SQUIP 2025-26

School: Dyce Academy

Section 1: School Context
Section 2: Self Evaluation Summary
Section 3: Improvement Plan

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	3
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement / Securing Children's Progress	3

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 pupils from Newmachar, Kingseat and outlying areas.

Our school roll is currently 677. Approximately 37% of our pupils arrive at school via school transport and 19% of our school roll have free school meal entitlement. 37% of our pupils 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 pupils' 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 pupils 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 18 boarders, with 29 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 is now in it's second year 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 progressed our work with Oracy Cambridge, with Oracy skills being taught across

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the curriculum and with a particular focus in S1. Last session we had a number of staff trained in Project Based Learning (PBL)pedagogy, allowing us to move forward with a PBL pedagogy group this session to support colleagues to embed aspects of this approach in their practice. We have also had an increased focus on partnership working, with several projects being carried out during the first term of this session. These includes work experience opportunities with Robertsons and leadership training with the Army to name a few. This is something we will continue to build on across all year stages going forward. The Excelerate initiative will now prematurely come to a close in March 2026. Our focus will now turn to how we maximise the impact of CPL undertaken to date and embed sustainable practices internally.

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Section 2: Self-Evaluation Summary

HGIOS 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)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Good
How well are you doing? **What's working well for your pupils?**	**How do you know?** **What evidence do you have of positive impact on pupils?**	**What are you going to do now?** **What are your improvement priorities in this area?**
School Vision, 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. Our school expectations of 'Ready Respectful, Safe' are revisited regularly through assembly and in lessons are displayed around the school. The creation of our 'How to be an Effective Learner infographic' was pupil led and supports our ambitious ethos. During session 2024-25 the school began the Rights Respecting Schools journey, achieving Bronze level by the end of the session.	**School Vision, Values and Ethos** School Expectations posters and 'How to be an effective learner infographic'. **Most** (82%) of pupils report feeling that staff treat them fairly and with respect compared to 74% in 2023. **Most** (85%) of pupils report feeling that staff encourage them to do the best they can all of the tine compared to 70% in 2023. **Most** (81.6%) of parents feel the school encourages pupils to treat others with respect compared to 70.79% in 2023. Recent Inspection findings report that "Senior leaders and staff are developing a stronger culture of aspiration. Staff should continue to raise their expectations and strengthen further the developing culture of ambition for pupils" Rights Respecting Schools Bronze Award evidence.	Work is underway to review and refresh our School Vision and Values during session 2025-26, with work planned which will allow for input from all stakeholders. We are now working towards our Silver Rights Respecting Schools Award, with our verification visit taking place in March 2026. There will be some variation to our pedagogy and working groups this session to support the evolving direction of our improvement work. All staff will be involved in a QI evaluation process this session in addition to eh School Improvement Plan work. We are continuing our work as an ASG on moderation on Literacy and Numeracy and also on pupil profiling. Partnership Forum will continue to allow opportunities to share practice and work together on shared areas of improvement plan work. This session a number of shared priorities have been determined.

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Strategic Planning for Continuous Improvement and Implementing Improvement and Change

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.

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 development and evaluation process and updates are shared with staff, pupils and parents.

An internal CPD calendar is created annually which is responsive to staff needs and improvement priorities, and it allows further leadership opportunities for staff in delivery.

Our ASG continues to develop our own improvement plan which is leading to positive change in areas including P7-S1 transition and moderation work. We have also joined with Bucksburn ASG in our Partnership forum allowing us to also work collegiately on themes such as pupil support and learning, teaching and assessment.

In session 2024-25 we continued to track pupil involvement in pupil voice exercises. Throughout the year we used a mix of whole school pupil questionnaires and pupil focus groups to support pupil engagement in improvement work and to inform learning and teaching across the school. As a result of pupil voice feedback, we had a focus in assembly taking

Strategic Planning for Continuous Improvement and Implementing Improvement and Change

All staff members join either a working group or pedagogy group to support and lead on areas of improvement around the school. In session 2024-25 our groups covered:

Pedagogy Groups – Differentiation, Digital Learning to promote accessibility, AIFL, Oracy and Questioning
Working Groups – Celebrating Success, DYW, Activities Days, Sustainability

Minutes of the Pedagogy group work outlines the work undertaken by the group as a whole and individuals within the group in their respective classrooms and faculties. A significant proportion of our May Inservice is led by these groups to support sharing of good practice and subsequent SLT lesson observations held in June 2025 were focused on seeing them impact of this learning in the classroom.

Minutes of the work of these groups demonstrates the various outcomes from these groups which include the Annual Awards Ceremony, Our Careers Fair, Our Activities Days programme and the achievement of our Second Green Flag through the various initiatives led by the Sustainability group.

Improvement Plan evaluation and development evidence involving all staff members. Parent Council minutes demonstrate engagement with School Improvement Planning. Pupil Assembly presentations taking pupils through Improvement planning work. Collegiate Meeting minutes and Management Team minutes demonstrate the strategic focus on our

Plan to increase the number of pupil leadership roles across the year stages in 2025-26. A more comprehensive programme of leadership training will be provided for pupils taking on these roles is to be developed.

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a 'You said we did' approach to demonstrate to pupils the impact that their voice has across the school.

We have pupil Ambassador groups leading projects on areas including Health and Wellbeing, Pupil Support, Sustainability and Eco Schools and Communities and Enterprise. Their work is well documented through our school newsletter. We have increased pupil accountability in terms of the outcomes and impact of their pupil leadership roles, as each Ambassador group had to deliver assemblies at the start and end of the session to all year groups outlining their plans for the year and the progress of their work.

Our Service to the School role for all S6 pupils continues to develop the skills set and experiences of our pupils, with pupils engaging in peer mentoring roles, Ambassador roles and engaging with the SQA Leadership Award.

Improvement Plan priorities, and our commitment to professional dialogue, collegiate learning and staff voice allowing for well-informed change and collective responsibility in the process of change.

Almost all (95.4%) of staff report feeling valued within the school compared to 77% in 2023.

Most (84%) of staff feel they have opportunities to learn from and share practice with colleagues compared to 72% in 2023.

Most (88%) of staff report having regular opportunities to undertake leadership roles within the school compared to 67% in 2023.

Almost all (90%) of staff feel they have the opportunity to be involved in agreeing priorities for the school compared to 50% in 2023.

ASG minutes and partnership forum minutes

A **majority** (65%) of pupils report feeling that the school listens to their views compared to 51% in 2023.

16 S6 pupils took on Ambassador roles in 2024-5
25 S6 pupils took on Peer Mentoring roles in 2024-25
25 S6 pupils engaged with the SQA Leadership award in 2024-25

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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)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory

How well are you doing? What's working well for your pupils?	How do you know? What evidence do you have of positive impact on pupils?	What are you going to do now? What are your improvement priorities in this area?
Learning and Engagement **Relationships and Engagement** In most lessons there remains a positive climate for learning and our pupils are active participants in their learning. Relationships between staff and pupils, and between pupils themselves remain positive and respectful the majority of the time. We have reviewed and updated our learning, teaching and assessment policy and working with focus groups of pupils we have created a pupil version of this document to support our pupils to understand what they can expect from their teachers during learning experiences. Our pupil groups then suggested it would be good to have a pupil document outlining what their responsibilities are in ensuring they get the most of their learning experiences. The content of this document was completely pupil led and culminated in a new poster which is on display in all classrooms with teachers referencing this during lessons. **Quality of Teaching** All staff are familiar with the 'Structure of a Good Lesson' . We have continued to offer CPL to build on our	**Learning and Engagement** **Relationships and Engagement** SLT Observation records include measures on pupil engagements. Inspection ROV October 2024 highlights - "Relationships between staff and pupils are very positive with mutual respect being a key feature of the school's ethos". Pupil generated poster on how to get the most out of their learning experiences, shows the impact of our evolving culture across the school. **Quality of Teaching** Differentiation, pace and challenge evaluation evidence at individual and faculty level.	Develop a Home Learning Guidance Document for pupils, parents and carers. SLT observations during session 2025-26 will continue to focus on Differentiation, Pace and Challenge where we are expecting to see further developments in practice across the school based on the CPL that has been delivered across sessions 2024-2026. A further round of SLT observations will be undertaken to focus on BGE units of work which have gone through the moderation process to look to assess the impact of this work. Moderation and verification work will continue across all faculties. CPL will continue to focus on supporting improvements in practice in relation to differentiation, pace and challenge. This will be heavily supported by the work of the Differentiation, AIFL and Oracy and Questioning pedagogy groups. Development of PBL practice through the work of the pedagogy group.

