

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	Choose an item.
2.3 Learning Teaching & Assessment	Choose an item.
3.1 Ensuring Wellbeing, Equality & Inclusion	Choose an item.
3.2 Raising Attainment & Achievement	Choose an item.



Self-Evaluation and Improvement Plan 2023-24

Section 1: School Context

Dyce Academy is a non-denominational, 6 year comprehensive school which serves the Dyce community and the surrounding rural area. Primarily, our pupils come from two associated primary schools, Dyce Primary and Newmachar Primary. This brings lots of benefits, such as greater familiarity for the pupils and opportunity for close partnership working within the ASG, but it does also come with some challenges, for example the variation in devices and online platforms that pupils are familiar with from across the two authorities, and the need to consider carefully our wider curricular offer, to ensure we are inclusive of those who have to be bussed home at the end of the school day.

Our SIMD distribution as identified in the 2021 census data shows that we have pupils ranging across deciles 1-10, with 92% sitting between the 6th-9th deciles. However, across our catchment area we have a mixture of private and social housing, and also aspects of rural poverty that would not necessarily be reflected in our SIMD data. Dyce has seen a real change in its demographic and a 13% rise in our school roll over the last 18 months, with the majority of that change coming from August 2022. This has been influenced by four key factors, (i) the rise in social housing in the local area (ii) the impact of the current economic crisis on our families (iii) the enrolment of young people from the Ukraine, the majority of whom are residing in airport hotels in the local community; and (iv) an increase in the number of out of zone placing requests due largely to capacity issues in other Aberdeen City schools. Going forward we can only see this trend continuing as the cost of living crisis continues and potentially deepens for a number of our families; as we welcome more young people from Ukraine through the transition process from Dyce primary school; and as a result of the population rise in Aberdeen City as a whole, including the continual rise in overseas mature students taking up places across the two universities, with families looking to enrol in city schools.

Dyce Academy is also home to Aberdeen City Music School which is one of the four centres of musical excellence for school pupils in Scotland. Our provision includes capacity for up to 44 boarders in the residential building, although currently we are sitting at 19 boarders, with 31 pupils in ACMS in total. ACMS is currently in the middle of a significant change period, as our new Director, Kevin Kyle, joined us at the end of May 2023.

Self-Evaluation & Improvement Plan 2023-24
School: Dyce Academy

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Logic Models
Section 4: Outcomes Dashboard

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Dyce Academy also benefits from well-established senior school consortium arrangements with our neighbours at Bucksburn Academy. The senior phase is planned jointly between the two schools, allowing pupils to choose courses from either school increasing breadth and flexibility of choice. This is extended further by via our access to the ABZ Campus.

Section 2: Self Evaluation Summary

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Self-evaluation summary for schools: (format taken from Education Scotland website here)			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)			
<p>The school values and expectations are visible around the school and are in the process of being explicitly embedded in school policy documents.</p> <p>Senior leaders are committed to developing an ambitious ethos and a strong sense of community both within and beyond the school.</p> <p>Pupils and staff enjoy positive, respectful relationships and there is a clear commitment to providing a nurturing, inclusive environment for all pupils.</p> <p>Stronger links are being established with the wider school community through our growing number of business links, our extensive ACMS community Engagement, our work with the RGU Hub, our involvement with the MCR programme.</p>	<p>Pupils are aware of our FAIRR values and our Ready, Respectful, Safe expectations and are reminded of these on a regular basis through assembly presentations and 1:1 conversations. Regular dialogue with pupils encouraging all pupils to be the best version of themselves that they can be both in school and in the local community.</p> <p>86% of parents report that staff treat their child fairly and with respect.</p> <p>Recent inspection outcomes highlight these as key strengths in the school – “Friendly young people who enjoy positive relationship with staff across the school. They demonstrate the school values of responsibility and respect around the school and in lessons. Enthusiastic teachers who support learners within a welcoming environment.”</p>	<ul style="list-style-type: none"> - Review and refresh the School Expectations with all stakeholders to ensure all parties have a full understanding of these and what it means for them and for others. - Create 4 working groups and 4 pedagogy groups that all staff members will be involved in, allowing for distributed leadership in these areas. - Review of Pupil Leadership roles and look to extend opportunities including the introduction of Service to the School roles. - Focus on pupil voice with tracking in place to ensure as many pupils as possible have the opportunity to contribute to improvement activities across the year. - Fresh approach to faculty improvement planning with regular check ins with SLT members to ensure work is progressing effectively. - Fresh approach to attainment and data review processes to ensure that all teaching colleagues are involved and 	Satisfactory

