



**STANDARDS & QUALITY REPORT
AND
IMPROVEMENT PLAN**

FOR

ALFORD ACADEMY



LAST UPDATED: September 2016

Aberdeenshire Council Education & Children's Services

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

1. Context of our school

“WORKING TOGETHER TO NURTURE, INSPIRE AND ACHIEVE”

Mission Statement

Alford Academy recognises that one size does not fit all. Our young people are born individuals and should leave school as individuals. Alford Academy is committed to unlocking each youngster’s potential, raising their aspirations and helping them to be all they can be, in a safe, healthy and caring environment.

Our Values

The work and life of our school is underpinned by the 5 values of respect, wisdom, justice, compassion and integrity.

Our Aims

• Attainment and Achievement

To raise standards of educational attainment and wider achievement for all our pupils, especially through the skills of literacy, numeracy, health and well-being, information communication and technologies and working with others.

• Learning and Teaching

To promote the highest quality learning experiences for pupils by investing in professional development to create knowledgeable, confident and skilled teachers capable of raising the attainment and achievement levels of our pupils.

• Inclusion and Equality

To provide equality of opportunity to access education in a way that is engaging and appropriate to the pupils’ interests, physical and intellectual needs.

• Values and Citizenship

To work with pupils, parents and employees to promote self-respect, respect for others and interdependence within society. In turn our pupils will understand the duties and responsibilities of citizenship in a democratic society.

• Learning for Life

To equip pupils with positive attitudes and expectations, encourage creativity, ambition and entrepreneurial skills that will help them prosper in our changing society.



Alford Academy is a six-year secondary school located in the Donside village of Alford, approximately 25 miles to the west of Aberdeen and within easy reach of the Cairngorms National Park. The village of Alford and surrounding area is rich in local culture and heritage, including the 'Doric' dialect, the famous poet; Charles Murray, the Sculpture Workshop at Lumsden, Craigievar Castle and Castle Fraser as well as Alford's Transport Museum and Heritage Centre.

A new Alford Community Campus opened in October 2015. This shared campus is home to Alford Academy, Alford Primary, Community Learning and Development, Sports and Leisure, Library Services and a Design and Print satellite unit. Our indoor facilities include a swimming pool, sports hall, rock wall and theatre. Outdoors we have an all-weather pitch, running track, grass pitches and dry ski slope. A short distance away is the school's own forestry plot, gifted by the Murray Park Trustees.

Alford Academy works closely with its thirteen associated primary schools to ensure pupils experience a coherent education and effective transitions. We work together across schools on a formal and informal basis, to support curricular change, pastoral care and welfare as well as professional development.

Alford Academy is one of the smaller Aberdeenshire secondary schools with a school roll of 576 pupils in session 2015-2016, 314 girls and 262 boys. 15 pupils attend Alford Academy through placing requests. Our Scottish Index of Multiple Deprivation (SIMD), (the Scottish Government's official tool for identifying those places in Scotland suffering from deprivation with decile 1 being the most deprived through to decile 10 the least deprived) is as follows: 0% of our pupils are in the most deprived deciles 1,2 and 3, 0.15% are in decile 4, 8.81% are decile 5, 4.73% are decile 6 and the majority of our pupils (86.31%) are in least deprived deciles 8, 9 and 10.

