

# Standards and Quality Report 2018-2019 Improvement Plan 2019-2020

School: **Cults Academy**

Head Teacher: **David Barnett**



**Growing our potential; supporting our community; creating our futures**

[www.cults-academy.aberdeen.sch.uk](http://www.cults-academy.aberdeen.sch.uk)



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## Context of the school:

Cults Academy opened in 1967 and is a non-denominational six year comprehensive school serving the suburbs of Aberdeen along the Lower Deeside valley. Our associated primary schools are Culter Primary School, Cults Primary School, Milltimber Primary School and Lairhillock Primary School (in Aberdeenshire). A significant number of placing requests are received every year. We enjoy very positive and productive links with our associated schools, including a very well organised transition programme.

The school roll for 2018-2019 was 1002. The S1 intake was 195, with the roll being capped by the local authority.

The school is managed by a Senior Leadership Team, consisting of the Head Teacher, three Deputy Head Teachers and a Resources Manager. The Extended Leadership Team consists of eight Faculty Heads. Pupils are supported by six Principal Teachers of Pupil Support (Pastoral) and one Principal Teacher of Pupil Support (Curriculum).

Pupils belong to one of five houses – Cairn, Devenick, Friarsfield, Murtle, and Ronan, with each house led by a Principal Teacher of Pupil Support (Pastoral), supported by a Deputy Head Teacher.

The school works hard to meet the very aspirational needs of the pupil and parent body. Expectations from parents are rightly very high, and they are very supportive of their children, with very high attendance at Parents' Evenings. The school is supported well by its Parent Council and its PTA.

The Scottish Index of Multiple Deprivation (SIMD) for Cults Academy shows that the overwhelming majority of our young people live in deciles 6 -10. Our Pupil Equity Fund allocation (based on free school meals entitlement) was £18,000.

We have a school full of ambitious, motivated, hardworking, polite and well-behaved young people. The school has a very calm, purposeful atmosphere, both in classes and in corridors and social spaces.

In terms of outcomes, the school performs to a very high standard, with the school regularly outperforming its virtual comparator in almost every measure.

However, we also believe very much that outcomes aren't just about exam performance. 100% of our school leavers in 2018 are in positive destinations. The hard work and commitment of our staff leads to the offer of a wide range of Opportunities for Personal Achievement, including a number of sporting opportunities, drama, music and so on. Particular features are the annual Activities Week, and the annual inclusive whole school Sports Day.

The school went through a major change in session 2018-2019 with the retirement of the Head Teacher, Anna Muirhead, after 14 years in post. Her successor, David Barnett, took up post in January 2019, following two previous headships at Buckie High School and at Elgin Academy.

The school was inspected by Education Scotland in March 2019, with the inspection report published in 21 May 2019. This is a very positive report, with actions arising from the inspection being addressed within our School Improvement Plan for 2019-2020.

### **Aberdeen City vision statement:**

**Strong partnerships will ensure that Aberdeen is a high achieving City of Learning which:**

- **Offers nurturing, relevant learning opportunities for all**
- **Strengthens the resilience of all**
- **Celebrates aspiration, ambition and innovation with all**

### **School vision statement:**

The current school vision statement reads:

**At Cults Academy, pupils and staff work together to create a school where we are:**

- **Growing our potential**
- **Supporting our community**
- **Creating our futures**

This vision was revised in session 2013-2014. Given the length of time since then, and with the arrival of a new Head Teacher, it was felt that the time was right to look again at vision and values. A consultation process started in February 2019 and will be ongoing with the intention that a new vision and set of values will be in place for Autumn 2019.

### **School values and aims:**

The current school values are:

- **Respect**
- **Pride in self and others**
- **Resilience**
- **Fairness**
- **Responsibility**

Again, as above, these are currently under review, with a full consultation process under way.

