School: Dyce Academy
Head Teacher: Lesley Adam

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Context of the school:

Dyce Academy is a non-dominational 6 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 villages of Newmachar, Kingseat and outlying hamlets in Aberdeenshire. There is a mix of private and social housing. The school roll was 502 in September 2018. On the Scottish Index of Multiple Deprivation, the majority of our pupils are in deciles 6- 9. A minority are within deciles 1 & 2.

There are approximately 42 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 Curriculum Faculty Heads, 4 Principal Teachers Pupil Support and approximately 36 teaching staff including 2 probationer teachers. Teaching staff are supported by PSAs, Librarians, Administrative staff and technicians. The structure of the school is based around Faculties. Pupils are organised into 3 houses: Brimmond, Kirkhill and Ramsay.

Dyce Academy, the home of Aberdeen City Music School (ACMS) is a national Centre of Excellence for music offering talented musicians from across Scotland the opportunity to follow a highly specialised music curriculum. Admission is by audition. There is a purpose built residence in the grounds of the school.

The school has developed very good relationships with our Associated Schools Group with a very good transition programme in place.

The ASG Partnership Forum has identified 3 key areas to focus on within the community: Resilience & Mental Health & Well- Being, Parental and Community engagement and Youth Work to improve relationships between young people and the communities in which the school serves.

The school has effective S5-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.

Most pupils aspire to work well. In our recent survey, pupils talked very highly of the strength of relationships with their teachers.

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**
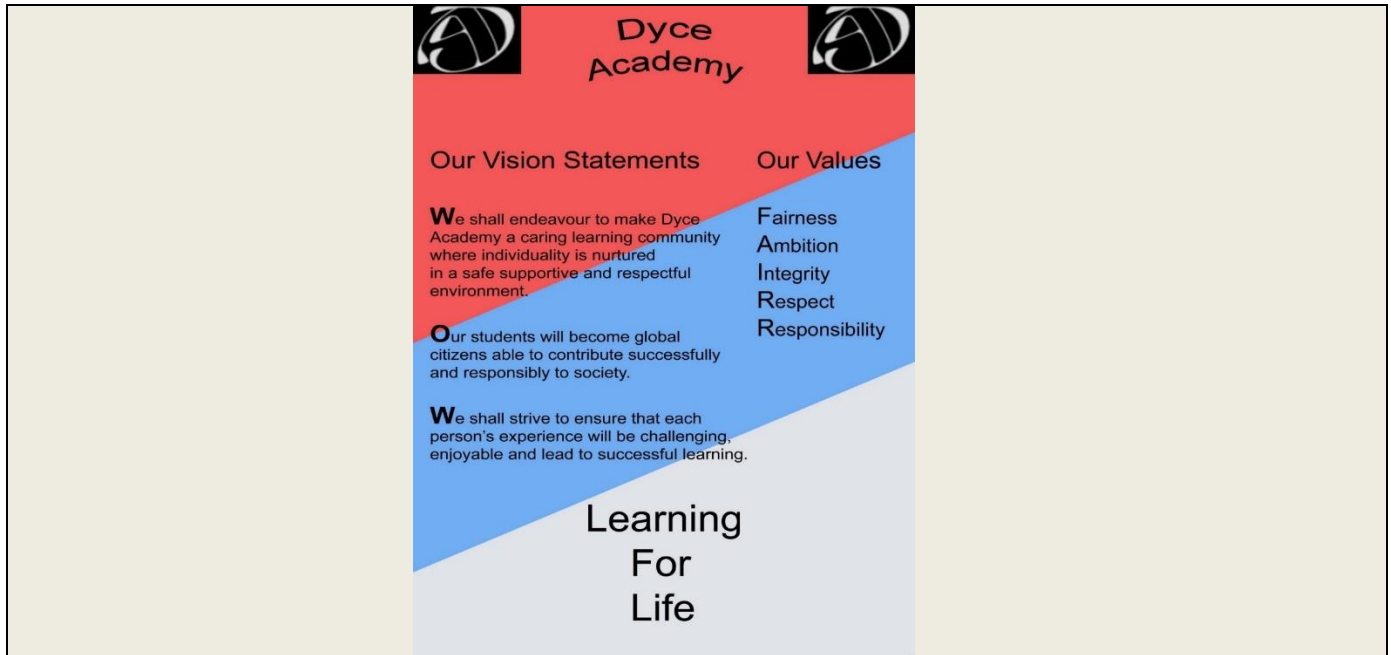
School values and aims:

