



Alford Academy
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020/2021 and our School Improvement Plan for the current session 2021/2023. This report provides important information regarding progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Alford Academy. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

In line with national advice as a school community we consider the following questions:

How are we doing?

How do we know?

What are we going to do now?

As a staff we are:

Looking inwards to analyse our work.

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Alford Academy we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximise their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Angela M Wotherspoon

Head Teacher

(March 2023)

The School and its context

Vision for the school

Our vision is to work together as a community to create a high-quality learning environment where everyone is encouraged to aim high and maximise opportunities. Where our pupils are supported to reach their full potential and develop into **responsible, confident, successful, and caring** individuals who **effectively contribute to society**

Our school motto is, “*Working together to nurture, inspire and achieve*”

Values that underpin our work

We aim to deliver this through promoting our 6 school values in everything we do:

Honesty, Hardwork, Ambition, Respect and Kindness

Context

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. Pupils transition from one of our thirteen associated primary schools (Alford, Cluny, Cragievar, Dunecht, Echt, Keig, Lumsden, Midmar, Monymusk, Strathdon, Tough, Towie and Tullynessie.) The new Alford Community Campus opened in October 2015. This shared campus is home to Alford Nursery, Primary and Academy, Community Learning & Development, Sports & Leisure, and Library Services. 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 a very positive ethos and a strong sense of family and inclusivity which is supported by a well-established House system. An increase in the school roll resulted in a fourth house being formed in session 2018-19 and this has improved access to pastoral care for all pupils.

The learning and self-evaluation culture have continued to evolve over the last 5 years, but the pace of change has been carefully managed. There has been ongoing consultation to ensure that pupils, staff, and parents were on board with these changes and to ensure that the positive ethos of the school was maintained.

The Senior Leadership Team comprises the Head Teacher, three Depute Head Teachers and a Business Manager. The school has seen a significant changes in the SLT in the last 18 months, with the appointment of a new Head Teacher in August 2021 and a new Acting Depute Head Teacher in September of 2021 and most recently the appointment of DHT Learning, Teaching and Assessment in January 2023. The successful leadership through significant change and an

Education Scotland Inspection (November 2022) shows the considerable capacity of all members within the team.

There is a feeling of openness among staff that new ideas and suggestions for improvement are welcome. There is a strong desire to further develop leadership at all levels. Providing leadership opportunities and relevant CLPL is seen as an essential component of improving our school. Extending the leadership opportunities for pupils at all stages has been a focus and we will continue to engage with pupils to secure improvements in this area, particularly within the BGE.

The Pupil Council, together with our Interact Charity Group, pupil suggestion box, focus groups and surveys continues to ensure that all pupils have a strong voice in school improvements. There are an extensive range of opportunities available to pupils both through the varied curriculum and an extensive range of extra-curricular activities provided by staff, Active Schools Co-ordinators, and volunteers.

The school has a strong commitment to building community links. Partnerships within the local community are being further developed to provide support for individual pupils and groups of pupils. Our flagship partnership is with Mackie's of Scotland who are providing a range of curriculum inserts, career education and sponsorship. We have also developed links with a variety of local businesses such as Alford Co-op. Prior to the Covid restrictions business breakfasts, hospitality lunches and two successful in-house careers fairs have played a major part in securing many important new links. Our local community enjoy our concerts/shows.

We have a committed and supportive Parent Council who are always seeking to support the school with fundraising and improvements.

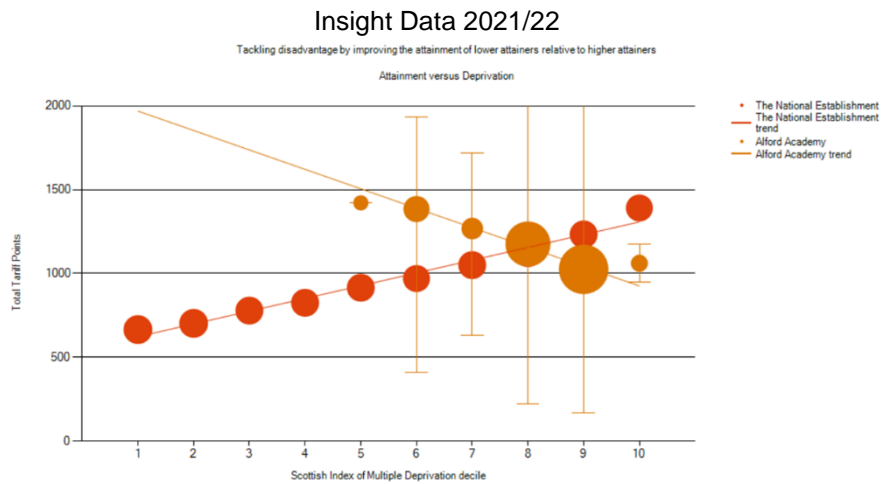
Partners from health, social work, police, library services and community learning & development are committed to developing effective integrated working practices to enhance support for our young people.

Staffing continues to be a challenge and sometimes impacts on our ability to deliver the curriculum we desire. Exploring new curriculum options is necessary to help us to overcome the constraints of our size and rural location. Our curriculum rationale will constantly be updated. We have worked hard to build partnerships with the help of our DYW co-ordinator and we currently have 66 pupils who are engaging in Foundation Apprenticeships, across 11 different frameworks.

The SIMD profile for Alford Academy is shown in the below chart. According to this information there are no pupils who lie below decile 5. However, to look at SIMD in isolation can be misleading. We are aware there are many pupils experiencing deprivation and hardship within our catchment area. In November / December 2022 our PT Equity, Excellence and Wellbeing distributed 38 food and toiletry hampers for Christmas and also provided 32 Christmas gifts for young people at risk of receiving nothing on Christmas morning as well as 18 Christmas eve boxes. 30 pupils received £50 worth of clothing vouchers to support them to access warm winter clothing / jackets.

Current data (February 2023) shows that we have 55 pupils in S1-S6 who benefit from free school meals with a further 10 young people receiving discretionary support due to financial challenges. The number of pupils in receipt of FSM has increased by 50% in two years. We have 9 pupils in receipt of an EMA. Our Pupil Equity Funding for 2022-23 is £28,175

We also have a small number (5) of care experienced pupils, several young carers and many pupils who experience significant welfare issues who are supported by our welfare team.



How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for 1.3:
(HGIOS 4 - 1-6 scale)

How well are you doing?

