

Dyce Academy

Standards, Quality & Improvement Plan

2022 - 2023



<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 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. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2021 - 2022</p> <ul style="list-style-type: none"> • Supporting wellbeing, equity, excellence & inclusion • Improving and developing consistent quality learning, teaching & assessment • Developing the Curriculum 	<p>School Improvement Priorities 2022-2023</p> <ul style="list-style-type: none"> • Supporting wellbeing, equity, excellence & inclusion • Improving and developing consistent quality learning, teaching & assessment • Developing Curriculum pathways • Enhancing Pupil Voice across the school • Enhancing Parental Engagement with school
<p>Context of the school:</p> <p>Dyce Academy is a 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 545 in September 2021 but by end of session this was increasing due to the enrolment of young people from Ukraine along with young people enrolling from other areas of Aberdeen. Aberdeen City Music school (ACMS) is based at Dyce Academy along with a residence to support those young people from various areas in Scotland requiring boarding.</p> <p>Pupils in the Senior Phase benefit from well-established integrated senior school consortium arrangements with nearby Bucksburn Academy. The Senior Phase timetable is planned jointly between the two schools allowing pupils from either school to choose courses in either of the schools. This increases breadth and flexibility of choice for pupils with a shuttle bus between the schools supporting the consortium. Young people are also offered opportunities within the City Campus.</p> <p>Dyce Academy continued to implement the plan for COVID Education Recovery. In particular, young people in the senior phase, required to be supported in preparation for SQA external examinations. Central to our improvement planning for 2021-22 was the focus on supporting the wellbeing of pupils and staff. Underpinning this was a re-establishment of the key values and vision of Dyce Academy to ensure we meet our key principles of Ready, Respectful and Safe. Teaching staff continued to be proactive in their use of digital learning pedagogies. We continued to develop our skills in delivering blended learning along with school delivery while mitigations were in place regarding consortia and City Campus which prevented pupils from travelling between establishments.</p>	

Almost all learners were supported to reflect on their mental health wellbeing through the Shine survey and PSE programme. Awareness has been raised amongst staff of mental health wellbeing and how they can support young people, themselves and colleagues. This has led to improved planning of interventions to meet individual needs including increased ACIS Counsellor provision.

In June 2022, HMI conducted a successful Education Recovery visit that highlighted aspects of positive practice around digital learning, Child Protection and Safeguarding, and P7-S1 transitions. They also highlighted some possible next steps in engaging with parent/carers and enhancing pupil voice.

QI 1.3 Leadership of Change

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
	<ul style="list-style-type: none"> • Dyce Academy is ambitious for its young people. Our shared vision and values of F.A.I.R.R. drives our approach to whole school improvement • Throughout what has been a period of significant changes, from managing the lockdown experiences for staff, pupils and parents to implementing the education recovery planning process the school has proactively maintained a commitment to change. • The Senior Leader Team have carefully guided the strategic direction of change and the pace of change to ensure there are positive outcomes for our young people • Mental health and wellbeing of staff, pupils and parents continues to be a core feature of the school • We have a shared focus on continuous improvement and high expectations for all our learners 	<ul style="list-style-type: none"> • HMle Recovery Visit – positive visit highlighting areas of strengths in regards to digital learning, Child Protection and Safeguarding, and P7-S1 transitions. HMle commented on a real sense of togetherness and team work in the staff • Reinstatement of core routines as mitigations allowed to enhance the ethos in line with our Vision and Values • Conducted whole school Shine Survey to give information on wellbeing factors affecting our young people • School focus groups have commented on knowing how to raise concerns and feeling confident they have a key adult to approach. • Learning Walks focussed on our Teaching & Learning Policy • The impact of the Covid years is still affecting young people. Young people, require support with building positive relationships, team work and mental health and wellbeing. <ul style="list-style-type: none"> ○ Engagement with Royal Navy teambuilding workshops and Transition Extreme (S2) ○ S1 pupils took part in a residential experience at end of session. ○ Senior Phase pupils were given exam support focussing on mental health and mindset by Live-N-Learn 	<ul style="list-style-type: none"> • To continue to provide consistency of core routines within classrooms across the school • Continue to focus on our key values • Increase awareness of the UNCRC amongst staff and young people • Promoting opportunities for pupil voice 'speak easy' group to deliver aspects of HGIORS • CPD on PBM and Restorative Practice • Establish working groups/ classroom observations and learning walks • Provide continued opportunities for staff to work collaboratively

