



# STANDARDS AND QUALITY REPORT

FOR

## ALFORD ACADEMY



### Standards and Quality Report for Session 2012-2013

**Aberdeenshire Council Education, Learning and Leisure Service Vision**

***“Working together for the best quality of life for everybody in Aberdeenshire; from mountain to sea, and helping through Education and Recreation to make it the best possible place in which to live and learn, work and play.*”**

***Our aims are the building of capacity, the realisation of potential and the achievement of excellence in Aberdeenshire – the very best of Scotland”***

## Standards and Quality Report

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## 2. Foreword: Aberdeenshire Council School Improvement Framework

Aberdeenshire School Improvement Framework forms part of the Education, Learning and Leisure Service's Quality Improvement Framework, and is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the notion that self evaluation practice within each school drives improvement aimed at delivering positive outcomes for children and young people in Aberdeenshire.

*"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward."*

*The Journey to Excellence Part 4: Planning for Excellence , HMle , 2007*

In partnership with its schools, Aberdeenshire Council will work to provide education of the highest quality to meet the aspirations of pupils, parents, staff and the wider community

*"...to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".*

*Standards in Scotland's Schools etc Act 2000, Section 2*

Aberdeenshire Council is committed to support and challenge schools and staff in their efforts to nurture an ethos of achievement and to develop focused improvement strategies.

*"A pre-requisite for sustained improvement is the recognition by all staff that there is indeed a need for improvement, and that improvement is possible. Giving learning and teaching the highest priority, results in improvements in ethos, behaviour and outcomes for learners."*

*Improving Scottish Education, HMle, 2006*

Aberdeenshire Council acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning.

*"To enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors."*

*Ambitious, Excellent Schools, HMle, November 2005*

The school's Standards and Quality report is an important component of the School Improvement Framework which provides an account of the progress the school has been making in implementing its plans for improvement, together with an update of the school's own assessment of the quality of its provision in relation to a set of recognised indicators, which reflect national, authority and school level priorities.

### **3. Alford Academy Mission Statement and Aims**

#### **Our 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 Aims**

##### **1. Attainment and Achievement**

Alford Academy aims to raise standards of educational attainment for all its pupils, especially in each of the core skills of literacy, numeracy, information technology, working with others and communication.

##### **2. Learning and Teaching**

Alford Academy staff aim to promote high 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.

##### **3. Inclusion and Equality**

Alford Academy aims to provide equality of opportunity to access education in a way that is engaging and appropriate to the pupils' interests, physical and intellectual needs.

##### **4. Values and Citizenship**

Alford Academy aims to work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. This will allow our pupils to understand the duties and responsibilities of citizenship in a democratic society.

##### **5. Learning for Life**

Alford Academy aims to equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills that will help them prosper in a 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 development of partnerships in and out of school, we will work as a team to provide outstanding learning and leadership experiences and opportunities to support and furnish each individual youngster with the knowledge, skills, experiences and insight that will set them on their path to a prosperous future, effectively contributing to life and work in Aberdeenshire, Scotland and world wide.*

## 4. The School in Context

Alford Academy is a six-year secondary school located in the attractive Donside village of Alford, approximately 25 miles to the west of Aberdeen and within easy reach of the Cairngorms National Park. The village of Alford and its 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 as well as Alford's Transport Museum and Heritage Centre.

Alford Academy is set in a pleasant location with views of extensive farmland and Bennachie. The school shares its campus with Alford Primary School and Community Learning and Development and includes a swimming pool and dry ski slope. In addition, the school houses a community library and, uniquely in Aberdeenshire, a Design and Print unit which serves the Academy and wider community. A short distance away is the school's own forestry plot, gifted by the Murray Park Trustees.



Alford Academy is one of the smaller Aberdeenshire secondary schools with a school roll of 576 pupils in session 2012-2013, 314 girls and 262 boys. 15 pupils attended Alford Academy through placing requests in session 2012-2013.

The school has 47 full time equivalent teaching staff. The Senior Management Team consists of a Head Teacher, three Depute Head Teachers and a Support Co-ordinator. There are 19 Principal Teachers, including three Principal Teachers of Guidance and one Principal Teacher of 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 and a Faculty of Humanities (RMPS, History, Geography, Modern Studies). There are 10.3 full time equivalent Support for Learners (SfL) teachers working across the Alford Cluster Schools. An extensive team of support staff, incorporating janitors, technicians, pupil support assistants, librarians and office staff provide excellent service to Alford Academy and cluster schools.

Alford Academy works closely with its associated primary schools ((Alford, Cluny, Craigievar, Dunecht, Echt, Midmar, Towie, Keig, Tough, Tullynessle, Monymusk, Lumsden and Strathdon) to ensure pupils experience a coherent 3-18 education and effective transitions. All Head Teachers meet each term to discuss strategic and operational issues. In addition, cross-sector links are developing, on a formal and informal basis, to support curricular change, pastoral care and welfare as well as professional development.

Alford Academy and its 13 associated primary schools are part of a Community Schools Network (CSN) which covers an area of approximately 600 square miles, from the Lecht in the West to Echt in the East. Partners from health, social work, police, library services and Community Learning & Development are committed to developing effective integrated working practices in order to enhance support for our young people.

During session 2012-2013, the Alford Academy Parent Council and Parent Forum continued to support the work of the school. A particular focus for the session continued to be curriculum planning for the CfE Senior Phase and our New Campus development. The Parents' Fundraising Group continued to raise funds through its successful lottery. This session the Parent Council donated 6 laptop computers to the school. The school and Parent Council have a very positive partnership and together are successfully increasing the number of parents who contribute to the life and work of the school. Partnerships within the local community were further developed to provide support for individual pupils and groups of pupils. Examples range from sponsorship for awards, sports kits, vocational experiences and curriculum inserts, including induction programmes for senior pupils delivered in partnership with staff from Robert Gordon's University.

At Alford Academy, we aim to deliver excellence through the engagement of pupils in a wide range of quality learning and enrichment experiences. In June-July 2013, twenty four S5 and S6 pupils and three teachers took part in a 28 day expedition to Thailand and Cambodia. This was a life changing experience for many of the pupils as they visited countries with cultures very different from our own and took part in community projects. During July 2013 two pupils took part in the annual Rotary Young Leader Award developing their leadership skills. In December 2012 our former pupil Emeli Sande, now a renowned singer/songwriter returned to school, inspiring and motivating our young people to remember their roots in Alford and work hard to realise their dreams.

Internationally, we are sustaining our global links with schools in Alaska, supported by the Living Earth Foundation. Along with Alford Primary School, Alford Academy is part of a global partnership with two Bangladeshi schools through the British Council's Connecting Classrooms project. We continue to embed themes in relation to our global school links in some of our curriculum. The school is accredited with the British Council's International Schools Award (Intermediate level), Fair Trade status and during session 2012-13 we were awarded the Eco School's Green Flag Award.

