



**STANDARDS & QUALITY REPORT
AND
IMPROVEMENT PLAN**

FOR

ALFORD ACADEMY



LAST UPDATED: November 2018

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 (2018-2021):

- To develop our inclusive, healthy and ambitious community through further development of leadership/capacity building at all levels.
- To deliver consistently highest 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. When work is undertaken on each of the improvements identified, we aim to maximise opportunities for working and learning with Cluster Primaries and Campus colleagues.

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:-
Honesty, Hard Work, Ambition, Respect, Kindness

Our Aims

• Attainment and Achievement

To raise attainment and wider achievements for all our pupils, especially through the skills of literacy, numeracy, health and well-being, digital literacy and working with others.

• Learning, Teaching and Assessment

To promote the highest quality learning experiences for pupils by investing in professional learning to create knowledgeable and skilled teachers capable of getting it right for every young person, 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. Because of the school's rising roll, in session 2018-2019 a fourth Guidance House will be established.

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 49.4 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 and actively engaging in consultation about values and school improvement.

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

Our '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, Westhill Academy,
 The Gordon Schools
 SPE International (Society of Petroleum Engineers)
 Cairngorms National Park
 Local businesses
 GREC
 Bibby Offshore
 Grampian Transport Museum
 Scottish Sculpture Workshop

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 655 pupils in September 2018. 40 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 1,2,3 and 4 and the majority of our pupils (88%) are in least deprived deciles 8, 9 and 10. Details are as follows:-

Deciles 1,2,3,4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
0.0%	8.2%	3.7%	<1%	41.7%	26.9%	19.3%

Detail and Allocation of Pupil Equity Funding

Through our discussions at school and cluster levels we agreed to focus our additional funding on improving resilience and developing positive mental health in all our children and young people. Throughout session 2017/18 we have planned and implemented new curriculum inserts and workshops as follows

- S1 pupils - Mentoring for Violence Prevention (a programme which focusses on 'bystanding' and was led and delivered by senior pupils)
- S1-S3 pupils - Mental health workshops delivered by Grampian Mental Health associates.

- Senior Phase students - workshops delivered by Andy Cope, 'The Art of Brilliance' focussing on positive psychology.
- All pupils – motivational workshops delivered by Tree of Knowledge focussing on 'can do' attitudes.

We upskilled almost all staff across our cluster schools(teaching and non-teaching) through a presentation and workshop delivered by Andy Cope, focusing on 'The Art of Brilliance' and cultivating a 'can do' attitude.

We also allocated time to developing literacy resources to be used in Faculties i.e. a toolkit of strategies. These have been shared with Faculties and a strategy developed for their use in session 2018-2019.

In partnership with the library we focussed on engaging learners in reading through a project involving a graphic artist and the purchase of a range of graphic novels.

We developed a new partnership with the Scottish Sculpture Workshop which supported two of our young people by developing their personal skills, building confidence and self-esteem and developing traditional craft skills.

We focussed on helping our young people to consider pathways beyond school at local colleges (SRUC and NESCOL) and recognise the accessibility to these from our rural catchment area.

Factors affecting our progress

Alford Academy continues to go through a period of significant change. Our new campus development, senior phase curriculum changes, significant staff changes and a rising school role, are challenges and opportunities we continue to work through. Our school role has risen from 595 to 655 since moving into the new campus in 2015, in turn necessitating the creation of a fourth guidance house for session 2018-19, significant strategic planning of our curriculum and staffing allocation and recruitment of additional staffing.

Our staffing profile has significantly changed over the past 3 years with a change to over 61% of our staff. 31 full time staff (from an average 49 FTE) have moved on from Alford Academy, relocating, changing career pathway, 7 have retired, 3 were promoted out with school and a further 5 have been promoted internally. Almost all posts have been filled.

Over the past two years a transition to an innovative 3-18 school Senior Leadership Team structure for the campus, was being developed (led by the Academy Head Teacher) This work stream came to a halt in February 2018. During session 2017-18, a full - time permanent DHT post, filled on a temporary basis for over a year, was recruited for in May. These factors and associated work have affected the strategic leadership capacity to progress some improvement priorities as we had planned.

