Fraserburgh Academy

Standards & Quality Report
2021 - 2022
&
School Improvement Plan
2022 - 2023

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."

Be:
READY
RESPECTFUL
SAFE

FRASERBURGH ACADEMY
TOGETHER CREATING POSITIVE FUTURES

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021– 2022 and our School Improvement plan for session 2020 - 2022-2023. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our 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.

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

<u>**Introduction: local and national context**</u>

This School 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

- Improving Learning, Teaching and Assessment
- Partnership Working to Raise Attainment
- Developing Leadership at All Levels
- Improvement Through Self-Evaluation

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 ensure the growth of a holistic approach building on partnership working and family learning.

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 2021- 2022.

Key priority 2021/22	Key actions undertaken	Impact (achieved throughout 2021/22)
Wellbeing, Equity & Inclusion	• Further development of Universal Support approaches– staff awareness raising session • Exploration of change of school day – surveys and trial of 50 minute periods by Impact Team • Further development of Positive Relationship Framework by Fraserburgh Way Impact Team • Diversity club for Learners set up and supported	• Staff more aware of need for all teachers to provide universal support to all learners in their care. • Staff and learners more aware of positive and negative aspects of 50 minute periods. SLT to take this to formal consultation. • Positive Relationship Framework developed by Guidance Team and shared with learners and staff • Opportunity for young people to meet regularly to discuss diversity and provide mutual support
Community	Enhancement of School Publicity – Monthly articles in Fraserburgh Herald promote achievement within school, • Further development of public facing platforms - substantial improvements made to school website. Extensive use of social media by school and individual faculties. • Staff attendance at Fraserburgh Rotary Club • Staff involvement in Fraserburgh Regeneration • Increased links with local groups and individuals	• These provide positive impression of school, opportunity to share good news. • These developments facilitate easier access to school and learner information. Positive promotion of achievements and successes of learners • Improvement of links with local community. • Involvement of young people in key improvements within local community • Opportunities for pupil voice activities

	• Regular daily assemblies led by staff and Senior pupils led to positive improvement in attitude and pride in self and school. • Enhance partnerships and professional networking opportunities	• Development of positive improvement in attitude and pride in self and school. • Leadership opportunities for young people • Creation of culture of belonging and pride in local area • Group of staff took part in VSE activities with two neighbouring schools • Set up of Synergy initiative involving Senior Executive pupils from two neighbouring schools
Team Fraserburgh	• Positive involvement with a number of local organisations and initiatives • Creation of a number of opportunities for unpromoted staff and young people to take the lead • Initiate programme of gathering stakeholder views • Refresh and relaunch of daily registration	• Positive enhancement of school reputation • Development of leadership at all levels contributing to the enhancement of leadership skills amongst all staff. • Provide opportunity for learners, staff and parents/carers to give opinion on life and work of school and to contribute to continuous improvement of school • Establish culture of registration as important start to day
Raising Attainment	• Increase in presentation at Nat 3 & 4 • Improve learner attendance • Review target setting • Launch STEM strategy in BGE	• Improve engagement and attainment of lowest 20% • Continuation of Late Gate initiative • Improved monitoring and tracking processes within the Senior Phase to provide earlier opportunities to improve attainment • Greater understanding within BGE of importance, relevance and place of STEM subjects

Equity & Inclusion

- Development of Compass Centre
- Further development of alternatives to exclusion
- Nurture approaches – whole staff involvement
- Value and celebrate diversity and challenge discrimination
- Pupil Voice activities
- Further development of Family Learning

Core Business

DRIVE programme

- Learning & Teaching
- Assessment
- Target Setting
- Development of Cooperative Learning strategies
- Quality Assurance processes

Raising Attainment

- Improve engagement and attainment of lowest 20%

Growth Curriculum

- Learner Pathways
- Further development of partnerships
- School day structure
- Embed skills framework into wider achievement opportunities
- Embed Stem strategy in BGE
- Implement and further develop SHAPE initiative

Team Fraserburgh

Further establish **The Fraserburgh Way**

- Emphasis on positive mobile phone use
- Development of Out of Class Procedure

- Develop culture of Belonging and Pride in school
- School Promotion
- Promotion of positive wellbeing for all
- Focus on school values
- Developing Leaders
- Staff as one team
- Continue programme of gathering stakeholder views

Together Creating Positive Futures

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Purpose and Context

An outstanding school is a school full of effective quality assurance procedures that secures strong outcomes for our young people. Therefore, teaching and learning is the cornerstone of everything we do and as such it is at the heart of the School Improvement Plan and 4 school priorities. The role of excellent teaching, enabled by effective leadership, including SLT and middle leaders, is crucial to achieving our objective of moving towards greatness:

- Curriculum Review
- Faculty Review
- Learning and Teaching Review
- Data analysis
- Stakeholder voice
- Self-Evaluation and QA of all 4 school priorities and associated action points on a rotating 4 week cycle

All self-evaluation and quality assurance activities aim to answer the following questions:
- What are we doing well that we can celebrate and share?
- What do we need to do better?
- How can we do it better?
- What evidence is there of our students making progress?

Self-Evaluation and Quality-Assurance: Overview of Activities

Our current processes include:

- School self evaluation/QA cycle
- SIPs and FIPs
- Lesson observation cycles
- Reporting QA
- Faculty moderation
- Impact Team progress reports
- Faculty Attainment/Performance Reviews
- Pupil Voice
- Parental/staff surveys

How good is our leadership and approach to improvement?

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: Good** **(HGIOS?4/HGIOELC? 1-6 scale)**
How well are you doing? **What's working well for your learners?**
- Fraserburgh Academy has a clearly defined purpose, vision statement and values. These were developed through consultation with all stakeholders. The purpose, vision statement and values link to the unique local context of the school.   - Staff at Fraserburgh Academy are involved in the continuous improvement of the school by actively taking part in IMPACT teams which are linked to the school priorities.   - Ongoing CLPL opportunities are available and accessed by staff to ensure the school continual improvement. All teaching staff are involved in whole staff workshops during INSET days – e.g rights respecting, learning and teaching. Collegiate time in the school calendar is also used to deliver professional learning/professional discussion opportunities to support delivery of the school priorities.   - All staff have access to effective Professional review and development and continuous professional learning which links to both the school improvement plan and GTCS standards. These opportunities support staff to reflect and self-evaluate against professional standards as well as identify appropriate next steps.

- Self-evaluation processes and procedures are becoming embedded in practice at Fraserburgh Academy. This ensures that all stakeholders have ownership of improvement priorities and are working towards a common goal of improving outcomes for learners.
- All staff have an understanding of the socio-economic context of our school and the opportunities/challenges that this brings. SIMD data is shared with all to allow for effective tracking of different pupil groups.
- There are opportunities for leadership at all levels at Fraserburgh Academy. Pupil leadership is clearly defined with a senior executive (S6) that work directly with the headteacher and oversee, house captains (S6), prefects (S5/6) and year captains which ensures pupil leadership opportunities from S1. Senior pupils run a buddying system for transition with S3 employability pupils also supporting P7 pupils during an enterprise event. Senior pupils also work alongside two other schools For staff there are also a number of opportunities for them to impact change and lead developments such as being involved in Impact Teams and STEM leaders.
- There are many opportunities for active engagement with parents/carers throughout the school session with formal consultations on school changes such as the school day. We communicate effectively with parents/carers through a range of media including newsletters, Facebook, twitter, group call, information evenings, parent council meetings.
- Fraserburgh Academy is developing effective community links working with various partners such as CLD, active schools and AFCCT. Strong links with local higher educational establishments such as NESCOL, RGU and Aberdeen University allow pupils to have a range of meaningful experiences. Fraserburgh Academy works closely with local employers with their involvement in business partner events and careers fairs.
- Fraserburgh Academy has a proactive approach to educational research/reports, an example of this is our new growth curriculum.

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

- The vision and values are being referred to in everyday classroom practice, with evidence from this forming the values wall.
- The school has a very positive relationship with the parent forum. We provide parents with opportunities to participate in the life of the school including questionnaires, surveys, consultations and meetings to support and to inform our next steps. We have recruited a new parent council for session 2023/2024 to support the work of the school.
- Newsletters provide regular opportunities for parents to be involved in the school. Use of social media such as Facebook allows for parents to regular feedback.
- Partnership working with a range of partners such as the S3 Ambassadors group has allowed a targeted group of pupils to received appropriate supportive interventions.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of CAT meetings/PT meetings allow staff to meet regularly to meet and focus on areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- QA evidence informs next steps.
- Fraserburgh Academy SQUIP reflects that all staff are involved in change and many staff have opportunities to develop their leadership capacity.
- All staff have had opportunities to be involved in universal support training to enable staff to provide effective support to all pupils.
- There are pupil groups in place for areas such as Rights respecting, and LGBTQ.
- Teaching staff have a range of leadership opportunities such as impact teams and associate PT.

- Whole School QA calendar clearly documents processes to review and improve the work of the school.
- CPD opportunities are linked to PRD and/or SQUIP.
- Trio working with two other local schools have provided opportunities for colleagues and pupils (Synergy) to engage in self-evaluation opportunities, share practice as well as engage in VSE activities within each school.

What are you going to do now?
What are your improvement priorities in this area?

- Pupil leadership will be strengthened further and supported through their use of How good is OUR school? In addition to the Synergy project use the pupil version of HIGOS with the year captains to support continual improvement.
- Continue to develop the growth curriculum reflecting the latest in education research/reports.
- Continue to be active in the development of the local community by maintaining involvement in the beach regeneration and harbour masterplan.
- Introduction of faculty QI champions.
- Use of QI machine to regularly document school progress.

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

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 you doing?
What's working well for your learners?

1. The DRIVE Programme
Development (Fraserburgh Lesson and Observation Cycle)
Research (CLPL, PRD, Leadership)
Impact (Attainment and Achievement; Experiences and Outcomes)
Validate (Learning walks, pupil evaluations and lesson observation feedback)
Evaluate (Sharing good practice; willingness to change and commitment to improvement)
- The focus of the DRIVE Learning and Teaching programme has been the structure used to shape the direction of dialogue and planning withing the L&T Impact Team. All workshops are aimed at providing high quality learning experience for staff during INSET and CAT sessions throughout the year and the purpose of each session is to enhance learner experiences and outcomes withing the classroom and beyond.

Following workshops, Teaching staff have been expected to:

- Keep up to date with all CAT workshop evaluations and entries
- Keep an ongoing professional learning log
- Reflect on learning and respond to feedback questions/surveys following CAT sessions
- Update professional learning and development records to shape annual PRD meetings

2. INSET/CAT session workshops

At Fraserburgh Academy we believe that every lesson counts every time. We believe that lessons form part of a wider scheme of work that is created to ensure that learners are provided with the opportunity to gain relevant outcomes to the very best of their ability.

- INSET/CAT Workshop 1: Fraserburgh Lesson consultation – what do teaching staff want the 2022 23 focus to be?
- CAT Workshop 2: John Hattie – 'Growth' and improving feedback for learners
- CAT Workshop 3: Homework – consultation on how to approach homework in a meaningful way to add value to learning experiences and outcomes
- CAT Workshop 4: Digital Learning

3.
Lesson Observation Cycle

Term 1: *DHT to observe PTF*
Term 2: *PTF to observe faculty teaching staff*
Term 3: *Peer observation within Faculty*
Term 4: *Peer to observe member of DRIVE team (outwith faculty)*

Feedback has been provided to all teaching staff to ensure sharing of good practice and to address all development areas. A comprehensive table of development points provided by each faculty allows for a wider school understanding of Learning and Teaching improvements. This in turn allows CLPL sessions to be added to the school CLPL calendar.

4.
- Further support has been offered to faculties and continued use of The Fraserburgh Lesson and revisited previous work already set in motion.
- Evaluated previous learning and teaching programmes such as Elevate and Core and supported the launch a new Learning and Teaching programme for 2022/23

Development and promotion:
- Interactive workshops for staff development
- follow up activities such as learning logs; learning walks; observations and evaluation forms
- Development and use of materials and resources across the school

5.

- Improved consistency across the school and workshops provided teachers with the opportunity to reflect on and share good practice
- Learning and Teaching Programme and Policy
- Further development and adaptation of The DRIVE L&T Programme

6. Quality Assurance processes

Further development and refinement of QA processes and yearly cycle - Streamlined and interconnected shared priorities for school improvement. QA Calendar shared with staff

7. Assessment

- Greater accuracy in reporting and more reflective of years progress rather than single snapshot.
- Empowered staff to use professional judgement rather than reliance on summative assessment.
- Fairer system for learners.
- Increased in meaningful learner conversations to reflect target grades and agreement of all stakeholders in process. Learners have more ownership of targets and increased accuracy in reporting and four Lens process for raising attainment.

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

Lesson Observations in Term 2 evidence:

- Lessons that are more effective in the sense that learners know what it is they're learning and why they are learning it.
- Increased engagement.
- Maximising the time available during periods – every minute counts.
- Less need to rush elements of courses. More time available to focus on coursework and examination technique.
- An improvement in attainment over time against key measures
- Staff across faculties have worked to consistently have appropriately structured lessons: E.g. sharing of learning intentions and success criteria, (put learning into context – why are we learning this? highlight learning / progression pathways, careers), lesson starters and plenaries.

What are you going to do now?
What are your improvement priorities in this area?

- All learners experiencing consistent, meaningful and well-planned lessons with clear aims, allowing them to attain to the best of their ability

- Relevant assessments can be used effectively by staff to make professional judgements re: learning and growth
- Learner involvement in target setting to give learners greater ownership of targets and progress
- Robust, rigorous quality assurance ensures fairness to all learners, is transparent and ensures that L&T and assessment is valid and reliable
- Digital Learning
- Universal Support
- Links developed between 3 Impact Teams: Curriculum; L&T and Assessment
- Feedback from learners in pupil voice – Student Evaluation of Learning surveys.

How good are we at improving outcomes for all our learners?

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: Good
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- All staff at Fraserburgh Academy have good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils.
- Fraserburgh Academy has a clear set of vision, values and aims. These have been developed through an extensive consultation with all stakeholders and community partners. The vision, values and aims reflect the national agenda of excellence and equity for all learners.
- Fraserburgh Academy are involved in continuous improvement and ensuring all learners achieve their potential. Principal Teachers of Guidance, additional support for learning staff and pupil support workers know young people and their families well and work together to continue to ensure learners have the correct supports in place. Detailed information is made available to staff, profiling the needs of learners who face barriers to learning.
- The continued and well established GIRFEC assessment team meetings allow for clearer communication regarding learners needs and as a result effective intervention. Learners are reviewed at regular intervals through this process.
- There are a wide range of strategies being used to support learners with emotional, social and physical needs. The increase in pupil support workers in school has enhanced the support our learners receive, and they continue to provide a one to one support for many learners on a weekly basis. Learners value this support and comment how it has helped them to engage more positively in their learning.