The School's Vision and Values are displayed throughout the school. Assemblies throughout the year focus on the core values. We are linking the core values within the classroom. During In-Service at the start of each session, staff are reminded and encouraged to reflect on the impact of the values within the classroom and beyond.

The school aims were reviewed during session: 2012

The school aims are reviewed: annually. Pupil groups focus on our key values and the impact on their learning experience.

Aims

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

- core areas including literacy, numeracy and health and wellbeing, 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, recording and communicating individual pupil's progress
- giving pupils some choice in, and responsibility for, their own learning
- evaluating current school practices on a regular basis

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:

Staff familiarity with Literacy Mats.
- 1 year in-depth consultation with all faculties/departments (utilising Working Group members to attend meetings etc.)
- 2 Literacy lunches to understand requirements, share ideas and add content to subject specific sheets
- Final Literacy Lunch to launch colour versions with exemplars – final chance for changes by departments
- All Literacy Mats completed and shared with Faculties on Literacy Across the Curriculum Google Classroom
- Departments have printed and laminated (if required) their own mats and are utilising them in their departments
- Individual Faculty members have consulted with the Lead PT and made minor changes

Literacy Working Group: Text Help
- PTPS discussed at length the benefits during meetings
- Demonstrations were organised for the group
- PTPS has run 2 after school sessions and lunch time to train staff in using Text Help
- Faculty Heads were encouraged to send at least 1 member of each department to attend so they could cascade/support their colleagues

- PSAs are all fully trained and support pupils to use the program

Increased moderation across the ASG and more robust sharing of levels.

Changes implemented to National 5 & 6 qualifications

English and Maths staff have had training on the SNSA to support judgements on the level achieved

SMT Focussed class visits point to very good learning, teaching and assessment

In 2018, by the end of S3 almost all young people achieved third level in reading (94%), writing (94 %), Listening and Talking (93%). Young people also achieved well in 3rd curriculum level in Numeracy (99%)

There is a strong transition programme for Literacy which is currently under review. There has been a whole school approach to developing Literacy Mats for all Curriculum areas. All departments have an individual approach to monitoring and tracking progress across the BGE. The data capture from progress in the BGE is used to help direct young people to positive pathways in the senior school.

Almost all (91%) young people achieve a National Course Award (Level3-5) at the end of S4 in Literacy

Almost All (95%) young people achieve a National Course Award (Level3-5) at the end of S4 in Numeracy

Next Steps

- Audit of Literacy Mats usage across the curriculum – to be carried out at the start of session 2019-2020
- Potential to consider review in session 2019-2020 to make any adaptations depending on result of audit
- All Masters are available for any member of staff to consult via Google Classroom making any changes easy for individual Faculty members to implement
- Reinforce the opportunity for training for new staff in the school
- Explore opportunities for more training at lunch time if possible
- More resources to be identified to support Numeracy
- Focussed Class visits and Faculty Improvement plans will continue to focus on pace and challenge in the BGE
- Increase staff attending the Teacher Learning sessions
- Faculty Heads to review the school's Learning, Teaching and Assessment policy
- 20% increase in young people achieving level 3 Literacy and more by the end of June 2019

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children	
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
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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
Pupil Equity Fund 2018-2019 Budget £ 18 000	
Impact and Evidence (including use of Interventions linked to Pupil Equity Funding): A working group was established to consider the rationale and review of the current curriculum design. Discussion with our consortium school, Bucksburn Academy, to ensure that we explore the rationale behind the senior phase curriculum. Dyce Academy has worked in partnership with ACC to research the possibility of a common school week to extend vocational partnerships. At the moment this work is on hold but may be considered at a future date. Following focus discussions with pupils, parent council and staff a move to offering up to 7 National Qualifications has been discussed All staff engaged in exploring NPAs and alternative SQA qualifications Updated safeguarding policy has been completed All staff trained in NHS decider skills to support Mental Health Resilience All Departments issued with a copy of 'When the Adults Change Everything Changes' to support our Positive Behaviour Management Approach. Pivotal training provided to all teaching staff, PSA's and Librarians.	

