 **Education and Children’s Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN 2018 - 2021

**FOR**



**Created: August 2018**

**Updated: January 2019**

**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/HGIOS?4August2016\_tcm4- 870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-%20%20870533.pdf)

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| **Key Message/Improvement Area** | **Action Plan Area** | **SLT Lead** |
| Embed CfE | Benchmarks (2.3) | Stuart Sweeney |
| Skills in BGE (2.2) |
| Review S3 curriculum (2.2, 3.2) | Jason Fitzgerald |
| Streamline Assessment | SNSA/MidYIS (2.3) | Stuart Sweeney |
| TMR (2.3) |
| Close the (poverty-related) Attainment Gap | SCQF Ambassadors and Framework | Stuart Sweeney |
| Literacy & HWB booklets (2.5, 2.7) |
| Punctuality and Attendance (3.1) | Alison Reid |
| ASL Audit (3.1) | Sarah Colville |
| Nurture Training (3.1) |
| Ethos | Aims & Values (1.3) | Alison Reid |
| School identity – Houses (1.3) |
| Parental Engagement (2.5, 2.7) | Stuart Sweeney |
| Leadership | Governance Review/ HT Charter (1.3) | Alison Reid |
| ‘Towards a Self-Improving Schools System’ (1.1) |
| Faculty Reviews (1.1) |
| Bennachie Campus (1.2) | Jason Fitzgerald |
| Professional Learning (1.2) | Stuart Sweeney |
| Creativity & Employability | Digital Literacy (3.3) | Jason Fitzgerald |
| S6 Enrichment (2.2, 3.3) |
| Careers Evening (2.7, 3.3) | Nic Christie |

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| Context of the School  **Westhill Academy**  Westhill Academy is situated approximately 6 miles west of Aberdeen, just off the A944 Alford road. The school opened for pupils in August 1979 to serve the rapidly growing commuter town of Westhill, which is still expanding and has a current population of approximately 10,500. The catchment area is mostly relatively new private housing along with pupils from the surrounding rural area including Kirkton of Skene. The school has four main associated Primary Schools: Crombie, Elrick, Skene and Westhill.  The roll for session 2018/2019 is approximately 750, giving a staffing figure of 59 FTE. The school opened an SEN Base in January 2000 giving additional staffing, along with current Additional Support for Learning staffing of around 5 FTE.  The Academy has an active, supportive and engaged Parent Council. Many links are also established through our Community Learning & Development partners, including various groups including under fives to over fifties. This provides a valuable community mix to the benefit of all.  As well as outstanding academic performance, Westhill Academy offers a wide range of extra-curricular activities. In addition, we place a great deal of emphasis on supporting young people and helping them take responsibility for their actions.  **Vision and Values** (Under Review as part of this Improvement Plan)  Westhill Academy’s Aims and Statement of Values communicate our philosophy and beliefs for Westhill School Community.  ***Westhill Academy Values…***  *Each individual Equally Working and helping others Working with parents/carers, guardians and all education services*  *Hard work, perseverance and learning from error Educations contribution to society and the individual*  *Everyone’s potential for lifelong learning Interesting, enjoyable, creative education Active participation in decision making*  *Helping leavers find their place in the world*  ***Westhill Academy Aims…***   * *To provide and deliver a balanced curriculum for all pupils giving breadth and progression.* * *To encourage each pupil to maximise their attainment in all areas.* * *To provide a stimulating learning environment by careful planning, a variety of learning and teaching approaches, through differentiation and appropriate assessment and reporting.* * *To provide for the emotional, physical and social needs of pupils in a caring and supportive environment.* * *To give pupils and staff a sense of identity and pride by creating a welcoming ethos where all are included.* * *To use all available resources effectively to create a safe and secure environment for the maximum benefit of all pupils and staff.* * *To lead and manage the school effectively for the benefit of pupils, staff and parents/carers*.   PEF (Pupil Equity Funding) money in session 2018/19 will be focused on supporting good mental health and on supporting and improving attendance and punctuality – both of which are critical to achievement and attainment. The targeted Literacy programme which proved so successful in session 2017/18 will also continue to be part-funded through PEF.  **Key Strengths of the School**  These have been synthesised and further developed from the QIV in 2015 but also from the inspection reports of 2003 and 2010. Although the HMIE reports are from some time ago we feel they are still relevant given the stability in leadership across the school.   * Young people’s attainment and achievement leading to positive destinations for almost all leavers. (Over 99% in 2018.) * The positive relationships between almost all staff and the pupils in their care and our inclusive ethos with the “can do” attitude of staff. * The commitment of staff to provide interesting, high quality learning experiences through a true Curriculum for Excellence experience in both the Broad General Education and the Senior Phase. * Strong, positive and purposeful relationships with parents/carers/carers and with the wider community through links with industry and community partners. * The supportive leadership styles of the senior and middle leadership teams.   Westhill Academy staff support an excellent range of wider curricular opportunities for students, including: Charities Club; Sports teams and participation in hockey, football, basketball, gymnastics, table tennis, golf, volleyball, rugby; Library groups; Young Enterprise; and a number of musical ensembles including guitar group, string group, brass group, concert band, ceilidh band and choir. Our musicians regularly perform within our community and at our annual Christmas Concert, and many choose to participate in our Rotary-sponsored Young Musician of the Year event.  In partnership with the community we also encourage participation in the Duke of Edinburgh Award programme and the Rotary organised ‘Kids Out’ event is supported annually by our S6 pupils. Additionally, our Rotary partners provide a range of experiences for senior pupils including Rotary Youth Leadership Award (RYLA), ‘Adventures in Tourism’ and Euroscola. Many students take advantage of these opportunities meaning that as a school we encourage students to attain not only academically, but also develop life skills.  There is a positive student voice structure in place via our Pupil Council which has seen evidence of its role in tangible improvements being made to the fabric of the school and learning environments. Further to this, we have pupil representation on the Aberdeenshire Pupil Participation Forum.  There are strong links to support our young people’s transition into the workplace through programmes such as Career Ready, work experience, our bi annual Careers Fair and forming formal partnerships with local companies such as Specsavers and Hilton Doubletree.  Westhill Academy has a consistently high number of students reaching positive and sustained destinations, and we work closely with our Skills Development Scotland colleagues in monitoring and maintaining this. |

