 **Education and Children’s Services**

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**LAST UPDATED: 29th November 2022**

**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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 -[https://www.educationscotland.gov.uk/Images/HGIOS4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| 1. 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.  The Inverurie Academy Core Values are:-  Logo, company name  Description automatically generatedLogo, company name  Description automatically generatedLogo, company name  Description automatically generatedLogo, company name  Description automatically generated    Our Core Values were defined following an extensive consultation process led by a group of our senior students. It was intended that these values would be an enduring definition of the aspirational heart of the school community.  Our commitment is that the following statement applies to how we apply our values:-  ***Our Core Values are at the heart of our school. They define who we are, how we learn and achieve, what we believe in and what we stand for. These values guide how we act and how we expect to be treated.***  **Vision**  Following our successful follow up visit from Education Scotland in November 2021 the school has created a three year improvement plan to continue to move towards the aspiration of measuring of very good for all year groups.  **Community Links & Partnerships**  Inverurie Academy fosters an excellent number of links with the local community and partnerships with local and national organisations.   * We will continue to use our new Campus to develop a wealth of community & partnership opportunities. * A partnership with AFCCT who will be delivering an alternative curriculum for pupils in the Junior phase. * Inverurie Academy continues to work with the *Inverurie Business Association* as a key community and industry partner.   **SIMD Profile**  **Detail and Allocation of PEF**   * The entirety of the PEF funding allocation is providing this pupil support   **Key Strengths of the School**   * Culture and Core Values * Positive Destinations * Range of Partnerships |

Completed School Improvement Plan 2021-22

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| No. | Graphical user interface, application  Description automatically generated | Lead | Core Value / Education Scotland Focus Area | SQUIP Section / QI | | | Year | | | Traffic Light Progress | | | | | Comments |
| Leadership / Improvement | Quality of Care & Education | Improving Outcomes | Year 1 | Year 2 | Year 3 | November 2020 | February 2021 | November 2021 | February 2022 | June 2022 |  |
|  | How good is our leadership and approach to improvement? | | | | | | | | | | | | |  |  |
| 1. | Leadership   * Invest in and complete the Collaborative Middle Leadership Programme as an Extended Leadership Team |  |  |  |  |  |  | | |  |  |  |  |  |  |
| MJ | Ambition, All | 1.3 |  |  |  |  |  |  |  |  |  |  | Completed |
| 2. | Communication   * Extend Learning & Teaching event for parents to support understanding and learner conversations at home. * Plan and implement a move from paper-based referrals to a SEEMIS system to support positive behaviour. | AO | Inclusion, L&T |  | 2.5 |  |  |  |  |  |  |  |  |  | Difficult due to Covid restrictions |
| JS | Respect, L&T | 1.4 |  |  |  |  |  |  |  |  |  |  | This work will continue 22-23 |
| 3. | Recovery (made possible through SG Recovery Funding)   * Create a staged recovery programme for those struggling to attend school regularly to reengage with in-person learning. * Introduce a wellbeing survey for students to use based on the wellbeing indicators. * Oversee the introduction AFCCT Mindset programme. |  |  |  |  |  |  | | |  |  |  |  |  |  |
| LO | Inclusion, L&T | 1.2 |  |  |  |  |  |  |  |  |  |  | Completed |
| LO | Inclusion, Attainment | 1.3  (2.1) |  |  |  |  |  |  |  |  |  |  | Completed |
| LO | Inclusion, Attainment | 1.3  (3.3) |  |  |  |  |  |  |  |  |  |  | Completed, report available |
|  |  | | | | | | | | | | | | |  |  |
|  | How good is the quality of care and education we offer? | | | | | | | | | | | | |  |  |
| 4. | Attainment & New Curriculum   * Use BGE P+A system to review coverage and achievement of a level and inform planning for revision of courses. * Consult upon broadening specialisation in BGE S1-2 (Masterclass) and S3-4 (7 to 8 courses) * Implement the planned Skills programme through enhanced transition. * Review S3 Profile in session 2020-21 and plan for a new e-portfolio in 2021-22 |  |  |  |  |  |  |  | |  |  |  |  |  |  |
| LO | Ambition, Curriculum |  |  | 3.2  (2.2) |  |  |  |  |  |  |  |  | This will continue 22-23 |
| AO | Ambition, Attainment |  | 2.2 |  |  |  |  |  |  |  |  |  | This will continue 22-23 |
| DA | Ambition, Curriculum |  | 2.2 |  |  |  |  |  |  |  |  |  | Completed |
| SC | Inclusion, Curriculum |  | 2.2  (3.2) |  |  |  |  |  |  |  |  |  | This work will continue 22-23 |

