

# Fraserburgh Academy

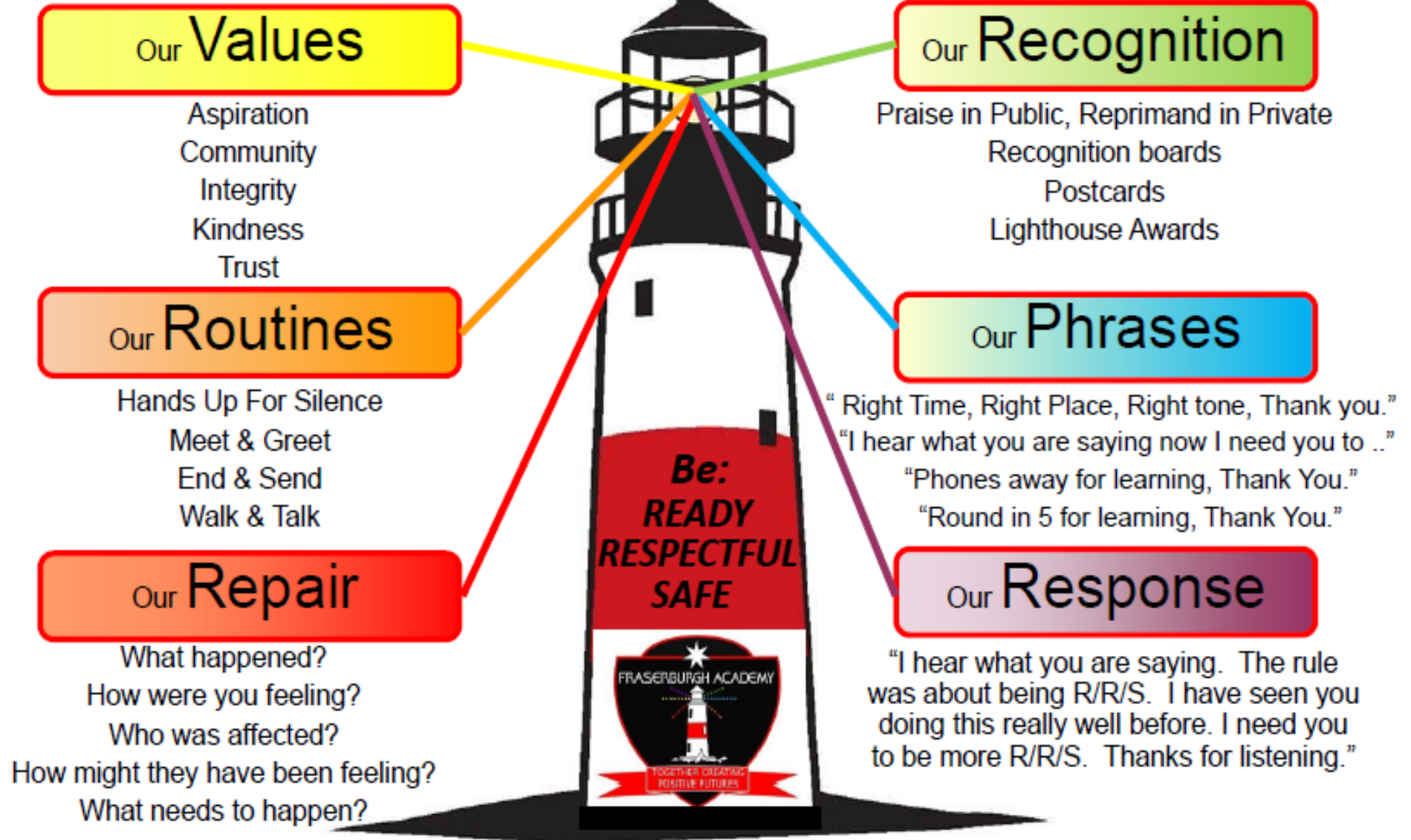
Standards & Quality Report  
2022 - 2023  
&  
School Improvement Plan  
2023 - 2024



**Record of updates**

Date	

# The Fraserburgh Way



## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for session 2023-2024. This report forms part of our quality improvement framework and provides important information regarding our school's 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

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

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](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)