1. How good is our leadership and approach to improvement?

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| Relevant NIF priority: All  Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement |
| Overview:  (narrative across this theme and various QI’s)  The school has a clear focus on learning and teaching and staff are focused on ways to ensure success for our students through different approaches to learning and by ensuring continuous progression for all.  Staff engage with professional learning/CLPL opportunities through Aberdeenshire events, ALDO and voluntary twilight professional learning sessions provided ‘in house’ by colleagues and external partners to share and extend good practice. Annual Professional Review and Development and GTCS Professional Update are embedded features of supporting staff professional development.  Changes to the SLT have necessitated changes to DHTs’ remits, bringing another facet to professional development within session 2018-2019.  At each Parents/carers’ Evening, parents/carers/carers have been asked to complete the Education Scotland (HMIE) questionnaire. Over the last three sessions this has meant we have had over 700 parent returns received and evaluated. SLT respond to individual parents/carers/carers where queries are received. Parent Council has supported SLT in an extensive school/home communication evaluation exercise which has led to some changes after discussion, for example in moving to an electronic method for ‘Praise slips’ and “Cause for Concern” and also the introduction of Group call Expressions to directly communicate home in a more efficient, and paperless, way.  Staff and parents/carers/carers are involved in determining, progressing and reviewing our School Improvement Plan. Additionally, and in accordance with authority policy and HMIE advice, the school is again this year producing a combined SQUIP/SIP, which is in turn informed by Faculty SQUIP narratives. From this session, the school will produce a three-yearly SIP, to be reviewed and adjusted as necessary during the three-year cycle.  There is a growing confidence with HGIOS4 supported by activities using the Challenge Questions to generate Faculty audits which some Faculties then use to develop their Improvement Plan priorities. Similarly, staff are increasingly using Insight and ‘CfE Machine’ tools to analyse attainment data to in turn plan improvements in teaching & learning. Complementing this, we have become an SCQF Ambassador school to help us explore curricular breadth and opportunities.  We have recently rearranged our in-house professional working groups to better align with identified improvement priorities and to more accurately reflect the views of our colleagues in their evaluation of where we need to improve and the preferred structures that would facilitate this.  The majority of colleagues are actively involved in planning and implementing the school’s Activities Week, this constitutes a substantial contribution and commitment from colleagues, and has positively impacted on their leadership experience and capacity.  Several colleagues have successfully led the mentoring of students and probationer teachers, this had had a positive impact on recruitment of teachers for vacant posts and led to the improving leadership capacity of those involved. Colleagues have taken responsibility for developing their own learning, in relation to mentoring and coaching, through collegiate working, and taking part in LA /University training events, and this is in turn having a positive impact on pupils’ outcomes, as the newly-qualified teachers are receiving higher quality support, which is translating into success in the classroom.  Evaluation of QI 1.3 - Leadership Of Change:  Key strengths:   * New Professional Working Groups have been implemented recently, and time has been specifically set aside in the Working Time Agreement for colleagues to take part in professional dialogue and improvement planning. Clear remits for the groups have been set, linked to previous work carried out by the working groups and HGIOS4, the NIF and school self-evaluation activities.   Identified priorities for improvement:   * Review and refresh school vision, values and aims. * Support and appropriately challenge the Professional Working Groups to bring about the identified improvements. * To streamline CLPL to ensure it articulates well with colleagues’ PRD and school improvement priorities and utilise the knowledge gained to upskill other colleagues. * To reintroduce Learning Lunches to improve collaboration and sharing of good and new emerging practice. * To consult on the appetite for weekly morning staff briefings to build culture of collegiality and improve communication. * Introduce SEEMiS Progress and Achievement to support pupil progress and upskill colleagues on its best use. * Introduce Parents/carers’ Evening Booking System. * Develop leadership potential in a colleague to lead the introduction and embedding of Restorative Practice across the school to fully support positive pupil /teacher relationships and allow all stakeholders to work in a positive environment. * Ensure all stakeholders have a secure knowledge of our strengths and areas for development – summary of SQUIP? * Young People opportunities for leadership – house system/volunteering etc? * Working with partners: parents/carers/carers via Parent Council; pupils via Pupil Council; and authority and industry partners to plan, implement and evaluate change. * DYW – further embedding partnerships with industry (e.g. Technip) and community (e.g. Rotary) * Bennachie Campus engagement for professional learning and resources. |

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| Sources of evidence/evaluation activities undertaken:   * CLPL request and evaluation forms * Professional Working Group Minutes * PRD records and Faculty SQUIPs * Lesson visits/Learning walks/Learning rounds * Written/verbal feedback from parents/carers * Praise/concern slip records * Referrals/verbal feedback from Guidance colleagues * Tracking management reports from the new Progress and Achievement System   Overall evaluation of level of quality:  (brief description)   * School improvement plan takes account of authority, national and Faculty priorities but leaves scope for adjustment throughout the session. * All Faculties now producing a Faculty SQUIP. * All staff are committed to developing their own professional learning and update their GTCS PL section annually. * All stakeholders’ views are sought to inform improvements, and this will be integral to reviewing our aims and values. * Successful introduction of school uniform, leading naturally to House system development.   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) |

In relation to the priorities listed above the following action plans have been confirmed:

