Fraserburgh Academy

Standards and Quality Report 2020/21
and
School Improvement Plan 2021/2022

Record of updates

Date	

The Fraserburgh Way

Our Values

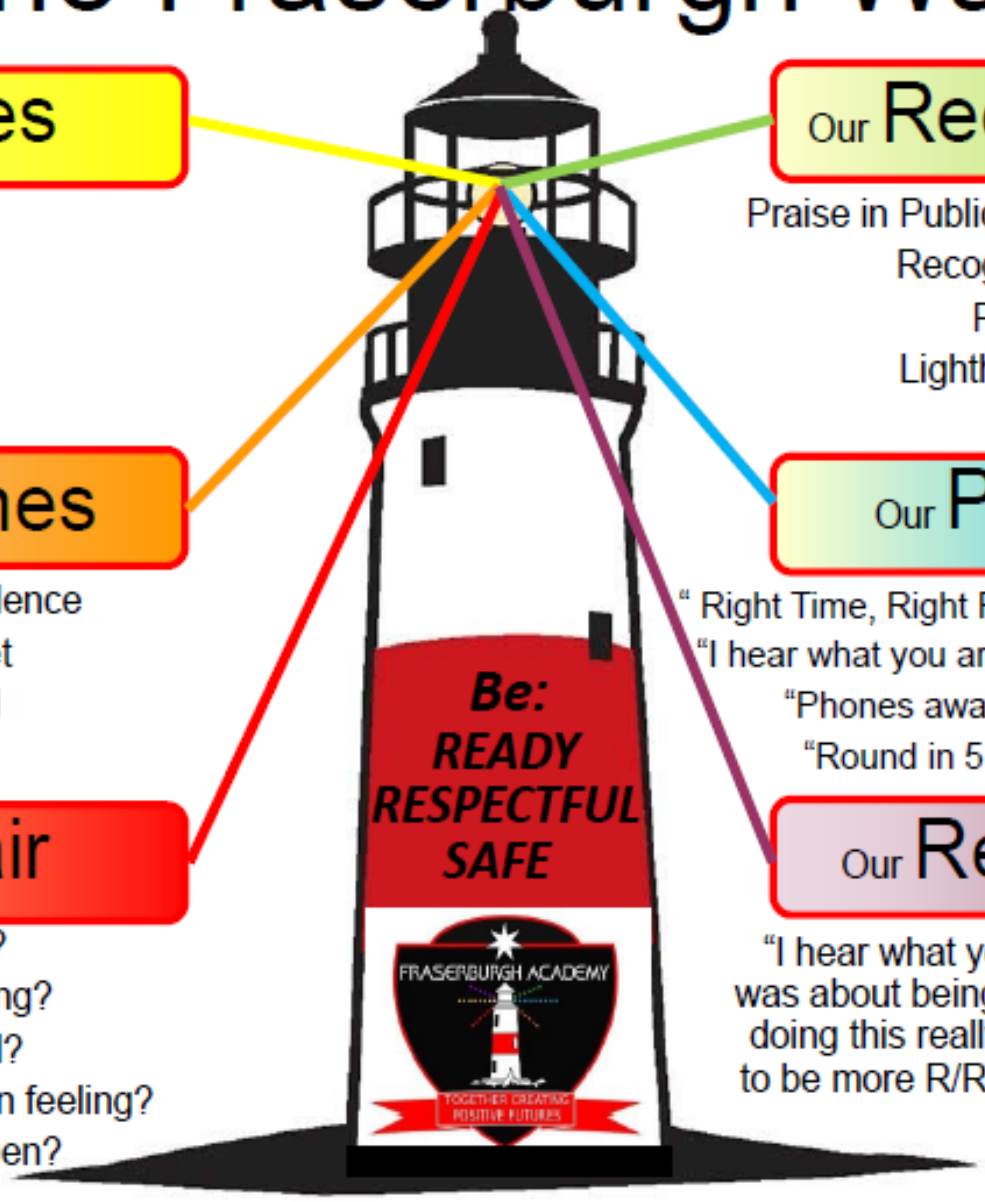
Aspiration
Community
Integrity
Kindness
Trust

Our Routines

Hands Up For Silence
Meet & Greet
End & Send
Walk & Talk

Our Repair

What happened?
How were you feeling?
Who was affected?
How might they have been feeling?
What needs to happen?



