



## **STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN**

**FOR**

**Ellon Academy Community Campus**



**LAST UPDATED: September 2019**

**Aberdeenshire Council Education and Children's Services**

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

## **Introduction: local and national context**

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

**Aberdeenshire Priorities:** these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

**National Improvement Framework Priorities:**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

**National Improvement Framework Drivers:**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- [www.gov.scot/Resource/0049/00491758.pdf](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS?4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016\\_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)

## **1. Context of the School**

- The positive ethos of high expectation and aspiration in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Pupil Voice and Participation is at the heart of what we do and their ideas are listened to and valued, and through our Pupil Council Reps, RRS reps, Fairtrade Reps, Peer Supporters, Pupil Senate and Pupil Executive Teams, young people are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. Our newly launched school Core Values of *Respect, Responsibility, Excellence, Equality, Aspiration, Dedication and Integrity* will gradually be embedded in the life of the school over this 3-year improvement planning cycle and the already established Learner Mark, emphasising the Five Pillars of Successful Learning (*Punctual, Prepared, Participating, Persevering, Progressing*) aims to build on establishing a positive mind set school where effort and hard work are recognised and rewarded.
- At Ellon Academy Developing the Young Workforce is front and centre and our overarching aim is to ensure that all young people leave school having had opportunities to gain the formal qualifications they are capable of and to experience and develop the skills and attitudes needed to become responsible, respectful and independent young people. Our Six Steps to Raising Attainment (*Lifted Leadership, Transformational Teaching, Limitless Learning, Aspirational Achievement, Excellence and Equity and Promoting Partnerships*) form the basis of our improvement planning priorities to ensure all young people realise their full potential. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every young person to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

### **Responsible Citizens**

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

### **Effective Contributors**

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

### **Successful Learners**

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

### **Confident Individuals**

- Providing a safe, secure and supportive environment where young people feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

- Analysis of the **SIMD data** shows that no young person at Ellon lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 7. does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.
- The use of the Pupil Equity Fund will be targetted towards increasing improving positive outcomes for pupils in the classroom, in the wider school community and beyond. A 0.2 Principal Teacher Excellence and Equity, **0.4 Pupil Support Worker** and **0.2 PSA** have been appointed with a clear focus on improving literacy, numeracy and health and wellbeing outcomes for targeted young people. The school has a clear commitment to excellence and equity and values the learning of all young people.

- **Strengths of the school include:**

#### **High quality, active learning experiences**

At Ellon Academy almost all pupils work and behave well in class. The vast majority of young people are engaged and enthusiastic in lessons and respond well to the wide range of learning strategies, experiences and use of digital technologies utilised to enhance learning and engage learners. Staff prioritise building positive relationships and have high expectations of learners' conduct and this is consistent across the school. Ellon Academy has introduced 'The 12 Features of Effective Classroom Practice' and these are displayed in every teaching area. The Learner Mark 'Five Pillars of Successful Learning' is now fully embedded and pupils' individual learner marks are reflected in their grade for 'Effort' in their Seemis Progress Reports. This is linked to research on Growth Mindset. Our new school core values have also been launched and are used in the classroom as a reference point for concerns regarding conduct. Our Promoting Positive Behaviour in the Classroom Policy has been revised and has a new, restorative approach and has been refocussed and renamed 'Promoting Positive Relationships'. The Tapestry Enhancing Learning and Teaching programme has complemented this work and we have a group of active Teacher Led Communities in school and some who have embarked upon the new Tapestry Leadership Programme this session. Last session our Improving Learning Teacher Mrs Campbell has observed every member of staff and worked hard to create a database of good practice in learning and teaching and this session she will focus on our Growth Mindset School implementation strategy.

#### **High levels of performance**

Most young people are making strong progress in their learning across all curricular areas and our attainment trends over time are in line with or above local and national averages and measures. Ellon Academy demonstrates continued improvement for young people who stay on at school and add value to their qualifications gained in S4, gold standard Higher performance making improvements in session 16/17.

#### **Strong Leadership at all levels**

Ellon Academy has developed a strong leadership team which includes competent and skilled team of Principal Teachers. All staff have opportunities to develop their leadership skills by undertaking additional roles and responsibilities and there are many opportunities for pupils to become involved in leadership opportunities and experiences, building leadership capacity from an early age.