Awareness raised amongst staff of ACES during in-service.

Analysis of data indicates Pupil Equity Funding will be used to provide additional resources to support gaps in the following areas:

Attendance – In the first instance, raising awareness for school pupils and the community of the impact and importance of attendance. PEF coordinator will meet up with identified pupils to follow through with patterns and promotions of attendance. Data from the previous year has shown pupils that receive free school meals, although initially low in number overall, have a significantly higher lateness and lower attendance rate than those who are not recipients of free school meals (See appendix 1). Low attendance has seen to be linked to pupil disengagement and attainment, therefore a promotion of attendance is hoped to initially increase pupil engagement. A survey was sent to all pupils in S1 – S3 and results of this showed that for S3 pupils 46.7% of pupils believed that attendance had an impact on how well they attained in class with 25.3% being unsure. (See appendix 2) S2 has currently shown that 55.9% believe attendance will affect their attainment with 14.7% being unsure. (See appendix 2)This information also showed a variety in the sleeping patterns of S1 – S3 pupils. Many sleeping patterns that were not in line with current sleeping patterns recommended by the NHS. Overall only 37% of S1 – S3 pupils felt they got enough sleep to maximise their learning potential, 36% felt they did not get enough sleep with a final 27% answering "I don't know"(See appendix 3).   In addition to attendance monitoring, information on lifestyle and sleep will be implemented into the skills for life course delivered to all S1 and S2 pupils. A follow up survey will be delivered to pupils on completion of lifestyle units to gain information on pupil understanding and awareness of the link between lifestyle and sleeping patterns with attainment and attendance in school.

IDL Project: Through analysis of literacy statistics for BGE within Dyce Academy from the previous academic years it is apparent that pupils residing in a low SIMD are less likely to obtain level 3 literacy. On average pupils from SIMD 1 – 3 (decile) displayed a lower number of pupils achieving 3rd level in S2 & S3. SIMD 7 – 10 performed the best in S2 & S3 for achieving level 3 literacy. IMAGE This evidence was obtained through individual reports and tracking within Seemis. The IDL literacy computer programme will be used on a targeted group of pupils initially to enhance and build their learning in literacy. This learning will take place during the school day and be tracked through assessments within the programme.

S3 leadership Course: An identified group of S3 pupils (2019/2020) will take part in an S3 leadership course based in Loch Eil with Outward bound trust. 2018/2019 saw the first group of S3 pupils attend this course. From a survey taken from the S3 pupils that attended the trip 100% of pupils stated they enjoyed working with pupils their own age they had not met before. 75% of the pupils that completed the survey also stated the experience had positively impacted on their skills in school. 100% pupils agreed they had improved skills in resilience with 100% also stating that the S3 leadership course would be a good course to offer S3 pupils in the next academic year.(See appendix 4).   This resilience is a key factor to improve the necessary attendance issues within the school as a pupil survey has shown that for S3 pupils, 4.8% have not attended school due to a disagreement with friends and 11.1% did not attend school due to "wakening up late and not attempting to come into school". These reasons increase in % through the levels (S1 – S3) therefore the issue of resilience is one that is being addressed through a specific S3 leadership programme. Outdoor adventure learning, as stated by the Education Endowment Foundation, has a positive benefit on academic learning. Perseverance and resilience are stated as developed through adventure learning.

Outward bound have reported that from previous experiences, 95% of teachers reported an improvement in a pupils ability to keep going when they encounter difficulties and setbacks and 87% noticed an improvement in the speed at which they recover from setbacks. (See appendix 5).