Our Recognition

Praise in Public, Reprimand in Private
Recognition boards
Postcards
Lighthouse Awards

Our Phrases

" Right Time, Right Place, Right tone, Thank you."
"I hear what you are saying now I need you to .."
"Phones away for learning, Thank You."
"Round in 5 for learning, Thank You."

Our Response

"I hear what you are saying. The rule was about being R/R/S. I have seen you doing this really well before. I need you to be more R/R/S. Thanks for listening."

School Forward

We are pleased to present both our School Improvement plan for 2021-2022. This document forms part of our quality improvement framework and provides important information regarding our important next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Fraserburgh Academy. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. We regularly ask ourselves the following questions:

How are we doing?

How do we know?

What are we going to do now?

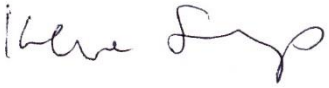
Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Fraserburgh Academy we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Irene Sharp

Rector

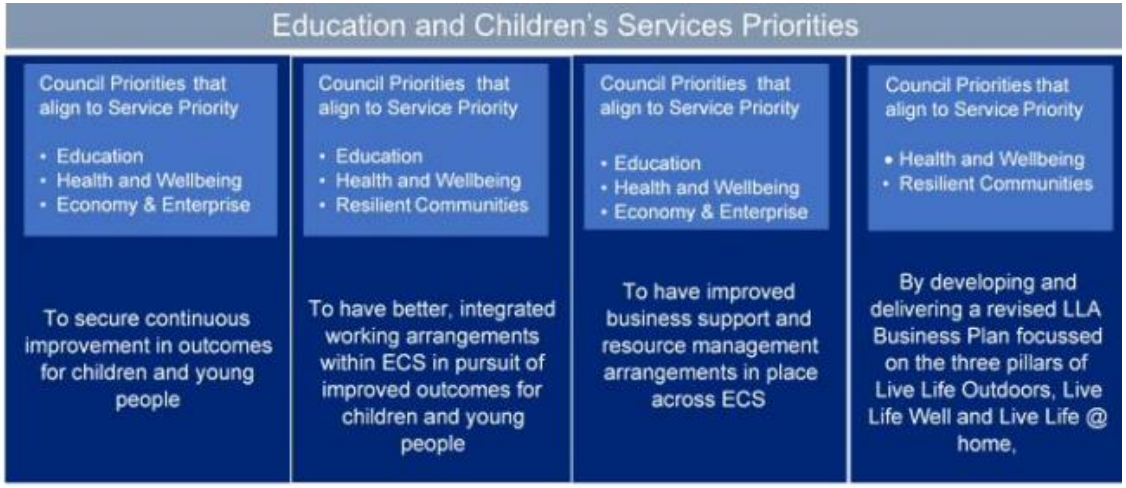
Fraserburgh Academy School Improvement Plan

The School and Its Context

Introduction: local and national context

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

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



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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-_870533.pdf

Context of the School

As a learning community we have a clear purpose of Together Creating Positive Futures for our young people, our community and ourselves.

We aspire to be a great school where every learner reaches their academic potential, develops skills and attitudes for lifelong learning and contribute as positive citizens. This will be achieved by developing good quality innovative teaching, wider leadership and creating stronger partnership within our community

This is underpinned by our values-

- The promotion of our values of **aspiration, community, integrity, kindness and trust** within a caring environment.
- To instil the love of learning and a positive work ethic based on challenging goals, ambition and individual potential.
- To be focused in high quality innovative practice and adopt a climate of continual improvement based on rigorous evaluation.
- Develop leadership skills for all stakeholders

The ethos of the school is summarised by our three words which form The Fraserburgh Way:

- Ready
- Respectful
- Safe

Our SIMD analysis would indicate that we have a spread of our young people in all deciles with concentration in deciles 1-5 and least populated in deciles 6-10. Aberdeenshire Council SIMD analysis (2016) indicates that our catchment area has 5 out of the 10 most deprived data zones in the authority. As a school we also feature heavily in the following data zones of deprivation: income, employment, health, education, crime(domain) and housing. The school has 2 children's homes within its catchment and as a result has a number of Looked After Children many of whom have had disruption to their learning prior to joining us. Evidence from CAMH services would indicate an increase in mental health issues amongst young people and other issues that impact on attainment, attendance and participation, namely living in families who struggle with substance abuse or related health issues.

After consultation we will be using our PEF funding mainly to fund a blended provision of a full time CLD worker and MCR Pathways, and support staff within The Junction, our nurture hub within the school. This will allow targeted tracking, monitoring and intervention for highlighted young people as well as ensuring the growth of a holistic approach building on partnership working and family learning.

Fraserburgh Academy School Priorities Session 2021/22

Wellbeing, Equity & Inclusion

- Universal Support development
- Nurture approaches – whole staff involvement
- Explore change of structure of school day
- Focus on positive relationship framework & anti-bullying statement
- Further development of alternatives to exclusion
- Value and celebrate diversity and challenge discrimination
- Develop belief in joint purpose

Team Fraserburgh

- Further promote school
- Enhance school reputation
- Focus on school values
- Leadership at all levels
- Promote sport and culture
- Staff as one team
- Ensure consistency
- Initiate programme of gathering stakeholder views
- Establish culture of registration as important start to day
- Continue to develop people

Together Creating Positive Futures

Community

- Planned open day/evening/open Saturday/Family Evening
- Enhanced Publicity
- Further development of public facing platforms
- Commitment to quality/brand Fraserburgh
- Strengthen links with local community
- Create culture of belonging and pride
- Pupil voice activities
- Further development of Family Learning
- Enhance partnerships and professional networking opportunities

Raising Attainment

- Improve engagement and attainment of lowest 20%
- Implementation of the Drive programme
- Continue to embed skills framework into wider achievement opportunities
- Programme of Expectation walks
- Improve learner attendance
- Review Target Setting in the BGE
- Launch Stem strategy in BGE
- Implement and further develop SHAPE initiative
- Further develop monitoring and tracking processes

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2020-2021

Key priority 2020/21	Key actions undertaken	Impact (achieved throughout 2020/21)
Behaviour & Ethos	Further development of intervention groups	A number of new groups have been established in ASL and CLD. Carrying on this priority this session.
	Implement and review Positive Behaviour Policy	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Promote and embed school values and rules	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Work with PT Ethos and ethos leaders to further implement Pivotal strategies, with a continued focus on the words "Ready, Respectful, Safe"	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Updated school uniform policy implementation	The majority of learners wear uniform daily.
	Further strengthening of House identity	All houses now have defined area in school, notice board and information at front door and in social area promote house leadership.
	Focus on positive relationship framework and anti-bullying statement	Due to COVID Lockdown this has been carried over to Session 2021-22.
Raising Attainment	Continue to Improve the attainment and engagement of the lowest 20%	Due to COVID Lockdown this has been carried over to Session 2021-22. This remains a key priority.
	Continue developing alternative pathways, including of Level 2 and 3 provision	Progress was made in this area in session 2020-21 and remains a focus for session 2021-22
	Renew Fraserburgh learning and teaching	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Revise self evaluation of learning and teaching with a focus on Digital Learning	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Improve pupil attendance	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Embed skills framework into wider achievement opportunities	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Review BGE assessment and tracking	Due to COVID Lockdown this has been carried over to Session 2021-22.