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work on this area during session 2023-24, this includes workshops on effective learning intensions and success criteria and effective starter and plenary activities.

At a whole school level our focus during session 2024-25 was on developing practice in Differentiation, Pace and Challenge. We worked collegiately as a staff team to generate our shared features of good practice in these areas, supported by the materials within the Norther Alliance Learning and Teaching Toolkit. We also carried out a full staff self-evaluation exercise in December 2024 to identify where our teaching staff saw their own practice and this was followed up by a faculty level evaluation exercise as well to support Faculty Heads to identify good practice within the team supporting the sharing of expertise within each faculty. We have had a number of CPL inputs for all staff in this area from staff across the school through the work of our pedagogy groups and SLT observations have subsequently identified improvements in practice and evidence of impact of this work. Staff have received detail feedback at individual, faculty and whole school level. We will be continuing our focus in this area during session 2025-26.

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

An assessment calendar has been created in response to pupil and parent feedback, allowing families to support assessment preparation at home and pupils to manage their time. This remains in place for session 20225-26. Pupils have reported they feel this is a useful

Agreed features of good practice with differentiation, pace and challenge documentation.

Inspection ROV October 2024 highlights
- "Staff are improving the consistency of pupils experiences across the school".
- "Overall the quality of learning and teaching is improving"
- "There are improvements in pupils' learning as a result of focused work on formative assessment, quality questioning, differentiation and digital learning"

SLT Lesson Observation feedback – Dec 2024 and May 2025 for individuals, at faculty level and at whole school level.

Outcomes of SLT observations for session 2024-25 :
- In **almost all** lessons learning intentions and success criteria were shared with pupils.
- In **most** lessons starter activities were on the board at the start of the lesson.
- **Most** lessons had clear exit routines.
- Timers are now being used frequently in lessons to support the pace of lessons.
- Live marking and ongoing feedback were observed in **most** lessons supporting pace, challenge and differentiation
- In **most** lessons the use of praise and encouragement developed a positive culture for learning and nurtured an environment where pupils were encouraged to play an active role int heir learning.
- The chunking of tasks was effective in promoting pupil engagement and supported the pace of the lessons.

Creation of a LTA toolkit with easy of access to resources in a one stop shop for teaching staff.

Refresher of work undertaken around implementation of the CIRCLE framework.

Development of outdoor learning space, and CPL to support the use of these spaces.

Develop the use of Pupiltracking for whole school data analysis use.

Support staff to engage effectively with SNSA data.

Embed our Wider Achievement Tracking processes.

Share good practice on faculty and class level interventions.

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tool and further evaluation evidence will be gathered during session 2025-26. We have now established an outdoor learning classroom space off site but close to the school. Work is also underway to plan for a second site on school premises.	- Class teachers across the school shared high expectations with pupils. -In the **majority** of lessons a range of strategies were used in setting work at different levels but the impact of these strategies in terms of ensuring appropriate challenge needs further improvement. - Where modelling is being used...pupils have said that this is helping them to see what to do and also gives them ideas on how to improve their work. - In **most** lessons the use of differentiated success criteria provided opportunities for all pupils to achieve within the lesson. - The use of ICT was effective in supporting pupils and provided opportunities for differentiation through discrete scaffolding of learning. - Overall it can be seen that there are significant improvements in the pace of lessons across the school. - Improvements in challenge have been observed through staff utilising various strategies we have been focusing on this session. Various CPD materials have been created linked to lesson observation focus areas. We have maintained the improvement that we saw in staff feeling their professional learning has allowed them to reflect and improve on their practice with 46% (**less than half**) of staff strongly feeling this is the case (October 2024), an increase of 12% from January 2023. Pupils reported in June 2025 that **most** (78.3%) enjoyed their learning some or all of the time, an improvement from 65% in June 2024.	

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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 phase 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 developing target setting at these stages. This will remain a focus for session 2025-26.

Learning conversations and target setting
Staff voice – October 2024 25% (**less than half)** of staff strongly agreed that pupils are involved in setting their learning targets, an improvement from 18% in Jan 2023.

Skills Development and Tracking
During session 2023-24 we embarked on a programme of work with Gen+ which would support tracking and monitoring of skills progression for our pupils. Unfortunately Gen + are no longer able to sustain the level of resource that was initially offered, so we are now looking at our ways of developing learner Skills set through our S1 and S2 Skills programme, and we are tracking progress with skills development through our profiling work.

Skills Development and Tracking
Skills programme lesson plans

Profiling evidence in S1 and S2

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.

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BGE Moderation and Verification
Following on from the work undertaken in this area during session 2023-24, faculties have continue to maintain a focus on moderation work focusing on the planning of learning, teaching and assessment. Further external moderation work was carried out during the February in-service in 2025 with Bucksburn Academy.

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 pupils for the cumulative assessment in the estimate diet and in the final SQA exam.

Planning Tracking and Monitoring
We have embedded the use of PupilTracking as a reporting tool during session 2024-25. We have continued our focus on tracking and monitoring at faculty and whole school level with QA taking place

BGE Moderation and Verification
Moderation evidence gathered by faculties (external and internal)

FIP – BGE Assessment development work and outcomes

Staff voice – **Almost all** staff feel that the moderation activities are helping them to make sound professional judgements, up from 24.5% strongly agreeing and 52.4% agreeing in January 2023 (76.9% altogether) to 43% strongly agreeing and 50% agreeing (93% altogether) in October 2024.

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 – Improvement in the % of pupils who feel that their work is hard enough all of the time from 26% in June 2024 to 43.5% in June 2025, but this remains **less than half** of pupils.

Planning, Tracking and Monitoring
Faculty and whole School tracker evidence

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through SLT/Faculty link meeting. We have collegiately looked to streamline some of our intervention processes such as our Progress Alert Letters process and our Post Estimate Advice process to ensure the focus is on the impact for pupils and not the bureaucracy of the process. We have reviewed our Positive Presentation Policy again this year and updated our Tracking, Monitoring and Reporting Guidelines. We continue to see robust dialogue through Faculty Attainment Reviews which is demonstrating the improvements being made in data analysis at all levels across the school as all staff members now feed in to this process. Our work in this area is supporting our raising attainment agenda.	Attainment Review minutes Presentation policy Tracking, Monitoring and Intervention Guidelines See 3.2 Raising Attainment for impact on pupils attainment and achievement.	

HGIOS QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory
How well are you doing? **What's working well for your pupils?**	**How do you know?** **What evidence do you have of positive impact on pupils?**	**What are you going to do now?** **What are your improvement priorities in this area?**
Wellbeing, Inclusion and Equality We continue to see strong relationships between staff and pupils across the school. PTG colleagues know their caseloads well and strengthened review processes between Guidance, Support for Learning and Year Heads	**Wellbeing, Inclusion and Equality** PTG Colleagues are now routinely carrying out SHANNARI assessment with **almost all** pupils in their caseload.	Continue to develop our shared understanding of the SHANNARI indicators, with all staff members recognising the roll they play in contributing to positive outcomes for our pupils.