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<p>Increasing numbers of staff are taking on formal and informal leadership roles, some of which have been established by SLT and others have been established by staff members themselves. Working groups allow extended numbers of staff to lead across various aspects of our improvement work.</p> <p>New approaches are being adopted for FH and SLT link meetings and PTG and YH meetings to try and achieve greater consistency, allowing for a more strategic approach leading to improvements for our young people, rather than a purely reactive operational approach.</p> <p>Collegiate and Management Team meetings have been planned in advance for the session are linked directly to improvement priorities and staff CPD requirements. These are shared termly with colleagues.</p> <p>Internal CPD calendar is created annually which is responsive to staff needs and allows further leadership opportunities for staff in delivery.</p> <p>Staff members are fully involved in the Improvement planning process and regular updates shared so everyone</p>	<p>The increase in the number of engagements with Business and community partners has allowed us to develop stronger relationships which we will continue to build on and involve in our ongoing leadership of change. Impact to date has varied across the different engagements from providing authenticity and relevance to learning through lesson engagement, growth in personal development through the MCR mentoring scheme, and broadening horizons through the experiences offered through RGU Hub engagements.</p> <p>Staff leadership has allowed for a growth in the number of extra-curricular opportunities there are for our young people, which are serving to develop wider skills sets, build confidence and provide new experiences for our young people. 69% of pupils report feeling they have opportunities for engagement in activities beyond the classroom.</p> <p>Meeting Minutes demonstrate the strategic interventions that are coming out from link discussions.</p> <p>Internal CPD calendar.</p> <p>Staff voice outcomes.</p>	<p>engaged with both faculty level and whole school data and that it is being used to drive learning, teaching and assessment and improvement priorities.</p>	
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<p>can see ongoing journey and progression.</p> <p>Quality Assurance activities are now prominent in Faculty and whole school planning. Staff are aware of the QA focus areas for the session from a whole school perspective which has been used to inform faculty focus areas. Pupil voice is included in QA activities at whole school and faculty level.</p> <p>Pupil Ambassador roles were introduced in session 2022-23 and are being expanded on for session 2023-24 to provide further opportunities for pupil voice and pupil leadership.</p>	<p>QA calendars</p> <p>QA evidence including Pupil voice</p> <p>Pupil Ambassador projects are leading to wider skills development and confidence building for the pupils involved. Pupils have led work in areas such as the 'Helpful Hampers', 'S1-2 Halloween Event', Sustainability projects.</p>		
<p>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</p>			
<p>Learning and Engagement</p> <p>Staff work hard to maintain positive relationships between themselves and the learners. In most classes learners are well behaved, respectful and responsible creating a positive learning environment.</p> <p>Learners are engaged with their learning most of the time when learning activities are well planned.</p>	<p>The school values and expectations are displayed widely around the school and are referred to regularly by staff members through 1:1 discussions, classroom discussions and through assembly inputs. Inspection outcomes highlighted the strength of positive relationships between staff and pupils.</p> <p>Use of Chromebooks is widespread across lessons. Pupils use electronic</p>	<p>- Continued development of the Learning, Teaching and Assessment Policy</p> <p>- Focus on Moderation in the BGE, particularly looking at planning for learning teaching and assessment and verification.</p>	<p>Satisfactory</p>

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<p>Learning intentions and success criteria are shared at the start of lessons or units of work in most classes, allowing pupils to have a clear understanding of the purpose of their learning.</p> <p>Most learners engage positively with digital technology across the curriculum due to our investment in 1:1 devices which supports learning in the classroom and at home.</p> <p>Learners are responsible and are increasingly provided opportunities to contribute to the life of the school and wider community through well planned activities. This includes engagement with extra-curricular activities and leadership roles.</p> <p>Quality of Teaching In the majority of lessons, teachers give clear explanations and instructions with reference to prior learning. The majority of lessons are well structured with starter activities, teacher explanation and instruction, learning activities and plenary.</p> <p>Teaching staff have a focus on effective feedback, using a range of written and verbal strategies which is having a positive impact on the learning cycle of the majority of learners. A minority of staff make effective use of ICT tools</p>	<p>resources to support learning and particularly to access revision in the senior phase.</p> <p>Extra-curricular programme is growing</p> <p>SIRs log in each Faculty and Positive Behaviour Management tracker</p> <p>Work of the Pupil Ambassadors team.</p> <p>Faculty and SLT QA activities</p> <p>Pupil voice exerts from within faculties and at SLT level focusing on structure of lessons and features of an excellent lesson which have been observed across the school.</p> <p>Google classroom usage statistics</p> <p>FH engaged in robust Performance Review meetings which led to the identification of improvement priorities – see Mins.</p> <p>Moderation activities within faculties and across ACC.</p> <p>Lunchtime/Twilight study sessions and Easter Revision programme.</p>	<p>- Creation of 4 distinct pedagogy groups to improve practice in these areas and cascade learning across the staff.</p> <p>- Develop quality assurance processes at both faculty and whole school levels to raise standards and provide robust self-evaluation evidence.</p>	
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<p>including Google Suite to provide feedback.</p> <p>Effective Use of Assessment In almost all SP classes teachers are making use of SQA criteria to assess learning and plan robust assessments. The reliability of assessment is supported by in-house and local authority moderation activities</p> <p>Senior pupils have been supported in planning revision activities and have access to a wide range of resources designed to support their understanding of the standard required to achieve success in National Qualifications. Almost all faculties provide opportunities for further support beyond lesson times.</p> <p>Planning, Tracking and Monitoring</p> <p>Raising attainment discussions are held twice a year and inform faculty improvement plans.</p> <p>All faculties have their own internal tracking systems in place to record ongoing assessment and the progress of learners.</p> <p>Seemis data for Senior Phase is collated and shared with FH and PTG</p>	<p>Underperformance procedures are in place to inform parents of progress and interventions that have been put in place.</p> <p>Minutes of SLT link meetings demonstrate focus on varying aspects of Learning and teaching.</p> <p>SEEMIS data collations shared with staff.</p> <p>Wider achievement tracker pilot evidence.</p>		
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<p>colleagues following reporting periods to support faculty attainment discussions and allow comparisons and progression analysis throughout the year.</p> <p>Last session we developed a wider achievement tracker to allow us to monitor pupil participation. Going forward this will be used by PTG to identify pupils with low participation levels and inform learning conversations to encourage engagements and opportunities for wider achievement and skills development for our learners.</p>			
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
<p>PTG colleagues know their caseloads well and build strong relationships with pupils so they feel they always have someone they can talk to in school.</p> <p>Pupil Support colleagues maintain an overview of pupil welfare needs and are proactive in putting interventions in place. Strong partnership working is in place with our HSLO to promote positive attendance.</p> <p>Strong partnership working is in place with SDS and MCR colleagues to ensure pupils are identified early on and receive support to ensure they</p>	<p>70% of pupils report that they feel they have someone they can talk to if they have any worries.</p> <p>69% of parents feel that the school supports their child's wellbeing.</p> <p>SEEMiS Wellbeing App is utilised for all pupils, with a number of pupils having Child's Plans, IEP's and informal action plans in place to support them in school.</p> <p>Positive destinations trends.</p>	<ul style="list-style-type: none"> - Raise awareness of the SHANNARI indicators with all staff and pupils and introduce regular checks with pupils. - Refresh our anti-bullying policy in line with new ACC guidance and look at how we track data in relation to bullying so that we can be more proactive as well as being reactive when necessary. - Develop a Promoting Positive Relationships strategy that encompasses all of our work in this area. 	<p>Satisfactory</p>