	Build and deliver a themed IDL project - Knowing our Carbon Footprint	Work began on this initiative but had to cease due to COVID 19 lockdown.
Wellbeing, Equity & Inclusion	Ensure safe access to education for all	Work began on developing this initiative but had to cease due to COVID 19 lockdown and restrictions. This aim is now interwoven within our Priorities for 2021-22.
	Development of Enhanced Provision (working title)	The developments of the Hub have gone well and a number of learners access this support on a daily basis.
	Further development of alternatives to exclusion	A number of new strategies were introduced and we hope to add more in session 2021-22.
	Strengthen links with local community	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Create culture of belonging and well being for all.	This was developed through the encouragement of increased participation in House events, wellbeing phone calls and interventions during Lockdown 2, participation of some pupils in the Learning Centre during Lockdown 2 and generally involving pupils more in the life and work of the school.
	Set a standard of Digital Literacy of all	This was developed by facilitating the further development and use of digital skills as part of Lockdown 2, and by issuing laptops and Chrome books to pupils in need.
	Establish culture of registration as important start to learning day for all	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Explore change of structure of school day	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Value and celebrate diversity and challenge discrimination	Diversity group set up an working on a variety of projects. Rights Respecting Schools Bronze Award attained.
Developing People	Further enhance Pupil Leadership opportunities	Increase in numbers of Year Captains in years 1-4. Enhanced roles for Senior Leadership Team
	Provide more opportunity for pupil voice activities	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Create programme of CLPL	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Encourage Involvement of all staff in Impact Teams	Due to COVID Lockdown this has been carried over to Session 2021-22.Many staff involved in Impact Teams and in leadership roles until Lockdown 2 curtailed these activities.

	Strengthen leadership opportunities for all	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Enhance Family Learning opportunities	Due to COVID Lockdown this has been carried over to Session 2021-22.
	Enhance partnerships and professional networking opportunities	Due to COVID Lockdown this has been carried over to Session 2021-22.

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

Relevant NIF priority: All
Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement
Level of quality for core QI:
(HGIOS?4 1-6 scale)

How well are we doing? What's working well for our learners?

We continue to be committed to ensuring we achieve the highest possible standards and success for all our learners. Senior leaders continue to model strong leadership behaviours which enables everyone in the school community to work towards getting it right for every learner and enabling them to realise their full potential. We are in our third year of developing The Fraserburgh Way, our blueprint for how we want the school to be. Our shared vision continues to be Together Creating Positive Futures and this is widely publicised. The staff have a clear understanding of the very varied social, economic context of our young people and work together to provide bespoke support for every learner.

The senior leadership team strives to create a culture in which staff and pupils feel encouraged and confident to contribute new ideas, be innovative and creative and be willing to embrace change. We are working together to make the school more involved in the local community and to encourage collaboration between the school and local groups and organisations. Recently established enhanced communication channels within school ensure improvements are discussed at all levels and cognisance is taken of the views of staff and learners. Impact teams continue to provide all staff with the opportunity to contribute to the change agenda in school. Senior leaders effectively guide and manage the strategic direction and pace of change. We create time for professional dialogue, collegiate meetings and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.

Staff at all levels are beginning to be involved in implementing change and are starting to work collaboratively to develop a clear rationale and develop approaches to effectively facilitate change leading to greater equity for learners. We reflect continuously on and develop our practice, taking account of self-evaluation to have a shared vision of continuous improvement. We are increasing the opportunities for our young people to engage in critical and creative thinking, and, as a result, are increasing their capacity to respond and adapt to change. We are beginning to develop strategies to monitor and evaluate the impact of changes on outcomes for learners.
Success and achievements of learners and staff are more widely recognised and celebrated.