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has ensured pupil welfare and support remains a priority. Work was undertaken during session 2024-25 to draft our Promoting Positive Relationships strategy, which will be published during session 2025-26 for all stakeholders.

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. A mentoring programme was introduced in term 3 for identified PEF pupils in S4, which led to positive attainment outcomes. (See section 3.2 Raising Attainment for more information). Staff across the school have a better understanding of our PEF strategy following CPL inputs in our Collegiate programme. We have used our staffing budgets effectively to allow for an increased role for our PT PEF with a 0.8FTE post being introduced for the start of session 2025-26.

The school library has an annual calendar of raising awareness events covering topics in relation to equalities and celebrating diversity. We have successfully introduced the First Aid qualification for our senior pupils, raising awareness and providing essential life skills for a significant number of our pupils.

We have successful introduced a fourth House Group to the schools with pupils directly involved in establishing the name and House Colour. Work was also undertaken to establish ned roles of House Captain for session 2025-26 which have been launched, and a House Assembly programme and House Noticeboard programme has been

PTG/PTASFL minutes and PTG/YH minutes demonstrate our ongoing work to monitor and review the welfare and wellbeing of our pupils.

We saw an improvement in the % of pupils who report that the school helps them to feel safe - up from the **majority** (54%) in session 2023-24 to **most pupils** (82%) in session 2024-25.

The **majority** of pupils feel the school deals well with bullying or they have never experienced it – up from 61% in 2023-24 to 72% in session 2024-25.

With our S4 data we remain above the national establishment with complementary tariff scores for our pupils in SIMD 1,2,4 and 5 and we have reduced the gap in SIMD6 from 34 points to 30 points.

By June 2025 91 of our S4 cohort, 66 of our S5 cohort and 48 of our S6 cohort achieved their First Aid qualification.

Rights Respecting Schools Bronze award achieved during session 2024-25 and our Silver verification assessment has been booked for March 2026.

Develop an overall wellbeing strategy that pulls together our various workstreams in this area.

Continue to embed House identity across all year stages ensuring that sense of belonging for all pupils.

Develop a Dyce Academy Anti-bullying policy whilst embedding our Positive Relationships Strategy.

Engage in the national Equally Safe at School programme.

Continue to develop our pupil support procedures to ensure greater consistency across our caseloads.

Develop the role of PT PEF to ensure our work is focused on closing the attainment gap as well as ensuring equity for our pupils.

Develop a Dyce Academy Attendance Management Strategy

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established to underpin the growing sense of House identity that we are trying to instil within our pupils.

We have embarked on our Rights Respecting Schools journey with our Bronze award achieved by the end of session 2024-25, and our route map for silver is now well underway. Presentations have been delivered to all staff members, pupils and to our Parent Council and updates have been provided via our newsletter.

Fulfilment of Statutory Duties

We have a Child protection leaflet which is shared with **all** visitors to the school including supply staff, upon arrival. We carry out our annual child protection and safeguarding CPL session in August with **all** staff members and carry out follow ups to ensure all staff have received this input on a yearly basis.

Our work to promote positive relationships and to build a supportive and inclusive ethos is supporting our work to reduce the number of exclusions. Senior Management Team members work closely with colleagues to put interventions in place to prevent matters escalating to the point of exclusion. Preventative work is also in place through our Pupil Support team including the use of tools such as 'Zones of Regulation' to help pupils develop a better understanding of their emotions and how to regulate it.

Senior Management Team members work closely with Guidance colleagues to ensure risk is mitigated against and vulnerable pupils can safely access their learning.

Fulfilment of Statutory Duties

Child protection leaflet and poster displays

Child Protection CPL presentation and record

During session 2024-25 we reduced the number of exclusions to 14 from 16 in session 2023-24 and we also reduced the number of different pupils who were being excluded to 9 from 12 in session 2023-24.

Pupil Risk Assessment samples.

Attendance data shows we had small improvements in our bid to improve the overall attendance of our senior phase pupils.
S4 attendance 2024-25 90.8%, 2023-24 90.7%
S5 attendance 2024-25 90.26%, 2023-24 89.1%
S6 attendance 2024-25 89.9%, 2023-24 89.05%

We saw an increase in our positive destination figure from 92.5% to 93.8% from session 2023-23 to session 2023-24. Our positive destination figure for session

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These are created in partnership with the young person, parent/carers and external agencies where appropriate through single and multiagency planning meetings. Staff are kept regularly informed of the requirements of any risk assessments we have in place for our pupils. Strong partnership working is in place with our HSLO to promote positive attendance, although work still needs to be undertaken on the development of a Dyce Academy Attendance policy. We have been closely monitoring the attendance of our S5/6 pupils in particular and have seen improvements in our data by the end of session 2024-25. Strong partnership working remains 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.	2024-25 will be confirmed in February 2026 but we are expecting a further improvement.	

HGIOS QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of pupils' achievement; Equity for all pupils)		How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?	Satisfactory
How well are you doing? What's working well for your pupils?	How do you know? What evidence do you have of positive impact on pupils?	What are you going to do now? What are your improvement priorities in this area?	
Increasing Expectations and Raising Aspirations We have continued to work hard to raise aspirations among our pupils at every stage across the school.	Increasing Expectations and Raising Aspirations Our merit tracker shows how many merits and certificates are awarded each session.	Review Merit system to determine how we look to acknowledge the work and efforts of SP pupils.	

Regular use of merit system in the BGE has led to significant numbers of pupils being recognised on a daily basis with increases in the number of bronze certificates issued - 285 Bronze certificates, an increase of 32 on last session and an increase in the number if platinum certificates issued – 32 Platinum certificates and increase of 2 from last session. We also hosted our second annual Awards Ceremony, where we saw an increase in the number of awards issued.

Curriculum Review & Aspirational Coursing
We have added value to our curriculum offer through opportunities for accreditation in core subjects in session 2024-25 which add breadth to our learner's portfolio of qualifications. This has included the awarding of Leadership Awards through core PE, Religion Beliefs and Values through core RMPS and First Aid at level 6 for pupils as part of the Induction programme.   When combined with the extensive offer that is available to pupils through ABZ Campus we now have an improved curriculum offer which is adding value for our pupils

Work has continued to improve our coursing, with all faculties directly contributing to the subject choice discussions and PTG utilising their progression tracker to support decision making. Work in this area is ongoing with an SLT QA process being introduced for session 2025-26.

Positive Presentation Policy
In Feb 2023 we adopted a positive presentation policy whereby we sought to increase presentation levels and reduce the amount of course changes by working

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

Curriculum Review & Aspirational Coursing
In session 2024-25 205 pupils achieved the Level 6 First Aid qualification, 47 pupils achieved the Religion, Beliefs and Values award at Level 5, 65 pupils achieved the Leadership award at level 5 with a further 25 achieving it at level 6.

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 to 15 in 2023, to 42 in session 2024-25 across both City Campus and other schools.

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

Focus on the use of learning conversations and target setting with all year stages.

Continue with Literacy and Numeracy strategies.

Review our curriculum rationale based on data trends.

Introduce new qualifications to meet the needs of a range of pupils:
- Film and Media level 6
- Journalism level 6
- Lab Science Level 5
- Scottish Studies levels 4 &5
- Enterprise and Employability levels 4&5
- Mental Health Award level 5
- PE National 2
- Nat 2 Personal Organisation unit
- Nat 2 Independent Living Skills

Further input with PTG on coursing and additional SLT QA of the process
Embedding the new PAL and Post Estimate Advice approaches

Establishment of a 0.5FTE PT PEF role which will incorporate work on IDL, additional course options for the lower 20% of pupils in S3 and S4 and mentoring for FSM pupils across S4 and S5.

