

## Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: Bucksburn Academy

Head Teacher: Mike Paul



[www.bucksburnacademy.org.uk](http://www.bucksburnacademy.org.uk)

Twitter : Bucksburn Academy@BucksburnAcad

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## Context of the school:

Bucksburn Academy opened in October 2009 bringing together the previous Bankhead Academy and Marlpool Special school as one school in a modern and purpose built learning environment. We are a unique school. The school has the capacity for 750 pupils with a current roll of 710 including provision for up to 96 pupils within the school's Additional Support Needs Wing. The ASN Wing is a city wide provision for pupils with significant and complex additional support needs. The school is a six year comprehensive with a broad range of pupil backgrounds serving the communities of Bucksburn, Bankhead, Stoneywood, Newhills and Kingswells. The school has developed very good relationships with our Associated Schools Group with a strong transition programme in place. The school roll is increasing year on year. Pupils in the Senior Phase benefit from well established integrated senior school consortium arrangements with nearby Dyce Academy. The Senior Phase timetable is planned jointly between the two schools allowing pupils from either school to choose courses in either of the schools. This increases breadth and flexibility of choice for pupils with a shuttle bus between the schools supporting the consortium.

The roll of the school has been rising rapidly in recent years and is due to rise further over the next 6 years. An extension is currently being planned to increase the capacity of the school to around 1050 including 96 pupils in the additional support Needs Wing.

The structure of the school is based around Faculties bringing together each curricular area. The school has an integrated Pupil Support Structure which brings together the traditional Guidance role and Support for Learning led by four Principal Teachers of Pupil Support. Pupil Support is based around the school's Pupil Support Hub which brings together the Principal Teachers of Pupil Support, Teachers of Pupil Support with key teacher responsibilities and Pupil Support Assistants. With the roll of the school rising, the school is reviewing the Faculty Structure to ensure it is fit for that of a larger school.

Pupils in the ASN wing work in classes of 8-10 supported by a class teacher and pupil support assistants and nursery nurses. The class teacher delivers curriculum areas such as literacy, numeracy, social subjects and PSD. Increasingly specialist areas such as Art & Design, Technologies, Physical Education, Social Subjects and Sciences are delivered by subject specialist staff across the whole school. There is a strong emphasis on pupil development through outdoor learning and physical activity within the ASN Wing curriculum.

Due to the unique context of the school our students are working across all levels in the S1-S3 Junior Phase from early level for some students in the Wing though to achieving 4<sup>th</sup> level by the end of S3. In the Senior Phase our students achieve qualifications from National 1 in the wing through to Advanced Higher and also have their achievement recognised through a variety of alternative awards such as Caledonian Awards, ASDAN awards, Duke of Edinburgh, Youth Achievement Awards and Skills for Work courses.

The school is well supported by an active Parent Council who support the school in our self-evaluation processes, regularly provide input into our improvement priorities, and organise and run career and learner journey events for our students and families. A group called the Bucksburn Academy Fundraisers are heavily involved in fund raising for the school and support school projects and extra-curricular activities through the funds raised.

In addition to the distinctive features described above other areas to highlight include an ethos which celebrates success and promotes achievement, a strong sense of community at a school, local and global

level, positive relationships and teamwork and the capacity of the school to manage and successfully implement change. Examples of school's achievements are celebrated regularly through the website, school twitter account, the school App and newsletters.

Just over 10% of pupils are registered to receive free school meals during session 2019-20.

The Scottish Index of Multiple Deprivation profile for the school ranges from SIMD 2 to SIMD 10.

The most recent school inspection took place in February 2013. The report is available at <https://www.education.gov.scot>

**Aberdeen City vision statement:**

**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- **Offers nurturing, relevant learning opportunities for all**
- **Strengthens the resilience of all**
- **Celebrates aspiration, ambition and innovation with all**

**School vision statement:**



**School values and aims:**

In any school community values are essential for building positive relationships and creating a climate for learning – between pupils, staff, parents, partners and the local community. At Bucksburn Academy, we share a common sense of values – the compass that guides our approaches, relationships, policies and behaviour. We believe these values should underpin every decision that is made in the school.