What's working well for your learners?

- Alford Academy vision, values and aims (VVA) is aspirational in its ambitions for positive learning experiences and outcomes for young people. They are evident in the daily behaviours and attributes of all within the school community. When developing these, the school drew on contributions from young people, parents and carers, staff, and a range of partners.
- The ethos of the school is inclusive, supporting and encouraging all to achieve.
- Expectations for all are high and staff are positive role models to pupils.
- Staff are developing a renewed understanding of the socio-economic context of the school given the circumstances over the last 18 months.
- All staff have opportunities to engage in high-quality continuous professional learning. Areas of focus for session 2021-2022 have been GTCS professional standards, a review of core quality indicators from HGIOS4 and Excelerate project which links business with our school and considers the relevance of learning, linking to developing skills for learning life and work.
- Staff work effectively together as a team to share professional learning and expertise. Opportunities have been provided for peer observations to take place prior to the school lockdown and these have returned across faculties in the last term of 2022 session.
- Some staff take on whole-school responsibilities for leading on curriculum development.
- Protected time is dedicated to regular professional dialogue sessions.
- All staff are involved in analysing performance information to identify next steps and areas for improvement.
- Pupils have opportunities to develop leadership capacity through their involvement in a variety of different opportunities which includes both a junior and senior pupil council, monitors, prefects, Interact charity committee and groups with a focus on mental health.
- The school has well-established, effective approaches to seeking the views of stakeholders on school improvement in a variety of ways, including through a variety of surveys.
- Parents and community partners contribute to the school through different approaches, including supporting World of Work/DYW/STEM.
- During session 2021-2022 Alford Academy, under the direction of the newly appointed Head Teacher, has engaged in self-evaluation activities which includes surveying all pupils, parents, staff, and the wider community to ensure there is a clear and shared understanding of school strengths and areas for development.

- The school continues to be involved in the local authority self-improving schools programme working collaboratively with other schools on areas including self-evaluation and school improvement.

How do you know?

What evidence do you have of positive impact on learners?

- Vision, values and aims consultation took place in 2019. When developing the vision, the school has drawn appropriately on contributions from young people, parents and carers, staff, and a range of partners.
- Almost all staff can articulate the vision, values, and aims of Alford Academy.
- The vision, values and aims are evident in the daily life of the school.
- Our values (HHarks - Honesty, Hardwork, Ambition, Respect and Kindness) and (HoWLs (Habits of Work and Learning)) habits of work and learning are used consistently by SLT in written communications and assemblies to underpin resilience.
- Staff are developing an improved understanding of barriers to pupils' learning, including those associated with economic or social disadvantage. This includes the supportive work carried out by a specific role developed at Alford Academy, PT Achievement (PEF focus), which has been replaced by PT Equity, Excellence & Wellbeing.
- Staff leadership roles include Pathways PT, DYW Co-ordinator and PT Pedagogy. These roles include working with all faculties across the school.
- Pupil council have undertaken work using HGIOURS to engage in self-evaluation.
- Pupils have also had the opportunity to engage with local authority participatory budgeting processes during session 2021-2022, resulting in improvements and enhancements to our outdoor spaces.
- Staff have taken on opportunities to undertake professional enquiry projects leading to improvement. This includes all staff engaging in professional learning around project-based learning as part of our Excelerate project.
- During sessions 2021-2022 and 2022-23 surveys have been carried out with all stakeholders. The focus has been on core quality indicators.

What are you going to do now?

What are your improvement priorities in this area?

- Alford Academy will have a continued focus on the analysis of data in to ensure appropriate improvements are identified in all faculties and across the school.
- QA/self-evaluation processes will continue to be developed to ensure appropriate identification of strengths and next steps.
- As the school continues to work through the pandemic an area of focus will be to develop leadership at all levels which will also include taking forward opportunities within our self-improving school trios.
- Continue staff development opportunities in line with Excelerate project with a focus on relevance of curriculum and provide opportunities to develop skills for learning, life, and work.
- Build on pupil leadership opportunities including consideration of role of S3 monitors and prefects from S4-S6.

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress.

Level of quality Core QI 2.3:
(HGIOS 3 1-6 scale)

How well are you doing?

What's working well for your learners?

- Ongoing learning experiences underpinned by school vision, values and aims. Positive relationships are in place between staff and learners. An ethos of mutual respect exists which is conducive to effective learning and teaching.
- Learners' wellbeing is a consistently high priority across all classes.
- Learners are supported by a variety of high-quality, innovative, and creative resources, including digital technologies.
- Teachers have high expectations of learning by all children and young people.
- Learning activities meet the developmental needs of almost all young people.
- Learners are increasingly responsible for and actively involved in planning and leading learning. Their views are sought, valued, and acted upon across the school and wider community.
- Most pupils understand the purpose of their learning, effective use is made of AIFL strategies such as LI/SC (including co-construction)
- Learners are supported in the development of skills for 21st century learning (critical thinking, communication, collaboration, and creativity) and attributes within the 4 capacities.
- Learners have an increasingly accurate understanding of their own and the learning of others and are encouraged to talk about strengths and identify next steps.
- Teachers plan effectively to meet the needs of learners, making use of all resources to ensure appropriate support and challenge.
- Teachers make use of different learning environments and a wide range of innovative, creative teaching approaches, to meet the needs and interests of their learners.
- Teachers use technology to deliver learning and teaching experiences and provide ongoing opportunities for learners to develop their skills in the use of digital technologies.
- Teachers use assessment data effectively to plan and secure improved outcomes for learners.
- Teachers observe learners closely to inform appropriate and well-timed interventions and future learning.
- Learning, teaching, and assessment are planned in an integrated manner identifying what is to be learned and assessed at the planning stage.
- Assessment approaches are matched to the needs of the individual learners to allow them to demonstrate their knowledge, understanding, skills, attributes, and capabilities.
- Assessment evidence is valid and reliable.