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 young people.
- Our positive inclusive school ethos, working together in a climate of mutual respect and ambition for every individual. We know our pupils.
- Our attainment and celebration of our pupils' wider achievements.
- Our quality of support provided. Staff, pupils and parents work well 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, neighbouring schools and further and higher education, to support learning, the wider life of the school and to plan and deliver our curriculum offered to young people.
- The many and varied opportunities for staff and pupil leadership
- Our innovative learning in, through and about technologies.

Our Improvements and Successes Last Session

- Our continued focus on data analysis and the impact of improvement priorities and interventions at Faculty and classroom levels.
- Our extensive consultation on 'What matters most?' leading to a refresh of our school values
- Increased professional dialogue focussing on teaching, learning, assessment and moderation through establishment of our 3-18 Cluster Teacher Learning Communities.
- Our Campus Staff Health & Well-Being team and Well-being week events.
- Implementation of Pupil Punctuality Policy and reduction in pupil lateness for classes.
- Implementation and evaluation of our Restorative approaches to behaviour management.
- Improvements to our Mentoring for Effective Learning (MEL) programme and curriculum planning.
- Staff engagement with the 3-18 Career Education Standard.

- Our increased partnership working with local colleges, planning our curriculum and providing information sessions to parents.
- Planning together with other local schools to increase our curriculum offer to pupils.
- Our pilot mentoring scheme for S4 pupils.
- Our new partnership with Mackies and S1 Interdisciplinary project.
- Working together with our Parent Council to deliver information sessions for parents.

Our Priorities for Improvement Next Session

To raise attainment and achievement we will focus on:-

Leadership Development and School Improvement

- Continuing to improve consistency in approaches to self-evaluation at class, faculty and whole school levels with a particular focus on collaboration in and out with school and feedback to stakeholders on actions and impact.
- 'Bring to life' our school new values in the everyday life and work of the school.
- Further develop leadership capacity at all levels, building on skills, talents and interests to lead school improvement
- Continue to develop, implement and evaluate the impact of our Career Long Professional Learning programme with practitioners.

Learning, Teaching and Assessment

- Further improve consistency of highest quality learning and teaching and assessment (including an increased focus on engaging boys in learning), with a focus on
 - differentiation
 - sharing practice and moderation of learning
 - developing our 'learning walkthroughs'/class visits programme and feedback
 - the validity, reliability and moderation of assessment in the BGE
 - further developing our cluster 3-18 Teacher Learning Communities
- Develop and implement our Digital Learning strategy to include 'Bring Your Own Device'.
- Implement and evaluate a Tracking and Monitoring Strategy to improve how well all staff scrutinise and use data to track progress in learning, plan and monitor interventions.
- Work with the Parent Council and other partners to support parents/carers to support learning

Empowered Learners – Our Young People

- Ongoing evaluation and review of restorative practice approaches and development of a Nurturing School approaches
- Further development of staff, pupil and parent/carer knowledge of GIRFEC and Wellbeing indicators
- Audit, review and develop how we promote equality and celebrate diversity.
- Develop and implement our whole school Health & Wellbeing strategy
- Further develop our 1:1 mentoring programme.
- Develop a three year plan for Family Learning opportunities in partnership with Library and CLD staff and continue trialling events.

Curriculum

- Continue planning curriculum content and structure collaboratively within school, across schools and with further and higher education partners to
 - increase and improve range of learning pathways for all our learners
 - improve skills development (through 'Skills Development Academy' programme), improve tracking of skills(3-18) and increase accreditation
 - review and refresh career education content at each stage (PSE and Universal Support) including a focus on gender inequalities, CLPL for staff and information for parents.
 - further develop our flagship partnership and increase partnerships
- Plan and implement our Learning for Sustainability strategy.
- Implement revised whole school approach to literacy and numeracy.
- Audit and evaluate wider achievement opportunities, uptake, how they develop specific skills and equity in terms of how open they are to all learners with regards to gender, ability, age, proximity to school.