- The new 'compass centre' has had a positive effect on learners attending there and gives a more suitable learning environment for some learners.
- The school's safeguarding policies, procedures and practices are appropriately implemented and reviewed.
- The school values and encourages the celebration of diversity by engaging in whole school events such as LGBTQ awareness and lunchtime drop-in's.
- The Guidance team continue to address attendance issues with learners who are not engaging fully with learning.

- All are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all pupils build very positive relationships, allowing staff to identify and support individual needs.
- The school have developed a whole school promoting positive behaviour policy. A promoting respect and resilience policy has also been developed which is underpinned by the UNCRC. High expectations of behaviour with incidents dealt with promptly and effectively.
- Most pupils feel they are listened to; they know who to go to when they need support and are secure in their ability to discuss any concerns they may have.
- Most pupils feel that they are included, engaged and involved in the life of the school
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues
- All staff are clear on principles and processes in relation to GIRFEC. Almost all pupils have an awareness of the wellbeing indicators and can discuss these appropriately
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others
- The school tracks Health and wellbeing through tracking and monitoring discussions as well as surveys carried out with pupils, parents and staff.
- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, Managing Accessibility Plans (MAPs),and risk assessments are in place for individual pupils as appropriate and are developed with pupils, as appropriate, and parents to improve outcomes for learners.
- All pupils have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a particular area to record any incident of alleged bullying.
- To prepare our pupils for the World of Work, Fraesrburgh Academy has a focus on careers education on a regular basis and developing the Young Workforce. We work with a range of partners to achieve this.

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- An open-door policy is in existence for all comments/queries. A log is kept of any complaints/queries.
- Annual update of GIRFEC/Child protection training is carried out.

- Staff complete annual data protection, equalities and diversity training as provided by local authority
- Almost all teachers and pastoral support staff offer effective advice and guidance to learners.
- Single and multi-agency planning Wellbeing surveys carried out with staff and parents to monitor wellbeing and promote discussions around wellbeing.
- Effective partnerships are in place with local church and community groups, police liaison and community officers.
- Learners and staff have worked together to create universal supports for classes which provide a range of supports that pupils can access independently. The Aberdeenshire Dyslexia friendly toolkit and autism friendly toolkit have been utilised to provide ongoing support for all learners.
- Increased engagement, attendance and attainment from learners attending the compass centre.
- All young people take part in the election of our pupil parliament every year. Pupil Parliament focus on pupil voice across the school
- Targeted support is provided by class teachers, IPT staff, Pupils support worker and others such as SALT/EAL. EP take part in the planning and assessment for pupils.
- Outside agencies such as school nurse, doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- MCR Pathways support over 40 learners within school and many of these leaners are supported by an MCR pathways mentor.
- Some staff are nurture trained and use this to support learners.
- MAAPM process being fully implemented. Regular meetings with staff, parents and other agencies to meet pupils' needs.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries/Fraesrburgh Academy and CLD. There are series of visits in place. There is an enhanced transition programme in place for any pupils who would benefit from this. Academy support staff team provide a range of opportunities to engage with pupils and their families.

What are you going to do now?
What are your improvement priorities in this area?

- Continue to develop approaches and incorporate more opportunities to develop positive approaches to mental wellbeing
- Continue to build capacity as a team to ensure the needs of all pupils are met. Number of pupils requiring targeted interventions has increased over the last two years.
- Continue to embed whole school nurturing approaches . Staff will be given ongoing opportunities to cascade any information from training received. Nurture training is planned for Term 4.
- Continue to review and evaluate the impact of the various support areas within school and at the offsite provision in the compass centre.
- School will continue to take part in the SHINE surveys and use the data from this to inform areas that need review and enhancement.

How good is our leadership and approach to improvement?

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: Good (HGIOS?4/HGIOELC? 1-6 scale)
How well are you doing? What's working well for your learners?

- Improvements in leavers with L4 & L5 numeracy.
- Improvements in learners with Literacy levels -closing gaps on VC
- Maintaining levels of leavers with Numeracy awards – above VC at all levels.
- Pass rates (A-D) comparable to pre-covid times for N5 and H
- Robust TMR in SP with Four Lens approach to Raising Attainment, this ensuring effective interventions for young people who are in danger of not meeting their targets.
- Robust Faculty Attainment Review process in Term 2, reviewing SQA results and learner progress.
- Enhanced data awareness within PTF – CCV, Pass rates, progress concerns etc.
- Positive destinations – collaborative work with SDS and school
- Collaborative partnership with NESCOL
- Staff continue to report of CfE levels through Progress & Achievement, Faculty discussions and moderation on these levels encouraged.
- In the Senior Phase a variety of supports for pupils are available. These include Supported Study, master classes, after school clubs and lunchtime opportunities.
- Data on achieving levels in all subjects is collated effectively and analysed to establish intervention strategies.
- Young people's achievements are valued and celebrated well through social media, assemblies, newsletters, displays and an annual prize giving celebration and new initiative with local newspaper.
- Young people are given the leadership opportunities to take responsibility, share their learning and demonstrate leadership through pupil voice and Senior Executive.
- We have a strong focus on Developing the Young Workforce – new in school coordinator and we work with individual learners to ensure they sustain a positive

| destination by providing additional opportunities and support the young people throughout their Senior Phase. |
| • Learner issues are monitored and tracked with then data analysed and acted upon. Toilet monitoring, SLT Support Calls, Late Gate |

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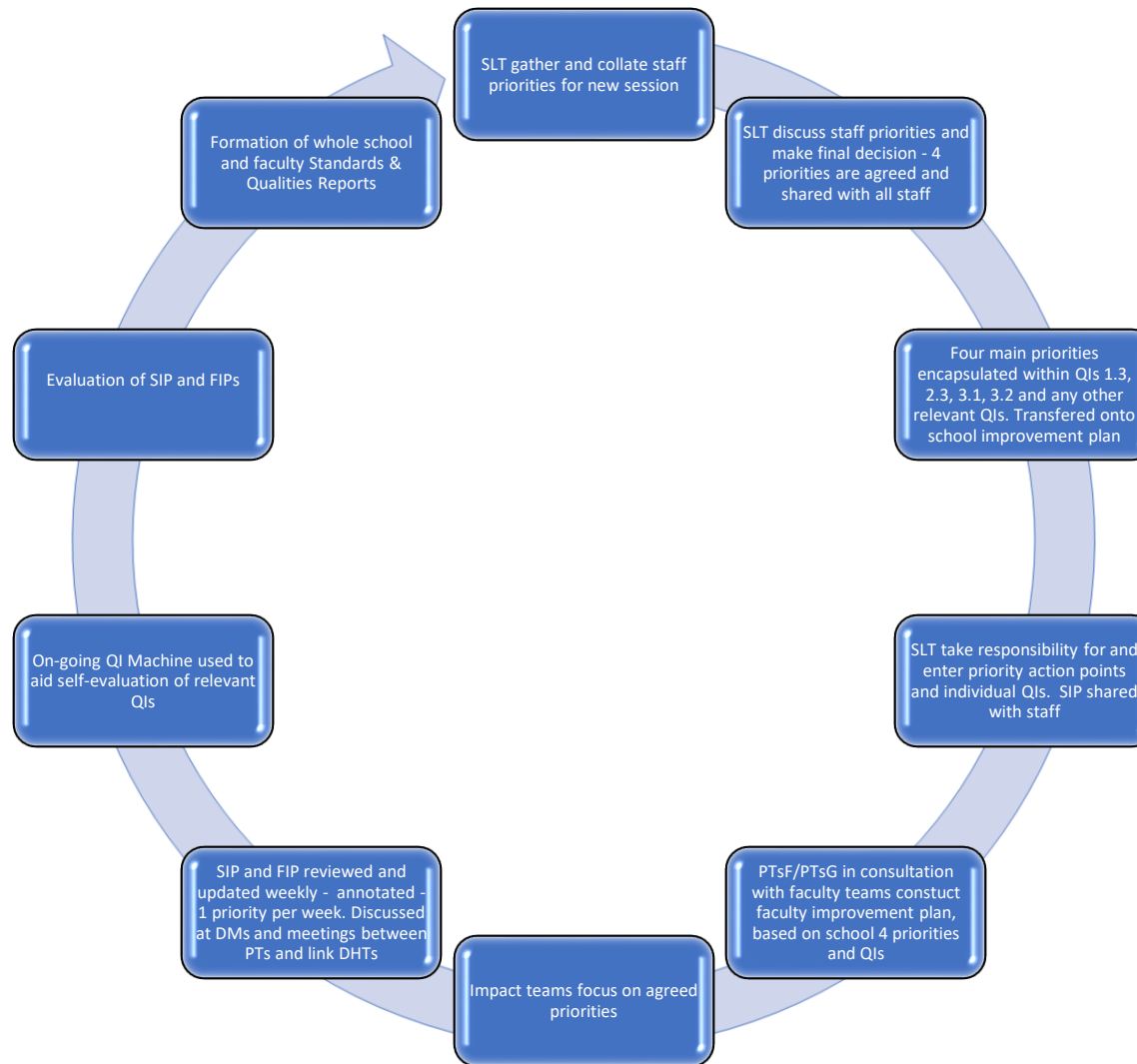**What evidence do you have of positive impact on learners?**

- Professional judgements at the end of S3 indicate that most learners have achieved level 3 in Reading and listening & Talking, Writing and levels 3 and 4 Numeracy.
- Improving trends in leavers with Literacy and Numeracy at L4 and L5
- Analysis of Insight data indicates a trend over time of improvements across a range of measures in national examinations.
- 5 x L5 comparable with VC – lower this year due to NESCOL issues but school-based performance holds up well.
- Approx. 46% of learners remaining for S5 achieve 3 x L6 awards.
- Almost 65% of S6 learners leave with 5 x L6 awards.
- Positive destinations continue to be high – level with Aberdeenshire but above VC, Alliance, and National picture.
- Significant % of S4 attend NESCOL as part of timetable

What are you going to do now?
What are your improvement priorities in this area?

- In BGE, levels of CfE levels in Literacy are low compared to authority figures. DHT Link and DHT Attainment to meet with PTF to identify if recording issue or curricular issue.
- Collegiate work with PTF English and Primary cluster ongoing to address potential issues with Literacy levels from p7 to S1.
- Continue to develop moderation processes and practice with particular emphasis on SQA estimate grades.
- Continue to encourage Faculties to work with other schools to moderate SP materials re SQA Estimate process.
- Consideration of My Fraserburgh Self – major initiative for tracking, monitoring, and reporting across all stages – involving learner voice.
- Complete restructure of Assessment in BGE to incorporate aims of Growth Curriculum and See, Make, Write, Do ethos.
- Coordination of Attainment / Reporting Impact Team into wider school trio looking at language of reporting and assessment.
- Continue to develop all staff ability to consider a variety of types of assessment data to support progress of all pupils in all subjects and at different levels. Continue to familiarise all staff with the interrogation of NSA data.

Fraserburgh Academy Quality Assurance and Self-Evaluation Annual Cycle

SLT gather and collate staff priorities for new session

SLT discuss staff priorities and make final decision - 4 priorities are agreed and shared with all staff

Four main priorities encapsulated within QIs 1.3, 2.3, 3.1, 3.2 and any other relevant QIs. Transfered onto school improvement plan

SLT take responsibility for and enter priority action points and individual QIs. SIP shared with staff

PTsF/PTsG in consultation with faculty teams constuct faculty improvement plan, based on school 4 priorities and QIs

Impact teams focus on agreed priorities

SIP and FIP reviewed and updated weekly - annotated - 1 priority per week. Discussed at DMs and meetings between PTs and link DHTs

On-going QI Machine used to aid self-evaluation of relevant QIs

Evaluation of SIP and FIPs

Formation of whole school and faculty Standards & Qualities Reports

Rotating 4 weekly review of 4 School Priorities 2022 23

PRIORITY 1: EQUALITY AND INCLUSION

ACTION Flesh out	WHO?	WHEN?	EXPECTED IMPACT	QI	PROGRESS
• Development of Compass Centre	PW	complete	Increased capacity to support young people unable to access the school building	3.1 2.4	Completed and reviewed
• Further development of alternatives to exclusion	PW	On-going throughout session 2022 23		3.1	Still on-going IS to meet with PW and KC week beginning 20,02.23
• Nurture approaches – whole staff involvement	PW	Term 3	Increased understanding of nurture approached as part of universal support throughout staff team	3.1	Email sent to presenter – still waiting to hear back – PW to chase up
• Value and celebrate diversity and challenge discrimination	PW IS		Increased learner awareness of diversity	3.1 1.3	D Pansaer and L Milne organising diversity events
• Pupil Voice activities KB – Review feedback from Operation Re-Track – collate and analyse date with reference to prior similar exercises. Forward to DHT re Pupil voice and L&T groups. Pupil day consultations	DM KB EW	Engage with the year captain and pupil leadership of the school, Term 1-4. KB – Mid Nov 2022	Pupils have their voices heard and contribute positively to the school/community Pupils have their voices heard and contribute positively to the school/community, particularly BGE voice. Staff to reflect on given feedback and reflective of practice. Agreement on school day structure moving forwards	1.1 2.3 3.1 3.2	On-going

		Nov 2022			
• Further development of Family Learning	PW	Nov 2022	Taking part in the family learning initiatives Shine rolling survey to be rolled out Term 2 and 3	2.3 2.5 3.1	Shine development on-going – need to get this going

PRIORITY 2: GROWTH CURRICULUM

ACTION	WHO?	WHEN?	EXPECTED IMPACT	QI	Progress
• Learner Pathways New small group work classes as alternative to some mainstream options.	EW DM	End of October Term 1- 4.	Revised SP Portfolio Targeted group engage more positively with school.	2.2 2.6	S4 Complete
• Further development of partnerships	EW EW EW DM	Term 1 Term 1 Term 1 Term 1- 4	Access To expansion to all learners Beauty Elective & Football Elective Harbour Integrated Education Plan	2.2 2.7	Complete Complete Ongoing on track

Partnership work with AFCCT			Enriched learning experiences/Skills development		
Partnership work with CLD	DM	Term 1- 4	Enriched learning experiences/Skills development		
S3 Ambassadors group – Partnership work with: Police Scotland, Active Schools, CLD, AFCCT, and social work.	DM	Term 1- 4	Enriched learning experiences/Skills development. Targeted group engage more positively with school		
• School day structure Formal consultation with all stakeholders	EW IS	Terms 1-4	Improvements to structure of school day to enhance learning and teaching for all. Leading to formal Consultation and ratification	2.2	On Track
• Embed skills framework into wider achievement opportunities	EW	Term 4	Following launch of GC in school curriculum, review extra Curriculum for Skills coherence	2.2 3.3	On Hold – 1 pilot underway
• Embed Stem strategy in BGE	EW	Term 2 Term 2	Primary Vertical Integration project development Horizontal Integration across STEM subjects	2.2 3.3	On track

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ACTION	WHO?	WHEN?	EXPECTED IMPACT	QI	PROGRESS
• Implement and further develop SHAPE initiative	EW EC	Term 2 Term 1-4	Growth Curriculum project Further implementation of SHAPE content/ Collaboration with Social Subjects to facilitate partner working and opportunities for learners to gain wider humanitarian experiences	2.2 2.3 3.3	On Hold GC Impact team investigating

PRIORITY 3: CORE BUSINESS

ACTION	WHO?	WHEN?	EXPECTED IMPACT	QI	PROGRESS
Positive Behavioural Management Strategies	DM	Term 1- 4	Empowered staff with additional behaviour management strategies to support learning and teaching.	2.3	Ongoing

DRIVE Learning and Teaching Programme • Further support and promote the use of The Fraserburgh Lesson and revisit previous work already set in motion. • Evaluate previous learning and teaching programmes such as Elevate and Core and support the launch a new Learning and Teaching programme for 2022/23 Develop and promote: • Interactive workshops for staff development • follow up activities such as learning logs; learning walks; observations and evaluation forms • Development and use of materials and resources across the school • **DRIVE L&T programme**: Improve consistency across the school and provide teachers with the opportunity to reflect on	EC	Term 1-4	Develop and promote: • Interactive workshops for staff development • follow up activities such as learning logs; learning walks; observations and evaluation forms • Development and use of materials and resources across the school • Improve consistency across the school and provide teachers with the opportunity to reflect on and share good practice • Learning and Teaching Programme and Policy • The DRIVE Programme		3 workshops delivered Completed – feedback gathered to inform next workshop

and share good practice					
• Assessment Review current assessment structure with aim to make BGE based on opinion and more reflective of professional judgement. SP to drop to one formal assessment block.	KB	Before end of term 1	Greater accuracy in reporting and more reflective of years progress rather than single snapshot. Empower staff to use professional judgement rather than reliance on summative assessment. Fairer system for learner.	3.2	Done – SP reports 1 and S3 reports successfully completed with reports based on staff professional opinion.
• Target Setting Removal of central target setting data – staff reliance on professional judgement against benchmarks and standards - ongoing during assessment and reporting calendar.	KB	Guidance completed by end of Oct 2022	Increase in meaningful learner conversations to reflect target grades and agreement of all stakeholders in process. Learners more ownership of targets and increased accuracy in reporting and four Lens process for raising attainment.,	3.2	Done – Four Lens organically changing
• Development of Cooperative Learning strategies	EC			2.3	
• Quality Assurance processes Further development and refinement of QA processes and yearly cycle	IS EC	Terms 1-4	Streamlined and interconnected shared priorities for school improvement QA Calendar to be shared with staff	1.1 2.3	Ongoing Lesson ob feedback gathered from T2 to influence development points
• Raising attainment				3.2	

ACTION	WHO?	WHEN?	EXPECTED IMPACT		Progress
New Fraserburgh Academy attendance procedure development in line with new Aberdeenshire policy	DM	Term 1	Increase in attendance.		Complete
Attendance data processed and shared with relevant staff with fortnightly reviews.	DM	Term 1-4	Increase in attendance.		Ongoing

PRIORITY 4: TEAM FRASERBURGH

ACTION	WHO?	WHEN?	EXPECTED IMPACT	QI	Progress
Further establish **The Fraserburgh Way** • Emphasis on positive mobile phone use	DM PW	Term 1-4	Consistent approach by all staff	1.3 2.3 3.1	Ongoing Survey to be launched shortly.
• Development of Out of Class Procedure	IS	Term 1	Establishment of clear procedure for learners out of		Completed

			class. Maximising learning and teaching time for all.		
• Develop culture of Belonging and Pride in school Variety of events, assemblies, learning activities to be developed and shared.	IS PW DM KB EC EW	Terms 1-4	All learners feel a sense of belonging to Fraserburgh Academy and community. All learners proud to be part of school.	1.3 3.1	Ongoing Values essemblies Across term 3 and 4. Values wall.
• School Promotion School website/social media Fraserburgh Herald School Open Day 2022	EC	Term 1-4	Better celebration and promotion of success resulting in better community relationships and commitment Improved image and reputation of the school. Improving relationship with stakeholders and enhancing partner working	1.3	Fraserburgh Herald Social media protocol Open day Pulling together twitter news to appear on school twitter page On-going upgrade to school website
• Promotion of positive wellbeing for all	PW			3.1	Nurture training sessions being offered from S Taylor. Awaiting dates from S Taylor.
• Focus on school values Support impact team Series of events and activities with a values focus	IS DM	Term 1-4	School values embedded into the life of the school	1.3	Ongoing

• Developing Leaders Range of opportunities and activities to promote leadership skills made available for unpromoted teaching staff and learners.	IS	Terms 1-4	Development of leaders at every level of school community	1.3	Ongoing
• Staff as one team Every opportunity taken through all staff communication and events to change attitudes and to develop a sense of common purpose and directions.	IS	Terms 1-4	All staff working together as one team. No 'them and us'	1.3	Ongoing

Attainment and Achievement Summary – how do we know we are doing well (So What)?

Fraserburgh Academy

Attainment Review

Sept 2022

SQA Results 2022

- Source – Insight
- The Scottish government Data source for exams and attainment
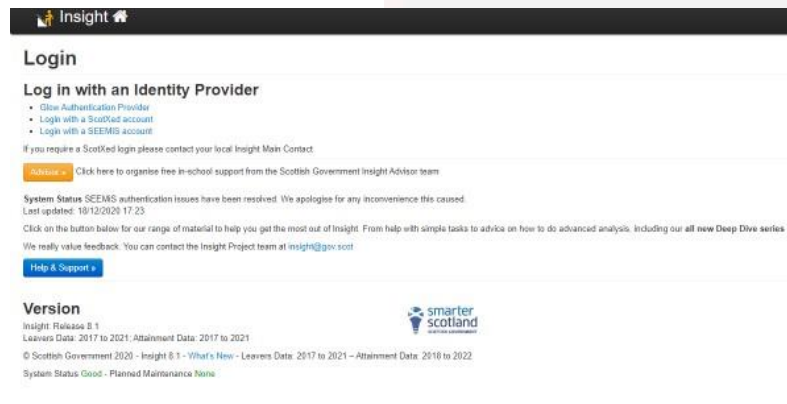
- Virtual Comparator

To enable schools to be compared like for like, for each learner we have at Fraserburgh that sits an SQA exam, Insight finds 10 similar learners from outside Aberdeenshire in terms of age, gender, year stage and several social and economic factors and compares their results to ours – this is called the Virtual Comparator School.

