



Standards and Quality Report

Session 2010-11

The School and its Context

Dyce Academy is a six-year comprehensive school situated in the northern part of Aberdeen. The school serves the Dyce district of North Aberdeen and the surrounding rural area, including the village of Newmachar, Kingseat and outlying hamlets in Aberdeenshire. There is a mix of private and social housing. The Aberdeenshire plan reflects anticipated growth in the Newmachar area with proposals for 600 houses and a second primary school. The main associated primary schools are Dyce and Newmachar. Cordyce School is part of the ASG and a number of pupils come from Stoneywood school. In addition, the school attracts pupils from other school catchments such as Stoneywood. The school roll was 565 in September 2010. The roll in September 2011 is expected to be 569. Each session the annual S1 intake is around 110. There are approximately 50 full-time equivalent teaching staff.

The school is managed by a Senior Management Team of 5 (Head Teacher, 3 Depute Head Teachers and 1 School Support Services Manager). We have 10 Faculty Head posts appointed under the new management structure for the school, 3 Principal Teachers Pupil Support (Guidance), 1 Principal Teacher Pupil Support (Support for Learning) and approximately 35 teaching staff. The teaching complement in September 2010 was approximately 50 full time equivalent staff. These teaching staff are supported by non teaching staff. In addition there is a learning support team of 4 full time equivalent which includes Additional Support Needs, Behaviour Support and MICAS provision.

MICAS (Mainstream Integration of Children on the Autistic Spectrum) caters for young people on the autistic spectrum diagnosed with Asperger's Syndrome, providing them with a base in which they can receive special education suited to their needs. The MICAS curriculum reflects the individual needs of the pupils and addresses specifically the area of life and social skills. Importantly, our aim is for the young person to progress from the base into mainstream school classes for the majority of their time in school. A level of our success is that all MICAS students are fully integrated into mainstream classes by the end of S4. Many MICAS students pursue successful further and tertiary education courses and enter the world of work.

Dyce Academy, the home of Aberdeen City Music School (ACMS) is a national centre of excellence for music. It offers talented musicians from across Scotland the opportunity to follow a highly specialised music curriculum within a comprehensive school. Admission is by audition. There are currently 42 pupils in ACMS, the majority of whom are residential. There is a purpose built residence in the grounds of the school. ACMS and the residence is managed by the Head Teacher with the support of the Director of ACMS, 1 Residence Manager, 2 Depute Residence Managers, 6 House Parents. Specialist tutors from the professional world of music are contracted to work with the individual pupils in their areas of specialist study. This affords the opportunity for high quality tuition which would only otherwise be available in centres such as London, Glasgow and Manchester. A sophisticated, specialised curriculum has been devised to integrate musical and academic studies. This integrated approach has a positive impact on the ethos and cultural life of Dyce Academy as a school and Aberdeen City as the wider community. At the end of S6 the majority of ACMS students continue their studies in Music at conservatoire level including at the Royal Northern College and Royal Academy of Music in London.

Key Strengths of the recent HMIE Inspection of Dyce Academy were identified as –

- Teachers' commitment to meeting the needs of all learners
- Effective collaboration with Bucksburn Academy which significantly enhances the senior school curriculum
- The wider range of opportunities for young people to develop additional skills for life and work
- The very high standard in performing skills of young people in the Aberdeen City Music School

The school's playing fields are adjacent to the campus and are unfenced, hence open to the community. School facilities include a 25 metre swimming pool, multi purpose area, games hall and library resource centre which supports both the school and ACMS.

The school's energetic and talented staff have excellent relationships with pupils, parents and the local community. There are strong links with local businesses and a number of them are making a significant impact on the curriculum -

- Work experience links provided by Aberdeen City Council Work Experience unit and other local businesses.
- Aberdeen College provided skills for work opportunities for S3 and S4 pupils.
- Mock Interviews are undertaken by local companies with S4 pupils.
- All S3 pupils are offered the opportunity to participate in experiences at Aberdeen College.
- All S4 pupils are given work experience opportunities with further opportunities given to S5-6 pupils to support particular career interests e.g. Medicine.
- Extra-curricular involvement by Expro has enabled the school to participate in the Greenpower Challenge project.

The work of the Parent Association enhances these links and the work of the school in general. For example providing pen drives to S1 pupils was directly financed by the Parent Association. The extensive fund-raising undertaken by the school receives recognition through rewards donated by the Parent Association.

The school continues to explore and expand links with the local community to improve the overall quality of the pupils' experiences in the local and global community. Artefacts have been created for display in the local park and students have been involved in planting trees for the community. Pupils have been working with Whitespace to rejuvenate a derelict space for use by local young people

Dyce Academy has developed strong and effective sustainable links with Otieno High School in Kisumu, Kenya. This has been funded by the British Council and has enabled an exchange of staff and pupils to develop curricular projects involving S1-S4 pupils in Social Subjects, English and ICT to publish a book of pupil biographies. The book produced by the schools has been sold within the school community. Dyce Academy is recognised as a centre of good practice in promoting Global Citizenship by the Montgomery Development Education Centre.

Fair Trade status has again been achieved for the school. The Fair Trade group has had an impact on areas as diverse as Home Economics and PE with departments being encouraged to adopt a Fair Trade philosophy towards their purchases.

The school has strong and effective S3-S6 curricular links with Bucksburn Academy. Pupils benefit from a consortium arrangement with Bucksburn Academy where joint timetabling allows a greater degree and flexibility of subject choice by providing an extensive range of courses. This arrangement promotes and enhances senior students' independence of learning and prepares them for moving to a new learning environment.

School Aims

The aims of Dyce Academy have recently been reviewed by a staff working party and supported by the outcomes of an S1-S6 pupil focus group on learning and teaching.