Strategic planning for continuous improvement		
<ul style="list-style-type: none"> • Almost all staff have increased use of digital learning /blended learning approach. • Provision of Chromebooks for all pupils in S2-S6 supported the delivery of the curriculum • Collegiate approach to Moderation and Understanding Standards across Faculties and the authority 	<ul style="list-style-type: none"> • The explicit use of SQA criteria and reference to SQA understanding standards is allowing pupils to understand the grade they are working on and what they need to do to improve • Staff have engaged in Teach Meet sessions to share good practice • Specific regular SMT Link meetings focussing on monitoring and tracking of data • Regular supportive meetings with departments to promote assessment and feedback and ensure the well-being of staff was monitored and addressed • Faculty Audits • Minutes of departmental meetings, SMT Link Meetings, SQA assessment meetings, ESMT meetings • Feedback from In-service programme in relation to moderation activities 	<ul style="list-style-type: none"> • Encourage network collaboration and the use of Quads • IT connectivity continues to be monitored and issues addressed • Roll out of Chromebooks for all year groups • Continued regular SMT Link meetings to focus on attainment data • Moderation activities within Faculties and across ACC to continue
Implementing improvement and change		
<ul style="list-style-type: none"> • All staff are committed to and are implementing a number of initiatives designed to equip our young people with the skills and attributes they need to succeed in the future. They adapted to changes in delivery of the curriculum whether that be through remote delivery of the curriculum for consortia pupils or the restricted delivery of pedagogy in face to face learning subject to strict Covid-19 mitigations which continued to be in place for the majority of last session • Contact with parents directly by Faculty Heads has continued to prove positive when appropriate. • Although the majority of young people, particularly in the Senior Phase, have settled back into face-to-face teaching, there are some young people who have lost the structure and struggle with routines and these are continuing to be re-established. • Staff work very well together to enhance the work of the school and there are many positive examples of shared professional learning and leadership of new initiatives albeit significantly restricted due to Covid-19 restrictions 	<ul style="list-style-type: none"> • Faculty Audits • Faculty Improvement Plans • HMIE Visit • Attendance at TeachMeets – in person and virtual • Attendance at Parents' Evenings – virtual • Attendance at SfL Class Conferences • Attendance at in-house CPD events/in-service days • Update to school Positive Behaviour Management Policy • Reintroduction of Merit system for S1-3 • Awarding of Eco Green Flag • Introduced an amended face-to-face transition programme for P7 	<ul style="list-style-type: none"> • Whole school QA activity focusing on teaching and learning • Re-establish in person Parental Engagement through Parents' Evenings, Parent Council and transition events • Implement a blend of face-to-face/Virtual Parent meetings • Re-establish classroom and whole school routines to enhance school ethos • Focus on the BGE curriculum • Staff to re-employ different pedagogy within learning and teaching to encourage pace, challenge and variety

- Create opportunities for staff to engage with the wider work of the school

QI 2.3 Learning, Teaching & Assessment

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
	<ul style="list-style-type: none"> • Staff maintained positive relationships between themselves and the learners and between the learners themselves. • There are some very good examples of Learning and Teaching practices • The majority of young people engaged positively with digital technology across the curriculum areas. • Staff continue to deploy a wide range of IT within the classrooms • Opportunities were provided to provide fun activities to support building relationships and resilience 	<ul style="list-style-type: none"> • Faculty Audits • Whole school meetings – virtual and face-to-face • ACC Surveys on mental health and wellbeing eg Shine • Year Group Assemblies reinstated • Health & Well-Being activities – <ul style="list-style-type: none"> ○ Engagement with Royal Navy teambuilding workshops and Transition Extreme (S2) ○ S1 pupils took part in a residential experience at end of session ○ Charity activities ○ S3 Work Experience (targeted) ○ S4-6 Live-N-Learn programme • Transition programme reinstated for P7 • Attendance remained consistent with pre-covid levels on return to full-time schooling • HMle Education Recovery visit Report 	<ul style="list-style-type: none"> • Amend S1 curriculum to include Health and Wellbeing period within timetable in addition to Core PE and PSE • Raising awareness of the UNCRC amongst the school community • Increase access to Chromebooks for all • Re-establish extra – curricular activities • Continue to re-establish the full Dyce Academy transition programme
Quality of teaching			
	<ul style="list-style-type: none"> • There have been challenges in providing 'face to face' teaching because of the guidelines such as all pupils facing the front, the wearing of face masks and the restriction on the use of resources not being removed until May 2022. These had an impact on the experience of young people • Staff utilised the Virtual Learning environment to develop a rich bank of materials which can be uploaded by a whole class small group or individual impacted by Covid isolation. 	<ul style="list-style-type: none"> • Parental feedback via Parents' Evenings and review meetings with PTG/SfL • Google Classroom usage statistics • SMT Link Meetings with FHs • Faculty Minutes • Faculty QA activities • ACC Digital Postcards showcasing digital work within the classroom by individual staff • TeachMeets for sharing good practice • Moderation activities within Faculties and across ACC 	<ul style="list-style-type: none"> • Return to more active collaborative learning and practical work • Reinforce the Learning & Teaching Policy through the whole school QA programme and triangulating through pupil voice, observations and feedback

