Dyce Academy

Self-Evaluation and Improvement Plan
2024-25

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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 which is an Aberdeen City school, and Newmachar Primary which is an Aberdeenshire school taking in learners from Newmachar, Kingseat and outlying areas.

Our school roll is currently 686. Approximately 35% of our learners arrive at school via school transport and 14% of our school roll have free school meal entitlement. 37% of our learners are recorded as having additional support needs. Our SIMD profile ranges from deciles 1-10 with the majority of our pupils sitting between deciles 6-9. However, we are very aware that aspects of hidden rural poverty and the changing demographic within our local community would mean deprivation levels are not fully reflected within this.

Our vision, 'Learning for Life', recognises the importance of the role we play in our young people's lives in setting them up for future learning, life and work. Our school values of Fairness, Ambition, Integrity, Respect and Responsibility underpin this vision and are backed by our school expectations of 'Ready', 'Respectful', 'Safe'.

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. Its purpose is to develop the musical talent of our young people whilst preparing them for a professional music career should they wish to pursue this. Our provision includes capacity for up to 44 boarders in the Residential building, although currently we are sitting at 16 boarders, with 31 pupils in ACMS in total.

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 through access to a range of provision via the ABZ campus model.

Dyce Academy is currently coming to the end of its year zero as an Excelerate school supported by The Wood Foundation. Excelerate provides opportunities to inspire and empower education practitioners and school communities to deliver meaningful, impactful and context driven learning opportunities that root the curriculum in the real world, through high quality professional learning opportunities and experiences. So far we have engaged with the work around Oracy skills which is now embedded within

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our improvement plan and we have been introduced to the principles of Crew and to the Academies of Nashville model. We are in the very early stages of this work, but we are delighted to have secured this opportunity for our learners, our staff and our local community.

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Section 2: Self Evaluation Summary

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)			
Values and Ethos The school values are displayed prominently around the school and have been reinforced regularly through assembly presentations to all year groups. All assembly narratives are linked back to the values and expectations where possible. The review of the School Expectations involving a variety of stakeholders (pupils, parents, staff) has led to a much deeper understanding for pupils of the role they play as effective learners across the school. These are displayed widely around the school. Pupils report that this is being emphasised and followed up on regularly in class, and followed by the majority of pupils.

Senior leaders are developing a more ambitious ethos and a strong sense of community both within and beyond the school, and our learners recognise this to be the case. | **Values and Ethos** Pupils are aware of our FAIRR values – Fairness, Ambition, Integrity, Respect, Responsibility, 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 fulfil our value of being as Ambitious as possible, and to be the "best version of themselves that they can be" both in school and in the local community. 70% of our learners agree or strongly agree that they are encouraged to do the best that they can all of the time.

86% of parents report that staff treat their child fairly and with respect.

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 | **Values and Ethos** This session we will be looking to review our School vision and values.

Our Assembly programme will continue to focus on developing our culture and ethos as a whole school community. | Satisfactory |

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Pupils and staff enjoy positive, respectful relationships and there is a clear commitment to providing a nurturing, inclusive and safe environment for all learners.

Partnership Working
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, and our role as an Excelerate school. This work seeks to enhance our pupil experience, providing authenticity and broadening horizons through exposure to the wider world of work and future learning.

Please also see links with plan 2.3 Learning, Teaching and Assessment

school values of responsibility and respect around the school and in lessons. Enthusiastic teachers who support learners within a welcoming environment." Positive relationships has continued to be highlighted through two Quality Improvement visits from the local authority in December 2023 and June 2024.

Partnership Working
The increase in the number of engagements with Business and community partners - In 2023-24 we had 33 pupils in S5&6 sign up for the Access 2 programme at RGU where they got to experience learning in a University faculty, and we had 37 of our targeted S2 pupils participate in the Northern Lights experience which again focuses on exposing our pupils to what life at university could be like to support aspirational future planning. We have also had a further 7 female pupils attend the Hair, Care and Dare event which is designed to inspire female learners to look beyond more traditional career paths. We also have 3 pupils who completed their Career Ready internship in July 2024.

The ACMS pupils participated in over 50 concerts over the course of last session and pupils were supported to visit Royal Conservatoire of Scotland to

Partnership Working
Building on our audit, we will look to produce a partnership working map this session. We will continue to work closely with our RGU Hub and DYW colleagues and we also hope to bring in a BCSO as part of our Excelerate work this session. This role will support the development of further partnership working across the school. We will also complete a Career Education Standard audit which will help to highlight areas that require further development going forward.

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	support their future planning. Pupils have also had several presentations and workshops from professional musicians over the course of the session, a number of whom were ex-ACMS pupils. This has proved really inspiration for our pupils and supported the raised ambitions within ACMS.		
Building Capacity - Staff Leadership and Development Increasing numbers of staff are taking on formal and informal leadership roles across the school. This has led to greater engagement in both the setting and carrying out of our improvement work and the wider structure supports greater progress across different areas. New approaches have been established for middle and senior management link meetings, leading to greater consistency across the school and a more strategic approach to our improvement work. Collegiate and Management Team meetings have been planned in advance for the session and are linked directly to improvement priorities and staff CPD requirements. Staff members are fully involved in the Improvement planning process and regular updates are shared. An internal CPD calendar is created annually which is responsive to staff	**Building Capacity – Staff Leadership and Development** Staff taking on leadership roles across the school has seen a slight increase from 35% to 37%. Faculty and PTG link Meeting minutes demonstrate the impact of this new approach.	**Building Capacity – Staff Leadership and Development** Staff will be encouraged and supported to take on further leadership roles across the school this session building our capacity. Formal and informal roles will be established as SLT look to bring the wider staff team into our improvement work across the school.	

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needs and improvement priorities, and it allows further leadership opportunities for staff in delivery.

Quality Assurance
Quality Assurance activities are now prominent in faculty and whole school calendars forming the basis of our ongoing self-evaluation.

Pupil Voice has been a focus at both faculty and whole school level during session 2023-24 as we recognise the importance and value of pupil views, and it is important they feel this is being regularly sought. It is being tracked at whole school level to ensure that we are hearing as wide a range of voices as possible. It has also been referenced regularly during assembly presentation to help pupils recognise that this is a priority.

Pupil Leadership
Pupil leadership roles are now well established across the senior school and work is underway to expand this into the BGE stages. (See also section 2.3)

Senior pupils are contributing regularly to the wider life of the school and leading on changes to the school through our Service to the School initiative.

Internal CPD Calendar has clear links to our improvement plan.

Quality Assurance
QA calendars from across the school outline the work being set annually. Pupil Voice work is taking place across the school and at senior management level is also being tracked to ensure a variety of pupils are engaging with this work - Whole school Pupil Voice tracker.

Pupil Leadership
All S6 pupils are engaged in a Service to the School role. We have an Ambassadors programme which includes pupils from across S5&6 who all lead projects within the school. Outcomes of pupil leadership projects last session included the roll out of the

Quality Assurance
We will continue to take as many opportunities as possible to seek out pupil views, and our focus needs to be on how we ensure pupils feel their views are being acted upon, as currently this is not always the case. Our focus on 'You said we did' activities will allow our pupils to see more clearly the role they have in leading and influencing change at Dyce Academy.

Pupil Leadership
We will ensure that Ambassador projects are being fully documented to allow for greater accountability and clear evidence of impact so that pupils can clearly see the outcomes of their work. This will be promoted regularly throughout the school.

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pupil QR Code to request input from their Guidance teacher; an additional pupil led input into our P7 transition programme; the achievement of a second Green Flag for the school; the leadership of various Inter house sporting activities; the leadership of a Lifestars group and the organisation of a Christmas ceilidh. Junior pupils have also had some opportunities to lead on projects such as their involvement in the Eco Schools Group, Junior Transition Buddies, and the work on School Expectations. This is adding breadth to the portfolio of achievements for our seniors, and supporting skills development, whilst allowing all pupils to feel ownership over wider school activities.

Pupil surveys show an increase in the number of pupils taking on leadership roles. 2022-23 the figure stood at less than 10%. At the end of sessions 2023-24 we had increased to 18%.

The SQA Leadership Award is being introduced at SCQF level 5 in S4 through Core PE in session 2024-25 allowing all pupils in that cohort to focus on, and develop, leadership skills. The Religion, Beliefs and Values Unit is being completed by all S5/6 pupils in core RMPS in session 2024-25 and this will have a focus on community engagement and philanthropy. First Aid will be introduced for senior pupils to allow for further breadth of learning and development of important life skills.

We will continue to develop further opportunities for pupils to lead aspects of improvement work going forward, particularly in the junior stages.

