out of school at competitions, events and activities

Alford Academy's key drivers for change are:-

- **Leadership and school improvement**
To develop our 3-18 inclusive, healthy and ambitious community through further development of leadership at all levels.

- **Teacher Professionalism**
Support teacher professionalism to deliver consistent highest quality teaching, learning and assessment of learner's progress.

- **Learning power – the very best learners**
To support and enable our young people to be the very best learners with a particular focus on their health & wellbeing, equality and inclusion, our partnerships with parents/carers and family learning.

- **Curriculum**
To review and improve our curriculum, increasing achievement pathways through innovative partnerships and equipping all children and young with the skills required for their next phase of learning.

These drivers are in line with the National Improvement Framework and Aberdeenshire Education and Children's Services priorities for improvement.

RECORD OF UPDATING THIS SQuIP

Date	Amendment made	By who	Comment

APPENDICES

ALFORD ACADEMY IMPROVEMENT PLAN 2017-2018
OVERVIEW

School Key Driver	School Priority	Link to HGIOS 4 Q.I	Link to NIF Key Driver	Link to NIF priority	SLT Lead
The very best Leadership and School Improvement	1. Improve robustness and consistency of approaches to self-evaluation at class, faculty and whole school levels.	QI 1.1 Self Evaluation for Self-Improvement	School leadership Teacher professionalism Assessment of children's progress School improvement Parental engagement Performance information	Improvement in attainment Closing the gap	Head Teacher
	2. Consult on and 'bring to life' school vision and values	QI 1.3 Leadership of Change	School leadership School improvement Parental engagement	Improvement in attainment Closing the gap Positive school leaver destinations	
The very best Teachers	3. Improve consistency of highest quality learning, teaching and assessment. Focus on - feedback/learning conversations - differentiation - learning walkthroughs/visits - moderation (in BGE) - alternatives to reporting - supporting parents/carers to support learning	QI 2.3 Learning, teaching and assessment	School leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental engagement	Improvement in attainment Closing the Gap	DHT (Learning, Teaching and Assessment)
	4. Digital Learning Strategy developed and implemented (including BYOD)	QI 2.3 Learning, teaching and assessment	School leadership Teacher Professionalism		
	5. Refresh, implement and evaluate the impact of our CLPL programme.	QI 1.2 Leadership of Learning	Teacher Professionalism School Improvement	Improvement in attainment Closing the Gap Young people's health and wellbeing	

School Key Driver	School Priority	Link to HGIOS 4 Q.I	Link to NIF Key Driver	Link to NIF priority	SLT Lead
The very best Curriculum	6. Plan together within school, across schools and out with schools to develop our curriculum structure to enable IDL, improve partnership delivery and increase work based learning and achievement pathways. (DYW)	QI 2.2 Curriculum QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships	School leadership Teacher Professionalism School Improvement	Improvement in attainment Closing the Gap Young people's health and wellbeing Positive destinations	DHT (Curriculum)
	7. Develop curriculum content through - Implementing Learning for Sustainability strategy. - Whole school literacy, cluster numeracy and health and wellbeing strategies - Delivering the Career Education Standard (3-18) - Developing MEL - skills development		School leadership Teacher Professionalism School Improvement Parental engagement		
Our Young People – The Very Best Learners	8. Implement, monitor and evaluate restorative practice approaches.	3.1 Ensuring Wellbeing, Equality and Inclusion 1.3 Leadership of Change	School leadership Teacher Professionalism School Improvement	Young people's health and wellbeing Improvement in attainment Closing the gap Positive destinations	DHT(Wellbeing, Equality and Inclusion)
	9. Rights Respecting School development and achievement of Level 1 Award		School Leadership		
	10. Review and further develop how we promote equality and celebrate diversity.	3.1 Ensuring Wellbeing, Equality and Inclusion	School leadership Teacher Professionalism School Improvement		
	11. Establish team to plan and deliver increased and high profile Health & Well Being events for pupils.		School leadership School improvement		
	12/ Implement 1:1 mentoring programme	2.4 Personalised Support	School leadership Assessment of children's progress		
	13. Develop and pilot opportunities for Family Learning	2.5 Family Learning	Parental engagement		
Teacher Professional	Our Young People -	14. Develop and implement a Tracking and Monitoring Strategy Implementation of LEAPS (BGE tracking tool) Evaluate how wider achievement opportunities develop specific skills and how open they are to all learners.	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Assessment of Children's Progress School Improvement Performance Information Parental engagement	Improvement in attainment Closing the Gap	DHT (Learning, Teaching and Assessment)/ Head Teacher