Cost of the school day: Covering HE and Art costs within school to allow pupils to have the full opportunity of viewing their progress and taking home completed items. For pupils identified as being recipients of free school meals they will not have to cover any costs for materials etc in practical subjects therefore removing an obvious barrier. An identification process has taken place in the school to determine the hidden cost of the school day. Payments made for resources to remove any financial barriers to learning and any stigma within the classroom that may negatively impact wellbeing. (See appendix 6)

Next Steps:
- Curriculum structure offering 7 National qualifications to be implemented
- All Faculties to plan for 2 year courses for National 4& 5
- Implement changes to AH where necessary
- Options to extend the range of vocational pathways including Foundation Apprenticeships
- Safeguarding and Child protection policy to be presented to the parent council

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 (Leadership – SAC) • Teacher professionalism (Learning and Teaching – SAC) • Parental engagement (Families and Communities - SAC) • Assessment of children's progress • School Improvement • Performance Information
HGIOS?4 QIs	
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Impact and Evidence:

Most young people are achieving a wide range of additional skills and attributes in culture, sport, accredited youth awards, volunteering. Leadership, citizenship and a range of clubs. They are actively involved in fundraising.

The Duke of Edinburgh's Award is very well established in the school (2018 2019 Bronze – 19, Silver – 12, Gold – 2.
2017-18 Bronze – 23. Silver – 4, Gold – 5) Young people excel in leadership and citizenship; we currently have 56 students across the faculty of Expressive Arts actively engaged in Saltire Awards.

Young people's performance skills are improving very well through playing in a very wide variety of music ensembles, bands, choirs and school shows. Aberdeen City Music School pupils have excellent opportunities to perform in prestigious events throughout Scotland. Some of the recent individual achievements have been: winner of ANEMF for the 3rd Year running(and runner up), Inverness Young Musician of the Year, Runner Up (Edinburgh Concerto Competition), Winners of the 18 and under group at the MOD, Face of NYCOS 2018/19.

The wide range of residential trips and international visits develop a broad range of cultural and social skills, Senior Young ambassadors engage in 'Lessons from Auschwitz 'and lead on projects within the community. Holocaust Education students receive a Yad Vashem recognition award for their work. LGBT Equality, Eco Group

Young people are improving their fitness, team work and respect for others through a wide variety of sports e.g., , Running Club, Harry Potter Club, Wind Ensemble Active Girls Club, Guitar and Ukulele Group, Eco Group Volleyball Choir, Chess Club, Inter-house Competitions, Netball Club, Cycling Club, Basketball Club, Space Club, SU Club School Production, Craft Club, Badminton Club, Dance Club (The students in Dance are working towards an SQA NPA in Dance SCQF 5 course), Drama club Table-Tennis Club offers leadership opportunities to pupils keen to assist with the Club. The weekly Club fosters team-building skills and commitment. Time spent helping is accredited with Sports Leader Awards and/or Duke of Edinburgh Awards for volunteering.

Young people are encouraged to organise and participate in charitable events such as the September Macmillan Coffee Morning – yearly, this develops team-building skills when planning and running the event; enhances communication skills when contacting companies and members of staff for donations; improves IT skills for the organisation and promotion of the whole event etc.

Pupils, in October, were involved in a "Pop-up Shop Competition" organised by members of Oceaneering Women's Network – this collaborative venture to further raise money for Macmillan fostered team-building skills; negotiation and decision-making skills; catering skills; financial skills; enterprising skills etc. Such was the success of the linked venture, Oceaneering, would be keen to have pupils from Dyce Academy on Work Experience – the pupils involved made an excellent impression!

Participation in other charitable events such as the Christmas Food Bank Appeal (run by Dyce Church) and the collection of Christmas gifts for teenagers (for the "Somebody Cares" Charity) – these initiatives foster empathy and awareness among the young people of those less fortunate than themselves (some in their own locality/community); improves their team-building skills, communication skills and IT skills as above.

Staff, and parents have completed questionnaires. Pupils will have completed Rights respecting Schools questionnaires by June 2019.