A number of pupils excelled in a range of leadership opportunities during the year. Our Senior Pupil Executive led Prefect Teams and delivered whole school assemblies and contributed to our end of year Awards and Leavers ceremonies. The role of House Captains has been further developed along with House assembly programmes and a range of new interhouse competitions. The schools Interact Club also provides fantastic leadership opportunities and the team worked together with the Alford and District Rotary to lead a number of events including fundraising events and our annual 'Rotary Young Musician of the Year'. Pupils involved benefited greatly from these experiences by further developing their life skills.

Alford Academy is an ambitious school. The school is committed to continuous improvement through self-evaluation. Curriculum for Excellence, Teaching and Learning, Developing Partnerships and Leadership and Vision continue to be a focus for our improvements. Through an open door, approachable management style, a culture of dialogue and open communication, transparency is encouraged across the school as we further develop our culture of ambition and achievement.

Session 2012-2013 was another successful year for S4, S5 and S6 pupils at Alford Academy. Across the range of performance measures, attainment in SQA examinations at Alford Academy tends to be above or well above the national average. There was improvement in the percentage of pupils achieving at least 5 awards at SCQF level 5 and 4, and attainment levels remain above, or well above the national average. At S5, attainment was down compared with the 2011 level on the more demanding measures at higher level, which is partly attributable to the significant drop in the staying on rate into S5 that the school experienced for this year. Overall, at S5, levels remain above the national average and, at S4, most measures are well above the national average. At S6, attainment levels improved across measures at Advanced Higher and Higher, with boys' attainment at Higher being particularly notable, as it was in line with the top 10% of schools nationally.

In 2015 the school is due to relocate to a new campus on a site to the west of the existing school campus. The statutory consultation for the relocation of the school took place in Spring 2013, and this exciting project is now well underway. A new access road has been completed and advanced ground works have started on site, with the main construction project due to start in Spring 2014. The new Alford Community Campus will be a shared campus, providing a new home for Alford Academy and Alford Primary, as well as being a community and leisure hub for the local area. The design for the campus incorporates a new swimming pool, a theatre, a dance studio, sports hall and a gymnasium, as well as a community café, a large library and, not least of all, fantastic new learning spaces for all.

## 5. Progress Check – Evaluating the Schools Previous Improvement Plan

### School Improvement Priorities 2012 / 2013

No	Improvement priority	Evaluation / Impact	Evidence
1	Continue planning, developing and implementing curricular improvements, in line with National guidelines and Aberdeenshire policy.		
	1.1 All staff familiar and increasingly confident with national, authority and school documentation and policy, including assessment procedures.	Staff familiar with and using key documents, as guided and supported by PTs. Staff familiar with relevant courses / content for qualifications.	CPD Records. SQA documentation. In-service / twilight programmes F/DM minutes. Ongoing work through Professional Support Groups.
	1.2 Plan for a fully integrated senior phase:	Meetings held with Industry / local business links to increase awareness of needs.	Updated Curriculum Map in place.
	Review and update course choice procedures / processes.	Course Choice information and consultation in place to inform final course choice sheets. Consultation data analysed and used to shape final course choice sheets. Timetable produced to best meet needs.	Parent Information evening presentations well received by parents. Workshops, allowing further discussion and clarification in smaller 'house' groups, an added feature.
	Revise / amend course choices in light of actual results in August.	Meetings with individual pupil/DHT/PTG/parents held and amendments made.	SQA results matched to choices. Change of Course forms completed and acted on.
	Review of Core programmes to ensure fit for purpose.	C/Fwd.	
	Review and make decisions re prelim /exam leave.	Procedures agreed with staff. Communicated to parents.	Minutes of meetings – SMT and Staff. School calendar.
	Draft Curriculum architecture in consultation with Curriculum Team.	Cross-sector Twilight sessions in place. (Literacy focus).	In-service day programmes with curriculum focus implemented. SMT discussions.
	Update timetable / staffing	Staffing in place for this and coming session.	Timetable and staffing grids in place.