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| No. |  | | Lead | Core Value / Education Scotland Focus Area | SQUIP Section / QI | | | Year | | | | | | Traffic Light Progress | | | | | | Comments |
| Leadership / Improvement | Quality of Care & Education | Improving Outcomes | Year 1 | | Year 2 | | | Year 3 | November 2020 | February 2021 | November 2021 | | February 2022 | June 2022 |  |
| 5. | Learning & Teaching   * Embed and extend Learning Trios with emphasis on leadership of learning as the vehicle for L&T improvement. * Engage with Pivotal Education to create a foundation of positive relationships & strategies for universal support. | |  |  |  |  |  |  | | |  | | |  |  | | | |  |  |
| AO | Ambition, L&T |  | 2.3 |  |  |  | | |  | |  |  |  | |  |  | Completed |
| AO | Respect, L&T |  | 2.3 |  |  |  | | |  | |  |  |  | |  |  | Completed |
| 6. | Colleague Partnerships   * Maintain and review the buddy cluster programme. * Continue to work with partner TSIS schools on structured opportunities for subject collaboration. | |  |  |  |  |  |  | | |  | | |  |  | | | |  |  |
| DA | Ambition, L&T |  | 2.3 |  |  |  | | |  | |  |  |  | |  |  | Not undertaken |
| MJ | Ambition, L&T |  | 2.3 |  |  |  | | |  | |  |  |  | |  |  | Completed |
|  | | How good are we at improving outcomes for all of our learners? | | | | | | | | | | | | | | | | |  |  |
| 7. | GIRFEC   * Continue Project Group work to bring together existing progression pathways for vulnerable students. * Undertake review of universal support in light of COVID-19 and introduce changes to FLGT support for students. * Introduce simple house token reward system to recognise student progress on values. * Complete & launch the new Equalities Policy during Sessions 2021-22, taking account of the incorporation of UNCRC into law in Scotland. | |  |  |  |  |  |  | | |  | | |  |  | |  |  |  |  |
| AD | Inclusion, Curriculum |  |  | 3.2 |  |  | | |  | |  |  |  | |  |  | Michael Kelman – PT Project Pathways Partnership Working – CLD / EPC / NPA / Police etc |
| AD | Inclusion, Curriculum |  |  | 3.1 |  |  | | |  | |  |  |  | |  |  | FLGT support, universal support Meeting. Mental health – SAMH / CAMH etc |
| PTG’S | Integrity, Attainment |  |  | 3.2 |  |  | | |  | |  |  |  | |  |  | House points  Captains’ role – 22-23 |
| LF / CT | Respect, All |  |  | 3.1 |  |  | | |  | |  |  |  | |  |  | Ready to consult / launch group - merge with PRP |
| 8. | Support   * Extend the Senior Phase BGE Skills Programme for S1 students. * Further embed cohesive forum for deploying support solutions with partners. | |  |  |  |  |  |  | | |  | | |  |  | | | |  |  |
| DA | Ambition, Curriculum |  |  | 3.1 |  |  | | |  | |  |  |  | |  |  | Completed |
| DL | Inclusion, Curriculum |  |  | 3.1 |  |  | | |  | |  |  |  | |  |  | Not undertaken |



Summary of visit to Inverurie Academy  
About this summary document

Her Majesty’s Inspectors of Education (HM Inspectors) have prepared this document following a recent visit to Inverurie Academy that they carried out along with officers from Aberdeenshire Council. It contains more detail than the letter we sent to parents/carers. We hope that schools will find this document helpful to continue to support recovery, renewal and improvement work.

About our visit

We made the commitment some time ago to revisit Inverurie Academy following a previous inspection, and our recent visit was arranged to fit in with the school’s individual circumstances.

All of the activities undertaken by HM Inspectors during the visit were discussed in advance with the headteacher and with local authority officers. Taking into account the COVID-19 pandemic, some activities have been carried out remotely.

The visit included discussions to consider the progress made by the school since the original inspection. HM Inspectors also explored the impact of the pandemic on the school as well as the actions being taken to support recovery. HM Inspectors recognise that some priorities may have been paused or overtaken as the school responded to the pandemic.

**Current context of the school – impact of COVID-19**

The school has dealt with the challenges of the pandemic successfully, alongside moving to the new community campus, after an initial delay. The new building provides modern facilities for learning and these are much appreciated by staff and young people. They report a stronger sense of community and purpose, with a clear focus on learning. The school roll has increased to 1150.

Following the period of school closure between March and June 2020, Inverurie Academy redeveloped its improvement plan to reflect the changed capacity and priorities. This resulted in a new two-year plan. This was adapted slightly during the summer of 2021 to reflect the changing context. The school has also created a recovery plan to bring together aspects of work to support the return to a more normal experience of school following the pandemic.

The school has experienced significant impact from the pandemic, with periods of staff and pupil absence, with large numbers of young people testing positive for COVID-19 tests. Inevitably, this has hindered progress in improving attainment.