- Use is made of a wide range of assessment information, including formative (ongoing), summative and standardised (periodic), to inform teacher/practitioner judgements.
- National benchmarks are used to improve the validity and reliability of professional judgements of learners' progress and attainment. At key milestones, assessments provide reliable evidence which the school uses to report on the progress of all learners.
- A quality body of evidence is used to support assessment judgements/decisions about next steps.
- Outcomes from assessment are shared with learners to engage them in reflection and identification of strengths and areas for development.
- There are shared expectations for standards to be achieved, and robust arrangements for moderation are in place, including through the support of the self-improving schools' trios.
- Moderation processes and approaches are applied to all aspects of learning, teaching, and assessment to improve the validity and reliability of judgements of progress and attainment within and beyond the school.
- Staff plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.
- Robust approaches to tracking and monitoring provide teachers with regular up to date data on young people's progress. Tracking and monitoring processes include analysis of data linked to any barriers to learning. This may include SIMD profiles or any identified additional support need. As a result, pupils' needs are well identified across the school.
- Supported through a clear tracking and reporting calendar, teachers identify and respond to identified areas of concern.
- Analysis of data leads to appropriate interventions to address gaps in attainment and achievement. Data is also used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.
- Analysis of data including comparator data informs improvement priorities, planning and practice.

How do you know?

What evidence do you have of positive impact on learners?

- Alford Academy continue to develop a consistent approach to learning, teaching, and assessment.
- All pupils are regularly involved reviewing their learning, noting their strengths, and identifying next steps.
- Examples of innovative use of resources including digital technologies have been evidenced through faculty reviews. An example would include: Google classrooms along with faculty mark book used to assess pupils in modern foreign languages. This increased pupil's ownership of assessments and allowed for individualised feedback.
- A Faculty review has been conducted with all faculties across the school by the senior leadership team allowing for review of data and sharing of good practice.
- The English department have engaged with pupils through consultation on the texts to be covered, leading to more engagement and an increased sense of ownership in learning.

- The Guidance have been offering revision sessions with pupils following a review of the PSE curriculum. The Guidance team are planning how they can contribute to Prince's Trust achieve.
- The Guidance team continue to consider Wellbeing in line with the analysis of attainment data.

What are you going to do now?

What are your improvement priorities in this area?

- Reviewing tracking monitoring and reporting processes with all stakeholders across the school.
- Continue to develop a consistent approach to learning, teaching, and assessment.
- Continue to develop our understanding and ability to meet needs of all learners considering all barriers including socio-economic.
- Develop robust quality assurance procedures across the school to support ongoing improvements in learning, teaching, and assessment.
- Review the curriculum, supported through an analysis of all available data, to ensure that pupils can access appropriate progression pathways.

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality overall:

Level of quality Core QI 3.1:
(HGIOS 3 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff are aware of child protection and safeguarding procedures. All staff demonstrate a good knowledge and understanding of statutory requirements and codes of practice regarding wellbeing, equality, and inclusion. School policies are up-to-date, clear and refer to recent local and national guidance.
- Caring and respectful relationships are evident across the school in classrooms. Learners feel they are treated fairly and with respect. The school vision, values and aims underpin the positive ethos.
- Staff have a good knowledge of their pupils and their individual circumstances.
- Learners across the school are developing a good understanding of rights and what it means for them and other pupils.
- All staff have a good understanding of the wellbeing indicators.
- The Guidance team continue to undertake wellbeing surveys with pupils with face to face follow up. Regular check ins take place that contribute to overall wellbeing.
- A CLAN system is in place for S1 and S2 and has been rolled out to S3 in session 2022/23, this will be extended further to S4 in 2023-24 where pupils meet a CLAN teacher weekly to consider and develop areas such as Meta Skills, employability and team building exercises. This promotes a sense of belonging for pupils.
- Our Principal Teacher of Pathways and Progression is developing a curriculum that embeds skills and works alongside the Excelerate programme to share resources.
- PSE offers a Health and Wellbeing curriculum for S1 to S4, with S5/6 accessing wellbeing inserts as part of their Horizons Programme. Wellbeing is also supported by the curriculum offer from PE, HE and Science.
- Tracking and monitoring processes allow for all children's progress to be tracked including children with additional support needs.
- There is an agreed staged intervention approach used across the school that is used to assess and support children. The whole school approach for logging and recording interventions is used by staff as required.
- IEPs support learners well and have appropriate targets in place, they are regularly reviewed to consider impact. Staff, parents, and learners contribute to IEP planning and review.
- Staff have a good knowledge of the health and wellbeing of individual pupils. This information is used to identify learners that may require support and interventions.
- Staff and SLT discuss interventions to support children's learning and wellbeing at weekly Pupil Information Exchanges meetings (PIEs) Guidance staff, ASL Staff and relevant DHT are involved in these meetings.

- Guidance staff and Faculty Heads monitor and track interventions to evaluate how they are improving outcomes for learners. This is supported by a robust system of bi-annual attainment reviews and regular meetings with DHT's and their link faculties.
- Effective partnerships are in place with other stakeholders and agencies to support children, as necessary. Multi Agency meetings and young people meetings include all agencies as appropriate.
- Deployment of support staff is regularly reviewed to ensure needs are being met. Teaching staff are being upskilled through CLPL to ensure universal support is available in all classes.
- Transitions are well planned within the school and from primary to secondary supporting all to settle and work within their environment.

How do you know?

What evidence do you have of positive impact on learners?

- Time used on Inservice days to support development of knowledge of UNCRC and ensure Child Protection processes are up to date and all staff are aware of their responsibilities.
- Significant In-Service time (August 2023 and November 2023) has been spent on whole school approaches to behaviour and a Behaviour Group is looking at approaches to logging Behaviour and Praise, a revised Relationships Policy and a whole school approach to sharing pupil information.
- During February 2022, a review was undertaken to consider staff awareness of Child Protection and GIRFEC processes. Feedback was disseminated to all staff and clarification/signposting to relevant documentation was highlighted as a result.
- An identified area of concern was the inconsistencies in pupil engagement - relating specifically to mental health. The impact of this can be seen in the SHINE results. The impact of the lack of socialisation is still being seen in the interactions of young people and their peers. This is being supported through assemblies, high visibility of staff at social times and a consistency in the approach of staff to behaviour.
- During the pandemic, the following supports were put in place for pupils and their families at Alford Academy.
 - Pupil and Parent / Carer support sites were created with a focus on Wellbeing – this was to share resources during the remote learning period.
 - Data was gathered daily on pupil and staff wellbeing and engagement.
 - Data was gathered from all families regarding their support needs.
 - Information was shared regarding financial assistance and how to access support.
 - Devices / WIFI support were issued, where appropriate/required to enable access to remote learning.
 - Food bank information shared with all stakeholders.
- After consultation with staff, pupils and parents in session 2021-22, we have moved to SEEMIS reporting in session 2022-23, which we will review at the end of this session. Middle and senior leaders have regular dialogue to support attainment and plan interventions to bring about improvement, raising attainment and intervention is a regular item in faculty improvement meetings.
- ASN and SLT notify staff of pupils who require additional support. This information is identified in the faculty monitoring and tracking (referring to pupils who are CE,

AAA, and FSM pupils). ASN regularly update Pen Portraits and staff use these to plan lessons and teaching styles.