Our vision is that by working together we ensure that all can achieve at the highest level they are capable of

### HAPPY, SAFE AND SECURE

We all work to create the right environment for learning.

We consider that we are all learners at Bucksburn Academy and think that we learn best when we feel good about ourselves, feel safe in the school and know that we care about each other.

We have state of the art facilities for learning but recognise that caring about each other will lead to a positive learning environment.

We will encourage a healthy and active lifestyle.

We will see smiling faces, purposeful classrooms, pupils and staff talking and listening to each other, pleasant social areas, good manners, a warm welcome to visitors and confident pupils and staff.

### HIGH ASPIRATIONS

We believe that we all have the potential to succeed.

We think that high expectations are important and work hard to raise the aspirations of all our pupils. We will support and challenge each other to raise standards because we don't want second best.

Whether through high performance in national exams at all levels, sporting achievement, participating in the expressive arts, leading the way in technologies, charity work or citizenship, we will value and celebrate all success.

We will see pupils engaged in hard work in classrooms, high quality pupil work on display, staff in each others learning environments observing each other, awards and recognition of success, high involvement in extra-curricular activities, staff and pupils engaged in discussion about next steps and a high quality dialogue at parents' evenings

### INCLUSION

We all work together to make sure we all have an equal opportunity to succeed.

We believe in the potential for all to succeed regardless of their background and work hard to understand and remove barriers to learning. Meeting the needs of all learners is central to our vision and we will plan learning and transition based on our knowledge of each individual pupil. We will see beyond labels and celebrate the diversity within our school community.

At Bucksburn Academy we are one school.

We will see pupils accessing all areas of the school, pupils engaged in a wide variety of courses that suit their needs, a range of partners in the school to support pupil's learning and development, a high quality buddying system, a joint pupil and parent council, staff across the whole school involved in dialogue with each other about meeting pupil need and a high quality CPD programme centred on learning, teaching and pupils

#### CAN DO WILL DO APPROACHES

We are all enterprising, creative and look for solutions

We will adopt an enterprising and creative attitude across our school – learning and teaching, the curriculum, how we meet pupil need, how we work together and how we link with the local and wider community. These are the qualities needed to succeed in a rapidly changing world and we work to develop this attitude in our pupils.

At Bucksburn Academy we are an ambitious school.

We will see classrooms with teachers trying a wide variety of approaches to learning and teaching, and pupils succeeding in a wide range of courses. We will see a high number of pupils participating in a range of extra-curricular opportunities within the school and on a national and international level. We will see a range of business and community partners working in partnership with pupils and staff.

#### PEOPLE & TEAMWORK

All that we achieve is through teamwork

Effective teamwork will drive the school forward. We believe that by working together we will achieve much more and that all should have the opportunity to shape and develop the school. We recognise the challenges we all face but understand that we will be better placed to meet them through working in partnership and developing interpersonal and leadership qualities across the school community

Without people at its heart a school is just a building.

We will see people working in teams across the school – action groups, senior management team, departmental teams, support teams and cross curricular teams. We will see clear plans that set out the roles and responsibilities of team members. We will see pupils working as teams as part of a house system, through curricular and extra-curricular activity, as prefects and as a pupil council. We will see review meetings that encourage all our partners to work as team to meet individual pupil need. We will see high quality teamwork between teachers, parents and the parent council.

#### PRIDE & RESPECT

We are proud to be part of the Bucksburn Academy community.

All members of the school community will take pride in our school and what it represents. We will look after and respect the building and each other. We will work hard to raise a positive profile of the school. We understand that we all have a responsibility to challenge any behaviour that undermines what we stand for.

At Bucksburn Academy we take pride in the achievements of our pupils and staff.

We will see litter being put in bins, displays of achievement throughout the school, awards and certificates on display. The building and environments for learning will be well presented. Press coverage will show examples of pupil success. We will hear people talk about the school, pupils and staff in a positive way.