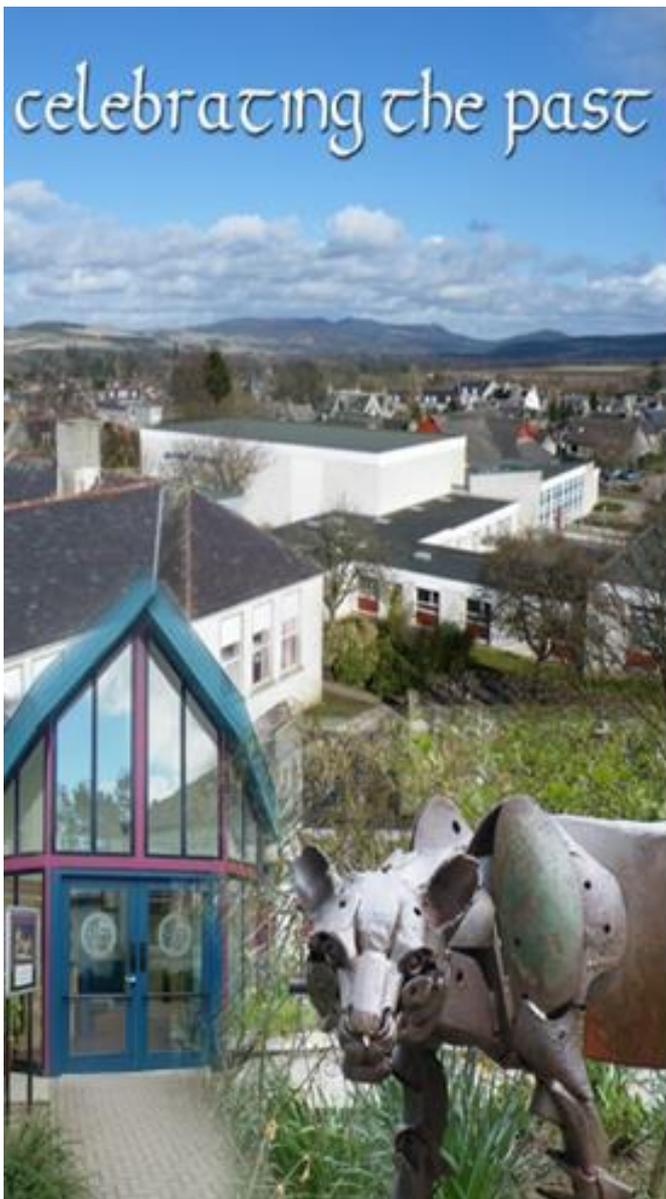
The school has 47 full time equivalent teaching staff. The Senior Management Team consists of a Head Teacher, three Depute Head Teachers and a Support Co-ordinator. There are 13 Principal Teachers (Faculty), including three Principal Teachers of Guidance and one Principal Teacher of Support for Learners. The following faculties are currently in place: English, Mathematics, Modern Languages, Business Education and Computing, Science (Science, Biology, Chemistry and Physics), Enterprise and Creativity (Art & Design, Home Economics and Technical), PE/Health, Performing Arts (Music and Drama) and a Faculty of Humanities (RMPS, History, Geography, Modern Studies). There are 10.3 full time equivalent Additional Support for Learners (ASfL) teachers working across the Alford Cluster Schools. An extensive team of support staff, incorporating janitors, technicians, pupil support assistants, librarians and office staff, support the work of Alford Academy and cluster schools.

Alford Academy has a very positive inclusive ethos. We are a welcoming, caring, ambitious and proud school and committed to continuous improvement through self-evaluation. Through an open door, approachable leadership style, a culture of dialogue and open communication, we further develop our culture of ambition and achievement.

Alford Academy is not just a school, it is a learning community that recognises teaching and learning does not start and stop at the school gates. Through development of partnerships in and out of school, we work as a team to provide the very best learning and leadership experiences and opportunities for all. In turn we aim to support and furnish each individual youngster with the knowledge, skills, experiences, insight and drive that will set them on their path to a prosperous future, effectively contributing to life and work in Aberdeenshire, Scotland and world wide.

Overall strengths of the school

- Our distinctive positive ethos, working together in a climate of mutual respect and ambition for every individual. We know our pupils.
- Our high attainment and celebration of our pupils' wider achievement.
- Our wide ranging partnerships; working with pupils, parents, businesses and organisations, further and higher education, to support learning and the wider life of the school.
- The many and varied opportunities for staff and pupil leadership.
- Our innovative learning in, through and about technologies.



2. How good is our

How good is our leadership and approach to improvement?

Evaluation and Summary

Alford Academy has good leadership at all levels and a good approach to improvement.

Evidence based self-evaluation is at the heart of our daily practice and central to the work of the school. Collaborative approaches to self-evaluation within school and across schools are developing. Increasingly data and feedback in various forms is being interrogated to identify improvement priorities and their impact on outcomes for learners.

Almost all staff contribute to our collegiate learning culture across the school. Increased professional learning events have taken place with a focus on pedagogy (including using technologies). We continue to focus on supporting our young people to develop resilience. Our learners are involved in discussion about their learning and are given dedicated time to discuss their next steps in learning and plan careers.

All staff are ambitious for our young people. Pupils, parents, partners and staff have increasingly worked together to improve opportunities and experiences for learners.

Senior leaders are approachable and have proactive roles supporting and challenging their teams. Professional reviews are held annually and professional learning is delivered to support professional development and school improvement. School chaplains join school staff to provide pastoral support and our Human Resources Officer works closely with the school team to support the health and well-being of our team.

Finances are allocated in an equitable way. Systems and support are in place to monitor finances. Resources to support learning have been purchased throughout the year, these include additional laptops, iPads and Apple TVs to develop learning through technologies.