The aims of Dyce Academy are to provide a wide range of interesting and enjoyable educational activities which will provide pupils with opportunities for the development of:

- core areas including Literacy, Numeracy and Health and Well-Being, both within subject areas and across the curriculum
- knowledge and understanding
- abilities talents and interests
- social skills, including the development of self-respect and consideration of others within a structure which allows for the different needs of individual pupils.

We seek to achieve these aims by:

- creating a positive working atmosphere
- using a variety of learning and teaching approaches within a clearly structured framework
- drawing on a wide range of resources
- encouraging pupils to work towards realistic but challenging targets
- monitoring and recording individual pupil's progress
- giving pupils, where appropriate, some choice in, and responsibility for, their own learning
- evaluating current school practices on a regular basis
- providing staff development programmes

We believe that in achieving our aims we will enable young people to develop the confidence, adaptability and skills necessary to take an active and fulfilling role in the world.

Next steps will be to discuss the current school logo and to create a badge which reflects the key strengths of Dyce Academy. We have been working with Aker Solutions, one of our business partners, to involve pupils in the design process.

These discussions, along with the decision to adopt a dress code, have enabled us to take initial steps towards creating a Vision and Values statement that will be shared with all stakeholders. We are actively taking steps to reinforce the core purpose of learning by encouraging greater responsibility among our young people with a key focus on challenge and pace.

Priorities and Progress from Previous Standards and Quality Report

Learning and Teaching

Key Theme: To actively engage young people in the highest quality learning activities to raise attainment through Assessment is for Learning (AiFL), Curriculum for Excellence (CfE) and Positive Behaviour Management (PBM)

AiFL: - Each department will ensure that AiFL techniques are embedded in the learning experiences and outcomes to ensure consistency of approach in department or faculty. Timescale – 2 years

- This is the first year of this 2-year cycle and good progress is being made. HMIe noted good progress and made recommendation for enhanced focus on the skills element of learning intentions.

CfE: - Each department will develop the curriculum and improve learning and teaching in line with national expectations including whole school responsibility for literacy, numeracy and health and wellbeing. Timescale – 3 years

- Departments are continuing to develop the curriculum in line with CfE. The focus was on the S2 curriculum for delivery session 2011-12. HMIe noted that curriculum development was having a positive impact on young people's learning in S1. Recognition was made that changes in staffing has had an impact on Literacy, Numeracy and Health and Wellbeing. The school has a clear plan for developing Curriculum for Excellence.

PBM: - Whole school development of a positive behaviour management approach. Timescale – 3 years

- Some progress has been made by the working party in this area. An interim strategy was issued to staff. HMIe highlighted the need to be consistent in the use of these strategies. Work continues in this area.

Vision and Leadership

Key Theme: Our teachers and learners are successful, confident, exercise responsibility and contribute to the life of the school.

Each department will generate a self-evaluation calendar and activities. Timescale – 1 year

- Each Faculty generated a calendar of self-evaluation activities and this is to be expanded to a whole school calendar. HMIe highlighted that our staff are becoming increasingly reflective and saw some positive impact on young people's experiences in school. There is much good practice across the school on ways of finding out how pupils view their work.

Partnership

Key Theme: We identify the needs of and provide support and challenge for groups and individuals to meet the needs of all learners.

Plans to restructure and improve pupil support will ensure a more cohesive approach to personal support as per Building the Curriculum model, including increasing recognition of demands of GIRFEC. Timescale – 3 years

- Pupil Support now incorporates Guidance, Support for Learning, ASN Base and MICAS Base working together as a cohesive team. This has had a positive impact on the communication of information and the rationalisation of support for pupils. Effective links with a range of partner agencies help young people achieve and feel cared for in school. We continue to have excellent

pastoral links with our associated primary schools and this facilitated a major transition project focussing on literacy.

- We are identifying more effective partnership working with Community Learning and Development which will enhance pupil experiences to meet the needs of all learners.

People

Key Theme: Improving the quality of provision for learners

Pupil Support will develop procedures to ensure staff are aware of factors which may hinder learning through the medium of the GIRFEC agenda. Timescale – 3 years

- Pupil Support information has been consolidated and disseminated to staff in a more accessible format. All teaching and support staff are trained in Child Protection. Awareness of Looked After Children and their needs has been strengthened amongst all staff.

Culture and Ethos

Key Theme: Our school focuses on the extent to which it knows itself well and improves the successes and achievements of learners and the school community.

CPD for staff and a collegiate approach to whole school issues e.g. Positive Behaviour Management, Health and Wellbeing, Literacy and Numeracy. Timescale – 3 years

- This is ongoing as more information becomes available regarding Curriculum for Excellence and newly appointed staff have opportunities to take forward new ideas.

Whole school developments will focus on recognising pupils' wider achievements and parental involvement. Timescale – 3 years

- Whole school developments continue in recognising pupils' wider achievements. Parents have been encouraged to support Drug Awareness programmes and events.

Curriculum for Excellence Progress Report

Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

Dyce Academy has a clear curriculum plan for S1-S3 which has been developed by all staff . Additional evenings have been put in the school calendar to take parents through the transition process from junior phase into the senior phase. This plan allows for progression from primary school and has been enhanced by our curriculum transition project on literacy. This works alongside our pastoral transition programme. The focus this year is building on the curricular transition especially within literacy and numeracy. The challenge is in the tracking of the Experiences and Outcomes P6-S3.

Every child and young person is entitled to experience a broad general education (up to end of S3)

The curriculum rationale is based on choice which leads to flexible learners providing useful skills and knowledge which are relevant to young people.

S1 has been implemented and staff are currently delivering S2. Staff are increasingly confident in their use of the Experiences and Outcomes to plan and assess learning. We have a number of cross-curricular projects which are embedded in our S1-2 curriculum and have also developed an S1-S2 Skills for Life course which has various cross-curricular themes.