The vision and values are currently being audited and reviewed by the school community.

## **Review of School Improvement Plan Progress 2018-2019**

**Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy**

**NIF Priority**

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

**HGIOS?4 QIs**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

**Impact and Evidence:**

The school focus on Feedback has seen staff meetings and in-service days focus on improving understanding of feedback and the impact it has on pupil performance. All departments have evaluated with positive impact in all Faculties. Feedback has become an integral part of learning and teaching ensuring it is 'on-time, personalised information which provides clear next steps to close the gap between where a learner is and where they need to be'.

The curriculum has been reviewed with staff and this has led to a proposed change for 2020-21 in S5-6. In S4 we will maintain 6 subjects but ensure the curriculum allows all S4-6 access to appropriate level qualifications.

All Faculties are reviewing their assessment and moderation procedures in S1-3 following the ACC in-service in February. This is designed to ensure a shared understanding of achieving a level. Reporting to parents has been adapted to take account of prior levels of attainment (including from primary) to show progression.

The percentage achieving 5 qualifications at Nat 5 (or equivalent) in S4 has risen to 67% from 63% in 2018 and 98% gained at least one award at that level, up from 96%. In S5, 25% gained 5 Highers, up from 20% and in S6 59% gained 5 Highers – the same as the previous year.

The Senior Phase curriculum has been enhanced to include additional courses and pathways for pupils who do not follow the 'traditional' route of Highers. This is exemplified by the numbers choosing Foundation Apprenticeships alongside NESCol – the numbers in 2019-20 have rise to 20 from 0 in 2018-19.

In the ASN Wing over 400 SQA units were passed with 36 course awards successfully completed – an increase of 5 on 2018, down from 41 in 2017, up from 25 in 2016.

#### Next Steps

- Continue to develop Feedback methods as a whole school focus and move to developing Autonomy.
- Continue to review of the curriculum, including a review of the number of qualifications presented in S4.
- Review of the Faculty structure with a significant increase in school roll forecast

| <b>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children</b>  |   |
|--|---|
| <b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>   | <b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>   |
| <b>HGIOS?4 QIs</b>   |   |
| <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>  | <ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol> |
| <b>Pupil Equity Fund 2018-2019 Budget £ 37,200</b>   |   |
| <b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b> <ul style="list-style-type: none"> <li>• Most in the girls group engaged in their learning and a slight increase in confidence in particular pupils at the time was noted</li> <li>• Almost all identified pupils have seen an increase in Accelerated Reading scores</li> <li>• Almost all pupils involved in the specialist literacy input have increased literacy skills – some pupils have increased CfE literacy levels. Most have seen an increase in writing skills.</li> <li>• All S1 pupils in the Literacy Group have engaged and have shown an increase in confidence, engagement and willingness to participate. Almost all have increased literacy skills.</li> </ul> |   |
| <b>Next Steps:</b> <ul style="list-style-type: none"> <li>• Progress the plan for closing the gap through               <ol style="list-style-type: none"> <li>1. Enrichment activities</li> <li>2. Interventions to support identified individuals through tracking and monitoring</li> <li>3. Poverty proofing the school day</li> </ol> </li> </ul>   |   |
|  |   |

**Improvement Priority 3: Improvement in children and young people’s health and wellbeing**

**NIF Priority**

- 1 Improvement in attainment, particularly in literacy and numeracy
- 2 Closing the attainment gap between the most and least disadvantaged children
- 3 Improvement in children and young people’s health and wellbeing
- 4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**NIF Driver**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information

**HGIOS?4 QIs**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.2 Securing children’s progress (ELC)
- 3.3 Increasing creativity and employability

**Impact and Evidence:**

Peer mentoring has improved engagement between senior pupils and those in S1-3.

Transition arrangements have taken account of previous feedback. Staff from the Academy attend all Primary P7 parents’ evenings and have held meetings on the transition process in all primary schools. A key transition teacher has been allocated to support the process for those pupils requiring enhanced transition.