Continue with further targeted mentoring.

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	3
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement / Securing Children's Progress	3

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together to identify recommendations for change post estimates that would support pupils to be as successful as possible in as many subject areas as possible. This has resulted in a greater number of entries across the senior phase, and for a greater number of pupils.

Attainment in Literacy and Numeracy
BGE
Literacy
This year we have continued to focus on improving Literacy levels by the end of the BGE. Approaches taken are outlined in both the Literacy strategy and in the Faculty Improvement Plan and Raising Attainment documentation. This session we were particularly focusing on achievement at fourth level and with writing in particular, and our work in this area has led to improvements.

Numeracy
We have continued to see a drop off in achievement of Numeracy levels in session 2024-25. This will continue to be a priority for session 2025-26.

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.

We have reduced the number of courses being dropped to a lower level or removed from presentation from 79 in 2023-24 to 53 in session 2024-25.

In S4 we have seen an increase in presentation levels at National 5. In 2023 we had 537 N5 entries (4.84 per learner) In 2024 we had 615 entries (5.13 per learner) In 2025 we had 644 entries (5.55 per learner)

In S5/6 we have also seen an increase in presentation levels at Higher. In 2023 we had 264 H entries (2.2 per learner). In 2024 we had 271 entries (2.32 per learner) and in 2025 we had 323 entries (2.24 per learner).

Attainment in Literacy and Numeracy
BGE
Literacy and Numeracy raising attainment strategies.
Literacy
Achievement of fourth level by the end of S3 has improved this session.
Reading - June 2024 **less than half** (46%), July 2025 to the **majority** (63.16%)
Writing – June 2024 **less than half** (37.5%), July 2025 to the **majority** (63.16%)
Listening and talking – June 2024 **less than half** (39.7%), July 2025 to the **majority** (63.44%)

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SP
Literacy
We have continued to focus on achieving the highest possible Literacy level for our students and we have seen improvement across S4 and S5 in our levels attained.

Numeracy
We have continued to focus on achieving the highest possible Numeracy level for our students, however we have seen a decline in this across S4 but improvements in S5 at level 5.

SP
Literacy
S4 Attainment
Level 3 Literacy
2024 90.58%, 2025 94.53% - **Almost all pupils**
Level 4 Literacy
2024 83.33%, 2025 92.97% - **Almost all pupils**
Level 5 Literacy
2024 71.74%, 2025 78.91% - **Most pupils**

S5 Attainment
Level 5 Literacy
2024 74.26%, 2025 78.83% - **Most pupils**
Level 6 Literacy
2024 30.88%, 2025 41.61% - **Less than half of pupils**

Numeracy
S4 Attainment
Level 3 Numeracy
2024 94.93%, 2025 97.66% - **Almost all pupils**
Level 4 Numeracy
2024 87.68% 2025 86.72% - **Most pupils**
Level 5 Numeracy
2024 56.52%, 2025 51.56% - **The majority of pupils**

S5 Attainment
Level 5 Numeracy

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1.3 Leadership of Change	4
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Attainment Over Time
SP Breadth and Depth
This year we have continued to use our tracking, monitoring and interventions to good effect to try and support raised attainment across the Senior Phase. We have continued to see improvements with our new S4 cohort and S5 cohort, but we did see a drop in attainment in S6. This would be in line with the previous attainment trend of that particular year group.

Overall Quality of Pupils Achievements

Our Service to the School roles and pupil leadership roles have continued to help pupils develop transferable skills, build confidence, exercise responsibility and contribute to the wider life of the school. We also have Junior Buddies and Eco Schools groups operating through the BGE.

In addition we have had 8 pupils who engaged in a community litter pick with staff members, 15 pupils who attended Behind the Scenes at P&J Live. We have 7 pupils who are mid-way through their Career Ready journey and start their internships this summer. This year we have seen 6 pupils achieve their Gold DofE award. We have had inputs to pupils from companies such as Petrex, Morrisons Construction, Aquaterra and

2024 55.88%, 2025 65.69% - **The majority of pupils**
Level 6 Numeracy
2024 14.71%, 2025 14.6% - **Few pupils**

Attainment Over Time
SP Breadth and Depth
S4
1@L5 2024 85.51%, 2025 90.63% - **Almost all pupils**
2@L5 2024 80.43%, 2025 85.16% - **Most pupils**
3@L5 2024 71.01%, 2025 78.91% - **Most pupils**
4@L5 2024 60.14%, 2025 71.88% - **The majority of pupils**
5@L5 2024 51.45%, 2025 64.06% - **The majority of pupils**

S5
1@L6 2024 47.06%, 2025 68.61% - **The majority of pupils**
2@L6 2024 38.97%, 2025 57.66% - **The majority of pupils**
3@L6 2024 32.35%, 2025 45.99% - **Less than half of pupils**
4@L6 2024 24.26%, 2025 35.04% - **Less than half of pupils**
5@L6 2024 15.44%, 2025 24.82% - **Less than half of pupils**

Overall Quality of Pupils Achievements

Service to the school records

Ambassador Project records

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a visits to RGU, NESCOL and the Tullos Training Centre to support pupils to develop a better understanding of what future pathways may look like.

Equity for all Pupils
Through the work of our PEF PT, we have continued to work hard to remove barriers to learning for our pupils and raise awareness of the provision we have on offer such as our swap shop, snack box, starter and study packs and helpful hampers.

Through our whole school and faculty tracking we have been monitoring the academic progress of our PEF pupils. This allows us to ensure interventions are put in in a timely manner to support improvement.

This session we introduced targeted PEF mentoring in S4. This has led to really positive outcomes for these pupils, with a significant increase being achieved in our complementary tariff points for our bottom 20%.

Equity for all Pupils
S4
PEF Improvement plan outlines all our key areas of work this session.

PEF tracker and Action Plans

Whole School Tracking Data – Targeted groups

We have seen improvement in the complementary tariff points for our lower 20% and top 20% of pupils across S4. The complementary tariff points for the lowest 20% 2023 88, 2024 86, 2025 143 and above the VC. This is as a direct result of the improvement in coursing and strength of interventions utilised in this year group.

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We have seen improvement in our lowest 20% and middle 60% and top 20% of our S5 cohort, but we do remain behind the VC. For the lowest 20% we have increase from 78 points to 108, for the middle 60%, we have increased from 409 points to 512 and for the top 20% we have increased from 912 to 932.

In S4 we are significant above the national establishment with the cumulative tariff points of our pupils in SIMD 1, 2, 4 and 5 and we have closed the gap with SIMD 6.