## **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 2022- 2023.

Key priority 2022/23	Key actions undertaken	Impact (achieved throughout 2022/23)
<b>EQUALITY AND INCLUSION</b>	<ul style="list-style-type: none"> <li>• Development of Compass Centre</li> <li>• Further development of alternatives to exclusion</li> <li>• Nurture approaches – whole staff involvement</li> <li>• Value and celebrate diversity and challenge discrimination</li> <li>• Pupil Voice activities</li> <li>• Further development of Family Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Increased capacity to support young people unable to access the school building</li> <li>• Agreement on school day structure moving forwards</li> <li>• Shine rolling survey</li> </ul>
<b>GROWTH CURRICULUM</b>	<ul style="list-style-type: none"> <li>• Learner Pathways</li> <li>• Further development of partnerships</li> <li>• Partnership work with AFCCT</li> <li>• Partnership work with CLD</li> <li>• S3 Ambassadors group – Partnership work with: Police Scotland, Active Schools, CLD, AFCCT, and social work.</li> <li>• School day structure</li> <li>• Embed skills framework into wider achievement opportunities</li> <li>• Embed Stem strategy in BGE</li> <li>• Implement and further develop SHAPE initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Revised SP Portfolio</li> <li>• <b>S3</b> Targeted group engage more positively with school.</li> <li>• Access To expansion to all learners inc.</li> </ul> <p>Beauty Elective &amp; Football Elective            Harbour Integrated Education Plan            CLD Construction Project            School day structure launched            Skills framework into Pedagogy – SDS co led CLPL            Stem strategy developed into Renewables Curriculum            SHAPE cancelled</p> <ul style="list-style-type: none"> <li>• Enriched learning experiences/Skills development Targeted group engage more positively with school</li> <li>• Improvements to structure of school day to enhance learning and teaching for all, leading to formal Consultation and ratification</li> <li>• Following launch of GC in school curriculum, review extra Curriculum for Skills coherence</li> </ul>

		<ul style="list-style-type: none"> <li>• Horizontal Integration across STEM subjects</li> <li>• Growth Curriculum project</li> </ul>
<p><b>CORE BUSINESS</b></p>	<ul style="list-style-type: none"> <li>• Positive Behavioural Management Strategies</li>   <li>• DRIVE Learning and Teaching Programme</li>   <li>• Further support and promote the use of The Fraserburgh Lesson and revisit previous work already set in motion.</li> <li>• Evaluate previous learning and teaching programmes such as Elevate and Core and support the launch a new Learning and Teaching programme for 2022/23</li> </ul> <p>Develop and promote:</p> <ul style="list-style-type: none"> <li>• Interactive workshops for staff development</li> <li>• follow up activities such as learning logs; learning walks; observations and evaluation forms</li> <li>• Development and use of materials and resources across the school</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>DRIVE L&amp;T programme</u></b>: Improve consistency across the school and</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive workshops for staff development</li> <li>• follow up activities such as learning logs; learning walks; observations and evaluation forms</li> <li>• Development and use of materials and resources across the school</li>   <li>• Improve consistency across the school and provide teachers with the opportunity to reflect on and share good practice</li> <li>• Learning and Teaching Programme and Policy</li> <li>• The DRIVE Programme</li> </ul>



	<p>provide teachers with the opportunity to reflect on and share good practice</p> <ul style="list-style-type: none"> <li>• Assessment</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• Target Setting</li> </ul> <p>Removal of central target setting data – staff reliance on professional judgement against benchmarks and standards - ongoing during assessment and reporting calendar.</p> <ul style="list-style-type: none"> <li>• Quality Assurance processes</li> </ul> <p>Further development and refinement of QA processes and yearly cycle</p> <ul style="list-style-type: none"> <li>• Raising attainment</li> </ul> <ul style="list-style-type: none"> <li>• New Fraserburgh Academy attendance procedure development in line with new Aberdeenshire policy</li> <li>• Attendance data processed and shared with relevant staff with fortnightly reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater accuracy in reporting and more reflective of years progress rather than single snapshot.</li> <li>• Empower staff to use professional judgement rather than reliance on summative assessment.</li> <li>• Fairer system for learner.</li> <li>• 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.</li> <li>• Streamlined and interconnected shared priorities for school improvement</li> <li>• QA Calendar to be shared with staff</li> <li>• Increase in attendance.</li> </ul>
<p><b>TEAM FRASERBURGH</b></p>	<p>Further establish <b>The Fraserburgh Way</b></p> <ul style="list-style-type: none"> <li>• Emphasis on positive mobile phone use</li> <li>• Development of Out of Class Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approach by all staff</li> <li>• Establishment of clear procedure for learners out of class. Maximising learning and teaching time for all.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop culture of Belonging and Pride in school</li> </ul> <p>Variety of events, assemblies, learning activities to be developed and shared.</p> <ul style="list-style-type: none"> <li>• School Promotion</li> </ul> <p>School website/social media Fraserburgh Herald School Open Day 2022</p> <ul style="list-style-type: none"> <li>• Promotion of positive wellbeing for all</li> <li>• Focus on school values</li> </ul> <p>Support impact team Series of events and activities with a values focus</p> <ul style="list-style-type: none"> <li>• Developing Leaders</li> </ul> <p>Range of opportunities and activities to promote leadership skills made available for unpromoted teaching staff and learners.</p> <ul style="list-style-type: none"> <li>• Staff as one team</li> </ul> <ul style="list-style-type: none"> <li>• Every opportunity taken through all staff communication and events to change attitudes and to develop a sense of common purpose and directions.</li> </ul>	<ul style="list-style-type: none"> <li>• All learners feel a sense of belonging to Fraserburgh Academy and community. All learners proud to be part of school.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• School values embedded into the life of the school</li> <li>• Development of leaders at every level of school community</li> <li>• All staff working together as one team. No 'them and us'</li> </ul>
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# Fraserburgh Academy School Priorities Session 2023/24

