**Aberdeenshire**
COUNCIL

**EDUCATION & CHILDREN'S SERVICES**

# IMPROVEMENT PLAN

## 2016 - 2017

### FOR



WESTHILL ACADEMY

**Aberdeenshire Council Education & Children's Services**

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

**Westhill Academy**

The aims of Westhill Academy

1.  To provide and deliver a balanced curriculum for all pupils giving breadth and progression.

2.  To encourage each pupil to maximise their attainment in all areas.

3.  To provide a stimulating learning environment by careful planning, a variety of learning and teaching approaches, through differentiation and appropriate assessment and reporting.

4.  To provide for the emotional, physical and social needs of pupils in a caring and supportive environment.

5.  To give pupils and staff a sense of identity and pride by creating a welcoming ethos where all are included.

6.  To use all available resources effectively to create a safe and secure environment for the maximum benefit of all pupils and staff.

7.  To lead and manage the school effectively for the benefit of pupils, staff and parents

**E&CS Services**

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

*   How are we doing?
*   How do we know?
*   What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.

The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally.

| Improvement Focus No. | 1 | Leadership and Management 1 |
|---|---|---|
| **Identified Theme** **(From National Initiative.)** | | **Tackling Bureaucracy** |

| Actions | Intended Outcome (s) / Impact | How will you measure success? |
|---|---|---|
| Collect information from staff on workload/bureaucracy issues in the school. | Identify in school issues to be taken forward. | Information collected and analysed. |
| Form a workload/bureaucracy group of staff to develop systems to reduce workload. | Give staff ownership of the process in terms of both improvements required and solutions. | Group formed suggestions developed and workload reduced. |
| Present to staff on ways forward to improve systems and therefore reduce workload and bureaucracy. | Reduce workload and bureaucracy. | Staff acknowledge improvements in systems and reduction in workload and bureaucracy. |
| Staff Wellbeing is a focus - Continue to give staff opportunities for team building and social interaction – through sports, "business breakfasts," social events and open dialogue. | Support staff and reduce stress caused by workload and bureaucracy and opportunities to enhance healthy working lives. | Staff are supported, events are well attended and absence through stress is reduced. |

| Evidence of Progress / Comments / Next Steps | |
|---|---|
| October 2016 | Information collected and collated. Following explanation at a staff meeting. Group created with 5 volunteers – 3 unprompted staff, 2 Principal Teachers and myself making 6 in total. Meetings to be this term. One "business breakfast" held although disappointing attendance. Fitness/sports groups meeting mornings, one at lunchtime and one after school. |
| December 2016 | |
| March 2017 | |

| May 2017 | |
| --- | --- |

| Improvement Focus No. | 2 | Learning Provision (Including Improving Transitions) 1 |
|---|---|---|
| **Identified Theme**<br>**(From S&Q / Self-Evaluation)** | | Tapestry |

| Actions | Intended Outcome/ Impact | How will you measure success? |
|---|---|---|
| To implement Aberdeenshire's IP key objective of 'improving learning to meet the demands of a continually changing society'-<br><br>Identify 8 members of staff who wish to develop their leadership skills an opportunity to facilitate a Tapestry group<br><br>Tapestry Co-ordinator (SC) to set up 8 Teacher Learning communities that included all staff.<br><br>TLC leaders to attend professional learning twilight sessions to allow them to deliver the workshops back in school.<br><br>SLT to build into our WTA and collegiate calendar time dedicated to following the Tapestry – Leading Learning – Improving Pedagogy initiative.<br><br>To strive to have primary colleagues included IN the initiative to support transition in the cluster.<br><br>To run 6 Workshops focusing on 5 different formative assessment strategies.<br><br>Provide all staff member's access to appropriate reading materials and resources required to fully engage with the initiative. | Improved pedagogy of all staff through the vehicle of teacher learning communities.<br><br>Teachers will be using evidence of learning to adapt teaching or instruction to meet the young people's needs.<br><br>All staff will be developing the following 5 AiFL strategies:<br>-Ensuring understanding of expected learning intentions and criteria for success.<br>-Using classroom discussions, questions and tasks that motivate and elicit evidence of learning<br>-Providing feedback that moves learners forward<br>-Providing opportunities for learners to support each other's learning.<br>- Providing opportunities for learners to take responsibility for their own learning.<br><br>Resulting in young people being clear on what they are learning, how they will know if they are successful and empowered with information they can use to improve their own and peers performance.<br><br>Further developing transition links within the Westhill Cluster. | All staff will be active participants in their TLC. Contributing to the professional dialogue during the workshops and completing the associated professional development tasks.<br><br>Staff will feel more confident in using formative assessment to inform their practice.<br><br>During QA faculty visits the SLT will be able to:<br>- Identify the use of the AiFL teaching strategies within the classroom.<br>- Have discussions with the learners where they are able to articulate the purpose of the learning, how they will be able to recognise success and how through receiving teacher feedback they are able to identify their next steps in learning.<br>- There will be evidence of collaborative learning, peer support and self – assessment.<br>-Our QA class visit pro-forma will be adapted to help elicit evidence of the intended impact of the AiFL strategies.<br><br>There will be representation, in the TLC's, from our Primary cluster colleagues. |