Young people have been well-supported by staff throughout this challenging period, though staff report that young people’s motivation to learn was negatively impacted during periods of remote learning, when they were not in personal contact with teachers and their peers.

Staff have responded well to this period of disruption, and have taken the opportunity to make

significant progress in the areas for improvement identified during the previous school

inspection. Staff have ‘recalibrated’ successfully and developed a richer, evidence-based



approach to self-evaluation and school improvement. As a result, the school is now very well placed to continue its improvement journey.

**Steps the establishment is taking in relation to COVID-19 recovery**

Principal teachers of guidance played a key role in supporting young people by monitoring participation in online learning and taking action to address barriers to participation. Teachers reflected on their practice during the first school closure and as a result, made revisions during the second school closure. They evaluated the quality of remote learning by undertaking surveys of young people to identify the most appropriate balance of live learning and independent learning.

Senior leaders scrutinise attendance levels regularly, providing a strategic overview of absence attributable to COVID-19. The introduction of an attendance officer is developing more positive home school relationships. Attendance rates are now in line with the national average as a result.

Senior leaders introduced a range of targeted personalised support arrangements to assist individual learners and their families experiencing hardship. For example, they were able, together with partners, to meet the basic needs of families within the local community by providing food parcels and free meals.

Staff recognise the impact of the pandemic across all year groups, particularly those in S2 who have a lower level of in-school experience than other year groups. As a result, there is a dedicated programme in place linked with Aberdeen Football Academy to promote mental health and positive choices.

A suite of resources are available locally to support young people to access mental health provision. School captains are also undertaking research-led work to understand better the relationship between wellbeing and social intelligence. They have conducted focus groups of learners and designed and distributed surveys to provide them with useful data on wellbeing.

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| **Safeguarding**  There are no safeguarding or child protection concerns from our last inspection that need to be resolved.  **Coordinate strategic priorities to focus on ensuring continuing improvements in outcomes for all young people. In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people which is based on reliable evidence.**  **Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.** |



Across the school community, staff and stakeholders report a sense of shared strategic purpose and collaborative working. Teachers describe an empowered approach to school improvement that is now embedded in the culture of the school. Their approach to school improvement is clearly evidence-based. Improvement planning has a coherent focus on ensuring that all young people are able to make the best progress possible in their learning.

Senior and middle school leaders have developed a rigorous system to monitor and track the progress of young people in their learning from S1 to S6. The system supports staff to analyse progress data more closely. This includes wellbeing data based on young people’s self-evaluation.

School leaders are developing their data analysis skills confidently. They should continue with plans to develop further the data analysis skills of all teachers to enable them to make best use of the system. School leaders also have plans to develop further the system to include aspects of wider achievement. This should better support building a more holistic, skills-based profile for all young people as they progress through school.

Monitoring and tracking data is now used more effectively. This is supporting staff to identify and support young people at risk of not making sufficient progress in learning at all stages. Teachers are supported to make well-timed interventions to ensure that young people, parents and carers are informed about appropriate steps to get learning back on track. Young people’s performance is now more closely aligned to the performance of the school’s virtual comparator in a significant number of key attainment measures. In a few measures, performance now exceeds that of the virtual comparator.

As the system develops, teachers should continue to explore how it can be used to inform and evaluate the curriculum and learning and teaching. School leaders should continue to provide regular opportunities for teachers to engage in moderation activities to ensure that the monitoring and tracking system is informed with robust and reliable evidence.

**Improve learning, teaching and assessment to ensure better motivation and engagement of young people. Ensure appropriate pace and challenge for all young people to maximise progress in their learning.**

**Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.**

The school is successfully developing a strong culture of learning, which is based on high-quality, supportive relationships and collaborative working. Across the school, teachers feel empowered and are positively engaged in continuing to improve their professional practice. Their collegiate approach to professional learning is supporting improvements in learning, teaching and assessment.

Teachers are increasingly using more interactive approaches in the classroom. This is supporting young people to learn more actively and take a lead role in their learning. They have a particular focus on improving differentiation across the school in order to better meet the needs of all learners.

Young people are becoming more engaged and motivated in their learning as a result of the enhanced curriculum offer. They take increasing responsibility for their own progress. The skills



framework is becoming embedded through more regular dialogue between staff and young people.

Teachers report that learning conversations with young people are becoming rich and well-informed by evidence. As a result, they feel that they are better able to understand and meet the learning needs of all young people. This is particularly evident in the senior phase and staff should continue to ensure they build a similar depth of knowledge about young people as they progress through the Broad General Education. Teachers should, as planned, continue to focus on extending the range of differentiation across learning. This will help to ensure that young people experience appropriate pace and challenge in their learning more consistently across the school.