- Wellbeing information and resources are promoted via our google sites for Young People and their Families.
- Planned wellbeing focus events take place during the session, and these are led by our Mental Health Ambassadors and Mental Health Peer Educators

What are you going to do now?

What are your improvement priorities in this area?

- Embed the values of honesty, hard work, ambition, respect, and kindness across the school. Ensure all pupils and staff exemplify these expectations through daily behaviours. HHARKS will be displayed and referred to in daily practice in all classrooms.
- Continue to raise awareness of UNCRC with all stakeholders.
- Review curriculum support through an analysis of all available data, to ensure that pupils can access appropriate progression across the school and individualised pathways.
- Regular use of wellbeing surveys where children tell adults they feel happy and safe, also through one-to-one interviews and regular discussions with staff.
- Develop a clear integrated system of relevant pupil information for all staff to access.
- Continue to develop universal supports in all classes to support learners successfully.

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality overall:

**Level of quality Core QI 3.2
(HGIOS 4 1-6 scale)**

How well are you doing?

What's working well for your learners?

- In the Broad General Education (BGE) learners are making progress from prior learning in literacy and numeracy.
- **Literacy**
 - 26 S1 pupils are working at 2nd Level with 15% requiring support and 86% being on track.
 - 90 S1 pupils are working at 3rd Level with 4% requiring support, 88% on track and 8% exceeding expectations.
 - 20 S2 pupils are working at 2nd Level with 15% requiring support and 85% being on track.
 - 97 S2 pupils are working at 3rd Level with 1% requiring support, 92% on track and 7% exceeding expectations.
 - 6 S3 pupils are working at 2nd level with 67% requiring support and 33% on track

- 116 S3 pupils are working at 3rd level with 4% requiring support, 92% on track and 3% exceeding expectations.

- **Numeracy**

- 49 S1 pupils are working at 2nd Level with 4% requiring support and 96% being on track.
 - 66 S1 pupils are working at 3rd Level with 88% on track and 8% exceeding expectations.
 - 28 S2 pupils are working at 2nd Level with 21% requiring support and 79% being on track.
 - 47 S2 pupils are working at 3rd Level with 100% on track.
 - 8 S3 pupils are working at 2nd level with 63% requiring support and 37% on track.
 - 42 S3 pupils are working at 3rd level with 38% requiring support, 62% on track.
 - 72 S3 pupils are working at 4th level with 61% exceeding expectations, 38% on track and 1% requiring support.
- National benchmarks are used by staff to plan and assess pupils progress in curricular areas. Mark sheets and other digital solutions are used to track pupils in all subjects within the BGE.
 - Personalisation and choice occur from S2 into S3 to increase depth of knowledge following a review of S3 curriculum.
 - By implementing bi-annual attainment meetings, we have been able to give more robust and intentional focus in demonstrating our commitment to ensuring learners are supported to attain and achieve. Learners across the senior phase agree and set targets with their teachers, moving into session 23/24 we are looking to embed a more consistent approach to learning conversations across the BGE. Currently those senior pupils who are underperforming are identified and offered a programme of interventions which might include mentoring, study support, revision classes etc which are delivered by staff in school. These approaches have been highlighted during the recent Attainment Reviews. The success of this approach has been evidenced in staff and pupil feedback and in the exam results achieved. The revised and more aspirational SQA presentation policy has also had an impact on learners' attainment with, for example, pupils attaining Highers by the end of S4. PT'sG have supported learners to evaluate their experience of the prelims and to work out next steps.
 - Most of our teachers have a very good understanding of standards and SQA requirements, with nearly a quarter of our staff involved in SQA marking and verification. Staff make confident and reliable professional judgements about learners' progress. Our probationer teachers are supported with this through mentoring, coaching and experiences in faculties. Careful faculty tracking within the BGE, in literacy and numeracy, ensures learners move towards appropriate progression pathways in the Senior Phase. Almost all young people achieve a literacy and numeracy qualification by the time they leave school. Our aim is that this becomes **all** young people. Faculty tracking measures are more robust and employ a range of assessment approaches. As a result, on-going class and individual interventions are put in place. Universal supports are also offered by all faculties, including drop-in sessions, support and study clubs and individual help.
 - All faculties have tracking systems which feed into our whole school tracking and monitoring processes and pupils receive interim and annual reports each academic year,

aligned with our school parents/carers evenings. Our PTs Guidance, DHTs (House), PT EEW, PWW, PSW and our PT ASN meet on a weekly basis to review the progress and support of pupils in their Houses. This leads to planned interventions to support under achievement. Our PT EEW works with young people who are identified as receiving FSM, with our widened Mentoring Programme engaging a range of staff, to support pupils on a one-to-one basis, to bring about improvements in attainment and engagement.

How do you know?

What evidence do you have of positive impact on learners?

The following tables give an overview of relevant data on senior phase attainment within Alford Academy.

S4 5+ Level 5 (based on S4 Roll)

Year	Alford Academy	VC
2019	59.32	63.56
2020	68.18	67.18
2021	66.13	65.08
2022	63.24	65.07

Slightly below VC – NPA's and FA's having an impact on this data, but pathways are appropriate for learners.

S5 3+ Level 6 (based on S4 Roll)

Year	Alford Academy	VC
2019	50.40	53.92
2020	55.00	61.67
2021	63.96	61.71
2022	53.28	55.74

Slightly below VC – NPA's @ level 5 and level 4/5 FA's open to all senior phase pupils.

S6 5+ Level 6 (based on S4 Roll)

Year	Alford Academy	VC
2019	33.04	40.43
2020	43.55	51.05
2021	44.92	55.68
2022	54.46	53.13

Above the VC, nearly 10% above last session. Increased expectation re: number of courses that pupils are overtaking. Horizons study days are allowing for greater uptake of FA's which is having a positive impact. This can be seen by the Leavers data below.