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<ul style="list-style-type: none"> • Google Classrooms continue to be used by the majority of staff to allow young people to work at their own pace and be supported. • In the majority of lessons, visual resources are used to reinforce and enhance teacher description and explanation to stimulate learning and enquiry. Frequent use is made of the interactive whiteboards • Google Classroom has been used to create differentiated materials that can be targeted discretely at individual pupils 		
Effective use of assessment			
	<ul style="list-style-type: none"> • Assessment is integral to our planning of learning and teaching. All staff have been encouraged to use a variety of assessment approaches to allow learners to develop their knowledge, understanding etc in different contexts across the curriculum • Senior pupils have been supported in planning revision • Assessment weeks across a block of time to give young people examination experience • Teachers are clear about how assessments might capture young people's learning • The reliability of assessment is supported by in-house moderation and across the local authority • Teachers increasingly take account of a sample of evidence from different sources to discuss standards and the progress of learners • Learning conversations are an integral part of the self-evaluation process undertaken in the classroom at Faculty level and at individual meetings with PTG • Young people within Senior Phase are increasingly confident in discussing what to do to improve and are aware of the levels they are working at. • High quality dialogue takes place with Faculty Heads to discuss and review tracking information 	<ul style="list-style-type: none"> • SQA ACC Moderation Reports – details of moderation activities at ACC level, key points of discussion and feedback • SQA Verification Reports – N3 Maths; N5 Practical Cake Craft • Specific regular SMT Link meetings focussing on monitoring and tracking of data • Assessment Calendar for provision of exam experience and gathering of evidence • Understanding Standards and Moderation events • Use of Data (TMR, Power BI, Insight) • Pupil Progress Reports • Underperformance procedures to inform parents • Easter Revision, twilight study supports • Learning Conversations 	<ul style="list-style-type: none"> • Building on approaches developed through Covid-19 • Continue to plan regular meetings between SLT and Faculty Heads to discuss and analyse assessment at key points in the year • Re-establish estimate exam diet
Planning, tracking and monitoring			

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	<ul style="list-style-type: none"> • The planning of assessment is undertaken within a context of progressive learning pathways. • Teachers plan assessments from the outset of BGE following the identification of Learning intentions and Success criteria • High quality implementation of SQA assessments in line with SQA Guidelines • Facilities implement a moderation cycle to ensure that the assessments measure what they are intended to assess • Most staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is having a positive impact on the learning cycle of the majority of learners. • Facilities planned effectively in response to Covid-19 mitigations which impacted on the school experience of staff and young people. • Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets 	<ul style="list-style-type: none"> • Regular tracking and review meetings at SMT and Faculty level. This included scrutiny of pupil data and assessment approaches to ensure aware of individual learning targets and are planning appropriate next steps. • Through Learning Conversations pupils are aware of their progress and next steps • Parents are kept informed of progress through review meetings, reports and Parent's Evening • Our attainment at all levels is good (see QI 3.2) • Minutes of meetings (Pupil Support, EIT, FH, SMT Link) • SQA Moderation reports • HMle Education Recovery Report 	<ul style="list-style-type: none"> • Make greater use of P7 transition data to inform planning and delivery of learning and teaching • Use SNSA data to inform planning and delivery of learning and teaching • Make greater use of P+A Management Reports • Continue and update in-house TMR data for S4-6 to enhance SMT Link tracking and monitoring discussions

