

Aberdeenshire
COUNCIL



Education and Children's Services



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MINTLAW ACADEMY

Key Priorities Sept 2017

LAST UPDATED: November 2017

Aberdeenshire Council Education and Children's Services

"Education and 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"

Introduction: local and national context

This Standards and Quality Report and 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

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

How good is our leadership and approach to improvement?

QI 1.3 – Leadership for Change

Identified priorities for improvement:

- Ongoing focus on Self-Evaluation for Self-Improvement
- Continued focus on Leadership of Learning
- Continued Leadership and Management of staff
- A managed approach to resource upgrading projects.

Current agreed HMIE grade - 4

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

QI 2.3 – Learning, Teaching & Assessment

Identified priorities for improvement:

- Continue to improve the quality of Learning and Teaching and embed strategies of DART (Direct / Act / Reflect / Teach) Year 1. This can be done through DART Year 2, Professional Learning Calendar, and weekly ideas in the school bulletin.
- Development of whole school approaches to tracking and assessing pupil progress S1 – S3 through the levels using ‘Benchmarks.’
- The use of TMR to record learning conversations and communicate interventions to pupils and parents.
- Continue to build capacity of all staff to make effective use of Insight Data
- Develop use of Scottish National Standardised Assessment (SNSA) performance data to support improvements in Literacy and Numeracy.
- Develop the use of Midyis data to support learning, teaching and analysis of pupil performance.
- Agree a whole school approach to ICT

Current agreed HMIE grade – 4/5

QI 2.5 – Family Learning

Identified priorities for improvement:

- Universal and targeted support provision, based on identification of need through effective use of available data, analysis and intelligence gathering to inform staff understanding of the community and individual family’s needs to inform appropriate and timely interventions.
- Staff to work with parents / carers to reduce potential barriers to engagement and ensure strategies are responsive to family

circumstances.

- Early intervention and prevention.
- Support families in planning opportunities for personal achievement.
- Update school website.
- Learning targets are not put in place specific to the family as a whole, only individual learners.
- Support parents' active and meaningful engagement in their children's learning.
- Establish realistic and practical Family Learning programmes/projects, which are stimulating, challenging relevant and enjoyable.
- Develop Family Learning Programme with key "How to support your child" information from all subjects. EJW to work closely with DHT Pastoral and Family Learning Working group. Key information to include: What subjects entail, skills developed, links to websites to support learning
- Create a family learning area in the new Learning Plaza where parents are able to access information to support pupils. Ideally, parents can access this throughout the day, at a time that is convenient for them. Survey Monkey to parents to gain their views as to what would support them to support their children. Examples of resources would include: study skills, careers information, careers advisor appointments, learning resources, meet with partners, suggestion box so that there is continuous evaluation. Monitor usage of this.
- Northern Lights Project to support pupils and parents in raising aspirations

Current agreed HMIE grade – 4/3

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

QI 3.1 – Ensuring Wellbeing, Equity and Inclusion

Identified priorities for improvement:

- Increasing pupil awareness and understanding of wellbeing indicators as an integral part of school life.
- Active engagement in disseminating knowledge about equalities and inclusion, in relation to pupil ability/willingness to challenge discrimination, xenophobia and intolerance when they experience or see it.
- Parents and carers feel like they are treated with respect, and in a fair and just manner; access to appropriate parental engagement opportunities.
- Co-ordination of RoC and Level 1 UNRRS

Current agreed HMIE grade - 4

QI 3.2 – Raising Attainment and Achievement

Identified priorities for improvement:

- Continue to strengthen monitoring and tracking systems to intervene effectively with underperforming pupils both in the Broad General Education and Senior Phase.(Investigate use of Seemis TMR 'interventions' package to involve parents / carers in supporting their children with their learning to a greater extent)
- Closer scrutiny of choice of course changes and importance of full challenging timetables reinforced with all pupils (particularly S5).
- Targeted earlier intervention with selected under-attaining S4-6 pupils. Mentoring strategies to be developed.
- Continue to build capacity of all teaching staff and PSAs to use Insight.
- Ensure that all pupils in the Senior Phase gain accreditation for involvement in Wider Achievement.
- Develop formal Wider Achievement opportunities in the BGE by introducing Children's University programme.
- Monitoring and Tracking of young people in receipt of FSM and their progress.

Current agreed HMIE grade – 4/5

QI 3.3 – Increasing Creativity and Employability**Identified priorities for improvement:**

- Keeping all pupils, staff and parents informed of partnerships and progress of DYW initiatives.
- Continue to support departments with embedding the 10 entitlements in the Career Education Standard.
- Development of IT Policy
- 'Digital free' zone in school

Current agreed HMIE grade – 4/5