<p>projections.</p> <p>Information Evenings / inserts in place.</p> <p>1.3 Strategic planning and development of the curriculum, with a focus on L/N/H&amp;WB.</p> <p>a) Teams meeting to take forward improvement planning priorities</p> <p>b) Focus on skills/ knowledge/IDL:</p> <p>P6-S1 cross-sector curriculum priorities identified and progressed.</p> <p>S1-S3: Implementation ongoing, inc introduction of CfE S3 with some subject choice.</p> <p>Planning for progression to S4:</p>	<p>Information / Consultation evenings planned and delivered. Pathways mapped and shared with pupils and parents.</p> <p>L, N, H&amp;WB teams in place.</p> <p>Whole school / cross-sector:</p> <p>Literacy - Writing and reading cross sector/whole school</p> <ul style="list-style-type: none"> <li>- Toolbox online, in use (in-house resource)</li> <li>- Continued focus events (emphasis on W/ R)</li> </ul> <p>Numeracy - Transfer of information at transitions (P7-S1)</p> <ul style="list-style-type: none"> <li>- Preferred methods booklet partially developed.</li> <li>- Numeracy N4 course developed.</li> </ul> <p>H&amp;WB</p> <ul style="list-style-type: none"> <li>- Whole school Focus Days held.</li> <li>- Staff Health Checks taken up.</li> <li>- H&amp;WB Focus Week for all S1 pupils held.</li> <li>- H&amp;WB activities for P7 Link Week in place.</li> <li>- H&amp;WB Young Leaders - Focus on fitness and extra-curricular clubs.</li> </ul> <p>STEM Insert with P7 pupils.</p> <p>More integrated approach in S1. Increased mention of connections across learning and relevance in the workplace in day-to-day teaching encouraged. IDLs reviewed.</p> <p>Integrated Social Studies programme.</p> <p>S1 and S2 EET programmes now include Enterprise Education (Business Enterprise in S1, Business and Social Enterprise in S2).</p> <p>Careers focus and Course Choice planning.</p> <p>Pupils thinking about and planning pathways to further/higher education and careers.</p>	<p>Presentations / notes.</p> <p>Exemplar Pathways slides.</p> <p>Award of House points throughout session, linked to awareness raising activities.</p> <p>Whole school / Faculty calendars.</p> <p>PT Minutes.</p> <p>Correction Code shared. Group updates.</p> <p>Cross-sector planning is on-going priority.</p> <p>Cross-sector planning is an on-going priority.</p> <p>Programme and Displays.</p> <p>Some awareness raising accomplished.</p> <p>IDL inserts revised and enhanced.</p> <p>New Social Studies course in place.</p> <p>Enhanced EET course.</p> <p>Course evaluations. Pupil and staff feedback.</p> <p>Outcomes from staff discussions</p> <p>Pupil and staff evaluations.</p> <p>PSE programme/inserts. Course Choice documentation (booklets / forms).</p> <p>Curriculum Map.</p>
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<p>S4-S6: Curriculum Plan in place. Increased blended learning opportunities.</p> <p>c) Ongoing mapping of Es and Os and Entitlements</p> <p>1.4</p> <p>a) CfE programmes to ensure all young people are challenged and have opportunities to apply their skills.</p> <p>b) Develop senior phase for coming sessions, including New School in August 2015.</p> <p>1.5</p> <p>a) Continued participation in Global Citizenship partnerships and continued focus on sustainable development education</p> <p>b) Continue to develop partnerships with local businesses to support Work Experience placements for all S4 pupils.</p> <p>c) COGG - focus on Fairtrade inc. across the community, Full International Schools Award, Eco-Schools Green Flag Award</p>	<p>SP plan in place for this session and planned for next . Increased partnerships, linking to industry.</p> <p>YASS courses and Aberdeen Uni courses offered.</p> <p>Professional discussion arising from audit. Increased awareness of current thinking and delivery. Also informing future developments.</p> <p>Curriculum Architecture in place, based on ongoing information at National and Authority level and in consultation with Parent Council. CfE curriculum in place across S1/2. Ongoing review and update of courses at faculty / department level. S3 course development ongoing.</p> <p>Forward planning in preparation for integrated senior phase. YASS Courses taken up. Saltire Award piloted with COG group pupils. Duke of Edinburgh re-introduced. Parent Council / forum information evenings and workshops held.</p> <p>Partnerships with Bangladesh and Alaskan schools further enhanced through further visits and professional dialogue. New partnership with school in New York developed.</p> <p>Enhanced work experience placements.</p> <p>COG group well established. S5/6 Enrichment slot (Wider Horizons) to strengthen primary / secondary joint working.</p>	<p>Partnerships taken forward e.g. Woodgroup PSN/ Talisman, Arnold Clark.</p> <p>Increased uptake of YASS.</p> <p>Es&amp;Os mapped electronically. SMT minutes.</p> <p>Curriculum Map for 2013-14 in place.</p> <p>Some course evaluations in place. ONGOING PRIORITY.</p> <p>Curriculum map updated. Increased uptake of YASS. Saltire Volunteering explored. Folder in place. Planning / participation evidence. Powerpoint presentation.</p> <p>Minutes of meetings. Records of visits. Teacher experiences. Displays / Presentations. Curriculum Architecture / Map updates.</p> <p>Whole school calendar. Work experience offered to all new S4 pupils. Placements for some S5/6 pupils.</p> <p>Faculty / department documentation. Self Evaluation documents. Green Flag award</p>
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	1.6 Feasibility study: Staffing projections for full CfE implementation.	Monitoring of staffing and projected requirements. Planning for senior phase. Blended and independent learning for S6 pupils in place. Enhanced GTC registration of some staff.	COGG group minutes. Staffing grids / spreadsheets. Schematics. Timetable. YASS, SAC courses offered and taken up. CPD Records.
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No	Improvement Priority	Evaluation / Impact	Evidence
2	<b>TEACHING AND LEARNING</b> To further improve learning and teaching within Alford Academy.  2.1 Aspects of Learning and Teaching Policy Developed and Embedded within Alford Academy Daily Routine.  2.2 Baseline for classroom practice agreed, and improved pupil preparation for lessons.  2.3 Home Learning Policy (2011) implemented with refinements as required.  2.4 Revised Tracking policy implemented, improved early intervention, and increased awareness by staff of how to effectively use available tracking data. Explore framework for monitoring policy, and communication of outcomes with pupils and parents	Home Learning Policy consultation completed and policy ready for introduction. Learning and Teaching embedded in curriculum development. Work on classroom baseline ongoing.  Ongoing.  See 2.1. Full implementation delayed by need for additional staff consultation.  Revised whole school approaches to TMR (including the use of aspirational grades) agreed by staff. Increased staff dialogue around target setting.	Policy documentation, homework log records, course outlines       Consultation feedback. Policy documentation, homework log records, course outlines   Working time agreement, and school calendar. Minutes of management and staff meetings.

	<p>2.5 Increased use of New Technologies including Glow Blogs and Wikis, as tools to support learning and teaching.</p> <p>2.6 Establishment of learning visits framework and increase in peer to peer support of self evaluation and reflection on teaching practice.</p> <p>2.7 Assessment, moderation and reporting to be progressed including developing policy and practice for sharing standards across the school and across sectors</p> <p>2.8 Re-focus on CPD and PDRS, planning and delivery of CPD programme.</p>	<p>School website and blog further developed, including the use of social media. Developing use of Wiki in Business and Computing Faculty.</p> <p>Ongoing. Walkthrough records. Good practice encouraged within faculties and profile of moderation raised.</p> <p>Staff discussions at Inservice days, staff meetings, and management meetings.</p> <p>Ongoing.</p>	<p>School website. School Blog posts Facebook page statistics</p> <p>Walkthrough records. CPD records Departmental minutes</p> <p>Inservice day programmes and outcomes.</p>
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No	Improvement priority	Evaluation / Impact	Evidence
3	<p>3.1 Review IEPs in line with Authority guidelines.</p> <p>Develop system of storing pen portraits and pupil chronologies on SEEMIS in order to allow easy access for relevant staff.</p> <p>Become familiar with Authority Support manual and customise for Alford Cluster context.</p>	<p>IEPs are written in accordance with Authority guidelines. Pupils, parents, relevant teaching and specialist staff are involved in the preparation and review of IEPs.</p> <p>Chronology data easily accessed for relevant staff and pupils support in class by easy access for teaching staff to pen portraits</p> <p>Pupil Support team are familiar with Support manual. All staff have a clear understanding of roles and responsibilities.</p>	<p>IEPS, tracking and monitoring data, review meeting minutes.</p> <p>Support manual embedded in working practice. SfL evaluations, pupil and teacher evaluations, tracking and monitoring data.</p>