### **An inclusive and nurturing ethos**

Ellon Academy is an Enhanced Provision Support Hub and a key strength of the school in the supportive, nurturing relationships which characterise the additional support for learning hub and its outreach within the wider school and the cluster. Children and young people benefit from high quality care, support and learning provision tailored to meet individual needs. All young people are known well to key staff and there is a strength in information sharing regarding pupil support needs and how these are met in mainstream classroom settings. The school has a very inclusive culture and our 'Responsibilities for All' ethos aligns with the aims of GIRFEC and that every adult has a responsibility to meet the needs of young people. We have a strong group of Pupil Peer Supporters who are trained over a number of weeks and staff volunteer to mentor learners after key assessment periods to focus on those pupils who are failing to meet agreed targets or who require support with motivation and self-belief. Last session we piloted 'Keep Calm, it's My Exam' which was a series of Health and Wellbeing events for pupils to support them with stress and anxiety when preparing for and coping with exam pressures. Work has started with our Educational Psychology colleagues in looking at Growth Mindset and we are taking steps towards becoming a Growth Mindset School having visited Lochgelly High school in the summer term of 16/17.

### **The quality of wider achievement opportunities and partnerships**

Ellon Academy learners have fair and equal access to a vast array of wider learning and achievement opportunities. There are many clubs and activities offered to pupils in school and in the local community and these are popular and well attended. All pupils have opportunities to develop their skills, attributes and leadership by participating in various extra-curricular activities and our well established Pupil Voice Framework ensures that learners' views are listened to and acted upon where appropriate. Ellon Academy has recently developed and launched a new Wider Achievement Strategy which aims to capture and accredit wider learning and achievement for all pupils. Our new Glow eprofiles have been launched this term for S1 pupils during their Enrichment class time and our Glow eprofiles capture learners' best work, achievements and skills development in one place, which can be shared with staff, parents and carers. Pupils can record best work exemplars under each curricular area and also record skills developed in the activities and experiences they participate in. This will build to form the S3 profile and will continue to be a working on-line document for pupils to review and develop. Ellon Academy is a Gold Level Rights Respecting School and an Eco School and pupils and staff work together to promote Fairtrade, Fairness and Equality and Global Citizenship. We have also introduced a new Ellon Academy magazine called 'Elevate' which is published three times per year to showcase and celebrate pupil achievements and successes. We also make best use of assemblies, newsletters and social media to promote and celebrate pupil successes and wider achievements.

### **The quality of learning, teaching and assessment**

Lessons at Ellon Academy are calm and productive. Our Learner Mark (Five Pillars of Successful Learning) measures attitudes to learning, rewards effort and encourages a growth mindset. SLT and PT Learner walks have demonstrated that learners are engaged and most are enjoying quality learning experiences and activities. Following extensive consultation, we have refocused our Promoting Positive Behaviour Policy to Promoting Positive Relationships Policy with a more restorative approach and the rationale for change has been shared and agreed with staff and pupils. Parents will also participate through consultation with our Parent Council.

Staff are actively engaged in accessing in-house bespoke learning and teaching CPD sessions focussing on the Tapestry Improving Learning Programme, Inclusive Practice and the use of Digital Technologies to enhance learners' experiences including Glow Classroom and Outlook Teams.

Staff use prior learning and assessment data effectively to get to know and assess the abilities of young people and plan for progression. Using assessment data, staff track young people's learning carefully across all areas of the curriculum, constantly assessing whether young people are making progress and provide appropriate support and challenge as required. We have implemented a new 'Supporting Learning Letter' which has replaced the 'Underachievement Letter' and this letter provides parents/carers with feedback on learning and next steps towards improvement. Teachers work closely with parents, guidance and specialist staff to ensure that they are aware of any circumstances which might affect young people and their learning. We have introduced an ASL Confidential File which can be accessed by all teaching staff and include information and shared strategies for learners with additional support needs. Our new Glow eprofile pilot has started this term and will provide a summary on learners' best work and skills development in all curricular areas. ASL support staff are effectively deployed and work closely with the core staff team to ensure the needs of all young people are being met. Staff volunteer as pupil mentors to support the most vulnerable, those at risk of disengaging from learning and senior phase pupils from November to support those reach individual attainment targets. We also work closely with partners in meeting learner needs in the classroom, tailoring bespoke flexible learning pathways for individual pupils (Pathways +), implementing pupil plans and risk assessments.