QI 3.1 Ensuring Wellbeing, Equality and Inclusion

How well are we doing?	How do we know?	What are we going to do now?
What's working well for our learners?	What evidence do we have of positive impact on learners?	What are our improvement priorities in this area?
Wellbeing		
<p>Young people have had a disrupted time with an increased number of pupils presenting with anxiety. Some have found it difficult to engage with learning. The behaviour of some young people requires to be supported with appropriate scaffolds put in place</p> <ul style="list-style-type: none"> • Our professional learning has focussed on the work of Paul Dix, NHS Decider Skills, Blooms Mental Health and Wellbeing CPD and restorative practice • Staff have a shared understanding of their individual and collective responsibilities for well-being. Well-being underpins learner's ability to achieve success 	<ul style="list-style-type: none"> • Reflection from visitors, staff, parents, and learners is always positive about the ethos • Feedback from PSAs • Review of PSE • Focus groups of young people – almost all felt safe at school • Use of MCR Pathways coordinator to target young people in S1-S3 • QI visit on 3.1 • EIT, Pupil Support (Guidance) Meetings • Targeted support classes in S1 and S2 • John Muir Awards • HMle Education Recovery Report giving positive feedback on Child Protection and Safeguarding affirming that our procedures are good practice 	<ul style="list-style-type: none"> • Review of the structure of Pupil Support (roles and responsibilities) • Revisit School's Vision & Values • Continued CPD on Restorative Practice • Reinstate pupil focus groups • Ongoing Pathways Planning • Focus on UNCRC for young people and staff • 'Speak Easy' group to allow young people to openly raise and address issues • Use of How good is Our School - pupil version - with Senior Ambassadors • Use of pupil voice to shape PSE programmes • Appointment of new Pathways Advocate to further support Care Experienced pupils
Fulfilment of statutory duties		
<ul style="list-style-type: none"> • Senior leaders and Pupil Support Staff have a good understanding of the statutory requirements in relation to HWB • A few young people are on flexible pathways but their progress towards accessing their legal entitlement to 27.5 hours is closely monitored 		
Inclusion & Equality		
<ul style="list-style-type: none"> • The PSE programme is under review and is focussing on well-planned and progressive opportunities to explore diversity and to challenge racism and religious intolerance • Staff have in-service and professional learning based on developing a school culture rooted in relationships 		

QI3.2 Raising Attainment & Achievement

How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy		
<ul style="list-style-type: none"> Overall SQA attainment in English/Literacy has been recognised as a strength and Numeracy is improving. All pupils are leaving with a literacy and numeracy qualification from SCQF Level 3 and above. In Literacy and Numeracy in S1 and S2, learning and teaching is targeted to the specific needs of the pupils Online IDL program used with S1-S3 learners Increased use of Read/Write and TextHelp software 	<ul style="list-style-type: none"> Regular Faculty QA meetings to track progress Regular SMT/Faculty attainment reviews Tracking and Monitoring reports to parents Tracking and Monitoring data discussed at QA Meetings Use of Data (CfE Machine, Power BI, Insight, Schonell testing, SNSA) Learning Conversations held between staff and pupils Increased engagement and attainment in Junior Phase Online IDL program monthly reports and assessments Insight data regarding positive destinations Reports from SDS 16+ data Feedback from parents, pupils and staff 	<ul style="list-style-type: none"> Increase presentations of N5 Literacy in S4-6 for pupils completing N4 English Increase presentations in N5 Maths Continue with increased frequency of SMT QA Link Meetings Resume QA observations and learning visits Use S1-3 tracking data within P+A and SNSA to drive improvement Continue to rollout MCR pathways Pupil Support staff to engage with relevant attainment data to improve progression and challenge to complete Level 6 courses
Attainment over time		
<p>2021 Insight Data: S4: 5+ Level 5 = 55% (2019 = 51%; 2018 = 48%) S5: 3+ Level 6 = 52% (2019 = 51%; 2018 = 42%) S6: 3+ Level 6 = 77% (2019 = 77%; 2018 = 60%)</p> <ul style="list-style-type: none"> 2021 data reflects teacher judgement and not SQA exams A robust in-house tracking system has been used effectively to track progress for learners across the S4-6 curriculum The attainment of individuals and groups has improved consistently over time 		

<p>Overall quality of learners' achievement</p> <ul style="list-style-type: none"> • The quality learners' achievement has been impacted due to COVID and the resulting mitigations in school • As mitigations allowed, learners did engage in some additional activities including ACMS concerts which were online; Music celebrated Band of the Year and Art took part in online competitions. A Cash for Kids charity day led by the young people was held towards the end of summer term. • Introduced Merit programme to promote achievement • A variety of extra-curricular activities and clubs were restarted as the session progressed • Eco Schools Green Flag award achieved 		<ul style="list-style-type: none"> • Progress Senior Leader Ambassador programme to encourage leadership and responsibility • Reinstate DofE Award Scheme • Pupil focus groups to be used to encourage leadership • Continue to expand extra-curricular opportunities and activities
<p>Equity for all learners</p>		
<ul style="list-style-type: none"> • All our students have a cost-neutral day, ensuring that all students have access to a full education experience. • Almost all students leave school and move into sustained positive destinations. For 2021/22 this is 98.9% of our leavers. 		<ul style="list-style-type: none"> • Chromebooks to be made available to all S2 and Ukrainian students

PEF Summary of Proposed Spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
Purchase of top-up chromebooks	1890	PT PEF	0.2		
Transition Extreme for S2 pupils	3000				
Live and Learn for S4-6 pupils	2500	Staff Total 2021/22		2000	
IDL Licences for Literacy and Numeracy	2500				
Subscription to Sumdog	575				
					Total for 2022 23
					17 000