How do we know? What evidence do we have of positive impact on learners?
• Increased pupil participation in Senior Responsibilities, Senior Executive and Pupil Engagement activities • Increased number of initiatives moved forward by Senior Executive to benefit all learners • Improved ethos in terms of well being of learners and staff evidenced by positive feedback • Improved attainment overall • Increased leadership development amongst S1-4 pupils
What are we going to do now? What are our improvement priorities in this area?
• Explore remodelling of Pupil Day • Enhanced publicity for school • Develop belief in joint purpose • Further development of public facing platforms • Commitment to quality/brand Fraserburgh • Strengthen links with local community • Create culture of belonging and pride • Further promote school • Enhance school reputation • Enhance school reputation • Focus on school values • Promote Leadership at all levels • Staff as one team • Initiate programme of gathering stakeholder views
How do would we evaluate this QI using the HGIOS?4 six-point scale?
3
Funding requirements Nil
Links with school priority **1,2,4**

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

Action	**Who by**	**When by**	**Expected Outcomes/Impact on learners**	**How will we evaluate impact?** ***(Measurements of success)***	**Progress** On track Behind Schedule Not achieved
Develop belief in joint purpose – series of presentations to staff/Staff as one team	IS	June' 22	Increased sense of joint purpose amongst all staff – teaching and non-teaching Increased collegiality Increased staff morale and positive ethos	Staff survey Individual discussions	On track
Strengthen links with local community - HT membership of Rotary, Fraserburgh Regeneration, Liaison with Local Cllrs & Local Groups	IS	June' 22	Increased opportunities for learners to engage with local businesses and organisations to provide focus and information for future career Learners have deeper understanding of local businesses, job market and the link between learning and the local community	Members of local community are frequent visitors to school and vice versa. Survey of stakeholders	On track On track
Create culture of belonging and pride – assemblies, media releases, school	IS	June' 22	All learners have well developed sense of pride about being Fraserburgh Academy pupils. Increase in confidence in school and what it offers.	Survey of stakeholders	

website, interactions with stakeholders Further promote school/Enhance School reputation - Every opportunity taken to promote school – Corporate Comms, social media, website, word of mouth, celebrate and publicise success	IS	June' 22	Learners have well developed sense of pride about being Fraserburgh Academy pupils. Learners readily speak positively about the school to others.	Survey of stakeholders	On track
Promote Leadership at all levels	IS	June' 22	Staff are more fulfilled and motivated in their work leading to increased motivation with learners. Learners have opportunities to develop as leaders	Staff and young people making positive contribution to leadership across the school.	On track
Impact Team – To plan for opportunities to embed the school values into school life.	DM Impact Team	June '22	School values are embedded in all aspects of school life	Increase in positive behaviour/climate/ethos	
To further develop the use of stakeholder data to gather feedback. Identification of actions needed to address issues raised by stakeholders. Evaluate the impact of actions identified.	DM/ Impact Team	June '22	All stakeholders able to see the impact of their feedback and suggestions to improve the school. Increased positive publicity for school, pupil success celebrated regularly, all stakeholders kept informed of work of school	Use of further surveys Impact measured by stakeholder survey	
School website and social media to celebrate success/good news	EC	Dec '21	Increased positive publicity for school, pupil success celebrated regularly, all stakeholders kept informed of work of school	Impact measured by stakeholder survey	

School website – school tour video Develop illustrations for S1, S2, S3 and the SP based on 50, 55 and 60 minute periods. Create consultation group with Parents & Pupils for Pupil Day models	EC EW/ Impact Team EW/ Impact Team	Dec '22 Dec '21 Dec '21	Have a clear view of the costs and benefits of changing the pupil day. Have confident and secure parent and pupil cohorts who feel involved with the process. Ideally have arrived at a proposed model for staff vote.	Illustrations are published Feedback from meetings and consultation groups. A published model for voting	

QI 2.3 Learning, Teaching and Assessment
Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

How well are we doing? What's working well for our learners?

We have tried, as best we could to maintain to develop our improvement plans throughout the two COVID 19 lockdowns.

Impact teams have created and built on 'The Fraserburgh Lesson' each session taking into consideration feedback from staff and pupils. The overarching aim of 'The Fraserburgh Lesson' is to ensure a consistent approach to learning and teaching across the school form faculty to faculty. Hallmarks of a lesson are established, implemented, observed and evaluated.