LEADERSHIP AND MANAGEMENT
How good is our leadership and approach to improvement?
In relation to the identified priorities for improvement, the following action plan is confirmed:-

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
Improvement Priority 1 (IP 1) **QI 1.1 Self Evaluation for Self Improvement** **SLT Lead – Head Teacher/DHT (Learning, Teaching and Assessment)**			
Improve robustness and consistency of approaches to self-evaluation at class, faculty and whole school levels :-			
All meetings to begin with a review of improvement priorities. Focus on challenge questions at every meeting at all levels.	All staff have increased awareness of progress and impact of improvements.	Meeting agendas, minutes and feedback from staff.	Throughout session
Implement, support and evaluate new Faculty SQuIP	Robust self-evaluation better identifies improvements in turn raising attainment	DHT Faculty links will quality assure faulty SQuIPs and support Faculty PTs	Jun 2018
Revisit calendar of quality improvement activities.	Increased clarity of expected impact of activities and improved consistency in practice	Feedback from Faculty and class leaders. Evidence of consistency across school.	Dec 2017 Jun 2018
Increase opportunities for collaborative self-evaluation activities (inc. Faculty Reviews) in and out with school.	Robust self-evaluation better identifies improvements in turn raising attainment	Evidence in agendas and minutes of meetings.	Throughout session

Further increase participation in school improvement at all levels through pupil/ staff/ parent/ community /partners 'voice'.
  - use HMIE questionnaires with all stakeholders (in a range of formats)
 	
  - feedback ' you said… we did' on boards, screens, website
	Increase feedback from learners, staff, parents and other partners. Increasingly stakeholders feel more involved and valued. Increase in communication/feedback to all stakeholders. Increasingly pupils, parents, staff and partners, feel their views are valued.	From questionnaires/conversations. Evidence of you said… we did in every classroom, faculty and at whole school level.	Throughout session

Establish a Whole School Quality Improvement Team.	Robust self-evaluation better identifies improvements in turn raising attainment	Quality Improvement Team established and meets to analyse data – improvements identified and shared.	Nov 2017

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
Q I 1.2 Leadership of Learning **SLT Lead –DHT (Learning, Teaching and Assessment)**			
Further improve consistency of highest quality learning and teaching through a range of collegiate learning approaches including our Cluster Teacher Learning Communities focus on - feedback on/moderation of learning - differentiation	Increased professional dialogue, improved understanding of standards, improved practice. Learners have improved understanding of their progress in learning. Improved practice – meeting learners needs.	Feedback from twilight sessions. Evidence from learning walkthroughs and visits. Feedback from learners – focus groups.	Oct 2017 through to May 2018
Digital Learning strategy developed and implementation started.	In some of our learning spaces, learners have increased choice of technologies to enhance their learning.	Digital Learning strategy created. Programme of CLPL delivered. Implementation of BYOD started.	Sept 2017 through to Jun 2018
Refresh, implement and evaluate the impact of our CLPL programme. Increased focus of professional learning on ICT/Digital learning strategy (inc, 360 safe in preparation for 'Bring Your own Device').	Increased engagement with in-house CLPL. Some staff plan and evaluate BYOD in lessons.	CLPL programme planned and delivered. CLPL programme evaluated.	Sept 2017 Apr 2018
QI 1.3 Leadership of Change **SLT Lead – Head Teacher**			
Consult on and develop our shared 3-18 vision and values with all stakeholders - Pupils during PSE/MEL inserts - Staff during whole staff meetings - Parents at 3-18 sub group and full Parent Council Meetings, planned Parent Forum workshops - Wider community inc. Partners, at school events and at their own internal meetings	All stakeholders have the opportunity to consider and contribute to discussions about ' What matters most' in our school community. Vision and values shared with all. Our young people understand what values are and are aware of our vision for them.	Vision and values statements. Consultation evidence. Minutes of meetings. Conversations with pupils evidence their understanding of the importance of our new vision and refreshed values.	Aug 17 through to Dec 2017
'Bring to life' our shared 3-18 vision and values through artwork and laminates, an ongoing focus on related behaviours	Visual displays of vision and values raise awareness on a daily basis. Vision and values become embedded in daily practice.	Values are 'visible' throughout our campus. Evaluation - pupil focus groups.	Mar 2018 June 2018

