 **Education and Children’s Services**



**LAST UPDATED: October 2023**

**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 * Senior Phases Curriculum offer |

**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’s 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 | ✔ |  |  |  |  |  |  |  |  |
| Inclusion | 1.3  3.1 | 2.4  3.2 |  | ✔ | ✔ |  |  |  |  |  |  | 80% Sign Up  Ongoing work required to extend use |
| Ambition  Inclusion | 2.3 | 3.2 | 3.2 | ✔ | ✔ |  |  |  |  |  |  | SIP Priority 23-24 |
| How good is the quality of care and education we offer? | | | | | | | | | | | | | | | | |

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| 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 | ✔ | ✔ | ✔ |  |  |  |  |  | SIP Priority 23-24 |
| LOC | Ambition | 3.2 |  |  | ✔ |  |  |  |  |  |  |  | Work 23-24 Senior students attending SQA classes. |
| DA | Ambition | 2.4 | 3.2 | 3.2 | ✔ |  |  |  |  |  |  |  |  |

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|  | |  | |  | | 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 | |  | |  | | ✔ | |  | |  | |  | |  | |  |  | | SIP Priority 23-24 |
| SLT/FHs | Ambition  Inclusion | | 1.1 | | 2.3 | |  | | ✔ | |  | |  | |  | |  | |  | |  |  | | Open Doors Policy introduced |
| 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 | | ✔ | | ✔ | |  | |  | |  | |  | |  |  | | SIP Priority 23-24 |
| 5. | College 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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|  | How good are we at improving outcomes for all of our learners? |  |  |

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| 6. | GIRFEC   * Undertake review of ten minutes registration period of FLGT? * ‘Houses’ working group established to further enhance house system. * Complete and launch new Equalities Policy during Session 2022-23 taking into account UNCRC * 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 |  |  | ✔ |  |  |  |  |  |  |  | Working Group established for 23-24 |
| AD | Integrity  Respect  Inclusion | | 1.3  2.1  3.1 |  |  | ✔ |  |  |  |  |  |  |  | SIP Priority 23-24 |
| NH | Inclusion | | 1.2  2.2  2.4 | 2.1 |  | ✔ |  |  |  |  |  |  |  |  |
| AD | Inclusion | | 2.2  2.4 |  |  |  |  |  |  |  |  |  |  |  |
| AD | Inclusion | | 2.4  3.1 |  |  | ✔ | ✔ | ✔ |  |  |  |  |  |  |
| AD | Inclusion | | 2.1  2.4  3.1 |  |  | ✔ |  |  |  |  |  |  |  |  |
| AD | Ambition  Inclusion | | 2.1  2.6 | 3.1 |  | ✔ |  |  |  |  |  |  |  |  |
| AD | Ambition | | 2.6  3.3 |  |  | ✔ | ✔ | ✔ |  |  |  |  |  |  |
| AD | Inclusion | | 1.2  2.4 | 3.1 |  | ✔ | ✔ |  |  |  |  |  |  |  |
| NH/AD | Ambition  Inclusion | | 1.3  2.1 | 2.4  3.1 |  | ✔ | ✔ | ✔ |  |  |  |  |  | Work to continue 23-24 |
| 7. | Other   * Create an In-House programme of Professional Learning * Establish a Awards Ceremony Working Group to host Ceremony at Thainstone Mart June 2023. * Become an accredited Reading School |  |  | |  |  |  |  | | |  |  |  |  |  | |
| AOC | Ambition | | 3.1 |  |  | ✔ |  |  |  |  |  |  |  |  |
| NH/AOC | Ambition | |  |  |  |  |  |  |  |  |  |  |  |  |