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<p>have a positive destinations when they leave school.</p> <p>Our Speak Easy group provides a voice to pupils to highlight any concerns they may have within school. This includes relationships and behaviours between pupils and between staff and pupils. Pupils feel confident to raise matters in this forum and are keen to look to be involved in awareness raising activities.</p> <p>PT PEF has implemented a number of initiatives and strategic interventions to improve outcomes for our PEF young people.</p> <p>The school library has an annual calendar of raising awareness events covering topics in relation to equalities and celebrating diversity.</p>	<p>ATT letters issued and meetings held in conjunction with the HSLO when necessary.</p> <p>PEF Spending Overview and Improvement plan.</p> <p>Library awareness raising campaigns display evidence. 77% of pupils report that the school helps them to understand and respect other people.</p>	<ul style="list-style-type: none"> - Develop a Health and Wellbeing Strategy - Develop a detailed PEF Improvement Plan that will be robustly reviewed to ensure impact it is clearly evidenced. 	
<p>QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>			
<p>Attainment in Literacy and Numeracy in the BGE</p> <p>In S1-S3 we have targeted support groups for young people who are working at level 1 and level 2 in literacy and numeracy, with a specific focus on raising attainment and closing the gap with their peers.</p>	<p>Targeted groups data tracking demonstrates positive pupil progress.</p> <p>Regular Faculty QA meetings with SLT to track progress making use of internal TMR data.</p>	<ul style="list-style-type: none"> - Creation of new whole school and faculty trackers for all stages, bringing greater consistency and a focus on engagement and interventions. - Creation of Literacy and Numeracy trackers for all pupils in S1-S6 to ensure we are maximising attainment in these areas 	<p>Weak</p>