The current process in which we develop and evaluate learning and teaching throughout the school allows areas of development to be quickly identified and where necessary staff are supported and challenged to improve their practice. Term 3 and 4 are usually effective as they allow for staff at all levels to observe and share good practice, but due to Covid 19 lockdown this was impossible to do last session. Observation feedback is thorough at all levels having identified a gap 4 sessions previously when feedback was inconsistent and not always effective. Currently, feedback is strong and provides both standardised written feedback forms combined with verbal feedback sessions.

Assessment in school continues to improve. Assessment cycles are in place for all year groups and learners are given the opportunity to demonstrate their learning in a variety of contexts.

Faculty Attainment Reviews held three times per session have a clear focus on raising attainment across the curriculum and ensuring that no learner is left behind.

In addition to the assessment cycles (collaborative planning; assessment and reporting) Learners benefit from an attainment focused '4 Lens' approach to support intervention and progress. This process includes SLT, PTG, PTF and Learner/Parent. By identifying key barriers and removal where possible, the upward trajectory of attainment in school is firm evidence that our approach to assessment and intervention strategies which follow are highly impactful. This session, PTsG held individual attainment reviews with all Senior Phase learners.

Additionally, to promote the behaviours that lead to better learning, we have developed the 'Expectation Walk', when members of the SLT visit a sample of classes every week to ascertain how well Ready, Respectful and Safe are being enacted by learners.

The Learning and Teaching Impact Team have continued to contribute to the development of pedagogy, learning walks and peer assessment process.

How do we know? What evidence do we have of positive impact on learners?

- Sustained improvement in attainment for 8 consecutive years (2013-present)
- Positive staff feedback regarding lesson observation cycle and records of observation feedback
- Robust and forensic assessment reports
- Positive feedback from parents regarding assessment reports
- Positive, professional discussions at Faculty Attainment Reviews
- Conversion data evidencing pupil progress following '4Lens'
- Standardised tracking and monitoring systems throughout school

Reduction in 'No awards' and decrease in requests for change of presentation reflects learners show benefits of use of assessment and T&M process, this resulting in increased pass rates and improved attainment.

What are we going to do now? What are our improvement priorities in this area?

- Enhance partnerships and professional networking opportunities
- Continue to develop people
- Implementation of Drive Programme
- Programme of Expectation Walks
- Further develop monitoring and tracking processes

How do would we evaluate this QI using the HGIOS?4 six-point scale?

4

QI led by
SLT

Funding requirements
Nil

Links with school priority
2,3,4

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

Action	**Who by**	**When by**	**Expected Outcomes/Impact on learners**	**How will we evaluate impact?** *(Measurements of success)*	**Progress** On track Behind Schedule Not achieved
Work with PT Learner Performance considering learner tracking and development of whole school mark book, including enhanced tracking data. Gather feedback on learner engagement based on expectations. To consider data and identify actions needed. Develop CLPL calendar and create high quality leadership opportunities for staff	KB DM EC	April 2022 June '22 May '22	Consistency of Faculty Marks books leading to accurate data for DHT TMR process as well as subject choice Golden 5 process. All stakeholders able to see the impact of their feedback and suggestions to improve the school. Increased high quality learning and teaching, development of a range of teaching strategies and ideas	Learners in appropriate courses, enhanced mark books giving staff greater data in terms of progress and identify concerns and consider support issues. Use of further surveys Pupil focus groups and surveys, observations of teaching	On track

QI 3.1 Ensuring wellbeing, Equality and Inclusion
Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

How well are we doing? What's working well for our learners?

Review of additional support across school and in particular a revamp and launch of all support areas within school has allowed for a greater understanding of how these support areas work. Introduction of the Hive and Hub, and relaunch of 'The Junction' has given greater structure to the support we provide for young people and alternatives to exclusion. The junction also has a designated Pupil Support worker and Pupil Support Assistant, to give the learners continuity and builds relationships. The introduction of our Enhanced Provision Hub within our Additional support for learning Faculty means we can now offer a bespoke curriculum to learners who are struggling to make progress within the mainstream curriculum. Already there has been a reduction in exclusions and strengthened structure to mainstream withdrawals as an alternative to exclusion.