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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 * Drop In Visit Data * Open Doors Deep Dive Data * ELT Meeting Minutes * Learning Trio & Model 1 Observation Data * Stakeholder Surveys * Feedback from Staff Meetings * School & House Council minutes * INSIGHT data. * CfE Machine Data * Estimate & Progress Data. * TMR Data – BGE & SP * Individual faculty TMR   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. * Progress has been made in recent years the 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 show that on average, “most” students developmental needs were met during lessons. Student Survey data shows that improvement have been made in these areas with an increased number of Level 4 responses being generated (below).   Differentiation and Positive Relationships Survey Data     * Following discussion with students and staff, the school has established a micro focus around “Leadership of Learning” and has already undertaken a number of collaborative improvement activities so far this session including the reestablishment of Trio’s. The anticipated impact of these activities will be seen through the data gathered during Open Doors faculty visits, Drop In visits and in the student survey responses below.      * 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 CLPL Calendar 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 as leaders 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. Work is being undertaken this session to develop the Inverurie Academy Learning and Teaching Framework – “The Inverurie Way” and this will be used to ensure a consistency of provision across this school and will supplement the formula:   ***Learning and Teaching and Inverurie Academy = Ambition for All Learners, Actively Engaged, All of the Time***     * Professional discussions around teaching and learning are now commonplace and are an important planned part of staff meetings. Significant time and activities have been devoted to towards “Excellence in Lessons” and “Leadership for Learning”. These collaborative processes will allow clarity of expectations for teachers in relation to effective Learning and Teaching and these documents will ensure consistency 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 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. Discussions around the capturing and wider communication of learning conversations and target setting discussions are taking place this session. * Teachers 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 curriculum 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. * 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 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.   * Focus group discussion and observation data shows that most young people are now more enthusiastic about learning. 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.   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 from June 2023 Thematic Inspection Visit feedback * Annual questionnaire returns, focus groups and interviews * DHT/Pupil Support PT/Universal Support Meeting data * Power BI dashboard summary * ScotXed Returns * Positive Destination Information/SDS feedback * Partner overviews from Active Schools, CLD, SAMH, Police Early Intervention Team * Administration of Medicines * INSIGHT Data * Achievement Data from Active Schools * Trainee School Counsellor/Garioch School Nursing Team/PSW/PWW caseload   ­  3.1  Overall evaluation of level of quality:  How well are you doing? How do you know?   * The extent to which learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included is measured by administering SHANARRI surveys and national SHINE mental health survey through PSE, allowing us target our approach to key areas of vulnerability in our student population. We hosted focus groups with the identified groups and worked with students and staff to progress positive outcomes for these young people. We have improved parental engagement around sensitively cascading these survey outcomes and have recruited parent representation on our Health & Wellbeing Group this coming session. We have introduced training for Mental Health Peer Supporters to be further rolled out this coming session. * We continue to implement updated local authority policies around fulfilling our statutory responsibilities around Child Protection guidance and associated CLPL training at all levels. We have a very good working relationship with those agencies represented on our Local GIRFEC Group and our DHT Pupil Support has regular meetings with our SW Team Manager to review caseloads. We have positively participated in quality-assurance exercises with partner agencies using GIRFEC-approved tools. * We have an active Equalities group, promoting support for those protected characteristics. We have worked alongside the Virtual Head Teacher to champion a project for our care-experienced young people. We have an active LGBTQ+ community championing young people and their voice. We have fostered a positive working relationship with our new school counsellor, supporting young people referred to her for counselling support. We have increased our LIAM-trained practitioners from zero to three in the course of this academic year, further supporting deliver of this programme as well as thorough the Garioch School Nursing Service. * In partnership with PTGs/PTs ASL/PT PD/DHTs universal support data is reviewed on a weekly basis, with agreed interventions, actions and continually improved functionality in communicating this information home. * In partnership with SDS, we provide all our school leavers with equal opportunities to succeed, which is demonstrated by our continually positive and sustained leaver destination figures (see figure below). All young people are supported and encouraged to make career choices suited to their ambitions and needs.   **image**  Level of quality for QI (3.1): 4  A screenshot of a cell phone  Description automatically generated3.2  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. This mark includes work on TMR  in both junior and senior phase and ongoing work on the curriculum of course choicing in S5/6. 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,   with a key focus on increasing level of pupils achieving 5 @ level 6 by the end of S6 in session 2022-23   * 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 * use of Insight data   **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 2021-23 levels can be found below:  A screenshot of a computer  Description automatically generated  **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 and improving communication channels with parents/carers when requested.  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%.  **Cohorts**  In S4 there has been improvement in 2022-23 in the percentage of young people achieving literacy and numeracy at SCQF Level 4 or better. Both SCQF Level 4 and 5 are above the VC. This again can be seen below:  A graph of different colored bars  Description automatically generated  **Improving attainment for all**  The attainment of the lowest attaining 20% of middle 60% is ahead of our virtual comparable. The highest 20% is also above our virtual comparable.  Our SQA results continue to be above our virtual comparable in most measures, however 5+ @ level 6 has gone down from previous years. This has been identified as a priority in our current school improvement plan.  A screenshot of a graph  Description automatically generated  **Literacy and Number**  Almost all young people have achieved a literacy and numeracy pass at SCQF Level 4. Both our SCQF Level 4 and Level 5 means are above our virtual comparable.  A graph of different colored bars  Description automatically generated with medium confidence |