	<p>Continue to develop partnership working within the Alford Cluster to identify barriers to young people's learning and to ensure effective support.</p> <p>Review Positive Behaviour Policy and whole school approach to positive behaviour management in line with the school's vision and values. Develop electronic recording of merits.</p> <p>Review attendance policy, taking account of Pathways to Policy and EP research. '.</p> <p>Implement, monitor and review anti-bullying policy</p> <p>Participate in Aberdeenshire pilot of Risk Matrix on SEEMIS.</p>	<p>Alford Cluster version not required due to nature of Authority version (online)</p> <p>Improved outcomes for pupils through effective partnership working.</p> <p>Electronic recording and tracking of pupil demerits (merits carried forward) in place and consistently used. Early intervention strategies effective.</p> <p>Carried forward - Awaiting release of Authority Policy</p> <p>Carried forward – awaiting Authority Anti-bullying Policy</p> <p>Incomplete, roll-out across Authority carried forward.</p>	<p>IAF action planning and review minutes, 16+ Learning Choices, tracking and monitoring data.</p> <p>Behaviour data, SEBD monitoring, PIE notes, pupil reports</p> <p>Carried forward</p> <p>Carried forward</p>
3.2	<p>Continue to develop curriculum links with global and local partners(including employer engagement event)</p> <p>Develop whole school approach to 16+ Learning Choices : Policy and Practice Framework. Develop strategies to support the needs of all young people.</p>	<p>Global partnerships extended to involve pupils.</p> <p>Number of local businesses delivering work experience placements increased.</p>	<p>Pupils actively involved in global partnership initiatives.</p> <p>All S4 pupils planning, taking part in and evaluating a placement. Employer reviews</p> <p>Work experience report and pupil feedback.</p>

	<p>3.3 Continue to develop school website as means of communication with parents.</p> <p>Work with Parent Council to improve communication with parents.</p> <p>Continue to develop ways of engaging parents in learning through PASS initiative, targeted communications, information evenings</p>	<p>Authority format school handbook created. School blog developed. Website developed with relevant information for pupils, parents and staff. Website accepted and used as means of communication with parents.</p> <p>Parent Council feedback collated and action plan formed</p> <p>School communications reflect year group needs. PASS initiative and information evenings are well attended and useful for parents.</p>	<p>Website. Texts / e-mails to parents. Blog hits recorded. Parent feedback/communications. Newsletter</p> <p>Parent Council feedback and minutes.</p> <p>PASS evening evaluations. Parent communications, including newsletter. Information Evening presentations and documentation. Presentation materials. Attendance records.</p>
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No	Improvement priority	Evaluation / Impact	Evidence
4	<p><b>LEADERSHIP AND VISION</b></p> <p><b>Further develop a vibrant, progressive culture of ambition and achievement through leadership at all levels.</b></p> <p>4.1 All staff proactive in maximising attainment. identified departments implement agreed strategies to raise attainment.</p> <p>4.2 Review vision, values and aims as we continue to implement CfE</p> <p>4.3 Further develop and raise the profile of pupil leadership roles and opportunities in</p>	<p>Focus on raising attainment high profile throughout the year. Discussions at all levels, sharing practice and intervention strategies. Scrutiny of exam and tracking data and meetings with principal teachers led to identified strategies for improvement at department and classroom levels.</p> <p>Attainment raised in a number of measures.</p> <p>Parents attending Parents Evenings given opportunity to share their views on school values.</p> <p>Structure and number of prefects reviewed. Application forms reviewed and updated. Pupils applying skills and</p>	<p>Minutes of minutes. Notes re discussions and strategies implemented.</p> <p>Collated feedback form Parents Evenings. Notes from pupil focus groups.</p> <p>Leadership Improvement Team meetings and action points.</p> <p>Notes from meetings with S6 focus groups.</p>

and beyond the classroom. (inc.remits of prefects and house captains)	knowledge, from a variety of leadership opportunities, for benefit of wider school community. House Captains empowered to lead interhouse Competitions.	Increase in house competitions leading to improve house 'spirit'.
4.4 Further develop leadership opportunities for staff at all levels inc. review of roles/remits, improvement teams, mentoring and shadowing opportunities	All staff encouraged to contribute and to lead school improvements. Increased number of staff leading. Career progression supported through shadowing activity'distributed leadership.	Membership of groups. Development and implementation of initiatives. Shadowing in place. Range of staff attending SQA/PSG events.
4.5 Continue to improve self evaluation and quality assurance to impact on pupils' learning and achievement consistently across the school	Raising attainment and self evaluation high profile throughout year. Focus on self evaluation activities supporting core QIs and faculty calendar of self evaluation activities focussing providing some of the evidence.	Whole staff meetings and briefings. Inservice day- sharing practice.
4.6 Promote opportunities which encourage balanced healthy lifestyles	Clear focus on improvement planning and resources. Monitoring workloads and supporting staff. Social committee and Health & Well being team organised events.	Improvement plans resourced. Whole school events e.g. coffee mornings /charity events well supported.
4.7 Promote a culture of enterprise and ambition, with links to local and national culture and heritage	Sharing and celebrating local dialect on weekly basis. Curriculum inserts. Further partnerships with local organisations developed.	Doric words. Range of clubs/individual/team achievements. Increased partnerships.
4.8 Continue to review and further develop mechanisms for recording, recognising and celebrating achievements (inc. House Assemblies, Awards and Leavers ceremonies)	Interhouse points centrally recorded.	Records of meetings. Minutes of Faculty/ Department meetings. Interhouse events, House assemblies and end of year ceremonies.

## 6. Self Evaluation Audit

### How Good is Our School 3 (HGIOS3)

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps	
What outcomes have we achieved?										
1	Key performance outcomes									
1.1	Improvements in performance	1	2	3	4	5	6	Attainment data, wider achievement (Awards and Leavers Ceremony, Newsletters, assemblies), 'Year in the life' DVD Pupil reports.	Continue to focus on raising attainment agenda across school and in particular identified subjects. Course choices to be scrutinised. Further develop tracking, monitoring and praise system using SEEMIS, incorporating MidYis data. Increase opportunities for wider achievements. monitor pupil participation and acknowledge and celebrate success.	
1.2	Fulfilment of statutory duties	1	2	3	4	5	6	Budget monitoring, improvement planning, CP compliance, IAF	Further development of rigorous budget monitoring process across school.	

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps	
How well do we meet the needs of our School Community?										
2	Impact on Learners									
2.1	Learner's experiences	1	2	3	4	5	6	Class visits, levels of attendance, exclusion rates, curricular and extra curricular programmes. Year in Life presentation. Awards and Leavers documentation. Feedback from parents and partners.	Further increase focus on learning across the school. Highest expectations of all, rigour and consistency across the school. Share standards across the school and cluster schools. Review school /campus vision, aims and values.	



Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
<b>4</b>	<b>Impact on the community</b>								
4.1	The school's success in working with and engaging with the local community	1	2	3	4	5	6	Range of partners involved with school broadening learners' experiences. Very positive feedback on young people and their skills and attitudes.	Further develop links with community including work with Community Council and local business forum
4.2	The school's success in working with and engaging the wider community	1	2	3	4	5	6	The school has links with Bangladeshi, Alaskan and German schools. Staff have links with other schools through the professional support groups. A wide range of partnerships are in place with organisations (inc. colleges and universities) and businesses. Staff and pupils are involved in local authority working groups.	Further encourage and support staff to develop innovative ideas and practice across our school community.