Discussions are now centring around the subjects to be developed for S3 choice in February 2012. Progression into the Senior Phase which articulates with prior learning will be a key aspect of the Improvement Plan for 2012-13.

Curriculum development is having a positive impact on young people's learning at S1.

Every young person is entitled to experience a senior phase where he or she can continue to develop the 4 capacities and also obtain qualifications (S4-6 and ages 16-18 out of school)

Discussions are to progress with Bucksburn Academy as to how we can maintain our consortia arrangement for the senior phase in order to provide flexible pathways to meet learners' needs. A curriculum map has been presented to the Parents' Association. This is being shared with pupils through PSE.

Currently in the planning stage is a flexible structure with the aim of meeting the needs of those who are at Level 4 or beyond. All departments are considering how their S3 courses will develop into the Senior Phase of the curriculum. Staff are engaging with the documentation available from the SQA and Education Scotland regarding the courses available at National 4, 5 and beyond.

Assessment for Learning has been a prominent feature across the whole school for the past few years. HMIE have recognised most tasks and activities are well-matched to young people's learning needs and our curriculum plan will reflect this good practice.

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

We have a strong focus on helping young people develop literacy and numeracy skills across the curriculum. We continue to develop skills for learning, life and work through our S1-2 Skills for Life programme, PSE and Work Experience programme.

Plans are in place to take forward a coherent approach to teaching Health and Wellbeing across learning. The appointment of a Faculty Head Health and Wellbeing is having a positive effect on the health agenda.

The school is at the early stages of how to monitor and track young people's progress in literacy and numeracy. Working groups are producing guides for teachers and offering CPD.

Young people raise considerable funds for charity, benefit from a range of business partners and those on extended work experience are developing important employability skills. Duke of Edinburgh Award Scheme, MV Awards and peer mentoring maintain a high profile within the school and develop important skills in leadership, communication and teamwork. The extensive activities associated with the British Council Kenya project has enhanced pupils' awareness of other cultures and global citizenship. At all stages enterprise skills are being developed through a range of projects

Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

Learners in S1 and S2 are increasingly reviewing their learning and setting targets. Departments are working on progress profiles to assist with reporting to parents.

The ASN base has been remodelled to allow for a more enriching approach in teaching ASN pupils skills for learning and skills for life. The Support for Learning team is flexible in its ability to respond to change in needs and can divert resources to support young people in their learning through a range of interventions such as Tutorial, XL programme etc.

Staff support young people very well in their learning and provide challenge through active learning activities.

There is a wide range of partners working to support learners within the context of the classroom. These projects develop learners' skills and understanding of the world outwith school.

S1 students are making use of the e-portfolio within Glow to record achievements both within and outwith school.

Every young person is entitled to support in moving into a positive and sustained destination (post-16)

There is a wide range of learning opportunities which meet individual needs to ensure appropriate post-16 progression. Individual work experience opportunities are provided to enable pupils to make informed choices. The PSE programme includes opportunities for pupils to develop skills in interview techniques through our Mock Interview programme, help with application forms including UCAS applications. There is specialist curriculum designed for the young people who attend the MICAS base, ASN or ACMS to ensure that their requirements post-16 are met.

Skills Development Scotland work with the school to offer appropriate careers advice and guidance. Information is also given to pupils about the financial arrangements for post-16 education including Educational Maintenance Allowances and help with finance of university fees.

Pupils with additional support needs work with Skills Development Scotland and Aberdeen Foyer (where necessary) to plan and monitor progression post-16. This starts at least 12 months prior to the pupils' intended leaving date.

The following processes are in place to support delivery across the entitlements

The school is making good progress in planning to deliver the 6 entitlements of Curriculum for Excellence. There is a clear curriculum plan for S1-S6 which has been agreed with all staff and shared with parents.

The school has promoted the uptake of CPD events nationally, locally and in-house to promote improvement. These have been linked to the priorities in the School Improvement Plan and have impacted on the quality of teaching in school. Staff are keen to support in-house CPD such as visiting other schools to observe policies, the ASG collaboration on Curriculum for Excellence and awareness of Asperger's Syndrome and Autism.

The culture of leadership among young people needs to be further developed. SMT are promoting leadership across the school and staff are aware that they can suggest initiatives and will be supported in taking them forward. Faculty Heads are very aware of their role in leading learning.

The school's practice in self-evaluation has dramatically improved. Staff have a greater understanding of the purpose of self-evaluation and of reflecting on evidence. There is much good practice evident across the school on ways of finding out how pupils view their work.

Effective arrangements are in place to assess and track wider progress at all levels. This is important in order for the school to increase its capacity to continue to improve.

1.1 – Improvements in Performance

5-14 Performance over time -

Year Group		2006	2007	2008	2009	2010	2011
S2 Level E	Reading	64.0%	71.7%	66.3%	69.2%	71.3%	75%
	Writing	57.0%	49.5%	52.5%	57.7%	60.5%	63%
	Maths	61.0%	60.6%	66.3%	66.4%	60.5%	55%

Performance in Reading continues to show an upward trend and is good. Writing performance shows a significant improvement and is considered to be good.

There is a dip in performance in Maths at Level E and this will be reflected in Faculty priorities for session 2011-12. Maths performance at Dyce Academy has decreased over the last 2 years.

The following information is taken from ScotXed in relation to National Qualifications.

Year Group	Target Measure % S4 Roll	2007/08	2008/09	2009/10	2010/11
S4	5+ @ level 3 or better	95%	93%	93%	92%
	5+ @ level 4 or better	79%	79%	78%	83%
	5+ @ level 5 or better	43%	32%	41%	35%
	1+ @ level 6 or better	7%	8%	8%	5%
S5	1+ @ level 6 or better	41%	44%	45%	52%
	3+ @ level 6 or better	24%	29%	22%	36%
	5+ @ level 6 or better	55%	49%	44%	58%
	1+ @ level 7 or better	12%	13%	19%	20%
S6	3+ @ level 6 or better	37%	30%	40%	33%
	5+ @ level 6 or better	23%	22%	25%	25%
	1+ @ level 7	12%	13%	19%	20%

Standard Grade results in most subjects areas are good.