The Academy has released an English teacher to work with primary colleagues to support curricular transition in literacy. This has improved relationships between the schools and common links are being established regarding language. A common literacy transition programme is being established.

All staff have had training on adverse childhood experiences. Feedback from this training was very positive. This will be followed up with a promoting positive mental health strategy in the next session.

**Next Steps:**

- To work with ACC to ensure appropriate transition for pupils who applied for but were unsuccessful in gaining a place in the ASN Wing.
- Develop a Promoting Positive Mental Health Strategy across the school for staff and pupils.
-

| <b>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b>  |   |
|---|---|
| <p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>   | <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>  |
| <b>HGIOS?4 QIs</b>  |   |
| <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>   | <ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol> |
| <p><b>Impact and Evidence:</b></p> <p>The school has produced a set of six key skills that we will look to enhance amongst all students. These form the SCRIPT for Success (Self-management, Communication, Resilience, ICT and Digital Literacy, Problem Solving and Teamwork and Leadership). Pupils and staff developed these from links with business. These have been shared with all pupils and parents.</p> <p>These skills have formed the basis of transition from S3 into the senior Phase and for S2 pupils during their week at Loch Eil. These skills will be further developed across all year groups.</p> <p>The school has developed business links with a variety of partners over the session. Pupils have organised two business breakfasts this year to support the Higher Business Management class and they are looking to extend this further.</p> <p>The school has worked closely with the Parent Council in delivering a highly successful Careers Fair in March 2019. This has been evaluated highly by those attending with most respondents rating the event at 9 or 10 out of 10.</p> |   |
| <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Further develop SCRIPT for Success across the whole school</li> <li>• Extend the Business Breakfast model</li> <li>• Review the format of the Careers Fair.</li> </ul>   |   |

### Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

#### School

| Quality Indicator                            | School Self-Evaluation |
|--|------------------------|
| 1.3 Leadership of change                     | <b>4</b>               |
| 2.3 Learning, teaching and assessment        | <b>4</b>               |
| 3.1 Ensuring wellbeing, equity and inclusion | <b>4</b>               |
| 3.2 Raising attainment and achievement       | <b>4</b>               |

#### ELCC (where appropriate)

| Quality Indicator                            | ELCC Self-Evaluation |
|--|----------------------|
| 1.3 Leadership of change                     |                      |
| 2.3 Learning, teaching and assessment        |                      |
| 3.1 Ensuring wellbeing, equity and inclusion |                      |
| 3.2 Securing Children's Progress             |                      |

|          |                       |  |
|----------|-----------------------|--|
| <b>6</b> | <b>Excellent</b>      | <b>outstanding sector leading</b>                            |
| <b>5</b> | <b>Very Good</b>      | <b>major strengths</b>                                       |
| <b>4</b> | <b>Good</b>           | <b>important strengths with some aspects for improvement</b> |
| <b>3</b> | <b>Satisfactory</b>   | <b>strengths just outweigh weaknesses</b>                    |
| <b>2</b> | <b>Weak</b>           | <b>important weaknesses</b>                                  |
| <b>1</b> | <b>Unsatisfactory</b> | <b>major weaknesses</b>                                      |

**Capacity for continuous improvement statement**

**Our overall evaluation of the school's capacity for continuous improvement:**

- \* We are confident in our capacity for continuous improvement x
- \* We have a few concerns about our capacity for continuous improvement

**Comment:**

As a school we have evaluated all the Core Quality Indicators and identified aspects for improvement. We have identified areas for improved self-evaluation in session 2019-20 that will allow the school to continue to improve. Leadership in the school is strong at all levels with most parents feeling the school is well led and managed and almost all of those who expressed a view said they were satisfied with the school. The Parent Council is vibrant and plays a vital part in the school improvement journey and is endeavouring to engage with more parents across the community.