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps	
How good is the education we provide?										
5	Delivery of education									
5.1	The curriculum	1	2	3	4	5	6	Curriculum map and course choice sheets, formal/informal feedback from staff and pupils. SMT, PT and Staff meeting minutes. Inservice Day programmes. Faculty plans and evaluations.	Further develop curriculum to meet GIRFEC agenda and develop CfE principles and practices. Increase focus on interdisciplinary and cross sector working. Further develop range of on-line courses and delivery of vocational courses through partnerships.	

5.2	Teaching for effective learning	1	2	3	4	5	6	Learning 'walk throughs', lesson plans, faculty evaluations.	Further focus on learning. Further sharing of innovative practice and focus on consistency of highest quality learning across school. Increase opportunities for professional dialogue at staff meetings. Review improvement team structure and CPD programme. Support development of Teacher Learning Communities. Further develop learning through technologies.
5.3	Meeting learning needs	1	2	3	4	5	6	IEPs. Pupil reports. Attainment data. IAF action plans. Feedback from parents.	Further develop use of MidYis data and increase focus on tracking, monitoring and intervention (learning conversations). Plan and deliver pupil mentoring as appropriate.
5.6	Equality and fairness	1	2	3	4	5	6	Positive feedback from parents and learners. Restorative practice staff development. Review minutes, DHT/PTG link.	Review of values and vision with focus on new community campus. Further development of restorative practice.
5.8	Care, welfare and development	1	2	3	4	5	6	Assemblies, PSE programme, CSN events. Parents workshops and information evenings.	Further review and development of PSE programme. Further develop partnership working. Focus on careers education and course choices.
5.9	Improvement through self-evaluation	1	2	3	4	5	6	Self evaluation documentation, Quality Improvement calendar, improvement planning, faculty/department reviews.	Further review of faculty and whole school QA calendar. Focus on 'pupil voice' and impact of improvement agenda at all levels across school. On-going focus on consistency and rigour.

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps	
How well do we meet the needs of our School Community?										
6	Policy development and planning									
6.1	Policy review and development	1	2	3	4	5	6	School vision embedded in policies. Focus on improving outcomes fir all pupils.	Review of E, L&L policies. CPD plans focus on policy implementation. New policy implementation and review on-going.	
6.2	Participation in policy and planning	1	2	3	4	5	6	Consultation exercises- documentation. Minutes of staff meetings, pupil council meetings, parent council meetings.	Further investment in staff leadership of improvement teams.	

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How well do we meet the needs of our School Community?									
7	Management and support of staff								
7.1	Staff sufficiency, recruitment and retention	1	2	3	4	5	6	Staffing data and curriculum plans.	Share and plan for 'Reaching Scotlands Future'. Investment in staff development, share and acknowledge staff successes.
7.2	Staff deployment and teamwork	1	2	3	4	5	6	Staff deployment, CPD and PDRS records. School ethos. DHT/PTG meetings, pupil information exchange meetings.	Focus on format of school meetings in line with cooperative learning strategies to provide increased opportunities for professional dialogue. Faculty structure to be implemented. Roles and remits of senior and middle managers to be shared.

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps	
How well do we meet the needs of our School Community?										
9	Leadership									
9.3	Developing people and partnerships	1	2	3	4	5	6	Minutes of SMT/PT/Faculty/ Department and Improvement Team meetings. Consultation documents. Partnerships with organisations and agencies. Ethos.	On-going development of improvement team structure and CPD programmes. . Increase leadership opportunities at all levels and continue to recognise and celebrate successes. Review format of PT and Staff meetings.	
9.4	Leadership of improvement and change	1	2	3	4	5	6	Minutes of SMT, PT, Staff and Parent Council meetings. In-service Day programs. Cluster, school and Faculty/Department Curriculum plans. Improvement plans, budget statements. Self evaluation documentation.	Review roles of SMT and SMT link. Review, discuss and clarify roles of PT Faculty and PT Subject. Further promote opportunities for collaborative working . Improvement plan clearly takes into consideration constraints in terms of budget and time. Monitor staff absence and workload and intervene/support as appropriate	

Quality Indicator		Audit Levels (shaded)						Evidence	Next Steps
How Good Can We Be?									
10	Capacity of improvement								
	Capacity for improvement	1	2	3	4	5	6	HMle feedback. Leadership opportunities. Quality Improvement documentation Budget constraints.	Extend leadership at all levels to further develop capacity for improvement

## 7. Other Achievements

The school encourages an ethos of achievement through:

- opportunities for pupil participation in a wide variety of activities, in and beyond the classroom
- recognition and celebration of achievement
- high expectations

**Some examples of our achievements this session are:**

### CITIZENSHIP

Over 160 pupils were appointed to positions of responsibility – Student Council, Senior Executive, Prefects, House captains and vice-captains, class captains, class buddies and peer listeners, Health & Well Being leaders and Sports leaders.



Increased membership of Rotary Interact Group which led charity fund raising including Children in Need and also planned and delivered the annual Young Musician of the Year competition.

ACES (Alford Countryside and Environmental Society) delivered an ambitious programme of presenters and visits.

S5 pupils participated in Youth Philanthropy Initiative (YPI). The winning team presented their work with the Stewart Andrew Lawtie memorial Fund.

Planned programme for assemblies with regular contributions from chaplaincy team.

Pattern of House assemblies established as part of the assembly programme.

Two S2 girls were active members of the Junior Climate Change Fund group which supports environmental improvements in the Alford Area. They are also both working towards their Gold John Muir Award.

Pupil support enhanced through the role of S1 buddies, class buddies, bus mentors, Chill Out Room.

Paired reading training introduced. Very successful paired reading scheme.

Pupils were involved in Alford and Area Youth Forum and key participants in the creation of the Marr Youth Action Plan and Ward Forum.

The Alford Schools Citizens of the Globe Group attained Eco schools Green Flag status for Alford Academy and Alford Primary.





## ENTERPRISE

Young Enterprise delivered as an elective in S5/S6 Enrichment Programme.

Enterprise projects were delivered through PSE (BP Candybag Challenge with S1), S2 Enterprise through enabling technologies and S5/S6 enrichment programme.

12 S5 pupils attended the annual Petrochallenge.

S6 boy has his own business, a photo agency evolved from a news website created in 2009. He has featured on BBC Scotland, Newsround, Radio 2 and 5 and in the Scotsman in relation to his news website.

## FUND RAISING

Sponsored Walk – 20% of all funds raised were donated to the STV Children's Appeal.

Earl Haig poppy collection.

Children in Need 2012 included a 'Where's Wally' theme for all S6 pupils and a fundraising staff and pupil talent show.

S6 Talent Show.