**Key: Green text = activity completed**

**Amber text = activity underway**

**Red text = activity not yet started**

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| * Support and appropriately challenge the Professional Working Groups to bring about the identified improvements. Regularly review, and if appropriate, amend the remits, to ensure they are relevant and making an impact on pupil outcomes. (SS / All Colleagues / Year 1-3) * Professional Working Groups will feedback to all colleagues on the impact of their work, to share the good practice and build the culture of collaboration. (Year 1 – 3) * All FHs and SLT will aim to evidence the impact of the Professional Working Groups during lesson visits, PRD/PU/Faculty QIVs etc. (Year 1 – 3) | * Pupils and colleagues will make more progress on DL, LfS, DYW and Wider Achievement * Colleagues will gain upskilling and confidence in improvement planning, learning and teaching strategies including practitioner enquiry by the L&T professional group. * Capacity will be built among colleagues to positively contribute to improvements across the school. | * Colleagues will report feeling confident in leading the changes in the Professional Working groups – Staff Survey. * Learning visits/surveys etc. will evidence pupils’ increased awareness, confidence and progress in the areas defined by the professional working groups. * Lesson visits/pupil evaluations will evidence teachers’ increased use of and confidence in new L&T strategies highlighted and recommended by the L&T group. * Colleagues will report that their confidence in the identified areas is increasing. * There will be more consistency in the delivery and impact of the identified areas, as evidenced by learning visits, surveys of parents/carers/carers and pupils etc. * Colleagues will report feeling empowered to lead change and demonstrate an increased willingness to participate in further leadership of change, and to collaborate as leaders (ref. our Digital Literacy working group) as evidenced by CLPL, PRD/PU. |
| * To streamline CLPL to ensure it articulates well with colleagues’ PRD and school improvement priorities and utilise the knowledge gained to upskill other colleagues. (All FHs/DHTs/HT – Year 2) * The above colleagues will monitor PL requests to ensure they are in line with the above criteria. (Year 2) * Colleagues will share the outcomes of their professional learning as appropriate at faculty level and at Learning Lunches/collegiate sessions. (Year 2) * SLT / School colleagues will reintroduce Learning Lunches to improve collaboration and sharing of good and new emerging practice. (Year 2) | * Staff development and school priorities will be at the forefront of professional learning to ensure a focus on overcoming the targets at an adequate pace. * Colleagues will be more able to support the whole school staff in important improvement priorities, as colleagues will be offered the opportunity to engage with the outcomes of individuals’ professional learning. * Pupils will benefit in lessons, as more colleagues will be exposed to the latest training/PL undertaken by colleagues. | * Colleagues will demonstrate even further willingness to engage with learning and development beyond school to bring about improvements in provision for all learners. Monitored through PRD/PU. * Colleagues will report being more aware of school priorities and their professional learning needs will lead us to meaningful discussion/collaboration in driving forward school and individual targets for improvement. * School improvement priorities will be overtaken in line with the timings in the SIP. * Strategies/PL shared by colleagues will be more evident in lesson visits etc. |
| * To consult on the appetite for weekly morning staff briefings (SLT / PTs – Year 2) to build culture of collegiality and improve communication. * SLT to plan, if required, weekly morning briefings into WTA. * To assess the impact of staff weekly morning briefings by gathering the views of colleagues. (SLT/FHs) | * The school’s culture of collaboration and collegiality will be built upon. * Their will be more effective communication and celebration of success and communication of the school’s values/improvement priorities. * Pupils will benefit in lessons due to improved communications, increased consistency and improved staff collaboration. | * Staff will report through faculty feedback, staff surveys that communication has improved and that they feel more supported to collaborate with colleagues. * There will be increased awareness of school values/improvement priorities reflected in lesson visits, staff feedback, PRDs/pupil focus groups etc. |
| * SS to Introduce SEEMiS Progress and Achievement to support pupil progress and upskill colleagues on its best use. (Year 1) * As per faculty SQUIPs, ensure Benchmarks are increasingly used to confidently identify when pupils achieve a Level. (Year 1) * Ensure emerging guidance on interpreting SNSA/MidYiS is shared, understood and used. (Year 2) | * Pupils and parents/carers/carers will have a greater understanding of where pupils are in their learning and how they are progressing within a level, and they will know their next steps. * Pupils will feel more motivated to improve and strive towards targets with this increased understanding of their progress. | * Pupils will make progress at a faster pace, as evidenced through management reports from P&A. * Pupils will increasingly report with confidence where they are in their learning and what they need to do to improve, when asked during lesson visits/focus groups/discussions with parents/carers/carers etc. |
| * (SS and Claire Cox) introduced an electronic system for parents/carers to book appointments with teachers on parents/carers’ evening. (Year 1) | * Parents/carers will be better able to access appointments with their children’s teachers at a time convenient to them. | * Numbers of parents/carers attending Parents/carers’ Evenings will be monitored for improvements in attendance. * Parents/carers will report on the parent surveys that they prefer the electronic system. |
| * Develop leadership potential in a colleague to lead the introduction and embedding of Restorative Practice across the school. Colleague (from ASL) now trained and taking this forward. (Year 1) | * This will fully support positive pupil/ teacher relationships and allow all stakeholders to work in a positive environment. * The colleague involved will play an active role in the introduction of a major initiative and develop their leadership capacity. | * No. of referrals and Praise/Concern slips will be monitored for impact of the training. * Pupils, colleagues and parents/carers will report favourably during surveys/discussions etc. on the new approach. |
| * Review and refresh school vision, values and aims. | * Learners will have an opportunity to ensure that their school’s vision, values and aims describe and represent them and their aspirations. Together with our existing 3 school principles, these will be used to underpin pupils’ experience across their learning and to stimulate progress and achievement. | * All stakeholders – learners, staff and families – will have the opportunity to contribute to the process and to comment on the outcome. * The agreed vision, values and aims will be revisited during the time of this plan to ensure they remain relevant. |
| * Participate in Towards a Self-Improving School System (Y1 – HT led; Y2 – DHTs/PTs) | * Learners will experience greater consistency across the curriculum due to peer self-evaluation across faculties within the school and subjects/faculties from different schools. | * Feedback and evaluations to be sought from participants and learners. |
| * QA/Faculty Reviews – review in light of learning from TaSISS above. (Y2) | * Further to Y1 TaSISS participation, learners will be involved in evaluations of our revised faculty self-evaluation systems. | * Feedback and evaluations to be sought from participants and learners to inform development of faculty self-evaluation systems. |
| * Develop a whole school approach to nurture. (Y1 and 2). This will involve all staff and specific input for our ASL staff in Year 2, informed by a needs analysis conducted in Year 1 by our EPS colleagues across the whole school – staff and pupils. This is a professional learning opportunity developed and led by our Educational Psychology service. It’s a blended learning approach with both personal online activity and direct teaching input via the Educational Psychology service. * Modules 1-4 - What to expect from universal nurturing settings? – all staff * Module 1 – online learning – What is attachment. * Module 2 – Face-Face – Covers: Attachment, brain development, relationships, nurture principles in the classroom. * Module 3 – online – putting ideas into your practice. Sharing learning with peers. * Module 4 – Attunement strategy and emotional coaching. * Module 5 – What to expect from targeted nurturing groups? – targeted staff * Principle into practice – how to run a nurture group. | * This will give staff understanding of the impact of attachment experiences on behaviour and build skills to address the needs of the most vulnerable pupils. * Helps staff work with pupils’ behaviour through a ‘nurture’ lens. * That this whole school approach reduces difficult behaviour and provides a calmer more nurturing environment for staff and pupils. * Specialist staff will have practical strategies on how to manage nurturing groups and spaces. | * Pre and post questionnaires issued to staff to measure impact on practice and professional development. * Evidence of practice being enhanced by this professional development evident in class observations and through pupil feedback. * ASL staff confident in running targeted nurture activities. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