## Review of School Improvement Plan Progress 2018-2019

<b>Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy Learning and Teaching</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence:</b></p> <ul style="list-style-type: none"> <li>• This entire improvement priority was reviewed by the new Head Teacher, with a view to refining and developing a priority area in the new SIP for 2019-2020, focusing on the formulation of a learning and teaching policy, to further develop young people's thinking skills and increase challenge and depth of learning. A strategy for improving learning and teaching will be created, alongside a comprehensive professional learning programme.</li> <li>• The new Head Teacher identified pupil voice, participation and leadership as an area requiring immediate action; a consultation process on this took place in the spring of 2019, with a new structure due to be launched in August 2019. The use of HGIOURS will feature within this.</li> <li>• A new Quality Improvement Framework will be developed as a priority within the 2019-2020 SIP, which will build on the work done in 2018-2019 on classroom visits.</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Development of Learning &amp; Teaching Policy in 2019-2020.</li> <li>• Creation of a strategy to improve learning and teaching in 2019-2020.</li> <li>• Launch of Pupil Voice Structure – August 2019.</li> <li>• Development of Quality Improvement Framework in 2019-2020.</li> </ul>	

<b>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children</b>	
<b>NIF Priority</b> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<b>NIF Driver</b> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
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<b>Pupil Equity Fund 2018-2019 Budget £18,000</b>	
<b>Impact and Evidence (including use of Interventions linked to Pupil Equity Funding):</b> <ul style="list-style-type: none"> <li>• P&amp;S1 'PEF' information is shared on transition, with new S1 pupils monitored.</li> <li>• Mentoring of key individual pupils has continued, with enjoyment and engagement measured on the Leuven Scale.</li> <li>• Faculties have provided and developed materials for positive learning experiences for pupils at danger of disengaging.</li> <li>• PEF has been used to access support such as Youth Development Workers, and accreditation of Wider Achievement Awards.</li> <li>• Individual tracking information on pupils who attract Pupil Equity Funding is available separately.</li> <li>• The May 2019 Education Scotland Summary of Inspection Findings states: <i>"Senior leaders have used the school's Pupil Equity Fund (PEF) allocation appropriately to improve the learning experiences and progress of a few young people. This has led to young people accessing their learning more easily through new resources. It has also been used to promote initiatives which have supported young people in improving their attendance and being more successful in their learning and achievement."</i></li> <li>• ROV Project 2018-2019 – Six pupils from S2/3 were involved in designing and building an underwater remotely operated mini vehicle. The pupils received initial input one period per week from local youth worker Dougie Simpson. This increased in January 2019 to two periods per week. The pupils met in Design and Technology. Pupils were asked to rate aspects such as self-confidence, motivation, overall experience of school and school enjoyment at the start and at the end of the project.</li> </ul>	

1-5 Scale

	Overall experience of school		Self Confidence		School Enjoyment		Motivation	
	Before	After	Before	After	Before	After	Before	After
Pupil 1	4	4	5	5	4	5	4	4
Pupil 2	3	4.5	4	3.5	3	3	3.5	4
Pupil 3	3	4	4	4	2	3.5	3	4
Pupil 4	3	3	3	4	2	2.5	3	3.5
Pupil 5	3	4	3	3	3	4	4	4
	16	19.5	19	19.5	14	18	17.5	19.5
	64%	78%	76%	78%	56%	72%	70%	78%
	+14%		+2%		+16%		+8%	

Some quotes:

“Enjoyed the project. In think I can work better now in a team.”

“Should help me to become a mechanic. It has helped me to try harder.”

**Next Steps**

- To continue with measures in place in 2018-2019 into 2019-2020. The amount of Pupil Equity Funding remains at £18,000.

<b>Improvement Priority 3: Improvement in children and young people's health and wellbeing</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1 1.Improvement in attainment, particularly in literacy and numeracy</li> <li>2 Closing the attainment gap between the most and least disadvantaged children</li> <li>3 Improvement in children and young people's health and wellbeing</li> <li>4 Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence</b></p> <ul style="list-style-type: none"> <li>• Almost all pupils feel safe and know who could support them if they ever do not. This is shown in our survey results and captured in our "Supporting Emotional Wellbeing at Cults Academy" poster. It was also recognised as a strength during our recent Inspection from Education Scotland. The issuing of a Child Protection Short Guide and accompanying photos at the front door make it clear for all who come to work with young people at Cults Academy. Updated Faculty Folders have ensured that staff can quickly be directed towards further sources of support. In addition, analysis of survey results led to follow up 1-1 training offered to staff who required further support.</li> <li>• All teachers are aware of the wellbeing indicators and aware of how they support young people with their wellbeing. Our recent Inspection found that wellbeing underpins everything we do. Teachers showed during class observations and focus groups, their commitment to wellbeing. Pupil Support evidenced regular use of the wellbeing indicators through transition work and learning conversations.</li> <li>• Almost all pupils are aware of the wellbeing indicators and can articulate the ways in which the school helps them to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Our articulate young people are well aware of the wellbeing indicators, as shown through focus groups and through the work of our Rights Respecting Schools Group.</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Moving forward, our young people will work more closely with staff, through School Improvement Groups, to continue to foster a shared understanding of wellbeing.</li> </ul>	

**Improvement Priority 4: Improvement in employability, and sustained, positive school-leaver destinations for all young people**

<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<p><b>HGIOS?4 QIs</b></p>	
<ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership of management and staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<p><b>Impact and Evidence</b></p> <ul style="list-style-type: none"> <li>• Confidence of staff was increased through the organisation of a 'Lunch &amp; Learn' session.</li> <li>• A formal DYW Partnership with ROVOP was launched in the autumn of 2018.</li> <li>• The new HT quickly recognised that DYW was an area which could benefit from more input from partners. A good practice visit, involving a DHT and two PTs Pupil Support took place to Elgin Academy in Moray. This will help to inform our plans for 2019-2020, in line with the area for improvement outlined in the May 2019 Education Scotland report on the school.</li> <li>• The school has become a Scottish Credit and Qualifications Framework (SCQF) Ambassador school, in order to promote understanding of the different pathways through the curriculum.</li> <li>• A PT Pupil Support gave a presentation on the Career Education Standard and Career Management Skills to the Extended Leadership Team in June 2019.</li> <li>• The Parent Council is putting together a database of parents who will be able to offer expertise from their own areas of work.</li> </ul>	
<p><b>Next Steps</b></p> <p>The further improvement in this area will feature as a key priority in the SIP for 2019-2020, in line with recommendations from the Education Scotland report on the school. This will include:</p> <ul style="list-style-type: none"> <li>• Dedicated time (0.2 FTE) for a member of staff to work solely on coordinating this SIP priority.</li> <li>• Ensuring that all young people are aware of the broad range of learning pathways which are available to them.</li> <li>• Embedding the Career Education Standard in subjects across the school.</li> <li>• Engaging more with the business community</li> <li>• Training young people to be 'My World of Work' ambassadors, and to be SCQF Ambassadors. Both of these will allow young people and parents to have a clearer understanding of all the opportunities available to young people.</li> </ul>	

<b>Improvement Priority 5: Parental Engagement in Whole School Evaluation</b>	
<p><b>NIF Priority</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ol>	<p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School Improvement</li> <li>• Performance Information</li> </ul>
<b>HGIOS?4 QIs</b>	
<ol style="list-style-type: none"> <li>1.6 Self-evaluation for self-improvement</li> <li>1.7 Leadership of learning</li> <li>1.8 Leadership of change</li> <li>1.9 Leadership of management and staff</li> <li>1.10 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>	<ol style="list-style-type: none"> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> <li>3.2 Securing children's progress (ELC)</li> <li>3.3 Increasing creativity and employability</li> </ol>
<b>Impact and Evidence</b>	
<ul style="list-style-type: none"> <li>• Questionnaire was issued to parents in November 2018. Results influenced improvement planning processes throughout the course of the year.</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• The use of HGIOURS will be built into the Quality Improvement Framework which will be developed in 2019-2020. It will also be used as part of the new Pupil Voice structure, due to be launched in August 2019.</li> <li>• Questionnaires for parents (and for pupils, staff and partners), will be issued on an annual basis as part of the intended Quality Improvement Framework.</li> </ul>	