Pass Rates

	N5 A-C	N5 A-D	H A-C	H A-D	ADH A-C	ADH A-D	Overall no award
2017	67.79	76.4	67.94	76.57	78.87	94.37	22.87
2018	60.68	75	72.45	81.85	82.5	90	22.45
2019	56.07	73.15	60.68	75	84.13	96.83	21.98
2022	62.55	76.65	62.42	85.61	61.79	72.15	18.66
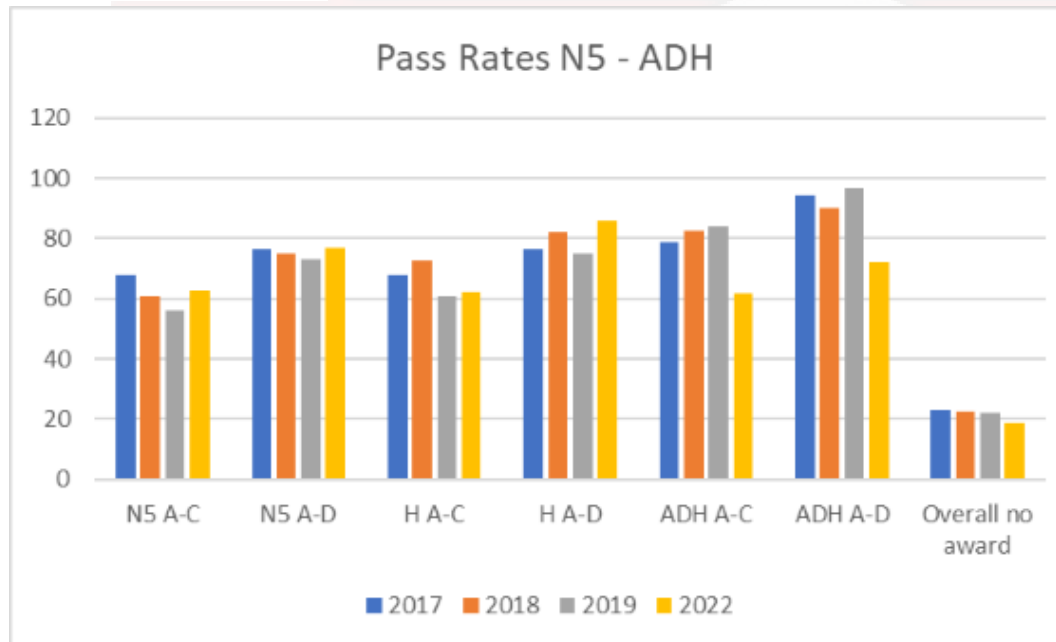
Summary of key Aberdeenshire Measures

	2013	2014	2015	2016	2017	2018	2019	2020	2021	**2022**
% 5 X L5 by S4	24.26	26.07	33.6	40.55	42.36	44.1	44.64	53.3	40.65	**39.09**
VC	30.85	32.37	33.48	42.35	38.87	42.97	44.42	47.5	46.54	**46.41**
% 3 X L6 by S5	16.19	26.07	22.54	24.22	28.37	35.32	34.06	34.8	34.6	**34.1**
VC	25.59	28.21	31.27	29.14	38.09	36.62	38.34	41.69	40.85	**40.32**

Summary of Aberdeenshire Measures against VC
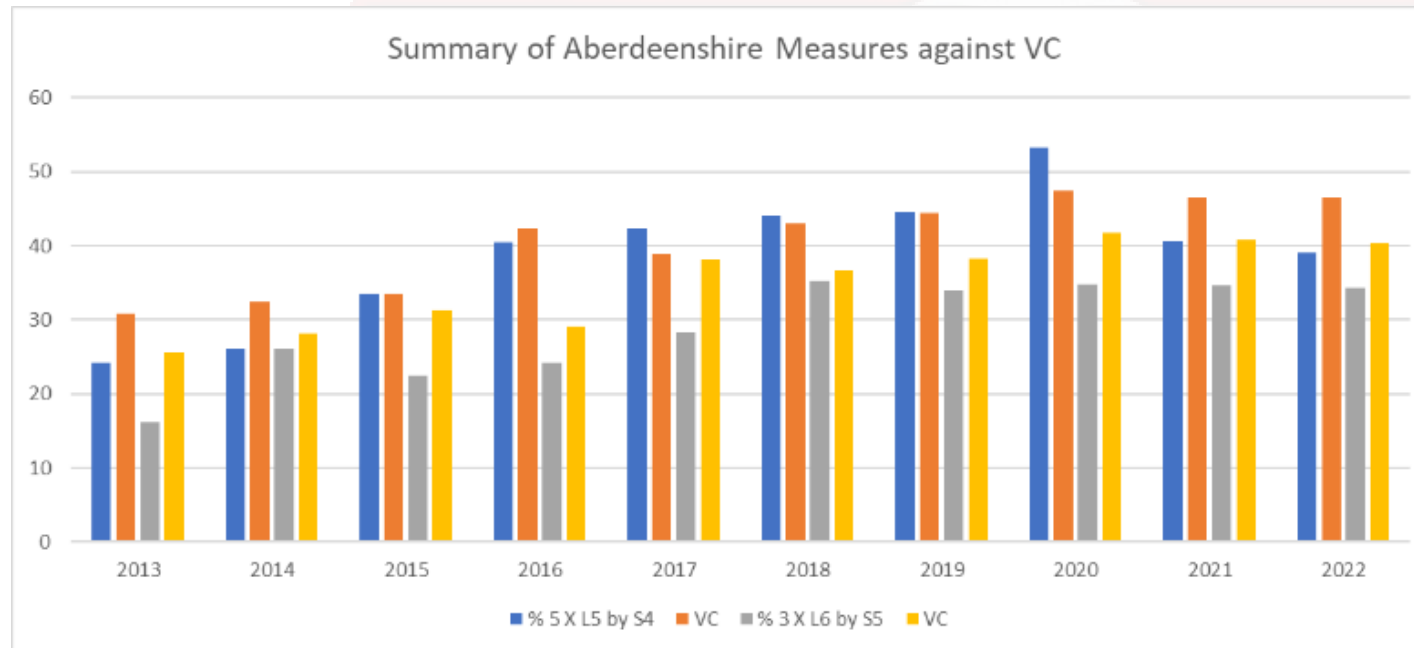
Y2. % 5 X SCQF Level 5 by end of S4