- English has shown very slight improvement. The achievement of Credit passes at SG particularly Grade 1s will be a particular focus of the department.
- Mathematics shows room for improvement. Performance at Credit Level is the poorest in 5 years, although grades 1-4 (General/Credit) is typical of recent years. No candidates failed Foundation or failed to attend the exam. These results were in line with MidYis predictions for this cohort.
- All departments continue to have raising attainment as a priority for Session 2011-12 and Action Plans reflect this.

In 2010-11 S4 girls' attainment was lower than boys in most subject areas. This is in line with Aberdeen City and National statistics and departments are monitoring performance.

MidYis statistics in comparison with achievement at the end of S4 are satisfactory. The majority of MidYis predictions are in line with actual results. Examples of subjects which added value to the

MidYis predictions are Chemistry, Computing Studies, Administration, Drama, Technological Studies, Physics, French and PE.

For those at risk (MICAS, LAC, LAAC, ASN) our learners make good progress at their individual level. Results for Standard Grade and Access courses often match predicted grades. Our strategy for intervention such as Tutorial shows positive impact on the attainment outcomes for these pupils.

Intermediate results overall are good.

- English, Woodworking Skills and Graphic Communication have shown a significant improvement.
- Information Systems, Administration, Hospitality, PE, Physics, Geography, History and Modern Studies all show good results
- Areas for improvement have been identified as Intermediate Maths and Intermediate Art and Design.

More rigorous subject selection procedures have ensured that pupils are selecting National Qualifications at the appropriate level therefore the level of incomplete awards has diminished.

Higher results are good with areas for improvement

- English, Music, Modern Languages, Chemistry, Physics, Modern Studies, Geography, History, Philosophy and Photography are good.
- Graphic Communication, Mathematics, Art and Design and Drama show room for improvement

The majority of pupils achieved the grades at Higher that would be expected from their Standard Grade performance and as measured against their target grades.

Attainment trends compare well with comparator schools at national level. Dyce Academy is in line with its comparator schools or performing slightly better.

Our most accurate measure of attainment is at the end of S6. This is due to our consortium arrangement with Bucksburn Academy.

Advanced Higher results continue to improve.

- There has been a significant increase in the percentage attaining 5+ @ Level 6 or better and 1+ @ Level 7 at both S5 and S6 levels.
- AH Maths entries and performance are good and consistent with previous years. One S5 pupil achieved an A pass at this level.
- Physics, Biology and Music continue to show good results. ACMS students complete AH Music in S5.

Standards of attainment are evidenced by –

The school uses a wide range of quantitative and qualitative data to effectively identify appropriate learning and teaching with suitable tasks and activities. Students with Individual Education Plans (IEPs) achieve short term targets. Statistical data is used to monitor and coordinate support for ASN/vulnerable pupils. Next steps will be to use similar techniques to target the highest attaining pupils to ensure there is sufficient challenge and pace in teaching and learning.

All students in S3 to S6 are involved in individualised target setting which is regularly monitored by teaching staff and guidance staff. Ongoing dialogue between the students and teaching staff supports progression and identifies support necessary for achievement. Through planned reports, pupil planners, early warning systems, parents' meetings, etc, progress towards targets is monitored. Parents are also informed of their child's targets and involved in discussion to support progress. There has been improved tracking of individual progress across the school including departmental

profiles, record keeping, pupil evaluations and questionnaires. Some departments are using personal profiling to track and monitor progress.

Progression values demonstrate pupils' achievement at an appropriate level at National Qualifications - pupils are given opportunities to strive for entrance levels for Further and Higher Education according to their needs.

In Pupil Support (Guidance) in-depth interviews for all pupils are conducted at set times within the guidance calendar.

Quality of Learners' Achievement

There is good practice evident in that a large number of pupils are involved in the wider life of the school. Students are encouraged to be confident and responsible citizens and are encouraged to transfer skills across subject areas. There is a wide range of opportunities for students to exercise responsibility and take a more active part in the school and wider community.

Areas of good practice include:

- Major Interdisciplinary and cross curricular projects have been undertaken with all pupils in the 1st and 2nd year
- All S3 and S4 students are involved in the wider achievements of Enterprise, Environmental Education, 1st Aid, Thinking Skills, Media
- Fair Trade groups take direct responsibility for organising and running activities. We have again achieved Fair Trade Status.
- Active and sustainable citizenship links with a school in Kenya have been forged and enterprise activities between the two schools established. Students from both schools have enjoyed an exchange visit.
- Duke of Edinburgh groups (Bronze, Silver and Gold) are well-established
- Eco School working group has been established
- Green Power Challenge project participants
- Regular competitors in Petro Challenge
- Whole school Sponsored Walk for charity fund-raising with parental involvement
- A strong involvement in whole-school charity events such as Children in Need and Comic Relief. We have also successfully sponsored the training of a Guide Dog puppy (Barney).
- Business links established with local industry in relation to Skills for Work, Stratstone Jaguar, Entier Apprenticeship Scheme, BP Trading Challenge, Whitespace community project and a variety of subject-related curricular activities.
- All S4 have work experience. S3 are offered college placement experience. S5-6 have opportunities for work placements.
- Liaison with local industries has expanded. Expro are sponsoring the Green Power Project. Aker Solutions are supporting the ECO Group with gardening equipment.
- Active Schools have re-engaged with the school and are hosting lunchtime events
- Field trips and parliamentary visits enrich experience