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 good leadership at all levels and a good approach to improvement.

Self-Evaluation for Self-Improvement

Our focus on evidence based self-evaluation has resulted in an increased consistency in the use of a range of self-evaluation 'tools' and methods of gathering feedback across the school. All Faculty leaders critically examine their SQA results (including component marks) and Insight data, identifying priorities for improvement and actions to be taken. Senior Leaders and Faculty Leaders are becoming more skilled in evaluating evidence of impact of improvement strategies. 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 Faculty and Class leaders liaising with peers in and out with school through curriculum support networks and planned visits.

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 is consulted with and consulted with pupils on whole school improvement priorities including outdoor learning spaces, social spaces and a survival guide for new 'S1s'. They have used different methods throughout the year including a 'pop-up' Student Council drop in. All S6 pupils had the opportunity to feedback their views to the Head Teacher at the end of the year. These informed planning for the following year.

Almost all staff understand that self-evaluation is at the heart of our school improvement and almost all staff are aware of the school's strengths and priorities. We see emerging very good practice 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.

We have worked with our cluster school head teachers, on a tracking system which has provided opportunities for professional dialogue on how to share progress within a level, with pupils and parents.

Across our school we have actively provided opportunities for sharing practice at Senior Leaders, Middle Leadership, Faculty and whole staff meetings.

Leadership of Learning

All staff have opportunities to 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. Two of our teaching staff committed to the Tapestry Leadership of Learning professional development and led a school based Teacher Learning Community. Our Cluster Schools Teacher Learning Communities focused on moderation. We had a continued focus on Teaching and Learning at Whole Staff meetings and In-service days with practice shared by a range of teaching staff.

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 worked together and discussed the Career Ready Standard, Developing the Young Workforce, a Sustainability and Broad General Education skills audit. We have seven members of staff working for the SQA. The majority of staff have attended SQA Understanding Standards events. 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 mind-set' 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. Almost all staff are aware of the social, economic and cultural context of our community. Extensive consultation on our values, vision and aims have taken place and work was progressed on a 3-18 school management structure (no longer being progressed at this time).

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 by planning them into our collegiate calendar.

Discussions with teachers on our Working Time Agreement has ensured time is ring-fenced for professional dialogue (inc. moderation), professional learning and self-evaluation including 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 most meetings at all levels across the school.

Overall, the improvements worked on by the school are having a positive impact on outcomes for most of 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 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' 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 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:

- Continue to improve consistency in approaches to self-evaluation at class, faculty and whole school levels including
 - implementing the new QA calendar to ensure a rigorous focus on improvement
 - developing self-evaluation activities with cluster schools and our two local secondary school partners
 - increasing opportunities to involve all stakeholders in self-evaluation and school improvement
 - improving how we share feedback received, actions taken and evaluating impact.
- 'Bring to life' our school values through the everyday life and work of the school.
- Further develop leadership capacity at all levels.
- Further improve leadership of learning by
 - Continuing to develop our cluster 3-18 Teacher Learning Communities
 - sharing practice and moderation of learning
 - developing our 'learning walkthroughs'/class visits programme and supportive tools
 - continuing to refresh, implement and evaluate the impact of our Career Long Professional Learning programme with practitioners.
 - continuing to improve the quality and records of learning conversations with our young people as they are challenged to set themselves clear targets (PAL- Pupil attainment logs)

'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
- 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 our Learning & Teaching Team and Senior Leadership team
- Learning visits led by Faculty Leaders
- Peer-peer learning visits
- Leadership opportunities and increased uptake of these 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
- Parent led events

Overall evaluation of level of quality:

Developing a shared vision, values and aims relevant to the school and its community

Extensive consultation took place on 'What matters most?' involving pupils, parents, staff, businesses and organisations resulting in new school values and feedback informing our school vision and aims. 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. Almost all staff are aware of the social, economic and cultural context of our community. We share our Scottish Index of Multiple deprivation data, exam results data, and labour market intelligence. .

