



# Matters Arising – Staffing Update

Subject	Detail
DHT	A Drysdale (21.08.18)
PT Faculty ML	C Taylor (21.08.18)
Humanities	S Gibson (16.04.18)
English	M Murray (21.08.18)
TVE	R Wynne (16.04.18)
Modern Stud. / History	S Campbell (26.02.18)
Biology	R McAndie (21.08.18), Mr Teismann (f/t June 2019)
Physics	D Barclay (21.08.18)
Vacancies	TVE (1), PE (1)
Retirements	PTF Modern Languages, PE, Maths, Biology.

More info – please ask!



# Matters Arising – Staffing Update

## **INVERURIE** **ACADEMY 2017-18**

### *Graduation Ceremony Programme*

- 0900 *Breakfast Buffet & Stalls*
- 0930 *Welcome from the School Captains*
- 0935 *Video Montage*
- 0940 *Presentation of Graduation Certificates*
- 1000 *Performance from Ryan Garrett*
- 1005 *Presentation of Awards & Trophies*
- 1025 *Rock Challenge Video*
- 1035 *Review of the Year*
- 1040 *Former Student Farewell*
- 1045 *Closing Remarks*
- 1050 *End*

#### *Thanks to:*

*School Captains – Hope Christie, Connor McKay, Beth Thom & Jared White.*

*Performers – Rock Challenge Team and Ryan Garrett.*

*Former Students – Richard Arnold, Hannah Miley & Peter Nicol.*

*Parents, Carers, Mentors and Supporters from the Inverurie Academy community.*

**ambition inclusion integrity respect**

## *Graduation Ceremony*

*Inverurie Academy is proud to invite parents of those leaving Inverurie Academy to a Graduation & Awards Ceremony on Friday 27<sup>th</sup> April 2018, 0900 – 1100.*

*A buffet breakfast will be provided, followed by the Ceremony.*

*RSVP via Eventbrite at <http://bit.ly/IAGraduation2018>*



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# Head Teacher Update - Inspection

## What is our capacity for improvement?

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<b>1.1</b> Self-evaluation for self-improvement <b>1.2</b> Leadership of learning <b>1.3</b> Leadership of change <b>1.4</b> Leadership and management of staff <b>1.5</b> Management of resources to promote equity	<b>2.1</b> Safeguarding and child protection <b>2.2</b> Curriculum <b>2.3</b> Learning, teaching and assessment <b>2.4</b> Personalised support <b>2.5</b> Family learning <b>2.6</b> Transitions <b>2.7</b> Partnerships	<b>3.1</b> Ensuring wellbeing, equality and inclusion <b>3.2</b> Raising attainment and achievement <b>3.3</b> Increasing creativity and employability

- Inspection comprised a five day visit to Inverurie Academy (26<sup>th</sup>, 27<sup>th</sup> February, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> April.
- Based on How Good Is Our School 4 and the Quality Indicators schools use to measure improvement.
- Four key indicators are the focus of attention (1.3, 2.3, 3.1 & 3.2).
- There is one additional indicator that the school chooses for discussion with the Inspection Team (2.2).
- A team of 12 visited the school led by Managing Inspector David Drysdale.
- A set of comprehensive documents was requested one week in advance of the visit. A further body of evidence was requested to be made available.
- A Statistical Summary Report is generated by Education Scotland. This forms the basis of discussions on attainment.
- Activity during the week included classroom visits, focus groups, survey returns, data analysis, 1-1 meetings, drop in sessions.



# Head Teacher Update - Inspection

<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change</li> </ul>
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<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring</li> </ul>
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<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of statutory duties</li> <li>Inclusion and equality</li> </ul>
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<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>Attainment in literacy and numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievement</li> <li>Equity for all learners</li> </ul>
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<b>2.2 Curriculum</b>	<ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning pathways</li> <li>Skills for learning, life and work</li> </ul>
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The culmination of the Inspection is a published report (usually available within a month of the visit) with a set of evaluations on the following scale...

<b>Excellent</b>	An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
<b>Very good</b>	An evaluation of very good means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
<b>Good</b>	An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, and also take action to address the areas for improvement.
<b>Satisfactory</b>	An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.
<b>Weak</b>	An evaluation of weak means that there are important weaknesses within this aspect of the school's work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.
<b>Unsatisfactory</b>	An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school's work which require immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.

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Where there is any evaluation of 'weak' by an Inspection Team, a follow-up inspection is arranged within 18 months.



# Head Teacher Update - Inspection

## 1.3 Leadership of change

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

## High Level Messages

- Recognition of significant context over recent years.
- Positive Impact of HT in the last year.
- Renewed confidence amongst staff.
- Positive Core Values & Vision for School Improvement.
- Need for Strategic Direction for Project Groups.
- Positivity around consultation, now need for accelerate action.



## 2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

## High Level Messages

- Quality of L&T satisfactory – traditional, teacher directed.
- Some areas of strong teaching.
- Need for differentiation and pace to be addressed (particularly BGE).
- PPR Policy to be reviewed.
- Tracking, Monitoring, Moderation and Assessment.
- Young Person Voice in the BGE.
- L&T Group – streamlined focus.



## 3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

## High Level Messages

- Support for targeted groups and individuals in care is strong.
- Positive identification of local issues (Mental Health etc.)
- Need to think more carefully about structuring 'universal' support.
- Staffing within the SFL Team has been a challenge.
- Refresh of the Bullying Policy should involve the creation of an Equalities Policy.



## 3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

## High Level Messages

- Literacy & Numeracy figures are encouraging.
- The school does well to ensure students reach Positive Destinations.
- S4 and S5 attainment is not where it needs to be.
- Acknowledgement of the work that the school has done this session to address this.
- Need to find a way to measure achievements for young people, and also skills for learning life and work.





## 2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

## High Level Messages

- Team understand the rationale for the new curriculum.
- There is an acknowledgement that this may raise attainment.
- 3a in the new Curriculum is crucial to the success of the new curriculum. This should represent a true culmination of the BGE (fulfilment of entitlements).
- The wider achievement and blended learning (work placement) opportunities are positive.
- There is a hope that the curriculum will continue to evolve.



# Head Teacher Update - Inspection

Survey Returns – Key Themes to work on.

Students – positive relationships, student voice, staffing.

Parents – communication, staffing, support.

Staff – communication, positive relationships.

Support Staff – full participation, communication, positive relationships.