Quality Indicator 1.3 Leadership of Change

Strengths

- Senior leaders led and managed a smooth transition to the new campus.
- Changes to the new school day/week were implemented along with the 'refresh' of the school uniform, further to consultation with pupils, parents, partners and staff.
- Senior leaders work closely with our Parent Council on strategic plans.
- All staff are committed to achieving the highest standards of attainment and achievement for all our young people.
- A new vision for our new Alford Community Campus was developed with input from pupils, parents, staff, partners and community groups/users.
- Pupils have worked on 'values' through events led by our partners, 'Tree of Knowledge'.
- Our community is encouraged to be innovative and creative, supported through additional resources e.g. apps, software, professional learning.
- We share practice at meetings at all levels across the school.

- Whole school improvements are consulted on with staff, pupils and parents and key drivers are 'touchstones' for all Faculty plans.
- The Student Council has focussed on gathering pupil views. Two pupils represented Alford pupils at the Aberdeenshire Pupil Forum.
- Staff Collegiate Improvement Teams meet to progress school improvement priorities.
- Our Self Evaluation for Self Improvement team (SESI) facilitate some evaluation activities using robust methods in the collection and analysis of intelligence and data.

How do we know?

- **Looking inwards (self-evaluation in school)**
Faculty, Middle Management and Senior Leadership meetings
Pupil Council meetings
Parent Council meetings
Outcomes from Tree of Knowledge sessions
Staff questionnaire
- **Looking outwards (self-evaluation outwith school)**
School blog and forms
Parental questionnaires
- **Looking forwards (aspects for future improvement)**
Next Steps
Strategic plan for collaborative and on-going evidence based self-evaluation with all partners and stakeholders.
Improve consultation on improvement plan.
Review and refresh our school vision values and aims.
Establish line management protocols.
Identify peer mentors for staff.
Identify and promote leadership opportunities for staff and for pupils.
Ongoing development of 'pupil voice' at school, faculty and classroom levels.
Establish a Campus Well-being Team to further improve communications, promote and plan events and support staff induction.
Further improve consistency of highest quality learning and teaching through a range of collegiate learning approaches.

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

Evaluation and Summary

Alford Academy offers a good quality of care and education.

Our young people are safe, well cared for and enabled to attain their potential. Our staff are kept up-to-date with safeguarding and child protection policy and procedures and follow these. Our school ethos and culture is one which encourages pupils and parents to have their say.

Our curriculum continues to evolve and takes into account our local circumstances and National guidance including Developing the Young Workforce (DYW). Learners are at the heart of our curriculum design. We have a clear focus on skills development and increasingly work with partners to develop and deliver our curriculum. Our curriculum results in positive outcomes for virtually all our learners.

Almost all our young people are motivated and interested in their learning activities. Class leaders are increasingly focussing on feedback to and from learners, informing and supporting progress in learning.

Our young people are given dedicated time with a key adult to review their progress and discuss and agree next steps in learning. This Mentoring for Effective Learning (MEL) period focuses on skills development, including reviews of learning, planning next steps/setting targets. We have strong partnerships with pupils, parents and partner agencies and through working together we support our young people.

Almost all parents attend Parents' Evenings. We are proactively working with our Parent Council to plan how to better support parents to support their son/daughter. The launch of our new website and updates on our school blog and social media, have established more effective additional mechanisms for communications with parents and the wider community.

We have excellent pastoral transitions from our 13 Primary Schools to Secondary School. Progress in learning is shared through the Alford Portfolio (AP), a folder of best work along with P7 benchmarking data and pupil reports. Our cluster schools are planning together and further developing curriculum transitions to secure progress in learning for all our young people. We work with parents and other partners to support our pupils with stage to stage and post-school transitions. We are actively improving our tracking and monitoring at all levels across the school to further support and challenge progress in learning and also inform curriculum planning.

We have developed a wide range of partnerships to support the work and life of our school. Our partners are firmly committed to improving outcomes for our learners. We have a clear strategy to further increase our partnerships at Faculty and Whole School levels. We actively seek the views of parents and carers at events throughout the year and are working on improving feedback on these views/actions from them.

Quality Indicator 2.3 Learning, Teaching and Assessment

Strengths

- Our young people and their positive attitudes to learning.
- Our positive relationships.
- Our new campus and the opportunities it affords to further develop learning indoors and outdoors.
- Our on-going focus on 'learning' not 'doing' and growth mindsets.
- Class leaders sharing practice at Inservice Days, 'Lunch and Learns', team meetings.
- Our evolving collegiate 'learning walk-throughs'.
- Cross sector teams of staff learning together to improve pedagogy.
- Our staff buddy model supporting the introduction of iPads to staff.
- Staff, pupil and Parent Council sessions on restorative practice.
- Pupils leading learning in and outwith the classroom.