## Core Quality Indicator Evaluations based on Audit / Self-Evaluation Activity

School: Cults Academy

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

ELCC (where appropriate)

Quality Indicator	ELCC Self-Evaluation
1.3 Leadership of change	
2.3 Learning, teaching and assessment	
3.1 Ensuring wellbeing, equity and inclusion	
3.2 Securing Children's Progress	

6	Excellent	outstanding sector leading
5	Very Good	major strengths
4	Good	important strengths with some aspects for improvement
3	Satisfactory	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

### Capacity for continuous improvement statement

Our overall evaluation of the school's capacity for continuous improvement:

**We are confident in our capacity for continuous improvement.**

**Comment:** From the Education Scotland inspection report in May 2019: "We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection."

As a school, we know our strengths and areas for improvement well. This was underlined by the fact that our own Quality Indicator ratings matched those of the inspection team.

# IMPROVEMENT PLAN 2019-2020

## Cults Academy



**PART TWO: School Improvement Plan 2019-2020 - Key Priorities informing Improvement Planning (National, Local and Service / School)**

National Priorities	Local Authority Priorities
<p><b>Cross cutting themes</b></p>	<ul style="list-style-type: none"> <li>• Expand Early Learning and Childcare by 2020.</li> <li>• Establish Aberdeen as a UNICEF Child Friendly City.</li> <li>• Implement the recommendations of the child protection inspection</li> <li>• Improvement Methodology 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026</li> </ul>
<p><b>NIF Priority 1: Improvement in attainment, particularly in literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>• Locality Plans seek to increase attainment of children in Priority Areas on entry to P1.</li> <li>• Senior phase /Learner Pathways</li> <li>• Increase data literacy at all levels of the system</li> </ul>
<p><b>NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children.</b></p>	<ul style="list-style-type: none"> <li>• Close the Gap through effective multi-agency working</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> </ul>
<p><b>NIF Priority 3: Improvement in children and young people's health and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• Improve mental health services and understanding of the effects of trauma</li> <li>• Reduce youth crime</li> <li>• Increase pupil participation</li> <li>• 85% of children and young people will report that they feel mentally well by 2026.</li> </ul>
<p><b>NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</b></p>	<ul style="list-style-type: none"> <li>• Provide age appropriate employment skills for children and young people in schools</li> <li>• Survey aspirations to sharpen our pre and post school supports</li> <li>• Expand and improve post school learning and employment opportunities for children and young people</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> </ul>

### Overview

#### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School Improvement
- Performance Information



#### LOIP ‘Prosperous People’ partially realised through the ICS ‘Children are our Future’ theme identifies 3 primary drivers:

- Children are safe and responsible
- Children are getting the best start in life
- Children are respected, included and achieving

#### The ICS primary drivers have guided the formation of 4 key priorities for action:

- Closing the Gap
- Youth engagement and inclusion
- Health and wellbeing
- Community safety and environment

### HGIOS?4 QIs

- |   |                                       |  |
|---|---------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 2.1 Safeguarding and child protection | 3.1 Ensuring wellbeing, equality and inclusion |
| 1.2 Leadership of learning                    | 2.2 Curriculum                        | 3.2 Raising attainment and achievement         |
| 1.3 Leadership of change                      | 2.3 Learning, teaching and assessment | 3.2 Securing children’s progress (ELC)         |
| 1.4 Leadership of management and staff        | 2.4 Personalised support              | 3.3 Increasing creativity and employability    |
| 1.5 Management of resources to promote equity | 2.5 Family learning                   |  |
|   | 2.6 Transitions                       |  |
|   | 2.7 Partnerships                      |  |