Next Steps:

- The school implements the action plan in making good progress towards its commitment to RRS
- Pupils to be identified to benefit from NHS Decider Skills and trained by Guidance staff
- Re-introduce positive mentoring for senior pupils

Improvement Priority 4: Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	
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
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Impact and Evidence:

DYW

With regard to Developing the Young Workforce, pupils will be able to participate in an optional Work Experience placement. Due to changes in policy, pupils have to secure their own week-long placements and make contact with employers. 70% of S3 have secured placements with the support of parents and partners This encourages good communication skills, organisation and planning skills, social skills and may lead, to an Award (SQA Level 4 Work Placement Award) if the placement is undertaken and reviewed to a satisfactory level. This demonstrates independence and commitment if successful. Diaries of the placement details should be kept by pupils – encouraging daily reflection – and employers will be asked to complete a Supervisor's Report, hopefully highlighting the pupil's achievements that week. These Supervisors' Reports are valuable evidence of skills attained in the work setting and can be used as accreditation of the pupils' efforts that week out of school. Comments from these Reports can 'feed in' to the pupils' S3 Profile documents (see below).

Pupils are encouraged throughout the session to regularly update their S3 Profile Statements (stored in Google Drive) with all of their achievements attained both in and out of school. This exercise tries to make pupils more aware of their individual talents and abilities, not just in the school context.

The school does record wider achievement participation but does not track skills.

The school has 98% positive destinations.

Progress has been made regarding the implementation of our Developing the Young Workforce strategy. An audit of partnerships currently in existence is ongoing. We have signed a flagship agreement with the TECA (The Event Complex Aberdeen) and looking to sign up with Aberdeen International Airport before the end of the summer term. It is too early to measure the impact of this.

National Progression Awards offered in Journalism Level 6, Creative Industries Level 4, Photography Levels 4 and 5

ABRSM results – 18 Distinctions (including one of the highest grade 7 marks)
             11 Merits
              3 Diplomas

ARTS Awards – 7 Gold
           5 Silver
           3 Bronze – all rated at exceptional level

Next Steps:
- To meet with our flagship partners to explore business mentoring
- Increase opportunities for work experience
- To explore opportunities with Career Ready
- To explore opportunities with MCR Pathways

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

School

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

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	

6	**Excellent**	**outstanding sector leading**
5	**Very Good**	**major strengths**
4	**Good**	**important strengths with some aspects for improvement**
3	**Satisfactory**	**strengths just outweigh weaknesses**
2	**Weak**	**important weaknesses**
1	**Unsatisfactory**	**major weaknesses**

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 √** **Comment:** We are fully committed to achieving our goal of providing the highest quality of experience in teaching and learning for our young people in all aspects of our work and the experiences we provide for our young people. This is a challenge within existing resources and as such it is vital that we work together as a whole community to achieve this. We have invested in leadership development for our staff with a focus on pace and challenge. We have a supportive parental body as exemplified through our parent Council. There is more scope to involve our parents in their child's learning and this will increase our capacity for continuous improvement. Similarly there is scope to improve young people's understanding of how they can lead their learning.

IMPROVEMENT PLAN 2019-2020

Dyce Academy

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

National Priorities	Local Authority Priorities
Cross cutting themes	• Expand Early Learning and Childcare by 2020. • Establish Aberdeen as a UNICEF Child Friendly City. • Implement the recommendations of the child protection inspection • Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026
NIF Priority 1: **Improvement in attainment, particularly in literacy and numeracy**	• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1. • Senior phase /Learner Pathways • Increase data literacy at all levels of the system
NIF Priority 2: **Closing the attainment gap between the most and least disadvantaged children.**	• Close the Gap through effective multi-agency working • 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.
NIF Priority 3: **Improvement in children and young people's health and wellbeing.**	• Improve mental health services and understanding of the effects of trauma • Reduce youth crime • Increase pupil participation • 85% of children and young people will report that they feel mentally well by 2026.
NIF Priority 4: **Improvement in employability skills and sustained, positive school-leaver destinations for all young people.**	• Provide age appropriate employment skills for children and young people in schools • Survey aspirations to sharpen our pre and post school supports • Expand and improve post school learning and employment opportunities for children and young people • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.

Overview

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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**

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

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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

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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

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HGIOS?4 QIs

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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

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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

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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

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Curriculum for Excellence – Entitlements for all children and young people

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1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.
2. Every child and young person is entitled to experience a broad general education.
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.