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| | Evidence of Progress / Comments / Next Steps |
|---|---|
| October 2016 | Tapestry leaders have been identified and taking part in the twilight training. This included one leader from the primary sector. We have successfully build the whole school meetings into our WTA and collegiate calendar however if running next year we should do some joint planning at cluster level to see if we could improve the transition element. Whole staff TLC's have been established but after the first meeting adjustments were made to improve the likely hood of all groups working. The second meeting in terms of group dynamics were far more positive. The Tapestry co-ordinator has been meeting with the TLC leaders between meetings for support. All staff have access to the appropriate materials in a timely manner for them to use between TLC meetings. Next steps looking at the development of the Faculty review audit materials and meeting 3 to take place in the Nov INSET day. |
| December 2016 | |
| March 2017 | |
| May 2017 | |

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| Improvement Focus No. | 2 | Learning Provision (Including Improving Transitions) 2 |
|---|---|---|
| **Identified Theme** (From S&Q / Self-Evaluation) | | **Broad General Education Evaluation –** skills, short courses and transition |

| Actions | Intended Outcome/ Impact | How will you measure success? |
|---|---|---|
| Produce a review of Westhill Academy's Broad General Education.  Gaining a whole school view of the BGE in relation to experiences, entitlements, skills and wider achievements<br><br>This is an ongoing development priority as included in last year's plan | To appoint a chair to the Curricular Working Group looking at the below remit:<br>-Group to review the *responsibility for all* E and O's.<br>-Evaluation of the responses from faculties to look at duplication, gaps, and good practise in the BGE.<br>-New S4 Pupil evaluation of the BGE<br>-Evaluation of the S2 Short courses after the completion of the skills audit.<br>-Faculties to evaluate the S3 BGE courses to ensure that it actively prepares young people for the senior phase options both in terms of challenge, pace and curricular content.<br>- Overall the review will identify good practise and next steps which will be shared with all staff. | A whole school review of the BGE will be produced and shared with SLT and the wider school staff. Including actionable next steps.<br><br>Faculties' evaluations have identified next steps for their development of the BGE.<br><br>Short courses are fit for purpose and developing common skills – Learning, Work and Life.<br><br>Improved attainment and achievement of the young people reflected in the year on year results.<br><br>Positive pupil perception of how the BGE prepared them for the senior phase curriculum. |

| | **Evidence of Progress / Comments / Next Steps** |
|---|---|
| October 2016 | Skills audit completed and chair T East appointed to lead the curricular group. Invites to for people interested to go out in November. |
| December 2016 | |
| March 2017 | |
| May 2017 | |

| Improvement Focus No. | 3 | Improving Outcomes for All Learners 1 |
|---|---|---|

| Identified Theme (From S&Q / Self-Evaluation) | Developing the Young Workforce in Partnership |
|---|---|

| Actions | Intended Outcome/ Impact | How will you measure success? |
|---|---|---|
| **Continued implementation of National DYW recommendations :**<br>**1. National Priorities for 2016-2017:**<br>Reduce gender imbalance in courses and in relation to college attendance<br>New work experience model for young disabled people introduced | To ensure equity in provision of learning and career pathways for all. (*We will respond to National and Authority advice as we get it*). | National Guidance being followed |
| **2. Wider Employer Partnerships**<br>Develop a database of employer connections (Build on Careers' database) (SE)<br><br>Develop a programme of visits from personnel in various work (30-minute lunchtime events? Or put on when seniors are free?) (SE) | To develop wider employer engagement. To help build relationships with as wide a variety of employers as possible.<br>To allow pupils to meet and ask questions of employers to gain more detailed knowledge of current employment opportunities. | Database in place and used to inform pupil choices (curricular and post-school)<br><br>Programme of visits in place and at least 15 pupils attending each |
| Promote and implement Career Ready (SE)<br>Promote and implement Saltire Awards (SE) | Improve provision of experiences for senior pupils | Policy written and pupils following work-based learning programmes |
| Work in partnership with CLD to produce tailored programmes of study and support for individual pupils or groups of pupils(QIV/SE) | Engagement between school and CLD to give greater opportunities to all pupils to further enhance their personal, social and educational development | Programme of meetings between CLD and school staff in place. Improvement plans shared and included in school's and CLD's plans. |
| Promote Apprenticeships as a viable and appropriate option. (SE)<br><br>Develop Foundation apprenticeship scheme as it is rolled out Nationally (all schools before 2020) (SE) | Improve breadth of pathway provision available to pupils at point of leaving school | There are no barriers to pupils following an appropriate or desired career pathway |
| Develop policy on work based learning (SE)<br>Investigate timetabling options to allow for more effective college provision (QIV/SE) | To create more flexible curricular options for individual pupils which do not have a negative effect on other areas of their curriculum | There are no barriers to pupils following an appropriate or desired curricular pathway |

| | Evidence of Progress / Comments / Next Steps |
|---|---|
| October 2016 | |
| December 2016 | |
| March 2017 | |
| May 2017 | |

| Improvement Focus No. | 3 | Improving Outcomes for All Learners 2 |
|---|---|---|
| **Identified Theme** (From S&Q / Self-Evaluation) | | **Pupil Support** – internal and authority restructuring. |

| Actions | Intended Outcome/ Impact | How will you measure success? |
|---|---|---|
| Evaluate our universal and targeted support against the Authority working group "Pupil Support Structures" paper, to be published this session, and implement aspects as required. | Support, advice and guidance in regard to Authority expectations of consistency of provision for Pupil Support, both targeted and Universal to be rolled out at reasonable and proportionate rate. | Evaluation and implementation completed and/or underway. |
| Continue to support our acting, long term, PTG's in their development and ensure smooth service delivery handover at points of substantive post holder return. | Continued high quality support and guidance provided to all pupils at key transitions P7-S1, Broad General Education into the Senior Phase course choice, Senior Phase course choice and beyond school e.g. employment, training, college, UCAS etc. | INSIGHT data, parents evening HMI survey information, P7-S1 survey information, pupil and parent commentary providing positive picture and experience for our pupils. Capture PTG's views. |
| Evaluate joint working of ASN, Guidance and classroom teachers - and look to future further enhancements. | | Clarification of 'remits', 'boundaries' and 'overlaps' - SHANARRI indicators as support for this? |
| Audit key ASN tasks, remit and calendar. | Clear overview of ASN aspect of pupil support. | Clear overview of ASN aspect of pupil support. Successful handover. |
| Continue to identify targeted support interventions for those at risk of not achieving any certification or just missing 'a pass' by monitoring tracking data and liaison between ASN, Guidance and SLT. | Each pupil has the support they require at each key transition stage leading to sustained positive destinations; positive in relation to Virtual Comparator for achievement and attainment as measured through INSIGHT data. | Successful outcomes for identified, and indeed all, pupils. |

| | **Evidence of Progress / Comments / Next Steps** |
|---|---|
| October 2016 | Pupil Support Structures authority paper and outcomes delayed. ASN audit of tasks ongoing. Acting PTG's fulfilling role very well. Support intervention/tracking taken place for transition pupils, and support needs pupils. |
| December 2016 | Educational psychologist planning meeting undertaken – linked work between ASN and Guidance, confirmation of best practice. Further tracking. Stress/anxiety becoming a larger issue – strategies being put in place, causes /triggers to be identified. Longer term review of what we do – GIRFEC/SHANARRI flowchart suggested as starting point to identify what else we can/could do. |
| March 2017 | |
| May 2017 | |

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| Improvement Focus No. | 3 | Improving Outcomes for All Leaners 3 |
|---|---|---|
| **Identified Theme**<br>**(From S&Q / Self-Evaluation)** | | **Pupils Tracking Systems –** further development and refinement.<br><br>**QI 2.3.4** |

| Actions | Intended Outcome/ Impact | How will you measure success? |
|---|---|---|
| Identify and monitor specific groups for example young carers, looked after children and those living with financial hardship | Evaluate the effectiveness of interventions designed to improve outcomes for all learners. | Successful outcomes for identified pupils. |
| Further develop TMR to ensure that there is a consistent approach to identifying learners in need of intervention and that these interventions are recorded and evaluated | Effective interventions at whole school and faculty level leading to improved attainment | Clear evidence of the number of interventions made and why they were made along with an evaluation of the impact. |
| Whole school tracking to be reflected in Faculty procedures. | | |
| Work to develop strategies to involve learners and parents in planning and evaluating learning | Increased parental involvement | Records of actions and evaluation of effectiveness by survey |
| Review reporting in BGE | Increase Parental involvement | Positive QA of reports |

| | Evidence of Progress / Comments / Next Steps |
|---|---|
| October 2016 | Tracking process and material reviewed.  Instructions for SMT, Guidance , PT Faculty and Teachers prepared. SMT/Guidance using new process in October tracking review.  Interventions being recorded in system.<br>Materials introduced to staff at whole staff meeting.  Expectation that Faculties will begin to integrate this with their current tracking process was communicated.<br>The group of pupils in the lower SIMD levels were identified and specifically looked at. |
| December 2016 | Group of teachers involved in Piloting Microsoft Classroom through Glow.  Training in School.  Parents of a class notified of the material. Electronic communications with parents developed through groupcall. |
| March 2017 | |
| May 2017 | |

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