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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

Learning and Engagement **Relationships and Engagement** In most lessons their remains a positive climate for learning and our young people are active participants in their learning. Relationships between staff and pupils, and between pupils themselves remain positive and respectful the majority of the time. In almost all lessons, the purpose of learning is shared appropriately and pupils can reference this when spoken to. **Quality of Teaching** All staff are familiar with the 'Structure of a Good Lesson' and in most lessons this is being followed. **Effective start and end of lessons** As part of work to improve the quality of the learning experiences we have had a particular focus on entry and exit routines and effective start and end to lessons through our SLT observation schedule to support greater consistency. Our progress with this was measured as part of our QIV	**Learning and Engagement** **Relationships and Engagement** SLT Observation records include measures on pupil engagements. QIV reports reference positive relationships similar to that highlighted in the inspection report. **Quality of Teaching** SLT Lesson Observation feedback – Nov and May. QIV feedback on lesson observations – Dec & June The outcome of this ongoing piece of work has been the following: - entry and exit routines are now clear in almost all lessons supporting a positive learning environment - in most lessons Learning Intentions and Success Criteria are being shared with pupils and work is continuing to ensure this is being discussed to	**Learning and Engagement** Further work is needed on our LTA policy to ensure it is understood by learners positively impacting on the learning environment. Work is needed to ensure that Children's Rights feature prominently around the school and reflected in our culture and ethos. A full review of the school vision and values is due to be undertaken during session 2024-25. This will incorporate work on the Excelerate 'Portrait of a School Leaver'. **Quality of Teaching -** **Effective start and end of lessons** Staff will be encouraged to develop their practice in some of these key areas based on the feedback they received from the lesson observations. Key elements will feature in the whole school CPD calendar next session to support this. SLT will continue to take these areas into account in future lesson observations in session 2024-25 from the view point of how they are	Satisfactory

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in December and this was followed by CPD that took place in February (collegiate and in-service day) allowing us to focus in on some key aspects that we wanted to see greater consistency and improved quality in, such as the quality of learning intentions and success criteria and how often they were being revisited; the effective pitching of lessons with links made to CFE Benchmarks or SQA criteria, and the quality and impact of starter and plenary activities. Subsequent SLT observations took place in April to measure progress in these areas.

An audit has been carried out to map partner involvement in learning and teaching. Our librarian offers an input to almost all faculty areas enhancing the learning experience and promoting engagement with the library. Partners have been adding authenticity to learner experiences in PE, HE, Graphics, Art, Maths. We have also had careers inputs from a variety of companies including the NHS, Petrex, Rubber Atkins, Aberdein Considein, and Albyn Hospital.

confirm understanding before moving on. We are also still working towards consistency of staff members revisiting Learning Intentions and success criteria throughout the lesson to support progression and allow for further modelling for pupils. In a few lessons success criteria are being co-created with pupils.
- Starter activities are being used in the majority of lessons and are linked to prior learning or the next steps in learning and pupils show high levels of engagement with these activities getting lessons off to a productive start.
- In the majority of lessons learning is being linked to associated standards – BGE Benchmarks or SQA criteria and this is being explained to pupils to support understanding of their progress.
- Staff are using a variety of questioning techniques in most lessons encouraging engagement, confidence building and in a few areas, this is extending to use of higher order thinking skills.
- Use of positive language and praise is evident in almost all lessons which is encouraging pupils to do their best and work is ongoing to extend this to the use of ambitious language.
- In the majority of lessons plenary activities are a clear part of the lesson

supporting the pace and level of challenge within lessons. Modelling of standards to support progression and differentiation of activities will be taken into account as part of this evaluation. The implementation of the CIRCLE Framework will also support our work in this area.

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and staff are using these well to check for understanding and ensure that young people are reflecting on their learning.
- Use of Chromebooks is widespread across lessons. Pupils use electronic resources to support learning and particularly to access revision in the senior phase.

Various CPD materials have been created linked to lesson observation focus areas. In June 2024 46% of staff reported they felt their professional learning had allowed them to reflect on and improve their practice. An increase of 12% from Jan 2023.

Learning conversations and target setting
Work on learning conversations this year has seen developments in practice in a number of different faculty areas. Target setting has been incorporated into most senior phases' classes. As a result, pupils report that they know what they are trying to achieve and how to get there. Within the BGE pupils recognise that learning conversations take place regularly to support their learning, however staff feel more work is needed on

Learning conversations and target setting
Pupil Voice feedback – L&T focus groups Dec 2023 learning conversations, implementation of expectations.

Staff voice – Jan 23 18% of staff strongly agreed that young people are involved in setting their learning targets, by June 2023 this was 24%.

Learning Conversations and Target Setting
Work to develop learning conversations and target setting in the BGE will be a particular focus in session 2024-25. Helping pupils identify where they are within a level and what their next steps need to be to progress onwards will be supported by our move to 'Pupiltracking' where we will be reporting on progress within levels.

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developing target setting at these stages.

Pedagogy Groups

Through our implementation of pedagogy groups, key staff have focused on four key areas of delivery:
- Differentiation
- AIFL
- Oracy and Questioning
- Digital Learning (primarily to support learners in session 2023-24)

Group members engaged in professional research and practitioner enquiry within their own classes and then good practice has been shared across all staff members through a learning and teaching carousel activity during the May in-service day. Pedagogy associated with this can now be seen in a minority of lessons, but work is ongoing to embed techniques into teaching practice across the wider staff body and where common practice exists ensure consistency in approach.

From our work in this field pupils are reporting grater levels of enjoyment in their learning.

Pedagogy Groups

Pedagogy Group Minutes and resources.

Pedagogy Carousel – staff feedback forms.

Staff feedback form the May in-service was incredibly positive with almost all staff saying they would like us to continue with this model to support developments in learning and teaching. Feedback sheets were created for each individual group based on staff responses.

Pupil voice survey – Nov 23, 63% of pupils enjoy their learning. June 24 66%

Pedagogy Groups

We will continue with the same pedagogy groups for session 2024-25 and work will begin on preparing for the introduction of a PBL pedagogy group in session 2025-26. Focus of the Digital Learning group will split across support for learners and creative use of digital technology to promote curiosity, motivation and engagement in learning.

Techniques and tools demonstrated to date will be pulled together into a teacher's toolkit which will be accessible to all.

Further CPD sessions will be included in the whole school calendar by each group to allow follow up on work undertaken to date.

Groups will look to gather evidence of impact of these techniques through their practitioner enquiry activities in session 2024-25 which will again be shared, and we will look to cover as many disciplines as possible to support staff engagement (these requests came from staff feedback).

Opportunities will be sought for collaboration between the work of

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Skills Development and Tracking
Our previous inspection outlined a need for us to consider how we look to embed skills development into learning, teaching and assessment. Pupil Voice feedback indicated that pupils were not confident in the articulation of their skills. Pilot work has been undertaken during session 2023-24 on this area through our engagement with the Gen+ Skills resource, and feedback from staff and pupils is positive. As such we have now inserted a dedicated Skills Period into our S1 and S2 curriculum for session 2024-25, which will incorporate skills development tracking.

Skills Development and Tracking
Gen+ documentation outlines the programme our pupils will be following this session.

groups and work will be undertaken to look to secure consistency of approach with the most common techniques.

A pedagogy Carousel will feature in the May in-service again in session 2024-25 to allow further sharing of learning and the Impact of pedagogy groups on teaching practice will be evaluated during session 2024-25.

Skills Development and Tracking
Continued roll out of the Gen+ programme in S1 and S2 will allow for a focused input on skills development and the tracking of progress of skills development. Planning will be undertaken for the continuation of this programme into S3. This work will link to pupil work on Profiling which will support young people to identify their strengths and areas for development and support their ability to articulate this effectively.

Work will also be undertaken at a whole school level on the adoption of the Gen+ Skills matrix as our common language, which can then be explicitly referenced as part of ongoing learning experiences to support development across the curriculum.

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Effective use of Assessment During our last inspection it was identified that work was needed on planning learning, teaching and assessment, particularly in the BGE. Self-evaluation exercises have been carried out at both faculty and individual levels and staff have been focusing on moderation of planning both internally and externally. **BGE Moderation and Verification** In-house CPD was undertaken with all staff putting a renewed focus on 'Planning for 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'. Professional learning about planning challenge and progression in the BGE, led at authority level, formed the focus of the in-service provision in November. External moderation was set up with Bucksburn and Hazlehead and was the springboard for ongoing internal moderation work.	**BGE Moderation and Verification** In-service provision from local authority – November In-service. Faculty evaluation of planning for learning, teaching and assessment in the BGE. Staff self-evaluation on planning for learning, teaching and assessment in the BGE. Moderation evidence gathered by faculties (external and internal) FIP – BGE Assessment development work and outcomes Staff voice survey Jan 23 25% of staff strongly agreed that moderation activities were helping them to make sound professional judgements. Jun 24 – 40%.	**BGE Moderation and Verification** Moderation work to continue both internally and externally and to be planned for at the start of the session. There will a focus on how we record our moderation discussions to evidence the rich discussions taking place. Moderation with ASG colleagues has also been put into the ASG Improvement plan. Links to be made with outcomes of attainment reviews, and outcomes of moderation evidence to be apparent in FIPs. Pace and challenge to be a key focus of SLT observations in session 2024-25, this should be positively impacted by ongoing moderation outcomes. Faculty development work on assessment will be ongoing and outlined in FIPs. Through links with work on differentiation, the focus will	

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Senior Phase Moderation and Verification
Faculties have continued to engage in internal moderation activities in the Senior Phase and a number of staff have attended Understanding Standards events during session 2024-25. This has led to a better understanding of standards and has supported the assessment development work that has taken place across curriculum areas in the senior phase. In particular, work in a number of faculties on summative assessments has looked to allow for a greater spread of questioning better preparing learners for the cumulative assessment in the estimate diet and in the final SQA exam.