## Equalities

- Closing the Racial Awareness Gap
- Further development of Diversity agenda
- Focus on Equity and Inclusion
- Focus on Anti-Racist Leadership Programme
- Development of a whole school mental health strategy
- See Me Programme roll-out
- Breakfast Club
- Development of Pupil Voice Activities
- Attainment of Silver Rights Respecting School Award

## Curriculum

- Consolidation and further development of Connect period
- Qualification assessment development
- Increased use of digital technology including for assessment
- Connected curriculum S1/2
- Meta Skills
- Harbour Education Plan Implementation

## Core Business

- Development of Assessment Is for Learning strategies
- Focus on improving learner attendance
- Consolidate skills framework into learning & teaching and wider opportunities
- Learning Policy Development
- Stretch Aims focussed work
- Appointment of PT Flexible Pathways
- Increased use of digital technology including for assessment

## The Fraserburgh Way

- Further develop culture of **belonging** and pride in school
- Further embed school values
- Staff as one team
- School uniform/carrying equipment
- School promotion, internally and externally
- Improved levels of consistency
- Development of Leadership at all levels
- Middle Leadership Training
- Further development of mainstream and subject withdrawal procedures

## **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:**

**(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. Feedback from parents is encouraged and received in a variety of ways – through conversations with PTsG, SLT, correspondence with school.
- Partnership working with a range of partners such as the S4 Ambassadors group has allowed a targeted group of pupils to received appropriate supportive interventions.
- There is an ethos of professional engagement and collegiate working within the 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.
- Teaching Staff, Non Teaching, pupils, parents consultation via surveys, evening consultations and special pupil leadership meetings.

### 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, with a specific focus on the Broad General Education.
- Develop a new approach to L&T – Compass led learning
- Develop a new approach to Assessment – Organic Assessment
- Develop a new approach to qualification validation in S4 – Co-Authored Qualifications
- 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.
- Refine faculty partnerships with FE and HE schools of university via RGU and NESCOL partnership

## 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 with 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 within 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.
- Develop a new approach to L&T based on OECD learning compass, promoting co-agency between learners and teachers – Compass Led Learning
- Develop a new approach to assessment where the naturally occurring outcomes of the learning journey are the focus of assessments

**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:**  
**(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 is 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 learners 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/Fraesburgh 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.
- Continue to embed whole school nurturing approaches . Staff will be given ongoing opportunities to cascade any information from training received. Nurture training for staff is ongoing this session.
- 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.
- Focus on closing the Racial Awareness Gap
- Further development of the Diversity agenda
- Focus on Equity and Inclusion
- Focus on Anti-Racial Leadership Programme

- Development of whole school Mental Health Strategy
- See Me Programme roll out
- Further development of Breakfast club provision
- Appointment of PT Flexible Pathways
- Attainment of Rights Respecting Schools Silver Award

### 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 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
- Changed BGE Reporting:
- One of the significant improvements made in this session was the shift in focus for BGE reporting, aligning with emphasis on quality indicators. Instead of emphasising SQA-related levels, the new approach centres on Curriculum for Excellence (CfE) levels. This shift has been instrumental in enhancing staff understanding and practice with BGE E's and O's. By aligning reporting with CfE levels, staff are better equipped to tailor their teaching to meet the specific needs of students and foster holistic development, in line with 3.2 focus on improving the learning experience.