ALEC (Aberdeenshire Life Education Centres) through Alford and District Rotary Club





## HEALTH & WELL BEING

P7 Health Questionnaire during link week (for review when pupils are in S4).



4 Health and Wellbeing Young leaders were nominated and trained and delivered support and activities around fitness and extra curricular clubs.

S6 enrichment programme and Princes Trust XL Club.

Safe Drive, Stay Alive, November 2012.

Active Schools programme.

Extensive range of clubs and activities on offer to pupils.

Extended transition programme (P7-S1), multi-agency and school support at transition stages.

Events Week – wide range of sporting, creative and cultural experiences. Residential trips to London and Craggan Outdoor centre.

Tree of Knowledge (motivational workshops) worked with P7, S2, S3, S4, S5, S6 pupils and parents.

Interhouse team spirit promoted throughout session.



Outdoor gym in place and in use – community use encouraged



## SPORTING

### Interhouse competitions

S2 boy, as a member of the U18 boys Aberdeen AAC team won Gold in the 4 x400m at the Scottish National Relay Championships

7 pupils qualified and compete in swimming at District level.

8 pupils qualified and compete in swimming at National level.

S1 girl who has been placed 5<sup>th</sup> and 8<sup>th</sup> at Scottish National Swimming Age Groups.

S3 boy won a Gold medal competing in England, swam in eight events at the Scottish National Age Group championships and was place 7<sup>th</sup>.

S1 Girls Swimming team won 2 bronze medals for the Individual Medley and Freestyle relays at the Scottish Schools Swimming Association relay Championships held at the Royal Commonwealth Pool in Edinburgh

The S1 Boys Swimming team won bronze medal for the Freestyle Relay and came 4<sup>th</sup> place in the Individual Medley relay at the Scottish Schools Swimming Association relay Championships held at the Royal Commonwealth Pool in Edinburgh.

S1 boy is a member of the Grampian Regional Basketball Team and was selected to represent Scotland at U12 level.

Two S1 boys are members of the Scotland Under 13 Boys basketball team.

S4, S5 and S6 boy are members of the Grampian Regional Under 16 basketball team and played at Under 18 Level in the Scotland National League.

S2 boy trains at the veledrom in Glasgow and was accredited 3<sup>rd</sup> level. In the Edinburgh Series Ingliston – Close Circuit Racing, he averaged 6<sup>th</sup> overall at Scottish National Level and won first place in Scottish 10k time trials.

S5 boy plays came 2<sup>nd</sup> in North East Boys Competition.

S5 boy is the current North East Under 16's champion.

S3 boy nominated for the Scottish Golf Academy and played for North East District Boys and Loretto Boys Under 14's.

S3 boy is member of North East Regional U16 rugby team and was promoted to the Caledonians U16 team.

S3 girl competed at National Level in Level 2 Trek Horse Riding Event and came 7<sup>th</sup> in Scottish Trek Championships.

S2 girl came 1<sup>st</sup> in regional Novice Show Jumping. She qualified for the British Riding Club NAF National Championships and was Reserve Champion at the Blair Castle International Horse Trials.

S1 girl competed in the English Alpine Championships in Italy and Scottish Championships, in France where she ranked 2<sup>nd</sup> in Under 14 Female Slalom and Giant Slalom. In the British Championships, Meribel, France she ranked 6<sup>th</sup> in the Under 14 Girls for all 3 ski disciplines.

S6 girl is a member of Zariba, a synchronised ice skating team which has been nominated for Team of the Year as part of Aberdeen's Sports Awards. Zariba are currently Scottish & British Champions and hope to take part in the World Championships next year in Italy.

S4 boy plays U16 for Aberdeen Football Club.





S4 boy is the 2012 Home Nations Synchronised Trampoline Champion. He has again qualified for Individual Trampoline, Synchronised Trampoline and DMT British Nationals 2013 at the LG Arena, Birmingham.

S2 girl gained her third cap for gymnastics, representing Scotland in Ireland, Spain and the Isle of Man. She has twice been a member of the Scotland team competing in the Celtic Cup Competitions and is currently in the National Potential Squad.

S3 girl competes at regional level in Tae Kwan Do and recently at the Scottish Championships attained a bronze for special technique. She has achieved bronze for individual sparring, bronze for team patterns, silver for special technique-sidekick and gold for team sparring.

S3 boy won the 2013 European Open Beach fly fishing championships in Yorkshire.

S4 boy came 2<sup>nd</sup> in the Yorkshire Pentathlon in October 2012 and represents Scotland in the Great Britain National Youth Pentathlon Selection competitions. He came 2<sup>nd</sup> in the Yorkshire Triathlon Qualifier Competition and 13<sup>th</sup> in the National Triathlon Championships.



Alford canoe polo team competed in the North East Scotland Tournament, which they won for the second time.

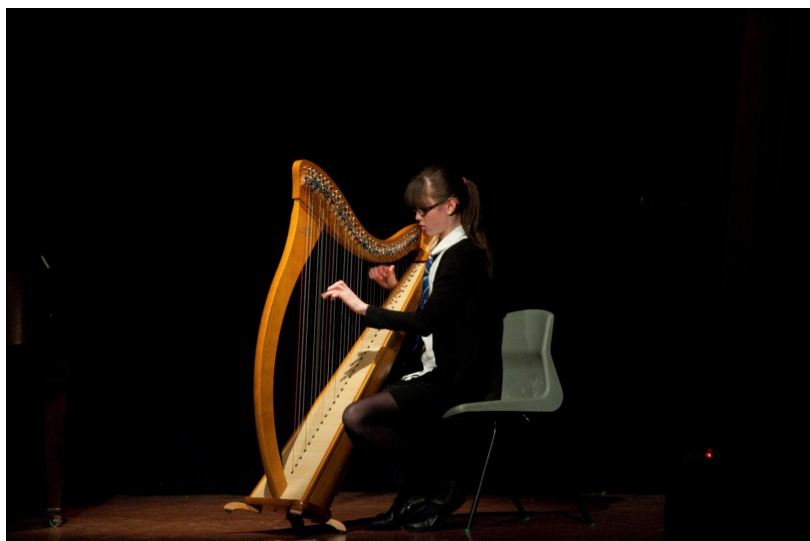
## CULTURAL

S5 girl was awarded Gold Medal Grade 8 with Distinction from London Academy of Music & Drama. She was also selected to dance with the Scottish Ballet's production of Hansel & Gretel in April 2013.

S5 girl was selected by the Scottish Ballet to be part of a choreography dance group "Hothouse" and also took part in their Hansel & Gretel production.

S5 girl, highland dancer, choreographed at the Highlands & Islands Music & Dance Festival in Oban. She is also a talented piper, competing locally and nationally.