LEARNING PROVISION
How good is the quality of the care and education we offer?

In relation to the identified priorities for improvement, the following action plan is confirmed:-

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
QI 2.2 Curriculum **SLT Lead – DHT(Curriculum)**			
Review Curriculum Rationale 3 to 18 curriculum drivers and priorities identified.	3-18 curriculum drivers and rationale reflect our vision and values.	Evidence of drivers and rationale shaping future curriculum improvements.	May 2018
Review Curriculum Structure - BGE (to enable IDL) - Senior Phase (increase pathways/awards(in particular vocational pathways, accreditation of wider achievements and improve partnership delivery)	BGE structure supports richer learning experiences, connections in learning and application of higher order thinking skills. Increased achievement pathways planned for 2018/19. Increase in learner positive destinations. Improved preparation for future learning, work, life. Increased participation in achievement awards (inc. through recruitment of Saltire Awards champion).	BGE Curriculum Map Evaluation of CFE events/activities. Pupil uptake of college/hub/school courses. Insight data. Range of positive destinations. Number of learners achieving Saltire Awards.	June 2018 June 2018
Develop Curriculum Content Implement Learning for Sustainability strategy. Plan together IDL, Skills for LL&W, whole school literacy initiatives, numeracy and health and wellbeing strategies	Close gaps identified in sustainability audit. Increased opportunities for pupil Global Citizenship group to develop leadership skills through work with faculties and whole school events. Analysis of benchmark data. Targeted individual and group intervention strategies identified and implemented.	Review of audit. Evidence of events and inserts. BGE data and Insight data. Evaluation of interventions.	May 2018 May 2018

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
QI 2.2 Curriculum continued **SLT Lead – DHT(Curriculum)**			
Develop Curriculum Content (cont.)	Identify best practice in IDL and plan CFE events/activities to enrich learning experiences	Programme and evaluation of events.	May 2018
Deliver Career Education Standard (3-18) - Teacher CLPL	Additional pupil leadership development through MWOW Ambassador School and pupils lead activities school wide. Teachers have increased knowledge and work alongside careers service staff to better support pupil career management and aspirations.	Pupil leaders recruited and trained. Pupil MWOW logs show planning and evaluation. Staff feedback.	May 2018
- Review and Refresh Career Education Content	New programme implemented through an integrated PSE, MEL and DYW approach increasing pupil s awareness of CES 3-18 entitlements.	Pupil CES 3-18 Entitlement cards completed and monitored. Course evaluations.	Mar –Apr 2018
Increase work relevant learning with a focus on , employability(inc. accreditation of employability skills, creativity, digital literacy and skills development) and capture in Pupil Profiles	Focus on BGE and development of wider achievement opportunities inc. CFE events/activities. Improve S3 learner profiles.	Pupil and staff evaluations of events. Monitor quality of S3 profiles.	Jan-Jun 2018
Increase Collaboration Further develop partnerships and collaborative planning with pupils, staff, parents, other schools, FE/HE and businesses/organisations. - establish consortia arrangements with neighbouring schools	Increased Senior Phase achievement pathways planned for session 2018/19 (inc. distance leaning models)	Uptake of course options.	Dec 2017-Feb 2018
- develop 'flagship partnership' with one or more businesses	Partnership 'agreement' in place and engagement ion life and work of school established,	Feedback from pupils, staff and partners.	May 2018
- further develop innovative partnerships to enhance learning across the school	Each faculty has increased input from partners.	Inserts evaluated.	Oct 2017 – May 2018