**Review proposals for curriculum development, taking account of national advice, to provide appropriately flexible and progressive pathways for all learners. In designing learning pathways ensure all young people’s entitlements are being met in line with national expectations.**

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| **Working together, local authority officers, senior leaders and HM Inspectors identified strengths, progress and areas for further consideration during the visit.**  Senior leaders evaluate the curriculum, based on the extent to which entitlements are delivered effectively and through standards of attainment. There is evidence that the design of the curriculum is resulting in improved attainment and achievement. The curriculum continues to evolve to meet the needs of learners. Staff ensure that all entitlements are met in line with national expectations.  The S1 to S3 curriculum framework is designed to enable young people to work across the third and fourth levels within curriculum areas throughout S2 and S3. They progress to the fourth level when they are ready, with specialisation in S3. A consultation is planned to introduce a range of specialist subject ‘schools’. It is important that, as the school continues to develop its curriculum, learning pathways remain broad and accessible to all young people, particularly for those who may specialise in a particular route.  Teachers, in planning for appropriate progression, have developed a broader range of flexible learning pathways in the senior phase. This is supporting all young people to achieve the best possible level of qualification and accreditation. There is a wide range of courses available to young people which lead to accredited qualifications. For example, Pathway Plus includes accreditation such as John Muir Award and The Princes Trust. Young people speak positively about the difference this is making, for example, in improving their communication skills and confidence. Senior leaders should continue to give consideration to parity of esteem between vocational and academic career pathways to challenge any perception that certain courses are more suited to particular cohorts.  The senior phase allocation of teaching time has also been adjusted for courses at the upper stages. The school has moved from a six column structure to a five column structure to provide greater opportunity for depth of learning. This is providing greater opportunity for young people to succeed and is working well for young people. |



Young people’s course choice arrangements between stages are better informed and underpinned through greater interrogation of monitoring and tracking data. Young people are now routinely placed at the right course level as they enter the senior phase. As a result, fewer young people drop courses midway through the year.

**What happens next?**

Understandably, the school has been responding to the challenges resulting from the COVID-19 pandemic. These have had a significant impact on the work of the school. Staff are implementing plans to support recovery. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to Inverurie Academy in connection with the original inspection. Aberdeenshire Council will continue to inform parents about the school’s progress as part of its usual arrangements for reporting on the quality of its education service.

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| A screenshot of a cell phone  Description automatically generatedEvaluation of QI 1.3 - Leadership of Change:  Sources of evidence/evaluation activities undertaken:   * Parent Council meeting documentation. * Minutes of Faculty, ELT, SLT, GBM and ASL meetings. * Staff evaluation of key aspects of change, especially restorative relationships * School Captains survey results * P7 evaluation of student led skills-based lessons during Transition experience   1.3  Overall evaluation of level of quality:  How well are you doing? How do you know?   * School core values underpin our very strong positive school ethos and focus on restorative relationships. Staff show a strong commitment to collective ownership of the values and positive relationships with students and other stakeholders. This is reinforced by consistent messaging around values and visual displays and assemblies * Increased opportunities for staff leadership across all levels of the school. This is evidenced by middle leadership training and increased emphasis on role of middle leaders in leading change such as the focus on differentiation in learning & teaching in faculties and Principal Teacher role in establishing restorative relationships practice. Extended Leadership Team (ELT) have played important role in the consultation and implementation of key aspects of change. This has led to increased time for ELT meetings built into next years Working Time Agreement. More rigorous quality improvement calendar has also been agreed and implemented for 2022-2024 School Improvement Plan. * Staff have been involved and had opportunities to lead change in key areas such as restorative practice and differentiation. Increased number of staff undertaking professional development, especially in middle leadership training and studies. Staff involvement in key working groups is an important aspect of change across the school * Student leadership opportunities across the school. School Captains have carried out an audit of all student views and opinions on key areas of school life. Senior students have worked with S1 students to do leadership training throughout the year. These S1 students have led skills-based lessons during the P7 transition experience. Student voice and feedback has also been captured in the Whole School Expectations Consultation and Student Wellbeing survey   Level of quality for this QI (1.3): 4  (HGIOS?4 1-6 scale) |