S2 boy won the 2012 Milliner Bag Piping Trophy and North of Scotland U14's March Trophy 2012. He also won the North of Scotland Slow Air U14's Trophy 2012 and the Bucksburn & District Trophy for overall North of Scotland Piping.



String Orchestra, Concert Band, Pipe Band, School Choir and Ceilidh Band showcased their talent in the Christmas concert and Leaver's Ceremony.

Annual 'Young Musician of the Year' competition in March 2013 showcased pupils' talents and performance skills.

Senior pupils were selected to play in the Aberdeenshire Youth Orchestra.

Former pupil, Emeli Sande, visited the school and performed to all pupils and staff.

Partnership with Bangladeshi schools (British Council Connecting Classrooms) continued with visit from Bangladeshi educationalists.

Alford Academy's on-going commitment to an art competition, 'My Aspirational Self', organised by recruitment company Thorpe Molloy for Aberdeenshire and Aberdeen City schools resulted in pupil's work being published and displayed on First Bus, Aberdeen. Alford Academy pupil won this competition for the third year running.

Doric words of the week promoted through assembly and plasma screen.

Well attended Christmas Dances and Leavers' Ball.

St Andrews Day celebrations.



## INNOVATION

The school has over 40 young engineers, juniors and seniors.

They enjoyed a number of successes in 2012-2013, namely

- Came 1<sup>st</sup> in the SCDI North East finals of Young Engineer 2012.
- Came 2<sup>nd</sup> in the 3D Printer Project Challenge organised by Strathclyde University.

The junior and senior teams work on an extensive range of activities including

- F24 endurance race competition organised by Green Power
- ROV Design and Manufacture (RGU)
- Robotics (Rampaging Chariot)
- MAKERBOT Challenge
- Petro Go-kart
- Scarrab Three Wheeler vehicle refurbishment

Sponsors include ACE Winches and they enjoy strong working partnerships with Talisman, Woodgroup PSN, Grampian Transport Museum and Lawrence of Kemnay.

In addition to these successes, Mr Sande's work with our Young Engineers was acknowledged by SCDI who awarded him 2013 Club Leader of the Year.



Science Technology Engineering  
Mathematics(STEM) activities included

- P7 Link Day (Lego Mindstorm activities)
- S2/3 STEM Day consisting of talks on Renewable Energies (Stephen Kerr) and Astrophysics (Prof. Martin Hendry), as well as ½ day Artificial Intelligence and Robotics challenge

Both of these days involved S3 and S5/6 pupils organising and running STEM challenges for younger pupils and peers. Pupils gained valuable leadership skills as well as applying considerable technological skills for the benefit of others.



## **EXTRA-CURRICULAR ACTIVITIES / CLUBS**

Range of extra-curricular activities, including creative arts and sports.

Events Week programme for S1-S3 pupils included residential trips to Malta/Gozo and London and an extensive programme of activities and visits.

Varied programme offered by Active Schools Co-ordinator.

## **PARENT/COMMUNITY/BUSINESS INVOLVEMENT**

Alford and District Rotary Club support to school through mock interviews, Interact Club, leadership awards and Young Musician of the Year event.

School Chaplaincy team regularly delivering assemblies.

Transport Museum supports young engineers.



Former pupils and staff invited back into school to celebrate achievements of pupils at Leavers Evening.

Members of the wider school community celebrate achievements at whole school annual Awards Ceremony.

Numerous local businesses supported Sponsored Walk 2012 and Awards Ceremony 2013.

Effective and developing partnership working within the CSN.

Work experience placements secured for S4 cohort.

Parent Council and wider parent forum engagement with school including Parents Evenings and Information Evenings



## **CURRICULAR AND VOCATIONAL EXPERIENCES**

Princes Trust XL Club and Skills for Work units.

S6 Advanced Higher Geography residential trip.

Higher and Standard Grade Geography field trips.

S5/6 Higher History residential trip to Stirling.

S1 Humanities excursion to Burn o' Vat, Dinnet.

Pupils delivered a study skills workshop to parents (PASS – Parental Study Support).

Curriculum enrichment for Higher and Advanced Higher pupils through close links with universities.

UK Intermediate Maths Challenge – gold, silver and bronze awards.

Junior Mathematical Challenge – gold, silver and bronze awards.

Tree of Knowledge seminars.

Visits to University and College Open days.

Senior pupil involvement with YASS programmes delivered by the OU.

## **RECOGNISING AND CELEBRATING ACHIEVEMENT**

Press committee tells the story of school events through its weekly column in the local newspaper, newsletters and website up-dates.

'Year in the life of the school' DVD is a visual record of the broad range of school experiences and achievements.

Our Annual Awards Ceremony celebrates a broad range of attainment and achievements in June 2013.

An Annual Leavers Ceremony celebrates the achievements of all leavers during session 2012-13.

Year Group, House and Whole School Assemblies.

Displays of pupils' work are showcased around the school on an ongoing basis.

The plasma screen, sited close to the school's reception area, is updated daily and provides easy access to topical inserts and current achievements for staff, pupils and visitors alike.

Newsletters and local news articles keep parents and the local community updated with events and successes of the school.

# School Improvement Priorities for session 2013/14

## 1 Curriculum for Excellence

1.1 All staff familiar and increasingly confident with national, authority and school documentation and policy, including assessment procedures.

1.2 Plan for a fully integrated senior phase:

- Review and update course choice procedures / processes.
- Revise / amend course choices in light of actual results in August.
- Review of Core programmes to ensure fit for purpose.
- Review and make decisions re prelim /exam leave.
- Draft Curriculum architecture in consultation with Curriculum Team.
- Update timetable / staffing projections.
- Information Evenings / inserts in place.

1.3 a) On-going monitoring, review and further development of S1-S3 CfE programmes to ensure all young people are challenged and have opportunities to apply their skills. Development of new senior phase / SQA courses and additional Awards in preparation for coming sessions.

- b) P6-S1 - Cross-sector priorities identified and progressed.  
S1-S3 - Implementation ongoing including for progression to S4.  
S4-S6 - Senior Phase plan in place. Increased blended / independent learning opportunities.  
NSB - Plan for new curriculum architecture for August 2015

c) Ongoing mapping of Es & Os and Entitlements.  
Learning, teaching and assessment developments.

1.4 Focus on L, N, H&WB - Draw up Whole School / Faculty Calendar  
Spotting Fortnight  
2nd Audit  
P7 Link Week

- Focus on numeracy  
Transfer of information at transitions (P7-S1)  
Preferred methods roll-out  
Develop Numeracy N4 course
- Focus on Literacy  
Writing and reading cross sector/whole school  
Toolbox online, in use (in-house resource)  
Continued focus events (emphasis on W/ R)
- Focus on H&WB  
Whole school Focus Days  
Staff Health Checks  
H&WB Focus Week for all S1 pupils  
H&WB activities for P7 Link Week

## H&WB Young Leaders - Focus on Mental Health / Stress Minimisation

- 1.5 a) Continued participation in Global Citizenship partnerships and continued focus on sustainable development education
  - b) Continue to develop partnerships with local businesses to support Work Experience placements for all S4 pupils.
  - c) COGG - focus on Fairtrade inc. across the community, Full International Schools Award, Eco-Schools Green Flag Award
- 1.6 Feasibility study: Staffing projections for full CfE implementation.