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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.
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide.
6. Every young person is entitled to support in moving into a positive and sustained destination.

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Improvement Priority 1a: Improvement in attainment, particularly in literacy

Lead Responsible: Karen Leven (PT Faculty English), Andy Hose (DHT)

Partnership Forum (where appropriate): ASG

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

- All young people will have an increased understanding of where they are in their learning through rigorous reporting and assessment
- Almost all young people by the end of S3 will have achieved 3rd Level (90%)
- Most young people will have achieved Level 4 by the end of S4 (80%)

Impact Measures How will we know? Attainment, attendance, Participation, Dialogue, Self-Evaluation HGIOS?4	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	School Budget Resource £	Who?	By When?	On Track / Behind Schedule / Not Actioned
Increased staff confidence across the ASG in the use of benchmarks, curriculum progression and moderation.		Primary and secondary colleagues to meet regularly- at least once per term			K.Leven, A.Hose and P6/7 teachers	1 visit per term	
Increase numbers of pupils achieving 3rd & 4th Level by the end of S3		Maintaining robust monitoring and tracking using SNSA/CFE data. Use of Seemis			K.Leven	ongoing	
Increase numbers of pupils attaining Nat 5 by the end of S4 (10%)		Increasing pace and challenge in the junior school			All Faculty Staff	SMT link review meetings- 3 yearly	
Increase opportunities for building Learner pathways		Develop NPA's for the senior phase (DYW)					
		See English Faculty scoping paper for specific actions regarding work on the BGE					

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:

Improvement Priority 1b: Improvement in attainment, particularly in Numeracy **Lead Responsible: Brian Murray (PT Faculty Mathematics), Fiona Jamieson (DHT)** **Partnership Forum (where appropriate): ASG**	**Expected Outcome(s) for whom, by when, by how much?** • All young people will have an increased understanding of where they are in their learning through rigorous reporting and assessment • Almost all young people by the end of S3 will have achieved 3rd Level (90%) • Most young people will have achieved Level 4 by the end of S4 (80%)

Impact Measures How will we know? Attainment, attendance, Participation, Dialogue, Self-Evaluation HGIOS?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	**School Budget Resource £**			On Track / Behind Schedule / Not Actioned
Increased staff confidence across the ASG in the use of benchmarks, curriculum progression and moderation.		Primary and secondary colleagues to meet regularly- at least once per term			B.Murray, P6/7 teachers	1 visit per term	
Transition Project		Transition project agreed with the ASG			B Murray/Maths Dept staff and p7/6 Teachers		
Increase numbers of pupils attaining Nat 5 by the end of S4 (10%)		Increasing pace and challenge in the junior school. Through rigorous monitoring & tracking. SNSA, Benchmarks, Seemis			Faculty Staff		
		See Maths Scoping paper for further detail					

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 **Pupil Equity Fund Budget Allocation April 2019 - £ 17 500** **Pupil Equity Fund Rationale 2019-2020** **'All our work to interrupt the cycle of deprivation and its impact on children's progress'.** **Rationale of how you plan to use Pupil Equity Funding to provide 'additionality' to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)** **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 Pupil Equity Funding will be used provide additional resources to support gaps in: (re-word to suit)**

Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people Lead Responsible: Lesley Adam Head Teacher Kelly Marshall (PEF Coordinator) (See PEF Spending Plan for continuation items) Partnership Forum (where appropriate):							
**Expected Outcome(s) for whom, by when, by how much?** All young people in receipt of targeted support will have improved attendance, reduced behavioural referrals, on track with CfE levels and national qualifications. Data from Insight and tracking

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	PEF £	Who?	By When?	On Track
							Behind Schedule
							Not Actioned
Increase teacher awareness of socio economic disadvantage and removal of barriers within and outwith the classroom		SMT to attend HT Improvement events and authority led training events			SMT	As per Calendfar	
Celebrate the success and achievements of all our young people		Staff meetings on SIMD, PEF, Insight, Prevent and Restorative Conversations. Use of Pivotal Education- Positive Recognition			HT	As per Calendar	
Improved attendance rates and reduced number in late arrivals of identified pupils.		Attendance tracking and monitoring for identified pupils.	Fortnightly/monthly	PEF	Pef Coordinator and School Staff	End of school year 2020	On Track