#### **The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils, parents and partners at Ellon Academy demonstrate dedication and commitment to continuous improvement. Stakeholders are highly motivated and staff are committed to CLPL to enhance their own practice and maximise impact for learners. Time is set aside for self-evaluation activities as part of our working time agreement and on in-service days and we have implemented a Self-Evaluation Framework which includes data analysis, insight training, TMR sampling, classroom observations, learner walks and improvement plan reviews as a guide to the process in school. The school has its own bespoke programme for probationer teachers, students and new staff and there is a series of Inclusive Practice CPD twilight sessions for staff to engage with. We also work closely with SCEL to deliver teacher leadership sessions and we have introduced Associate PTs and SLT members, all with key whole school tasks. Our 'Big Six' Working Groups focus on 6 key areas for improvement and meet 3 times per term. Ellon Academy is fortunate enough to have two Digital Staff Leaders and a team of Digital Pupil Leaders who are working towards developing a digital learning strategy to improve and enhance learning experiences for pupils. Our staff Digital Leaders are delivering a range of workshops to support colleagues with the use of digital technologies in the classroom. Stakeholders have been consulted on a number of new initiatives including 'The Learner Mark' our new school 'Core Values' and 'School Blazers, Yes or No' and consensus views have been acted upon and implemented.

## 2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

### **Overview:**

- The school engages in a rigorous self-evaluation process involving all stakeholders, encouraging pupils to take responsibility for decision making and school improvement. There is great commitment to improvement and to the newly launched Learner Mark and School Core Values.
- Staff have been committed to taking lead roles in school improvement initiatives such as learning and teaching, Developing the Young Workforce, Wider Achievement, Excellence and Equity, Inclusive Practice, Confucious Classroom, Outdoor Learning, and Responsibilities for All (Literacy, Numeracy and Health and Wellbeing across the curriculum). All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable feel confident to express their feelings and to voice their opinion in staff and school development.
- Our 'Big Six' Working Groups are chaired by unpromoted staff to provide leadership opportunities.
- Pupil voice is a strong feature of the school's approaches to self-evaluation. All learners have opportunities to give their views about the school through Peer Supporters, Pupil Class Reps, Pupil Senate and Senior Pupil Executive Team committees groups and take responsibility for improving aspects.
- Pupils regularly deliver assemblies and it is our aim that Pupil Voice is represented on all of our Big Six Working Groups this coming session.
- The use of HGIOS4, Insight and CfE Machine are firmly established and widely used as the go to self-evaluation tools used to inform monitoring, evaluation and prioritising aspects for review and identifying areas for improvement
- Focused monitoring of faculty plans, classroom practice and feedback is designed to have an impact on the quality of learning and teaching for learners, with clear links to quality indicators, continued professional development and improvement plan priorities.
- Engagement with all stakeholders through a range of evaluation methods e.g. newsletters, school magazine (Elevate), social media (Facebook and Twitter) open afternoons; parental engagement events, parents evenings, recording of comments, compliments and compliments
- Staff engage with professional learning/CPL opportunities through Aberdeenshire events and bespoke CPD sessions in school. Promoted staff and those aspiring to middle and senior leadership are encouraged and mentored through a range of supports e.g. SCEL, leading wider achievement strategies, outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning. We have recently introduced Associate PTs and SLT members all with appropriate set whole school tasks to undertake towards school improvement.
- All stakeholders are involved in reviewing and evaluating our strategic improvement plan
- Children and young people are confidently engaged in reviewing their own learning through achievement grid eprofiles used via Glow and the work of the school through Pupil Voice Groups, etc

**Key strengths:**

- The improvements in performance made by the school based on effective self-evaluation.
- The focus in the school on its own vision values and commitment to learning through the Learner Mark and new Core Values
- The effectiveness of leadership and professional learning programmes that support all staff and increase outcomes for learners.
- Developing the Young Workforce, business links, positive engagement of partners and the flagship Work Related Learning Programme and new partnership with Aberdeenshire Council
- The support of parents and the links and partnerships with local community groups, employers and local businesses

**Identified priorities for improvement:****Embed new Five Pillars of Successful Learning (Learner Mark), new Core Values and Mindset ethos throughout the school by:**

- SLT Learner Walks
- Review of data from Learner Walks to target classes/year groups
- Linking learning mark to effort grade on pupil reports
- Review of data from effort grade for early intervention re individual pupil support and shared strategies for improvement
- Linking learner mark to growth mindset ethos or rewarding effort and positive work ethic
- Linking Five Pillars and Core Values to learning in everyday contexts