2. How good is the quality of care and education we offer?

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| Relevant NIF priority: All  Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress |
| Overview:  (narrative across this theme and various QI’s)  Staff show commitment to the development and well-being of learners as individuals through positive relationships between almost all staff and the pupils in their care and our inclusive ethos with the “can do” attitude of staff.  Faculties and staff have kept abreast of changes to benchmarks in the Broad General Education and to unit/course assessment in Senior Phase certified subjects to provide progression for learners through interesting, high quality learning experiences within a true Curriculum for Excellence experience in both the Broad General Education and the Senior Phase. There are challenges identified within this and indicated in action points below. The SNSA will be introduced and analysed in line with National and Local guidance.  ICT is used in various ways across the school with pockets of very good practice. Our Digital Literacy working group is driving innovation across the curriculum through increased use of e.g. Glow Teams and augmenting this with sessions for parents/carers to enable them to support young people in learning at home.  TLC groups have evolved into staff Working Groups, involving all teaching staff, as a successful vehicle for collaborative and collegiate cross curricular staff dialogue/discussion and improvement activities. Three volunteers are continuing in the Tapestry programme this session e.g. using staff meeting to address and discuss whole school themes such as Learning and Teaching, sharing practice and wider curricular activities.  As part of our commitment to Learning and Teaching and staff leadership we relaunched our Learning and Teaching Working group with a focus on our Literacy booklet and HWB booklet – as per Numeracy booklet success. These have now been published on the school website as a resource for parents/carers/carers to support learners. Evaluation of S2 Skills’ passport also needs to be completed to evidence the strengths of this and the range of experiences covered. ‘CfE Machine’ QI Audit helped with this.  Transition is a key focus. Pastoral transition from Primary to Secondary includes Guidance Teacher visits, three day experiential Academy visit for all P7s, supported group sessions, primary/secondary transition information sharing and planning meeting in February and attendance at multi-agency and planning meetings for Primary 7 pupils by Academy staff. Transition between the Broad General Education and the Senior Phase is supported by SLT led information sessions with pupils and parents/carers, PSE and Guidance led classroom and individual support and Faculty advice through tracking, monitoring and reporting. Transition to sustained positive destinations involves considered, planned support from the Pupil Support team, including the good links with Skills Development Scotland.  Evaluation of QI 2.3 – Learning, Teaching and Assessment:  Key strengths:   * Staff commitment to the development and well-being of learners, positive relationships and our inclusive classroom atmosphere * Commitment to Learning and Teaching and growing staff leadership * The variety of Learning and Teaching strategies and techniques employed by staff to maximise learning, including significant increases in Digital Literacy and use of varied platforms (Glow, Microsoft Teams)   Identified priorities for improvement:   * Communication of N5 changes to pupils/parents/carers/carers * Improve use of ICT in communication with pupils/Parents/carers * Staff working groups continue to be utilised as a successful vehicle for collaborative and collegiate cross curricular staff dialogue/discussion * Relaunch Learning and Teaching Working group – focus on Literacy booklet and HWB – as per Numeracy booklet success * Evaluation of S2 Skills passport * Implementation of SNSA – Scottish National Standardised Assessments – S3 * Embedding Skills in the BGE * Introduce SCQF Ambassadors and share Framework more widely (Y1) * Complete Literacy and HWB booklets (Y1) * Revise Tracking, Monitoring and Reporting in the BGE across Cluster (Y1) * Developing the Young Workforce (as per tailored authority plan) * Ensuring we capture evidence and data on: Differentiation/ DL in lessons/ Pupils’ views sought in quality of lessons/Questioning/HOTS/Feedback/Variety of assessment types/moderation/TMR of particular groups/LI/SC/varied well-planned lessons |
| Sources of evidence/evaluation activities undertaken:   * Learning visits of and within Faculties * Responses from pupils (during the learning visit) questionnaires * Responses from Parent questionnaires * Attainment meetings and Link discussions with Principal Teachers Faculty, Faculty SQUIPs too * Staff Leadership Audit   Overall evaluation of level of quality:  (brief description)   * Learning is built on staff/pupil relationships which allow for an effective blend of support and challenge. * Learners’ achievements need to be captured, celebrated appropriately and accredited where possible. * Pupils continue to attain excellent results but we must ensure that all pupils’ needs are catered for and this is an area that needs to be focused on * Increased use of The CfE Machine and Insight by all staff to further engagement with attainment data to drive improvement.   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale) |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| 1. All Colleagues to embed skills for learning, life and work into the BGE curriculum (by Year 3)  * All colleagues will formally plan to increase awareness of the skills pupils are using in their learning by incorporating them into LIs and SC. * Colleagues will report on progress with skills in TMR * FHs and SLT and Peers to quality assure the use of skills in lessons as above. | * Pupils will be better able to articulate the skills they are developing and make links to how they will use these skills in their futures. * Pupils will know the skills they need to improve upon and develop strategies to do this. * Pupils will see the bigger picture where the skills they are developing can be used in their future careers. | * The extent to which skills will appear in LIs and SC in lesson plans and visits to lessons will be monitored * Pupils will be able to articulate when asked during lesson visits/focus groups/surveys, the skills they are good at and those they need to improve upon and this will be monitored by relevant colleagues. * Discussion of skills will be more prominent in CVs, UCAS applications, job applications etc. discussed during PSE lessons. Scrutiny of the above will evidence this. |