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| A screenshot of a cell phone  Description automatically generatedSources of evidence/evaluation activities undertaken:   * Education Scotland evidence (see narrative below) comprising observations questionnaire returns, focus groups and interviews. * Faculty Meeting Minutes * ELT Meeting Minutes * Learning Trio & Model 1 Observation Data * Learning Walk Data for 2019-20 * Student & Parent Surveys * Feedback from Staff Meetings * School & House Council minutes * INSIGHT data. * CfE Machine Data * Estimate & Progress Data. * TMR Data – BGE & SP * Individual faculty TMR * Data of ROC/ROMO   2.3  Overall evaluation of level of quality:  How well are you doing? How do you know?   * Leadership opportunities are increasingly being taken up by staff and young people across the school. These are helping to build confidence and empower staff and young people to engage effectively in aspects of school improvement. Staff across the school welcome the positive culture and demonstrate a high level of commitment to working together to secure the necessary improvements.   ***Learning Drop IN Data: What proportion of the class had their developmental needs met?***   * Chart, pie chart    Description automatically generatedStaff are now working well together to explore areas for improvement within learning, teaching and assessment particularly in areas of differentiation and building positive relationships. Following various input on whole school and faculty levels, the majority of teachers report increased instances of differentiation across their lessons. Observation data from August to January in lessons show that on average, “most” students developmental needs were met during lessons. Plans to triangulate this data with feedback with student views are planned for 2022-23.   Chart, pie chart  Description automatically generated***Chart  Description automatically generated***  Teacher responses indicate an increase in the amount of differentiated lessons when *September 2021 is compared with June 2022*  Average number of Differentiated Lessons by Faculty: Comparison – *September 2021 - June 2022*   * Senior leaders, along with all staff, have put in place processes and procedures to drive improvement such as learning observation drop ins. The data gathered from these drop in visits informs decision making through highlighting good practice and areas for improvement. Whilst there have been in excess of 50 learning drop in visits recorded, Covid recovery and staffing disruption has limited teachers capacity to participate in learning trios and shared learning walks but these improvement activities are planned to resume in 2022-23. A formal review of Learning and Teaching Drop In data will eb scheduled as part of the Quality Assurance Self Evaluation Calendar for next session. * Senior leaders, faculties and individual teachers are able to demonstrate impact of these activities through their everyday practice. There are a examples of learning across the school where the pace and the challenge (differentiation) has improved significantly in some areas of the school over the course of the year as demonstrated through teacher survey responses about differentiation within their practice. Staff will continue to review the work they have started through to session 2022-23 and will engage with trios and learning walks to ensure there is clear and consistent improved practice across the school. In order strengthen our evaluation of this provision, the views of young people will also be sought into the quality of teaching and learning in the school. * A number of strategies have been introduced to support improvements in learning and teaching. As teachers try out, and evaluate the success of, different strategies, it is important to make sure they develop a shared understanding of effective approaches to learning and teaching. To focus their efforts more effectively, teachers would benefit from further developing their understanding of pace, challenge, breadth and depth in learning. School Leaders, through the Learning and Teaching Committee and The Restorative Practice Group, will continue to ensure improvements in professional practice are clearly focused on meeting the needs of all young people. * Teachers have also begun to look more closely at learner engagement. A few are planning lessons with a greater variety of methodologies and approaches to increase engagement. An increase in the effective use of questioning has been part of staff discussions as well as how to better utilise digital learning. In a few classes, learner engagement has been improved and learners are empowered to be leaders of their learning. However, this is not yet having a consistently positive impact on how well young people learn across the school. It would be helpful to review the stages of engagement and how teachers can identify these in classes. A greater focus on learners and learning would support teachers in developing their understanding of effective engagement more fully. * Senior leaders and teachers have developed a shared understanding of the components of high quality teaching and learning. This information has been collated into a formula:   ***Learning and Teaching and Inverurie Academy = Ambition for All Learners, Actively Engaged, All of the Time***     * Professional discussions on teaching are now more central to teacher dialogue and are an important part of staff meetings. Significant time and activities have been devoted to towards differentiation of lessons to allow “All Learners to be actively engaged”. There would be merit in now making expectations of teachers clearer in relation to the effective use of these approaches. This can help to ensure they are applied consistently across the school. * Over the next session teachers will be asked to consider how they share the purpose of learning in order to ensure it is relevant and meaningful to the age and stage of learners. They also need to ensure that young people’s learning activities actually relate well to the specified purpose or intention of each lesson. * Young people are now able to talk about the level at which they are working in the BGE. This is a positive step in beginning the journey to enable learners to take responsibility for their learning. Whilst young people in the BGE can talk about the level at which they are working they are not yet clear what this means for them as learners. Most cannot yet talk about their next steps in learning. A few young people are able to lead their own learning through tasks and activities which are appropriately challenging. Such effective practice could now be shared more widely with other staff. * Teachers have started to track attainment across the BGE. This is a positive step although it is not yet clear how tracking is informing more effective progress in learning. Teachers should make sure that what is being tracked is linked to the planned lessons and the expected outcomes for young people. Young people need to be more aware of how to improve and what they need to do next. Plans to review aspects of the BGE framework will be undertaken to ensure maximised engagement through personalisation and choice whilst ensuring young people follow an appropriate and balanced learning pathway when they enter the senior phase. This focus took a back seat during covid and is now an area we hope to focus on again moving forward. * Tracking of senior phase has improved significantly as a result of covid. Staff are very clear on where young people are and we are moving towards a system of tracking which will indicate young people who are coasting or at risk of missing out. As part of the TMR programme, quality assurance points have been added to the school calendar allowing FH’s to triangulate with SLT & PTG’s to ensure meaningful interventions are being utilised for the right people at the right time helping to increase attainment across the board. * Teachers have improved their feedback to young people on their learning and there is some good practice in a few areas. However, this remains an area for improvement across the school. Young people need to know what they have achieved in learning and what they need to do next in order to progress. Clearer and more focussed feedback from teachers will help to raise attainment as well as increase young people’s participation in their learning. Staff have created a very helpful skills framework. This is beginning to enable a few young people to better understand the skills they are learning and is a good foundation on which to build. Senior leaders should now ensure there is a whole school approach to embedding the skills framework across the curriculum in a consistent way. * Most young people are now more enthusiastic about learning and they feel that expectations have increased for their work. Staff should now continue to involve pupils in greater levels of dialogue about their learning and their progress and plans are emerging to instal mechanisms to quality assure learning conversations and efficacy of feedback. * Parent evenings have moved to virtual which was a move supported by staff and parents. This has been well received and allows more flexibility for staff in being able to work from home if required.   Level of quality for this QI (2.3): 3 |