How do we know?

- **Looking inwards (self-evaluation in school)**
Faculty, Middle Management and Senior Leadership meetings
Inservice Day programmes
Outcomes from Tree of Knowledge sessions
Staff questionnaire
Tracking data/meetings/learning conversations
School improvement plans
Professional Review and Development meetings
Pupil Profiles
Learning 'walk-throughs' and visits
- **Looking outwards(self-evaluation outwith school)**
School blog and forms
Campus Operational and Leadership Team Meetings
Insight data
- **Looking forwards (aspects for future improvement)**
Next Steps
Further development of our learning pathways through collaborative planning within school, across schools and outwith schools.
Further improve our learning, teaching and assessment through our ongoing commitment to children's rights and positive relationships, refreshing our learning visits programme, increasingly supporting our parents to support learning, and improving the validity, reliability and moderation of assessment.
Further developing our strategic approach to planning, tracking, monitoring, interventions and reporting.
Further development of universal support through 'Mentoring for Effective Learning' programme.
Improve transitions by increasing the involvement of business/industry/HE/FE partners, focusing on employability and careers education
Strategic development and implementation of a 3-18 school and associated cluster.

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

Evaluation and Summary

Alford Academy has very good outcomes for all our learners.

Alford Academy is an inclusive school where our young people feel listened to and cared about. We have a strong sense of community, with strong values of respect, trust and hard work. Relationships across our school community are very positive and supportive. The principles of GIRFEC, wellbeing, inclusion and equality are embedded in our ethos. Staff are increasingly knowledgeable about the United Nations Convention on the Rights of the Child.

We have raised attainment over time in almost all curriculum areas and continue to maintain high standards of attainment. Almost all our learners move on to positive destinations and almost all have developed a wide range of skills, are confident and responsible. Many contribute to the wider life of the school and have achieved a wide range of achievements in and outwith school.

Further to a recent focus on higher order thinking skills, teachers are increasingly developing opportunities for developing creativity skills through our curriculum. Learning about and with digital technologies is a strength of the school. The development of digital skills is underpinned by computer science and our young people are enabled and have opportunities to be creative and further develop their own expertise and the expertise of other learners. Our increasing use of Glow and mobile technologies has increased collaborative opportunities to further develop partnerships in learning. Through strong partnerships across our community, work experience placements are tailored to our young people's interests and aspirations. We are working together with former pupils, parents/carers, employers, colleges and universities to deliver careers education and make use of digital and on-line resources to enable our young people to make informed choices about their future learning pathway.

Quality Indicator 3.2 Raising Attainment and Achievement

Strengths

Strong attainment in literacy and numeracy.

Attainment has increased over time and is strong.

Our increased focus on evidence based practice using a variety of data based resources with a focus on improving learning.

Wider achievements including Duke of Edinburgh awards, Sports Leaders awards, Robert Gordon University youth research prize, participation in sport at National and International levels, excelling at business enterprise competitions.

Positive destinations of learners.

Vulnerable learners/those at risk of disengaging have varied individual programmes

Dynamic Youth Awards delivered in partnership with Community learning and

Development and Aberdeenshire's Employment Support Team.

Increasing uptake of Open University Young Applicants in Schools Scheme.

How do we know?

- **Looking inwards (self-evaluation in school)**
 - Standardised benchmarking predictions and SQA results
 - Faculty Self Evaluations
 - Learning conversations with pupils
 - Tracking and monitoring records
 - Pupil reports
 - Faculty, Middle Management and Senior Leadership meetings
 - Pupil led Interhouse achievement records.
 - Awards and Leavers Ceremonies
- **Looking outwards (self-evaluation outwith school)**
 - Faculty attainment reviews
 - Whole School Attainment reviews
 - Insight data
 - Skills Development Scotland partnership data sharing
- **Looking forwards (aspects for future improvement)**

Next Steps

Continue to revisit GIRFEC and the wellbeing indicators with all staff.

Continue planned Rights Respecting School developments and planned development of Restorative Practice.

On-going focus on building resilience and growth mindsets.

Review and further develop how we promote equality and celebrate diversity.

Establish team(s) to plan and deliver increased and high profile Health & Well Being events for pupils and staff.

Improve how well we scrutinise and use evidence to track and measure progress at all levels, at key transition stages and trends over time.

Audit and evaluate how wider achievement opportunities develop specific skills and the four capacities and equity in terms of how open they are to all learners with regards to gender, ability, age, proximity to school.