In S5 we are above the national establishment with the cumulative tariff points of our pupils in SIMD 2, and 3 but we are slightly below in SIMD 4 and 5

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Priority	Leadership of Change
Context	Staff groups provide vehicle for change within the school. The structure and ethos creates conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. Pupils also feel they have the opportunity to lead change within the school through various pupil voice exercises and the work of pupil leadership roles.
Links to Quality Indicators	1.3

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress N - Not Started B- Barriers to Starting I - In Progress C - Completed *or RAG*		
				T1/2	**T3**	**T4**
School Vision, Values and Aims All stakeholders to feel ownership over shared vision and values statements which underpin the work of the school. All stakeholders will then be working together to turn this vision into reality going forward, leading to positive outcomes for all pupils.	**School Vision, Values and Aims** • Review of the School Vision and values to be completed early this session, involving all stakeholders. Link with future 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.	**School Vision, Values and Aims** Vision and values documentation including development documentation. Evidenced through referencing in other policy documentation. Rights Respecting School work will evidence the importance of school values.	**School Vision, Values and Aims** K Arthur Short Term Working Group leading in 2 key areas	I		
Assembly Planning Pupils will experience a rich programme of inputs which are linked to our vision and values as a school. Inputs will seek to raise awareness of a variety of topical matters for pupils,	**Assembly Planning** • Assembly Calendar to be created in conjunction with all staff members and approach for sharing assembly content with all staff and pupils will be established so all are aware of focus areas. Consideration also to	**Assembly Planning** Assembly calendar (Complete by August 2025) Assembly presentations (Collated throughout session)	**Assembly Planning** K Arthur	C		

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
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inform them of school matters to support engagement and feelings of inclusion and provide a platform for pupil leadership. Forward planning will ensure impact on learning and teaching is minimised.	be given to sharing content with parents via school website.					
Staff Professional Development Resources Suite of resources to be created to support new staff joining the school	**Staff Professional Development Resources** • Revision of Staff Handbook • Creation of Staff Induction Procedure	**Staff Professional Development Resources** Staff Handbook Staff Induction Procedure	**Staff Professional Development Resources** N Stuart C Richardson	N		
Staff Leadership at all levels – Self-Evaluation Staff evaluation exercise will provide a better understanding of where we are as a school for all colleagues and support appropriate decision making for improvement planning going forward at both faculty and school level, which should in turn lead to improved outcomes for leaners.	**Staff leadership at all levels – Self-Evaluation** • Building on self-evaluation work of school improvement plan, all staff to be involved in evaluation of our progress with Core QI's during session 2025-26 through collegiate time. Outcome of this will be used to support development of new 3 year Improvement Plan focus areas from session 2026-2029.	**Staff leadership at all levels – Self-Evaluation** Evaluation evidence Improvement planning documentation (To be collated across the session) Staff voice – Improvement in % of staff who strongly agree they are actively involved in the schools ongoing self-evaluation and belief that they have opportunities to be involved in the setting of priorities for the school. Baseline October 2024, 36% strongly agree and s further 54% agree they are involved in the setting or priorities within the school. **Staff leadership at all levels – Working and Pedagogy Groups**	**Self-Evaluation** K Arthur to create resources for use during these exercises. To be carried out throughout the session.	N I		

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Staff leadership at all levels – Working and Pedagogy Groups Staff groups provide vehicle for change within the school in the key areas they focus on. Focus to remain on pupil outcomes with all streams of work. Pedagogy groups allow for small tests of change, and provide CPL for all staff members, improving the quality of learning and teaching across the school. Pupils to have a key voice within these aspects of our improvement work.	**Staff leadership at all levels – Working and Pedagogy Groups** • Pedagogy Groups to run in session 2025-26: PBL, AIFL, Oracy and Questioning, Differentiation. Work of the groups to provide CPL to all teaching staff • Working Groups for session 2025-26: Sustainability, Celebrating Success, Vision and Values, Activities Days. • Pupil voice to be a key feature in work undertaken this year.	Pedagogy and working group minutes. CPL provision from Pedagogy Groups throughout the session and in particular during May in-service. (Work ongoing throughout the session) Outcome of working groups evidences impact of staff leadership. Increase in % of staff who feel they have taken on leadership roles throughout the session. Baseline Oct 2024, 45% strongly agree that they have opportunities to take on leadership roles.	**Working and Pedagogy Groups** C Mackenzie to lead alongside Pedagogy group Chairs. Working Groups		
Pupil leadership at all levels – Leadership Roles Pupils will have more opportunities to take on leadership roles at all stages and to have opportunities to positively lead changes within the school that they feel are important to improving the experiences for all pupils.	**Pupil leadership at all levels – Leadership Roles** • House Captains and Prefects to be included as pupil leadership roles for session 2025-26. 'Service to the School' roles will also continue. • Work will be undertaken to look for further opportunities for pupil leadership roles in the BGE. • Pupil Leadership map to be created by the end of the session.	**Pupil leadership at all levels – Leadership Roles** Job profiles for all positions (June 2025) House Assembly Presentations Ambassador Presentations and project work (Collated throughout the session) Service to the school record (Est. June 2025) Pupil Leadership map (Complete by May 2026) Increase in % of pupils who feel they have taken on a leadership role during session 2025-26. In 2024-25, 18% of pupils recognised they were taking on a leadership role.	**Pupil leadership at all levels – Leadership Roles** C Mackenzie A Bonner PTG K Arthur		

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ASG Improvement Plan ASG work to lead to improved transition process and experiences for our pupils. Staff will feel more informed about our pupils at the point of P7 transition so can support learning more effectively.	**ASG Improvement Plan** Priority areas in ASG Improvement plan are aligned with Dyce Academy's School Improvement Plan. Agreed focus areas for session 2025-26: - P7 Transition - Lit and Numeracy Verification work - Profiling work	**ASG Improvement Plan** Improvement plan document Transition Calendar Transition Evidence	**ASG Improvement Plan** K Arthur to lead A Hose	I		

Priority	Learning, Teaching and Assessment
Context	Key focus areas across our 3 year Improvement plan have been the development of our learning, teaching and assessment policy; the development of pedagogical practice supported by impactful CPL and the work of targeted Pedagogy groups and planned observation processes; Improved planning for learning teaching and assessment in the BGE through internal and external work on moderation.
Links to Quality Indicators	2.3

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress *N - Not Started* *B- Barriers to Starting* *I - In Progress* *C - Completed* *or RAG*		
				T1/2	**T3**	**T4**
Policy Development	**Policy Development**	**Policy Development** Home Learning Policy	**Policy Devpt** C Mackenzie	I		

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
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Further opportunity for pupils to embed their knowledge and understanding and to take responsibility for leading their own learning through regular homework activities. Improved attainment in working grades and overall attainment due to successful planning for assessment by both staff and pupils. **Moderation** Improved learning experiences and assessments that are planned to meet the needs and maximise attainment of all pupils.	• Continue with Development of Homework/Home Learning Policy. • Refine practice with Assessment calendar and ensure all staff have access to this. Pupil understanding of the purpose of the assessment calendar to be a focus in assembly. **Moderation** • Internal moderation work linked to effective planning of learning and teaching, evident in faculty calendars. • SLT observations will evaluate impact of moderation work carried out in session 2024-25. (1 cycle of observations during session) • Internal verification activities across BGE And Senior Phase in faculty calendars. • External moderation work to be planned with ASG with identified focus relating to Literacy or Numeracy.	Increase in homework data held within Faculty Trackers in session 2025-26 . Assessment Calendar 2025-26 (Complete by end of term 1) Improvement in prelim results at A-C and A-D in session 2025-26 - comparison will be tracked. **Moderation** Moderation focus within Faculty QA Calendars (Complete by end of August 2025) Moderation Evidence within each faculty with clear next steps. (Evidence gathered throughout the year) Observation Feedback that evaluates impact of moderation work and demonstrates improved outcomes from those lessons (Overtaken across the year in line with delivery) Moderation evidence within ASG February 2026. Improvement in % of staff who strongly agree that moderation activities are helping them to make sound professional judgements.	Faculty Teams C Mackenzie Faculty Teams **Moderation** Faculty Teams SLT Links and C Mackenzie ASG Colleagues Teaching Staff members