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<p>- Attainment in Numeracy has been steady at level 4 with the majority of learners (71%) achieving level 4 by the end of S3.</p> <p>Attainment in Literacy in the Senior Phase</p> <p>- Almost all pupils in S4 (93.6%) achieved level 4 in Literacy which is a stable trend putting us slightly above VC. Most pupils (78.72%) achieved level 5 which is slightly below the VC but is an improving trend since 2018.</p> <p>- Most pupils in S6 achieved level 5 (88%) which is in line with the VC and has been an upward trend.</p> <p>Attainment of young people in literacy and numeracy by the time they leave school</p> <p>- In S4, most leavers (90%) achieved level 4 in literacy which is slightly above the VC and an increasing trend. The majority of leavers (50%) achieved level 5 which is slightly above the VC and an improving trend.</p> <p>- In S5, almost all leavers (92.6%) achieved level 4 in literacy, which is slightly above the VC and an increasing trend. A minority of leavers (33.3%) achieved level 6</p>	<p>Twice annual attainment review meetings between SLT and FH brings analysis and scrutiny leading to action plans for improvement.</p> <p>Online IDL programme monthly reports and assessments demonstrates impact of intervention.</p> <p>Extra-curricular programme outlines the range of opportunities presented to our learners.</p> <p>Ambassador programme overview documentation outlines leadership roles and work undertaken developing skills and confidence in learners.</p> <p>Merit system overview and tracker demonstrates pupil commitment to the school values and our commitment to positive recognition for our learners.</p> <p>PEF reports S1-3, PEF uptake Vs PEF Funding report, Pupil voice feedback relating to work of PT PEF demonstrates impact of intervention.</p> <p>MCR progression and impact reviews for mentees demonstrates impact of intervention. MCR annual report data. MCR Good news stories from group work activities</p>	<p>- Creation of progression trackers for use by PTG to ensure pupils are being aspirational as they follow progressive pathways through the senior phase.</p> <p>- Expand the use of our wider achievement tracker to monitor participation levels and allow for appropriate intervention</p> <p>- Focus on raising aspirations across the school and the use of learning conversations</p> <p>- Initiate an annual programme of curriculum review based on the needs of our pupils</p> <p>- Develop course choice process to ensure good coursing for all pupils</p> <p>- Creation of a robust presentation policy</p> <p>- Development of Literacy and Numeracy Strategies to drive improvement in these areas</p> <p>- Establishment of a Celebrating Success Working group to expand our practice and support our raising aspirations agenda.</p>	
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<p>which is slightly above the VC, and again an improving trend.</p> <p>- In S4 most leavers (80%) achieved level 4 in numeracy which is above the VC.</p> <p>- In S5 all leavers achieve level 4, which is significantly above the VC and an upward trend. A few (11%) achieved level 6 which is slightly above the VC and an increasing trend.</p> <p>Attainment Over Time Breadth and Depth Measures</p> <p>In S5 with 3@ Level 5 we have an improving trend, and we are closing the gap on the VC.</p> <p>In S6 with 3 @ Level 6 we also have an improving trend, and we are closing the gap with the VC.</p> <p>Seemis data for senior phase is collated and shared with FH and PTG colleagues following reporting periods to support faculty attainment discussions.</p> <p>Overall quality of learners' achievement</p> <p>We have reinstated a range of extra-curricular activities and continue to</p>	<p>demonstrates impact of intervention.</p>		
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<p>expand this further. We encourage our learners to exercise responsibility and contribute to the wider life of the school, wider community and as global citizens through our various charity activities, and programmes such as DofE. 10 staff have been enrolled in training to allow the introduction of the MVP programme, and the Service to the School roles will provide further pupil leadership opportunities.</p> <p>This session we have introduced our Pupil Ambassador programme in S5/6 to allow leadership opportunities for a larger group of young people. We currently have 25 Ambassadors across 5 themed groups.</p> <p>This session we established a positive recognition scheme based on a merit system. Staff, pupil and parental feedback on this has been extremely positive and we are seeing a steady increase in the number of young people being recognised with Bronze, Silver, Gold and Platinum certificates, or the Diploma of Excellence.</p> <p>Equity for all learners</p> <p>Positive Destinations data has been an improving trend and are on track or ahead of the VC.</p>			
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<p>All our pupils have a cost-neutral day, ensuring they have access to a full educational experience. This includes and extends to our 'snack box', 'stationary support' '1:1 device's, 'swap shop', 'coat appeal' and 'Helpful Hampers' initiatives.</p> <p>Our use of International Dyslexia Learning Solutions Ltd (IDL) web-based literacy and numeracy resource is being utilised to close the gap for our PEF pupils. 56% report an improvement in confidence in literacy from their engagement with the programme. 70% report an improvement in confidence in numeracy from their engagement with the programme. The tracking data tells us that 98% of pupils who took part in IDL spelling activities showed an increase in spelling. An 80% increase was also seen in reading age through the various reading activities.</p> <p>All S3 PEF pupils were involved in a week long experience aimed at building resilience, leadership skills and confidence levels. Pupil voice feedback was extremely positive with most pupils reflecting that it supported their skills development and all pupils reflecting that it improved their resilience.</p>			
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<p>Our MCR Pathways Coordinator provides opportunities for all our care experienced young people, those with extended support needs. Transition work takes place for pupils identified in P7. Group work takes place in S1 and S2 which has a skills focus and then they are matched with a mentor when they go into S3. We also have a small number of young people in S4/5 who may at risk of a negative post school destination who are also matched with a mentor. These mentors provide support and raise aspirations of our young people, providing opportunities to develop employability skills and careers awareness.</p>			
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Section 3: Logic Models (one for each improvement QI)

Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	October 23	April 24	October 24
<p>Leadership of Change (1.3) Including a focus on DYW agenda (3.3 and 2.3)</p> <p><u>Human Resources</u> School Lead: Katie Arthur</p> <p><u>Excerpts from SIF and Inspection Discussion</u></p> <p>Senior leaders recognise that further engagement work with staff and young people is required to embed the vision and values, so that these form the basis of the school's culture, ethos and learning environment.</p> <p>We protect time for professional dialogue, collegiate learning and self-evaluation so that all members of the school community can contribute to our plans for continuous improvement. (From HGIOS 4)</p> <p>Young people across all stages take part in a variety of activities... Although young people value their involvement in these activities, they are not yet aware of the key skills such as leadership, research and</p>	<ul style="list-style-type: none"> Review of our School Expectations with pupils, staff and parents to allow us to exemplify each expectation. New infographics to be produced as a result of this work and shared widely around the school. Regular assembly input that focuses on developing a shared understanding of our school values and expectations. School values and expectations to underpin all policy/strategy creation going forward. Focus on promoting the school values and expectations through the School New sletter following engagement with staff, pupils and the Parent Council. Review of the School Vision and values involving all stakeholders (Session 2024-25) The creation of 4 working groups and 4 pedagogy groups will support creativity, Innovation and enquiry and will allow for a sustainable collegiate approach to whole school improvement using a distributive leadership model. Pupil voice and engagement to be ensured throughout the work of these groups. Review of pupil leadership roles within the school, will lead to an increase in the number of opportunities which will promote skills development and accreditation across all stages, including the development of 'Service to the School' which will be compulsory for all S6 pupils. Pupil Ambassador groups will all establish a clearly defined improvement project they are taking forward over the course of the session which has clearly identified outcomes, improving the overall school experience for pupils. Pupil voice opportunities for engagement in consultation and school improvement work will be tracked to ensure a range of views are being heard which is representative of the pupil body. A whole school audit of practice using the entitlements and expectations in the Career Education Standard will be carried 	<p>Whole school Infographics to be refreshed.</p> <p>Assembly presentations to be collated.</p> <p>New sletter Insert promotes refreshed Expectations and school values.</p> <p>Welcome leaflet to be created which promotes the school values and expectations.</p> <p>Increase in the number of staff taking on whole school leadership roles. Output from each group will also be evident through group minutes and a range of final products and will clearly outline the role of pupil voice.</p> <p>Increase in the number of pupils taking on leadership roles within the school and gaining accreditation where possible.</p> <p>The work of pupil leadership groups will be</p>	<p>> 55% of pupils report they feel the school listens to their views (Baseline 51% strongly agree and agree combined)</p> <p>Baseline figure from session 2022-23 to be established by end of session outlining the % of staff who took on a leadership role within the school over the course of the session.</p> <p>Baseline figure from session 2022-23 to be established by end of session outlining the number of pupil leadership opportunities</p>	<p>> 63% of pupils report they feel the school listens to their views</p>	<p>> 70% of pupils report they feel the school listens to their views</p> <p>Increase in the % of staff who took on a leadership role within the school over the course of session 2023-24.</p> <p>Increase in the number of pupil leadership roles taken on by pupils over the course of session 2023-24.</p>

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resilience that they are developing through their participation.

Staff should identify and track skills associated with these and other achievements.

out. This will allow for an overview of Career Education provision across the school and will determine future improvement priorities.

- A whole school approach to skills identification and development across the curriculum will be devised and implemented.
- A whole school approach to Profiling will be reinstated for all pupils in the BGE which supports pupils to recognise their progress and experiences in terms of skills development.

promoted across the school community with demonstrated measurable outcomes.

Pupil voice tracker will demonstrate our commitment to pupil involvement in improvement activities.

Completed CES audit will form the baseline for future improvement planning.

The focus on skills development will be evident in classroom practice across the school (session 2024-25)

Pupils will have a completed profile at the end of each year stage in S1-3.

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Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	October 23	April 24	October 24
<p>Learning Teaching & Assessment (2.3)</p> <p><u>Human Resources</u> School Lead: Andy Hose</p> <p><u>Priority (from Inspection Letter)</u> Improve the quality of learners' experiences throughout the school. This should include teachers planning more challenging and relevant learning experiences that allow learners to make better progress as they move through the school.</p> <p><u>Excerpts from SIF</u> Teachers should begin to engage in regular moderation activity to develop a clearer understanding of national expectations of BGE levels. This will help improve the reliability of teachers' professional judgements of young people's levels of attainment and achievement.</p>	<ul style="list-style-type: none"> Continue to develop the Dyce Academy Learning, Teaching and Assessment Policy. Pupil involvement in this piece of work will be ensured. Whole staff professional learning will review the Moderation Cycle and put a renewed focus on 'Planning learning, teaching and assessment using the E's and O's to meet learners' needs and 'Regularly use the standards within the E's and O's and Benchmarks to evaluate and monitor learners progress'. Moderation work will be built into all Faculty QA calendar's and will be reviewed with SLT links regularly. External moderation work to be undertaken with colleagues across ACC. Staff confidence levels will be measured and recorded throughout this process. Pedagogy Groups will be established within the school to develop skills and cascade learning on the following key areas of learning and teaching for session 2023-24: Digital Technology in the classroom Assessment is for Learning Differentiation Questioning and Oracy Pupil involvement in the work of these groups will be ensured. Pedagogy Group members will cascade learning within faculty teams and at a whole school level through collegiate and CPD sessions. Staff leadership roles will be built into this. 	<p>An updated Learning, Teaching Assessment Policy will be in place for Dyce Academy.</p> <p>Professional learning on Moderation will be delivered to all staff.</p> <p>Moderation evidence will be gathered through internal and external activities throughout the year leading to increased confidence and more robust professional judgement.</p> <p>Wider staff team will benefit from the Professional learning developed by colleagues through collegiate/in-service meetings and the internal CPD calendar, leading to improved learner experiences.</p> <p>Whole school and Faculty QA calendars,</p>		<p>>35% of staff report that they strongly agree that moderation activities are helping to make sound professional judgements. (Baseline 25%)</p> <p>>87% of pupils report that their work is hard enough (Baseline 83% All of the time and Some of the time combined)</p> <p>A majority of staff (>50%) report that they strongly agree that their professional learning enables them to reflect on and improve their practice (Baseline 34%)</p> <p>>70% of pupils report that they</p>	<p>A Majority of staff (>50%) report that they strongly agree that moderation activities are helping to make sound professional judgements.</p> <p>Almost all pupils (>91%) report that their work is hard enough</p> <p>>60% of staff report that they strongly agree that their professional learning enables them to reflect on and improve their practice</p> <p>Most pupils (>75%) of pupils report that they</p>