**Ensure continued opportunities for staff to and pupils participate in and develop leadership capacity via:**

- Associate SLT and PT opportunities
- Unpromoted staff leading school working groups
- Continued engagement with Principal Teacher mentoring and development to ensure consistency of approach across faculties
- Implement Faculty Evaluators – Pupil Voice ‘You Said, We Did’ boards
- Continued engagement with GTCs standards
- Whole school strategic and collegiate approach to change and new initiatives
- Appointment of 0.2 x 2 PT Achievement to ensure that the vast array of opportunities for skills development are captured, measured and accredited
- Appointment of 0.2 PT Equity to focus on improvements for pupil interventions to close the attainment gap
- Pupils consulted and included on all working groups
- Pupil leadership opportunities in S1 – S6
- Supporting staff to enrol in Tapestry Leadership Course 17/18
  
- Further develop staff confidence in using and analysing a wide range of assessment data, to inform planning, target support and ensure challenge.
- Focus on developing growth mindset in learning to improve outcomes for all young people
- Tackle and undermine a general attitudinal malaise and lack of work ethic in some young people

**In relation to the priorities listed above the following action plans have been confirmed:**

<b>Action plans</b>	<b>Expected Outcomes/Impact on learners</b>	<b>How will success be measured?</b>
<ul style="list-style-type: none"> <li>Better use of data driven intervention to target underachievement at an earlier stage</li> </ul>	<p>Analysis of attainment data forms a rigorous and coherent part of planning for improved learning Progress and attainment improved for all learners</p>	<p>Staff focus-group setup and liaison with parents on revised approaches , February 2018 May 2018 – school policy draft to discuss with staff/parents Analysis of and response to data consistently integrated into learning across all classrooms by September 2018</p>
<ul style="list-style-type: none"> <li>Appointment of PT Wider Achievement to ensure that the vast array of opportunities for skills development are captured, measured and accredited</li> </ul>	<p>Clear remit for 2 x 0.2 PTs Wider Achievement New focus on gaining accreditation Wider Achievement accreditation tracking system</p>	<p>Quality of pupil eprofiles and feedback from stakeholders Increased number of pupils accredited for wider achievements</p>
<ul style="list-style-type: none"> <li>Focused approach to closing the attainment gap – 0.2 PT Excellence and Equity to forensically analyse all data to target bespoke interventions for identified pupils</li> </ul>	<p>PT Excellence and Equity to work with targeted pupils to create bespoke interventions which match the profiles and needs of pupils. The focus will be on improving outcomes in literacy, numeracy, health and wellbeing, tailored for each identified pupil and their individual attainment gaps.</p>	<p>Benchmarking and on-going assessment data will provide tools to measure the impact of interventions to improve literacy, numeracy, health and well-being outcomes for targeted pupils. School reports, assessment and seemis data, participation in wider achievement activities, improved attendance, pupil, staff and parent/carer feedback</p>
<ul style="list-style-type: none"> <li>Further develop staff confidence in using a wide range of assessment data, to inform planning, target support and ensure challenge.</li> </ul>	<p>In-house training arranged and delivered by experienced staff, sharing good practice sessions and externally sourced providers INSIGHT for example. Moderation of standards exercises for staff to compare and agree levels and standards</p>	<p>Feedback from staff in their confidence in using assessment data. Evidence of lesson planning which is targeted to meet needs and gaps in learning Pupils who are engaged and appropriately supported and challenged</p>
<ul style="list-style-type: none"> <li>Focus on developing growth mindset in learning to improve outcomes for all young people</li> </ul>	<p>Baseline questionnaire for staff Working group to be established.</p>	<p>Pupils who are more resilient and can demonstrate perseverance and a positive can do attitude Positive reactions to perceived failure</p>

	Partnership with 'Live and Learn' – sessions for pupils Support and training for staff Growth mindset learning wall Assembly focus Focus on the use of positive language	A new ethos demonstrating that it's acceptable to make mistakes but learning from those mistakes is crucial to success
<ul style="list-style-type: none"> <li>Tackle and undermine a general attitudinal malaise and lack of work ethic in some young people</li> </ul>	Whole school approach to embedding the Learner Mark and new Core Values Growth mindset school strategy for improvement	Pupils who are better motivated to learn Pupils who are less complacent and see effort = success
<b>Evidence of progress/ comments/ identified next steps:</b> Date:  Date:  Date:		