Senior Phase Moderation and Verification
Internal moderation evidence gathered by faculties. FIP – SP Assessment development work and outcomes.

External verification feedback in the Senior Phase.

Pupil voice survey – Nov 23 82% of pupils feel that their learning is hard enough some or all of the time. June 24 84%

be raising attainment by better meeting learners needs.

Senior phase Moderation and Verification
Moderation work to continue both internally and externally and to be planned for at the start of every session. Links to be made with outcomes of attainment reviews as well.

Staff will continue to be encouraged to attend Understanding Standards events.

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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

PTG colleagues know their caseloads well and build strong relationships with pupils to encourage them to feel they always have someone they can talk to in school. A QR code has been devised following a pupil led initiative which means that pupils can get a message to their Guidance teacher to say they need to speak to them. This should make this support more accessible for all. Pupil Support colleagues maintain an overview of pupil welfare needs and are proactive in putting interventions in place through close working with YH and PT ASFL. Pupil voice is included in action planning discussions wherever possible. Strong partnership working is in place with our HSLO to promote positive attendance. Strong partnership working is in place with SDS to ensure pupils are identified early on and receive support to ensure they have a positive destinations when they leave school. Our Speak Easy group continued to provide a voice to pupils in session 2023-24 to highlight concerns they had within school. This includes	70% of pupils report that they feel they have someone they can talk to if they have any worries. 69% of parents feel that the school supports their child's wellbeing. 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. YH link and PTG/ASFL minutes demonstrate increased consistency in approach and our Progression trackers demonstrate the extent of interventions that have been put in place to support pupil needs. ATT letters issued and meetings held in conjunction with the HSLO when necessary. Our positive destinations trends demonstrate the impact our pathway planning has on our learners. Numbers of pupils not in positive destinations continues to be low. Our PEF tracker and improvement plan demonstrate the impact our work in this area has had on our learners. Our work to raise awareness of our	A refreshed calendar for PTG will support regular opportunities for 1:1 dialogue at key times in the year for all pupils. Work will continue on raising awareness of the SHANNARI indicators with all staff and pupils, and SHANNARI assessments will take place with all pupils twice a year. Outcomes will then be addressed with both individuals and looking at trends across year stages. This will be utilised alongside the results of the SHINE survey to direct future planning. Work is underway to refresh our anti-bullying policy in line with new ACC guidance. Pupil voice will play a kay part in this work allowing us to build confidence among our young people. We will also look at how we monitor our data in relation to bullying so that we can be more proactive through PSE, assembly and other initiatives within the school. We will also develop a Promoting Positive Relationships strategy that encompasses all of our work in this area.	Satisfactory

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relationships and behaviours between pupils and between staff and pupils. Pupils feel confident to raise matters in this forum and were keen to look to be involved in awareness raising activities. PT PEF has implemented a number of initiatives and strategic interventions to reduce the cost of the school day such as our enhanced 'Swap Shop' our stationary trolley, our snack box, our study packs for seniors and our starter packs for new S1 pupils coming into the school. The school library has an annual calendar of raising awareness events covering topics in relation to equalities and celebrating diversity.	initiatives has been successful with a significant % of our parent body reporting they are aware of our offers. Library awareness raising campaigns display evidence. 77% of pupils report that the school helps them to understand and respect other people.	We will also be looking to develop a whole school Health and Wellbeing Strategy during session 2024-25, again pulling all of our work in this area together, allowing us to then identify future priorities. The focus of the PEF Improvement Plan for session 2024-25 will be on greater identification and on activities that support raised attainment, as well as activities that provide equity across the school.	
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)			
Increasing Expectations and Raising Aspirations Since our Inspection in January 2023, we have prioritised developing a more ambitious culture through increased expectations and raising aspirations. We have carried out a lot of work to develop our School Expectations. Assembly presentation reinforce these messages with the Head Teacher	**Increasing Expectations and Raising Aspirations** Live N Learn programme for S3 and S4 62% of pupils reporting enjoying this experience and finding it helpful. Our merit tracker shows how many merits and certificates are awarded each session.	**Increasing Expectations and Raising Aspirations** We will continue to focus on the development of our ambitious culture across the school. This will feature heavily in the work we will undertake around the review of our school values. Our Celebrating Success working group will be focusing on ongoing recognition	Satisfactory

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sharing the consistent message of "Be the best version of you that you can be". We also brought Live N Learn in to present to all S3 and S4 pupils this session focusing on raising aspirations, and pupil feedback on this was positive.

Regular use of merit system in the BGE has led to significant numbers of young people being recognised on a daily basis and we are seeing a significant increase in the number of certificates being given out. In session 2023-24 we have issued 253 Bronze certificates, 208 Silver, 105 Gold and 30 Platinum certificates. We also introduced our first Awards Ceremony which saw pupils recognised for academic attainment, effort and application and Special Recognition. 44% of our BGE pupils were recognised at this event and 33% of our SP pupils were recognised at this event. This event has been met with a lot of positivity in the whole school community and it has heightened expectations among both pupils and parents.

Our Awards Ceremony presentation shows all of the pupils who were recognised at this event for a wide range of achievements.

of success throughout the year, particularly in the SP to support our raising expectations and aspirations approach.

Curriculum Review & Aspirational Coursing
Historically our curriculum offer has been very traditional and did not suit the needs of our learners leading to a

Curriculum Review & Aspirational Coursing
Progression Pathway Diagrams demonstrates the breadth and depth of our curricular offer and put

Curriculum Review & Aspirational Coursing
Our curriculum review work will be ongoing with a key focus on meeting learners needs. We will make better use

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high school leaver rate at the end of S4 and S5. Work has been done across all faculties to consider the pathways that they offer, and new courses have been introduced including the NPA Film and Media, NPA Business and IT, Modern Languages Life and Work Award at level4/5 and the Level 6 English language skills. Further opportunities for accreditation in core subjects in session 2024-25 will add breadth to our learner's portfolio of qualifications including Leadership, Religion Beliefs and Values, and First Aid going forward. When combined with the extensive offer that is available to learners through ABZ Campus we now have an improved curriculum offer which has positively impacted on stay on rates.

Work was also carried on our subject choice process in Feb 2023, to ensure it was a more positive process which focused on positive progression routes for our young people. A minimum number of courses rule was also applied more rigorously. During the subject choice process this session, all faculties have contributed to the process through presentations, discussions and advice shared with learners at subject choice time. The introduction of the progression tracker used by PTG has also supported this

emphasis on the need for progressive choices.

Following our renewed focus on supportive and progressive subject choice, we have seen an increase in our stay on rates.
In S6 our stay on rate was 50% in 2022, 53% in 2023.
In S5 our stay on rate was 82%in 2022, 84% in 2023.

Our work to promote the ABZ Campus options to pupils for whom this would allow the most appropriate subject choice to meet their needs has seen our numbers at ABZ increase from 5 pupils in 2022 (City Campus) to 15 in 2023, to 24 in 2024.

Our new course choice paperwork shows the positive approach we now take.

Subject choice input from faculties.

of 16+ data to inform this process. Pupil Voice will also be captured during session 2024-25 around staying on rates.

We will review our subject choice process again this year to ensure it continues to be a positive and aspirational process for our young people. Pupil voice will feature in this work.

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development leading to better coursing this session.

Positive Presentation Policy
In Feb 2023 we adopted a positive presentation approach whereby we sought to increase presentation levels and reduce the amount of course changes by working together to identify recommendations for change post estimates that would support learners to be as successful as possible in as many subject areas as possible. This was applied more rigorously from the outset with the 2023-24 SQA cohort and our approach has now become our Presentation Policy. This has resulted in a decline in the number of pupils dropping courses.

Positive Presentation Policy
Presentation Policy Document and post Estimate Advice Letter template.

We were hoping to see less pupils dropping down levels throughout the year as a result of better coursing, effective interventions, and our positive presentation policy combined. In S4 26 N5 courses have been dropped in 2023-24 compared to 68 in 2022-2023
In S5/6 4 H courses have been dropped in 2023-24 compared to 11 courses in 2022-23

In S4 we have also seen an increase in presentation levels at L5. In 2023 we had 528 N5 Presentations (4.1 per learner in S4) In 2024 we will have 610 entries. (4.5 per learner in S4).

Robust Attainment Review Processes
From March 2023, a more robust approach has been taken to attainment review meetings. We now have 2 SP meetings each year and 2 BGE meetings. Staff confidence in completion of the documentation and engaging in the discussion is growing

Robust Attainment Review Processes
Attainment review documents

Robust Attainment Review Processes
We will continue to support FH colleagues to hone their skills with this process, particularly within the BGE. CPD will be carried out with staff at all levels on use of Data to support their endeavours. This will include use of CFE

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as can be seen by the quality of the paperwork and dialogue produced. Work on this will be ongoing. These meetings focus heavily on the impact of actions taken over the course of the session and identification of further strategies for raising attainment which are then incorporated into faculty improvement plans.