How do we know? What evidence do we have of positive impact on learners?

- Improved menu of support available across different platforms
- Enhanced provision hub, increase in engagement from learners, progress in STEM subjects within the Enhanced provision hub.
- Reduction in exclusions as we now have a structured process for mainstream withdrawals.

What are we going to do now? What are our improvement priorities in this area?

- Universal support development
- Nurture Approaches – whole staff involvement
- Positive relationship framework & anti-bullying statement
- Build on our Diversity club success with developing a recognition of Pride Further development alternatives to exclusion
- Value and celebrate diversity and challenge discrimination Month in June 22.
- Pupil voice activities
- Establish culture of registration as important start to day
- Improve learner attendance

How do we evaluate this QI using the HGIOS?4 six-point scale?
4
QI led by SLT
Funding requirements Nil
Links with school priority 1,2,3,4

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

Action	**Who by**	**When by**	**Expected Outcomes/Impact on learners**	**How will we evaluate impact?** ***(Measurements of success)***	**Progress** On track Behind Schedule Not achieved
Universal support development	IS	28.9.21	Appropriate support will be available for all learners	Higher levels of attainment across all subjects and levels	On track
Develop system of pupil feedback alongside senior pupils so that regular feedback/pupil voice is integrated into the year captain structure. To forward suggestions from pupil feedback/pupil voice.	DM	1.7.21	Learners will feel their views and feelings are listened to, will feel more empowered and part of the school.	Increase in learners contributing to life and work of school.	
Fortnightly tracking of attendance. Bespoke curriculum packages/interventions to support pupils including PSW intervention	DM	June '22	Improved attendance for a number of learners Appropriate support packages and interventions applied.	Analysis of attendance data and statistics	
Development of SHAPE initiative - Collaboration with Social Subjects to facilitate partner working and opportunities for learners to gain wider humanitarian experiences	EC	June '22	Deeper understanding of scope of SHAPE subjects and their relevance in today's world.	Pupil surveys and focus groups.	

Nurture Approaches – whole staff involvement	PW	June '22	EPS – delivering training to all staff, year long programme	Increased sense of nurture throughout school. Decrease in negative behaviour referrals. Pupil surveys	
Positive relationship framework & anti-bullying statement	PW	June '22	Review of current anti-bullying policy and revised policy	Clearer understanding by all stakeholders of the definition of bullying. Decrease in negative relationship issues	
Further development alternatives to exclusion	PW	June '22	Evaluation of current alternatives to exclusion	Increase in number of alternatives to exclusion to meet pupil need	
Support Diversity club toward a Broch Pride event	Diversity Club – EW & SLH	June 22	Raised profile of LGBT+ identities and diversity – more positive and welcoming community	Diversity club evaluation and questionnaire	
Investigate the nature and timing of Tutor time	Impact Team	June 22	Improved value of the time given for registration – content and relationships are more focused and positive	Feedback from Regi teachers and students, improved House Identitiy	

QI 3.2 Raising Attainment and Achievement
Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

How well are we doing? What's working well for our learners?

Literacy and Numeracy figures hold up well, but there are concerns that not all results have been captured by the SQA and this is being worked on but results are solid with a focus on all SP leaners achieving results in Literacy and Numeracy and the presentation for these dedicated awards at L4 and L5 has been a positive step.

Attainment for Senior Phase has again increased for the 7th year in a row. SQA attainment this session was based on teacher estimates, but the SA process was followed with rigour and estimates were in line with expectations after a set of solid prelim results.

N5 results were up, with A and B passes showing an increase and this was replicated at H and ADH level. 'No awards' were down and this would be due to better course selection and greater tracking and monitoring within school.

More learners are in courses better suited to their abilities and the increase in NPA course as well as other SQA awards and NESCOL links have all contributed to the improvement in attainment.

CfE levels for Literacy and Numeracy were not recorded last session due to school closure but steps had been put in place, especially in Literacy to ensure a greater focus on BGE learners achieving the appropriate benchmarks and this being recorded correctly – this was aided by dedicated PT Literacy and PT Numeracy.

GIRFEC assessment team reviews is now working well and an improved and consistent review period in place for each learner. This has resulted in better identification and implementation of supports for learners.

How do we know? What evidence do we have of positive impact on learners?

SQA Award data as well as internal tracking data shows that there are ongoing improvements with attainment within school.

SDS destinations remain high at 98% and again this reflects that learners are successful in gaining post school positive destinations.

Less learners wandering, improved engagement and attendance

What are we going to do now? What are our improvement priorities in this area?

- Promote sport and culture
- Ensure consistency
- Improve engagement and attainment of lowest 20%
- Continue to embed skills framework into wider achievement opportunities
- Review target setting in BGE
- Launch STEM strategy in BGE
- Implement and further develop SHAPE initiative

How do would we evaluate this QI using the HGIOS?4 six-point scale?

4

QI led by
SLT

Funding requirements
Nil

Links with school priority
2,3,4

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

Action	**Who by**	**When by**	**Expected Outcomes/Impact on learners**	**How will we evaluate impact?** ***(Measurements of success)***	**Progress** On track Behind Schedule Not achieved
Promote sport and culture	IS	June'22	Importance and relevance of sport and culture understood and lived	Survey stakeholders	On track
Impact team to standardise reporting and language of assessment.	KB	Jan 2022	Consistent school reports in both BGE and SP. Consistent language used by staff in reports and with learners in learner conversations. Greater understanding of reports and learners achieve greater understanding of progress in learning.	QA of reports – discussion with learners re language used in learner conversations - have the greater understanding or progress and next steps.	
Analysis of assessment data – BGE assessments to be considered in terms of rigour.	KB	Feb 2022	Initial analysis by DHT TMR of marks and grades. Leads to DHT link conversations with PTF regarding spread of marks, appropriateness of assessments.	Analysis of BGE grades and marks – do they bear scrutiny to prior years. Consider CCV and SQA results moving forward – are learners fully and adequately prepared.	
CCV of SQA NQ's considered in terms of in Faculty variances	KB	Oct 2021	Whole school and in particular PTF appreciation of CCV and impact on in-faculty variances of grades.	Improvement in CCV over time – better subject choice and	

				learners in appropriate courses.	
Provide detailed ranking of S1 and S2 learners allowing early identification of lowest 20% of cohort. Allow Faculty / ASL to identify and consider appropriate courses and support for these learners.	KB	Stage 1 (S1) – Sept 2021 Stage 2 (S2) – Feb 2022 Stage 3 (S1) – June 2022	All staff aware of initial S1 rankings and then changes to rankings as in school assessments take place. Staff able to identify early and clearly lowest 20% by subject and whole school data. Staff can further analyse using own filters and considerations. Support strategies to be considered within Faculty and school.	Improvement in time of lowest 20% attainment – greater support in school for these learners.	
Impact team looking at BGE reporting, target setting and language of assessment	KB	Jan 2022	In addition to earlier focus of impact team, will also consider target setting process. More learner involvement with setting targets and discussions with teachers. Greater autonomy for staff setting targets through in class evidence and learner conversations.	Learners with greater ownership of targets. Feedback from conversations with learners and staff.	
Create an extracurricular Wakelet that matches the curriculum options pages	EW	Easter 22	Profiling conversations increase informally at clubs and formally in PSE allowing learners to trace skills		

detailing skills and progression			across curricular and extracurricular contexts		
Launch STEM Strategy via a bespoke STEM S1 course	AL	August 21	Learners see STEM interdisciplinary skills and are able to join these together in their STEM classes		
Collaborate with primary Cluster on need for change with regards STEM skills	AL	Oct 21	Consensus for change achieved		
Establish Baseline STEM Skillset with P7 as the target for reaching the baseline.	AL	Easter 22	Published baseline skills published across the cluster with young people seeing and using the language of STEM skills.		