Key Quality Indicator	Self-Evaluation
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Developing Pedagogy Across the School Improved learning experiences that are planned to meet the needs and maximise attainment of all pupils.	**Developing pedagogy across the school** • Pedagogy Groups to be continued as outlined in plan for 1.3. • Rational document to be created to support and structure work of Pedagogy Groups. • Ongoing development of online Dyce Academy Learning and Teaching Toolkit of resources so all in one place for staff. • Internal CPD offer to include focus on areas covered in 2023-2026 to support ongoing progress in these focus areas (Structure of a lesson, Differentiation, Pace and Challenge) • SLT led observations will provide feedback to staff on identified aspects of practice in relation to Differentiation, Pace and Challenge. These will be identified from within our agreed focus areas within these three themes. This will also allow for ongoing evaluation of impact of CPL provision in these areas. (1 cycle of observations during session) • CPL refresher of CIRCLE framework. • Evaluation of implementation of CIRCLE toolkits • Follow up on classroom environment assessments carried out as part of CIRCLE framework in session 2024-25, appropriate action to be taken.	Baseline October 2024, 43% strongly agree and 50% agree. Improvement in % of pupils who report that their work is hard enough all of the time . Baseline June 2025 43.5% **Developing pedagogy** Pedagogy Group minutes and rationale documents (Collated throughout the session) Online LTA toolkit (Created by end of session 2025-26) Internal CPD calendar, Collegiate and In-service evidence. (Sessions scheduled throughout the session) Improvement in % of staff who agree that their professional learning enables them to reflect on and improve their practice. Baseline 46% in October 2024. SLT Observation feedback on impact of strategies to support pace, challenge and differentiation within lessons. Comparisons with feedback gathered in session 2024-25 will demonstrate continued improvement overall.	**Developing pedagogy** Pedagogy Groups C Mackenzie K Arthur & C Mackenzie Teaching staff SLT Links & C Mackenzie A Hose	**I** **N** **I** **I**		

Key Quality Indicator	Self-Evaluation
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		Pupil engagement with CIRCLE resources to be measured.		N		

Priority	Safeguarding and Ensuring Wellbeing, Equity and Inclusion
Context	Session 2025-26 will see a refinement in practices and procedures in relation to pupil welfare and support.
Links to Quality Indicators	2.1 and 3.1

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress *N - Not Started* *B- Barriers to Starting* *I - In Progress* *C - Completed* *or RAG*		
				T1/2	T3	T4
Wellbeing Greater awareness among staff of the role they all play in ensuring we meet the wellbeing needs of our pupils, and more visible reminders will ensure our pupils feel supported with their wellbeing during their time in school. **House Identity**	**Wellbeing** • 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. • SHINE survey results to be analysed to identify patterns which inform improvement planning. • Work will be undertaken to pull together our work across Wellbeing into a Wellbeing Strategy. **House Identity**	**Wellbeing** SHANNARRI displays to be evident in classroom areas (In place by end of session 2025-26) Wellbeing Strategy (In place by end of session 2025-26) **House Identity** House Assembly materials	**Wellbeing** A Hose A Hose M McCaw	N I I		

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ABERDEEN CITY COUNCIL

Pupils to report feeling more included and a stronger sense of House identity by the end of the session.	• Launch of new House Group and focus on further development of House identity throughout the session 2025-26, including the introduction of House Captain role and regular House Assemblies and Noticeboard updates.	House Noticeboards to be kept up to date House input to Termly Newsletters	S Washington and PTG		
Promoting Positive Relationships Pupils to report feeling more included and a stronger sense of House identity by the end of the session. Pupils to have a better understanding of diversity across the school. Pupils to feel confident in how the school will deal with bullying incidents should they arise. Proactive interventions to be put in place to address incidents in relation to bullying behaviour, with a particular focus on gender based bullying and violence.	**Promoting Positive Relationships** • Work will be undertaken to create a Promoting Positive Relationship Strategy pulling together all of our current practice. Final product to be shared with all stakeholders to raise awareness. • PTG Equalities lead to work with Equalities Ambassadors and Librarian to develop our strategy for recognising and celebrating diversity across the school. • Review and update of the Schools Anti-Bullying policy, with strong stakeholder involvement. • PTPS and SLT will review the process for recording Bullying incidents in Seemis Log. Bullying data will be reviewed termly by 3.1 DHT and shared with SLT and PTG to determine patterns and inform actions at whole school and pupil support levels. • School to register with Equally Safe at School, support relevant staff to engage with ESAS training, and begin review of PSE Curriculum in relation to ESAS themes utilising the ESAS toolkit.	**Promoting Positive Relationships** Promoting Positive Relationships Strategy Visible displays in relation to celebrating diversity to be evident across the school Anti Bullying documentation Bullying and Equalities log and analysis data Tracking of Pupil voice in relation to how the school deals with bullying. Baseline form session 2024-25, 53% believe it is dealt with well or have never experienced it. ESAS training records. Improvement in % of pupils who report the school helps them to feel safe. Baseline 82% strongly agreed or agreed in June 2025.	**Promoting Positive Relationships** K Arthur S Washington to lead with Equalities Ambassador group A Hose A Hose A Hose	I I	

Key Quality Indicator	Self-Evaluation
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Positive Behaviour Management Policy Review of Positive Behaviour Management Policy will identify areas we need to improve to be more consistent and streamlined in our approach to address pupil behaviour.	**Positive Behaviour Management Policy** • Positive Behaviour Management Policy to be reviewed to identify areas for improvement, informed by staff and pupil voice • Redrafting of policy to be supported by short term working group during session 2026-27. • National Guidance to be incorporated into policy documentation.	**PBM Policy** Review paperwork Tracking of behaviour to be established to help evaluation of interventions.	**PBM Policy** C Mackenzie	**N**		
Pupil Support Approach Staff members will be able to better implement universal pupil support strategies as a result of information sharing during pupil and class conferences, leading to better outcomes and more consistent approaches for our pupils. Child Plans will be more effective for meeting the needs of our pupils and universal and targeted support approaches will be more consistent across the pupil support team.	**Pupil Support Approach** • Purpose, roles and responsibilities within Pupil Conferences and Class Conferences to be established and shared with all staff – CPL. • Work to be undertaken to review the quality of our Child's Plans. • Pupil Support procedures to be reviewed as part of PTG and PT ASFL Improvement Plan to improve consistency of approach across the team. • ASFL provision to be mapped across all year stages to ensure PTG and SLT are aware of the full offer available to support decision making for pupils.	**Pupil Support Approach** Class and Pupil Conference guidance notes Child Plan review outcome Updated pupil support documentation ASFL provision map	**Pupil Support Approach** A Hose R MacDonald A Hose PTG A Hose R MacDonald A Hose	**I**		
Attendance Management Development of attendance policy will led to better tracking and monitoring and more timely and effective interventions to support positive attendance of pupils.	**Attendance Management** • Tracking of attendance during PTG/YH meetings and to be maintained and regularly reviewed. • School based Guidelines for supporting attendance to be created to sit alongside ACC Guidance. • PTG Strategies to address problems of truancy, lateness and non-attendance to be generated and shared to ensure consistent practice.	**Attendance Management** PTG/YH Link Minutes Attendance Guidelines Attendance support documentation	**Attendance Management** PTG/YH K Arthur PTG	**N**		

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	• PTG to undertake EBSNA training to look to support pupils whose attendance is adversely affected by high levels of anxiety.	Baseline data to be established for anxiety based non-attendance. Continue to see improved attendance in S4-6. Baseline S4 – 90.8%, S5 – 90.2%, S6 – 89.05 Reduction in unauthorised pupil absences. Baseline S4 – 1658, S5 – 2154, S6 794.	A Hose PTG			
PEF Strategy PEF strategies will continue to support more equitable provision among pupil body. A clear strategy will help all staff see the role they play in supporting our PEF pupils. PEF Tracker will provide evidence to support future improvement planning.	**PEF Strategy** • Strategies in place to address the equity issues of our PEF pupils to continue. Further pupil voice exercise to be carried out to identify new gaps or issues faced. • Overall PEF Improvement Plan to be documented and PEF Equity tracker provided by ACC to be kept up to date • PEF strategy to be shared with all staff	**PEF Strategy** PEF Strategy Documentation Pupil voice evidence PEF Improvement Plan PEF Equity Tracker PEF Presentation to staff	**PEF Strategy** L Lusted K Dawson K Arthur L Lusted K Dawson L Lusted K Dawson	**I**		