All Senior leaders work closely with our Student and Parent Councils on strategic plans including consultation on restorative approaches, our punctuality policy, the use of ShowMyHomework and parental engagement events. 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 are planned carefully within our Working Time Agreement. Whole school improvements are consulted on with teaching staff at dedicated Whole Staff meetings, with Support Staff at Head Teacher meetings, Student Council, Parent Council and the wider parent forum at Parents Evenings. School priorities for improvement were shared with local councillors. School staff participate in Marr area and Local area Improvement Planning meetings. We have identified our key drivers ensuring they are understandable by all and these are 'touchstones' for planning at all levels in school.

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 all -18 Alford cluster school staff to work together, a priority 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 Education. 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.

Pupils lead improvements through Student Council roles and other pupil leadership roles. A sub-group of the Parent Council meet with our Student Council to support ideas e.g. their Christmas decorations, external seating and the woodland area. A few parents are supporting pupil/parent information sessions which included a well-attended session for senior pupils about planning for the future with SAAS input, college and university entrance guidance). 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.

Overall, the improvements worked on by the school are having a positive impact on outcomes for most of young people.

Level of quality for this QI:	4 (Good)
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

Most of 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 and moderation. We see a range of questioning skills across our school and explanations and instructions are clear. There is emerging 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, is emerging. Standardised data is included in our tracking processes. There is variable consistency 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. This was trialled in three faculties and has helped develop a shared understanding of progress in learning.

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. This MEL period has been evaluated and plans to improve the content and structure of this program of study, are being developed for an autumn 2018 launch along with a revision to when religious observance is delivered. Our Principal Teachers of Guidance also meet with pupils to discuss their well-being and progress. Depute Head House links review tracking data with Principal Teachers of Guidance and target learners requiring intervention. Following the Senior Phase assessment diet (Jan/Feb), underperforming S4 pupils were identified and provided with 1:1 mentoring through to the SQA examination diet, 33% of these 27 pupils improved their attainment in three or more of their subjects. 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 planning family learning opportunities with our Community Learning partners. The majority of our 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's learning. Our website and updates on the school blog and social media, have established more effective additional mechanisms for communications with parents and the wider community. Following feedback we have continued with an 'open evening' format to our S1 Parents Evening. This continues to be 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. We worked with Primary colleagues to develop a 'common language' used in BGE tracking and monitoring. Our cluster schools are planning together a curriculum transition event and scrutinising trends in performance data to identify cluster improvements. 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 S6 pupils

Our procedures to monitor pupil punctuality.

Our young people and their parents/carers are fully involved in decisions about how their needs will be met.

Our young people in S1 were supported to understand the role of the Bystander through the Mentors in Violence Prevention (MVP) Programme, with S5 and S6 pupils taking on the mentor role.

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.

Pupils leading learning in and out with the classroom.

Our P7-S1 pastoral transitions.

The revised format to our curriculum evenings for parents to include information about different pathways including apprenticeships, college, university.

Our pupil My World of Work leaders, Digital leaders, Saltire leaders, Young Sports Ambassadors and 'I can lead' leaders

Our close links with SRUC and NESCOL including visits for S1 and S2 pupils.

Our CFE activity days and events.

Our Princes Trust Achieve programme

Our annual Career's Evening.

Our business engagement event for S4 pupils.

Our proactive Parent Council.

IDENTIFIED PRIORITIES FOR IMPROVEMENT

- Continue planning curriculum content and structure collaboratively within school, across schools and further and higher education to
 - increase and improve range of learning pathways for all our learners (including college run classes/consortia classes, work relevant learning in the BGE, accreditation of wider achievements)
 - plan improvements to skills development and tracking skills (3-18)
 - further develop work relevant learning through the BGE
 - continue improving interdisciplinary learning
 - reviewing and refreshing career education content at each stage (PSE and Universal Support) including a focus on gender inequalities, CLPL for staff and information for parents.
 - further developing our flagship partnerships and increasing partnerships
- Plan and implement Learning for Sustainability strategy.
- Implement revised whole school literacy initiatives, numeracy and health and wellbeing strategies.