Leavers

	S4	S5	S6
2018-19	8	31	60
2019-20	10	36	76
2020-21	16	19	70

2021-22	5	26	74
---------	---	----	----

S4 Numeracy Level 5

Year	Alford Academy	VC
2019	50.55	68.90
2020	69.09	69.64
2021	62.90	65.89
2022	75.74	71.40

An increasing trend in Numeracy attainment, supported by an increase in pupils achieving N5 Apps and N5 Maths.

S4 Literacy Level 5

Year	Alford Academy	VC
2019	70.34	82.71
2020	74.55	79.73
2021	81.45	84.19
2022	75.74	82.43

Literacy is an area of focus, as we are below the VC – we are currently looking to recruit a Literacy & Numeracy Teacher. Work is done with staff to focus on this being a responsibility of all, through INSIGHT training.

Within Alford Academy we have also had the following success within our Foundation Apprenticeship programme from 2019 onwards:

- 2019-2020 – 23 pupils involved across three frameworks.
- 2020-2021 – 29 pupils involved across six frameworks at level 4,5 and 6.
- 2021-2022 – 44 pupils involved across nine frameworks at level 4,5 and 6.
- 2022-2023 – 66 pupils involved across eleven frameworks at levels 4,5 and 6.

Within the BGE we are utilising SEEMiS Progress and Achievement to track pupil progress and are looking at how this can be used to inform the pupils and parents on where pupils are in their learning. Profiles are being developed through the Excelerate partnership and worked on in CLAN in S1-S3 using our School Leaver Profile. The plan is for this to be developed in Senior Phase as part of the Horizons programme. The SLP will capture and track skill development with a focus on the 9 Meta Skills, which were agreed in consultation with pupils, parents, staff and wider partners. We plan to develop these profiles which will be individualised and will allow young people to track wider achievement, as well as academic attainment and progression. A significant majority of parents and carers are using Parents Portal to access school reports, pupil timetables, parents evening bookings and other important pupil information.

There are ongoing opportunities for pupils to take on leadership roles within Alford Academy. These include:

- Interact – charities group.
- Student Council
- Careers Fair
- Prefects
- House Captains & Vice Captains
- Young Sports Leaders

- Mental Health Peer Educators
- Eco Schools - Green Schools/Fair Trade
- Duke of Edinburgh – Bronze/Silver/Gold
- Alford Alumni Group
- Library Ambassadors
- P7 Buddies/Bus Buddies
- Young Musician
- LGBTQ+ Group
- Science Club run by STEM leaders.
- Physics Olympiad
- Anime Club
- Dungeons & Dragons Club
- My World of Work Ambassadors
- Art Club
- MVP (Mentors in Violence Prevention)
- Pipe Band
- Folk Band
- Referee Course
- Chess Club
- Lunch Clubs
- Junior Rangers
- Mock Trials
- Debating
- Sports Teams (Football/Netball/Basketball)
- Outdoor Learning / Space strategy group
- Foundation Apprenticeship – Hospitality events committee
- S3 Monitors
- YPI
- Young Enterprise Scotland
- Health and Wellbeing Sport Development
- Communication and Digital Media Leadership

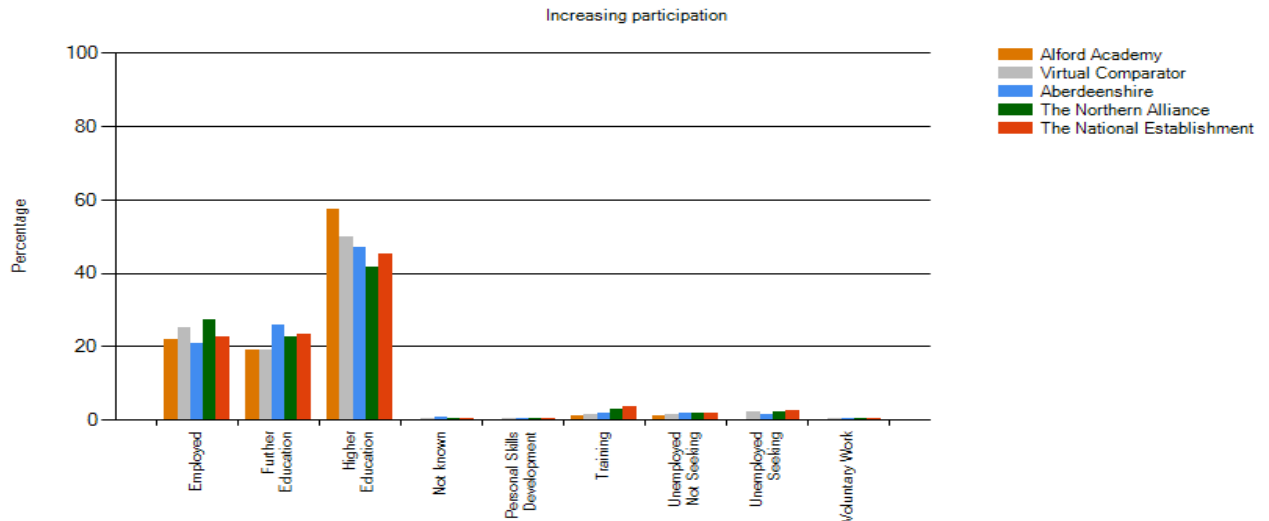
All senior pupils at Alford Academy can complete the SCQF 6 Leadership Award.

Our leaver initial destinations

Through our Excelerate goals, DYW initiative and Horizons programme, we have an enhanced focus on career pathways and pupil destinations. Our team consisting of SLT, Principal Teachers of Guidance, ASL, PT Excellence, Equity and Wellbeing, SDS Career Advisor, MCR Pathways Coordinator, RGU Hub Officer and DYW Employer School Co-ordinator work closely together to ensure all young people who leave Alford Academy are on track for a positive destination.