Priority	Raising Attainment and Achievement
Context	Work will continue to improve attainment across the school supported by work with the local authority as we work towards the preparation of our report for HMIE in September 2026.
Links to Quality Indicators	3.2

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	3
3.1 Ensuring Wellbeing, Equality & Inclusion	3
3.2 Raising Attainment & Achievement / Securing Children's Progress	3

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG		
				T1/2	T3	T4
Embedding a culture of ambition amongst all stakeholders Pupils at all stages will report engaging with target setting activities promoting our value of ambition. Regular learning conversations will take place across faculties so that pupils feel confident they know where they are with their learning. Formal opportunities to record learning conversations at key points will be established at all year stages.	**Embedding a culture of ambition amongst all stakeholders** - Target setting learning conversations to be included in faculty calendars for all stages. - Faculties to continue developing practice with Learning Conversations and target setting following on from work undertaken from 2023-25. - Sharing of practice to be facilitated during collegiate time in session 2025-26. Particular focus on practice in BGE.	**Embedding a culture of ambition amongst all stakeholders** Faculty Calendars Faculty learning conversation documentation/ Trackers Collegiate materials Improvement in % of pupils who feel they are supported to do the best they can in their learning. Improvement in the % of staff who feel they involve pupils in their target setting.	**Embedding a culture of ambition** Faculty Teams C Mackenzie	I		
Curriculum Review Review of current curriculum model will determine impact on pupil attainment and lead to appropriate changes being implemented maintaining that focus on improved attainment.	**Curriculum Review** - Development of formal curriculum rationale and map. - Engage staff in review of current 2-2-2 model - Evaluation of impact of S5/6 core rota with associated qualifications – RBV, Leadership, performance units. First Aid provision also to be reviewed. - Introduction of Mental Health Award through PSE time	**Curriculum Review** Evaluation evidence Core Attainment Data	**Curriculum Review** K Arthur Middle Management Team K Arthur, M McCaw, A Bonner S Washington	I N		

			Key Quality Indicator	Self-Evaluation
	SQUIP 2025-26	Section 1: School Context	1.3 Leadership of Change	4
Dyce Academy		Section 2: Self Evaluation Summary	2.3 Learning Teaching & Assessment	3
	School: Dyce Academy	Section 3: Improvement Plan	3.1 Ensuring Wellbeing, Equality & Inclusion	3
			3.2 Raising Attainment & Achievement / Securing Children's Progress	3

ABERDEEN CITY COUNCIL

Evaluation of core input will allow us to see the impact of our Core provision on pupil attainment.	**Progression Pathways and Subject Choice** • Whole school approach to support effective coursing decisions to continue at all relevant stages. Timing to be moved to align with the beginning of indicative choice process. • QA and evaluation of pupil coursing to be carried out in August 2025 by SLT to inform next steps.	**Progression Pathways and Subject Choice** Subject Choice materials across all teams QA and evaluation feedback Improvement in % of pupils who feel they were given good advice to support the subject choice process.	**Progression Pathways** All staff K Arthur, A Hose	**I** **C**		
Progression Pathways and Subject Choice Improved coursing for pupils should lead to a decrease in the requirements for changes to levels of study throughout the course of the year, and positively impact on pupil attainment.						
Presentation Policy Renewed implementation of PAL process should ensure pupils and parents feel more informed of any concerns regarding progress in subjects, allowing for improved engagement with support interventions.	**Presentation Policy** • Presentation Policy and TMR policy to be updated to include amendments to PAL process and Post estimate Advice Process as agreed at end of session 2024-25. • Tracking of use of PAL at all stages to ensure this approach is effective. This will be carried out by SLT Faculty Links in first instance .	**Presentation Policy** Updated Presentation Policy Tracking data on use of PALs Improvement in number of pupils starting out with 5@5 in S4 and 3@5 in S5 and 5@6 in S6.	**Presentation Policy** K Arthur SLT Links	**I**		
Effective use of Data SNSA data can be incorporated into lesson planning across the school in the BGE stages, to ensure lessons are meeting the needs of pupils.	**Effective use of Data** • CPL for all staff on use of SNSA data to inform planning for learning, teaching and assessment in the BGE.	**Effective use of Data** CPL materials developed	**Effective use of Data** K Leven, B Murray and A Sim All staff	**I**		
Literacy and Numeracy Strategies Literacy and Numeracy strategies are designed to lead to improvements in	**Literacy and Numeracy Strategies** • Review and update Literacy and Numeracy strategies following on from work undertaken in session 2024-25. • Work with ASG colleagues to share practice with Literacy and Numeracy interventions.	**Literacy and Numeracy Strategies** Literacy Strategy Numeracy Strategy ASG minutes ASG moderation evidence	**Literacy and Numeracy Strategies** K Arthur, K Leven, B Murray	**I**		

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3.2 Raising Attainment & Achievement / Securing Children's Progress	3

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attainment in Literacy and Numeracy both across the BGE and SP. Within Numeracy we are looking to reduce the gap between attainment at the end of S3 and attainment in S4. Moderation work with ASG colleagues will allow us to share good practice and resources to better inform our approach to planning in these two areas.	• Work with ASG colleagues on moderation of Literacy and Numeracy. • Develop strategy for looking at Literacy and Numeracy across the curriculum for session 2026-27.	Improvement in attainment in S3 in Literacy at level 4. Baseline June 2025: 63.1 Reading, 63.1% Writing, 63.4 Listening and Talking. Improvement in % of pupils achieving Literacy at Level 6 in S5. Baseline 41.6% Improvement in % of pupils achieving Level 5 Numeracy in S4. Baseline 51.5%				
Celebrating Success Strategy Pupils at all stages to feel recognised for their effort and application within lessons. Pupils will also feel that their wider achievements are being suitable recognised alongside the work on tracking of wider achievements.	**Celebrating Success Strategy** • Renewed focus on consistency of use of Merits across all classes, and consider how effort is recognised in the senior phase. • Commendation awards to be incorporated into Awards Ceremony in 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.	**Celebrating Success Strategy** Pupil recognition documentation updated to incorporate Senior phase pupils and recognition of wider achievement once procedure is in place. Awards Ceremony Content	**Celebrating Success Strategy** C Mackenzie	I		
PEF Attainment Targeted input to FSM pupils will help to improve attainment in SP .	**PEF Attainment** • Tracking of PEF data to support planning of targeted interventions to improve the senior phase attainment data of our FSM pupils. Work to be led by PT PEF, with a focus on bespoke mentoring for FSM pupils.	**PEF Attainment** Ongoing evaluation evidence of interventions in place.	**PEF Attainment** L Lusted K Arthur	I		

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IDL to support improvement in Literacy and Numeracy attainment data of BGE pupils. All looking to close the current gap that exists for this group of pupils. **Targeted Mentoring** Targeted mentoring pilot rolled out during session 2024-25 will hopefully have led to some improvements in attainment for these pupils. If successful consideration needs to be given to how we continue with this provision in session 2025-26.	• PT PEF to lead on IDL work to support development of Literacy and Numeracy of PEF pupils in the BGE. Tracking data to be used to evaluate impact. **Targeted Mentoring** • Use of attainment data to evidence impact of mentoring intervention for pupils in S4 during session 2024-25. • Pupil voice feedback to be gather to supplement data capture • Evaluation to inform next steps with mentoring in session 2025-26	Improved attainment for lowest 20% of pupils. Baseline: S4 – 143 above VC; S5 by S5 Roll – 194 below VC; S6 by S6 Roll – 363 below VC Improved attainment in Literacy and Numeracy of FSM pupils in the BGE. **Targeted Mentoring** Attainment Data record Pupil Voice evidence Mentoring Implementation plan 2025-26	**Targeted Mentoring** K Arthur L Lusted Pathways Advocate	I	