| * SS to Introduce SCQF Ambassadors and share Framework more widely (Y1) * All colleagues to participate in INSET with Kevin McShane at SCQF to explore the value of knowledge of SCQF. This to complement tailored Inset programme on more effective use of Insight. * Guidance colleagues to receive tailored support from Kevin to help inform pathways for pupils. * Senior pupils to train S3 pupils how SCQF works at assemblies/workshops to inform course choice. * Senior pupils to deliver sessions on SCQF at parents/carers’ evenings to raise awareness among parents/carers. | * Pupils will be better informed to choose courses and reach positive destinations. * Colleagues will understand the SCQF framework and be able to support pupils in their choices. * Parents/carers will be better informed of the courses available to pupils and their value, which should lead to more personalised support to young people. * Pupils will have a greater number of viable options available to them that they feel are worthwhile. * Pupils will understand the Core Skills Profile on their SQA certificates and be able to articulate its meaning and value to potential employers and education institutions. | * Pupils will be better prepared for the senior phase and this should lead to improved attainment and positive destinations. * Colleagues will report being better equipped to support young people in their course choices. * Pupils may be involved in a wider variety of courses and pathways than before, which will support their career plans. * Pupils will more routinely reference their core skills on their applications for jobs, apprenticeships, university and college. * Parents/carers will be asked for feedback on their appreciation of the SCQF and how it informed their advice to their children on course choice and their opinions will be recorded and evaluated. |
| * SS to coordinate the completion of the Literacy and HWB booklets for inclusion on the school website. (Y1) * Faculty twitter pages will promote the use of the booklets. * All parents/carers/carers have been informed about the booklets. Paper copies of the booklets will be made available to parents/carers on request to ensure we reach all. | * Parents/carers and pupils will have a further source of support that is easily accessible. * Literacy and HWB will be more consistently planned and delivered across all faculties. * Pupils will make more progress in these areas. * Colleagues will develop a shared understanding of standards in relation to Literacy and HWB. | * Attainment data in Literacy will be monitored for improvements in performance. * We will ask parents/carers and pupils for feedback on the effectiveness of the booklets. * We could explore the number of hits the booklets have had on the website? * Colleagues will report an improvement in performance / awareness in Literacy and HWB. |
| * Revise Tracking, Monitoring and Reporting in the BGE across Cluster (Y1) | * Please see above under leadership of change which illustrates the new approach to TMR called SEEMiS Progress and Achievement. |  |
| * SS to build on the work of the last few years on DYW to increase capacity for improvement in this area. (Years 1 -3) * Tailored LA DYW Improvement Plan will be used to plan and monitor improvements in this area. * DYW Professional Working Group will be established to explore several aspects of the LA Plan. * Collaboration with industry and community partners will be strengthened and we will coproduce plans for industry engagement in school. * Where appropriate, lessons will explicitly reference DYW and careers using MYWOW for advice and guidance. * SS will liaise with regional and national DYW organisations for best practice and implement strategies at a suitable pace for maximum effect. * Raising awareness of the CES will be prioritised and colleagues will be supported to integrate it within the curriculum. * Guidance colleagues will become familiar with the MYWOW skills profile. * The feasibility of Foundation Apprenticeships will be explored by SLT and Guidance colleagues. * Some S1-3 learners will experience a DYW Cluster day within Activities Week.   B. Robertson/Cluster HTs leading on this. | * Learners will have a better understanding of the careers their learning could lead to. * Pupils will see the importance of their subjects in the world of work. * Pupils will have exposure to a greater number of pathways. * Pupils will earlier have a career goal to work towards and an appreciation of the qualifications/skills and experience they need to pursue their goal. * School colleagues will have a greater number of stakeholders to draw expertise from and will be able to make learning more engaging and career related. * Pupils will use the MYWOW skills profile to record their skills, successes, attainment and wider achievement and use this information when applying for jobs, university, volunteering and college. | * Progress with integrating DYW, CES etc, will be monitored using lesson visits. * Pupils will be asked about their access to high quality careers education in ALL lessons and the results will be evaluated. * Positive destination data will be scrutinised for improvements. * The views of colleagues will be sought on their confidence in delivering the DYW agenda. |
| * Digital Literacy | Strong, motivated working group looking at aspects of Microsoft Teams to enhance learning. Build on Inservice training to enhance awareness of opportunity within L&T. Move to CC10 will be upcoming and needs to be planned – learn from pilot schools. Apple TV approach being piloted. Where can DL enhance the L&T experience of pupils? Where can it reduce workload for staff?  Well-received DL event for parents/carers/carers – plan to repeat this when appropriate. | Opportunities identified and taken forward by working group, classroom teachers, pupils as appropriate. |
| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |

3. How good are we at improving outcomes for all our learners?

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| Relevant NIF priority: All  Relevant NIF driver(s): Assessment of children’s progress, School improvement, Performance information |
| Overview:  (narrative across this theme and various QI’s)  Young people are safe and feel safe, happy and secure within Westhill Academy. Pupils benefit greatly from the pastoral care provided by our Guidance team and the wider Pupil Support team including the close working with Additional Support for Learning, School Nurse and First Aider. Pupils benefit from our extensive partnership working within our local context, where their individual circumstances, may require support from out with our sector. This support may come from Social work, Educational Psychology, CAMHS or YPD for example.  Westhill Academy has a well understood, embedded, simple approach to standards and expectations: Be Safe, Help Learning and Teaching, Consider all Others. Reflection against these are regular and reinforced through, for instance, assemblies, pupil interviews and parental meetings.  All staff receive annual GIRFEC and Child Protection training to ensure that they are up to date with our local authority procedures and their professional responsibilities. There are CP professional learning resources readily available in our staffroom and on the shared area, of the school drive, for staff to either refresh their knowledge or partake in a deeper level professional learning around CP and pupil welfare. Our staff show a commitment to the welfare of young people and as part of our new start induction policy safeguarding features highly.  We have utilised our Pupil Equity Fund (PEF) resources to support young people, within a Cluster approach, in Health, Wellbeing and Literacy. Specifically, the PT ASL has implemented a reading recovery programme to enhance targeted pupils’ literacy to ensure they can access the curriculum and enhance their opportunities to benefit from their experience at Westhill Academy. This targeted reading programme has had significant success for those young people involved and we are further investing some of our PEF resource to continue to support our young people in developing their literacy skills. The results of lasts year’s programme have been shared with pupils, parents/carers and staff alike.  S3 of the BGE is marked by the Wood Group sponsored Young Philanthropy Initiative (YPI) delivered through the PSE curriculum and supported by faculties such as English. Through class groups, class winners and whole school and community evening, £3000 is donated to the identified charity of choice.  £500 of this is raised through efforts coordinated by the PTsG, our school charities group and the pupils taking part. Through the pupils’ hard work there is very often extra donation collated which allows for a further donation to a second charity through the poster competition typically to the value of £150.  Pupil teams regularly raise funds and awareness of their chosen charity throughout this process, with many continuing their support after the event too.  Pupils pull together their range of learning and experiences to this point to research, plan, present, organise and engage with the wider community providing a stepping stone from BGE to Senior Phase, linked to Developing the Young Workforce (DYW), that pupils value so highly, they include what they learned and achieved through it in their applications to employment, apprenticeship, college and university.  Young people at Westhill Academy attain very well, exceeding National, Aberdeenshire and Virtual Comparators in many measures. Of note includes the attainment of the ‘lowest 20%’ measure exceeding comparators – an illustration of our inclusive approach and targeted resources to ensure equity.  Positive destinations continue to be very high and rely on the dedication and determination of the Pupil Support team and, indeed, strong links with partners such as SDS.  Our curriculum and timetable is designed to ensure a true Broad General Education (BGE) from S1-3, providing experiences across all curricular modes.  The Senior Phase is constructed so all of S4-S6 is timetabled together, far increasing the range of option and opportunity in comparison to previous structures but specifically encouraging pupils to get the right subject, at the right level, at the right time – if choices, thought, plans or circumstances change we support pupils in charting their course to gain the portfolio of qualifications and experiences that they need for the next step.  Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:  Key strengths:   * Equality and equity of opportunity through design structure of curriculum and timetable – Senior phase timetable ‘built from scratch’ each session based on choice * Pupils contributing to the awareness raising of local charities and understanding the impact these can have on vulnerable groups * The pastoral care provided by the Principal Teacher Guidance team and wider Pupil Support team supporting pupils through their   experience at Westhill Academy and on to Positive Destinations   * Our Single service and Multi-agency meetings are solution focused and pupil centred. They reflect the principles of GIRFEC and or Wellbeing team (PTG/ASL) use the national practical model and tools well to support action planning based on the SHANARRI wellbeing indicators. * There are strong partnerships with the school to support our young people, for example with: health, police, social work, business partners supporting work experience, Barnardos, RAFT (multi-service, including Foyer, Barnardos, for short-term, targeted interventions – accessible via SW), SDS, CLD supporting targeted group work and 1-1 provision etc. * Our SLT/PTG team have experience with, and confidence to deal with Child Protection concerns. Staff are aware of and follow Aberdeenshire policy and practice. CP files are clearly identifiably and are stored with the child’s PPR, in a locked, yet accessible area. * Pupils’ individual learning pathways are very carefully constructed to meet the needs of the young person; this could include work with the ASL department, pupil support worker, t/t adjustments, extended work placement through to 5 hours 1-1 tuition or application for a flexible learning pathway for specific resource as part of a tailored package to re-engage a pupil, for example a non-attending young person. Whether there are small or significant adjustments these decisions are made in consultation with relevant stakeholders and are reviewed regularly through due process to evaluate impact. * All staff have taken part in CP training, GIRFEC training putting into context the UNCRC, Respecting Diversity training - looking at protected characteristics, and updated data protection training. * Staff regularly model the behaviours which we wish to see in our young people such as: respect, high aspiration of learners, tolerance and learning from our mistakes. We encourage the notion that we can disagree, agreeably. This will be further enhanced by a whole school approach on restorative practice. * Twitter is effectively used by several faculties to promote the work of the faculty and pupils and to signpost parents/carers to useful information. The number of followers is growing. * The school website has a wealth of information to assist parents/carers such as Faculty twitter feed, School Handbook, BGE Booklets, Literacy, Numeracy and HWB booklets, our Improvement Plan and Standards and Quality Report and various additional helpful resources. The school daily bulletin is also available on the website which supports parents/carers to engage in their children’s learning. * The school has moved to paperless reporting and parents/carers now receive all reports via email and there is also provision for parents/carers without email/internet access to receive a paper copy of required. This constitutes a quick and simple mode of reporting that is responsive to the needs of the majority of parents/carers. * Parents/carers are regularly consulted at Parents/carers’ Evenings on their views about the school and how we could improve provision. We use the HMIE Parents/carers’ Survey and the results from this inform our improvement actions. * Several Faculties have organised and delivered workshops to parents/carers on how they could support their children, such as our recent Mathematics drop in classes for parents/carers/carers (last two sessions) and sessions from Drugs Action and our school nursing team focusing on young people and their mental health. * Some of our S6 pupils are undertaking the Career Ready programme and an element of this involves inviting parents/carers and industry mentors to school to meet and share in the success of their children’s progress, further enhancing parental involvement in school life. * We have extensively consulted our very well attended Parent Council on our planned improvements and their views and recommendations help inform our final improvements. * We are moving forward with Family Learning through events such as our evening session on Digital Literacy for parents/carers/carers.   