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| A screenshot of text  Description automatically generatedSources of evidence/evaluation activities undertaken:   * Education Scotland evidence (see narrative below) comprising observations, questionnaire returns, focus groups and interviews * DHT/Pupil Support PT/Universal Support Meeting data * Attendance Data * Bullying/Equalities Log * ScotXed Returns * Warning to Exclude, Exclusion and Level data * Positive Destination Information/SDS feedback * Partner overviews from Active Schools, CLD, SAMH, North East Scotland Police Early Intervention Team. * Progress & Achievement Data * Administration of Medicines * INSIGHT Data, CFE Machine Data, SNSA Data * Internal School and Faculty T&M data * Achievement Data from Active Schools * Trainee School Counsellor/Garioch School Nursing Team/PSW caseload   ­  3.1  Overall evaluation of level of quality:  How well are you doing?   * A wide range of wider curricular opportunities to support diverse learner pathways. * An increased range of qualifications to meet the needs of all students; NPA, Skills for Work and Foundation Apprenticeship Courses. * A comprehensive network of support from partner agencies; AFCCT, CLD, Active Schools, SAMH, Police, SW etc. * DHT/Pupil Support PT/Universal Support Meetings provide data to support timely interventions for students who most need it. * Wellbeing as supported by the FLGT team remains an area for further development. * A continued commitment to restorative practice and embedding Positive Relationships Policy * Equalities Policy work ongoing in synchrony with Promoting Positive Relationships Launch * Embedding outcomes of ASN Review will support progress in better supporting all learners’ needs   How do you know?   * Uptake of wider curricular opportunities, evaluations by students supported by partners. * Numbers of students choosing new qualifications. * Impact of support in individual cases, feedback from partners, positive destination figures. * Universal Support Meeting data showing individual intervention stories.   Level of quality for QI (3.1): 3  A screenshot of a cell phone  Description automatically generated  3.2  Overall evaluation of level of quality:  How well are you doing? How do you know?  Evidence shows that improvements continue in most measures of attainment, however there still remains work to be  done to ensure that all young people attain and achieve to their full potential. A detailed picture of our young peoples  attainment is set out below in order to support the school to follow in areas that still require improvement:   * a focus on increasing the expectations of both the quantity and the quality of qualifications young people can achieve * continuing development of a range of learning pathways to better meet needs, interests and aspirations of young people * introduction of a skills framework to support skills development   **BGE**  We are confident that our teaching staff continue to develop their confidence in making robust professional judgements as they continue to increase their use of National Benchmarks and continue to engage in moderation activities. Over the last 3 years almost all young people achieved third Curriculum for Excellence level by the end of S3. Details of our 2021-22 levels can be found below:    **Monitoring and tracking**  The school has introduced a new approach to monitoring and tracking young people’s progress and attainment through the BGE across all subject areas. Teachers ensure that the whole school approach to assessing progress within a Curriculum for Excellence level is understood within the context of each subject area. They engage in moderation activities to ensure the reliability of this professional judgement. Senior leaders are collating and analysing cohort data for all subject areas to better understand the progress young people are making in their learning.  The analysis is being used to address inconsistencies, provide support, challenge and timely interventions with the aim of raising attainment. Senior leaders continue to improve the monitoring and tracking system to enable them to analyse data and explore trends over time. As the monitoring and tracking system develops and becomes embedded, the school will be in a position to gather data to provide trends over time for the BGE and explore value added from P7 to S3.  **Senior phase**  It is important to note that the school reports that 49% of young people require additional support compared to the national average of 38%.  **Literacy and numeracy**  Over the last 3 years our school literacy and numeracy attainment has remained consistent. It is worth noting that in 2022 the school is above our Virtual Comparator (VC) in both SCQF Level 4 by 2% and Level 5 by +5%. Five year trend can be seen below:  Chart, bar chart  Description automatically generated  **Improving attainment for all Leavers**  The attainment of the lowest attaining 20% is almost in line with its VC, the middle attaining 60% are again almost in line with the VC. It must be noted that the highest 20% lower than the VC.  **Cohorts**  In S4 there has been improvement in 2021-22, in the percentage of young people achieving literacy and numeracy at SCQF Level 5 or better. Both SCQF Level 4 and 5 are above the VC. This again can be seen below:  Chart, bar chart  Description automatically generated  **Breadth and depth**  The school continues to increase the range of Scottish Certification and Qualifications Framework (SCQF) rated qualifications and awards on offer for young people at the senior phase. There is a need to raise expectations and develop greater progression to ensure that young people are on the best pathways to the most appropriate qualifications and awards for them.  There is still an ongoing need to raise expectations and develop progression to ensure that young people are on the best pathway to the most appropriate qualifications and awards for them.  Level of quality for QI (3.2): 3 |