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Priority	Tracking and Monitoring
Context	Work is ongoing to improve levels of consistency with use of Tracking and Monitoring processes across the school. Currently using school based tracking tools, but want to move to use of 'Pupiltracking' to support whole school analysis.
Links to Quality Indicators	2.3, 3.1 & 3.2

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress *N - Not Started* *B- Barriers to Starting* *I - In Progress* *C - Completed* *or RAG*		
				T1/2	T3	T4
Use of 'Pupil Tracking' Pupils and parents will see greater continuity of report evidence. Whole school tracking will support improvement planning priorities going forward in relation to raising attainment.	**Use of 'Pupil Tracking'** • Continued use of 'Pupil Tracking' for whole school reporting and tracking purposes. • Establish mechanism for ensuring staff are aware of previous levels being entered to ensure consistency and progression. • Whole school tracking and interventions at FH/SLT Link and YH/PTG to be embedded across the year. • Full capability of 'Pupil Tracking' to be explored in relation to whole school attainment tracking.	**Use of 'Pupil Tracking'** 'Pupil Tracking' records Whole School trackers content Link minutes to evidence action and impact (All evidence to be gathered throughout the session on an ongoing process) Streamlined whole school attainment tracking (New processes to be confirmed by end of session 2025-26)	**Use of 'Pupil Tracking'** N Stuart SLT/ FH/PTG N Stuart K Arthur	I I N		
Faculty Trackers Faculty Tracking will allow for implementation of effective interventions to support raising attainment agenda leading to improved outcomes for our pupils. QA evidence will demonstrate	**Faculty Trackers** • Faculty trackers to be reviewed and updated annually. • Further collegiate discussion on use of interventions – sharing practice on effective interventions.	**Faculty Trackers** Faculty Tracker content Collegiate discussion around interventions, outcomes and subsequent CPL evidence QA and evaluation evidence	**Faculty Trackers** FH and PTG All staff N Stuart	I		

Key Quality Indicator	Self-Evaluation
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consistency in approach across faculties and across the school. Evaluation evidence will demonstrate impact of tracking processes.	• QA and evaluation of use of Faculty Trackers to be carried out during session 2025-26	Improvement attainment trends with legacy measures Benchmark S4 5@5 – 64.06% S5 3@5 – 45.99% S6 Leavers baseline data to follow in Feb 2026 Reduction in number of pupils requiring changes of levels post estimates (Dec for S4 and Feb S5 & S6)	N Stuart			
Wider Achievement Tracking Wider achievement tracking will lead to greater recognition of pupils' achievements, which should support pupil engagement and participation in future opportunities.	**Wider Achievement Tracking** • Review mechanism developed in session 2023-24 to track wider achievement across the school. • Renew approach for wider achievement tracking and implement process, linking in with newly developed profiling work in the BGE. • Establish practice for use of the data drawn from wider achievement tracker to improve learner experiences.	**Wider Achievement Tracking** Wider Achievement Tracker Establish baseline data for wider achievement	**Wider Achievement Tracking** N Stuart and PTG	**N**		

Priority	DYW, Sustainability and Global Citizenship

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Context	Excelerate will now come to an end in March 2026 so initial plans for taking forward partnership working will need to be reviewed and an internal mechanism established. Whole school collation of all things DYW Will support identification of any gaps and inform future planning. Changes to the profiling process will reflect the changes with the MYWOWO Profiling tool which was launched at the start of session 2025-26. Work is already underway with our Rights Respecting Schools Agenda. Ambition is to achieve Silver this session with a view to looking towards Gold level next session.
Links to Quality Indicators	2.2, 2.7, 3.1, 3.3

Output(s) *What improvement will the learner experience?*	Actions Required *What will we do to improve the learner experience?*	Outcomes *What products or outcomes will be created?*	Resources *Who/What/When*	Progress N - Not Started / B- Barriers to Starting / I - In Progress / C - Completed *or RAG*		
				T1/2	**T3**	**T4**
DYW Partnership Working Pupils will experience a number of inputs form business and community partners throughout the curriculum which will enhance learner experiences through authentic learning experiences and develop understanding of career pathways.	**DYW Partnership Working** • Develop clear partner engagement map outlining input at all stages for our pupils. • Role of RGU Hub worker and DY NE workers to be reviewed and promoted to all staff allowing for further opportunities for our pupils.	**DYW Partnership Working** Partner engagement map	**DYW Partnership Working** C Mackenzie	I		
Career Education Standard Gaps in Career Education provision will be identified and subsequent improvement planning work will then lead to improved progressive leaner experiences which will better prepare them for future learning, life and work.	**Career Education Standard** • A whole school audit of our current provision linked to the Career Education Standard will be carried out. This will allow for an overview of Career Education provision across all stages and will determine future improvement priorities. • CPD will be devised for developing staff understanding of CES during session 2026-27	**Career Education Standard** CES Audit Evidence (Complete by Dec 2025) CES Improvement priorities will be established (Established by May 2026) CES CPL materials	**Career Education Standard** K Arthur SDS	N		

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		(Ready for delivery in session 2026-27)				
Skills Development & Profiling Pupils will have opportunities to develop their understanding of and application of transferable skills across the curriculum and through targeted lessons in S1 and S2 . Through work on profiling pupils will be more confident to articulate their learning and their skills development, building confidence levels and preparing them more fully for taking the next steps beyond school.	**Skills Development & Profiling** • A whole school approach to skills identification and development across the curriculum will be devised ready for implementation in session 2026-27 • Review and development of the Skills Programme in S1 & S2 following withdrawal from Gen+ provision. • Approach to Profiling will be in place for all pupils in the BGE which supports pupils to recognise their progress and experiences in terms of skills development. This will link closely to the creation of personal statements and presentation of learning including skills development in the senior phase. • As part of the ASG Improvement Plan work in this area will be shared to support consistency in profiling form P7 – S3.	**Skills Development & Profiling** Skills Framework (Complete by May 2026) Skills across the curriculum guidance (Ready for implementation in session 2026-27) Skills Programme materials (Generated on an ongoing basis throughout the session) Profiling Guidance (Created by Dec 2025) ASG Meeting Minutes All S1-3 pupils will have a completed profile by the end of session 2025-26	**Skills Development & Profiling** C Mackenzie K Arthur (ASG Work)	N I I N		
Sustainability & Citizenship Pupils will have a better understanding of learning for sustainability and global citizenship through meaningful experiences delivered across the curriculum.	**Sustainability & Citizenship** • A series of assembly presentations will be incorporated into the school calendar covering LfS, Global Goals, Rights Respecting Schools. UNCRC and Global Goals documentation to be on display in every classroom. There will also be an input in the S1 and S2 Skills course. • Staff leads for Sustainability will work with colleagues to support development of faculty approach to LfS for session 2026-27. • RRS plan to achieve Silver will be ongoing. Rights Respecting language to underpin all policy	**Sustainability & Citizenship** Assembly presentations Pupils will demonstrate a better understanding of Learning for Sustainability, Global Goals and Rights Respecting Schools CPL evidence	**Sustainability & Citizenship** Sustainability working group S Washington Sustainability working group S Washington	I I I		

Key Quality Indicator	Self-Evaluation
1.3 Leadership of Change	4
2.3 Learning Teaching & Assessment	3
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	documentation along with our school values. Further input during collegiate time to increase staff confidence in taking forward a Rights Based approach. • Travel Action Plan to be incorporated into the work of Eco Ambassadors and Eco Schools Group in session 2025-26	RRS Action Plan and evidence bank Travel Plan 2025-26 Ambassador work evidence	K Arthur D Reed	I		