	2013	2014	2015	2016	2017	2018	2019	2020	2021	**2022**
% 5 X SCQF L5 by S4	24.26	26.07	33.6	40.55	42.36	44.1	44.64	53.3	40.65	**39.09**
VC	30.85	32.37	33.48	42.35	38.87	42.97	44.42	47.5	46.54	**46.41**
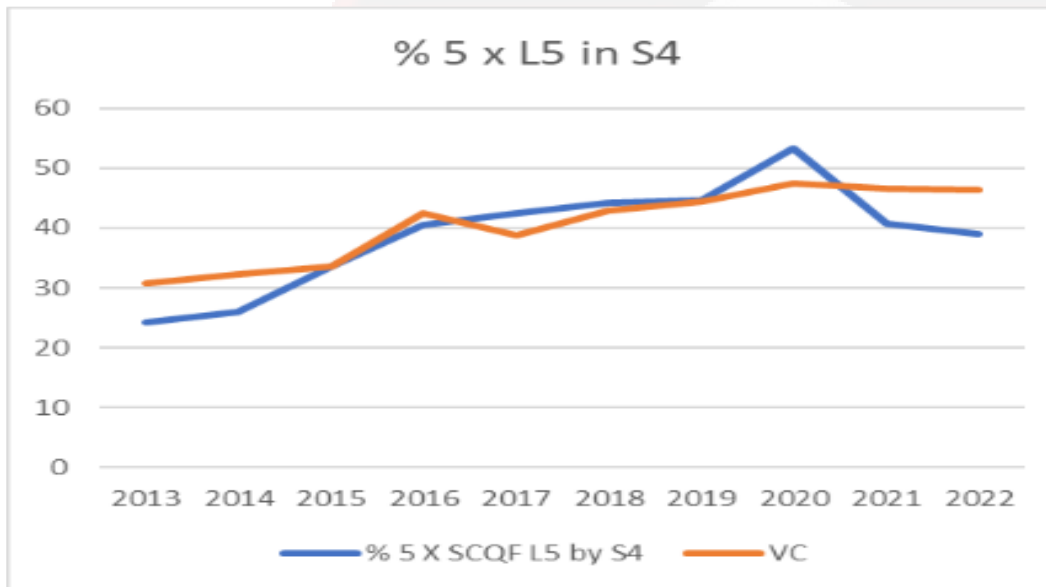
Y2. % 3 X SCQF Level 6 by end of S5

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% 3 X SCQF L6 by S5	16.19	26.07	22.54	24.22	28.37	35.32	34.06	35.11	34.6	**34.26**
VC	25.59	28.21	31.27	29.14	38.09	36.62	38.34	41.69	40.85	**40.32**
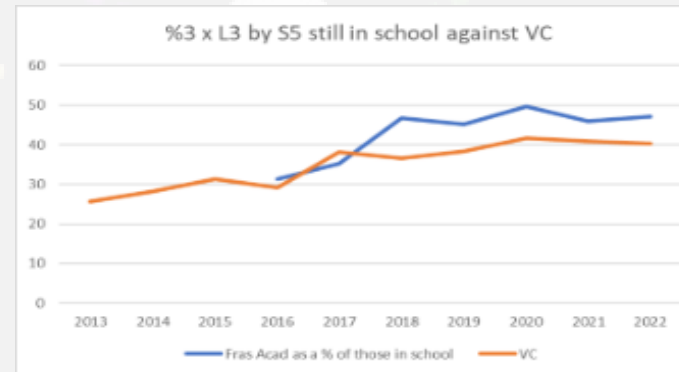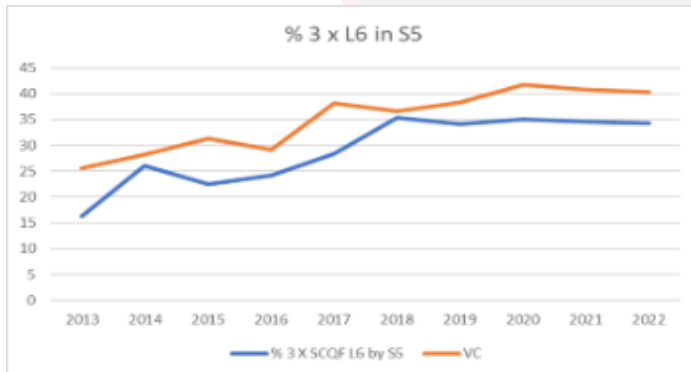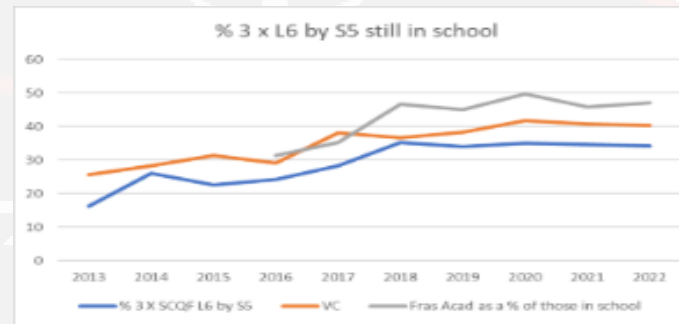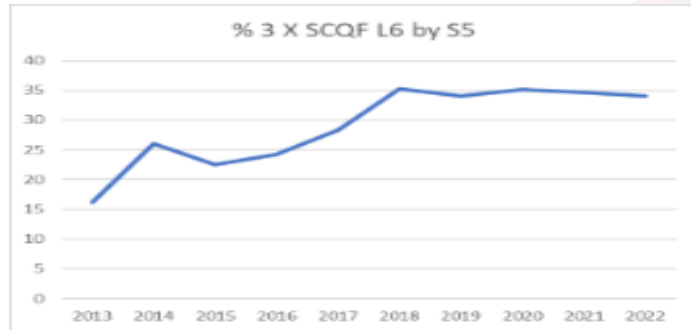
Y3. % 5 X SCQF Level 6 by end of S5

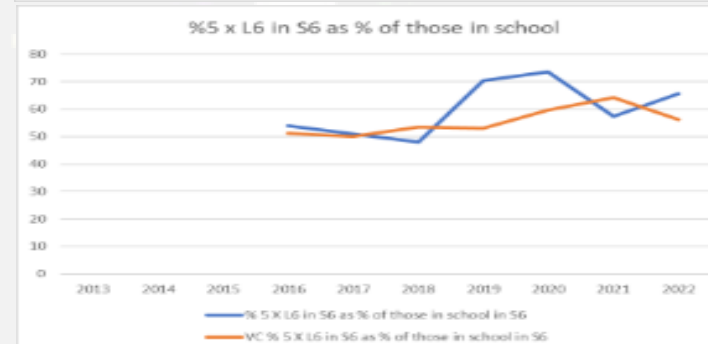|	2016	2017	2018	2019	2020	2021	2022
% 5 X SCQF L6 by S5	10.16	11.63	19.90	17.03	19.11	17.06	**17.13**
VC	12.89	18.84	16.07	18.6	21.02	21.71	**20.6**
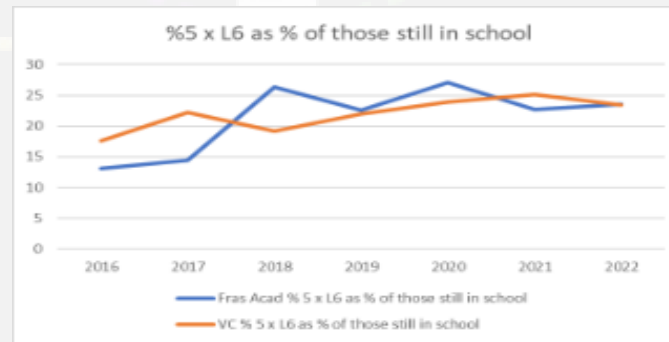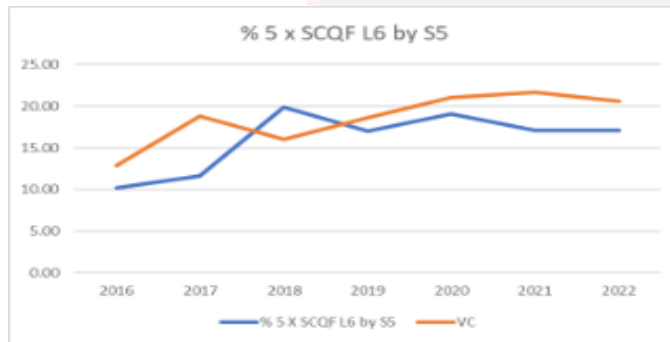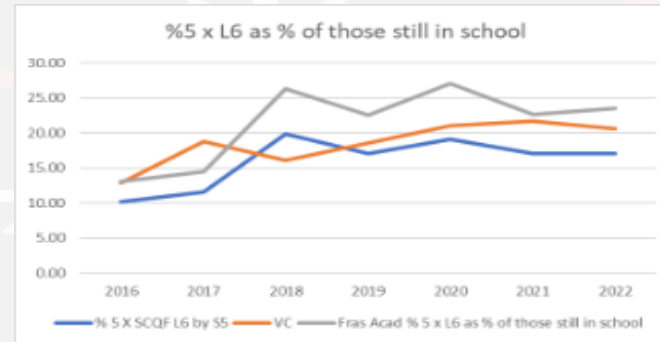
Y4. % 5 X SCQF Level 6 by end of S6