# IMPROVEMENT PLAN 2019-2020

## Bucksburn Academy



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

| National Priorities   | Local Authority Priorities   |
|---|--|
| <b>Cross cutting themes</b>   | <ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology<br/>95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026</li> </ul>   |
| <b>NIF Priority 1:<br/>Improvement in attainment, particularly in literacy and numeracy</b>   | <ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>   |
| <b>NIF Priority 2:<br/>Closing the attainment gap between the most and least disadvantaged children.</b>                                | <ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>   |
| <b>NIF Priority 3:<br/>Improvement in children and young people’s health and wellbeing.</b>   | <ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the affects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> </ul>  |
| <b>NIF Priority 4:<br/>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b> | <ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul> |

### Overview

#### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information



**LOIP 'Prosperous People' partially realised through the ICS 'Children are our Future' theme identifies 3 primary drivers:**

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

**The ICS primary drivers have guided the formation of 4 key priorities for action:**

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

### HGIOS?4 QIs

- |   |                                       |  |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                        | 3.2 Raising attainment and achievement         |
| 1.3 Leadership of change                      | 2.3 Learning, teaching and assessment | 3.2 Securing children's progress (ELC)         |
| 1.4 Leadership of management and staff        | 2.4 Personalised support              | 3.3 Increasing creativity and employability    |
| 1.5 Management of resources to promote equity | 2.5 Family learning                   |  |
|   | 2.6 Transitions                       |  |
|   | 2.7 Partnerships                      |  |

### Curriculum for Excellence – Entitlements for all children and young people

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</li> </ol> | <ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and sustained destination.</li> </ol> |
|--|---|

**Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy**
**Lead Responsible: Fiona Stephen/Mike Paul/Thom Sherrington**
**Partnership Forum (where appropriate):**
**Expected Outcome(s) for whom, by when, by how much?**

- Improved performance in CfE levels and SQA attainment – 2% increase in S3 Lit and Numeracy, 5% increase in 1+ and 3+ at Level 6
- Evidence of effective feedback in all observed classes
- Increased teacher confidence in delivering ‘excellence in teaching’
- Curriculum to meet the needs of all by providing appropriate pathways

| Impact Measures How will we know?  | QI         | Specific Actions   | QI 1.5 Management of resources to promote equity |                          | QI 1.3 Leadership of change<br><br>Who? | Timescale<br><br>By When?                      | Progress |
|--|------------|--|--|--------------------------|---|--|----------|
|  |            |  | Time Resource                                    | School Budget Resource £ |   |  | On Track |
| Increase in CfE levels in Literacy and Numeracy  | 2.3<br>3.2 | Develop Literacy and Numeracy across the curriculum strategies                     | Staff meetings                                   |                          | L Flynn, K Simpson                      | By June 2020                                   |          |
|  |            | Develop feedback strategies in all classes   | CPD activities                                   |                          | F Stephen, T Sherrington                | By Nov 2019                                    |          |
| Increase in SQA attainment –<br>1+ Higher by 5%<br>3+ Higher by 5%<br>Attainment in S6 to match VC | 3.2        | Ensuring successful pathways for all in courses started at beginning of S5 and S6. | As required to adapt courses                     |                          | T Sherrington, C Duncan/Z Birnie        | By May 2020                                    |          |
| Evidence of effective feedback in all classroom  | 2.3        | Continued development of feedback in T&L   | CPD  |                          | M Paul/ L&T collegiate group            | Dec 2019 observations                          |          |
| Increased teacher confidence on ‘excellence in teaching’   | 2.3        | Development of practice following the in-service presentation by Mark Burns        | CPD  |                          | M Paul/L&T collegiate group             | In-service May 2019<br>Ongoing through session |          |
| Appropriate pathways for all pupils  | 2.2        | Curricular review S1-6   | Staff meetings                                   |                          | M Paul                                  | By February 2020                               |          |

**Monitoring Progress and Evaluating Impact**

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

**Pupil Equity Fund Budget Allocation April 2019 - £48,000**

**Pupil Equity Fund Rationale 2019-2020**

**‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**

Closing the gap is central to the work of the school. Funds are being used to ensure that all ‘vulnerable’ pupils benefit whether they are in SIMD 1-3 or 8-10 or whether they are entitled to free school meals or not. Sir Alasdair MacDonald of the Education Endowment Foundation states that there are three areas where schools can make capital in reducing the gap – support for learning, enrichment opportunities and raising aspirations. As a school we have developed a rationale for our support for learning and have a mentoring programme to help raise aspirations. We will continue to develop these to take account for any ‘gaps’ but will, following pupil consultation, use these additional funds to provide enrichment opportunities within the curriculum.

**Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  
**Achieving Equity – Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

**Analysis of data indicates that there is a gap between the assessment performance of pupils depending on SIMD though this is not consistent among year groups and on different assessments (MidYIS, S3 assessment, SQA performance). There are also hidden pupils who are “at risk” or “vulnerable”. Attendance appears to be a major contributor to under performance in attainment and there does appear to be a link between SIMD and attendance.**

- **Enrichment activities for all (S1-3) with a link to employability skills in S2 and S3 to ensure all pupils benefit**
- **Literacy skills amongst some groups to be improved through continuation of Accelerated Reader and focused Literacy groups – clear gap between quintiles 3 and 4 and quintile 5.**

- Numeracy skills amongst some groups to be improved through continuation of Sumdog and focused Numeracy groups – clear gap between quintiles 3 and 4 and quintile 5.
- Develop mental health strategy to support all young people
- Poverty proofing the school day – review all areas to ensure finance does not impact on access to the wider curriculum.

**Full plans for the spend of the Pupil Equity Fund have not been finalised. The school community will decide this during the course of the year.**

**Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people**

**Lead Responsible: C Duncan**

**(See PEF Spending Plan for continuation items)**

**Partnership Forum (where appropriate): Corrine Japp  
(Family Support Adviser)**

**Expected Outcome(s) for whom, by when, by how much?**

- Clear identification of vulnerable learners across the school – these pupils tracked and monitored.
- Improvement in literacy by one CfE level for identified young people by March 2020
- Improvement in numeracy by one CfE level by one
- Increased engagement in classes associated with enrichment activities and in poverty proofing – attendance of target group increases by 2% by March 2020
- Employability skills increase – increase in positive destinations by 2021

| Impact Measures How will we know?                                   | QI         | Specific Actions   | QI 1.5 Management of resources to promote equity                  |         | QI 1.3 Leadership of change<br><br>Who? | Timescale<br><br>By When?                       | Progress        |
|---|------------|--|---|---------|---|---|-----------------|
|   |            |  | Time Resource   | PEF £   |   |   | On Track        |
| CfE levels increase   | 3.2        | Literacy and numeracy groups to improve levels in these areas to allow full access to the curriculum   | 0.5 DHT Pupil Equity to track, monitor and identify interventions |         | C Duncan<br>Pupil Support               | Throughout the year                             | Behind Schedule |
| Employability skills – through improved pathway and career planning | 3.3        | Enrichment activities<br>S1 – Edinburgh curricular experience (Humanities)<br>S2 – Outward Bound skills to Loch Eil<br>S3 – Deeside Activity Park – Employability skills | Enrichment activities for all young people (S1-3)                 | £19,000 | T Sherrington<br>V Esslemont            | S1 – May 2019<br>S2 – Feb 2020<br>S3 – May 2019 | Not Actioned    |
| Poverty proofing the school day                                     | 1.5<br>3.1 | Ensuring pupils have full access to the curriculum – including HE and other paid for activities e.g. Horse riding  | Financial resource  | £10000  | C Duncan                                | August 2019                                     |                 |

|   |     |  |                       |                                    |                                  |                     |  |
|---|-----|--|-----------------------|------------------------------------|----------------------------------|---------------------|--|
| Improvement in pupil mental health – questionnaires | 3.1 | Develop a mental health strategy based on work initiated in November 2018 in-service on ACEs | <b>Staff meetings</b> | Cost related to SPARK input c£2500 | <b>Z Birnie/collegiate group</b> | <b>By June 2020</b> |  |
| Breakfast club in ASN Wing                          | 3.1 | Ensure all pupils start the school day with a meal   |                       | £1000                              | <b>D Thomson</b>                 |                     |  |
|   |     |  |                       |                                    |                                  |                     |  |