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	Choose an item.
2.3 Learning Teaching & Assessment	Choose an item.
3.1 Ensuring Wellbeing, Equality & Inclusion	Choose an item.
3.2 Raising Attainment & Achievement	Choose an item.



Teachers' approaches to planning learning, teaching and assessment to meet the needs of all learners are not yet consistent across curriculum areas.

In a few lessons, teachers promote active learning through creative use of digital technologies.

In a few lessons ..they review learning and assess young people's understanding as the lesson progresses and use effective plenaries.

In most lessons, learners would benefit from more opportunities to take responsibility for leading their own learning.

- FH will engage in collegiate discussion around **Quality Assurance** processes to support the development of Faculty QA calendars for session 2023-24.
- The whole school QA calendar will include formal and informal learning visits that will focus on the following areas in session 2023-24:
 Informal: Classroom Routines, Praise and Aspiration,
 Formal: Pace and challenge; Effective lessons – Opening and closing a lesson.

will provide triangulated evidence which informs self-evaluation and drives improvement in learner experiences.

enjoy learning at school.
 (Baseline 63% All of the time and Some of the time combined)

A third of SLT lesson observations would be rated as 'Good' or better.

enjoy learning at school.

Half of SLT lesson observations would be rated as 'Good' or better.

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1.3 Leadership of Change	Choose an item.
2.3 Learning Teaching & Assessment	Choose an item.
3.1 Ensuring Wellbeing, Equality & Inclusion	Choose an item.
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Section 3: Logic Models (one for each improvement QI)

Resources and Context	Outputs		Outcomes - Impact		
Activities	Outputs	October 23	April 24	October 24	
<p>Safeguarding and Ensuring Wellbeing, Equity and Inclusion (2.1 & 3.1)</p> <p><u>Human Resources</u> School Lead: Lynda Strachan</p> <p><u>Excerpts from SIF and Inspection Discussion</u></p> <p>Discussion around incidents of bullying impacting on the number of young people who report feeling safe in school.</p> <p>Senior leaders recognise that further engagement work with staff and young people is required to embed the vision and values, so that these form the basis of the school's culture, ethos and learning environment.</p> <p>Teachers approached to planning for learning, teaching and assessment to meet the needs of all learners are not yet consistent across curriculum areas. This results in a few groups of learners requiring further support to access their learning across all curriculum areas.</p>	<ul style="list-style-type: none"> Professional learning and collegiate work will be undertaken to ensure we have a shared understanding of pupil wellbeing, focusing on the SHANNARI indicators. Biannual assembly input will be introduced to ensure our young people have a shared understanding of wellbeing and child protection. A rolling programme of work will be carried out with all pupils that will allow us to know and demonstrate that all of our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. PTPS and SLT will review the process for recording Bullying incidents in Seemis Log. Baseline data will be gathered at the end of session 2022-23 to identify patterns which will be addressed by interventions throughout the year. Bullying data will be reviewed termly to determine patterns and inform actions at whole school and pupil support levels. Work will be undertaken, involving all stakeholders to create a Promoting Positive Relationship Strategy. Work will be undertaken to pull together our work across Wellbeing into a Wellbeing Strategy. Work will continue on our ROA HWB audit to ensure coherent and progressive delivery across the school. Professional learning will be undertaken by relevant staff members to improve understanding on The CIRCLE Framework. An implementation strategy will be devised to allow us to embed the CIRCLE Framework into practice at Dyce Academy. Professional learning will be undertaken with all staff members to improve inclusion in the classroom, thereby improving the educational experience of all learners. 	<p>Wellbeing Indicator infographics will be on display in every faculty and around the school.</p> <p>Assembly Presentation will be collated.</p> <p>SHANNARI assessments will be collated for every student.</p> <p>Seemis Bullying data tracking, review and action planning will be recorded.</p> <p>A Promoting Positive Relationships Strategy will be in place for Dyce Academy.</p> <p>A Wellbeing Strategy will be in place for Dyce Academy.</p> <p>RA HWB audit will be complete and will be driving the improvement agenda in this area.</p> <p>An implementation strategy will be developed which will outline how the CIRCLE Framework will be taken</p>	<p>>65% of pupils report that they feel that the school helps them to feel safe. (Baseline 62% Agree or strongly agree combined)</p>	<p>>70% of pupils report that they feel that the school helps them to feel safe.</p> <p>>65% of pupils report that they feel the school deals well with bullying or they have never experienced it (Baseline 60% Agree or strongly agree combined with never experienced)</p>	<p>Most pupils (>75%) report that they feel that the school helps them to feel safe.</p> <p>>75% of pupils report that they feel the school deals well with bullying or they have never experienced it</p> <p>Continue to close the gap with the national establishment for Complementary</p>

Self-Evaluation & Improvement Plan 2023-24
School: Dyce Academy

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Logic Models
Section 4: Outcomes Dashboard

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3.1 Ensuring Wellbeing, Equality & Inclusion	Choose an item.
3.2 Raising Attainment & Achievement	Choose an item.