Develop and implement strategy to co-ordinate, track and evaluate wider achievement.

3. What is our capacity for improvement?

Alford Academy's key drivers for change are:-

- **Leadership** at all levels and school improvement
- **Teacher professionalism** to deliver consistent highest quality teaching, learning and assessment of learner's progress.
- Supporting and enabling our young people to be the **very best learners** with a particular focus on their Health & Wellbeing
- **Partnerships**, working together with parents, families, professionals, organisations, businesses and industry to support our learners.
- **Pathways**, all children and young people are supported and have the skills required for their next phase of learning.

These drivers are in line with the National Improvement Framework and Education and Aberdeenshire Education and Children's Services priorities for improvement.

Our Key Strategies

Our key strategies for improvement are:-

- **Leadership at all levels and school improvement**
 - Review and refresh our school vision, values and aims.
 - Maintain and enhance programme of activities and events reinforcing growth mindsets, highest expectations and aspirations for all.
 - Further develop leadership at all levels by identifying, promoting and supporting opportunities for staff, pupils, parents and other partners.
 - Continue to reference General Teaching Council of Scotland Standards and support career long professional learning of all staff.
 - Implement robust and consistent collaborative and on-going evidence based self-evaluation with all partners and stakeholders.
 - Increase opportunities for pupils to give their views at school/faculty and classroom levels.
 - Improve how well we scrutinise and use evidence to track and measure progress at all levels, at key transition stages and trends over time. Increase focus on individual pupils and groups of pupils.
 - Develop and implement strategy to audit, co-ordinate, track and evaluate the impact of wider achievement. Identify and support young people at risk of missing out.
 - Further develop our campus staff team. Support opportunities to plan and work together. Promote and support own health and wellbeing.
 - Focus on tackling bureaucracy in all we do.
- **Teacher professionalism to deliver consistent highest quality teaching, learning and assessment of learner's progress.**
 - Improve consistency of highest quality learning and teaching and encourage innovation, in all our classrooms through a range of collegiate professional learning approaches

- Develop our 'Learning Charter' to include children's rights and positive relationships
 - Refresh our learning visits programme
 - Further development of our curriculum and learning pathways through collaborative planning within school, across schools and outwith schools.
 - Improve the validity, reliability and moderation of assessment (particularly in the BGE)
 - Further develop our strategic approach to planning, tracking, target setting, monitoring, interventions and reporting
- **Empowerment, supporting and enabling our young people to be the very best learners with a particular focus on their Health & WellBeing**
 - Further development of universal support through 'Mentoring for Effective Learning' programme.
 - Rights Respecting School developments.
 - Develop restorative practice.
 - On-going focus on building resilience, growth mindsets and the 'assessment capable learner'.
 - On going focus on preparing our young people for their next 'destination'.
 - Review and further develop how we promote equality and celebrate diversity.
 - Establish campus team to plan and deliver increased and high profile Health & Well Being events for pupils
- **Partnerships, working together with parents, families, professionals, organisations, businesses and industry to support our learners.**
 - Increasingly support our parents to support learning
 - Establish long term partnership with at least one local business/industry.
 - Increase frequency of partnership input to life and work of the school.
- **Pathways, all children and young people are supported and have the skills required for their next phase of learning.**
 - Improve careers education
 - Increase the involvement of business/industry/HE/FE partners
 - Focus on developing employability
 - Further extend focus on STEM development
 - Research and plan strategic development and implementation of 3-18 school
 - Improve planning, collegiate professional learning and improvements at cluster level

4. Appendix

Attached are more detailed plans for the 3 key areas:

- Improving leadership and approaches to improvement (Leadership and management)
- The quality of the care and education we offer (Learning provision)
- Ensuring the best possible outcomes for all learners (Successes and achievements)

ALFORD ACADEMY
IMPROVEMENT PLAN
SESSION 2016 - 2017



Aberdeenshire Council Education & Children's Services

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

The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally. ***Please note that when work is undertaken on each of the improvements identified, opportunities for working and learning with Nursery/Primary and other Campus colleagues, will be maximised.***