### Curriculum for Excellence – Entitlements for all children and young people

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18.</li> <li>2. Every child and young person is entitled to experience a broad general education.</li> <li>3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.</li> </ol> | <ol style="list-style-type: none"> <li>4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy and health and wellbeing.</li> <li>5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which <i>Curriculum for Excellence</i> can provide.</li> <li>6. Every young person is entitled to support in moving into a positive and sustained destination.</li> </ol> |
|--|---|

**Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy, through Improved learning and teaching**

**Lead Responsible: David Strang (DHT)**

**Partnership Forum (where appropriate):**

**Expected Outcome(s) for whom, by when, by how much?**

- The creation of a learning and teaching policy will help to further develop young people's thinking skills and increase challenge and depth of learning (by December 2019).
- Alongside this a strategy for improving learning and teaching will be created, including regular peer observation and a comprehensive professional learning programme. (By December 2019)
- Our aim is that improved learning and teaching will lead to improved attainment. (August 2020)

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
Learning & Teaching policy and strategy in place. Evidence gathered through learning observations, staff/pupil/parent questionnaires, analysis of data	2.3	A School Improvement Group is created with staff, pupil, parent and partner representation.	4 x 1 hour meetings		D Strang + AN Other	December 2019	
	2.3	A member of staff is given dedicated time to lead work in this area	One day per week	0.2 FTE	TBC	August 2020	
	2.3 1.1	New policy indicates number of observations to take place in the year.	Potential cover needed to allow observations to take place	Potential cost of cover	All staff to participate	By May 2020	
	2.3 1.1	Further development of in-house Learning and teaching professional development programme.			D Strang	By October 2019	

**Monitoring Progress and Evaluating Impact**

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

## Pupil Equity Fund Budget Allocation April 2019 - £18,000

### Pupil Equity Fund Rationale 2019-2020

**‘All our work to interrupt the cycle of deprivation and its impact on children’s progress’.**

**Rationale of how you plan to use Pupil Equity Funding to provide ‘additionality’ to core service delivery in new or enhanced activity to close the poverty related gap. A clear contextual analysis which identifies the poverty related attainment gap and plans must be based on evidence of what is known to be effective at raising attainment for children affected by poverty. E.g. EEF (Education Endowment Foundation)**

**Five Key Areas: Attainment; Attendance and Punctuality; Exclusion / Inclusion; Engagement; Participation**  
**Achieving Equity - Identified gap(s) to raise attainment; Targeted Interventions; Quintiles / Deciles**

### **Analysis of data indicates Pupil Equity Funding will be used provide additional resources to support gaps in:**

There is no single barrier to doing well, with no single group identifiable. Lack of engagement is not necessarily indicative of our lowest ability pupils. Annually, pupil numbers in deciles 2-5 are very small.

Barriers to learning are identified as:

- For a small group of pupil, not having money for extra resources can lead to a reduction in confidence and self-esteem.
- For a small pocket of individuals across all deciles, there is a lack of a clear pathway or sense of educational worth leading to disengagements with learning and school as a whole.

**Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people**

**Lead Responsible: David Barnett (HT) / Brian Angus (DHT)**  
**(See PEF Spending Plan for continuation items)**

**Expected Outcome(s) for whom, by when, by how much?**

- PEF fund will be managed to access support providers as required to support pupils in danger of underperforming / disengagement
- Increased attendance by May 2020 of pupils targeted through PEF Funding. Aim for no pupil below 75%
- All curriculum areas continue use of interventions and impact measures in subject areas to increase attainment of targeted group.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	PEF £			On Track
<ul style="list-style-type: none"> <li>• Engagement by group of individuals from education</li> <li>• Further deepening of understanding of Outcomes and measures by staff</li> <li>• Impact of interventions, measured by:                             <ul style="list-style-type: none"> <li>○ Attendance statistics</li> <li>○ Leuven Scale</li> <li>○ SQA results analysis of affected pupils</li> <li>○ PEF budget monitored and allocated</li> </ul> </li> </ul>	1.5	P7/S1 PEF information shared on transition and new S1 pupils monitored			B Angus	August 2019	
	1.5	Continue with resource / mentoring provision to key individual pupils measuring enjoyment and engagement on the Leuven scale		Use of PEF	D. Barnett  Partnership and individual staff mentors	June 2020	
	1.5 2.3 3.2	All faculties to continue to provide and develop materials for positive learning experiences for pupils at danger of disengaging		Use of PEF	DHTs to monitor  Faculty PTs	June 2020	
	1.5 3.2	PEF to continue to be used to access support such as youth Development Workers and accreditation of Wider Achievement Awards		Use of PEF	D. Barnett  DHTs / PT Pupil Support (Curriculum)	September 2019 – June 2020	