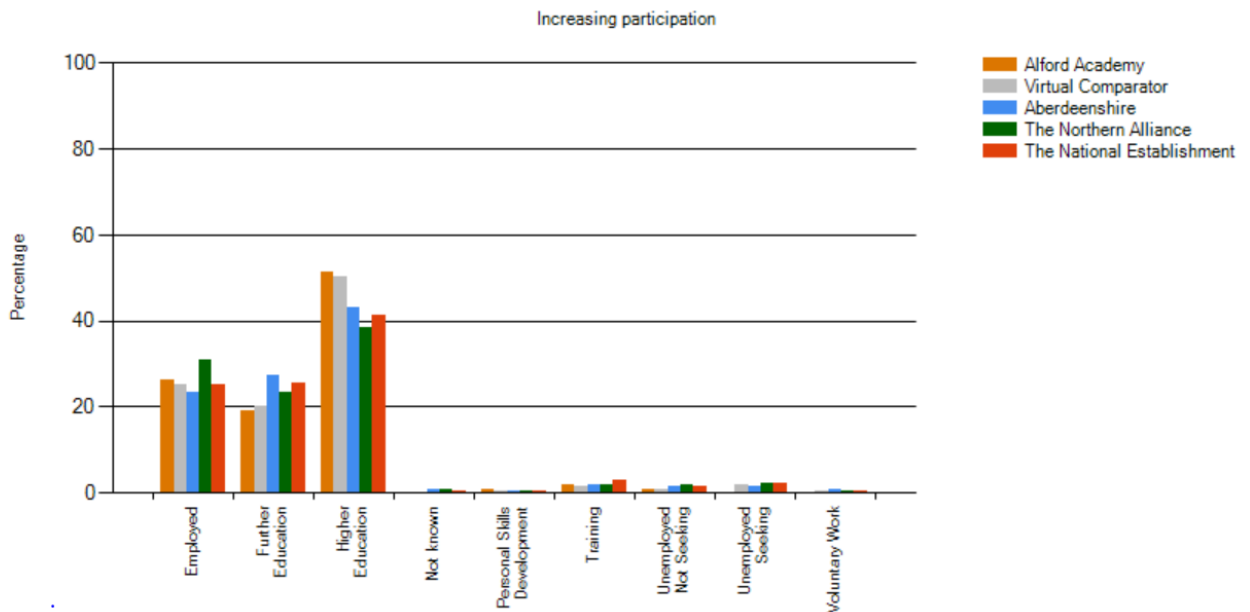
Analysis of Insight data highlights almost all leavers of Alford Academy in 2021 and 2022 went on to a positive destination. The majority progressing to Higher education, followed by employment, further education and training. Our developing Alford Alumni strategy with our parent council aims to keep track of leavers destinations to educate and inspire current pupils on future pathways.

2020-2021 Benchmarking Measure – Initial Leavers Destination S4,5 and 6



2021-2022 Benchmarking Measure – Initial Leavers Destination S4, 5 and 6

The selected year is 2021/22



What are you going to do now?

What are your improvement priorities in this area?

- Review curriculum supported through an analysis of all available data, to ensure across the school that pupils can access appropriate progression pathways.
- Continued engagement with Fiona Lawrence (Scottish Government - Insight) in order to better understand and respond appropriately to available Insight data.
- We have migrated to SEEMiS so that all staff can access and analyse data for cohorts, subject areas to consider next steps at individual, subject, faculty, whole school level.

- Continue to develop our S5/S6 Horizons Excelerate Programme, developing pathways and progressions for pupils. Continue to work with partners to offer FA's and to further develop the range of courses and experiences available, so that pupils can achieve greater SCQF tariff scores going forward.

PEF 2021-2023

As a staff team we review pupils who are in danger of under attaining, due to poverty related circumstances and we identify barriers to learning for our pupils. Interventions are discussed with staff, pupils, and parents. These interventions are reviewed regularly to measure impact.

As a school we believe there are several reasons why some of our pupils are not attaining as we might expect. The pandemic continues to have an impact – identified through gaps in learning, attendance, and engagement - but also conversely through improvements in digital delivery. Although FSM is one measure, it does not show the true nature of the need in the rural context of Alford. Transport is an issue for a considerable number of children with over 65% of our school population using school transport. There are few local bus services which means that after school activities are not easily accessible to all of pupils. From our analysis of FSM, school clothing grant, attainment data, formative and summative assessment data, Performance Reviews, ASN provision and staff knowledge - we have identified several interventions that we feel would help to close the attainment gap at Alford Academy.

PEF – The Future

Greater focus on attainment: Wider mentoring programme

Reading programme in BGE

Family learning programme

Increased time to focus on wellbeing: Development of whole school strategy – focus on YP, Staff and Families

Manage PEW programme in S3 when delivered by CLAN teachers

Training and management of Mental Health Peer educators and Ambassadors

Develop use of Mental Health first aiders in school

LIAM training – development of early intervention programme / resources

Signpost & empower families to access other supports

Joint working with MCR Pathway co-ordinator/SDS/DYW/PT Pathways & Progression

Identified gap	PEF – PT Achievement (PEF) from 2020 to July 2022 New PT post – PT Equity, Excellence & Wellbeing – which is funded from our mainstream staffing from August 2022. Additional nursing assistant hours funded from PEF to support vulnerable young people, with regards to their health & wellbeing.
Expenditure	2021-2022 - £26300 of which all was allocated – between the staffing of the PT and the nursing assistant and to support the funding of resources.

	<p>2022-2023 - £28, 175 – which we plan to use to continue to support the PT PEF April to July of 2022, plus the additional nursing hours which will carry on all session.</p> <p>We also intend to allocate £10,000 from our carry forward 2021 - 2022 to spend on resources.</p>
<p>Expected outcomes</p>	<p>Improved attendance, attainment, achievement, engagement of young people and their wider families. Positive post school destinations. Improved mental & physical health of all stakeholders. Greater engagement with families.</p>
<p>Impact Measurements</p>	<p>Insight data, attendance data, BGE levels. Attendance of parents/carers at parent’s evenings/school events etc as we move through Covid mitigations and further into recovery. Participation School Surveys Feedback from parents and young people.</p>

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • 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. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance Information 	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching, and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
--	--	--

<p>Priority 1: To improve self-evaluation processes to ensure school improvement is based on interrogation of all available and relevant data.</p>	<p>Data/evidence informing priority: Review of core areas of work and core Quality Indicators has provided evidence to suggest practice in this area could be more consistent.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>To develop robust tracking and monitoring systems allowing for ongoing review of data which is used to identify areas of future improvement.</p> <p>Ensure all staff can access all relevant data to engage in professional discussions leading to identification of areas of strength and those for improvement. All staff will have the ability to interrogate relevant data to consider what is working well as well as identify next steps for both individual learners, cohort, subject area and school level.</p>	<p>All staff</p>	<p>June 2023</p>	<p>Quality of data and interventions.</p> <p>Feedback from stakeholders.</p> <p>Learning conversations, taking place in classrooms and pupils able to reference and articulate these in relation to next steps.</p> <p>Evidence from HMIE Inspection</p>	<p>Working towards full implementation of SEEMiS, using Progress + Achievement and Tracking And Monitoring.</p> <p>Post Prelim Analysis document to give overview and map interventions at all levels – staff/pupils/parents.</p> <p>QA Calendar – to be reviewed by end of session.</p> <p>Bi-annual attainment reviews Performance Review</p>