Improvement Focus No.	1	Leadership and Management	
Identified Theme (From S&Q / Self-Evaluation)		Self-evaluation for self-improvement Leadership of learning Leadership of change	Leadership and management of staff Management of resources to promote equity
Actions		Intended Outcome (s) / Impact	How will you measure success?
1.1 Self evaluation for self-improvement Review, develop and implement updated strategic plan for collaborative and on-going evidence based self-evaluation with all partners and stakeholders. Focus on tackling bureaucracy in all we do.		Policy developed and implemented. Improved identification of learner/class/subject/faculty/school improvement priorities leading to improved outcomes for learners. Increased opportunities for parental engagement in school improvement.	Self evaluation evidence inc. evidence from faculty PTs of how the use of our financial resource allocation has led to improved outcomes for learners.
1.2 Leadership of learning Further improve consistency of highest quality learning and teaching through a range of collegiate learning approaches including <ul style="list-style-type: none"> • Tapestry initiative • Encouraging and sharing creative, innovative practice 		Positive impact of collegiate working and teacher professional learning on learner’s progress and achievement. Staff access high quality professional learning opportunities.	Evidence from learning visits. Professional opportunities programme and uptake. Feedback from staff, pupils and parents.
1.3 Leadership of change Review and refresh our school vision values and aims. Further develop leadership at all levels. Identify, promote and support new opportunities for staff (supporting CLPL) and pupils (skills development). Ongoing development of ‘pupil voice’ at school/faculty and classroom levels		School vision and values underpins all we do. Establish line management protocols and peer mentors. Increased opportunities to contribute to management of school and school improvement. Increased leadership capacity throughout school. Personal skills development (staff and pupils). Increase in pupil participation and quality of feedback.	Vision, values and aims are refreshed and underpin the life and work of the school. SLT, PT roles shared. All staff involved in collegiate improvement teams. Increase in number of staff leading improvements at whole school level. Evaluations/questionnaire. Pupils increasingly feel listened to.

1.4 Leadership and management of staff Establish a Campus Well Being Team to further improve communications, promote well being and plan events and support staff induction.	Improved campus team ethos and culture.	Increase in number of and participation in events. Improved joint planning and working.
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Improvement Focus No.	2	Learning Provision (Including Improving Transitions)		
Identified Theme (From S&Q / Self-Evaluation)	Safeguarding and child protection Curriculum Learning, teaching and assessment	Personalised support Family Learning Transitions	Partnerships	
Actions		Intended Outcome/ Impact		How will you measure success?
2.1 Curriculum Further development of our curriculum and learning pathways through collaborative planning within school, across schools and outwith schools. <ul style="list-style-type: none"> • Develop whole school approach to learning for sustainability • Review our BGE. • Refresh whole school approach and the responsibility of all staff for development of Literacy, Numeracy, Health & Well Being across the school. • Increased emphasis and focus on enterprise, creativity and digital literacy across all areas of the curriculum. • Increase work relevant learning (3-18) and skills development. 		Coherent whole school approaches in place. Learning for sustainability is embedded in our curriculum. BGE curriculum fully reviewed and further improvement priorities identified and planned for. Improved attainment in literacy and numeracy at course level as well as unit level. Improved pathways for learners.		Learning for sustainability is embedded in our curriculum. Lesson plans and programmes of study. Employers input/labour market intelligence informs curricular design and delivery. Evidence of increase in real life context in classrooms (in lesson plans/ programmes of study). Insight measures- improvement.

<p>2.2 Learning, teaching and assessment</p> <p>Further improve our learning, teaching and assessment by</p> <ul style="list-style-type: none"> • developing our ‘Learning Charter’ to include children’s rights and positive relationships • refreshing our learning visits programme • increasingly supporting our parents to support learning (inc. pilot of Show My Homework and opportunities at Parents’ Evenings) • creating time and space to focus on improving the validity, reliability and moderation of assessment (particularly in the BGE) • further developing our strategic approach to planning, tracking, monitoring, interventions and reporting. • +reference 1.2 	<p>Learning charter in place.</p> <p>TMIR strategy developed and implemented. Impact of interventions and strategies evaluated.</p> <p>Increased resources/events for parents to access to support learning.</p> <p>Improved communications with parents.</p>	<p>Better monitoring of progress in learning at all levels across the school (inc. groups of pupils most at risk).</p> <p>Staff, pupil and parent evaluations.</p>
<p>2.3 Personalised Support</p> <p>Further development of universal support through ‘Mentoring for Effective Learning’ programme.</p>	<p>Team drives differentiated programme development and evaluation. Improved consistency in programme delivery.</p>	<p>Positive evaluation and Phase 3 improvement priorities identified.</p>
<p>2.4 Transitions</p> <p>Improve transitions by</p> <ul style="list-style-type: none"> • Improving careers education • Increase the involvement of business/industry/HE/FE partners • Focus on employability • Further focus on STEM development • Researching and planning strategic development and implementation of 3-18 school and cluster schools planning. 	<p>Long term partnership established with at least one local business/industry.</p> <p>Increased frequency of partnership input to life and work of the school.</p> <p>All young people are supported and enabled to make informed choices about their next phase of learning. Improved continuity and progress in learning.</p> <p>Cluster focus on ‘learning charter’, 1+2 languages, ‘assessment/moderation’, TMIR.</p>	<p>Increased engagement with partners and mutual gains documented.</p> <p>All faculties increase partnerships and evaluate impact.</p> <p>All pupils achieve employability skills accreditation.</p> <p>All pupils supported into sustained positive post school destinations.</p> <p>Strategic planning and development across the cluster.</p>