- S1-3 and S4-6 focus groups discuss matters in relation to pupils' learning. The creation of a new positive behaviour management policy has arisen from many aspects of the pupils' comments relating to their experiences. Regular performance opportunities for Music arise throughout the school year.
- Pupils participate in the Dyce Academy Parents' Association and also the ACMS Parents' Council
- S3-S6 students have participated in the Aberdeen City Youth Forum
- Pupils' individual achievements are recognised in a variety of ways. Award systems such as Millennium Volunteer (MV) Awards, PEER cards, PRAISE slips are in place according to stage and reflect academic and wider school achievements. Achievements are recognised through Assemblies, Update magazine and the school website.
- There is a very good transition programme for P7 into S1 including a residential experience at Cullen. This pastoral aspect was enhanced by a curricular transition project focussing on literacy which took place January to March.
- Continued links with the Community Learning Team – Prince's Trust XL programme set up with 10 pupils and Drugs Awareness programme with parents.
- Activities Day provides opportunities for young people to engage with staff

ACMS as a centre of excellence is very good and students achievement is measured against such standards as THE Associated Board of the Royal Schools of Music. The majority of pupils exceed musical targets. The majority of ACMS students will achieve Advanced Higher Music or equivalent by the end of S5.

The ACMS curriculum provides many opportunities for master classes with professional musicians. Most music school students strive for diploma status. Students participate in a wide variety of local and national music competitions.

Impact of the School Improvement Plan

Developments in the Improvement Plan focus on pupils' performance and progress. Pupils are challenged to attain their full potential but this needs to be reinforced through a focus on the pace of learning and teaching. The audit process is used to inform the whole school High Level Plan and departmental/faculty Project Plans.

Whole school and departmental improvement planning are active ongoing documents. All staff have access to SMT minutes, minutes of SMT Link meetings, departmental meetings and working groups. Staff have spent time during In-Service to familiarise themselves with self-evaluation through improvement planning and are using this in departmental audits.

Regular quality improvement meetings with Faculty Heads/Principal Teachers focus on 5-14, MidYis and national examination results. There is ongoing monitoring by SMT.

All staff are involved in the whole-school policy making process. The majority of the staff are engaged with the working groups of the school.

Regular validation, monitoring and dialogue with the Quality Improvement Officer underpins the school's own quality assurance programme.

Pupil Voice	You get the grades you need and the staff make you work
Parent Voice	Teaching staff are very approachable and offer good support
Staff Voice	Committed to delivering quality even though there are resource issues
Wider Community Voice	Good efforts to work in the community. Pupils are very responsible in supporting charity events.

Overall the standard of performance at Dyce Academy is good.

2.1 – Learners' Experiences

Our pupils are highly motivated and participate in their learning. Pupils experience a wide range of Learning and Teaching approaches in classes and are almost all well motivated and show a commitment to their work. Behaviour is good overall and young people benefit from well organised lessons, with clear aims. HMIe have commented that teachers have established a positive and productive learning climate which encourages young people to participate and feel supported in their learning.

Young people learn actively and make choices about what and how they learn. All departments value pupil voice in reviewing and evaluating units and courses of works using a variety of methods. Learners set SMART targets and are actively involved in revision and consolidation tasks. Departments are encouraged to display work on classroom walls, on the plasma screen in the foyer and in the corridors.

Class sizes have been increased to 30 pupils in some cases. A Homework Planner is well established which provides a very effective homework monitoring system and the opportunity for communication with parents.

Young people feel the school supports them well to develop a positive outlook on health and wellbeing. Lifelong participation in physical activity is being encouraged well through the introduction of core PE for the senior school.

Staff are adopting a collegiate approach to the implementation of Curriculum for Excellence. Use has been made of a designated area in the staff centre to share evidence of good practice. Peer visits and discussions were also undertaken with our associated primary schools. All departments are ensuring that formative assessment is a feature of their work supported by CPD sessions. The curriculum model for the Junior Phase (S1-S3) has been agreed with all staff, shared with the Parental Association and finalised. The structure of the school day changed in May 2011. All subject areas have been given support through Learning Unlimited to focus in particular on learning intentions and effective questioning and formative assessment techniques. This focus has been maintained this session. Classroom observation of teaching and learning is undertaken by SMT and Faculty Heads. SMT also receive minutes of departmental meetings, discuss these with Faculty Heads and attend focus departmental meetings.

S1-S6 pupils engaged in a series of focus groups with SMT and HMIe looking in particular at their experience of learning and teaching. Their views have been shared with staff and will contribute to the further improvement of their experience at Dyce Academy. A review of homework and the use of praise are two areas that have come out of the groups' discussions.

All teaching areas are now equipped with Interactive Whiteboards. All students in S1-S3 and selected S5-6 students have been issued with Glow access. Additional investment has been made in Notebook computers and wireless network provision in the school has been established. ICT is being used in increasingly innovative ways throughout the school.

Pupils are responsible and contribute actively to their community through charity work, ECO schools, Community Art project, Environmental Education, Fair Trade et al. The Youth Philanthropy Initiative continued with S5-6 students and as a direct result Archway in Dyce were awarded £3,000 towards new equipment. Cross-country and Football are part of a wide range of extra-curricular activities. The school successfully bid for Awards for All and a new fitness suite has been set up. Duke of Edinburgh Awards Scheme, MV (Millennium Volunteer) Awards, Fair Trade, Charities and Eco School all provide pupils with opportunities to develop skills in leadership.

Pupils are treated with equality, fairness and respect at Dyce Academy. There is a strong ethos of inclusion at Dyce Academy and diversity is actively promoted. MICAS, ASN and ACMS pupils are fully integrated into the life of the school and benefit from personalised alternative learning opportunities built into the curriculum.