### **Evaluation of QI 1.3- Leadership Of Change:**

#### **Sources of evidence/evaluation activities undertaken:**

- Self-Evaluation at whole school level using HGIOS 4 QI's
- Discussions with staff at PRD meetings
- Observations of lessons by PTs and SLT to ascertain embedding of revised approaches to supporting learning
- Feedback from Tapestry Leaders and participants
- School Improvement Plan
- PRD records
- Impact Teams Records of Work
- CLPL In-house opportunities for all staff
- Feedback from parent council discussions
- Parent evaluations at Open Evenings
- You said we did display boards
- Pupil, Parents and Staff surveys

#### **Overall evaluation of level of quality :**

- School improvement takes place in the context of the school's values and vision
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work.
- Leadership roles are taken by staff and pupils at all levels.
- Collegiate meetings start with a review of SIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements. More focus on the HGIOS 4 challenge questions relating to leadership QI's will be encouraged next session.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.
- Overall , the changes pursued by the school are having a positive impact on young people

**Level of quality for this QI: 4**



### 3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement ,Assessment of children's progress

#### **Overview:**

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- All pupils are know well by at least one key professional in school
- Pupil Support Workers – identified case load and evaluation of planned interventions
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise (GIRFEC, Wellbeing Indicators, Tapestry and Growth Mindset currently)
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions are well-supported at all key stages but curriculum transition between P7 and S1 with cluster primaries needs to be more effective.
- Regular outdoor learning experiences have been incorporated in to the weekly experience for pupils with additional support needs and new PTs Achievement will work on a whole school strategy for outdoor learning including John Muir awards for all S1 pupils
- Young people are more involved with pupil voice and participation activities through pupil leadership structures and are more responsible at making decisions regarding their learning and we encourage opportunities for young people become independent learners.
- Peer Supporters are fully trained and active and accessible in the school
- Pupil Digital leaders are active in supporting peers in classroom settings
- Sports Leaders engage with younger pupils in supporting PE classes and in changing rooms and by organising activities with cluster primaries
- Pupil Leaders actively engaging with young people at social times
- Positive engagement with parents encorages them to take an interest in their child's learning.
- A programme of bespoke Inclusive Practice CPD sessions offered to staff on an on-going rolling programme
- Links with CLD in targeted individual, pupil group and wider community work
- Pathways+ Flexible Learning packages for pupils will additional support needs
- **CLD staff offer PX2 Club, Girls Groups, Boys Groups and DJ Club which are widely accessed by pupils**
- ICT is used widely across the curriculum to support pupils to access teaching and learning experiences and as part of homework
- Aberdeenshire tracking fromats are in place and staff are becoming more confident in making judgements about children's progress within a level Teachers track children's achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

**Key strengths:**

- Positive relationships in school based on shared vision and values and a respect for learning
- New Promoting Positive Relationships Policy
- Recently reviewed Anti-bullying Policy
- Commitment to universal support in mainstream settings
- Responsibilities for All Glow Tiles – Literacy, Numeracy, Health and Wellbeing (Also newly appointed Leaders of Learning (L, N, H&W)
- Staff access to confidential file for ASL information and shared strategies and ways of working with learners
- Appropriate and non-confidential feedback to staff following support meetings
- The high quality of personalised support based on application of clear information about learners and their needs.
- House Progress Teams meet weekly to share strategies and prioritise and review support interventions for learners
- Strong and collaborative partnership working with external agencies
- Embedded MAAPM process and Central Logging internal pupil/parent/staff meetings
- Seasons for Growth programmes for primary and secondary pupils, staff and a new group starting for parents/carers

**Identified priorities for improvement:**

- Review, evaluate and revise of current curriculum model.
- Increase capacity to measure the impact of support interventions for learners
- Create a 'Vulnerable Pupils' Database
- Extend capacity to support family learning
- Devise alternatives to exclusion