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
QI 2.3 Learning, teaching and assessment **SLT Lead: DHT (Learning, Teaching and Assessment)**			
Further improve our learning, teaching and assessment of learner' progress by refreshing our learning walkthroughs/class visits programme and supportive tools	Strategy for visits planned. New feedback form developed. Improved feedback leading to improved focus for improvements.	Quality of feedback from programme of visits. Staff evaluations. Pupil evaluations.	Oct 2017 – Mar 2018
- increasing parental engagement with a clear focus on supporting parents/carers to support learning	Programme of events planned in consultation with parents, staff and pupils. Events delivered by range of staff, pupils and partners.	Programme evaluations. Attainment and achievement data. Parental engagement data.	Oct 2017 – Mar 2018
- improving the validity, reliability and moderation of assessment (particularly in the BGE)	Increased staff knowledge and confidence through CLPL events at cluster level. Faculty leaders implement moderation activities at Faculty level and begin cluster moderation activities.	Evidence of conversations and planning. Evaluation of Cluster Learning and Teaching CLPL workshops,	Nov 2017 – Jun 2018
- further developing and implementing our strategic approach to learning conversations and impact of interventions	Tracking and monitoring policy includes good practice in learning conversations, Further development of Senior Phase PAL. Embedded in tracking conversations at all levels across the school	Feedback from pupils. Sampling of PALs.	Nov 2017 – May 2018
- researching and developing alternatives to reporting	Research of current practice in other schools shared. Strategic plan started.	Strategy planned.	May 2018
QI 2.4 Personalised Support **SLT Leads: DHT(Learning,Teaching and Assessment)/DHT(Wellbeing, Equality and Inclusion)**			
Further development of universal support through 'Mentoring for Effective Learning' programme. - focus on skills development within MEL	Structure of differentiated MEL programme reviewed and redeveloped.	Course outline. Skills tracking.	Dec 2017
- 1:1 mentoring programmes developed (peer-peer, internal and external mentors)	Strategy developed and implementation piloted. Pupils meet with mentors at regular intervals and are better supported and challenged to meet their potential.	Feedback from mentors and pupils. Attainment data (Inc. increase in positive destinations)	Feb 2017

SUCCESSES AND ACHIEVEMENTS
How good are we at improving outcomes for all our learners?

In relation to the identified priorities for improvement, the following action plan is confirmed:-

Action Plan Action(s) to be taken	Expected Outcomes/ Impact on Learners.	How will impact be identified/ measured?	Timeline
Q I 3.1 Improving Wellbeing, Equality and Inclusion **SLT Lead – DHT (Wellbeing, Equality and Inclusion)**			
Implement, monitor and evaluate restorative practice approaches. - launch policy and procedures to pupils, staff and parents/carers	Restorative policy implemented. And consistency of application monitored. Positive impact on attendance, engagement in lessons, low level disruption and relationships between pupils, their families and members of staff.	Evaluation of restorative conversations/intervention strategies, Attendance and exclusions data. Feedback from staff and pupils on engagement in lessons. Review of meetings with parents.	Aug 2017-Mar 2018
- communication mechanism for on-going feedback from staff, pupils and parents established	On-going and focused feedback on policy implementation.	Analysis of feedback,	Feb–May 2018
- revisit and update Anti-Bullying policy and procedures	Policy revisited and updated. Launched to pupils, parents and staff.	Review of number and nature of bullying incidents and actions taken.	Jan-Apr 2018
- develop, promote and embed MVP programme	Improved behaviours and relationships. Increased leadership development of senior pupils.	Evaluation of programme. Analysis of incidents.	June 2018
Plan programme of professional learning to revisit GIRFEC/SHANARRI and focus on support needs of current learners - Programme of learning lunches/twilight sessions to be planned to support staff to meet all learners' needs in the classroom. Focus on Dyslexia, Autism and ADHD	All staff, pupils and parents have increased knowledge of wellbeing indicators. Staff have increased knowledge of aspects of ASN and deploy strategies to better meet needs of learners.	Sampling of staff, pupil and parent views. Staff evaluations of CLPL workshops. Feedback from learners. Learning visits.	Aug 2017-June 2018
- Supporting Young People newsletter/tip of the week/support page to be produced		Staff and pupil evaluations.	

