



**IMPROVEMENT PLAN  
2016 - 2017**

**FOR**

**INVERURIE ACADEMY**



**Aberdeenshire Council Education & Children's Services**

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

## INVERURIE ACADEMY

### School's Vision Statement

The vision for Inverurie Academy is for it to be an inclusive school in which pupils, staff and parents value positive relationships and welcome diversity. We strive to achieve levels of excellence in the quality of care and learning that we provide. This ensures that all our young people are supported in becoming confident individuals, successful learners, effective contributors and responsible citizens. We have high expectations of and for our pupils and staff, and wish to make a significant contribution to the world in which we live. There is a strong emphasis on partnership working to help all young people to achieve.

### E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally.



## Improvement Plan

<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and Management</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>Improving leadership at all levels.</b> <b>Improving effectiveness of self-evaluation.</b> <b>Re-affirmation of vision and values of the school.</b>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>Extending effectiveness of tracking and monitoring (including use of MidYIS/INCAS data).</li> </ul>		<p>Improved quality of dialogue during one to one meetings between teacher/student to discuss strengths and strategies to reach future set targets.</p> <p>Improved recording of targets by students.</p>	<p>Confirmation of regular discussion of tracking &amp; monitoring at Faculty Meeting. All staff/Link SLT</p> <p>Discussion of tracking &amp; monitoring at QI depute-PT link meetings. Analysis of performance by selected groups PT's/Link SLT</p>
		<p>Early identification of students failing to meet targets and timely interventions taken at classroom and Faculty level.</p> <p>Improved reporting comments identifying progress against targets and identifying appropriate next steps to progress learning.</p> <p>Investigate processes used by partner schools to increase teacher confidence in using INCAS/MidYIS data to inform L&amp; T.</p>	<p>Sampling of T &amp; M target recording in student planners PT Guidance/SLT</p> <p>Sampling of reports- SLT DHT IH May 2017</p> <p>Comparison of approach with other centres -DHT IH May 2107</p>
<ul style="list-style-type: none"> <li>Extending effectiveness of Insight analysis.</li> </ul>		<p>Increase PT and SLT confidence in using quantitative data to make strategic interventions with identified groups.(by November 2016)</p>	<p>Staff confidence in using data to support increase in attainment All staff Existence of action plans to accurately target specifically underachieving groups.</p>



## Improvement Plan

<ul style="list-style-type: none"> <li>• Designing a programme to support effective middle leadership.</li> </ul>	<p>Improved leadership at Faculty and non-promoted levels. (On-going until 2019)</p>	<p>PT + SLT November 2016 Analysis of leadership roles taken on by non SLT members of staff. Number of staff members securing promotion within and out with the school On-going</p>
<ul style="list-style-type: none"> <li>• Review approaches to improvement-planning (to include engagement with learners and parents).</li> </ul>	<p>Greater depth to evidence base for self-evaluation though engaging more stakeholders in consultation process. (July 2017)</p>	<p>Pupil, Staff, Parental and Community Questionnaire Responses Number and quality of explicit improvements as a direct result of consultation. DHT AO June 2017</p>
<ul style="list-style-type: none"> <li>• Review school vision and values.</li> </ul>	<p>Establishment of confirmed vision and values for the school to form a touchstone for all actions and to support an improved school ethos</p>	<p>Through widespread engagement of all stakeholders and consistent referencing of vision and values there is a clear awareness of revised statements. HT Dec 2107</p>
<ul style="list-style-type: none"> <li>• Develop strategies re “Tackling Bureaucracy”.</li> </ul>	<p>To reduce unnecessary bureaucracy in all processes across the school and thus to reduce workload</p>	<p>Evaluation of school policies to see where workload has been reduced as a result of editing bureaucracy HT May 2107</p>

### Evidence of Progress / Comments / Next Steps

Date	
Date	
Date	
Date	



## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>Improving curricular provision to provide progression and pathways for all learners Using Teacher Learning Communities to improve quality of learning and teaching.</b>	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>• Continue to implement appropriate range of National Qualifications (N2 – AH).</li>   <li>• Improve arrangements for curricular progression P7-S1 through dialogue and liaison across the Inverurie cluster.</li>   <li>• Review pace and progression within BGE.</li> </ul>		<p>Increased attainment as a result of learners studying courses that meet with their individual aptitudes. (August 2017)</p> <p>Progression routes from N3-AH in place where possible to maximise attainment within each curriculum area. (January 2017)</p>	<p>Pupil Option Satisfaction Statistics Analysis of Insight data Audit of National Courses running in the Senior Phase to illustrate breadth of learning pathways DHT AO May 2017</p>
		<p>Learners benefit from consistent challenge and planned progression in their learning. Use of emerging benchmarking for all curricular areas to support cross-sector planning of the curriculum</p>	<p>Responses from staff regarding awareness of learners' prior curricular experience DHT IP May 2017 Responses from learners regarding their sense of continuity of learning DHT IH – May 2017</p>
		<p>Improved levels of attainment on entry to National Qualifications. (September 2017)</p> <p>Greater staff confidence in application of CFE levels within the BGE</p>	<p>Feedback ex staff regarding learners preparedness for National qualifications on entry to S4 and confidence in applying CFE levels within the BGE DHT PF/L&amp;T group September 2107</p>



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<ul style="list-style-type: none"> <li>Continue process to review curriculum rationale.</li> </ul>	<p>Build on preparatory work undertaken to confirm a curriculum rationale for Inverurie Academy</p>	<p>Analysis of emerging rationale to ascertain link to school vision/values and to see how far referencing of rationale dovetails with curriculum structure DHT AO September 2107</p>
<ul style="list-style-type: none"> <li>Update approaches to positive behaviour management (restorative practices).</li> </ul>	<p>An improved and more consistent approach to behaviour management through the use of restorative practice in line with the Academy Behaviour Management Policy.</p>	<p>Learning Visits show restorative strategies in use. Teachers/PT's SLT- on-going</p>
	<p>Improved staff awareness and use of restorative practice strategies through the delivery of training throughout the session.</p>	<p>Reduced number of level 3 behaviour concerns. PT/PT's Guidance/SLT</p>
	<p>Reduction in workload through application of SEEMIS recording system</p>	<p>Feedback ex teachers</p>
<ul style="list-style-type: none"> <li>Engage in TLC/Tapestry Programme to support effective learning and teaching.</li> </ul>	<p>All staff attending and engaging in TLC sessions and sharing good practice/ learning new techniques/ continuing with current successful techniques to improve learning and teaching. (Aug 2016 - June 2017)</p>	<p>Staff evaluation of TLC sessions show positive impact on lesson planning HT December 2107</p> <p>Pupil feedback via Pupil Focus Groups with Year Heads is positive re techniques staff are using to improve L&amp;T L&amp;T group May 2017</p> <p>Learning Visits observing/ recording that staff are using techniques to improve L&amp;T On-gong</p>



## Improvement Plan

- Confirm arrangements for sharing effective practice

Glow staff tile populated with strategies/techniques/ideas for staff to share good practice/ use in their classrooms to improve learning and teaching. (May 2017)

Glow tile populated with techniques already gathered via staff workshops. Staff continuing to add to the tile throughout the session  
Formal feedback from staff re the tile shows staff usage/impact on lesson planning  
DHT PF May 2017

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