Identified priorities for improvement:   * Wider curriculum opportunities - equity of experience, appropriate educational engaging experiences, with a focus on S6. * Review the BGE curriculum, with a particular focus on S3. * Tracking and monitoring - interventions for targeted pupils from evidence data collated and shared approach with SLT and PTsG. * Enhance/increase Pupil Participation – e.g. Pupil council where young people are making decisions about their wellbeing and their future. Pupils to be trained in and take part in MVP – the Mentors in Violence Prevention which is an approach to gender violence and bullying prevention. Pupils to represent the school at a local authority level as HWBYL and on the PPF. The aforementioned opportunities promote the young people and support them in making decisions about their wellbeing, their future and school community. * Increased used of the wellbeing indicators as an integral feature of school life. This is used within the Guidance/ASL department and will be further developed as part of their development priority, as referenced in their Faculty SQUIP. However, there is a need for this to be more widely reflected across all curricular areas as part of all staffs’ responsibility for Health and Wellbeing. The working group will complete the HWB booklet which will support staff and parents/carers/carers alike. The group will also finalise our whole school HWB poster, aligning the to the wellbeing wheel which can be used as a touchstone for all staff to increase confidence and awareness of everyone’s responsibility in this area. * Further enhance the notion of Health and Wellbeing being all staff’s responsibility through taking a whole school approach to Nurture. * Through both the PSE and RMPS curriculum there is direct input on key areas such as diversity, inclusion, racism and homophobic behaviours, exploring protected characteristic and exploring different cultures, religions and view points to support all young people to become tolerant of each other’s differences. The aim is to upskill the pupils to know what to do if they feel someone is being disadvantaged due to experiencing prejudice and or intolerance. Whilst the curricular areas are delivering content around this it would now be pertinent to sense check if indeed the pupils would feel confident about challenging discrimination if they were faced with it. * Westhill Academy is an Enhanced Provision School and as such it is necessary to undertake a review of provision which will be done using the Aberdeenshire Enhanced Provision Toolkit which has been developed by Aberdeenshire Educational Psychology Service in line with HGIOS?4. * To extend the use of the HMIE questionnaire at Parents/carers’ Evenings by making it an electronic survey and adding additional questions to further elicit feedback on identified areas for development. These questions will be generated from commitments in our improvement plan. We will have a particular focus on how engagement with the Parent Council can be enhanced to ensure that the whole parent body is benefitting from the collaboration with the Parent Council. Parents/carers/carers will also have the opportunity to state how they could support the school i.e. the skills/experience that they have that could be feasibly utilised in school. * The quality of communication to parents/carers will be improved through an assessment of the information that is currently issued to parents/carers related to Tracking/Monitoring and Reporting. Information issued will be streamlined to ensure that there is clarity about the meaning of the reports and how parents/carers can support their children to make more progress. We will also review the format and content of full reports to ensure clarity and consistency, in order that parents/carers know exactly where their child requires support and how that could be delivered. * We will provide a Senior Phase parents/carers’ support evening to guide parents/carers on how they can support their children with ensuring success in SQA examinations. This will involve an input from a Scholar representative on the use of their platform to aid revision. * In addition to Parent Council meetings, which may not suit all parents/carers, we will aim to broaden our offer to parents/carers to get involved through online surveys, suggestion/question boxes at parents/carers’ evenings, seminars at parents/carers’ evenings, opinion boards. * Parents/carers will be better informed about how well the school is doing in several measures through our website. * PT ASL’s work on streamlining confidential file info and AAs. |
| Sources of evidence/evaluation activities undertaken:   1. Learning visits 2. Insight data 3. Attendance, Late, Exclusion data 4. Progression data from SRA reading programme 5. Positive destination and wider attainment information 6. Child Protection and Child Wellbeing information 7. Pupil Council 8. Parent Council 9. Staff Meetings 10. PTG overview of applications/UCAS 11. YPI feedback   Overall evaluation of level of quality:  (brief description)   * Staff have a clear commitment to GIRFEC and are aware of Child Protection Guidelines to support our young people * Staff are informed, supported and trained with regard to supporting students through communications from Pupil Support Staff, Multi Agency meetings, IEPs, ‘drop in’ support (e.g. Sensory support), In-service days, meetings and twilight learning sessions * The Senior Phase curriculum provides numerous pathways and options by both subject and levels meeting individuals’ needs and aspirations * The flexible pathway solutions, small group work and individual support provided to pupils, and families, through ASL and Guidance staff * We need to ensure linkage between all involved in supporting our young people is strong and actions are always well planned and complementary   Level of quality for this QI: 4  ( HGIOS?4 1-6 scale)  Evaluation of QI 3.2 - Raising Attainment and Achievement:  Sources of evidence/evaluation activities undertaken:   1. MIDYIS data tied to tracking and monitoring – SNSA in future years 2. Faculty Learning Visits/Reviews 3. Attainment data from Insight – future work with CFE Machine 4. Information from Improvement Plans, Attainment reviews for Faculties and wider school led by Authority 5. Praise Slips, Cause for Concerns, Behaviour, Attendance 6. News shared on school website 7. Active schools programme and liaison with Health and Wellbeing Faculty 8. Parent evaluations from HMIE questionnaire   Overall evaluation of level of quality:  (brief description)   * Attainment is positive and ahead of many National, Aberdeenshire and Virtual Comparator measures. However, there is a ‘sense’ that the ‘highest attaining 20%’ could perhaps be stretched but that is counterbalanced by the ‘ lowest attaining 20%’ having a strong performance and indeed the measure involving high positive destinations – that importantly are sustained. * Tracking and Monitoring has been evaluated and this indicates that it has positive value - targeting resource, time, energy to those who need, providing equity and supporting closing the gap. All Faculties support the whole school Tracking and Monitoring, with some tracking and identifying students for further intervention. In the Senior Phase there is a whole school approach to tracking through the reporting cycle, where parents/carers receive a tracking report and then a full progress report. There is similar for the BGE. Data is analysed for Senior Phase and paired work between SLT and Guidance targets interventions as appropriate. * We need to improve our recognition and accreditation of learners’ wider achievements, in school and beyond.   Level of quality for this QI: 4  (HGIOS?4 1-6 scale) |