- Classroom posters to be produced to support the embedding of Wellbeing Indicators in life of the school	Staff have increased knowledge and use strategies to support young people in and outwith classes.		Aug 2017-June 2018
Continue Rights Respecting School development for accreditation of Silver Award - Pupil Task Group with staff mentors to be reconvened - Revisit requirements of the Silver Award and familiarisation of staff, pupils and wider community	Our school community has a shared understanding of children's rights and this ethos is embedded within the school community	Evidence of consistency across the school Outcomes achieved on path towards the Silver RRSA Award	Nov 2017 – May 2018
Audit, review and develop how we promote equality and celebrate diversity. Pupil Task Group with staff mentor to be established - Assembly inserts to be planned and delivered by group promoting equality, eliminate discrimination and celebrating diversity - Diversity Day Activities planned for and delivered on 21 May 2018 - Further develop work of LGBT+ group supported through CLPL for staff team	Our school community has a shared understanding of Diversity and Equality and promote this in the day to day life of the school Consistent positive relationships across our school community. Our staff have an increased knowledge of the LGBT+ community	Evaluation of events Monitoring data of equality related incidents. Strategy in place. Staff engagement with CLPL opportunities.	Dec 2017 Aug 2017 – Jun 2018 May 2018 Nov 2017 – Mar 2018
Establish team to plan whole school Health & Wellbeing strategy - Establish local partnership group (like mini-GIRFEC Group) which uses local intelligence to meet the wellbeing needs of the local community - Pupil Task Group with staff mentor (PT HWB) to be established to plan and evaluate events, activities and information for pupils. - Calendar of events to be planned in conjunction with canteen staff to promote healthy eating	Liaison in place and needs of local Community identified. Events planned to support all ages and positive impact on identified priorities. Improved awareness of and engagement with Health & Well Being events for pupils, staff and parents. Increased information shared. Collaborative planning and delivery of themed events . Increased curriculum connections and number of events.	Attendance at events Evaluation of events Increase number of events. Increase participation in activities and events Evaluation of events Reduction in absence from school and class	Nov 2017 – Mar 2017 Nov 2017 - Jun 2018

- Calendar of events to be planned in conjunction with HWB Leaders to promote physical activity and mental wellbeing opportunities	Increased awareness and engagement with healthy eating. All pupils becoming more aware of importance of positive physical wellbeing. New		
Develop and pilot opportunities for Family Learning with an initial focus on wellbeing and literacy	Increased engagement and dialogue with parents to encourage collaborative learning with their child	Feedback from parents Feedback from pupils	Nov 2017 - June 2018
QI 3.2 Raising attainment and achievement **SLT Leads: J Holt, S Gardner**			
To develop robust tracking systems together with effective interventions at all levels for all pupils including at key transition stages.			
- Develop and implement a Tracking and Monitoring Strategy	Improved focus on all learner at all levels across the school. Timely interventions lead to raised attainment.	Policy and procedures. Evidence of interventions at all levels. Attainment and achievement data.	
- Implementation and on-going evaluation of LEAPs(BGE tracking tool)	Phased implementation across the school leads to consistency in	Evaluation of new tracking tool.	Oct 2017 – Jun 2018
- Further development of Senior Phase Tracking	Improved data analysis at key tracking periods leads to well informed learning conversations with all learners.	Summary data. Evidence of interventions. Attainment data.	Oct 2017 – Apr 2018
- Audit and evaluate how wider achievement opportunities develop specific skills and the four capacities and equity in terms of how open they are to all learners with regards to gender, ability, age, proximity to school	Data entered via LEAPs tool. Strategy in place for audit of achievements. Trends and improvements identified. Opportunities identified for learners and increased participation expected.	LEAPs database. Strategy for and audit of wider achievements. Evidence of increased participation – case studies.	Jan 2018 – Jun 2018