## **2 Continue to develop and deliver the highest quality learning experiences and outcomes for all learners**

2.1 Continue development of the schools Learning and Teaching policy framework Learning & Teaching Improvement Team (including pupils) to

- consider and prioritise L&T policy framework
- evaluate strategy devised
- develop strategies to increase consistency of application following evaluation
- develop classroom expectations policy
- develop TMIR policy and practice guidelines

2.2 Further develop Assessment for Learning in all classrooms.

- Investment in resources to refresh/further raise teacher understanding of AfL.
- Use of reflective materials for teacher self evaluation.
- Walkthrough focus on principles of AfL.

2.3 L&T Group study of use of ICT in learning and teaching. Review and analysis of questionnaire data. Consideration of evidence of good practice both within school, but also nationally and internationally.

2.4 To devise and implement a systematic means of measuring the impact of AfL and ICT in learners.

- Pupil and teacher questionnaire developed, implemented and analysed.

2.5 Further develop tracking, monitoring and early interventions strategies, including tracking pupil progress across the Junior Phase.

2.6 Further develop assessment, moderation and verification across schools.

2.7 Re-focus on CPD and PDRS, planning and delivery of CPD programme in light of Teaching Scotland's Future and new Professional Standards.

### **3 Further develop partnership working in order to support pupils to achieve their potential and to enrich their learning experiences**

#### **3.1 Embed GIRFEC principles in working practices which promote an inclusive ethos.**

- Develop IEPs for range of youngsters in line with Authority guidelines.
- Further familiarisation with Aberdeenshire E,L & L ASN manual.
- Continue to develop partnership working within the Alford Cluster to identify barriers to young people's learning and to ensure effective support through use of Support for Learning staff and Intervention and Prevention Teacher.
- Plan and deliver Social Media focussed events across Cluster, culminating in parent information evening.
- Review Positive Behaviour Policy with view to embed Restorative Practice approach over next 3 years. Involve pupils in developing positive 'Corridor Code of Conduct'.
- Develop electronic recording of merits.
- Implement Authority Pupil Attendance Policy.
- Develop use of SEEMIS Attendance module to provide timely information to class teachers (use of Health, Behaviour TT and Pastoral Notes tabs).
- Implement Authority anti-bullying policy .
- Engagement with Authority 'Meeting Learners Needs Think Tank'.
- Develop role of School Nurse within PSE and across school.

#### **3.2 Further improve communication with parents and increase involvement of parents in learning/ life of the school is increased.**

- Continue to develop school website as means of communication with parents including review of format of school bulletins and newsletters.
- Further develop partnership with Parent Council by
  - reviewing communication strategies
  - focus events and open mornings
  - increasing opportunities for parents to engage in the work and life of the school. E.g. PASS initiative, targeted communications, information evenings, mock interviews, curriculum inserts.

#### **3.3 Further develop innovative partnerships to enhance learning and develop employability skills of young people**

- develop and implement parents/business partners in CV support, mock interviews and assessment centre opportunities.
- work experience opportunities.
- curriculum inserts.
- plan Business Forum event to familiarise local businesses with changes to curriculum and qualifications.

### **4 Further develop a vibrant, progressive culture of ambition and achievement through leadership at all levels**



#### 4.1

Continue consultation on school/new campus vision, values and aims as we continue to implement CfE and progress towards new campus.

- Pupil consultation via PSE lessons, Student Council, Senior Executive and focus groups.
- Staff consultation at Inservice Days, Staff and Faculty Meetings.
- Parents consultation at Parents Evenings, Parent Council Meetings, electronic surveys.
- Wider community at Business Forum event, through partnership meetings and surveys/evaluation forms.

#### 4.2

Further develop and support pupil leadership roles across the school.

- Review and further develop constitution of Student Council.
- Review Prefect Structure and identify improvement priorities.
- Review House/Vice House roles and identify improvement priorities.
- Further develop pupil leadership capacity to raise aspirations/support learning through pupil led presentations to share personal experiences/learning journeys at assemblies/in classes
- establish pupil led study support team.
- raising awareness of and supporting pupils as leaders of their own learning.
- Develop SQA Leadership Awards with view to implementation session 2014-15.

#### 4.3

Further develop staff leadership capacity across the school.

- Establish full Faculty structure and revisit roles/remits of Principal Teachers(Faculty) and SMT link to ensure rigorous and consistent support and challenge leading to highest quality improvements.
- Further develop Faculty Management team through team building and focus on Self Evaluation(Core QIs).
- Review structure of all meetings (SMT, Middle Management (Faculty/Subject PTs), Staff and Faculty) increasing opportunities to share practice, identify improvement priorities/strategies and 'shape' whole school policy and procedures.
- raise awareness of and implement new Professional Standards/Professional Updates.
  - focus on professional learning opportunities including increased opportunities for mentoring, shadowing, leadership of improvement teams, attendance at senior/middle management meetings, mandatory policies (inc Data Protection Act- all staff)

#### 4.4

All staff proactive in maximising attainment/wider achievements of pupils

- STACS data shared and discussed at all levels across school community with focus on strengths, priorities and strategies for further improvement
- all faculties implement agreed strategies to raise attainment
- raise awareness and familiarisation with new Senior Phase Benchmarking Tool

#### 4.5

Increased rigour and consistency in self evaluation at all levels across the school

- re-focus on self evaluation leading to improvement in learning (quality improvement trails)

- review calendar of key QI and self evaluation activities(including learning trails).
- share and review HMle raised expectations.
- focus on looking inwards, outwards and forwards at all levels through school.
- focussed Quality Improvement visits to identified faculties on a three year cycle.

#### 4.6

Promote opportunities which encourage healthy and balanced lifestyles

- re-establish school H&WB Improvement Team to include catering staff and pupils.
- promote healthy eating through school H&WB Improvement Team
- continue to promote positive culture of openness, raise awareness of council wide support and actively support all staff with regard to care and welfare.
- promote and support Active Schools co-ordinator.

#### 4.7

Further promote a culture of enterprise and ambition, with links to local and national culture and heritage.

#### 4.8

Continue to review and further develop mechanisms for recording, recognising and celebrating achievements

- further develop Pupil Profiles (Junior Phase and Senior Phase)
- review and further develop systems for recording wider achievements to inform. interhouse activities, House Assemblies, Awards and Leavers ceremonies.