**Monitoring Progress and Evaluating Impact**

**Impact and Evidence:**



Improvement Priority 3: Ensuring Wellbeing, Equality and Inclusion			Expected Outcome(s) for whom, by when, by how much?				
Lead Responsible: Nick Cowling (DHT)			<ul style="list-style-type: none"> <li>By January 2020, almost all young people will report positive mental health.</li> <li>By April 2020, almost all young people have either never experienced bullying or, if they have, they feel the school deals with it effectively.</li> <li>By June 2020, attainment for young people with additional support needs remains above virtual comparator for the lowest, middle and top.</li> </ul>				
Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	PEF £			On Track
							Behind Schedule
							Not Actioned
<ul style="list-style-type: none"> <li>Surveys will show at least 91% of young people reporting positive mental health.</li> <li>Pupil Support staff will report reduction in referrals to the ACIS service.</li> <li>Pupil survey shows at least 91% have never experienced bullying or agree that it is dealt with effectively <i>current overall figure for comparison is 78%:</i> <ul style="list-style-type: none"> <li>11% Strongly Agree</li> <li>30% Agree</li> <li>37% Never Experienced</li> </ul> </li> <li>INSIGHT data will show that attainment for young people with ASN is above virtual comparator for lowest, middle and top.</li> </ul>	3.1 1.3	<ul style="list-style-type: none"> <li>Set up Wellbeing Strategy Group to include partners to HWB with Strategic Focus (<i>or link to Partnership Forum?</i>)</li> <li>Young people with Protected Characteristics will help lead the Wellbeing and Equalities Working Group.</li> <li>Upskill staff through Mental Health First Aid Training</li> <li>Run Mental Health and Wellbeing week with changes related to pupil feedback</li> </ul>	PEFs as required	All staff, Counsellor, Nurse, PTPS	DHT/ PTPS/ W&E Group	January 2020	
	3.1 2.5	<ul style="list-style-type: none"> <li>Introduce Bullying Ambassador Programme and Mentors for Violence Protection.</li> <li>Wellbeing Captains to organise and lead Lunchtime Wellbeing Drop Ins for S1</li> <li>Pupils to work in with PTPS to update PSE Curriculum so that all clear on how to support positive relationships</li> <li>Pupil Survey to be held in Spring</li> </ul>		All teachers, PTPS, DHTs	PTPS/ DHT	April 2020	

		<p>2020 which can be compared to results of Spring 2019 survey.</p> <ul style="list-style-type: none"> <li>• Publish “Parental Guide” to Supporting Emotional Wellbeing/Anti Bullying</li> </ul>					
		<ul style="list-style-type: none"> <li>• Create link with SFL Faculty at Portlethen Academy</li> <li>• Revise ASN Booklet to improved Spreadsheet format</li> <li>• Link SFL Teacher to faculties for advice and consultation</li> <li>• SEEMIS ASN List cross referenced and Target Group selected for Intensive Tracking</li> </ul>		All Teachers	PTPS/ DHT	June 2020	
<b>Monitoring Progress and Evaluating Impact</b>							
<b>Impact and Evidence:</b>							

### Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Lead Responsible:

Partnership Forum (where appropriate):