- Further improve consistency of highest quality learning and teaching and assessment with a focus on
 - differentiation inc. a focus on boys learning and attainment
 - further developing our cluster 3-18 Teacher Learning Communities
 - sharing practice and moderation of learning
 - developing our 'learning walkthroughs'/class visits programme and supportive tools
- Improve the validity, reliability and moderation of assessment in the BGE, with a particular focus on S3.
- Develop and implement our Digital Learning strategy to include 'Bring Your Own Device'.
- Continue to refresh, implement and evaluate the impact of our Career Long Professional Learning programme with practitioners.
- Continue to increase parental engagement with a clear focus on supporting parents/carers to support learning
- Further development of universal support through 'Mentoring for Effective Learning' programme
 - focus on development of a 'Skills Development Academy' during MEL period and developing and delivering a personal development award
 - 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.
PALs (Pupil Achievement Logs)
Collegiate professional dialogue focused on pedagogy (3-18 Twilight programme).
Parent questionnaire feedback.
Faculty, Middle Management and Senior Leadership meetings – Sharing Practice
Inservice Day programmes
Whole Staff meetings
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 strong work ethic across the school. Pupils who have barriers to learning are well supported through our support teams monitoring their progress and planning and implementing staged interventions. We have an on-going focus on building resilience through 'growth mindset' displays, assemblies, Tree of Knowledge and Art of Brilliance workshops. Many pupils are very 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 moderation. 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. 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. A few 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 which was trialled in three faculties.

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

SUCCESSSES 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 most 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, honesty 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 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 and staff.

Over the past three years performance in literacy and numeracy remains strong at SCQF level 4. Our S4 leavers' attainment (all boys) is significantly lower than our virtual school data (i.e. data for similar young people with similar needs and backgrounds), Attainment for S5 and S6 leavers is significantly better than our virtual school data. S6 attainment is very strong for 2018. .

In the National Benchmarking Measure: Improving Attainment for All, our S4 leavers attainment is lower than our virtual school data (i.e. data for similar young people with similar needs and backgrounds), Attainment for S5 and S6 leavers is significantly better than our virtual school data. S6 attainment is very strong for 2018.

Our analysis of the destinations of young people leaving school continues to show the percentage of leavers leaving for employment and to attend Higher Education tends to be higher than the virtual comparator whereas the percentage of leavers leaving to attend Further Education and training, is significantly lower than the Virtual school comparator.

Our gap in attainment does not replicate the national picture. Leavers in our least deprived areas are attaining less well than Nationally, leavers in our more deprived deciles, are attaining in line with or above the National trend.

Learning about and with digital technologies is a strength of the school. We continue to work 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. This is firmly anchored in our school vision to work together, nurturing and inspiring all our young people to achieve excellence, which we acknowledge and support as being different for each young person.

KEY STRENGTHS:

- Our pen portraits and their use by all teaching staff.
- PSE curriculum inserts in S1 and S2 to develop pupil understanding of 'diversity' including ADHD, Autism and dyslexia.
- 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.
- 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

- Ongoing evaluation and review of restorative practice approaches and development of a Nurturing School approaches, including
 - continuing to develop our Mentoring for Violence Prevention programme (MVP)
 - developing a whole school praise system
 - reviewing/updating our Anti-bullying policy and procedures
 - developing systems and data analysis strategies for bullying, incidents, attendance, lates, exclusions, complaints, compliments
- Further development of staff, pupil and parent knowledge of GIRFEC and Wellbeing indicators through
 - A Supporting Young People newsletter/tip of the week/support page
 - Developing whole school resources (including Dyslexia boxes in each classroom)
- Audit, review and develop how we promote equality and celebrate diversity.
 - Pupil Risk Group established to plan and promote equality, eliminate discrimination and celebrate diversity through a series of events (including assemblies)
 - Further develop the work of the LGBT+ including planned CLPL for staff
 - Re-establish Rights Respecting School group to progress accreditation of the Silver Award
- Establish team to develop and implement a whole school Health & Wellbeing strategy to include
 - regular pupil well-being surveys, data analysis and planned intervention work
 - Staff and Pupil Mental Health First Aid champions