All P7/S1 pupils as part of the Primary/Secondary transition programme participate in a highly successful 3-day residential experience.

Pupil Voice	We can speak to the staff about things that concern us and we know we are listened to – S2 student council
Parent Voice	We are given a lot of information about our child's progress and feel welcome – feedback from S4 Parents' Evening
Staff Voice	Staff are willing to take on new initiatives and we feel supported in taking risks.

We judge overall experience of learners at Dyce Academy as good.

5.1 - Curriculum

Recent HMIE inspection validated the curriculum good and supports learning well.

The rationale and design of the curriculum

A very broad curriculum is offered to pupils. As they progress through the school students have increasing opportunities for choice. At all stages in the school, the importance of personal education and development is recognised as well as the requirement to ensure that pupils achieve their potential in external examinations.

The school continues to make progress on designing the S1-S3 curriculum in line with Curriculum for Excellence advice. A Curriculum Map for S1-S6 has been produced and shared with staff and the Parents Association.

The development of the curriculum

The curriculum at each stage follows national guidelines and shows good evidence of breadth, balance and flexibility.

Curriculum review and development takes place on a regular basis at departmental level as courses are evaluated and revised. Areas of the curriculum are developed each year based on self-evaluation, feedback from observation and from pupil evaluation. Staff have been engaged in auditing courses against the cross-cutting themes of Health and Well-being, Literacy and Numeracy.

Extended PSE courses in S3/S4 are managed and delivered by cross-curricular teams and are in line with Curriculum for Excellence. Interdisciplinary curriculum projects in S1/S2 continue to be undertaken which involve the majority of departments in the school and engages with the local community. This will continue to be embedded in our curriculum.

Programmes and courses

S1 pupils receive a broad, general education in line with Curriculum for Excellence.

S2 pupils receive a broad, general education in line with 5-14 guidelines.

S3-S4 pupils study 7 National Qualification courses at SCQF Levels 3-5. There are some exceptions where individual pupils can take courses at SCQF Levels 6 and 7.

S5 students select 5 National Qualifications from the subject choices offered by Dyce Academy and Bucksburn Academy.

S6 students select 4 National Qualifications and contribute to the wider life of the school in activities such as classroom assistant work and peer support.

The current S3-S4 and S5-S6 examined curriculum is constructed directly from student choice. External providers eg Aberdeen College, enable students to access additional learning opportunities. There is an established link with Bucksburn Academy to offer greater subject choice in S5-S6. Work Experience, college placement and industry links are continually being developed to enhance the curriculum and to meet individual needs. The Community Learning Development team supported the delivery of the Prince's Trust XL Programme.

There is a specialist curriculum designed for young people who attend the MICAS base. It is appropriately designed to meet the needs of these young people.

The flexibility of the ACMS curriculum has allowed pupils to achieve excellence in Music

Transitions

The transition programme for P7 to S1 is very good. A regular exchange of visits and information between the academy and its associated schools make good use of information on learners. Documentation to support transfer of information on pupils with additional support needs has been developed by feeder primaries and the Academy. The Cullen 3-day residential experience is an example of good practice. Senior pupils are trained to take a leadership role in the Cullen programme and peer support scheme.

Departments are all involved in P7 sample visits and the P7 Parents' Open Evening. Primary school visits by Pupil Support staff and SMT assess the needs of individuals. Through regular Associated School Group meetings we have strong collaborative partnership with our zoned city and Aberdeenshire associated primaries. It should be noted that the in-service calendar for Aberdeen City and Aberdeenshire do not always coincide. Despite this we have shared in-service on solution orientated training and held after school planning meetings. In addition we are developing links and planning jointly with colleagues throughout the Bucksburn ASG through regular ASG meetings.

Skills Development Scotland support our transition programmes for S2 into S3 and S4 into S5 and S6.

S5-6 students all participate in an organised induction programme to the senior school which involves joint planned experiences with Bucksburn Academy.

Transition at post-16 is judged to be good. The school is above the national average for leavers entering employment and there is evidence of growth in uptake for further and higher education.

The majority of parents and pupils consider the school offers the full range of subjects particular to the needs of their child. Budget and resource constraints are affecting our ability to maintain this range of courses.

Pupil Voice	Most of the teachers try to make the lessons interesting but some need to be more aware of the amount of homework we get in some subjects
Parent Voice	The teaching staff keep good order and my child seems to be very happy in their learning
Staff Voice	The length of the school period can be too long and needs to be reviewed. More opportunities to share good practice and find out about the rest of the school would be of use.

We judge overall experience of the curriculum at Dyce Academy as good.

5.3 - Meeting Learning Needs

Tasks, activities and resources

Lessons are well paced and provide effective interventions and challenges where appropriate and good individual support during lessons. Subject teachers work closely with support staff and are

provided with information on individual pupil needs and a range of strategies tailored to meet those needs.

The majority of teachers know their pupils well, and take individual learning needs into account when planning and delivering learning activities. Materials are differentiated to meet the varying needs of learners and individual curricula are provided for ASN and MICAS pupils.

Identification of learning needs

Diagnostic assessment is used to identify individual's strengths and weaknesses. Assessment evidence is kept for every individual pupil. Individualised learning programmes are provided for most of our learners and where identified Individual Educational Plans (IEPs) and Co-ordinated Support Plans (CSPs) are in place. Targets are discussed with pupils and shared with parents. An area for development is the involvement of pupils in the setting of these targets.

We regularly review and evaluate learners' needs including those whose needs are significantly different from those of their peers. We work effectively with our learners, parents and partnership agencies. This procedure of working within the Integrated Assessment Framework (IAF) supports the Getting It Right for Every Child (GIRFEC) agenda.