In relation to the priorities listed above the following action plans have been confirmed:

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| Actions/Roles/Timings | Expected Outcomes/Impact on learners | How will success be measured? |
| * SS to extend the use of the HMIE questionnaire at Parents/carers’ Evenings   by making it an electronic survey and adding additional questions that we are committed to gathering the views of parents/carers on.   * These questions will be generated from commitments in our improvement plan. * We will have a particular focus on how engagement with the Parent Council can be enhanced. * Parents/carers will also have the opportunity to state how they could support the school i.e. the skills/experience that they have that could be feasibly utilised in school. (Year 2) | * We will have a greater appreciation of the views of parents/carers/carers and how best to meet their needs in our work. * Parents/carers may be more inclined to take part in the survey if it is electronic, as this should take less time. * We will have a greater understanding if our improvements that involve parents/carers are having the desired impact. * We will be able to ensure that the whole parent body is benefitting from the collaboration with the Parent Council. * Parents/carers will feel more included in school life and better able to support the work of the school and assist in planning and delivering improvements. | * The extent to which parents/carers feel involved/engaged will be measured. * Events which aim to involve/engage parents/carers will be monitored for attendance/engagement. * Pupil engagement and progress will be monitored to assess impact of increased parental engagement. |
| * Focus on punctuality and attendance (supported by Pupil Equity Funding) through appointing an Acting PT to evaluate and address this. (Year 1) | * Improvement attendance and punctuality will lead to increased engagement and achievement. Factors affecting pupils’ wellbeing will be identified and addressed where appropriate. | * Attendance data will be used to measure impact, and the Leuven Scale will be used to gauge aspects of engagement, participation, etc for identified learners. |
| 3.1 Additional Support for Learning audit against HGIOS?4. This piece of work has been designed by the Educational Psychologist Service which focuses on reflecting current practice in relation to the Enhanced Provision service and delivery at Westhill Academy.  This work will be undertaken over the course of this academic session. We will have a planned approach to this as outline below:   1. DHT and PT ASL to meet with QIO ASL to gain clarity of enhanced provision and the staged intervention model. 2. DHT, PT ASL, QIO, and Primary Head Cluster Enhanced Provision to meet to develop a cluster undertaking of the staged intervention process. 3. PT ASL and DHT to complete pupil level audit. Educational Psychologist to sample QA this prior to start of Enhanced Provision audit. (Year 1) 4. Wellbeing team meetings (ASL and PTsG) to explore the tool and provide opportunity for their initial input against the 9 statements within the reflective tool. (Year 1) 5. Audit to be started term 3 with DHT, PT ASL, QIO, Education Psychologist, ASL teacher and PTG rep.   Audit to be complete and action plan generated. | We will have a system to clearly identify which pupils are receiving enhanced provision.  There will be increased consistency between primary and secondary in the processes and language being used with young people and their families around the support they receive.  There will be an action plan generated to focus year two and three improvement priorities. This will have gone through a robust evaluation process, which will be evidence led, where there is evidence of a wide range of stakeholders who have contributed, which will be aligned to HGIOS?4.  We would hope to implement the generated changes in years 2 and 3 to improve the experience we provide to our young people and their families. | There will be an increased confidence of staff in identifying pupils who receive enhanced provision. This is in name only not in terms of service delivery.  Parents/carers and pupils will have a clarity around the type of support that their child receives and there will be a common language used between the primary and secondary enhanced provision centres.  There will be evidence of the range of stakeholders contributing to the reflective discussions during the audit meetings.  We will have produced a clear action plan, based on evidence to carry forward and build upon for session 2019/20. |
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| Evidence of progress/comments/identified next steps:  Date:  Date:  Date: | | |
| 4. What is our capacity for improvement?  (To include comments on:   * Teacher professionalism / opportunities for professional learning * Leadership at all levels * Engagement with parents/carers and partners)   Our key strengths include:-   * Our programme of Faculty Review with class observations and pupil feedback * Our willingness to listen, reflect and act to improve the provision in all areas of our school * Our partnership working with parents/carers through, for instance, the Parent Council and evening information events * Working partnership with Pupil and Parent Councils * Our inclusive classroom atmosphere * The positive relationships between almost all staff and the pupils in their care * Growing staff leadership, partly evidenced through the thorough planning and preparation by staff in relation to the revisions of National courses * The variety of learning and teaching strategies and techniques employed by staff to maximise their learning and commitment to develop further   Threats to progress?   * Staffing – recruitment and retention of staff * Long term absences * Governance - impact of e.g. Regional Improvement Collaboratives; HT Charter * Finance * Others…..? | | | |

5. Record of updating

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| Date | Amendment made | By who | Comment |
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