**In relation to the priorities listed above the following action plans have been confirmed:**

<b>Action plans</b>	<b>Expected Outcomes/Impact on learners</b>	<b>How will success be measured?</b>
<p>1. Review, evaluate and revise current curriculum model</p>	<ul style="list-style-type: none"> <li>• A revised curriculum to meet the needs of all learners</li> <li>• Improved curricular transition and progression P7-S1 based on prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• HT liaison with QIO, Cluster HT's and DHT curriculum at Ellon Academy will support plan for revisions by June 2018</li> <li>• Consultation with learners and their parents re the curriculum will support shared understanding of emerging changes</li> <li>• Following discussion with all staff revisions to curriculum drafted and shared by HT by June 2018</li> <li>• May 2018 revised curriculum model published</li> <li>• Implementation of revised curriculum June 2018</li> <li>• Evaluation of revisions to be completed within 2 years to ascertain impact on learners</li> </ul>
<p>2. Increase capacity to measure the impact of support interventions for learners</p>	<ul style="list-style-type: none"> <li>• Devise a strategy for measuring the impact of support interventions by incorporating this in the review of support at the start of each meeting and recording this in minutes, rag rating green if support have been successful, amber is support is on-going and red if support has proved unsuccessful. If red, plan for next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance</li> <li>• Increased engagement/access to the curriculum</li> <li>• Increased merits</li> <li>• Increased confidence and self-esteem</li> <li>• Decreased demerits</li> <li>• Decreased reliance on support interventions</li> <li>• Greater independence</li> </ul>

<p>3. Investigate capacity to support family learning</p>	<ul style="list-style-type: none"> <li>• Learning enhanced by increased parental confidence and interest in learning</li> <li>• Further increase in positive relationships with parents</li> <li>• Parents from all backgrounds engaging in school activities and events</li> </ul>	<ul style="list-style-type: none"> <li>• HT working with Parent Council from September 2017 will confirm school wish to engage parents</li> <li>• HT to seek QIO/Education Scotland advice and work with CLD to propose best model to support parental learning - on-going</li> <li>• Draft programme of family learning to be published by the school by June 2018</li> <li>• HT to return issue to Parent Council and publicise programme for Family Learning</li> <li>• published</li> <li>• September 2018 plans implemented</li> <li>• On-going thereafter, annual evaluation activities will see % of parents engaged with the school, learning through the school and supporting more actively the learning of their children</li> </ul>
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**Evidence of progress/comments/identified next steps:**

**Date:**

**Date:**

**Date:**

## **Evaluation of QI 2.3-Learning, Teaching and Assessment:**

### **Sources of evidence/ evaluation activities undertaken:**

- SLT, PT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- SLT/PT Learner walks
- Classroom Observations
- Faculty attainment data dialogue reviews
- In-service day 2.3 focus and analysis qualitative data
- HGIOS Thematic Review Self-Evaluation exercise May/June 2018
- Pupil sampling and learning conversations with young people/staff, pupil and parent discussion focus groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Evidence of outdoor learning in planning
- Parent Council feedback
- Parent questionnaire feedback

### **Overall evaluation of level of quality :**

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly at assemblies, on social media, in the school newsletters and magazine and at prizegivings
- Pilot of S1 Wider Achievement eprofile – (Curricular areas aspect as well as recording skills development across the curriculum and in wider achievements)
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond.
- Staff continue to share learning intentions and success criteria with pupils but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development.

**Level of quality for this QI: 4**

#### **4. How good are we at improving outcomes for all our learners?**

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

##### **Overview:**

- Almost all pupils at Ellon Academy are included, happy and successful. Their learning experiences are enhanced through a commitment to meeting the needs of all individuals. They benefit from the level of care and nurture provided.
- Improving pupil outcomes in attainment and achievement is our overarching aim in all that we do in a values based and supportive approach
- Literacy, Numeracy, Health and Wellbeing is embedded across the curriculum
- Staff use data analysis to plan learning to meet the needs of all learners
- The school is applying its PEF to support equity of outcome for learners.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the care and welfare of pupils.
- The school is fully committed to the fulfilment of its statutory duties
- Most pupils are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils. Additionally the use of digital contexts for learning and a focus on creativity allows pupils to develop a wide range of skills and attributes.
- Standardised data is used effectively to track progress and identify areas requiring targeted support/meracy.