The school should continue to monitor and evaluate the impact of supportive interventions, ensuring that they are all clearly aligned to accelerating progress in closing poverty-related attainment gaps.

- A PEF Improvement plan will be devised for session 2023-24, based on robust self-evaluation work carried out during session 2022-23.
- We will implement the use of the ACC PEF tracker to ensure careful monitoring and tracking of progress in relation to our PEF activities.
- Formal PEF review meetings will be introduced and carried out biannually with the PT PEF, DHT Pupil Support and HT which will focus on impact and outcomes.

forward in Dyce Academy.

Professional learning on the CIRCLE framework will be delivered to all staff.

PEF Improvement Plan for session 2023-24.

PEF Tracker will be maintained covering all activity during session 2023-24.

PEF Review Meeting minutes will demonstrate the impact and outcomes of all PEF activities during session 2023-24.

(Baseline 2021-22
SIMD 6 = 477)

tariff scores for leavers in SIMD 6.

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1.3 Leadership of Change	Choose an item.
2.3 Learning Teaching & Assessment	Choose an item.
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Section 3: Logic Models (one for each improvement QI)

Resources and Context	Outputs		Outcomes - Impact		
<p>Raising Attainment & Achievement (3.2)</p> <p><u>Human Resources</u> School Lead: Fiona Jamieson</p> <p><u>Priority (from Inspection Letter)</u> Improve attainment and increase expectations for all young people.</p> <p><u>Excerpts from SIF</u> Across the senior phase, expectations of young people's attainment and achievement are not consistently high across all curriculum areas.</p> <p>There is room for greater rigour in the school's approaches to ensuring that assessment information is reliable. Staff should continue to develop approaches to assessing literacy and numeracy in the BGE that fully align to national expectations and standards.</p> <p>There is not yet a whole school overview of young people's attainment in literacy and numeracy over time.</p> <p>Recent improvements have not been underpinned by focused strategies or policies for improvement.</p>	Activities	Outputs	October 23	April 24	October 24
	<ul style="list-style-type: none"> The school values, including that of 'Ambition' will regularly feature in whole school assembly presentations. Staff professional learning will focus on revisiting the importance of quality learning conversations which look to raise aspirations for all. Targets in learning will be set and recorded for all young people, who will be involved in the setting of these targets. Reviews will take place regularly by SLT Links across the year. An annual programme of curriculum review and development will be in place, with faculties and subjects encouraged to consider alternative certification to allow further progression routes within their subject areas, in order to meet pupil need and the context of the school. The school will make full use both of the consortium arrangement with Bucksburn Academy and the wider ABZ Campus initiative to support broad pathway options for young people. A new course choice form and process will be implemented which will be data driven and will focus on aspiration and progression. A progression tracker will be used throughout the subject choice process to ensure progression for all young people. A robust and consistent presentation policy will be created which will govern how young people are supported to achieve their full potential across the school. Staff professional learning activities will focus on developing a greater understanding of the use of data and using it to inform planning for learning and teaching and interventions. Attainment review processes will be revised and staff will be supported to develop robust raising attainment strategies which will inform their annual improvement plans. 	<p>Professional learning on learning conversations and target setting will be delivered to all staff.</p> <p>A calendar of learning conversations will be part of each faculty / the whole school calendar.</p> <p>The course option sheet will outline a broad set of choices to meet the needs of our young people. Progression maps are in place to support the new approach to subject choice, which will lead to better coursing of pupils.</p> <p>Progression tracker will demonstrate that pupils are following progressive pathways; Increasing numbers of young people will take up options beyond the school; Increased number of pupils taking FA; Increased number of pupils taking NPAs.</p>	<p>>40% of young people will report that they are encouraged by staff to do the best they can all of the time. (Baseline 32.61%)</p> <p>>35% of staff strongly agree that children and young people are involved in setting their learning targets. (Baseline 18%)</p> <p>>60% of pupils strongly agree or agree that they were given good advice to make choices about taking the subjects that are right for me. (Baseline 58%)</p>	<p>A majority (>50%) of young people will report that they are encouraged by staff to do the best they can all of the time.</p> <p>A Majority of staff (>50%) strongly agree that children and young people are involved in setting their learning targets.</p>	<p>Most (75-90%) young people will report that they are encouraged by staff to do the best they can all of the time.</p> <p>>70% of staff strongly agree that children and young people are involved in setting their targets.</p> <p>>75% of pupils strongly agree or agree that they were given good advice to make choices about taking the subjects that are right for me.</p> <p>>85% of young people achieve</p>

