

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.



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Improvement Focus No.	1	Leadership and Management			
Identified Theme (From S&Q / Self-Evalua	ation)	Improv	ving leadership at all levels. ving effectiveness of self-evaluation. rmation of vision and values of the school.		
Actions			Intended Outcome (s) / Impact	How will you measure success?	
Extending effectiveness of monitoring (including MidYIS/INCAS data).	of tracki use	_	Improved quality of dialogue during one to one meetings between teacher/student to discuss strengths and strategies to reach future set targets.	Confirmation of regular discussion of tracking & monitoring at Faculty Meeting. All staff/Link SLT	
			Improved recording of targets by students.	Discussion of tracking & monitoring at QI depute-PT link meetings. Analysis of performance by selected groups PT's/Link SLT	
			Early identification of students failing to meet targets and timely interventions taken at classroom and Faculty level.		
			Improved reporting comments identifying progress against targets and identifying	Sampling of reports- SLT	
			appropriate next steps to progress learning.	DHT IH May 2017	
			Investigate processes used by partner schools to increase teacher confidence in using INCAS/MidYIS data to inform L& T.	Comparison of approach with other centres -DHT IH May 2107	
Extending effectiveness analysis.	s of	Insight	Increase PT and SLT confidence in using quantitative data to make strategic interventions with identified groups.(by November 2016)	Staff confidence in using data to support increase in attainment All staff Existence of action plans to accurately target specifically underachieving groups.	



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 Designing a programme to supp effective middle leadership. 	Improved leadership at Faculty and non-promoted levels. (On-going until 2019)	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				
Review approaches to improveme planning (to include engagement will learners and parents).		Pupil, Staff, Parental and Community Questionnaire Responses Number and quality of explicit improvements as a direct result of consultation. DHT AO June 2017				
Review school vision and values.	Establishment of confirmed vision and values for the school to form a touchstone for all actions and to support an improved school ethos	Through widespread engagement of all stakeholders and consistent referencing of vision and values there is a clear awareness of revised statements. HT Dec 2107				
 Develop strategies re "Tackl Bureaucracy". 	To reduce unnecessary bureaucracy in all processes across the school and thus to reduce workload	Evaluation of school policies to see where workload has been reduced as a result of editing bureaucracy HT May 2107				
Evidence of Progress / Comments / Next Steps						
Date						
Date						
Date						
Date						



	Improvement Focus No. 2		Learning Provision (Including Improving Transitions)			
	Identified Theme		Improving curricular provision to provide progression and pathways for all learners Using Teacher Learning Communities to improve quality of learning and teaching.			
-	(From S&Q / Self-Evaluation) Actions		Intended Outcome/ Impact How will you measure success?			
	Continue to implement appropring National Qualifications (N2 – AH)		Increased attainment as a result of learners studying courses that meet with their individual aptitudes. (August 2017) Progression routes from N3-AH in place where possible to maximise attainment within each curriculum area. (January 2017	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		
	 Improve arrangements for curricular progression P7-S1 through dialogue and liaison across the Inverurie cluster. 		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	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		
	Review pace and progression within BGE.		Improved levels of attainment on entry to National Qualifications. (September 2017) Greater staff confidence in application of CFE levels within the BGE	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&T group September 2107		

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Continue process to review curriculum rationale.	Build on preparatory work undertaken to confirm a curriculum rationale for Inverurie Academy	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
Update approaches to positive behaviour management (restorative practices).	An improved and more consistent approach to behaviour management through the use of restorative practice in line with the Academy Behaviour Management Policy.	Learning Visits show restorative strategies in use. Teachers/PT's SLT- on-going
	Improved staff awareness and use of restorative practice strategies through the delivery of training throughout the session.	Reduced number of level 3 behaviour concerns. PT/PT's Guidance/SLT
	Reduction in workload through application of SEEMIS recording system	Feedback ex teachers
Engage in TLC/Tapestry Programme to support effective learning and teaching.	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)	Staff evaluation of TLC sessions show positive impact on lesson planning HT December 2107 Pupil feedback via Pupil Focus Groups with Year Heads is positive re techniques staff are using to improve L&T
		L&T group May 2017 Learning Visits observing/ recording that staff are using techniques to improve L&T On-gong



Confirm practice	arrangements	for sharing	effective	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) 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	
Evidence of Progress / Comments / Next Steps					
Date					



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Improvement Focus No.	3	Success and Achievements Improving opportunities and outcomes for all learners. Raising attainment- particularly of learners where deprivation may compromise achievement.				
Identified Theme (From S&Q / Self-Evalua	R					
Actions		Intended Outcome/ Impact	How will you measure success?			
 Confirm strategic approraise attainment 	aches to	Confirming to all staff that raising attainment is a key priority and this to be supported by establishment clear plans to raise attainment across all curricular areas	Scrutiny of emerging improvement planning across the school to ensure raising attainment is the key priority HT Dec 2017			
		Establish clear rationale and procedures to raise attainment in literacy and numeracy across the school this supported by national advice as per benchmarks	Review of support materials/ staff confidence/ profile of literacy and numeracy groups. Feedback from all curricular areas on approaches to literacy and numeracy. HT May 2017			
		Review presentation policy to ensure aspiration is encouraged	Review of profile of presentations against baseline data to ascertain aspirational entry levels DHT AO March 2017			
 Embed procedures to plan, record monitor and evaluate opportunities for wider achievement. 		Build on existing strong provision and recording of wider achievement to establish a system to analyse and respond to participation by SIMD/gender etc. to ensure equity of engagement	Production of an analysed synopsis of engagement by learners in wider achievement programmes			
		Map the progressive development of skills, qualities and leadership against opportunities provided	A review of opportunities for wider achievement will show skills progression etc. and confirm a planned approach to this area of school life.			
			DHT IH September 2017			



 Implement actions to support approaches to GIRFEC requirements pupil support legislation and Named Person policy. Engagement to ensure all aspects of statutory legislation (including Named Person Service) are incorporated into school policy

PTs Guidance to be supported to access training in preparation for implementation of Named Person Service.

Refreshed remits for PTsG to be created to allow time to deliver the Named Person key tasks to be carried out. (DHT DL & PTsG)

DHT DL and PTs ASL to revise ASL team operating structure and bring in line with Aberdeenshire's Enhanced Provision model.

Key policies and systems within school to be refreshed in context of revised remits of PTsG and ASL.

Develop DYW across the school.

Through a planned approach across the school learners will be better prepared to leave school as work ready young adults. This will be supported through the establishment of : flexible learning pathways, curriculum flexibility, improved links with the local business community partner providers, and the development of key skills and qualities

Confirmation of confidence levels of PTsG in fulfilling Named Person role. DHT DL, Pt's Guidance Date TBC

All staff are aware of revised ways of working for PTsG and ASL team, notably how to share and seek information. Feedback via survey.

DHT DL May 2017

Parents/carers and pupils report confidence in the schools' ability to provide pastoral and academic support to learners.

DHT DL May 2017

A review of learning pathways within the curriculum will illustrate how effectively the school meets the needs of learners in becoming work ready

DHT AO June 2017

A plan for a school approach to DYW will be in place

DHT AO June 2017

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