**Monitoring Progress and Evaluating Impact**

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

**Overall Pupil Equity Funding Planned Expenditure**

|                              | Details – Resources and Staffing | Approximate Cost £ |
|------------------------------|----------------------------------|--------------------|
| <b>Literacy</b>              |                                  |                    |
| <b>Reading</b>               |                                  |                    |
|                              |                                  |                    |
|                              |                                  |                    |
| <b>Writing</b>               |                                  |                    |
|                              |                                  |                    |
|                              |                                  |                    |
| <b>Listening and Talking</b> |                                  |                    |
|                              |                                  |                    |
|                              |                                  |                    |
| <b>Numeracy</b>              |                                  |                    |
| <b>Numeracy</b>              |                                  |                    |
|                              |                                  |                    |
|                              |                                  |                    |
| <b>HWB</b>                   |                                  |                    |

|                   |                                 |               |
|-------------------|---------------------------------|---------------|
| <b>HWB</b>        |                                 |               |
|                   |                                 |               |
|                   |                                 |               |
|                   |                                 |               |
| <b>Staffing</b>   |                                 |               |
|                   |                                 |               |
|                   |                                 |               |
| <b>Additional</b> | S2 Loch Eil Outward Bound Trip  | 7,000         |
|                   | S1 Edinburgh Experience         | 7,000         |
|                   | S3 Deeside Activity Centre      | 5000          |
|                   | Poverty proofing the school day | 10000         |
|                   | SPARK inputs                    | 1,000         |
|                   | Breakfast Club                  | 1000          |
|                   | <b>Total</b>                    | <b>31,000</b> |

**Improvement Priority 3: Improvement in children and young people's health and wellbeing**

**Expected Outcome(s) for whom, by when, by how much?**

- Increase in pupil confidence and resilience
- Improved transition arrangements P7-S1

**Lead Responsible: Z Birnie/D Thomson**

**Partnership Forum (where appropriate): M Paul**

| Impact Measures How will we know?                                  | QI  | Specific Actions   | QI 1.5 Management of resources to promote equity |  | QI 1.3 Leadership of change<br><br>Who? | Timescale<br><br>By When? | Progress        |
|--|-----|--|--|--|---|---------------------------|-----------------|
|  |     |  | Time Resource                                    | School Budget Resource £                 |   |                           | On Track        |
| Increase in pupil confidence and resilience – pupil questionnaires | 3.1 | Develop a mental health strategy based on work initiated in November 2018 in-service on ACEs               | Staff meetings                                   | Cost related to SPARK input c£1000 (PEF) | Z Birnie/collegiate group               | By June 2020              | Behind Schedule |
| Improved transition for vulnerable pupils                          | 2.6 | Support pupils who have not gained access to ASN Wing  | 0.6FTE PT (ACC funding)                          | -  | D Thomson                               | Ongoing                   | Not Actioned    |
| Increased literacy attainment from P7 to S3                        | 3.2 | Transition English teacher working with Primary colleagues to develop commonality of language and approach | 0.4FTE English                                   | From school staffing                     | F Stephen                               | Ongoing                   |                 |
|  |     |  |  |  |   |                           |                 |
|  |     |  |  |  |   |                           |                 |

**Monitoring Progress and Evaluating Impact**

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

| <b>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b><br><b>Lead Responsible: T Sherrington</b> |     | <b>Expected Outcome(s) for whom, by when, by how much?</b> <ul style="list-style-type: none"> <li>Increased awareness of employability skills amongst pupils</li> </ul> |  |                          |   |                           |          |
|--|-----|---|--|--------------------------|---|---------------------------|----------|
| <b>Partnership Forum (where appropriate):</b>  |     |   |  |                          |   |                           |          |
| Impact Measures How will we know?  | QI  | Specific Actions  | QI 1.5 Management of resources to promote equity |                          | QI 1.3 Leadership of change<br><br>Who? | Timescale<br><br>By When? | Progress |
|  |     |   | Time Resource                                    | School Budget Resource £ |   |                           | On Track |
| Increased staff understanding of employability skills  | 3.3 | Share SCRIPT for Success with all staff   | Staff meeting                                    | -                        | T Sherrington                           | October 2019              |          |
| Increased pupil understanding of employability skills  | 3.3 | Develop skills profile using Google Forms   | -  | -                        | T Sherrington                           | May 2020                  |          |
| Increased positive destinations  | 3.3 | As above  | -  | -                        | T Sherrington                           | Feb 2021                  |          |
|  |     |   |  |                          |   |                           |          |
|  |     |   |  |                          |   |                           |          |
| <b>Monitoring Progress and Evaluating Impact</b><br><i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i>                                |     |   |  |                          |   |                           |          |
| <b>Impact and Evidence:</b>  |     |   |  |                          |   |                           |          |

| <b>Improvement Priority 5: Faculty Review</b>   |                   | <b>Expected Outcome(s) for whom, by when, by how much?</b>   |  |                                   |   |                           |                 |
|---|-------------------|--|--|-----------------------------------|---|---------------------------|-----------------|
| <b>Lead Responsible: M Paul</b>   |                   | <ul style="list-style-type: none"> <li>Appropriate Faculty structure to accommodate change in school roll to 2025</li> </ul> |  |                                   |   |                           |                 |
| <b>Partnership Forum (where appropriate):</b>   |                   |  |  |                                   |   |                           |                 |
| Impact Measures<br>How will we know?  | QI                | Specific Actions   | QI 1.5<br>Management of resources<br>to promote equity |                                   | QI 1.3<br>Leadership of<br>change<br><br>Who? | Timescale<br><br>By When? | Progress        |
|   |                   |  | Time<br>Resource                                       | School<br>Budget<br>Resource<br>£ |   |                           | On Track        |
|   |                   |  |  |                                   |   |                           | On Track        |
|   |                   |  |  |                                   |   |                           | Behind Schedule |
|   |                   |  |  |                                   |   |                           | Not Actioned    |
| Successful consultation with stakeholders   | 1.3<br>1.4<br>1.5 | Review proposal to be consulted upon   |  |                                   | M Paul  | By<br>October<br>2019     |                 |
| Proposal approved by ACC  | 1.3               | Business case to be prepared and submitted for approval  |  |                                   | M Paul  | By<br>January<br>2020     |                 |
| Job sizing to be completed  | 1.3<br>1.4        | Each post to be sized  |  |                                   | M Paul  | By May<br>2020            |                 |
| All posts filled  | 1.4               | Posts advertised and interview process concluded   |  |                                   | M Paul  | By August<br>2020         |                 |
|   |                   |  |  |                                   |   |                           |                 |
| <b>Monitoring Progress and Evaluating Impact</b>  |                   |  |  |                                   |   |                           |                 |
| <i>(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)</i> |                   |  |  |                                   |   |                           |                 |
| <b>Impact and Evidence:</b>   |                   |  |  |                                   |   |                           |                 |

| <b>QI 1.2 Leadership of Learning 2019-20</b>   |  |
|--|--|
| <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>   |  |
| <b>Whole School Initiatives / Maintenance Areas</b>  | <b>Leader(s)<br/>Promoted and Unpromoted Staff</b>         |
| Learning and Teaching group – focus on Feedback and ‘Excellence in Teaching’. Organise and lead on professional development. | Collegiate group – all members                             |
| Developing Learning for Sustainability across the school   | Collegiate group – led by A Patrigeon, J Mills, J Davidson |
| Health and wellbeing   | Collegiate group   |
| Closing the Gap  | Collegiate group – led by C Duncan                         |
| DYW  | Collegiate group   |
| Parental Engagement  | Collegiate group   |
|  |  |

**Date uploaded onto website:**