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	<ul style="list-style-type: none"> The school will introduce strategies for both Literacy and Numeracy that targets improvement in the BGE and Senior Phase. Dyce Academy will work with Bucksburn Academy to introduce joint moderation on BGE Literacy and Numeracy. <p>A Celebrating Success Working Group will be convened to expand on our positive recognition strategy including the inclusion of an Awards Ceremony which will recognise attainment and achievement.</p>	<p>A robust presentation policy is in place and followed consistently to support young people.</p> <p>Faculty raising attainment strategies will be outlined within their FIP.</p> <p>A Literacy and Numeracy Strategy will be in place for Dyce Academy. A robust tracker will be in place for both Literacy and Numeracy across all stages.</p> <p>Shared understanding of moderation for literacy and numeracy will be in place in partnership with Bucksburn Academy.</p>		<p>A third of senior phase pupils are recognised within our Awards Ceremony.</p>	<p>third level in Reading, Writing and Listening and Talking by the end of S3</p>
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3.2 Raising Attainment & Achievement	Choose an item.

Section 3: Logic Models (one for each improvement QI)

Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	October 23	April 24	October 24
<p>Tracking & Monitoring (from 2.3, 3.1 & 3.2)</p> <p><u>Human Resources</u> School Lead: Katie Arthur & Fiona Jamieson</p> <p><u>Priority (from Inspection Letter)</u> Develop more robust systems to monitor the attainment and progress of all young people.</p> <p><u>Excerpts from SIF</u> There is not yet a whole school overview of young people's attainment across the curriculum.</p> <p>In almost all curriculum areas, teachers use established processes to track and monitor young people's progress. These are inconsistent across and within departments.</p> <p>Continue with plans to ensure there is much more rigorous monitoring and tracking of young people's attainment and progress through the BGE and across the Senior Phase. This will help provide a clearer whole-school</p>	<ul style="list-style-type: none"> A whole school tracking system will be developed and implemented for the BGE. This will include tracking of interventions from PTG and YH. Whole school attainment progress will be shared with staff after each reporting period within the BGE. Intervention trackers will be incorporated into faculty BGE trackers Faculties will review BGE attainment termly in faculty meetings and with link SLT. BGE Attainment Reviews will take place twice a year with HT, SLT Link and FH will be supported to develop robust raising attainment strategies which will inform their annual improvement plans. Literacy and Numeracy trackers will be developed to track progress from S1-6 A whole school tracking system will be developed and implemented for the Senior Phase. This will include tracking of interventions from PTG and YH. Whole school attainment progress will be shared with staff after each reporting period within the senior phase. The Management Team will work collaboratively to establish consistency across senior phase faculty trackers allowing progress and interventions to be tracked across the faculty and in line with the presentation policy. Faculties will review senior phase attainment termly in faculty meetings and with link SLT. Senior Phase attainment review meetings will be revised and FH will be supported to develop robust raising 	<p>Whole school BGE and SP Trackers which are used by staff at all levels to determine interventions and raise attainment across cohorts and with targeted groups.</p> <p>Faculty Link minutes will demonstrate the attainment review process throughout the year in both the BGE and SP.</p> <p>Attainment Review Meeting minutes for the BGE and SP will include an evaluation of the interventions implemented throughout the year and the raising attainment strategy for the following year.</p> <p>A robust tracker will be in place for both Literacy and Numeracy across all stages and will inform</p>	<p>>70% of pupils achieve Fourth Level in Numeracy by the end of S3.</p> <p>In S4 have closed the gap with the VC for 5@L5 (baseline 85% of VC)</p> <p>In S6 have closed the Gap with the VC for 5@L6 (baseline 65% of VC)</p> <p>The majority (>50%) of S1-3 pupils have been recognised in the merit system.</p>	<p>>75% of pupils achieve Fourth Level in Numeracy by the end of S3.</p> <p>In S4 continue to have closed the Gap with the VC for 5@L5</p> <p>In S6 continue to have closed the Gap with the VC for 5@L6</p>	<p>>75% of pupils achieve Fourth Level in Numeracy by the end of S3.</p> <p>In S4 continue to have closed the Gap with the VC for 5@L5</p> <p>In S6 continue to have closed the Gap with the VC for 5@L6</p>

Self-Evaluation & Improvement Plan 2023-24
School: Dyce Academy

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Logic Models
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picture of the progress of different cohorts of young people.

The school should continue to monitor and evaluate the impact of supportive interventions, ensuring that they are clearly aligned to accelerating progress in closing poverty-related attainment gaps.

As staff do not currently monitor and track the progress of identified groups of young people as they move through the school, they cannot accurately identify attainment gaps across Dyce Academy.

attainment strategies which will inform their annual Improvement plans.

- Whole school trackers will be used to track progress of **targeted groups** of young people to identify attainment gaps and implement interventions.
- A **progression tracker** will be used through the subject choice process to ensure progression for all young people.
- Continue to develop the **wider achievement tracker** for all stages, which can be used to identify pupils who are not engaging with the opportunities presented, allowing for PTG intervention.

planning for learning and teaching and coursing.

A Wider Achievement Tracker that identifies pupil engagement in wider achievement options across the school at all stages.

Most (>75%) young people in S1-3 have been recognised by the merit system.

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