

Aberdeenshire
COUNCIL



Education and Children's Services

INVERURIEACADEMY

STANDARDS & QUALITY AND IMPROVEMENT PLAN



LAST UPDATED: 29.01.18

Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

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

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

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

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

-  School leadership
-  Teacher professionalism
-  Parental engagement
-  Assessment of children's progress
-  School improvement
-  Performance information

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

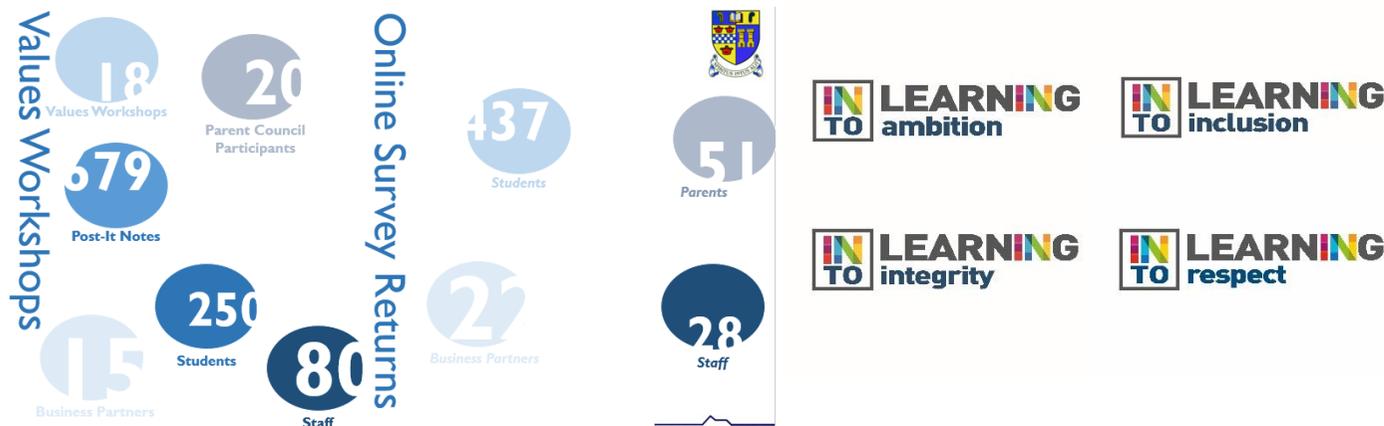
NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

I. Context of the School

Core Values

Inverurie Academy is committed to being an establishment where every member of the community has a part to play in the life of the school and ensuring that we continue on our journey of improvement. This is particularly in evidence in the process of introducing our new Core Values. Our School Captains embarked on a series of workshops with all members of the community (Cluster Schools, Parent Council, School and House Councils, Staff Team and New Scots) to identify a pool of values words. The Captains then created an online survey where every stakeholder had the opportunity to vote on their preferred Core Values. Finally, the School Captains considered the survey results against the existing School Crest and Motto, and against the United Nations Convention on the Rights of the Child to ensure that the Core Values represented a synthesis of these priorities. The Core Values were then presented to the Senior Leadership Team, Staff Team and Parent Council before being finalised.



The process of introducing our new Core Values demonstrates a key feature; that students are at the centre of all that we do and play a key role in leading school improvement, through the School and House Captains, the School and House Council and other working groups that students are involved in. The new School Captains for 2017-18 will have the challenge to introduce and embed these Core Values into the life of the school.

Community Links & Partnerships

Inverurie Academy fosters an incredible number of links with the local community and in partnership with local and national organisations. The intention is that a cohesive strategy will increasingly govern these community and partnership links, but this is likely to become more in evidence from 2018-19.

Rather than produce an unwieldy and inaccurate list of all of the community and partnership links in this space, a few key links are highlighted.

-  Inverurie Academy are developing strong links with *Bank of Scotland* through through the *Business Class* connection. The focus of this relationship will be mutual benefit and sustainability. In 2017-18, this connection will include; Bank of Scotland supporting the selection process for School

Captains, Bank of Scotland providing a mentoring programme for the School Captains once identified, and finally Bank of Scotland contributing towards the *LeadIN* part of the Community Learning Calendar.

-  Building on a successful pilot, Inverurie Academy will be looking to extend links with *MCR Pathways / Befriend a Child* as we seek to provide solutions for a targeted group of students.
-  Inverurie Academy are working with the *Inverurie Business Association* to create a strong brand image for our Core Values and link this in to the *We're Inverurie* initiative.
-  Inverurie Academy will be using our local business contacts and STEM ambassadors to provide a mentoring programme to all of our S6 students this session.

SIMD Profile

Inverurie Academy has students in SIMD deciles 5-10. It is worth both acknowledging this statistical fact whilst also recognising the following contributory factors:-

-  Inverurie contains many of the same challenges that will feature in city schools and the SIMD profile does not fully represent the socio-economic factors that are a reality in the town.
-  We have been delighted to welcome a group of Syrian New Scots. These young people have provided a really positive addition to the school.

Detail and Allocation of PEF

-  Inverurie Academy have been allocated £21,600 as part of the Pupil Equity Fund. Following meetings with MCR Pathways, we are planning to engage fully with the opportunity to provide a suite of support for students who most need it; weekly group-work sessions for S1-2, community mentors for S3-4 and talent taster work placements to ensure that we close the gap and encourage young people to reach sustained positive destinations. It is estimated that the establishment of this connection will cost approximately double what we have been allocated under PEF and so we are in the process of establishing how we can take this forward.

Overall Strengths of the School

-  Inverurie Academy is a school where a large range of academic courses are offered. Course like Accounts, Politics and a range of Advanced Highers are on offer, extending the range of subjects available.
-  Inverurie Academy staff support a fantastic range of wider curricular opportunities to students; Rock Challenge, Charities, Music Groups, Tapadh Leat, Sports Teams, Debating, Duke of Edinburgh, Young Enterprise etc. A large number of students take advantage of these opportunities meaning that Inverurie Academy encourages students not only to attain academically, but to achieve and grow skills.
-  There is a really positive student voice structure in place which provides opportunities for students to assume leadership roles. School, House and Sports Captains chair a range of student groups with School and House Councils then representing the views of the wider student body. Prefects and buddies also offer opportunities for students to support each-other and the school.
-  Inverurie Academy has a consistently high number of students reaching positive and sustained destinations.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Overview:

-  At every parents evening, parents are asked to complete the Education Scotland questionnaire. Over 2016, this means that over three hundred parent returns had been received and evaluated. HT responded to individual parents where queries were raised and contact emails left. There are plans to move to a biannual cycle of Education Scotland Questions and Focus Groups considering progress against Core Values.
-  There is a strong framework in place for gathering the student voice with students contributing to five House Councils and, in turn, these contributing towards the School Council. Each Council is led by a Senior Student and this has led to the student voice being fully heard in New Build, Uniform and Values discussions this session.
-  In January 2017 a Keep Stop Start activity was carried out where staff, parents and the school council were given an opportunity to feedback on those areas of school life that represented the heartbeat of the school, those areas that got in the way of learning and teaching, and those areas that might be considered to support improvement.
-  The model for consulting upon and agreeing a new set of Core Values involved Parents, Staff and Students, and School Captains led the process from beginning to end. The next School Captains will be invited to take on this work and create a Core Values based Positive Relationships Policy for Inverurie Academy. A similar approach will be taken with consultation for a new School Uniform during 2017-18.
-  Staff engage with professional learning / CLPL opportunities through Aberdeenshire events. PR&D is an embedded feature of supporting staff. For Session 2017-18, there are plans to introduce a Community Learning Calendar providing Cluster & Secondary Staff, Parents and Students a chance to continue with their learning in a variety of ways.
-  Parents and Staff are involved in reviewing and evaluating our School Improvement Plan. However, it is acknowledged that this opportunity should be extended to Students also.
-  There is some awareness of HGIOS4. However, there are plans to integrate discussion against HGIOS4 indicators at Extended Leadership Meetings from 2017-18.
-  At Inverurie Academy, we recognise that Learning and Teaching represents our core business. To support a continued focus on approaches to Learning and Teaching, a Tapestry programme has been incorporated into the Working Time Agreement for this past session.

Key strengths:

-  The framework for involving the Student Voice through the House and School Council.
-  An emerging shared ethos following the introduction of the Inverurie Academy Core Values.

Identified priorities for improvement:

-  Consult upon and introduce a New School Uniform in time for Session 2018-19.
-  Continue the process of working towards the move to Inverurie Community Campus in 2020.
-  Provide further local opportunities for staff, parents and partners to learn through the Community Learning Calendar in 2017-18.
-  Use Core Values work to create a Positive Relationships Policy for Inverurie Academy during 2017-18.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. School Uniform (1.2, 1.3)</p> <ul style="list-style-type: none">  Interim arrangements to be made for S5/6 to wear shirts and ties and lead by example in reinforcing the importance of school uniform. (CP, 2017-18)  A full consultation involving students, parents, staff and the community in creating a school uniform to be introduced in session 2018-19. (CP, 2017-18) 	<ul style="list-style-type: none">  Both uniform initiatives will support the Core Values of Ambition, Inclusion and Respect.  A more positive ethos amongst students will result in both tangible and intangible impact on students. 	<ul style="list-style-type: none">  Student participation in interim arrangements.  Student participation in the consultation process.  Evaluation during and after consultation has taken place.
<p>2. New Build (1.5, 1.3)</p> <ul style="list-style-type: none">  Inverurie Academy to continue to work with Architects and Learning Estates Team to ensure that plans progress for a successful move to Inverurie Community Campus. (CP, 2017-18) 	<ul style="list-style-type: none">  Students to be involved in planning / reflecting on the New Build during 2017-18 through short term groups.  Ensuring that the new Community Campus is a positive learning environment. 	<ul style="list-style-type: none">  Student evaluating that their voice is being heard.  Quality and smooth running of transition to the new Inverurie Community Campus.
<p>3. CLPL (1.2)</p> <ul style="list-style-type: none">  A Community Learning Calendar to be produced with opportunities for Cluster Staff, Parents and Students to benefit from a wide range of learning opportunities. (MJ, 2017-18) 	<ul style="list-style-type: none">  Staff, Parents and Students feeling valued and being given local opportunities to progress in their learning.  Explicit evidence of staff as reflective practitioners and the reality of learning as a lifelong activity 	<ul style="list-style-type: none">  Uptake on Community Learning Programme.  Evaluation of individual CLPL activities.
<p>4. Core Values (1.3)</p> <ul style="list-style-type: none">  Building on the successful identification of a new set of Core Values for Inverurie Academy, School Captains will oversee the embedding of a policy to support anti-bullying that has the Core Values at its heart. (IH/MJ, 2017-18).  Introducing a bi-annual practice of self-evaluation against Core Values. Series of focus groups considering progress against Ambition, Inclusion, Integrity & Respect. 	<ul style="list-style-type: none">  The continued emphasis on students being involved in strategic thinking in the school.  An opportunity to embed Core Values in the life of the school and promote strategies to counteract anti-bullying.  Creation of a robust approach to self-evaluation and self-improvement. 	<ul style="list-style-type: none">  A policy that links to local and national guidelines successfully introduced.  An improvement in the evaluation of Education Scotland questionnaire elements specifically linked to student relationships.  An improvement in the evaluation of Education Scotland questionnaire elements from staff and parents linked to their being involved in having a say in the life of the school.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

-  Keep Stop Start Activity carried out with Parent Council and Staff during January 2017.
-  Discussions with staff at PR&D
-  Management (Extended Leadership) Meetings.
-  Parent Evaluations from Parents Evenings.
-  Feedback from Parent Council Meetings
-  Faculty SQIP documents.

Overall evaluation of level of quality:

-  Discussions on School Improvement takes place in the context of the new Inverurie Academy Core Values and in light of the Keep Stop Start Activity. This highlighted the need for Inverurie Academy to value its people, to have a set of Core Values, to listen, and to keep things simple.
-  The decisions over the scope and level of School Improvement had to be made with capacity for change in mind.
-  Most staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, learners and parents.
-  The Keep Stop Start Activity allowed a range of views from Staff and Parents to be sought when developing the Improvement Plan. It is recognised that students will be a necessary part of improvement planning in future cycles.
-  There is a good level of commitment to CLPL as a way to develop practice. For example, all staff were asked to commit to a Tapestry programme in 2017-18.
-  SLT contribute towards a Staff Briefing every Friday breaktime to ensure that staff are kept up-to-date with events and matters impacting the whole school.

3. 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

Overview:

-  All staff show commitment to the development and well-being of learners as individuals.
-  Children and young people are safe, treated fairly and protected by Child Protection and Safeguarding policies.
-  Faculty and staff have kept abreast of the changes to benchmarks in the Broad General Education and to unit / course assessments in certificated subjects in the Senior Phase.
-  Although the current curriculum framework does support progression for learners, there is a need for a Core Values and policy-based review of S3 and other aspects of the curriculum to ensure that Inverurie Academy can add value to the experiences and learning of students.
-  In some faculties, students are being given more responsibility both in the direction of their learning and in evaluating activities in the classroom.
-  Although ICT is used in various ways across the school, and there are pockets of very good practice, this is an area that should be further developed. For example, staff are beginning to use Google Classroom to enhance learning.
-  Care and attention is taken to ensure that transition is a focus for Inverurie Academy. Pastoral transition from Primary to Secondary school includes mainstream visits, supported group sessions, and regular attendance by academy staff at multi-agency and planning meetings for Primary 7 students. Numeracy and Literacy Jotters are used to support a shared understanding of learning from Primary to Secondary schools, however there is a need to address curricular transition. Transition between the Broad General Education and the Senior Phase is broadly positive, with Student Profiles, Motivational Events and Faculty focus on transition through markbooks being in evidence across much of the school. Transition to positive destinations includes considered support from the Pastoral Team and good links with external agencies such as Skills Development Scotland.

Key strengths:

-  Across the school positive relationships underpin most learning and teaching environments and there is a good quality of pastoral support for students.
-  In some faculties, there are very good examples of active and engaging learning and teaching. However this is not consistent across the school.
-  A number of faculties are using tracking and monitoring to support learning, to challenge and stretch individuals.

Identified priorities for improvement:

-  Introduce 'systems' to simplify the work of the class teacher and allow a focus on learning and teaching. Look for a cohesive way track and monitor that is consistent across the school.
-  Engage with students, staff and parents to undertake a review of the S3 curriculum to ensure that it is a springboard to success in the Senior Phase.
-  Focus on Learning and Teaching to centre around voluntary TLC's and engaging with Google Classroom as a tool to enhance student experiences.
-  Introduce a Mentoring Programme for S4 (with volunteer staff) and S6 (using community partners) to support tracking and monitoring, provide challenge and support and to encourage students to take responsibility for their own learning.
-  Introduce the S3 standardised assessment and incorporate this into the collection and analysis of data to support students.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>5. Systems (2.3)</p> <ul style="list-style-type: none"> Introduction of a 'system' to support moving away from a paper system of monitoring behaviour and recognising positive achievement (MJ, PF, 2017-18). 	<ul style="list-style-type: none"> Recognition through staff evaluation that Inverurie Academy are tackling bureaucracy and that staff are able to focus on learning & teaching. 	<ul style="list-style-type: none"> By the end of 2017-18, evaluation will show that staff have a simpler and paperless way to record and track behaviour. Improvement in frequency of positive referrals.
<p>6. Review of S3 Curriculum (2.2)</p> <ul style="list-style-type: none"> Staff will be consulted on a review of S3 through Staff Meetings and Extended Leadership Meetings. Parents will then be consulted on the outcomes of this work. (MJ, 2017-18) 	<ul style="list-style-type: none"> 2018-18 will see the outcome of any agreed changes to the S3 curriculum. S3 will be a 'springboard to success in the Senior Phase. 	<ul style="list-style-type: none"> Evaluated through student experiences and parent feedback. Attainment over time.
<p>7. Dev. of L,T & A inc. changes to NQs.) (2.3)</p> <ul style="list-style-type: none"> A focus on Learning & Teaching will continue through voluntary TLC's, engaging with Google Classroom and 'Teachers Talking to Teachers' opportunities throughout the course of the year. SLT will support Faculties to work towards incorporating the new arrangements to N5 Courses. (PF, 2017-18) 	<ul style="list-style-type: none"> Staff continue to develop their practice through L&T initiatives in the school, building upon universal Tapestry Programme in 2016-17. Supportive collective approach to ensuring students have the best possible chance of success with the introduction of changes to assessments. 	<ul style="list-style-type: none"> Staff feedback through PR&D process and in evaluation. Attainment over time.
<p>8. S4 Mentoring (2.3)</p> <ul style="list-style-type: none"> Building on a successful mentoring pilot in 2016-17, Academic Mentoring will be offered to all S4 students in 2017-18 comprising four mentoring meetings overseen by volunteer members of staff. (AO, 2017-18) 	<ul style="list-style-type: none"> All S4 students will receive academic mentoring and volunteer staff will receive appropriate training/support. Students will receive a consistent mentoring programme 	<ul style="list-style-type: none"> Evaluation will demonstrate soft impact of S4 mentoring by staff and students. Attainment over time.
<p>9. S6 Mentoring (2.3, 2.7)</p> <ul style="list-style-type: none"> All S6 students will receive Academic Mentoring from partners from industry and STEM organisation in 2017-18, comprising four mentoring meetings. (IM, 2017-18) 	<ul style="list-style-type: none"> All S6 students will receive academic mentoring and volunteer partners will receive appropriate training/support. Students will receive a consistent mentoring programme from industry / STEM. 	<ul style="list-style-type: none"> Evaluation will demonstrate soft impact of S6 mentoring by partners and students. Attainment over time.
<p>10. Implementation of SNSA(2.3)</p> <ul style="list-style-type: none"> Implementation of S3 assessments in line with national / local guidance. (IH, 2017-18) 	<ul style="list-style-type: none"> Smooth introduction of SNSA tests to support professional judgements to support students. 	<ul style="list-style-type: none"> Evaluation by staff.
<p>Evidence of progress/comments/identified next steps:</p>		

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

-  Learning visits by SLT to Faculties, and by PT's Faculty.
-  Responses from Parent Questionnaires
-  Evaluative Evidence from students within Faculties.
-  Quality of Discussions at Tapestry Group Meetings.
-  Faculty SQulP Evaluations.
-  DHT Link discussions with PT's Faculty.

Overall evaluation of level of quality:

(brief description)

-  A majority of the learning environment is built on positive, nurturing relationships and good quality outcomes.
-  Achievements in and out of school are celebrated in assemblies, newsletters, awards ceremonies and increasingly through Social Media. However, there are plans through systems to make celebrating success easier and more commonplace for class teachers.
-  There is a formal structure for students to take on leadership roles, particularly in the Senior Phase. Students are beginning to be involved in leadership role for strategic projects such as Core Values and School Uniform.
-  Staff continue to share learning intentions and success criteria with students. However, it is recognised that on only some occasions will this result in a meaningful impact on planning and direction of learning.
-  Tracking and Monitoring is a feature of the Senior Phase both through the whole school SEEMiS system, but also through electronic markbooks. In the Broad General Education, tracking and monitoring takes place within the boundaries of the Faculty and should be more consistent.
-  All staff have participated in the Tapestry Programme as a demonstration of the school commitment to keep learning and teaching at the centre of all that we do.

4. 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

Overview:

-  Young people at Inverurie Academy are Happy, Safe and Secure. They benefit from the pastoral care provided by our PT Guidance Team.
-  Inverurie Academy has clearly identified a set of Core Values that will support a positive ethos and aligned these to the United Nations Convention on the Rights of the Child.
-  All staff are up-to-date with GIRFEC and Child Protection procedures and show a commitment to the welfare of young people.
-  Inverurie Academy has been proud to welcome a group of New Scots from Syria and are supporting them as they tackle language barriers and adapt to cultural differences.
-  Plans are in place to utilise Pupil Equity Fund (PEF) resources to support young people who are in the greatest need in our community and therefore at greatest risk of missing out on achieving their potential. We have an agreement in principle to partner with MCR Pathways to provide Groupwork support for S1/S2 students, Mentoring for S3/4 students and Talent Taster work placements to support students reaching a positive destination.
-  Young people at Inverurie Academy broadly attain to a standard in line with the national average. In some measures students attainment exceeds the national average and positive destination trends remain positive. However, the Improvement Plan priorities reflect a recognition that steps must be taken to raise attainment so Inverurie Academy is adding value to students.
-  Through our Community Learning Calendar (2017-18), we are demonstrating a commitment to life-long learning amongst Staff, Parents and Students.
-  Students encounter broad curriculum at Inverurie Academy. The range of subjects on offer is extensive and allows students to follow a large variety of interests and progression routes. Our Improvement Plan identifies that we believe our curriculum could be even more focused on improving outcomes and we are therefore planning a community review of our curriculum with particular focus on S3.

Key strengths:

-  Inverurie Academy staff and structures work to ensure that the rate of positive destinations remains high. Staff work together to try to ensure that 'not even one' student fails to reach a positive and sustained destination.
-  The breadth of courses and levels remains a very positive aspect at Inverurie Academy.
-  The pastoral care provided by the PT Guidance team supports the drive to ensure positive outcomes for all students.

Identified priorities for improvement:

-  Effective implementation of outcomes following changes to legislation on Named Person (DL, 2017-18).
-  Engagement with Local Authority / MCR Pathways to introduce targeted interventions via dedicated coordinator. (2017-18)
-  Building on existing work with a range of partners, SLT to agree and then begin to draw out a timeline for a strategic overview for DYW. (AO, 2017-19)

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>11. GIRFEC / Named Person Req. (3.1)  Effective implementation of outcomes following changes to legislation on Named Person (DL, 2017-18).</p>	<p> Inverurie Academy Gets It Right For Every Child.  Compliance with legislation and local guidelines.</p>	<p> Improvements in measured HWB for all through evaluation.  Evaluation of Core Values shows progress under 'Inclusion'.</p>
<p>12. Strategic deployment of PEF to support students. (3.1, 3.2)  Engagement with Local Authority / MCR Pathways to introduce targeted interventions via dedicated coordinator. (2017-18)</p>	<p> Students at risk identified and individualised plans agreed.  S1-2 groupwork introduced as part of the timetable.  S3-4 MCR mentoring increased for at risk students.  Talent taster work placement sessions commence.</p>	<p> Improvements in measures over time – stay-on rates. attainment showing the gap is being closed, sustained positive destinations improved and maintained.</p>
<p>13. Develop Strategic DYW Plan. (3.2, 3.3)  Building on existing work with a range of partners, SLT to agree and then begin to draw out a timeline for a strategic overview for DYW. (AO, 2017-19)</p>	<p> A more student focused overarching DYW strategy will ensure that initiatives that focus on student experience and impact will be prioritised.</p>	<p> Evaluation by students, staff and partners.  Sustained positive destinations.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:

-  Learning & Teaching Visits.
-  House & School Council Minutes
-  Parent Inspection Question Evaluations
-  Core Values Work
-  Evidence supporting Multi-Agency Process
-  Attendance, Lates & Exclusion Data.
-  Positive Destination & Wider Attainment Information
-  Child Protection Information

Overall evaluation of level of quality:

-  Staff have a commitment to GIRFEC and are aware of the Child Protection Guidelines to support students.
-  Staff are able to access information about how to support students through communications from Pupil Support Staff, Multi-Agency meetings and IEP's. However, IT systems could be better employed to ensure speedy and efficient access to information.
-  Assemblies are largely student led and are often themed around wellbeing; Growth Mindset, Mental Health, Respect & Diversity, Tapadh Leat.
-  Staff at Inverurie Academy work towards accessing flexible pathway solutions for students.
-  Student voice plays a large part at Inverurie Academy (House Council, School Council, School Captains, S6 Review, Faulty Student Evaluations, Student Voice at Multi-Agency meetings). Plans are in place to enhance this to ensure that students play a role in the strategic direction of the school, for example with plans to review the S3 Curriculum and the School Uniform in 2017-18.
-  There is a recognition of a need to be more proactive with those at greatest risk of not achieving their potential. Proactive plans have been identified as items on the Improvement Plan and include S4 & S6 Mentoring, working with MCR Pathways etc.

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

-  Standardised Assessment Data (MidYis this session, but SNSA in future years).
-  Attainment Data through INSIGHT and SQA.
-  Information through Improvement Plans and Attainment Reviews for Faculty, and wider School.
-  Achievement Slips, Active School Data, Wider Achievement Newsletters, Social Media Posts, Achievement Wall.
-  Parent Evaluations from Inspection Questions

Overall evaluation of level of quality:

(brief description)

-  Aspects of attainment are positive. However, there is a recognition that there is a need to add value in the attainment of students at Inverurie Academy.
-  The S4 Mentoring Pilot has been positive, and there are plans to extend this to include all S4 students and introduce an S6 Mentoring Scheme to involve community partners.
-  All faculties have developed their approaches to tracking and monitoring, with some faculties now having a highly effective tool for tracking and identifying students for further intervention. In the Senior Phase, there is a whole school approach to tracking through the Reporting Cycle, where parents receive a tracking report and then a full report on progress. Data is extracted from the whole school tracking process and shared with faculties. Tracking in the Broad General Education is currently approached on a faculty basis, with faculties adopting a range of ways to track progress, often around a traffic light system. However, there is a need to bring these approaches together to create a whole school tracking process for the BGE.
-  Wider achievement is recognised and celebrated at Inverurie Academy. This takes a number of forms; Twitter, Assembly, Awards Ceremony, Head Teacher Letters, Social Media and Achievement Slips. However, Inverurie Academy would benefit from a more simple way to celebrate everyday success. This will help to foster a culture of success and ambition rather than a culture where fitting in takes precedence.
-  Links to skills and the world of work are being fostered through plans for a mentoring programme for S6 students supported by community partners.

5. What is our capacity for improvement?

Overall, we are confident that Inverurie Academy has a capacity for improvement that is **good**.

This is based on the following factors:-

-  Almost all staff have a high level of commitment to the school and there is evidence of growing leadership capacity.
-  There are a set of Core Values that will support a Positive Ethos and Respect for all members of the school community.
-  The Community Learning Calendar demonstrates a commitment to continuing professional development and a valuing of the most important asset in a school community; people.
-  There is a continued commitment to Learning & Teaching through connection to the Tapestry Programme (TLC's continue on a voluntary basis and Tapestry Middle Leadership Programme) and to engaging with Google Classroom.
-  There are productive relationships with Parents and good developments with Community Partners.

Factors Threatening Progress

-  Staffing & Long Term Absence
-  IT Procurement
-  Financial Constraints

6. Record of updating

Updates will principally be recorded through maintaining the traffic light system on Page 16. There will be monthly discussions on progress in the Senior Leadership Team and then termly updates provided to the Extended Leadership Team and wider Staff Forum.

No.	Description	Lead	Core Value	National Improvement Framework Priority / Driver	SQUIP Section			Year			T/L
					Leadership / Improvement	Quality of Care & Education	Improving Outcomes	1	2	3	
1.	School Uniform (1.2, 1.3) <ul style="list-style-type: none"> Interim arrangements to be made for S5/6 to wear shirts and ties and lead by example in reinforcing the importance of school uniform. (CP, 2017-18) A full consultation involving students, parents, staff and the community in creating a school uniform to be introduced in session 2018-19. (CP, 2017-18) 	CP	Ambition Inclusion	School Leadership School Imp.	1.2 1.3						
2.	New Build (1.5, 1.3) <ul style="list-style-type: none"> Inverurie Academy to continue to work with Architects and Learning Estates Team to ensure that plans progress for a successful move to Inverurie Community Campus. (CP, 2017-18) 	CP	Ambition	School Leadership School Imp.	1.5 1.3						
3.	CLPL (1.2) <ul style="list-style-type: none"> A Community Learning Calendar to be produced with opportunities for Cluster Staff, Parents and Students to benefit from a wide range of learning opportunities. (MJ, 2017-18) 	MJ	Integrity Respect	Teacher Prof. Parental Engagement	1.2						
4.	Core Values (1.3) <ul style="list-style-type: none"> Building on the successful identification of a new set of Core Values for Inverurie Academy, School Captains will oversee the embedding of a policy to support anti-bullying that has the Core Values at its heart. (IH/MJ, 2017-18). Introducing a bi-annual practice of self-evaluation against Core Values. Series of focus groups considering progress against Ambition, Inclusion, Integrity & Respect. 	MJ	Ambition Inclusion Integrity Respect	School Leadership School Imp.	1.3						
5.	Systems (2.3) <ul style="list-style-type: none"> Introduction of a 'system' to support moving away from a paper system of monitoring student behaviour and recognising positive achievement (MJ, PF, 2017-18). 	MJ / PF	Integrity	Raising Attainment		2.3					
6.	Review of S3 Curriculum (2.2) <ul style="list-style-type: none"> Staff will be consulted on a review of S3 through Staff Meetings and Extended Leadership Meetings. Parents will then be consulted on the outcomes of this work. (MJ, 2017-18) 	SLT	Ambition	Raising Attainment		2.2					
7.	Dev. of L,T & A inc. changes to NQs.) (2.3) <ul style="list-style-type: none"> A focus on Learning & Teaching will continue through voluntary TLC's, engaging with Google Classroom and 'Teachers Talking to Teachers' opportunities throughout the course of the year. SLT will support Faculties to work towards incorporating the new arrangements to N5 Courses. (PF, 2017-18) 	PTF	Ambition	Raising Attainment		2.3					
8.	S4 Mentoring (2.3) <ul style="list-style-type: none"> Building on a successful mentoring pilot in 2016-17, Academic Mentoring will be offered to all S4 students in 2017-18 comprising four mentoring meetings overseen by volunteer members of staff. (AO, 2017-18) 	AO	Ambition Inclusion	Raising Attainment		2.3					
9.	S6 Mentoring (2.3, 2.7) <ul style="list-style-type: none"> All S6 students will receive Academic Mentoring from partners from industry and STEM organisation in 2017-18, comprising four mentoring meetings. (IM, 2017-18) 	IM	Ambition	Raising Attainment		2.7 2.3					
10.	Implementation of SNSA(2.3) <ul style="list-style-type: none"> Implementation of S3 assessments at Inverurie Academy in line with national / local guidance. (IH, 2017-18) 	IH	Ambition	Raising Attainment		2.3					
11.	GIRFEC / Named Person Req. (3.1) <ul style="list-style-type: none"> Effective implementation of outcomes following changes to legislation on Named Person (DL, 2017-18). 	DL	Inclusion	Imp. in H&WB			3.1				
12.	Strategic deployment of PEF to support students. (3.1, 3.2) <ul style="list-style-type: none"> Engagement with Local Authority / MCR Pathways to introduce targeted interventions via dedicated coordinator. (2017-18) 	MJ	Inclusion	Closing The Gap			3.1 3.2				
13.	Develop Strategic DYW Plan. (3.2, 3.3) <ul style="list-style-type: none"> Building on existing work with a range of partners, SLT to agree and then begin to draw out a timeline for a strategic overview for DYW. (AO, 2017-19) 	AO	Ambition	DYW			3.2 3.3				

NB – Green does not reflect completion (including evaluation), but that implementation is happening.