S3 Leadership Increased resilience and confidence in pupils. Increased engagement.		Group of pupils identified. Trip to be attended. Reflections. Community task to be completed. Evaluations	Continually through the year.	PEF	**Pef Coordinator and Senior School Staff**	End of school year 2020	**On Track**
Cost of the school day Full pupil participation in all subject areas.			Beginning of school year	PEF	**Pef Coordinator and School Staff**		**On Track**
Improved reading and spelling age for an identified group of pupils.		Continued participation in the IDL computer programme throughout the year.	Termly	PEF	**Pef Coordinator and School Staff**	End of school year 2020 Initially	**On Track**
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:							

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

Lead Responsible: Lesley Adam HT

Partnership Forum (where appropriate):

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

- All people feel safe and included
- All young people feel they have a voice in decision making at class and whole school level

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change Who?	Timescale By When?	Progress
			Time Resource	School Budget Resource £			On Track
							Behind Schedule
							Not Actioned
Pupil consultation using HGIOURs		Senior team to lead on using HGIOURS to consult with pupils to feed back to SMT			Senior Student Team./SMT		
All young people feel safe and respected. As a school we celebrate diversity		Pupil Focus groups.			Head Teacher DHTs		
All young people feel they have a voice in the school and can shape discussions and decisions which impact on their lives		Pupil focus groups. All departments can evidence pupil voice			All Departments		
All young people receive support from a key adult and engage in a meaningful programme of learning activities		Review of the PSE programme			Guidance Staff		
Revision of school rules & implementation of strategies from Pivotal Education		evaluate current rules and embed strategies agreed by staff			Short Life Working Group		

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:

| Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible: L.Adam HT
                 F.Jamieson DHT

Partnership Forum (where appropriate): | | Expected Outcome(s) for whom, by when, by how much?

• 100% of leavers achieve a positive and sustained destination | | | | | |

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change	Timescale	Progress
			Time Resource	**School Budget Resource £**	**Who?**	**By When?**	**On Track** / **Behind Schedule** / **Not Actioned**
All staff have an understanding of the Career Management Standard (CSM) and their role in supporting pupils build skills and can articulate their skills		DYW Improvement plan to be developed and shared with staff			F.Jamieson		
All pupils have access to high quality course choice and careers information		To work with Business partners and SDS to ensure that pupils, parents and staff are kept up to date and well-informed.			L.Adam F.Jamieson		
All young people will access a curriculum relevant to them. This will lead to improvements in attainment as pupils will be able to access a wider range of qualifications and accreditation		Update our curriculum rationale. Produce a new curricular model based on 7 Qualifications over S3/4. See Faculty scoping papers on revisions to the National Qualifications			L.Adam & Working Group		

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:

QI 1.2 Leadership of Learning 2019-20	
Professional Engagement and Collegiate Working – Leadership at all Levels	
Whole School Initiatives / Maintenance Areas	**Leader(s)** **Promoted and Unpromoted Staff**
ASG Literacy Working Group ASG Numeracy Group ASG Health & Well- Being	Karen Leven PT Faculty English Brian Murray PT Faculty Mathematics Maria McCaw PT Faculty Physical Education
Developing the Young Work Force	Fiona Jamieson DHT
Tracking Monitoring & Reporting	Amanda Sim PTPS , Fiona Jamieson DHT
Rights Respecting Schools	John Naples-Campbell
Teach Meet	Kerri Taylor Teacher and Andrew Bonner FH
Curriculum Rationale	Lesley Adam HT
Transition	Andy Hose DHT
Safeguarding & 360 Cyber Safety	Lynda Strachan DHT
Promoting Equity	John Naples-Campbell PT Faculty Expressive Arts

Activities Week	Nicola Brooks Teacher
Sponsored Walk/Charity	Morag Taylor Teacher
Positive Achievement	Victoria Howard, Teacher

Date uploaded onto website: