

At Westhill Academy this session...

SPORTS. Participation by pupils through extra-curricular activities in, hockey, football, basketball, gymnastics, squash, table tennis, golf, aerobics, volleyball, skiing, rugby, triathlon etc. Successful teams in football, golf, rugby and basketball in local and national competitions and a variety of individual successes at national level.

MUSIC AND DRAMA. Successful school concert at Christmas and in May for S6 Leavers and entry into the “Shakeshire” Festival. School guitar group, string group, brass group, jazz group, woodwind band, ceilidh band and choir. Rotary-sponsored Young Musician of the Year and Rock Challenge last year run entirely by senior pupils.

CHARITY (CITIZENSHIP). Over £3000 raised for various charities during last session. Senior pupils supporting the “Kids Out” Event.

PARENT/COMMUNITY/BUSINESS INVOLVEMENT. A dedicated Parent Council supporting the school in many ways. Three school chaplains, an active industrial partnership with Technip Offshore that is nationally recognised as a model of good practice and productive links with many local businesses. Close association with Rotary.

Standards & Quality Report

2015/16



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The School in Context

Westhill Academy is a six-year non-denominational secondary school serving a catchment area which includes the commuter town of Westhill with a population of approximately 10,500 and the immediate surrounding rural area. The school's associated primary schools are Crombie Primary, Elrick Primary and Westhill Primary all in Westhill and Skene Primary which serves the rural area around the village of Kirkton of Skene. Around 60 pupils who live out with the catchment area also attend the school mostly from Kingswells in Aberdeen City. The roll has fallen in recent years due to the demographics of the community and is now below 800.

We are a “**little bit different**” with no uniform or bells and a relaxed atmosphere valuing the contribution of each and every individual. We pride ourselves on our problem solving, “can do” attitude.

Key Development	Progress during 2015/2016
Curriculum for Excellence	We implemented National Courses for delivery in the Senior Phase across a wide range of subjects with around 50% of new Higher and Advanced Highers courses.
GIRFEC	<p>We have raised awareness and started to implement the changes required by recent legislation relating to the ‘named person’ and authority GIRFEC plans following authority advice.</p> <p>We have continued to improve our tracking & monitoring and effective interventions to raise attainment across the school involving Teaching, Guidance and Senior staff in positive interventions.</p>

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015/2016

Improving Learning and Teaching

- Implement all revised **Higher and Advanced Higher** courses.
- Develop **Learning and Teaching** Group to develop Aberdeenshire Policy to improve learning and teaching across the school.
- Further develop the use of **Insight** for School Improvement.
- Evaluate the current **Broad General Education** curriculum.

Developing Leadership at All Levels

- Complete a **Staff Leadership Audit**.
- Provide increased in-house **Professional Learning** opportunities.
- Ensure all staff are included in the **Professional Update** process.
- Increasing the involvement of the **Pupil Council**
- Staff are members of working groups: **Learning & Teaching; Curriculum; Self-Evaluation; Profiling etc.**

Improvement Through Self-Evaluation

- Develop a school **Self-Evaluation** group to assist staff on best practice.
- Introduce **Faculty Led Self-Evaluation** projects formally on a two year cycle to complement the continuing Faculty Review process.
- Standardise the **Recording of Self-Evaluation** activities including classroom visits.

Developing Transitions

- **Audit of Universal and Targeted Support** at all transitions – P7 to S1, S3 to Senior Phase and Senior Phase to post school to include pupil evaluations of the processes.
- Continue to identify and support **Effective Interventions** to ensure smoother and more effective transitions.

(The areas above are linked to the overarching Aberdeenshire Strategic objectives.)

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- The PSE curriculum is delivered by the Guidance team e.g. maintain positive relationships with a variety of people.
- RMPS and Social Subjects BGE curriculum e.g. thoughts, feelings, attitudes, values and beliefs.
- Additional Support Needs' action plans and interventions.
- Professional learning for staff through "Stonewall."
- Young Philanthropy Initiative with S3.
- Kids Out– Rotary Club- S6 pupils at Craibstone for children with ASN
- Campus accessibility and refurbishment building work ongoing thanks to Parent and Pupil Council.
- Senior Phase timetable built from "scratch" each session based on choice.

Our key strengths in this area are

- Improved accessibility and environment in all parts of the campus for those with disability and, indeed, for those without.
- Equality of opportunity through design structure of timetable.
- Development teams (behavioural, emotional or learning) providing support for pupils to reach their goals.
- Curricular approach to promoting equality and awareness of discrimination.
- Pupils contributing to the awareness raising of local charities and understanding the impact these can have on vulnerable groups.

We have identified the following as priorities for improvement in this area

- Further work to the building to improve the working environment.
- Continue to identify those who might be 'at risk' and ensure appropriate support is put in place particularly at transitions.
- Continue to promote an equal and fair learning environment.
- Build capacity, purpose and role of Pupil Council. (Voice.)

Key

Evaluation: 6 - Excellent –outstanding - sector-leading; **5 - Very good** - major strengths; **4 - Good** - important strengths with some areas for improvement; **3 - Satisfactory** - strengths just outweigh weaknesses; **2 - Weak** - important weaknesses; **1 - Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

4

QI 2.1 ~ Learners' Experiences

4

In arriving at these evaluations, we considered the following evidence.

- HMIE Report from 2010 and the QIV of 2015.
- Discussions with all staff.
- Class observations as part of Faculty Reviews during session 2015/16 by SMT – over 80 hours. Pupil evaluations were also collected and collated during these visits
- Insight Data.
- Meetings and discussions with Principal Teachers.
- Feedback from pupils, parents and partners.

Our key strengths in this area are

- Our inclusive classroom atmosphere.
- The positive relationships between almost all staff and the pupils in their care.
- The variety of learning and teaching strategies and techniques employed by staff to maximise learning.
- The thorough planning and preparation by staff in relation to the introduction of revised National courses.

We have identified the following as priorities for improvement in this area

- We need to achieve greater consistency of experience across faculties and classrooms to ensure all lessons are of the highest quality. Our Tapestry programme for all staff in 2016/17 will address this.
- Some courses require greater differentiation to ensure all are challenged and supported appropriately.
- We need to share good practice across the school by peer observation and through professional learning sessions.

2. How well does our school support children to develop and learn?

Evaluation

QI 5.1 ~ The Curriculum

4

QI 5.3 ~ Meeting Learning Needs

4

In arriving at these evaluations, we considered the following evidence.

- HMIE Report from 2010 and the QIV from 2015.
- Discussions with all staff.
- Class observations over session 2015/16 by SMT.
- Quality assurance meetings/discussions with Principal Teachers.
- Feedback from pupils, parents and partners

Our key strengths in this area are

- The Senior Phase Curriculum giving numerous pathways and options by both subject and levels meeting individual's needs and aspirations.
- The small group work and individual support provided to pupils and families through ASN and Guidance staff.
- Our strong, positive, creative, flexible and productive links with partners in supporting pupils.
- Working with individual pupils to develop flexible pathways both in and post-school.

We have identified the following as priorities for improvement in this area

- We need to ensure linkage between all involved in supporting our young people is strong and actions are always well planned and complementary.
- We need to continue to review the use of ASN teaching staff and PSAs to ensure they are used for maximum pupil benefit.

3. How does our school improve the quality of its work?

Evaluation

QI 5.9 ~ Improvement Through Self Evaluation

3

In arriving at these evaluations, we considered the following evidence.

- The formal evaluations that have taken place during session 2015/16 including class observations by SMT.
- The QIV of 2015.
- The informal evaluations providing feedback that take place on a daily basis through teachers, pupils and parents
- Written reports given to Faculties following review and records of discussions at meetings.

Our key strengths in this area are

- Our programme of Faculty review with class observations.
- Our willingness to listen, reflect and act to improve the provision in all areas of the school.
- Our partnership working with parents through the Parent Council and evening information events which we use to improve.
- Working partnership between the Pupil and Parent Councils.

We have identified the following as priorities for improvement in this area

- Having completed a programme of faculty reviews over a 2 year period, the structure and processes will be reviewed.
- Review the Broad General Education involving staff, pupils and parents.
- Ensure that self-evaluation is taking place at Faculty level through a "formal projects" every 2 years to complement the Faculty review process mentioned above.