				<p>On track – very high positive destinations. Large number of FA's. SLP supporting this – Pupil Voice in the development of SLP.</p> <p>Behaviour Group – staff initially – then student council</p> <p>LTA Collegiate Improvement Team</p> <p>Excelerate work ongoing with a focus on SLP/CLAN/PBL/Oracy</p> <p>House Competitions run by House captains</p> <p>Fair Trade</p>
<p>Consult on and develop robust QA processes across the academy to ensure ongoing self-evaluation of practice leading to sustained improvement in attainment and achievement of all pupils.</p>	All staff	August 2022	<p>Sustainable improvements in attainment and achievement – illustrated through Insight data, attendance, engagement etc</p>	<p>Fiona Lawrence providing CLPL to SLT, ELT and wider staff</p> <p>Biannual attainment reviews with PTs/DHT Links and HT</p> <p>Evaluate QA Calendar with ELT annually to ensure relevance.</p>

<p>Develop our practice to ensure pupil involvement, leadership, and participation in both their own learning pathway and their involvement and engagement in the wider life of the school. Linking to this develop CLAN approach to support pupils in their education and wellbeing at Alford.</p>	<p>All staff and pupils. Input from Excelerate Partners/ SDS/DYW/MCR Pathways and other partners.</p>	<p>Review of progress Jan 2023</p>	<p>Sustained excellent positive destinations and outcomes for all leavers. Greater choices in personalised and individualised pathways for learners. Widened opportunities of experiences for learners.</p>	<p>PT Pedagogy and PT Pathways involved in attainment reviews to identify next steps in their roles.</p> <p>School Leaver Profile delivered after consultation with pupil, parents, staff and wider partners.</p> <p>Time set aside in WTA and in-service days for Clan teachers to meet, develop and share good practice.</p> <p>Teachers taking on leadership role to further develop Clan curriculum.</p>
<p>Develop leadership at all levels across Alford Academy ensuring all stakeholders have a voice and can impact on the ongoing improvement.</p>	<p>All stakeholders aware of variety of leadership opportunities S3 Monitor role developed further and S4 pupils now in Prefect positions</p>	<p>Feb 2023</p>	<p>Increased opportunities for all stakeholders to have a voice in bringing about improvements in leadership. Increased numbers of stakeholders in leadership roles across Alford Academy.</p>	<p>Successful business breakfast (Feb 23)</p> <p>On-going successful Excelerate involving PBL, Oracy, XP and SLP with widening opportunities to take on leadership roles.</p> <p>Increased number of S4 pupils in prefect positions</p>

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> • 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. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance Information 	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing children’s progress 3.3 Developing creativity and skills for life 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching, and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
--	---	--

<p>Priority 2: To improve learning, teaching, and assessment across Alford Academy. To improve the curriculum, offer across Alford Academy supporting the attainment and achievement of individual pupils.</p>	<p>Data/evidence informing priority: Review of core areas of work and core Quality Indicators has provided evidence to suggest practice in this area could be more consistent.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Ensure there is a clear and shared understanding of what constitutes high quality learning, teaching, and assessment. Ensure that QA process allow for the ongoing evaluation of this at individual, faculty, and whole school level.</p>	<p>Middle leaders & Senior leaders</p>	<p>Sept 2022/ Feb 2023</p>	<p>Feedback from stakeholders illustrating a shared understanding of LTA. Feedback from SQA through verification/moderation. Intra and inter school trios.</p>	<p>LTA – CIT to look at Aberdeenshire LTA framework – “What does a good lesson look like?” and finalise agreed lesson observation feedback form to be used as part on whole school QA process</p> <p>Moderation activities planned with faculties to evaluate BGE levels to ensure a shared articulation and greater accuracy of information.</p> <p>Review Tri-folds and develop an Alford Academy LTA Framework based Aberdeenshire Framework.</p> <p>CLPL site under construction with links to CLPL opportunities and resources. Professional Reading Library in Staff Lounge</p> <p>Whole school approach to Mark Burns and Shirley Clarke CLPL during in-service days</p>

				Data collected at in-service day on staff feedback to Aberdeenshire LTA framework.
--	--	--	--	--

<p>Continue to consider and develop the curriculum pathways offer for all pupils at Alford Academy. Continue to develop the good practice in Foundation Apprenticeship offers as well as develop the Excelerate project to ensure all pupils leave Alford Academy to follow a positive destination.</p>	<p>Middle leaders & Senior leaders. DYW Co-ordinator/ SDS. Excelerate Partners. Developed School Leaver Profile</p>	<p>Feb/Mar 2023</p>	<p>Increased pathways for pupils. Sustained positive destinations. Increased CLPL opportunities for staff. School Leaver Profile delivered.</p>	<p>All FA's offered to learner @levels 4/5/6. Increased number of NPA's offered and early presentation of NQ's if identified by staff</p> <p>Curricular Pathways shared with all Parents/Carers through Course Choice Evening. Course Choice booklet and information page on website has been updated. All staff are aware of choice form to help inform pupil decisions</p> <p>Positive destinations are 99.1%</p> <p>School Leaver profile launched to all staff and pupils and partners via our Business Breakfast Feb 23</p>
<p>Continue to utilise PEF funding to support all pupils to attain and achieve the best possible outcomes.</p>	<p>SLT & PT EEW</p>	<p>Sept 2022 Feb & June 2023</p>	<p>Improved outcomes for learners. Sustainable improvements in attainment, achievement, attendance, and engagement.</p>	<p>Increased number of pupils and families supported by PT EEW.</p> <p>Financial signposting and financial support</p> <p>Supporting pupils through activities (Dances/Activity Week/Residential Trips)</p> <p>Christmas Hampers / Personal Care Items</p> <p>Mentoring</p> <p>Uniform Exchange</p> <p>Support from part-time PSW</p>

Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none">• 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.• Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of children's progress• School improvement• Performance Information	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none">1.1 Self-evaluation for self-improvement1.2 Leadership for learning1.3 Leadership of change1.4 Leadership and management of staff/practitioners1.5 Management of resources to promote equity2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships3.1 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ul style="list-style-type: none">3.2 Raising attainment and achievement3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none">3.2 Securing children's progress3.3 Developing creativity and skills for life	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none">1. Improving learning, teaching, and assessment.2. Partnership working to raise attainment.3. Developing leadership at all levels.4 Improvement through self-evaluation.
--	--	---

<p>Priority 1: To improve the health & wellbeing of all of our stakeholders as we work through our recovery, renewal, and improvement through the pandemic.</p>	<p>Data/evidence informing priority: Increased attendance & engagement of all stakeholders in the life of the school.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Recovery</p> <p>Increased opportunities for pupils and staff to engage in social and wellbeing activities.</p> <p>Staff wellbeing events throughout the year.</p> <p>Whole school summer wellbeing event.</p> <p>Events week reintroduced for S1-S3 pupils in May 2023.</p> <p>Subject based fieldtrips.</p> <p>Extra-Curricular Activities</p> <p>School social events – dances, concerts, awards ceremonies etc.</p> <p>Raising profile of House structure.</p>	<p>All stakeholders</p>	<p>Session 2022/23</p>	<p>Attendance Engagement Surveys TMIR</p>	<p>Staff wellbeing part of Annual In-Service programme, offering opt in H&W activities, these are evaluated to gauge success and build on going forward. Active Staff Social Committee – monthly “pay day piece,” Christmas Night out and other social events.</p> <p>Staff MH Awareness week - May 15</p> <p>Planning underway for Whole School Summer event 22/6/23.</p> <p>Activities Days in May – well subscribed to, many staff involved leading a variety of trips.</p> <p>Farm visits. Science Centre. S5 & S6 Trip to Madrid. Geography Field Trip. Cabrach Trip. Cairngorm Junior Rangers. Travel & Tourism Trip to New Harbour Development. UCAS Open Day. Hospitality and Business Pupils visiting Golf Club. Computing Christmas Lecture. YPI Final Event. Moon and Mars Rock Exhibition</p>

<p>Working with partners to increase family learning on campus.</p> <p>Leadership opportunities for Mental Health Ambassadors and Peer Educators.</p> <p>Further develop the wellbeing space in the library</p>				<p>Basketball/Netball/Football/DoE</p> <p>Annual Awards Ceremonies (x2)</p> <p>S1 –S3 Summer Dance – May 2022</p> <p>Well attended Christmas Dances held for S1-S3 and S4-S6 pupils – music provided by staff and pupils. Pupils involved in organisation of event.</p> <p>Well organised & frequent house events. CLAN teachers and PT'sG to work together to increase articulation across systems of universal support.</p> <p>Family Learning event on 16/3/23. Regular engagement with School Chaplaincy Team – assemblies/drop in/ planned termly meetings.</p> <p>Collaborative work between PWW & CLD input to support Mental Health re: Exam Stress. Four Pillars in school regularly to support LGBTQ+ agenda and pupils. Collaborative work with Police Scotland, PSW & PT'sG planning work to support pupil behaviour.</p> <p>Increased engagement of pupils using wellbeing space, school supporting this through increased funding.</p> <p>Mental Health Peer Educators in place (6 x S4, 4 x S3 pupils) providing drop-in session for peers.</p>
---	--	--	--	--

<p>Renewal</p> <p>Opportunities for staff and pupils to engage in wellbeing activities. Positive Education and Wellbeing now delivered through CLAN in S3</p>	<p>All staff & pupils</p>	<p>Session 2022/23</p>	<p>Attendance Engagement Surveys</p>	<p>Pupils/Parents/Staff and Stakeholders invited into school – family learning/parents' evenings/awards ceremonies/S2 & S3 Parent Visits/Tree of Knowledge for P7 Transition/Young Musician/Concert etc</p>
<p>Improvements</p> <p>CLPL opportunities offered to staff in relation to Health and Wellbeing – MH First Aid course offered to staff. Peer Coaching offered to staff. CLPL to look at ethos and behaviour</p>	<p>All staff & pupils</p>	<p>Session 2022/23</p>	<p>Attendance Engagement Surveys</p>	<p>CPR Training for staff – Feb 2023 Planned collaborative working between school staff, School Counsellor, School Nurse and new Mental Health Practitioner. CPI – In Service August 22 & November 2023 Behaviour group looking at approaches to behaviour – use of SEEMIs to log Praise & Referrals/whole school information system /Behaviour & Relationships Policy</p>

Wider Achievements

Interact – Charities Committee	Student Council and Pupil Participation Forum
Prefects	House Captains & Vice Captains
Young Sports Leaders	Mental Health Peer Educators
Eco Schools – Green schools/Fairtrade	Duke of Edinburgh - Bronze/Silver/Gold
Alford Alumni Group	Library Ambassadors
P7 Buddies/Bus Buddies	Classroom Buddies
Young Musician	LGBTQ+ Group
Forensic Club / STEM ambassadors	Anime / Manga Club
Dungeons and Dragons	My World of Work Ambassadors
Art Club	MVP (Mentors in Violence Prevention)
Pipe Band	Folk Band
Referee Course	Chess Club
Cairngorm Junior Rangers	Mock Trials
Debating Club	Sporting Teams (Football/Netball/Basketball/Hockey)
Outdoor Learning / Space strategy group	Young Enterprise Scotland
Communication and Digital Media	SCQF 6 Leadership Award

Wider Community Links

Our Curricular partnerships we work closely with to enhance our curriculum and Horizons programme, through Excelerate and DYW include:

Neptune Energy	Mackie's of Scotland
Cairngorm National Park	Grampian Transport Museum
The Cabrach Trust	Chloe's Kitchen Creations
Quest	Acumen Financial
Kirkwood Homes	Subsea 7
Flexible Childcare Services	Country Flavours
Alford Co-op	Parent Council

Memories are Made of This

[Alford Academy October 2022 \(office.com\)](#)
[\(office.com\)](#)

[Alford Academy Winter 2022](#)

[Summer Newsletter 2022 – Term 4](#)

[Spring Newsletter 2022 – Term 3](#)

[Winter Newsletter 2021 – Term 2](#)

[October Newsletter 2021 – Term 1](#)