Removed BGE Assessment Windows:

- Another important change introduced was the removal of BGE assessment windows, directly addressing Quality Indicator 3.2. This step was taken to reduce reliance on a single summative assessment and to introduce the concept of SMWD (continuous and supportive assessment) as an alternative method. This approach allows for a more comprehensive evaluation of student progress over time, emphasising growth and development rather than a single assessment event, which aligns with 3.2 emphasis on ongoing assessment and improvement.

Removed SP Assessment Window:

- The removal of the SP assessment window also supports Quality Indicator 3.2, marking a significant shift in assessment planning. By eliminating the traditional prelim window, educators now have greater flexibility in planning assessments when learners are ready and at suitable times within their courses. This change alleviates pressure points for learners and aligns the assessment schedule more closely with the SQA exam window, promoting a more conducive learning environment for students on continually assessed courses, in accordance with 3.1 and 3.2 emphasis on learner-centred approaches.

Specialist Staff Sessions on S1 NSA Data Analysis:

- In pursuit of continuous improvement, sessions were conducted with specialist staff to critically analyse the new S1 NSA (National Standardized Assessments) data, directly addressing Quality Indicator 3.2. The aim was to identify areas of development for the cohort and make necessary curriculum adjustments. Furthermore, there is a long-term goal to collaborate with the cluster to address gaps in literacy and numeracy skills within the p7/S1 cohort, demonstrating a commitment to data-driven decision-making, in line with HGIOS4's focus on using data to inform improvement strategies.

Revision of Staff Guide for SQA Verification and Accreditation:

- Streamlining processes for faculties to apply for and obtain accreditation for new courses, as outlined in recent educational reform and review, has been a priority. A revised staff guide for SQA Verification and Accreditation has been created to simplify these procedures, especially for courses traditionally found in the Further Education (FE) sector. This initiative promotes efficiency and ensures that faculties can readily meet the necessary accreditation requirements, in accordance with further emphasis on efficient administrative processes

**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.

#### **Impact Team on Organic Assessment:**

- The Impact Team dedicated to Organic Assessment has been actively working on increasing the utilisation of SMWD in BGE assessments, directly aligning with Quality Indicator 3.2. This method promotes ongoing assessment and provides a more accurate reflection of students' progress, fostering a deeper understanding of their capabilities and areas for improvement, in accordance with 3.2 focus on assessment for improvement.

#### **Creating Self-Tutored Reports for Learners:**

- Recognising the importance of holistic student development, the Impact Team is also focused on creating self-tutored reports for learners. These reports aim to highlight not only academic success but also other achievements and contributions in the classroom. This approach fosters a positive learning environment that values diverse skills and talents, in line with school priority and emphasis on promoting positive school culture and ethos.

ASL Digital Hub:

- The establishment of an ASL (Additional Support for Learning) Digital Hub directly aligns with Quality Indicators 3.1/3.2. This dedicated digital space is designed to expand the use and practice of digital assessments for ASL students. With ASL coordinating the school's SQA and assessment IT efforts, this initiative ensures that all learners have equitable access to digital resources and assessments, in accordance with 3.1 focus on inclusive education and equitable opportunities.