- A programme of health and well-being events including
 - Healthy eating events planned with catering team
 - Events promoting physical and emotional health planned with Health and Well-being leaders
- Develop a three year plan for Family Learning opportunities in partnership with Library and CLD staff and continue trailing events.
- Further develop and support how staff at all levels scrutinise and use data to track and measure progress at all levels, at key transition stages and trends over time,
- Plan, implement and monitor improvement priorities to raise boy's attainment, attainment in literacy, numeracy and identified courses.
- 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 of almost all pupils evident in and around school/community.
Restorative practice – staff feedback and analysis of referrals.
Feedback from parents and agencies we work with, gathered via formal and informal consultations.
RRS status – “Recognition of Commitment”
Attainment by learners in our lowest SIMD deciles.
Scrutiny/analysis of Child Protection procedures
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 assemblies and records of achievements.
Awards and Leavers Ceremonies

Overall evaluation of level of quality:

Relationships across our school community are very positive. Almost all staff have a commitment to GIRFEC and are committed to a restorative approach when responding to/taking action with disruptions to teaching and learning. Almost 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 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. All pupils receive external provider workshops focusing on Mental Health and Resilience. 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, update staff on the requirements of the Equality Act and raise awareness of protected characteristics. Similarly we ensure we meet the requirements of the General Data Protection Act (GDPR). All staff undertake on-line training and refreshes on Equalities and GDPR. 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 (in particular through our PSE inserts). 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. The group along with CLD partners planned and delivered an Aberdeenshire LGBT support evening with a range of partners present. PSE Curriculum inserts on Diversity have helped promote pupil understanding in this area. Further curricular inserts develop pupil awareness of Child's Rights. 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
Achievement of Curricular Levels (ACL) 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 97% of learners achieved Level 3 Literacy, in line with the previous session. 49% of learners achieved CFE Level 4 for Literacy, a decrease from than the previous two years. 92% of learners achieved Level 3 Numeracy, similar to the previous session and 75% of learners achieved Level 4 for Numeracy, this is a significant upward trend. Over the past three years the percentage of school leavers attaining literacy and numeracy remains strong at level 4, slightly lower than our virtual school comparator at SCQF level 5 however it has increased by 14% at SCQF level 6. We have a focus on raising attainment in literacy and numeracy across our school, particularly for boys. Analysis of performance of all candidates at S4 shows a significant downward trend in attainment at SCQF level 4 and less than 50% attain both literacy and numeracy at SCQF level 5. Boys attain significantly lower than girls.

In the National Benchmarking Measure: Improving Attainment for All, our S4 leavers (all boys) is significantly lower than our virtual school data (i.e. data for similar young people with similar needs and backgrounds), Attainment for S5 and S6 leavers is significantly better than our virtual school data. S6 attainment is very strong for 2018.

The percentage of our young people leaving school and in a positive destinations has decreased this year however we have identified anomalies in the S6 data. Notably the percentage of leavers leaving for employment and to attend Higher Education tends to be higher than the virtual comparator whereas the percentage of leavers leaving to attend Further Education and training, 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 number of pupils have achieved wider achievement awards, Satire Awards for volunteering and Dynamic Youth Awards. All S1 pupils achieved Crest Bronze awards. A wide range of clubs and activities are on offer to our pupils to help them gain confidence

and develop new skills. These included sports, music, drama, geology, sustainability and philanthropy. Duke of Edinburgh awards (20 Bronze awards, 6 Silver awards and 5 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 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 and ambition for our young people 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
- Our partnerships working with local schools, colleges, businesses and parents
- Our increased stability in staffing

Alford Academy's key drivers for change are:-

- **The very best 'Leadership and school improvement'**
To develop our inclusive, healthy and ambitious community through further development of leadership at all levels.
- **The very best 'Teaching, learning and assessment'**
Support teacher professionalism to deliver consistent highest quality teaching, learning and assessment of learner's progress.
- **The very best learners 'Our young people- empowered 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.
- **The very best 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.