The roles of teachers and specialist staff

Most pupils are well-motivated and feel secure in the school. They state that teachers care for them, recognise that they are taught how to deal with problems and are given appropriate information to support their learning beyond school. Focus groups have engaged a representative sample of pupils from all year groups in discussions about the quality of learning and teaching. The results of this are being used in whole school discussions and will inform learning and teaching policy on meeting learning needs.

The quality of pastoral care throughout the school is judged to be good. Parents are satisfied with the level of support provided by Pupil Support staff and feel that the curriculum support provided by teachers is appropriate to allow their child to succeed. Pupil Support staff play a key role in this success but all staff recognise the importance of supporting pupils and ensuring that their needs are met.

Regular reviews and dialogue with parents take place through calendared events such as Parents' Evenings as well as targeted meetings where necessary. Information opportunities for meetings and communication with parents occur as necessary. We have introduced personal learning plans where necessary. E-portfolios using Glow have been introduced for S1 pupils to record achievement and these will be further developed during session 2011-2012.

Pupil Support staff within the school provide invaluable support to staff, learners and parents as do Pupil Support Assistants.

Our partnerships with agencies such as Educational Psychology, Social Work and Skills Development Scotland have a positive impact on the learning, support and transition arrangements for pupils. In addition the school works closely with health professionals including the School Nurse and School Doctor. In turn these professionals may make referrals to other outside agencies to support our pupils in terms of their health and well-being.

Meeting and implementing the requirements of legislation

The school has procedures for meeting the needs of legislation. A member of SMT has been designated with responsibility for Pupil Support. A major review of pupil support has been initiated; in particular pupil mentoring is being discussed.

All staff have been made aware of the implications of the Additional Support for Learning Act and work is ongoing in school to ensure that school practices comply with this. All staff have undertaken relevant child protection training. The Head Teacher is the designated Child Protection Officer.

Pupil Voice	I really value the monitoring meetings and feel that I am being supported in my studies especially at difficult times
Parent Voice	I sent my child to Dyce because I knew the school's support structure would help support me and my daughter. I am glad to say she is flourishing.
Staff Voice	Staff know that they have access to all types of support from a variety of services
Wider Community Voice	This is one of the most successful schools in offering support to second start pupils and has a good track record

We judge meeting learning needs at Dyce Academy as good.

5.9 – Improvement Through Self-Evaluation

Commitment to self-evaluation

Staff are committed to self-evaluation. There are regular meetings between SMT and Faculty Heads/Principal Teachers as well as regular Departmental meetings. The school has a good working relationship with the authority and regular meetings with the Quality Improvement Officer responsible for challenging and supporting the school.

Most staff evaluate their own practice and are involved in the Quality Improvement process. The sharing of good practice is encouraged and it would be desirable if this were more regular and extensive particularly in peer observation amongst staff.

We are a collegiate school with all staff involved and engaged in processes to secure improvement. The Improvement Planning process, Policy Committees and staff involvement in working groups all contribute to this collegiate approach.

Many staff make good use of the full range of CPD activities available in-house, locally and nationally, to improve teaching and learning, and further their personal development. As part of the Personal Review and Development process, all staff are given an opportunity to discuss, plan and evaluate their individual CPD programme with their line manager.

Management of self-evaluation

A systematic calendar of observations is completed by SMT and Faculty Head/Principal Teachers annually. All staff use a standard classroom observation tool to inform post-observation discussions thus allowing us to clearly identify strengths and areas for improvement.

Departmental Audits inform the Whole School Audit and curricular discussions between SMT and Faculty Heads. This in turn underpins the School Improvement Plan and contributes to the transparency of the self-evaluation process.

Effective use has been made of an area in the Staff Centre to share good practice, audits of curriculum and Curriculum for Excellence plans.

School Improvement

The School High Level Plan is produced annually and outlines projected progress over a three-year period of key areas for improvement within the school. Good progress has been made on major developments in planning for Curriculum for Excellence. Departmental Projects Plans articulate well with the High Level Plan for the school.

Staff are reflective practitioners and SMT and PT meetings maintain and develop a whole school approach to improvement. Self-evaluation has been a key focus of in-service delivered by SMT and this is leading to a more rigorous approach to improvement planning. Staff are encouraged to become

more confident in using the language of self-evaluation. The engagement with professional dialogue through challenge will continue to be developed.

The successive reduction in funding for core activities over the last few years has presented challenges in maintaining the quality of provision in the school and in allocating finance to areas identified for school improvement.

Self-evaluation is not yet fully embedded in the culture of the school: the significant progress made has not had time to impact fully on learners but has the potential to do so. SMT are promoting leadership across the school and staff are aware that they can suggest initiatives and they will be supported in taking them forward. A leadership programme for Faculty Heads has been established to help identify their role as part of the extended management team for the school.

Staff use focus groups of young people and evaluation through external educational bodies to help them to improve their work and outcomes.

Pupil Voice	Feel valued being part of these focus groups but would like to know if and when our ideas are taken forward
Parent Voice	I need to know how to help my child in their studies I would like to see more regular homework set.
Staff Voice	We need a form of mentoring for all pupils. Clarification of target setting – realistic or aspirational?
Wider Community Voice	The Educational Psychology service recognises Dyce Academy's reflective and inclusive approach to learning and pupils

We judge improvement through self-evaluation at Dyce Academy as satisfactory.

9.4 – Leadership of Improvement and Change

Support and challenge

SMT have clear link faculty responsibilities and support their faculties through formal discussions, observations and setting targets for improvement. These are regularly monitored and reviewed throughout the session as part of the Improvement Planning process.

Staff have been set demanding targets this year through engagement with the new curriculum design, faculty structures and self-evaluation. Resources, including time, are given to support initiatives.

The school has moved to a faculty system and the new Faculty Heads are very aware of their role in leading learning. There is great scope for developing a new culture of distributed leadership at all levels.

