



Self-Evaluation and Improvement Plan 2024-25 Summary

Context of the School

Dyce Academy primarily serves the local communities of Dyce and Newmachar with additional provision for pupils from across Scotland who joins us to be part of Aberdeen City Music School, one of the four centres for Musical Excellence in Scotland. Dyce Academy is also part of the Excelerate network which provides the opportunity for high quality professional learning to inspire meaningful, impactful and context driven learning opportunities for our young people. We also work closely with our associated primary schools, our colleagues at Bucksburn Academy, and our local community partners to provide the best possible outcomes for our pupils, their families and the local community.

Standards and Qualities

During session 2023-24 our school improvement plan focused on five key areas which when combined, would lead to improved opportunities and outcomes for our young people, including improvements in attainment and achievement.

1. Leadership of Change

We have worked closely with our pupils to firmly embed our school expectations of Ready, Respectful, Safe. This is regularly revisited across the school to support our pupils to be aspirational and to know how they can be the best version of themselves. We have increased both staff and pupil leadership opportunities and made sure that pupil voice is at the heart of our improvement work. We have also made our quality assurance work more robust both within faculties and across the whole school.

2. Learning, Teaching and Assessment

We have continued to nurture the positive relationships that we have in place across the school. Our lesson observations have led to greater consistency in the structure of our lessons ensuring an effective start and end to lessons. This has also been observed by members of the local authority who have come in to support our self-evaluation. We have focused on improving the planning of our lessons through moderation work with colleagues. We have also had a renewed focus on

learning conversations and target setting, whilst developing our learning and teaching strategies through the establishment of pedagogy groups. We have also completed the ground work necessary for us to introduce our new 'Skills' periods in S1 and S2.

3. Safeguarding and Ensuring Wellbeing, Equity and Inclusion

We have continued to raise awareness of the SHANNARI indicators with pupils and have developed a regular assessment process for pupils which will get underway this session. We have devised a strategy for implementation of the CIRCLE framework which supports making learning accessible and our work on this will begin in term 2 of this session. We have reviewed our approach to gathering data on bullying and have been carrying out termly analysis to identify common themes and trends. We have continued with our whole school Health and Wellbeing audit which will inform the creation of our Wellbeing Strategy which will be developed in session 2024-25. We have created a new transition calendar to map out our work with families and young people as early as P6 when planning for their transition to the academy and with our primary colleagues we have streamlined some of our documentation to support more effective sharing of information at this important time. Our Pupil Equity Fund work has focused on increasing activities to help reduce the cost of the school day for our families who are most in need and we have supported the work of the English department in trying to build confidence in literacy skills to help close the attainment gap with literacy.

4. Raising Attainment and Achievement

We have focused on raising aspirations through effective use of learning conversations and target setting. We also held our first awards ceremony in June which allowed us to recognise 44% of our BGE pupils and 33% of our senior phase pupils for their achievements. We have widened our curriculum offer and supported engagement with the ABZ campus offer to ensure that all pupils have appropriate learner pathways through the senior phase allowing for greater levels of success. We have firmly embedded our positive presentation policy which, supported by our improved tracking, has meant that we have seen more pupils being entered for qualifications at the level that is right for them, leading to improvements in attainment particularly in S4 and S6. Our focus on literacy has seen a 10%+ improvement in our attainment at level 3 by the end of S3. Going forward Literacy and Numeracy remain a key focus at all stages.

5. Tracking and Monitoring

We have developed consistent faculty trackers at all year stages allowing us to more effectively monitor pupil progress. This is also allowing us to put intervention in place to support our young people. We have also developed our whole school tracker which means that data is being looked at across the school in much more detail, again allowing Guidance and Year Heads to put interventions in place if needed. These trackers are also allowing us to look at the trends in our data and also to identify areas for improvement. We also now have a clear Tracking, Monitoring and Interventions policy so everyone knows their roles and responsibilities with this.

Improvement Plan 2024-25

Our Improvement Plan for this session will see us continue to focus on the same 5 key areas as last year, but we will be developing each of them further. There will also be an additional focus on Sustainability and Global Citizenship. This can be seen on the next page.

<p style="text-align: center;"><u>LEADERSHIP OF CHANGE</u></p> <ul style="list-style-type: none"> • Review and refresh our School Vision and Values with the wider school community • Provide more opportunities for staff leadership at all levels including through working groups and pedagogy groups • Continue to develop pupil leadership at all levels • Continue to offer more pupil voice opportunities, ensuring feedback is shared with pupils • Develop an improvement plan with colleagues at Newmachar and Dyce Primary schools to support pupil transition 	<p style="text-align: center;"><u>RAISING ATTAINMENT AND ACHIEVEMENT</u></p> <ul style="list-style-type: none"> • Continue to develop our culture of ambition and aspiration through use of learning conversations and target setting • Ongoing curriculum review to ensure suitable pathway options for our learners • Improved coursing through effective pathway planning at subject choice time • Build confidence in staff use of data including SNSA data, through robust attainment review processes • Continue our focus on raising attainment in Literacy and Numeracy • Celebrating Success working group to focus on ongoing celebration of achievements throughout the year.
<p style="text-align: center;"><u>LEARNING TEACHING AND ASSESSMENT</u></p> <ul style="list-style-type: none"> • Continue to develop our Learning, Teaching and Assessment Policy to support teacher practice and pupil understanding • Refresh our Homework Policy • Create an Assessment calendar for S4-6 pupils to support planning • Work together and with colleagues from other schools to moderate our planning for learning, teaching and assessment in the BGE and verification of standards • Pedagogy Groups to develop practice in key focus areas: Digital technology in the classroom; Assessment is for Learning; Differentiation; Questioning and Oracy Quality Assurance Observations to focus on pace and challenge 	<p style="text-align: center;"><u>TRACKING & MONITORING</u></p> <ul style="list-style-type: none"> • Continue to develop consistent approach to faculty tracking which includes interventions at both the BGE and Senior Phase stages • Embed use of 'Pupiltracking' for our pupil reporting • Implement Progression Tracking for all pupils and supporting pupils to understand the importance of progressive choices • Develop approach to wider achievement tracking
<p style="text-align: center;"><u>SAFEGUARDING & ENSURING WELLBEING, EQUITY & INCLUSION</u></p> <ul style="list-style-type: none"> • Develop understanding of wellbeing indicators across staff and pupils • Refresh House identity among staff and pupils • Refresh Anti-bullying policy and develop a Promoting Positive Relationships strategy • Develop a whole school wellbeing strategy • Introduction of support strategies to ensure learning is accessible using the CIRCLE framework • Review our Positive Behaviour Management Policy in line with national documentation • Review Attendance Policy in line with local authority policy • PEF plan to support raising attainment agenda whilst continuing to ensure equity for our pupils 	<p style="text-align: center;"><u>DYW, SUSTAINABILITY AND GLOBAL CITIZENSHIP</u></p> <ul style="list-style-type: none"> • Continue to work closely with RGU and DYW North East to provide further learning opportunities for our pupils • Recruit a Business and Community Support Officer to support engagement with business and community partners to enhance learning experiences for our pupils • Audit our provision of the Career Education Standard • Develop pupils understanding of Skills development in S1 and S2 through our Skills period • Reintroduce Profiling to support pupils to be able to talk about their learning • Develop staff and pupil understanding of Learning for Sustainability Develop a Rights Respecting Schools implementation plan