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% 5 X SCQF L6 by S6	15.81	17.01	20.43	18.87	21.12	21.50	29.21	27.63	26.11	**27.01**
VC	21.34	24.52	26.17	26.98	25.58	31.96	29.21	33.82	36.59	**34.31**
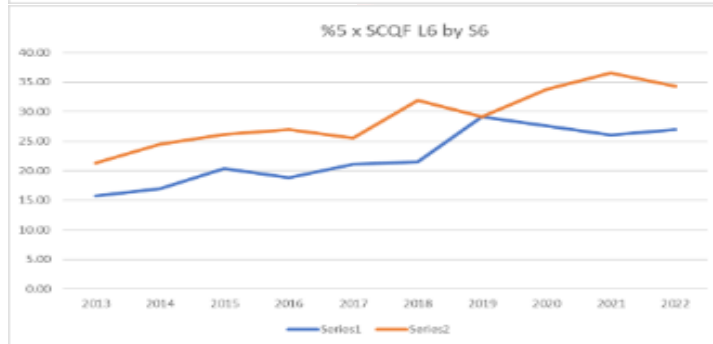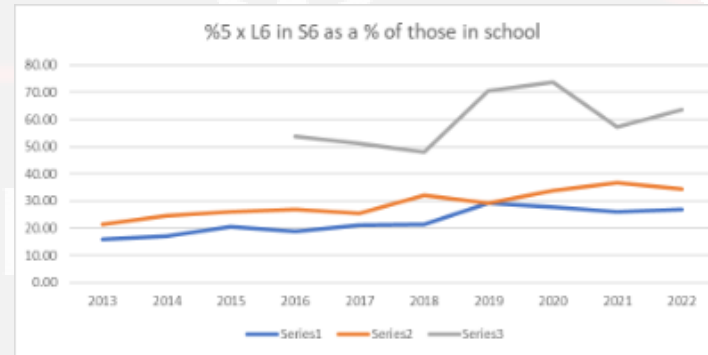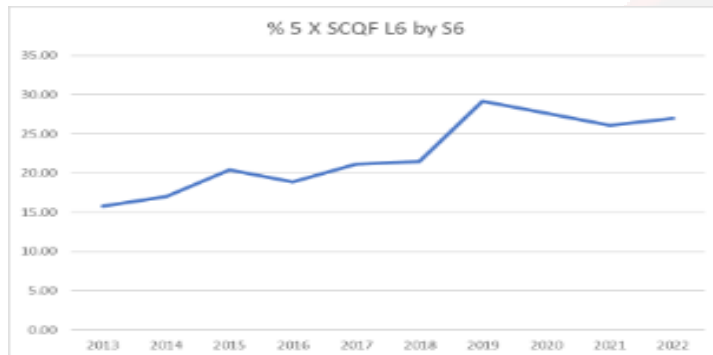
Course Comparator Values

	N5	H	ADH
2017	-0.7436	-0.208	-0.522
2018	-0.5736	-0.065	-0.651
2019	-0.5956	-0.462	-0.37
2020	-0.64	-0.32	-0.02
2021	-0.25	0	0.22
2022	-0.46	-0.68	-0.96

Whole School average CCV by course levels
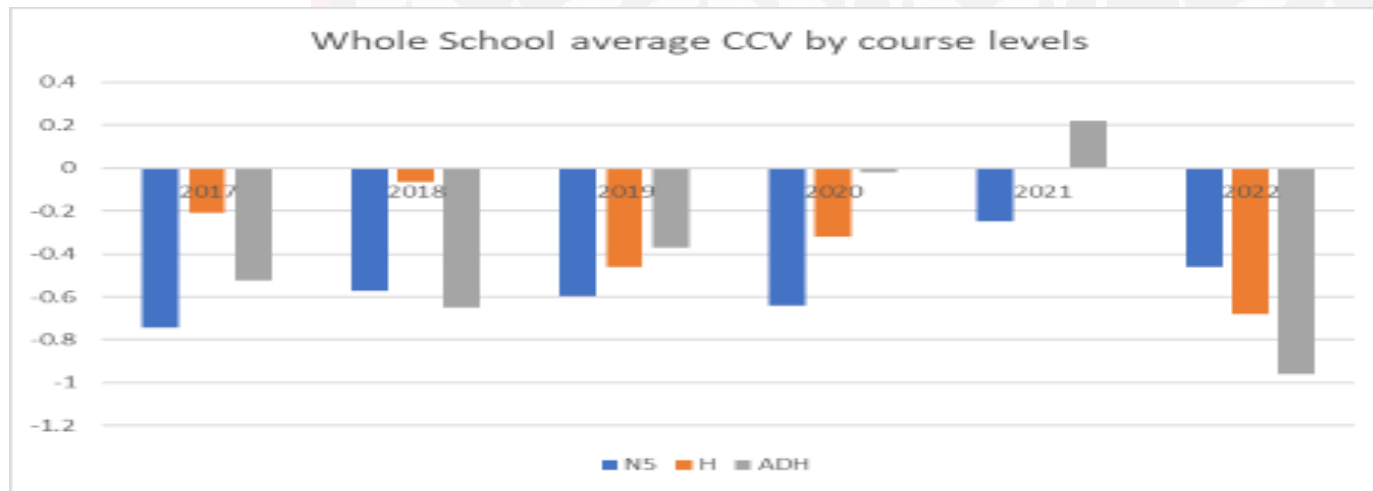
SQA Results v Assessment Performance

% 5 x L5 in S4

Oct 2022 - 35% achieved 5 x L5 in S4

Jan 2022 – 35.95% achieved 5 x L5 in S4

Actual result currently 39.09%

% 3 x L6 in S5

Oct 2021 – 33.2% achieved 3 x L6 in S5

Jan 2021 – 33.2% achieved 3 x L6 in S5

Actual result = 34.26%

Results v assessment data would indicate that our assessment process are a good predictive indicator of final SQA results.