Each individual member of staff is provided with opportunities to take a lead role in improvement priorities and whole-school activities such as Fair Trade, Charities Committee and Greenpower.

Creativity, innovation and step-change and continuous improvement

Staff have a coherent vision of what is important for Dyce Academy and are developing resources to provide for all our learners. Inter-disciplinary work is a good example of the creative delivery of the curriculum. Innovative links with business and the local community have resulted in a number of very good projects across the curriculum.

The school is pushing forward by encouraging the development of exciting new courses in line with the Curriculum for Excellence outcomes and experiences. Staff are encouraged to show initiative and take calculated risks. Departments are actively supported to 'open eyes' and embrace new ideas and are given opportunities to exchange ideas.

Staff are given time to consider and embed agreed changes through involvement in policy groups and working parties. This encourages our culture of shared leadership both within the staff and pupils. The Kenya project exemplifies this impetus.

Pupils undertake a range of leadership roles through membership of pupil councils, peer group responsibilities, leading assemblies, participation in Aberdeen Youth Forum, Duke of Edinburgh Award Scheme, Youth Philanthropy Initiative, etc. These have a positive impact on the school and the community.

The security of the school continues to be a major issue. Discussions are taking place with Aberdeen City Council with a view to improvement.

Pupil Voice	Good teachers motivate you and lead you to success
Parent Voice	We are delighted that the school has adopted a dress code
Staff Voice	There needs to be more training for those who are now in new management posts continue to recognise and support former Principal Teachers
Wider Community Voice	The change to a school dress code has improved behaviour in the community

We judge leadership of improvement and change at Dyce Academy as satisfactory.

Future Action

1 Learning and Teaching

- Assessment is for Learning – focussing on learning intentions being embedded in the learning experiences
- Curriculum for Excellence – development of S3 phase
- Whole school policies on literacy, numeracy and health and wellbeing
- Monitoring and tracking of Experiences and Outcomes
- Assessment, recording and reporting in line with Curriculum for Excellence guidelines and ACC policy
- Positive Behaviour Management – policy developed
- Pace and Challenge – increased differentiation in classes and regular and challenging homework for S1-S6

2 Vision and Leadership

- Whole school quality assurance calendar developed
- Peer observation and sharing of good practice to encourage leadership at all levels
- Developing leadership skills for more young people
- Vision and Values statement produced for Dyce Academy

3 Partnership

- Continued restructuring of Pupil Support
- Closer curricular links with primary schools
- Improvements to communication procedures in relation to the senior school between Dyce and Bucksburn Academy

4 People

- Further exploration of young people's views about learning and teaching approaches and taking their ideas forward

5 Culture and Ethos

- Continue in efforts to recognise pupils' wider achievements and parental involvement
- Continue to develop global citizenship across the school

Wider Achievement

1 The school provides a wide range of extra-curricular activities:

- Junior, Senior and Staff choirs
- Guitar group, Brass group
- Athletics, Badminton, Basketball, Boxercise dance, Kick boxing, Cross Country, Duke of Edinburgh (Gold, Silver and Bronze), Golf, Gymnastics, Girls' Football, Indoor Hockey, Netball, Table Tennis, Trampolining,
- MV Awards and Young Philanthropists
- Modern Languages Club, Maths Club
- Eco Group
- Health Promoting Group
- Fair Trade School
- Young Enterprise
- Active Schools Award Activities – Hip Hop Dance, Cheerleading, etc

2 Pupils are encouraged to engage in community events and to take responsibilities through:

- Fund raising events (Children in Need, Shoe Box Appeal, Red Nose Day)
 - Supporting their selected charities – CLAN and Guide Dogs for the Blind through a variety of events
 - Organising MacMillan Coffee Mornings
 - Organising a Fair Trade Jewellery Evening
 - Organising a Fair Trade Coffee Morning
 - Planting tubs to brighten the environment. School garden being established
- 3 Greenpower group built and raced a kit-car in competition with other North East schools
 - 4 Kenya project – successfully bid for a third Grant from the British Council. Exchange of 2 members of teaching staff and 4 pupils to complete projects between the 2 schools
 - 5 BP Science projects involvement
 - 6 British Military Fitness programme – involving S3 boys

ACMS Achievements

Musical Developments

- Dyce Grooves jazz group performs regularly at national and local events
- Dyce Academy Staff and School choirs performed at the annual March concert held in the Music Hall open to the general public. This involved musicians from both Dyce Academy and ACMS.

Supporting the Community

- ACMS performed for a city staff event in the Beach Ballroom in October
- ACMS give regular lunchtime concerts in the Cowdray Hall
- ACMS regularly perform at Citizenship Ceremonies at Aberdeen Town House
- ACMS pupils performed with ACC Youth Symphony Orchestra in the Christmas and Spring Concerts
- Annual concert given at Dyce Parish Church to members of the congregation and wider community
- Concert of Light Music given at Dyce Academy are open to the local community

Major Events

- Annual summer concert in the Cowdray Hall given by S1-S4
- The annual Spring concert in the Music Hall. Donations received from the audience have gone to our Guide Dog for the Blind appeal and to support the education of 2 pupils in Kisumu, Kenya.
- The annual joint concert with the other Scottish music schools from Glasgow, Edinburgh and Plockton
- Participation in the Holocaust Memorial Concert

Community Engagement

Dyce Academy has a wide range of business partners from both within the local community of Dyce and Aberdeen City as a whole. Many of these partners contribute to the curriculum in areas of the school as well as in extra-curricular activities. These included BP, Aker Solutions, Entier Catering, BAA, Montgomery Centre and our work experience partners.

Community Learning and Development continue to engage with the school in both delivery of the curriculum and engagement with parents.

We continue to engage with other agencies to support pupils both within school and in the community. For example - Grampian Police, NHS, Social Work, Youth Justice and local Minister.