Attainment in Literacy and Numeracy BGE
Raising Attainment Strategies for Literacy and Numeracy were introduced in February 2024. This took account of actions that were underway and future planning. Levels are being tracked and monitored by Languages and Literacy and Maths and Numeracy Faculty Heads. At this time work on achievement of literacy and numeracy remains centred around the English and Maths departments. Work around these strategies will be ongoing to secure improved attainment in these areas.

Literacy
Raising attainment in Literacy by the end of S3 was a key focus this session and the work undertaken in this area is outlined in Attainment Review

levels, SNSA data and more in-depth use of Insight.

Attainment in Literacy and Numeracy BGE
Literacy and Numeracy raising attainment strategies.

Literacy
Achievement of level 3 or above by the end of S3 has improved this session. Reading - June 2023 80%, July 2024 92%
Writing – June 2023 77%, July 2024 91.2%

Attainment in Literacy and Numeracy BGE

Literacy
We will continue to develop our Literacy raising attainment strategy for

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documentation. This has resulted in an improvement in all three components of literacy at level 3 or above which was our target, but we have seen a drop in those achieving level 4 by the end of S3. Work undertaken by the PEF PT on reading and spelling using the IDL resource has supported the work of the English department in literacy.

Numeracy
All S2 pupils engaged in a Maths workshop designed to encourage greater interest and engagement in the subject area. The Maths department have introduced a dedicated numeracy period each week, but work remains ongoing on planning for learning, teaching and assessment in this area. The impact of

Listening and talking – June 2023 80%, July 2024 91.3%

Achievement of level 4 by the end of S3 has seen a drop in both writing and listening and talking.
Reading- June 2023 41%, July 2024 46%
Writing - June 2023 40%, July 2024 32%
Listening and talking – July 2023 54%, June 2024 40%

The pupils who have accessed IDL on a regular basis in 23/24, 69% have shown an increase in spelling age and 69% have shown an increase in reading age since they initially started the programme.

Numeracy Data
Achievement of level 3 or above by the end of S3 has seen a slight drop from last session but is still above 2022.
June 2022 86%, June 2023 93%, June 2024 89%

Similarly, achievement of level 4 by the end of S3 has also seen a drop but has fallen below 2022 levels.
June 2022 71%, June 2023 74%, June 2024 67%.

the BGE, incorporating improved use of data and transition materials.

We will also engage in literacy moderation work with ASG colleagues.

Work on moderation this session has led to a review of assessment processes for Writing which will be incorporated into the English faculty FIP.

It has been identified that there is a need for further verification work around achievement of level 4 to support improvement planning.

Numeracy
We will continue to develop our Numeracy raising attainment strategy for the BGE, incorporating improved use of data and transition materials.

We will also engage in numeracy moderation work with ASG colleagues

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this change will also be evaluated in session 2024-25.

SP
Literacy
Literacy levels at each year stage by cohort has been on a downward trend and the gap with the VC has been increasing over the three-year period from 2021-2023.

Our leavers data shows that we are on a par with the VC at SCQF Level 3 and level 5 and only 1% below at level 4. Despite improvement in 2023 with our attainment at level 6, we remain 7% below the VC.

In session 2023-24 Literacy levels have been tracked by the faculty and following estimate results all pupils who were border line for passing National 5 English have been assessed for Level 5 literacy where possible. Early banking of literacy levels has

SP
Literacy
In 2024 S4 in English at Level 5 we have seen a 7% increase in passes at A-C, and 2% increase in awards at A-D.

In S5/6 in English at Level 6 we have seen an 11% increase in A-C passes and a 3.8% increase in awards at A-D.

and potentially the Bucksburn networks as well.

Numeracy progression will remain a key priority in session 2024-25 with increased support from SLT Link with faculty.

Planning for learning, teaching and assessment and moderation of achievement of levels needs to be prioritised, along with development of pedagogy.

SP
Literacy and Numeracy
Literacy and Numeracy will remain a key priority for session 2024-25.

Assessment planning will allow for earlier assessment of Literacy and Numeracy levels at all year stages.

At all year stages pupils will work towards achieving the Literacy and Numeracy level above their English and Maths expected achievements.

Literacy
Opportunity to achieve level 6 Literacy in S6 is being offered through a new course L6 English Language Skills.

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been prioritised at all stages, but work needs to continue on this through a planned assessment approach.

Numeracy
In session 2023-24 a dedicated Numeracy period has been brought in to all S4 classes to try and raise attainment by having a more targeted approach. Numeracy levels are tracked through the faculty tracker. Pupils sitting Maths or Apps at Nat 4 are to be presented for Level 5 Numeracy where possible. Targeted revision and homework were set between Feb – Apr to focus on Numeracy progression. This has led to an improvement in Numeracy levels within S4.

BGE Attainment
Faculty and whole school tracking has been developed which has allowed for greater tracking of progress over time, tracking of year on year trends and tracking of targeted groups of pupils through the BGE. This is evident in our attainment review work.

Moderation discussions and revisions to planning for learning, teaching and assessment in the BGE has seen an

Numeracy
Following our approach to secure Numeracy at the most appropriate level for learners in S4 we have 54% of our S4 cohort having secured their qualification prior to the exam diet. In session 2022-23 our S4 Numeracy at L5 was 51%.

In 2024 S4 in Maths at Level 5 we have seen an improvement of 23.6% in passes at A-C and an 8% increase in awards at A-D.

In S5/6 in Maths at Level 6 we have seen a 1% increase in A-C passes and a 13.9% increase in awards at A-D.

BGE Attainment
Attainment review documentation

From BGE reviews conducted this year we can see improved attainment in the BGE in a range of areas including:
HE – 7% increase in pupils achieving level 2 by the end of S1 compared to last session. 29% of pupils have achieved level 3 by the end of S2 compared to 0% last year.
Technical – 6% increase in pupils achieving level 2 by the end of S1

Work underway between faculty and EAL team to try and target Literacy alongside ESOL in session 2024-25.

Numeracy
Work is needed to ensure numeracy tracking is explicit and closely monitored through the year. Planning for learning, teaching and assessment is to be clearly outlined for session 2024-25.

Progression within numeracy in S5-6 will be a key focus for session 2024-25.

National 5 Applications of Maths will be a key focus area in 2024-25.

BGE Attainment
Work is ongoing to improve consistency in the use of faculty trackers, particularly in the BGE. The introduction of 'Pupiltracking' will support our tracking at a whole school level across all curriculum areas to ensure progression for learners.

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improvement in BGE attainment levels in a number of subject areas such as HE, Technical, Science, PE and Social Subjects.

SP Breadth and Depth
This year we have been focusing heavily on our S4 data following the drop in attainment we saw in 2023. We are predicting to see an improvement in our attainment data for 1@L5 and 3@L5.

We have also been focusing on our S6 data to ensure increased aspirations and progression for individuals who have stayed on. When looking at our S6 data by S6 roll we are expecting to see a slight improvement in our data for 5@L6 and our attainment at L7.

Overall Quality of Learners Achievements
We have sought to improve the quality of learner's achievements through the curriculum developments and

compared to last session. 97% of pupils achieving level 2 by the end of S2 compared to 92% last session.
Science – 6% increase in % of pupils achieving level 2 by the end of S1.
PE – 9% increase in the % of pupils achieving level 3 by the end of S1.
Social Subjects – 15% increase in the number of pupils achieving level 2 by the end of S1.

SP Breadth and Depth
S4
2023 77% achieved 1@L5, in 2024 82% (PowerBi)

2023 57% achieved 3@L5, in 2024 67% (Powerbi)

2023 46% achieved 5@L5, in 2024 51% (Powerbi)

S6 by S6 Roll - cumulative
2023 57% achieving 5@L6 from our tracking data we currently have 58% on track to achieve 5@L6.

Overall Quality of Learners Achievements
Service to the school records

Data relating to new offers we have introduced to improve the quality of

SP Breadth and Depth
We will continue to embed our practices from last session to monitor progress across all stages, using measures by S4 Roll and by year stage to allow us to take into consideration our stay on rates.

Overall Quality of Learners Achievements

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increased pupil leadership opportunities. Through our Service to School programme in S6 we had 23 pupils engage in Peer Mentoring making them eligible for Saltire Awards in 2023-24. As we look to embark on this programme in 2024-25, we have 35 pupils in signed up for these activities and rigour will be implemented to ensure all pupils claim their hours. In 2023-24 we had 9 pupils taking forward the SQA Leadership Award at Level 6. In 2024-25 we have 22 pupils signed up for this. We also had 4 pupils complete YASS courses in session 2023-24.

In August 2023 we became an RGU Hub school. As a result we have had 33 pupils in S5&6 sign up for the Access 2 programme at RGU where they got to experience learning in a University faculty and we had 37 of our targeted S2 pupils participate in the Northern Lights experience which again focuses on exposing our pupils to what life at university could be like to support aspirational future planning. We have also had a further 7 female pupils attend the Hair, Care and Dare event which is designed to inspire female learners to look beyond more traditional career paths. We also have 3 pupils who are mid-way through

learner's achievements are listed in the "What is going well?" section.