##### **Key strengths:**

- Shared vision, aims and values embedded in school life
- Positive and nurturing relationships between pupils and staff
- Corporate school approach to learning and teaching
- Overarching aim to improve outcomes for all learners
- Level 2 Rights Respecting School and we have adopted a values-based approach to all aspects of school-life
- Above National average for Positive Post School Destinations
- Recognition for positive attitudes to learning and work ethic through the Learner Mark, Core Values and the Five Pillars of Successful Learning

##### **Identified priorities for improvement:**

- To raise further levels of attainment particularly at National 5 level
- To develop our Wider Achievement Strategy further by evaluating the S1 pilot and developing this throughout the school
- To achieve more accreditation for wider achievement activities via a range of awards
- To develop a cohesive strategic plan for wellbeing across all aspects of school-life.
- To further enhance capacity to use data more forensically to improve outcomes for all learners

**In relation to the priorities listed above the following action plans have been confirmed:**

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none"> <li>To raise further levels of attainment particularly at National 5 level</li> </ul>	<ul style="list-style-type: none"> <li>Staff plans will reflect a robust assessment cycle and feedback to pupils on next steps in learning will be part of each unit of work</li> <li>Feedback to pupils is of a high quality and pupils know what they need to do to improve</li> <li>Robust TMR procedures in Broad General and Senior Phase</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data</li> <li>Targeted interventions and next steps</li> <li>Progress Panel reviews</li> <li>House Progress Team minutes</li> <li>Exam results</li> <li>Benchmarking data is used to set targets and inform next steps in learning</li> <li>Assessment data informs next steps in learning and pupil targets</li> <li>Seemis data and internal data analysis procedures</li> <li>Pupil reports and jotter/class work feedback</li> <li>Tracking and monitoring faculty records/data</li> </ul>
<ul style="list-style-type: none"> <li>To develop our Wider Achievement Strategy further by evaluating the S1 pilot and developing this throughout the school</li> <li>To achieve more accreditation for wider achievement activities via a range of awards</li> </ul>	<ul style="list-style-type: none"> <li>S1 Pupil pilot - achievements are tracked and monitored via new eprofiles on Glow</li> <li>Skills gaps are identified via the eprofiles and achievement grids for each curricular area, for literacy, numeracy, H&amp;W and Top Ten skills</li> <li>Pupil achievements in and out of the school are captured via the eprofile and celebrated via the school magazine Elevate, Newsletters, social media, Achievement Display boards and assemblies</li> <li>Aim to increase accreditation for pupil achievements via a range of awards</li> </ul>	<ul style="list-style-type: none"> <li>Eprofiles and wider achievement grids</li> <li>Newsletters, Elevate, Social Media posts, Achievement display boards, merits, records of 1-1 PTG interviews</li> </ul>

	<ul style="list-style-type: none"> <li>• Accreditation of awards is tracked and monitored.</li> <li>• Analysis of wider achievement awards to ensure equity of opportunity</li> <li>• Mechanism to recognise pupil merits</li> </ul>	<ul style="list-style-type: none"> <li>• More pupils achieving Saltire, DofE, John Muir, Caledonia, Youth Achievement awards and a wider range of work related certification including First Aid, Higher Photography and Higher Leadership</li> <li>• Wider achievement tracking strategy</li> <li>• PTs Achievement to ensure that all pupils have opportunities to take part in accredited awards within the school setting</li> <li>• Merit data and rewards</li> </ul>
<p>3. To develop a cohesive strategic plan to promote wellbeing across the school</p>	<ul style="list-style-type: none"> <li>• Pupils have a planned sequence of interventions and activities that develop and maintain physical, emotional, mental and educational wellbeing <ul style="list-style-type: none"> <li>• A more precise use of wellbeing indicators in evaluating school performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Formulate a plan for consistent use of wellbeing indicators</li> <li>• Ongoing school evaluation activities will reflect on learners' wellbeing against cited indicators</li> </ul>
<p>4. To further enhance capacity to use data more forensically to improve outcomes for all learners</p>	<ul style="list-style-type: none"> <li>• Attainment over time is tracked at individual pupil level, faculty level and whole school level</li> <li>• Faculty reviews identify areas for improvement</li> <li>• Under performing faculties are supported by DHT links with an agreed action plan</li> <li>• Staff are confident in making teacher judgements and in using assessment data which lead to improved outcomes for pupils</li> <li>• Staff are confident in moderation of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment data (Seemis, Insight, CfE Machine)</li> <li>• Faculty reviews and action plans</li> <li>• Analysis of Data</li> <li>• Plans of action following data analysis</li> <li>• Pupils targets are aspirational but attainable and learning conversations re target setting are robust and supportive</li> <li>• Evidence of moderation of standards</li> <li>• Pupil mentoring feedback</li> <li>• House Progress Teams Minutes and interventions for targeted pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupil Mentoring to start in Nov rather than in March as in previous years</li> <li>• House Progress Teams review pupil progress on a weekly basis</li> <li>• Progress Panels engage pupils and parents in a supportive intervention process</li> </ul>	<ul style="list-style-type: none"> <li>• Progress panel minutes and planned interventions</li> <li>• Pupils have access to a booklet detailing all the extra support sessions offered by staff to support exam preparation</li> </ul>
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**Evidence of progress/comments/identified next steps:**