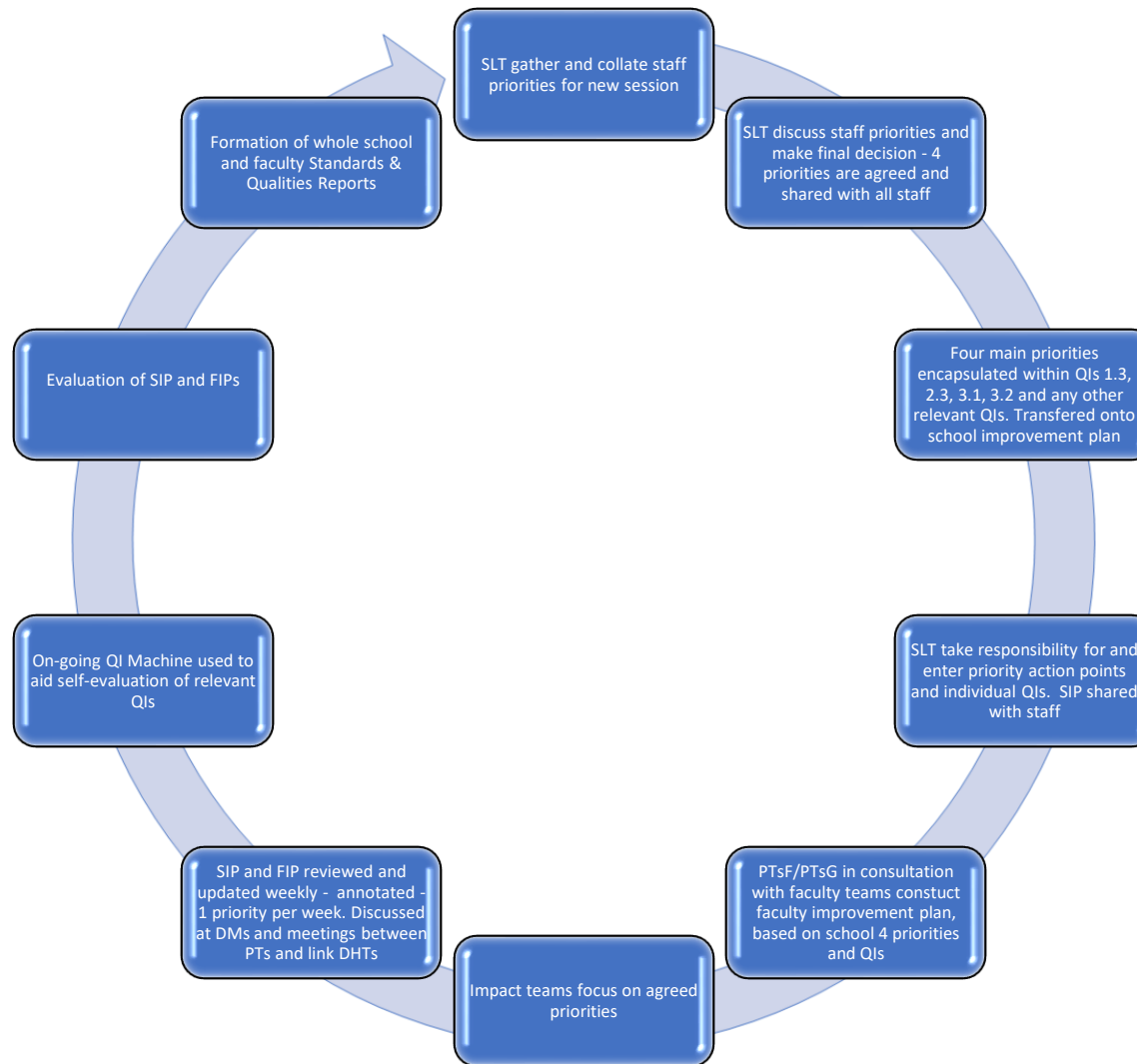
Enhanced DHT/PTG Guide:

- As part of the ongoing improvement process, there are plans to enhance the DHT (Deputy Head Teacher) and PTG (Pupil Support Teacher) guide. This enhancement aims to make meetings more effective by including discussions on both attainment and attendance. By leveraging data already gathered, this process will contribute to improved student outcomes in terms of attendance and academic achievement, aligning with 3.1 and 3.2 emphasis on promoting student achievement and wellbeing.





# Fraserburgh Academy Quality Assurance and Self-Evaluation Annual Cycle



**PRIORITY 1: Equalities**

<b>ACTION</b>	<b>Flesh out</b>	<b>WHO?</b>	<b>WHEN?</b>	<b>EXPECTED IMPACT</b>	<b>QI</b>	<b>PROGRESS</b>
	<ul style="list-style-type: none"> <li>Closing the Racial Awareness Gap</li> </ul>	IS	During session 2023/24	Deepen pupil understanding of prejudice and discrimination, and the effect this has on the wellbeing of others.	3.1	On-going
	<ul style="list-style-type: none"> <li>Further development of Diversity agenda</li> </ul>	IS	During session 2023/24	Celebrate diversity within learner body and build positive community relations	3.1	On-going
	<ul style="list-style-type: none"> <li>Focus on Equality and Inclusion</li> </ul>	IS	During session 2023/24	Work with all school stakeholders to develop a deeper awareness of equality and inclusion in all aspects of school life	3.1	On-going
	<ul style="list-style-type: none"> <li>Focus on Anti Racist Leadership Programme</li> </ul>	IS	During session 2023/24	Deepen pupil understanding of prejudice and discrimination, and the effect this has on the wellbeing of others.	3.1	On-going
	<ul style="list-style-type: none"> <li>Development of whole school mental health strategy</li> </ul>	PW			3.1	On-going
	See Me Programme roll-out	PW			3.1	On-going
	Breakfast Club	DM	ongoing	Pupils attendance increases		Process linked to late gate developed
	Development of Pupil Voice activities	EW		Pupil Survey on School Day Oct 23	1.2	On-going
	Attainment of Silver Rights Respecting School Award	IS	During terms 1 & 2			On-going