Work will continue to map all of the opportunities available to our leaners through our DYW work. We will look to support pupil tracking of this through amendments to the wider curricular tracker.

Work is also due to be undertaken to audit our provision of the Career Education Standard in session 2024-25.

First Aid will be rolled out to all S4 and S5 pupils over the course of 2024-25 allowing for skills development and accreditation at SCQF level 6.

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ABERDEEN
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their Career Ready journey and start their internships this summer.

This year we have seen 12 pupils achieve their Silver DofE award with 10 progressing from Bronze and 2 going straight into Silver.

Equity for all Learners
Through the work of our PEF PT, we have continued to work hard to remove barriers to learning for our young people and raise awareness of the provision we have on offer.

Parental surveys at the end of session 2022-23 showed that only 30% of parents were aware of our swap shop (stationery and uniform items) but by the end of 2023-24 this figure had increased to 70%. Parental surveys indicated that the biggest financial cost for parents/carers was "food throughout the school day". This is being addressed by having the snack box available to pupils all day.

At whole school and faculty level our trackers allow for the tracking the progress of targeted groups of learners. This includes FSM, Care Experienced, EAL, ASN, Armed Forces, Young Carers and SIMD 6 pupils (a priority group for us). Within our BGE

Equity for all learners
PEF Improvement plan outlines all our key areas of work this session.

PEF tracker and Action Plans

Whole School Tracking Data – Targeted groups

From the BGE attainment reviews these are some examples of the gaps being identified and tracked:
Science- identified a gap with EAL pupils in S2 where they are slightly underperforming, so they are going to look again at their course content and discuss with the EAL teacher for advice if necessary

English- identified a gap with SIMD 6 pupils in S1 and S2 but by S3 this gap closes. Work is now underway to drill down into who these individuals are to see what support can be implemented. Social Subjects – identified a gap with SIMD 6 learners in S2 and S3, and that a gap transpires for FSM pupils in S3.

Equity for all Learners
At both faculty and whole school level we will continue our work to track the progress of targeted groups of learners to identify attainment gaps and determine interventions to support positive progression.

Work is also needed in evaluating the impact of our PEF activities that focus on raising attainment.

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and SP Attainment Reviews we have focused primarily on FSM, LAC, EAL and SIMD 6. At the start of the session staff were actively looking at progression for these individuals but by later attainment reviews the focus has moved more toward identifying attainment gaps. This is very much a work in progress at all levels. In terms of our positive destinations whilst our figure has stayed static for session 2022-23, we have closed the gap on the VC by 1% and we are very much aware of the circumstances of all of our leaners who do not have positive destinations.	PE – identified a gap with FSM pupils in S3. SIMD 6 learners have been a priority group and by session 2022-23 we are closing the gap for leavers: 2020/21 77% of the Comp tariff points 2022/23 81% of the Comp tariff points		

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QI 2.3 & 3.2 Tracking & Monitoring

Implementation of consistent faculty trackers. Senior and middle leaders worked collegiately to develop an effective S1-6 faculty tracker which has been in place across all faculties since August 2023, blending consistency of approach and flexibility for subject requirements. These trackers are populated with pupil support indicators which allows teams to filter down to look at targeted groups in isolation as well as across classes as a whole, e.g. LAC, FSM, ASN, SIMD. This has supported more robust tracking and knowledge of attainment of learners. Subject areas have personalised their trackers with their own assessment entries in line with their course assessment plan for each stage. Faculty planning for assessment was reviewed in order to determine how to populate this part of the tracker. This will allow for a reliable evidence base which has been used to report on the progress of all young people. However, work is ongoing to create consistency in use of trackers particularly at BGE. All faculty trackers also include the tracking of interventions carried out to support pupil progress, and the	**Implementation of consistent faculty trackers** Faculty tracker samples show the functionality and the extent of their use across the school. Faculty minutes outline discussions on data analysis from the faculty trackers. Self-evaluation reflection sheets on tracking evidence staff usage and views of the use of faculty trackers. Staff voice on confidence in the use of faculty trackers has improved – in October 2023, 32% of staff felt very confident in their use of the trackers and 45% felt quite confident, but by June 2024 47% felt very confident and 47% felt quite confident in the use of trackers. Attainment review evidence demonstrates the focus on monitoring progress of targeted groups of pupils as well as cohorts. SLT/Faculty link minutes outline discussions on data analysis from the faculty trackers. Collegiate meeting presentations demonstrate consistent focus on purpose of TMR. Self-evaluation evidence gathered from teaching staff	**Implementation of consistent faculty trackers** To create consistency, FH are regularly reviewing faculty trackers to ensure completion and to maintain their overview of progress of learners across the faculty. Work is ongoing within faculties to support all staff members to regularly review and engage with the faculty tracker data for analysis purpose in terms of pupil attainment. FH will continue to lead discussions focusing on progress of targeted groups as part of attainment review preparations and QA procedures. As part of the ongoing self-evaluation process, at the end of session 2023-24, teams have been reviewing the assessment entries in their trackers to ensure they are providing a robust overview of progress and attainment over time. Necessary amendments are being made ahead of the start of session 2024-25 to both the trackers and learning, teaching and assessment plans to ensure the validity and reliability of our assessment evidence. Work is ongoing to share practice and improve the quality of learner interventions being used across	N/A

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subsequent follow up to assess whether the intervention has had an impact. Where this Is being used fully it has allowed FH to have a much more detailed understanding of what is being done to support learners within their faculty and of their progress. Where the rigour of the pupil intervention process has been implemented, this is having a positive impact on the progress and attainment of many of our learners. In the majority of faculties this tracking data is also being used to inform learning and teaching with current cohorts and for future cohorts.

Time has been given during in-service provision to support regular completion of faculty trackers whilst these were being embedded over this first year. The implementation of faculty trackers has remained a focus in SLT/FH link meetings and in faculty meetings. Where we have best practice, as part of the QA process, FH and SLT links are reviewing the evidence in faculty trackers to ensure it correlates to the data entry in Seemis TMR and P&A following reporting periods. Work is ongoing to achieve consistency with this across the school.

Use of Whole School Tracking Data
Currently, whole school data is gathered using Seemis TMR and P&A.

to outline how they are utilising our tracking systems and what impact it is having on learners – activities carried out in December and February.

Use of Whole School Tracking Data
Whole school tracker samples show the functionality of the trackers.

faculties and how it is being recorded within the trackers.

Work is ongoing to ensure regular use of data analysis to inform practice in planning for learning, teaching and assessment. FH will keep a regular focus on this in discussion with team members and through FM.

Tracking of Literacy and Numeracy will be made more explicit in Maths and English faculty trackers during session 2024-25.

Use of Whole School Tracking Data
Currently the whole school tracker is only available to middle managers, and

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Senior leaders then extract the data into the whole school tracker which is then shared with FH.

Within the BGE, prior to the development of the whole school BGE tracker, FH and SLT links would review progress of all learners using the data recorded in P&A after reporting periods. This led to greater consistency and further use of faculty interventions to address concerns raised through the data. This was both in terms of individual pupil interventions and in relation to learning and teaching. It has also led to more robust QA of report entries.

The BGE whole school tracker was established in May 2024 to support attainment analysis and review, however it is a temporary measure as the school will be moving to use of 'Pupiltracking' from start of session 2024-25. The current tracker allows staff to review progress of an individual learner across all subject areas for comparative purposes. It allows for tracking of progress of individuals over time S1-3 (S3 is affected by subject choice element), and a focused look at the progress of those facing additional challenges such as YC, FSM, ASN etc. It also allows for year-on-year trend analysis. This functionality allows

Attainment review evidence show the utilisation of whole school trackers.

SLT/Faculty link minutes outline discussions on data analysis from whole school trackers.

they are engaging their wider teams with it. CPD will be provided early next session for all teaching staff to support the move to 'Pupiltracking' for the purposes of both reporting and tracking. FH will continue to keep a focus on use of whole school tracking data as part of faculty meetings going forward to support engagement at all levels.

Senior leaders will continue to support and challenge middle leaders to develop their skills in attainment review through the QA processes. FH will in turn support team members to develop their understanding of whole school data tracking.

Work will be undertaken to incorporate the use of CFE levels from primary schools across all curricular areas and SNSA data in our tracking of attainment during session 2024-25 at all levels. SLT will continue to share whole school data through collegiate in-service provision to develop knowledge and understanding at all levels covering BGE and SP.

Senior leaders will provide CPD for middle leaders in the first instance, to improve understanding and use of Insight data to support attainment review processes.

faculties to have a clearer picture of how young people are attaining within their faculty and across the board across curriculum areas.

All middle leaders have engaged with the whole school BGE tracker to review and analyse progress of all learners as part of the BGE Attainment Review process, making use of all of the features listed. FH have engaged their teams in the preparatory work in this area. This has led to improved tracking and understanding of pupil attainment through the BGE. Through the attainment review process, FH are now using this tracking data to identify attainment gaps leading them to drill down into individual circumstance and determine what actions are required to address that gap. Trend analysis is highlighting areas which are in need of further moderation work, and these will feature in faculty raising attainment strategies going forward.