**Date:**

**Date:**

**Date:**

### **Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:**

#### **Sources of evidence/ evaluation activities undertaken:**

- Positive behaviour evident in and around school/community and confirmed with analysis of merits and learner marks.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being awarded RRS level 2 status
- Consultation on Learner Mark and new School Core Values
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- On-going scrutiny/analysis of Child Protection procedures and follow up actions following a Child Protection referral/IRD
- 

#### **Overall evaluation of level of quality :**

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum.
- Pupils and staff frequently self-refer and seek advice, clarity and support on these issues.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's. Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Every week we highlight "A Right of the Week" from the UNCRC through our news sheet, website and facebook pages.
- Diversity is celebrated in Diversity Week in assemblies, Meat Free Days, LGBT club
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPM's, etc
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation.
- There is a need to further develop approaches to ensure equity of outcome for all learners.

**Level of quality for this QI: 4**

### **Evaluation of QI 3.2- Raising Attainment and Achievement:**

#### **Sources of evidence/ evaluation activities undertaken:**

- Implementation of Raising Attainment Plan – Nov 2016
- Analysis of all assessment data to identify underachievement and plan for early intervention
- Raising attainment plan to target interventions and pupil 1-1 mentoring
- Faculty Attainment Data Dialogue Reviews
- Keep calm it's my Exam health and wellbeing programme for senior phase pupils
- Analysis of opportunities for wider achievements for pupils
- Equity and Excellence – school based opportunities for skills development accessible to all
- Tracking and monitoring wider achievements via an eprofile pilot in S1
- Feedback from staff and parents regarding progress of individual learners

#### **Overall evaluation of level of quality :**

- Attainment in the school at Level 5 has decreased this year but there are increases at level 6 which is an improvement from last session.
- Analysis based on Vulnerable groups - SIMD, LAC, ASL, FSM, Male and Female
- A tracking system has been in place but a more robust system is being developed to identify those pupils at risk of missing a key benchmark.
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made in literacy but less consistently in numeracy.
- Wider achievements are more widely accredited, recognised, tracked and regularly celebrated through celebration assemblies, achievements display and school newsletter and website. (Ellon S1 eprofiles)
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all.
- Staff to be trained on the use of INSIGHT for self-evaluation purposes
- The outdoor environment is utilised to enhance the experience of pupils with additional support needs. The school has worked hard to build a strong culture of partnerships in the local community to maximise opportunities for young people and to enhance learning and developing the young workforce.
- The school is working within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these including pathways+ and individualised interventions
- Through our new school values pupils are encouraged to take responsibility for their actions but there is room to further extend the range of leadership opportunities for younger pupils.
- A 'Growth Mindset' programme in Maths is on-going to improve pupils confidence with numbers and numeracy skills
- Plans to develop a Skills Matrix to track and monitor skills development and common skills across the curriculum
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: 4

## **5. What is our capacity for improvement?**

**The overall capacity for improvement at Ellon Academy is very good.** This is based on the following aspects within the school:

- Positive relationships underpinned by shared aims, vision and values
- Ethos of Personal Best and ensuring enhanced and positive outcomes for all learners
- Inclusive and caring ethos
- High levels of commitment and strong leadership at all levels
- Commitment to continuous improvement and a willingness to engage in change for sound educational reasons
- Most young people demonstrate a respect for and commitment to learning
- Commitment to pupil voice – ‘You Said, We Did’
- New inspirational assemblies – planned programme
- Robust strategies for celebrating success and promoting positive achievements of learners
- A high quality programme of professional learning that supports all staff and leads to improvements for learners
- Productive partnerships with parents, partners and services and a range of contacts in the local community
- Positive feedback about the school from QIO, parents and learners themselves that gives confidence in what we do
  
- **Aspects that could impact adversely on the capacity for further improvement include:**
- Staffing shortage and recruitment concerns
- Funding and budget cuts

## **6. Record of updating**

<b>Date</b>	<b>Amendment made</b>	<b>By who</b>	<b>Comment</b>