### Expected Outcome(s) for whom, by when, by how much?

- All young people are fully aware of the broad range of learning pathways which are available to them, and a clear understanding of the opportunities available to them.
- All young people will have the opportunity to develop skills to support them in their future learning, life and work.
- The Career Education Standard (CES) will be embedded in all subject areas.
- An increased number of meaningful business links will be in place, giving relevance to the learning of young people. Aim for at least one more influencing business partnership, in co-operation with DYW North-East.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> <li>• Feedback from faculties on plans to embed CES. Audit and observations.</li> <li>• Feedback from young people. Specific baseline survey on pupil awareness of pathways. Look for improvement with further survey by end of academic session.</li> </ul>	1.5 1.3 1.4	Protected time allocated to PTPS to coordinate this SIP priority	One day per week	0.2 FTE	B. Angus A. Barker	In place for August 2019	On Track
	1.3 2.2	Faculties expected to outline how they will address CES, through FIPs			Faculty PTs	September 2019	Behind Schedule
	2.2	Support to faculties in raising awareness of good practice in embedding CES			A. Barker	August / September 2019	Not Actioned
	2.2	Collaborative work with DYW North-east to identify increased number of business links			A. Barker	Ongoing	
	2.2	Training young people to be SCQF Ambassadors			A. Barker	October 2019	
	2.2	Training young people to be My World of Work Ambassadors			A Barker	November 2019	

### Improvement Priority 5: Self-evaluation for self-improvement

Lead Responsible: D. Barnett

### Expected Outcome(s) for whom, by when, by how much?

- The school will have a clear and concise Quality Improvement Framework for evaluating the quality of its work, drawing together and adding to the good practice which already exists.
- This will include a structure to provide our young people with a stronger say in their learning and in decisions which affect the school as a whole. This structure is ready to be implemented in August 2019
- This will lead to the easier identification of key areas for improvement, with the aim of securing further improvements in attainment and achievement.

Impact Measures How will we know?	QI	Specific Actions	QI 1.5 Management of resources to promote equity		QI 1.3 Leadership of change  Who?	Timescale  By When?	Progress
			Time Resource	School Budget Resource £			On Track
<ul style="list-style-type: none"> <li>• All staff, pupils, parents and partners are aware of and involved in the Quality Improvement Framework</li> <li>• Improvements in attainment and achievement in subsequent years.</li> </ul>	1.1 1.2 1.3	Launch and implementation of Pupil Voice Structure – assemblies in August 2019			D. Barnett	August 2019 and then ongoing throughout school year.	On Track
	1.1 1.2 1.3	Formation of School Improvement Group which will help to create the Quality Improvement Framework	4 x 1 hour meetings		D. Barnett  S.I.G.	By November 2019.	Behind Schedule
	1.1 1.2 1.3	Implementation of Quality Improvement Framework.			D. Barnett  All staff, pupil, parents and partners	January 2020	Not Actioned

### Monitoring Progress and Evaluating Impact

*(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)*

**Impact and Evidence:**

<b>QI 1.2 Leadership of Learning 2019-20</b> <b>Professional Engagement and Collegiate Working – Leadership at all Levels</b>		
<b>Whole School Initiatives / Maintenance Areas</b>	<b>Leader(s)</b> <b>Promoted and Unpromoted Staff</b>	
Quality Improvement Framework	School Improvement Group to be formed.	<p>A key principle with regard to leadership of these groups will be to encourage members of staff (other than SLT) and/or pupils to lead. Pupil, parent and partner representation will be encouraged where appropriate.</p> <p>For the three groups which are directly addressing a SIP priority, a School Captain will be appointed to ensure pupils participation and leadership. A member of the SLT will link with each group.</p>
Learning & Teaching Framework	School Improvement Group to be formed.	
Developing the Young Workforce	School Improvement Group to be formed.	
Wellbeing & Equalities		
Rights Respecting Schools		
Eco Schools		
Social Committee		
Activities Week		
Health & Safety		

Digital Learning		
Tracking, Profiling and Reporting		
Curriculum Steering Group		

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