APPENDICES

1. Alford Academy Improvement Plan 2018-2019 – Overview

ALFORD ACADEMY IMPROVEMENT PLAN 2018-2019 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 with a particular focus on collaboration in and out with school, participation of all stakeholders and feedback on actions taken/impact.	QI 1.1 Self Evaluation for Self-Improvement	School leadership Teacher professionalism School improvement Performance information	Improvement in attainment Closing the gap	Head Teacher
	2. 'Bring to life' school vision and values in the daily life and work of the school.	QI 1.3 Leadership of Change	School leadership Teacher Professionalism School improvement Parental engagement	Improvement in attainment Closing the gap Positive school leaver destinations Young people's health and wellbeing	
	3. Further develop leadership capacity at all levels, building on skills, talents and interest to lead school improvement.				
	4. Refresh, implement and evaluate the impact, of our CLPL programme with practitioners	QI 1.2 Leadership of Learning	Teacher Professionalism	.	
The very best Teaching. Learning and Assessment	5. Further improve consistency of highest quality learning, teaching and assessment with a focus on - differentiation (inc. engagement of boys in learning) - sharing practice and moderation of learning - learning walkthroughs/visits and feedback - the validity, reliability and moderation of assessment in the BGE (particular focus on S3) - further developing our 3-18 Cluster Schools Teacher Learning Community	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 Young people's health and wellbeing	DHT (Learning, Teaching and Assessment)
	6. Develop and implement our Digital Learning Strategy (including BYOD)	QI2.3 Learning, teaching and assessment	School leadership Teacher Professionalism	Improvement in attainment Closing the gap	
	7. Implement and evaluate a Tracking and Monitoring strategy to improve how well staff scrutinise and use data to track progress in learning, plan and monitor interventions.	QI 2.3 Learning, teaching and assessment QI1.1 Self Evaluation for Self-Improvement	Assessment of Children's Progress School Improvement	Improvement in attainment Closing the gap Positive school leaver destinations Young people's health and wellbeing	
	8. Work with the Parent Council and other partners to support parents/carers to support learning	QI 2.7 Partnerships	Parental engagement		

School Key Driver	School Priority	Link to HGIOS 4 Q.I	Link to NIF Key Driver	Link to NIF priority	SLT Lead
Our Young People - The Very Best Learners	9. On-going evaluation and review of restorative practice approaches and further development of nurturing school 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)
	10. Further development of staff, pupil and parent knowledge of GIRFEC and Wellbeing indicators		School Leadership		
	11. Audit, review and develop how we promote equality and celebrate diversity.	3.1 Ensuring Wellbeing, Equality and Inclusion	Teacher Professionalism School Improvement		
	12. Establish a team to develop and implement our whole school Health & Wellbeing strategy		School leadership School improvement		
	13. Further develop 1:1 mentoring programme	2.4 Personalised Support	School leadership Assessment of children's progress		
	14. Develop 3 year plan for Family Learning and pilot opportunities for families to learn together	2.5 Family Learning	Parental engagement		
The very best Curriculumwork relevant learning	15. Plan curriculum content and structure collaboratively in school and with hub schools, further education and business partners to - increase and improve the range of learning pathways (inc. increasing work based learning in BGE/IDL) - increase accreditation of wider achievements - improve skills development (through Skills Development Academy') and tracking skills (3-18) -develop career education content at each stage (PSE and Universal support) - focus on gender inequalities, CLPL for staff(Career Education Standard), information for parents/carers - develop our flagship partnership and new partnerships	QI 2.2 Curriculum QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships QI 3,3 Creativity and Employability	School leadership Teacher Professionalism School Improvement Assessment of children's progress	Improvement in attainment Closing the Gap Young people's health and wellbeing Positive destinations Improvement in attainment Closing the Gap	DHT (Curriculum)
	16. Plan and implement our Learning for Sustainability strategy.				
	17. Implement revised whole school approach to literacy and numeracy.				
	18. Audit and evaluate wider achievement opportunities, uptake, how they develop specific skills and equity (gender, ability, age, proximity to school.	QI 3.2 Raising attainment and achievement	Assessment of Children's Progress School Improvement		