**School Improvement Plan 2022-2023**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| No. | A picture containing logo  Description automatically generated  Improvement Plan 2022-25 | | Lead | Core Value | | Relevant QI’s | | | Year | Traffic Light Progress | | | | | | | | Comments |
|  |  |  | Year 1 | Year 2 | Year 3 | September 2022 | November 2022 | January 2023 | March 2023 | May 2023 | |  |
|  | | How good is our leadership and approach to improvement? | | | | | | | | | | | |  | | | |  |
| 1. | Leadership   * Develop a QA Calendar to ensure engagement with core QI’ throughout the year. * Increase leadership opportunities for both staff and pupils by re-establishing and expanding working groups linked to SIP. | |  |  | |  |  |  |  |  |  |  |  |  | | | |  |
| NH/AOC  SLT | Ambition | | 1.1, 1.2, 1.3 |  | 2.3 | ✔ | ✔ | ✔ |  |  |  |  |  | |  |
| Ambition  Inclusion | | 1.1  1.2 |  | 2.2  2.3  2.6 | ✔ | ✔ | ✔ |  |  |  |  |  | |  |
| 2. | Communication   * Establish the use of Seemis to increase communication with families in line with new positive relationships policy. * Work towards using Parents Portal as our key communication channel. * Further develop use of Google Classroom to increase parental engagement. | |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |
| AOC  NH  DHT | Inclusion  Respect | |  |  | 2.3  2.4 | ✔ |  |  |  |  |  |  |  | | Ongoing |
| Inclusion | | 1.3  3.1 | 2.4  3.2 |  | ✔ | ✔ |  |  |  |  |  |  | | 80% Sign Up |
| Ambition  Inclusion | | 2.3 | 3.2 | 3.2 | ✔ | ✔ |  |  |  |  |  |  | |  |
| 3. | Attainment and Curriculum   * Review of S1-S2 curriculum. Consultation on broadening specialisation in BGE S1-2 (Masterclass). Introduction of BGE Skills and Achievement Profiles * New QA Calendar with clear, tracking monitoring and reporting deadlines in the senior phase. New TMR system to be established (S4-S6). * Short term review to enhance current SQA ‘cause of concern’ process. | |  |  | |  |  |  |  |  |  |  |  |  | | | |  |
| DA | Ambition | | 2.2  3.2 | 2.2  2.3 | 2.3  2.3 | ✔ | ✔ | ✔ |  |  |  |  |  | | Action Plan in place 2023-2024 |
| LOC | Ambition | | 3.2 |  |  | ✔ |  |  |  |  |  |  |  | |  |
| DA | Ambition | | 2.4 | 3.2 | 3.2 | ✔ |  |  |  |  |  |  |  | | AAP / Stage 1 & 2 - November |
| No. | A picture containing logo  Description automatically generated  Improvement Plan 2022-25 | | Lead | Core Value | | Relevant QI’s | | | Year | Traffic Light Process | | | | | | | | Comments |
|  |  |  | Year 1 | Year 2 | Year 3 | September 2022 | November 2022 | January 2023 | March 2023 | May 2023 | |  |
|  | |  | | | | | | | | | | | |  | | | |  |
|  | |  | | | | | | | | | | | |  | | | |  |
| 4. | Learning, Teaching and Assessment   * Continue to develop use of Learning Trio’s. * Classroom observation to be undertaken in line with the QA Calendar. * Positive Relationship Group to focus on Positive Relationship Policy. This will include ‘Restorative’ Training for all Staff. * Re-introduction of the Inverurie Academy Learning, Teaching and Assessment Working Group. * ICT Group, to be established and will lead work on increasing the effectiveness of Google Classroom. | |  |  |  |  |  |  |  |  |  |  |  |  | | | |  |
| AOC | Ambition | | 1.2 | 2.33 |  |  | ✔ |  |  |  |  |  | |  |  |
| SLT/FHs | Ambition  Inclusion | | 1.1 | 2.3 |  | ✔ |  |  |  |  |  |  | |  |  |
| AOC | Ambition  Inclusion  Respect  Integrity | | 1.2  2.1 | 1.3  2.3 | 2.4  3.1 | ✔ | ✔ | ✔ |  |  |  |  | |  |  |
| AOC | Ambition | | 1.2  2.3 |  |  | ✔ |  |  |  |  |  |  | |  |  |
| DHT | Ambition  Inclusion | | 1.3 | 2.3 | 3.1 | ✔ | ✔ |  |  |  |  |  | |  |  |
| 5. | Colleague Partnership   * Create DYW action plan in partnership with newly appointed employer School Co-ordinator. | | DA | Ambition  Inclusion | | 2.7 | 3.3 |  | ✔ | ✔ | ✔ |  |  |  |  | |  |  |
|  | * Continue to develop links with local businesses | | DYW Cord | Ambition  Inclusion | | 2.7 | 3.3 |  | ✔ | ✔ | ✔ |  |  |  |  | |  |  |
|  | * Establish partnership in The North East Hospitality Schools Programme | | DYW Cord | Ambition  Inclusion | | 2.7 | 3.3 |  | ✔ | ✔ | ✔ |  |  |  |  | |  | DYW leading this. |
|  | * Establish a school ‘Chaplaincy’ Team | | AD | Inclusion  Respect | | 2.6 | 3.1  2.77 |  | ✔ |  |  |  |  |  |  | |  |  |
|  | * Develop relationship with Inverurie Rotary Club | | NH | Ambition  Inclusion | | 2.7  3.3 |  |  | ✔ |  |  |  |  |  |  | |  |  |  |  |  |
|  | * Continue to work with AFCCT | | AD | Ambition  Inclusion | | 2.7  3.3 | 2.7 |  | ✔ |  |  |  |  |  |  | |  |  |