**PRIORITY 2: Core Business**

<b>ACTION</b>	<b>WHO?</b>	<b>WHEN?</b>	<b>EXPECTED IMPACT</b>	<b>QI</b>	<b>Progress</b>
Development of Assessment Is for Learning strategies (CLL & OA)	EW/KB	Ongoing – Impact Team to consider once process starts.	Compass Led learning Policy – Training planning	2.3, 3.2	Impact team exploration of SMWD as method of assessment in BGE.
Focus on improving learner attendance	DM	Ongoing	Improved attendance	2.3, 3.2	Fortnightly data sets created and shared worth SLT and PTG for consideration
Consolidate skills framework into learning & teaching and wider opportunities ( CLL Skills to the Front)	EW	CLL Skills to the front subgroup of CLL Impact team		2.3, 3.2	
Learning Policy Development (CLL)	EW	Impact team forming Aiming for draft policy aims by Xmas OECD Project Infinity pilot launching Sept 2023		2.3, 3.2	Impact teams about to launch Project infinity early communication
Stretch Aims focussed work	KB	Ongoing	Appointment of fixed term PT Learning Pathways – support attainment of lowest attaining 20%, SIMD 1-2 and learners furthers from a positive destination.	2.3, 3.2	Data sourced and passed to IS, proposal to Authority made for funding and and accepted. Awaiting further Authority guidelines and decisions.

Appointment of PT Flexible Pathways	PW			2.3, 3.2	
Increased use of digital technology including for assessment (GC, CLL)	EW/KB	CLL development processes, GC S1 Projects development – By May 24	Learner led learning via digital means, profiling, use of platforms for Projects	2.3, 3.2	Impact teams to soon meet

### **PRIORITY 3: Curriculum**

<b>ACTION</b>	<b>WHO?</b>	<b>WHEN?</b>	<b>EXPECTED IMPACT</b>	<b>QI</b>	<b>PROGRESS</b>
Consolidation and further development of Connect period	EW		RRS focus and awareness	1.3 2.2	Ongoing content development
Qualification assessment development	KB EW	Ongoing	<b>New policy on validation process for school authored qualifications</b> <b>Increased attainment of L4 &amp; 5 credit points as components courses.</b> <b>Units of 6, 12, 18 or full 24 credits.</b>	2.2 3.1 3.2	School guide re SQA qualification approval and verification guide created and circulated. Updated as experience further SQA visits. Co-authored Quals
Increased use of digital technology including for assessment	KB EW			2.2 3.2	Dedicated Digital Assessment suite allocated for ASL. Further discussion regarding AAA and digital support for assessments.

Connected curriculum S1/2	EW		<b>Partnership working across faculties. Project based learning across S1 5 Projects</b>	2.2 2.3	Partnership groupings launched CAT/Inset time identified for inter-faculty working
Meta Skills (Putting skills at the Front)	EW		<b>Pedagogy strategies for bringing skills out of learning journeys shared</b>	<b>2.3</b>	Idea only Impact team to take forwards
Harbour Education Plan Implementation	EW		<b>Renewables Curriculum Expands and shared with learners and partners</b>	2.2 3.3	Boat naming competition

#### Priority 4: The Fraserburgh Way

ACTION	WHO?	WHEN?	EXPECTED IMPACT	QI	PROGRESS
Further develop culture of <b>belonging</b> and pride in school	IS DM EC		Enhance school website as 'shop window' of all going on in school. School Development Corner – to highlight where we've been and where we are headed.	1.3, 3.1	
Further embed school values	DM			1.3, 3.1	
Staff as one team	IS			1.3, 3.1	
School uniform/carrying equipment	EC		Promotion of school uniform - issuing of certificates 2X throughout session for 30 consecutive days	1.3, 3.1	

			Share bags expectations in Connect periods		
School promotion, internally and externally	EC		Fraserburgh Herald partnership. Enhanced school website as 'shop window' of all going on in school. School Development Corner – to highlight where we've been and where we are headed.	1.3, 3.1	
Improved levels of consistency	ALL			1.3, 3.1	
Development of Leadership at all levels	EC		Leadership Pathways Programme Leadership Portfolio 2X collegiate/collaborative workshops Action planning and trio meeting	1.3, 3.1	