**School Improvement Plan 2023-2024**

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|  |  |  | Year 1 | Year 2 | 2023-24 | September 2022 | November 2022 | January 2023 | March 2023 | May 2023 |  |
|  | | How good is our leadership and approach to improvement? | | | | | | | | | | |  | | |  |
| 1. | Leadership   * Increase leadership opportunities for both staff and pupils by re-establishing and expanding working groups linked to SIP. * Continue to enhance opportunities for pupil leadership | |  |  |  |  |  |  |  |  |  |  |  | | |  |
| NH  CT/LOC | Ambition | 1.1, 1.2, 1.3 |  | 2.2, 2.3  2.6, 2.7 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| Inclusion  Ambition | 1.1, 1.2  1.3 |  | 2.3 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| 2. | Communication   * Further develop use of Google Classroom to increase parental engagement. Increase use of google guardian | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SG | Ambition  Inclusion | 2.2  2.3  2.5 | 3.1  3.2 |  |  | ✓ | ✓ |  |  |  |  |  |  |
| 3. | Attainment and Curriculum   * Review of BGE curriculum. This will include: * Audit of S1 and develop curriculum map * Thematic PBL planning in S1 * PBL CLPL * Plan for S2 “Pathfinders” courses * Reintroduce skill language and planning for pase 2: ‘Skills Profile/Tracker. BGE Reporting to link to skills review. * Review of coverage of BGE Entitlement (Fourth level) * Further development of Senior Phase TMR * Continue to promote Foundation Apprenticeships * Purchase hardware to continue introduction of Music Technology | |  |  |  |  |  |  |  |  |  |  |  | | |  |
| SG/DA/NH | Ambition  Inclusion | 2.2  2.3 | 3.2 |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG/DA/NH | Ambition  Inclusion | 2.2 | 1.2 | 3.2 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| AOC | Ambition | 1.2 | 2.2 | 2.3 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG/DA/NH | Ambition  Inclusion | 1.2 | 1.3 | 2.2  2.3 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG/DA/NH | Ambition | 1.3 | 2.2  2.3 | 3.3 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG/DA/NH | Ambition | 1.4 | 2.2  2.3 | 3.2 | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| LOC | Ambition | 2.3 | 3.2 |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG | Inclusion  Ambition | 2.2 | 3.2 |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| SG | Inclusion  Ambition | 2.2 | 3.2 |  | ✓ | ✓ | ✓ |  |  |  |  |  |  |

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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 Process | | | | | | Comments |
|  | |  | |  | | Year 1 | | Year 2 | Year 3 | September 2022 | November 2022 | January 2023 | March 2023 | May 2023 | |  |
|  | |  | | | | | | | | | | | | | | | | | |  | | | |  |
|  | |  | | | | | | | | | | | | | | | | | |  | | | |  |
| 4. | Learning, Teaching and Assessment   * Classroom observation to be undertaken in line with the QA Calendar. * SLT to visit three faculties using the “Open Doors” procedures * Positive Relationship Group to continue to focus on Positive Relationship Policy * Learning, Teaching and Assessment Working Group. To focus on “Leadership of Learning”. “Inverurie way” regarding L,T and A * ICT Group, to be established and will lead work on increasing the effectiveness of Google Classroom. Increase consistency. * Inverurie Classroom expectations established | | |  |  |  | |  | |  | |  | |  | |  |  |  |  |  | | | |  |
| NH/AOC | Ambition  Inclusion | | | 1.2 | | 2.3 | |  | | ✓ | | ✓ | ✓ |  |  |  |  | |  |  |
| NH/AOC | Ambition  Inclusion | | | 1.1 | | 2.3 | | 3.2 | |  | | ✓ | ✓ |  |  |  |  | |  |  |
| AOC | Inclusion  Integrity  Respect | | | 1.3 | | 2.1  2.3 | | 3.1  3.2 | | ✓ | | ✓ | ✓ |  |  |  |  | |  |  |
| AOC | Ambition  Inclusion  Respect | | | 2.3 | | 3.2 | |  | |  | | ✓ |  |  |  |  |  | |  |  |
| SG | Ambition  Inclusion | | | 1.3 | | 2.2  2.3 | | 3.1  3.2 | |  | | ✓ | ✓ |  |  |  |  | |  |  |
| AOC | Ambition  Respect | | | 2.3 | | 3.2 | |  | | ✓ | | ✓ |  |  |  |  |  | |  |  |
| 5. | Community Partnership   * Create DYW action plan in partnership with newly appointed employer School Co-ordinator. | | | DA | Ambition  Respect  Inclusion | | | 1.3 | | 2.2  2.3 | | 2.7  3.2 | |  | | ✓ |  |  |  |  |  | |  |  |
|  | * Establish DYW Captains | | | DA | Ambition  Inclusion  Respect | | | 1.2  1.3 | | 2.2 | | 3.2  3.3 | |  | | ✓ |  |  |  |  |  | |  |  |
|  | * Continue to develop links with local businesses | | | NH | Inclusion  Ambition | | | 2.7 | |  | |  | | ✓ | | ✓ | ✓ |  |  |  |  | |  |  |
|  | * Develop relationship with Inverurie Rotary Club | | | NH | Inclusion  Ambition  Respect | | | 2.7 | |  | |  | | ✓ | | ✓ | ✓ |  |  |  |  | |  |  |  |  |  |
|  | * Continue to work with AFCCT | | | AD | Inclusion  Ambition  Respect | | | 2.7 | |  | |  | | ✓ | | ✓ | ✓ |  |  |  |  | |  |  |
| 6. | GIRFEC   * ‘Houses’ working group established to further enhance house system. * Complete and launch new Equalities Policy, alongside applying for Silver Rights Respecting Schools status and LGBT Youth Scotland Silver Charter * Create new Support Hub in F41 * Review of Attendance procedures * New nature space completed along with two other additional ASN spaces * Establish a consistent approach to the use of the SEEMiS “Bullying Log” * GIRFEC – Individual support pre-Learning Pathways/Child Planning to be reviewed | | |  |  | |  | |  | |  | |  |  | | | |  |  | | | |  | |
| AOC/  SG | Inclusion  Respect | | | | 3.1 | | 3.2 | |  | ✓ | ✓ | | ✓ |  |  |  |  | |  |  |
| AD | Inclusion  Respect  Integrity | | | | 1.3 | | 2.1 | | 3.1 | ✓ | ✓ | |  |  |  |  |  | |  |  |
| AD | Inclusion  Respect | | | | 1.2 | | 2.1 | | 3.1 | ✓ | ✓ | |  |  |  |  |  | |  |  |
| AD | Inclusion | | | | 1.2 | | 2.1 | | 3.1 |  | ✓ | | ✓ |  |  |  |  | |  |  |
| NH/AD | Inclusion | | | | 1.2 | | 2.1 | | 3.1 |  | ✓ | | ✓ |  |  |  |  | |  |  |
| AD | Inclusion | | | | 1.4 | | 2.1  2.4 | | 3.1 |  | ✓ | | ✓ |  |  |  |  | |  |  |
| AD | Inclusion | | | | 2.1  2.4 | | 3.1 | |  | ✓ | ✓ | | ✓ |  |  |  |  | |  |  |
|  | Review programme for embedding Education Scotland CIRCLE resource | | | AD | Inclusion  Ambition | | | | 1.3 | | 2.1 | | 3.1 |  | ✓ | | ✓ |  |  |  |  | |  |  |
|  | | |  | | | | | | | | | | | | | | | | | |  | |  | |
| 7. | Other   * Create an In-House programme of Professional Learning * Continue work on Reading Schools programme | | |  |  | | | |  | |  | |  |  | | | |  |  |  |  | |  | |
| AOC | Ambition | | | | 1.2 | | 1.3  2.1 | | 2.2  2.3  2.4 |  | ✓ | | ✓ |  |  |  |  | |  |  |
| NH | Ambition | | | | 2.3 | | 2.5 | |  | ✓ | ✓ | | ✓ |  |  |  |  | |  |  |