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| 6. | GIRFEC   * Undertake review of ten minutes registration period of FLGT? * ‘Houses’ working group established to further entrance house system. * Complete and launch new Equalities Policy during Session 2022-23 taking into account of the incorporation of UNCRC into law in Scotland. * Creation of the PT Pupil Development Post. * AFCCT to offer 2 days enhanced curriculum. * SHINE-Online Pupil Mental Health Survey to be rolled out 2022-23 * Continue to work with SAMH * Working Groups established to look at P7 transition. * Re-establish “Career Ready” Programme. * Update Child Planning and GIRFEC processes. * Review of ASN Provision 2022-23. This will include physical layout of the ASN provision. | |  |  |  |  |  |  |  | | |  |  | | |  | |
| SLT | Inclusion | | 1.1  3.1 | 1.2  3.1 |  | ✔ |  |  |  |  |  |  |  |  |
| SLT | Ambition  Inclusion  Respect | | 3.1  3.2 |  |  | ✔ |  |  |  |  |  |  |  | @ Pupil level – less so staff |
| AD | Integrity  Respect  Inclusion | | 1.3  2.1  3.1 |  |  | ✔ |  |  |  |  |  |  |  | Launch @ Feb INSET |
| NH | Inclusion | | 1.2  2.2  2.4 | 2.1 |  | ✔ |  |  |  |  |  |  |  |  |
| AD | Inclusion | | 2.2  2.4 |  |  |  |  |  |  |  |  |  |  |  |
| AD | Inclusion | | 2.4  3.1 |  |  | ✔ | ✔ | ✔ |  |  |  |  |  | Surveys this Term. AD on Teachers Panel |
| AD | Inclusion | | 2.1  2.4  3.1 |  |  | ✔ |  |  |  |  |  |  |  | Peer Supporter Pilot |
| AD | Ambition  Inclusion | | 2.1  2.6 | 3.1 |  | ✔ |  |  |  |  |  |  |  |  |
| AD | Ambition | | 2.6  3.3 |  |  | ✔ | ✔ | ✔ |  |  |  |  |  |  |
| AD | Inclusion | | 1.2  2.4 | 3.1 |  | ✔ | ✔ |  |  |  |  |  |  | Roles & Responsibilities to be confirmed – goal Feb INSET |
| NH/AD | Ambition  Inclusion | | 1.3  2.1 | 2.4  3.1 |  | ✔ | ✔ | ✔ |  |  |  |  |  | Ongoing dialogue in team / authority |
|  | | How good are we at improving outcomes for all of our learners? | | | | | | | | | | | | |  |  | |
| 7. | Other   * Create an In-House programme of Professional Learning * Establish a Awards Ceremony Working Group to host Ceremony at Thainstone Mart June 2023. | |  |  | |  |  |  |  | | |  |  |  |  |  | |
| AOC | Ambition | | 3.1 |  |  | ✔ |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |  |  |  |  |