Following the Inspection in Feb 2023, the whole school trackers for senior phase were reviewed and updated to improve functionality. The new SP whole school trackers have been in place since October 2023 and allow staff to look at individual pupil progress over time within their classes. It tracks attainment of cohorts across the year

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and allows for a focus on targeted groups facing additional challenges such as YC, FSM, ASN. It also allows staff to see the progress of individual pupils across all subject areas and it tracks breadth and depth measures. FH/SLT links have been reviewing the whole school tracker data following reporting periods to determine what further interventions are required to support progression of pupil attainment, and to inform planning for learning and teaching. This is being recorded through FH/SLT link minutes. This has led to improved understanding of pupil attainment progress across the year and the more robust intervention process has supported our raising attainment agenda.

SLT have been developing staff understanding of whole school data within the SP through collegiate and in-service input across the 2023-24 session.

Use of Progression Trackers
Progression trackers were developed for the senior phase for use by PTG and YH to ensure progression for learners in terms of subject choice and to track PTG/YH interventions over the course of the session. This, along with our work across the school on subject choice, has led to more ambitious

Use of Progression Trackers
Progression trackers sample shows the functionality of the trackers.

PTG/YH link minutes outline discussion on interventions to ensure progression and raise attainment.

Use of Progression Trackers
Work is ongoing to ensure consistency in approach with the use of progression trackers to support coursing and focus on consistent and timely application of PTG/YH interventions. We also need to review the communication process so that class teachers are aware of the

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coursing for learners supporting our raising attainment agenda.

PTG/YH meet fortnightly to discuss caseloads and attainment is a key feature of these meetings, allowing for a further layer of interventions for individual learners leading to improved progression for many learners.

Number of senior phase SQA entries has increased this session demonstrating the impact of better coursing and more our more robust and layered approach to interventions is supporting learner progress through these courses leading to higher levels of presentation.

actions being taken at this level to support their practice and close the loop.

Implementation of Tracking, Monitoring & Interventions Policy
Roles and responsibilities for tracking and monitoring have been revisited with staff throughout session 2024-25. Our school policy was finalised in March 2024 for Tracking, Monitoring and Interventions (Reporting will be included once we move over to 'Pupiltracking'). This provides a clear rational for our work in this area and outlines the roles and responsibilities of all involved. This will continue to support the consistent embedding of these processes in our practice.

Implementation of Tracking, Monitoring & Interventions Policy
Tracking, Monitoring & Interventions Guidelines.

Implementation of Tracking, Monitoring & Interventions Policy
Reporting will be included in our Tracking, Monitoring and Interventions Guidelines once we have moved over to 'Pupiltracking'.

Establishment of Wider Achievement trackers
We are in the early stages of development of wider achievement trackers. A pupil survey has been conducted to determine involvement in

Establishment of Wider Achievement trackers
Wider achievement survey evidence demonstrates current participation in wider curricular experiences.

Establishment of Wider Achievement trackers
Work on the wider achievement trackers is ongoing and a sustainability plan is in development. Data gathered will be used to inform improvement

wider curricular experiences at all year stages. This takes account of both in school and out of school activities. Work is ongoing to extract this information into a wider achievement tracker which can be used to track participation levels.		planning around our wider curricular offer. At an individual level, the data will inform pastoral discussions around participation levels and can be used to support the 'Profiling' process in S1-3, and the production of personal statements in S4-6.	

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Resources and Context	Outputs		Outcomes – Targets Set	
	Activities	Outputs	October 24	June 25
Leadership of Change (1.3) Human Resources **School Lead:** Katie Arthur **Additionally**: Working & Pedagogy Group Chairs, Andew Bonner, ASG, Excerpts from SIF and Inspection Discussion 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, eths and learning environment. 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 resilience that they are developing through their participation.	**School Vision, Values and Aims** • Review of the School Vision and values to take place this session involving all stakeholders. Link with Excelerate work on Characteristics of a school leaver and work from 2023-24 on School Expectations. • School values and expectations to underpin all policy/strategy creation going forward. • Continue regular focus on School Expectations going forward, at subject level, through Registration, through whole school activities and as we share news with the wider community. • Assembly Calendar to be created and approach for sharing assembly content with all staff and pupils so they are aware of focus areas. Content to be linked with school values. **Staff leadership at all levels – Self-Evaluation** • All staff to be involved in self-evaluation at whole school and faculty level, building on ongoing external evaluation evidence and work undertaken to co-create School Improvement Plan for session 2024-25 following evaluation and review from Parent Council and staff. (see below for pupil voice input)	Vision and values statement(s) that feel co-owned by whole school community. Associated promotional materials. Collegiate and collaborative approach will provide self-evaluation evidence gathered and used to develop shared improvement priorities going forward.	Baseline figure established % of staff who feel valued as part of the schools community.	Increase in % of staff who feel valued as a part of the school community.

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HIGIOS 4				
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.	**Staff leadership at all levels – Working and Pedagogy Groups** • Continue to promote opportunities for leadership of change at all levels, for all staff through working and pedagogy groups. Need for pupil voice to be incorporated in session 2024-25. Assessment of impact required. **Pedagogy groups** – AIFL, Differentiation, Oracy and Questioning, Digital Learning. PBL will also be a focus this year in preparation for a pedagogy group in session 2025-26 **Working groups** – Celebrating Success, Activities Days, DYW, Sustainability • Continue to develop opportunities for staff leadership roles at all levels both within faculty teams and at a whole school level.	Increase in the number of staff taking on whole school leadership roles. Output from each pedagogy group will also be evident through group minutes and a range of final products – shared L&T Toolkit. Output from working groups will be evident through minutes and a range of final products.	In session 2023-24 37% of staff considered themselves to have taken on a leadership role.	Increase in the % of staff who took on a leadership role within the school over the course of session 2024-25.
	Pupil leadership at all levels – Pupil Voice • Continue to track pupil involvement in whole school pupil voice activities to ensure a range of views are being heard. • Pupil voice to be a key feature in leadership of change across all levels – whole school and faculty level. • Develop mechanisms to support pupil understanding of how their voice is influencing and leading change within the school.	Increase in the number of pupils involved in pupil voice work across the school. Increase in % of pupils who feel listened to and that they are influencing change in the school.	In June 2024 51% of pupils agreed or strongly agreed that the school listens to their views. Aiming for > 60%.	> 70% of pupils report they feel the school listens to their views
	Pupil leadership at all levels – Leadership Roles • Review of pupil leadership roles within the school, reflect on growth achieved in session 2023-24, consider structures that would support further growth across Senior Phase and BGE in session 2024-25.	Increase in the number of pupils taking on leadership roles within the school and gaining accreditation where possible.	In session 2023-24 18% of pupils felt they had taken on a leadership role through school.	Increase in the number of pupil leadership roles taken on by pupils over the course of session 2023-24.

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- Further develop and promote Service to the School Roles – Ambassadors, SQA Leadership, Peer Mentors and Book Buddies. Remains compulsory for all S6 pupils. Pupil accountability to be a focus for all staff leads.
- Ambassador projects will be taken forward in the following fields: DYW, Equalities, Pupil Support, Health and Wellbeing, Communities and Enterprise, Eco Schools Once devised these will be promoted more widely with both staff and pupils to develop understanding of pupil led change areas, their outcomes and impact.
- Development of SQA Leadership Award at S4 stage to develop leadership skills at earlier stages.

ASG Improvement Plan Developed and Agreed
- Priority areas in ASG Improvement plan are aligned with Dyce Academy's School Improvement Plan. Agreed focus areas for session 2024-25: Transition, Moderation in BGE, Profiling, Skills Development. Focus on trying to establish consistent practice across the three schools to support pupil experience 3-18.

The work of pupil leadership groups will be promoted across the school community with demonstrated measurable outcomes.

ASG Improvement Plan and outcomes.

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Resources and Context	Outputs		Outcomes – Targets Set	
	Activities	**Outputs**	**October 24**	**June 25**
Learning Teaching & Assessment (2.3) Human Resources **School Lead:** Andy Hose and Katie Arthur **Additionally:** Pupil Voice, FH, External partners, Pedagogy Groups, SLT. Priority (from Inspection Letter) **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.** Excerpts from SIF 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	**Learning, Teaching & Assessment Strategy** • Update to Learning, Teaching and Assessment policy document based on work undertaken in session 2023-24. • Embed pupil version with pupil body through session 2024-25 to deepen understanding of the role they play in positive learning experiences, and what they can expect of staff. • Development of Homework Policy in response to parent voice. • Development of Assessment Calendar to support pupils in response to pupil and parent voice. • Implementation of CIRCLE framework to ensure inclusive classrooms are in place. See detail in plan 3.1. **Moderation** • Internal moderation work linked to planning evident in faculty calendars. Focus in session 2024-25 to continue to be on Planning of learning. *'Planning learning, teaching and assessment using the E's and O's to meet learners' needs'; 'Learning Intentions reflect the standards within E's and O's. Success Criteria are clear, measurable and reliable' in the BGE'; Learning, teaching and assessment reflect an appropriate balance between ongoing and periodic assessment'.*	Updated Learning, Teaching Assessment Policy. Evidence of pupil engagement through focus group work. Homework policy document Assessment Calendar Moderation evidence will be gathered through internal and external activities throughout the year leading to more challenging and relevant learning experiences and increased confidence and more robust professional judgement.	In June 2024 42% of staff report that they strongly agree that moderation activities are helping to make sound professional judgements. Aim for > 50% In June 51% of pupils reported that they felt their work was hard	Stakeholder voice reflects more consistency with homework across the school. Stakeholder voice reflects value of Assessment Calendar >60% of staff report that they strongly agree that moderation activities are helping to make sound professional judgements. Increase in the % of pupils reporting that

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young people's levels of attainment and achievement.

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.

- Internal verification activities across BGE And Senior Phase in faculty calendars. BGE focus *'Regularly use the standards within the E's and O's and Benchmarks to evaluate and monitor learners progress'*.
- External moderation work to be planned with ASG with identified focus relating to Literacy or Numeracy.
- External moderation to be planned with Bucksburn Academy.
- Staff confidence levels will continue to be measured and recorded throughout this process.

Developing pedagogy across the school
- Pedagogy Groups to be continued as outlined in plan for 1.3. Pupil voice to be key feature in work this session. Groups to continue to develop practice in own classrooms and gather evidence to inform sharing of good practice through CPL inserts and in-service provision. Ongoing development of online Dyce Academy Pedagogy Toolkit devised in session 2023-24.
- Evaluation of impact of Pedagogy Groups work to be carried out before the end of the session 2024-25 to determine next steps.
- CPD offer to include focus on areas covered in 2023-24 including Starters and Plenaries, Quality of Learning Intentions and Success Criteria to support ongoing work in this area at individual level.

Overview document – role of Pedagogy Groups at Dyce Academy.

Online Dyce Academy Pedagogy Toolkit

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.

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enough. Reviewed aim of > 60%

In June 2024 46% of staff strongly agree that their professional learning enables them to reflect on and improve their practice. Renewed aim of over 50%

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their work is hard enough.

> 60% of staff strongly agree that their professional learning enables them to reflect on and improve their practice.

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	Whole School Lesson Observations • Focus of formal learning observations: Pace and Challenge within lessons and use of ambitious language. Will also continue monitor pitching of lessons, use of LI's and SC, differentiation evidence, variety of learning activities including incorporation of learning from pedagogy groups input from May 24 L&T carousel.	Evaluation evidence from lesson observations to support self-evaluation and inform future improvement planning	In June 2024 65% of pupils agreed that they enjoy learning at school. Renewed aim of over 70%. Half of SLT lesson observations would be rated as 'Good' or better.	>75% of pupils agreed that they enjoy learning at school. Increase in number of lesson observations rated as 'Good' or better.

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Resources and Context	Outputs		Outcomes – Targets Set	
	Activities	**Outputs**	**October 24**	**June 25**
Safeguarding and Ensuring Wellbeing, Equity and Inclusion (2.1 & 3.1) Human Resources **School Lead**: Lynda Strachan and Katie Arthur, **Additionally:** Andy Hose, Maria McCaw, PT PEF Excerpts from SIF and Inspection Discussion Discussion around incidents of bullying impacting on the number of young people who report feeling safe in school. 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, eths and learning environment. 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.	**Wellbeing and understanding of pupil support.** • Review of new Pupil Support meeting structure implemented in session 2023-24. • Professional learning and collegiate work will be undertaken to ensure we have a shared understanding of SHANARRI indicators and how we all contribute to this. • Biannual assembly input will be maintained to ensure our young people also have a shared understanding of wellbeing and child protection. • A rolling program of work will be carried out with all pupils by PTPS that will allow us to know and demonstrate whether our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. • Focus on further development of House identity following creation of additional House group. **Promoting Positive Relationships** • Work will be undertaken, involving all stakeholders to create a draft Promoting Positive Relationship Strategy pulling together all of our current practice. • Links with work of Equalities Ambassadors to support how we recognise and celebrate diversity. • Exploratory work regarding the LGBTQ Charter approach for schools. • Review and update of the Schools Anti-Bullying policy. Pupil voice to be a key feature of this workstream.	Evaluation evidence used to inform next steps. Wellbeing Indicator infographics will be on display in every faculty and around the school. Assembly presentations SHANNARI assessments will be collated for every student. A Promoting Positive Relationships Strategy will be in place for Dyce Academy. Evidence of work to celebrate and recognise diversity within Dyce Academy Dyce Academy Anti-Bullying Policy and associated resources.	In June 2024 54% of pupils reported that they felt the school helps them to feel safe. Renewed aim of > 60% In June 2024 53% of pupils report that they feel the school deals well with bullying or they have never experienced it. Renewed aim of > 55%	>70% of pupils report that they feel that the school helps them to feel safe. >65% of pupils report that they feel the school deals well with bullying or they have never experienced it

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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.

- CPL for staff in matters relating to dealing with bullying and equalities issues in the classroom to be planned.
- PTPS and SLT will review the process for recording Bullying incidents in Seemis Log. Baseline data will be gathered at the end of session 2023-24. Bullying data will be reviewed termly by 3.1 DHT and shared with SLT to determine patterns and inform actions at whole school and pupil support levels.
- Positive Behaviour Management Policy to be reviewed and developed in line with National documentation that is due to be shared.
- Support for staff in dealing with behaviour of individuals via use of Pupil Conferences.

CPL evidence

Seemis Bullying data tracking, review and action planning will be recorded.

Positive Behaviour Management Policy

Pupil Conference evidence

Wellbeing Strategy
- Wellbeing lead identified to take forward work on Wellbeing across the school.
- Work will be undertaken to pull together our work across Wellbeing into a Wellbeing Strategy. This will include focus on staff wellbeing
- Work will continue on our ROA HWB audit to ensure coherent and progressive delivery across the school.
- Roll of or Emergency First Aid training for S5/6 Pupils in session 2024-25

Wellbeing Strategy

ROA HWB audit will be complete.

Data on completion of First Aid qualification for S5/6 pupils.

All S6 pupils to have completed their First Aid Training.

All S5 pupils to have completed their First Aid Training.

CIRCLE Framework Implementation
- CPL to be carried out with all staff regarding CIRCLE Framework to develop understanding.
- Links to be established with Differentiation Pedagogy group to ensure synergy in approach

CIRCLE Toolkits

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	• CIRCLE toolkits to be put into all classrooms with purpose shared with all staff and pupils • Classroom environments to be assessed using CIRCLE audit tool • CPL to be carried out with all staff focusing on how we present learning and teaching materials to pupils **Attendance Management** • Attendance data for all year stages to be monitored • Review of current approach to dealing with truancy and lateness. Guidance document to be produced. • Tracking during PTG/YH meetings to be maintained and regularly reviewed. **PEF Strategy** • PEF Improvement Priorities to be identified for session 2024-5 • Communication strategy for sharing PEF priorities and expectations with all staff • PEF Equity tracker for ACC to be maintained throughout the session evidencing outcomes and impact.	CIRCLE audit evidence and pupil voice feedback. CPL on the CIRCLE framework will be delivered to all staff. Parent information on attendance Guidance document for dealing with truancy and lateness created and shared with all staff. Tracking evidence PEF Improvement Plan for session 2024-25. PEF Tracker will be maintained covering all activity during session 2024-25.	Continue to close the gap with the national establishment for Complimentary tariff scores for leavers in SIMD 6. In June 2024 tariff score = 543 therefore closing the gap achieved. Review data from 2024 to identify ongoing targeted gap.	Improve attendance in S5/6 stages to above 90%. (Baseline 89%) Reduce the number of unauthorised absences in each of these year groups. (Baseline S5 4.6%, S6 5.5%) Continue to close the gap with the national establishment for Complimentary tariff scores for leavers in SIMD 6.

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Resources and Context

Raising Attainment & Achievement (3.2)

Human Resources
School Lead: Katie Arthur

Priority (from Inspection Letter)
Improve attainment and increase expectations for all young people.

Excerpts from SIF
Across the senior phase, expectations of young people's attainment and achievement are not consistently high across all curriculum areas.

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.

There is not yet a whole school overview of young people's attainment in literacy and numeracy over time.

Recent improvements have not been underpinned by focused strategies or policies for improvement.

Outputs

Activities

Embedding a culture of ambition amongst all stakeholders
- Ambition remains a key feature of dialogue in assemblies, classrooms, news sheets and newsletters. Pupil input to culture of ambition to be incorporated.
- Target setting and learning conversations to be included in faculty calendars.
- Faculties to continue developing practice with Learning Conversations and target setting following on from work undertaken in session 2023-24. Sharing of practice to be facilitated. Particular focus on practice in BGE.

Curriculum Review
- Development of formal curriculum rational and map.
- An annual program of **curriculum review and development** is in place, focusing on progressive pathways for learners through the senior phase.
- Review of the new S1 and S2 Skills course, consideration of progression into S3.
- Review of S5/6 core rota with associated qualifications – RBV, Leadership, performance units
- Timetable planning to be incorporated into school calendar.

Outputs

A calendar of learning conversations will be part of each faculty calendar.

Faculty evidence of learning conversations

Curriculum Rationale

Curriculum Map

Faculty Progression Maps

Course Choice and information evening materials.

Outcomes – Targets set

October 24	June 25
In June 2024 70% of young people report that they are encouraged by staff to do the best they can all of the time. Aim >75% In June 2024 25% of staff strongly agree that children and young people are involved in setting their learning targets. Renewed aim of 40%	>80% of pupils report that they are encouraged by staff to do the best they can all of the time. > 50% of staff strongly agree that children and young people are involved in setting their learning targets.
Increase in stay on rates into S5 and S6 (by S4 Roll). Baseline S4 84% Baseline S5 53%	

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- Continue to develop strategies to encourage pupil engagement with curriculum offer available through Bucksburn and ABZ Campus

Progression Pathways and Subject Choice
- Course Choice form to be reviewed again to ensure it meets need of all staff and pupils
- Continue use of progression trackers to ensure progression for all pupils
- Resources to be developed to support pupil planning of progression with pathways linked to 16+data capture
- Continue to develop whole school responsibility with subject choice process. Need input at all subject choice stages by all faculties.
- Review of timetabling process including column structure, pupil allocation, review of Bucksburn Consortium.

Presentation Policy
- Presentation Policy agreed by all.
- Timelines for actions relating to presentation policy to be reviewed by all staff and outcome will inform TMRI calendar.

Effective use of Data
- Ongoing evaluation of use of trackers and interventions to support individual learners and learning and teaching by practitioners
- Attainment reviews to continue as key feature in QA calendar.
- CPL for all staff on use of SNSA data to inform planning for learning, teaching and assessment

Course Choice sheet

Progression trackers

Pupil Progression documentation

Subject Choice Input from all faculties.

Tracking of number accessing Bucksburn and ABZ options.

Presentation Policy

Timelines evident in School Calendar

Faculty Trackers

Evaluation evidence

Attainment Review minutes

CPL resources – SNSA data, Use of Insight data

In June 2024 53% of pupils strongly agree or agree that they were given good advice to make choices about taking the subjects that are right for me. Renewed aim of >60%

>65% of pupils strongly agree or agree that they were given good advice to make choices about taking the subjects that are right for me.

>52% achieve 5@5 in S4 in 2024-5 diet

>40% achieve 3@6 in S5 in 2024-25 diet

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- CPL for middle managers to develop more in-depth use of Insight data to inform self-evaluation and improvement planning

Literacy and Numeracy Strategies
- Ongoing development of Literacy and Numeracy Raising Attainment Strategies.
- Work with ASG colleagues to share practice with Literacy and Numeracy interventions
- Work with ASG colleagues on moderation of Literacy and Numeracy
- Develop strategy for looking at Literacy and Numeracy across the curriculum for session 2025-26

Literacy and Numeracy Strategies.

Moderation evidence.

> 35% of young people achieve fourth level in Writing by the end of S3.

>80% of young people achieving fourth level numeracy by the end of S3

Celebrating Success Strategy
- Review and evaluation of Awards ceremony held in June 2024. Determine necessary next steps
- Renewed focus on consistency of use of Merits across all classes and consider how effort is recognised in the senior phase.
- Pupil voice work to be carried out to determine how pupils would like to see achievements recognised more frequently in school and across faculties.
- Develop approach for pupils and parents sharing success achieved out with school so they can be recognised in school.

Evaluation evidence

Merit documentation

Engagement evidence

Celebrating Success Strategy

A third of senior phase pupils are recognised within the 2024 Awards Ceremony.

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Resources and Context	Outputs		Outcomes – Targets Set	
	Activities	Outputs	October 24	June 25
Tracking & Monitoring (from 2.3, 3.1 & 3.2) Human Resources School Lead: Katie Arthur Priority (from Inspection Letter) **Develop more robust systems to monitor the attainment and progress of all young people.** Excerpts from SIF There is not yet a whole school overview of young people's attainment across the curriculum. In almost all curriculum areas, teachers use established processes to track and monitor young people's progress. These are inconsistent across and within departments. 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 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	• 'Pupiltracking' to be embedded into whole school practice for tracking, monitoring and reporting S1-6. Staff training to take place early in term 1. • Whole school tracking and interventions from 'Pupiltracking' at faculty, YH, SLT level incorporated into faculty calendar. Need to ensure faculty members are aware of FH work on this. • Faculty trackers to be reviewed and updated. Further collegiate discussion on use of interventions – sharing practice on effective interventions. • Attainment Reviews to be developed utilising 'Pupiltracking' and authority powerbi. • Literacy and Numeracy tracking incorporated into faculty tracking in English and Maths and reviewed in line with whole school tracking. • Whole school trackers will be used to track progress of targeted groups of young people to identify attainment gaps and implement interventions. • 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 intervention and wider curricular planning.	Whole school BGE and SP Trackers which are used by staff at all levels to determine interventions and support raising attainment across cohorts and with targeted groups. Faculty Link minutes will demonstrate the attainment review process throughout the year in both the BGE and SP. 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. A Wider Achievement Tracker that identifies pupil engagement in wider achievement options across the school at all stages.	>75% of pupils achieve Fourth Level in Numeracy by the end of S3. In S4 have closed the gap with the VC for 5@L5 (Oct 2023 achieved 77% of VC therefore extended the gap) In S6 have closed the Gap with the VC for 5@L6 (Oct 2023 achieved 86% of VC therefore closed the gap)	In S4 continue to have closed the Gap with the VC for 5@L5 In S6 continue to have closed the Gap with the VC for 5@L6 Most (>75%) of S1-3 pupils have been recognised in the merit system with certification.

Self-Evaluation & Improvement Plan 2024-25
School: Dyce Academy

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

Key Quality Indicator	Current Self-Evaluation
1.3 Leadership of Change	3
2.3 Learning Teaching & Assessment	3
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement	3

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progress in closing poverty-related attainment gaps.

DYW, SUSTAINABILITY & GLOBAL CITIZENSHIP Human Resources **School Lead: DWY** - Andrew Bonner,	Outputs		Outcomes - Impact	
	Activities	**Outputs**	**October 24**	**June 25**
	DYW Partnership Working • The partnership working audit carried out in 2023-24 will be collated and shared with all staff to raise awareness of existing partners and share practice on partnership working. This will be continually updated as new partnerships emerge.	Partnership Working Map	Establish baseline of partnership working at start of session.	Increase number of partners working with the school over the course of the session.

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Sustainability - D Reed, S Maughan, S Hamilton

Citizenship – R McGregor

Additionally: ASG

<u>Excerpts from SIF and Inspection Discussion</u>

- RGU Hub worker will establish effective partnership input for those faculties who identified themselves for input for session 2024-25.
- DYW NE worker will continue to work with colleagues around the school who are keen to make links with community groups and businesses.
- A BCSO will be recruited to support the development of ongoing partnership working.
- CPD will be devised to help bring this altogether for staff now that there will be different workstreams all focusing on expanding our partnership working.

Career Education Standard
- A whole school audit of practice using the entitlements and expectations in the Career Education Standard will be carried out. This will allow for an overview of Career Education provision across the school and will determine future improvement priorities.
- CPD will be devised for developing staff understanding of CES.

Skills Development & Profiling
- A whole school approach to skills identification and development across the curriculum will be devised and implemented.
- As part of the ASG Improvement Plan work in this area will be shared to support a 3-18 approach to skills development.
- 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.

Lesson planning will evidence partnership working.

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 2025-26)

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

The majority of S1-3 pupils will have a completed profile by the end the session.

Evidence of improvement in skills development following engagement with Gen+.

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- As part of the ASG Improvement Plan work in this area will be shared to support consistency in profiling form P7 – S3.
- The Skills Programme will be developed for S1/S2 which will be delivered by PTG. This will incorporate Gen+ skills focused work, work on Profiling, and a series of short projects which will all centre around Skills development and understanding. It will also incorporate the work under TMR on tracking of wider achievement.

Sustainability & Citizenship
- Further to staff voice work undertaken in 2023-24, staff awareness and understanding about Learning for Sustainability and Global Citizenship will be developed and incorporated into the collegiate calendar.
- To develop pupil awareness and understanding about Learning for Sustainability and global citizenship a series of assembly presentations will be incorporated into the school calendar covering LfS, Global Goals, Rights Respecting Schools. There will also be an input from the S1 and S2 Skills coursing.
- The Eco Schools group will work with the ECO Ambassadors to continue their pursuit of further Green Flag status.
- Staff leads for Sustainability will work with colleagues to support development of faculty approach to LfS for session 2025-26.
- Staff leads for RRS will engage in CPD to develop their understanding and create a RRS implementation plan going forward.

CPD Materials

Presentation Materials

Eco Schools Evidence folder

LfS planning documentation

CPD Materials
RRS Implementation plan

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