Improvement Focus No.	3	Success and Achievements	
Identified Theme (From S&Q / Self-Evaluation)		Improving wellbeing, equality and inclusion Increasing creativity and employability	Raising attainment and achievement
Actions		Intended Outcome/ Impact	How will you measure success?
<p>3.1 Improving wellbeing, equality and inclusion Revisit GIRFEC and the wellbeing indicators with all staff. Continue planned Rights Respecting School developments. Continue planned development of Restorative Practice. On-going focus on building resilience, growth mind sets and the ‘assessment capable learner’. Review and further develop how we promote equality and celebrate diversity. Establish team to plan and deliver increased and high profile Health & Well Being events for pupils.</p>		<p>Our school community has a shared understanding of wellbeing and children’s rights.</p> <p>Restorative practice policy developed and implemented. Improved relationships and behaviours.</p> <p>Improved resilience and wellbeing.</p>	<p>Evidence of staff modelling behaviour which supports wellbeing of all. Accreditation – RRS Level 1</p> <p>Consistent positive relationships across our school community. Evaluation of intervention strategies. Reduction in exclusions</p> <p>Evaluation of impact of events.</p>
<p>3.2 Raising attainment and achievement Improve how well we scrutinise and use evidence to track and measure progress at all levels, at key transition stages and trends over time.</p> <p>Audit and evaluate how wider achievement opportunities develop specific skills and the four capacities and equity in terms of how open they are to all learners with regards to gender, ability, age, proximity to school. Develop and implement strategy to co-ordinate, track and evaluate wider achievement.</p>		<p>All staff familiar with and using data to support planning learning, teaching and assessment and inform learning conversations.</p> <p>Audit complete and priorities for improvement identified as appropriate. Wider achievements recorded and strategy for tracking and interventions piloted.</p>	<p>Incas data scrutinised and used along with MiDYIS data to target interventions. Robust evidence of tracking groups of learners and individual learners leading to improved progress in learning. Increase in opportunities available to all learners planned.</p>

**ALFORD ACADEMY IMPROVEMENT PLAN OVERVIEW
SESSION 2016-17**

Key Drivers and Actions	SLT Lead	Collegiate Improvement Team/Principal Teacher	Inservice/Collegiate Time identified	Professional learning identified
KEY DRIVER 1 - Leadership at all levels and school improvement				
<p>1.1 Self evaluation for self-improvement Strategic plan for collaborative and on-going evidence based self-evaluation with all partners and stakeholders.</p> <p>Pupil and parental involvement in improvement planning.</p>	<p>JHo</p> <p>MMi</p>	<p>SESI CIT PT leads at Faculty level.</p>	<p>CPD/Faculty Mtgs.</p>	<p>Using HGIOS 4 workshops for all staff. Self evaluation master classes for PTs.</p>
<p>1.3 Leadership of change Review and refresh our school vision values and aims. Establish line management protocols. Identify peer mentors for staff. Identify and promote leadership opportunities for staff. Identify and promote leadership opportunities for pupils. Ongoing development of ‘pupil voice’ at school/faculty and classroom levels.</p>	<p>MMi</p>	<p>Leadership and Vision CIT</p>	<p>August Inservice/Whole school meeting Assemblies/MEL period CIT Meetings Faculty Meetings Student Council</p>	<p>Professional learning identified for individual staff as appropriate.</p>
<p>1.4 Leadership and management of staff Establish a Campus Well Being Team to further improve communications, promote well being, plan events and support staff induction.</p>	<p>MMi /LLe</p>	<p>Wellbeing, Equality and Inclusion CIT</p>	<p>Campus Well Being Team Well being Team</p>	
<p>3.2 Raising attainment and achievement All staff Improve how well they scrutinise and use evidence to track and measure progress at all levels, at key transition stages and trends over time.</p> <p>Audit and evaluate how wider achievement opportunities develop specific skills and the four capacities and equity in terms of how</p>	<p>SGa LLe JHo</p> <p>SGa</p>	<p>SESI Leadership of learning CIT</p> <p>Wider achievement leader</p>	<p>SLT, Middle Management and Faculty Meetings CIT Meetings Planned and resourced SESI</p>	<p>Using Incas, MidYis and Insight workshops for all staff. Sharing practice – master classes for PTs</p>

open they are to all learners with regards to gender, ability, age, proximity to school. Develop and implement strategy to co-ordinate, track and evaluate wider achievement			meetings	
KEY DRIVER 2 - Teacher professionalism - to deliver consistent highest quality teaching, learning and assessment of learner's progress.				
1.2 Leadership of learning Further improve consistency of highest quality learning and teaching through a range of collegiate learning approaches including <ul style="list-style-type: none"> • Tapestry initiative • Encouraging and sharing creative, innovative practice Professional learning programme established and impact evaluated.	SGa	Tapestry leaders	CIT meeting times Tapestry meeting times	Tapestry programme In-house professional learning workshops.
2.2 Learning, teaching and assessment Further improve our learning, teaching and assessment by <ul style="list-style-type: none"> • developing our 'Learning Charter' to include children's rights and positive relationships • refreshing our learning visits programme • creating time and space to focus on improving the validity, reliability and moderation of assessment (particularly in the BGE) • further developing our strategic approach to planning, tracking, monitoring, interventions and reporting. 	SGa/ LLe SGa	Leadership of learning CIT RRSA Team	CIT Meeting Times Faculty Meeting Time Ring fenced time in Collegiate Time agreement November Inservice Day 1	Sharing standards professional learning events.
KEY DRIVER 3 - Supporting and enabling our young people to be the very best learners with a particular focus on their Health & WellBeing				
2.3 Personalised Support Further development of universal support through 'Mentoring for Effective Learning' programme.	SGa	MEL Team	Additional time planned for.	Professional learning workshops planned.
3.1 Improving wellbeing, equality and inclusion				

<p>Revisit GIRFEC and the wellbeing indicators with all staff. Continue planned Rights Respecting School developments. Continue planned development of Restorative Practice. On-going focus on building resilience, growth mindsets and the ‘assessment capable learner’. Review and further develop how we promote equality and celebrate diversity. Establish team to plan and deliver increased and high profile Health & Well Being events for pupils.</p>	LLe	Wellbeing, Equality and Inclusion CIT	Whole Staff Meetings November Cluster Inservice Day	Professional learning workshops planned.
KEY DRIVER 4 - Partnerships, working together with parents, families, professionals, organisations, businesses and industry to support our learners.				
<p>2.2 Learning, teaching and assessment</p> <p>Increasingly support our parents to support learning (inc. pilot of ShowMyHomework and opportunities at Parents’ Evenings)</p>	SGa	Leadership of Learning CIT Principal teachers lead at faculty level	CIT Meeting Times Faculty Meeting times	August Inservice day workshop
<p>2.4 Transitions</p> <p>Establish a long term partnership with at least one local business/industry. Increasing frequency of partnership input to life and work of the school.</p>	LPa/JHo PT(DYW)	All PTs Learning Pathways CIT	CIT Meeting Times Faculty Meeting times	Sharing practice workshops led by PT DYW
KEY DRIVER 5 - Transitions, all children and young people are supported and have the skills required for their next phase of learning.				
<p>2.1 Curriculum</p> <p>Further development of our curriculum and learning pathways through collaborative planning within school, across schools and outwith schools.</p> <ul style="list-style-type: none"> • Develop whole school approach to learning for sustainability • Review our BGE. • Refresh whole school approach and the responsibility of all staff for development of literacy, numeracy and Health & Well Being and across the school. • Increased emphasis and focus on enterprise, creativity and 	LPa/JHo	Learning Pathways CIT PT DYW All PTs Sustainability leader	CIT Meeting Times PT DYW development time (0.2FTE) Whole staff meetings	

<p>digital literacy across all areas of the curriculum.</p> <ul style="list-style-type: none"> • Increase work relevant learning (3-18), skills development. 				
<p>2.4 Transitions Improve transitions by</p> <ul style="list-style-type: none"> • Improving careers education • Focus on employability • Further focus on STEM development • Researching and planning strategic development and implementation of 3-18 school and cluster schools planning 	<p>LPa/JHo</p> <p>MMi/FTa</p>	<p>Learning Pathways CIT PT DYW All PTs</p> <p>3-18 Strategy Team</p>	<p>CIT Meeting Times PT DYW time Extended SLT meetings Parent and Student Council Meetings</p>	