



Aberdeenshire
COUNCIL



Standards & Quality Report and 3 Year Improvement Plan (2017-2020)

(Summary Document: Year 3/3: 2019-2020)

Last Updated: 17 June 2019

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"

Contents	Page
1. Context of the School	3
2. How good is our leadership and approaches to improvement? <ul style="list-style-type: none"> • QI 1.3 – Leadership of Change 	4 - 5
3. How good is the quality of care and education we offer? <ul style="list-style-type: none"> • QI 2.3 Learning, Teaching & Assessment • QI 2.5 Family Learning 	6 – 7 7
4. How good are we at improving outcomes for all our learners? <ul style="list-style-type: none"> • QI 3.1 Ensuring Wellbeing, Equity and Inclusion • QI 3.2 Raising Attainment and Achievement • QI 3.3 Increasing Creativity and Employability 	8 - 9 10 - 11 12
5. What is our capacity for improvement	13
6. Record of Updating	14

1. Context of the School

Mintlaw Academy is committed to ensuring that we achieve:

- commitment by all staff and pupils to the school's values of Respect, Aspiration, Inclusion and Success and the Mintlaw Academy Learning Charter.
- the highest possible standards of attainment and achievement and widest opportunities for success for all learners.
- high professional standards exemplified through very good teaching and commitment to continuous professional learning, self-evaluation and dialogue, leading to improvements in the quality of service we provide
- the development in school of a positive, inclusive and caring ethos in which all members of the school community are valued and supported to achieve all they can and that such achievements are recognised and valued.
- opportunities for parents and others in the wider community to be involved in the life of the school and the programme for improvement.
- positive links with the wider community through links with universities, colleges, volunteering/charity work, DofE, YPI, engagement with business partners, our Careers Fair, our Happy Cafe and our Work Experience programme.

SIMD

Mintlaw Academy is a comprehensive school drawing pupils from a large geographical area across the Buchan community with learners from as far South as Cruden Bay and as far North as Fraserburgh. Our learners come from a diverse socioeconomic base. Many of our learners come from remote rural locations with a firm affiliation to the land and the agricultural way of life.

Our pupils SIMD data ranges from decile 3 to decile 10 with the majority of learners in deciles 6 to 9. An area for improvement is to target pupils in deciles 7 to 9 to raise attainment. With 10% of our young people entitled to free school meals, Mintlaw Academy receives a substantial degree of Pupil Equity Funding from the Scottish Government. In May 2019, we were allocated £68,800 and these monies will contribute towards a full-time Acting Depute post with a particular focus on "Closing the Attainment Gap", a one day per week, Acting Cluster Numeracy post to raise attainment in Numeracy across the Mintlaw Cluster and funding to enhance our Health and Wellbeing provision, specifically targeting attendance.

Overall Strengths of Mintlaw Academy

- high quality active learning experiences
- high levels of attainment
- an inclusive and nurturing ethos for all our learners
- the engagement of staff, pupils and partners in improving the school
- Leadership opportunities across the school community

2. How good is our leadership and approach to improvement?

QI 1.3 – Leadership for Change

Key strengths:

- Focus across the school community on the school's vision, values and commitment to learning
- Improvements in attainment and achievement based on effective self-evaluation
- The effectiveness of Professional Learning programmes that support all staff and increase outcomes for learners

Identified priorities for improvement 2019/2020:

- Further embedding our Vision and Values
- Ongoing focus on Self-Evaluation for Self-Improvement
- Introduction of PRD/PL staff resource incorporating GTCS standards
- Leadership of Learning
- Leadership of Staff
- Leadership Groups to be aligned to focus Qis to ensure cross faculty representation
- Develop an agreed whole-school Leadership Policy
- A manageable approach to resource upgrading projects

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/ evaluation activities undertaken:

- Self-Evaluation at both School / Faculty level using HGIOS4 QIs.
- School /Faculty Evaluation and Improvement Plans
- Discussions with staff at PRD.
- Observations of lessons by SLT/Faculty PTs with a focus on Learning
- WSM Evaluation activity on leadership at all levels
- "MyGTCS" staff records
- Feedback from Parent Council discussions / Senior School Executive / Pupil Senate / Leadership Groups
- Parent evaluations
- "You Said We Did" display board
- Customer Service Excellence report feedback
- Head Teacher Surgeries

Overall evaluation of level of quality :

- Children and young people are confidently engaged in reviewing their own learning and the work of the school through Pupil Voice Groups, Learner Conversations, PLPs etc
- Overall , the changes pursued by the school are having a positive impact on young people
- The school engages in a rigorous self-evaluation process involving all stakeholders including young people. There is genuine commitment to improvement and to the school vision and values.
- Collegiate meetings demonstrate ongoing links to SEIP progress. This helps with continual identification of strengths and areas of development. The information generated at these sessions is used to create a clear rationale for future improvements.
- Leadership increasingly underpins all Improvement Priorities and likewise opportunities for leadership are evidenced for staff at all levels, teaching and non-teaching. Opportunities for leadership exist for learners, S1-S6.
- HGIOS 4 is becoming embedded and relevant Quality Indicators are used to inform monitoring and evaluations. More focus on the HGIOS 4 challenge questions relating to leadership QI.s will be encouraged this session HGIOURS has been introduced.
- Focused monitoring of Faculty Plans and classroom practice and feedback are designed to have an impact on the quality of learning and teaching for learners. Clear links are made to quality indicators and Improvement Plan priorities.
- Staff are committed to taking lead roles in school improvement initiatives such as Literacy, Numeracy, Health & Wellbeing, Skills, ICT,Outdoor Learning, to benefit outcomes for all our young people. All staff at are reflective and ambitious to improve the school. They know what they need to do to improve the school because they are continuously evaluating the quality of their work and the impact of changes. Parents feel that staff are approachable and feel confident to express their feelings and to voice their opinion regarding learning and school development.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of S1-S3 assessment data would further support this work.
- Development (PRD) procedure has been implemented as per GTC guidance and time is allocated for staff to update and review professional learning. Pupil voice is a strong feature of the school's approaches to self-evaluation. Young people give their views about the school as part of committees and take responsibility for improving aspects.
- Staff engage with CLPL opportunities through school / Aberdeenshire events. Professional Review and all staff are committed to CLPL and continually reflect on and develop practice to ensure best possible outcome for all learners.

Current agreed HMIE Evaluation - Good

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

QI 2.3 – Learning, Teaching & Assessment

Key Strengths:

- Quality of learning and teaching is strong across the school
- All staff engage in Learning and Teaching focused CLPL
- Learners are given opportunities to review, evaluate and inform materials / courses
- Assessment is used to inform, learning and teaching, course development, ongoing tracking and monitoring of pupils' progress

Identified priorities for improvement 2019/2020:

- Embed whole school approach to S1-3 / Broad General Education assessment.
- Develop an agreed whole-school Assessment Policy
- Continue to improve the quality of Learning and Teaching and embed strategies of Learning and Teaching through our whole-school programme of Learning and Teaching, with particular emphasis on agreed whole-school focus areas

Sources of evidence/ evaluation activities undertaken:

- SLT/PT Faculty / staff Learning Visits/Learning Walks
- Learner conversations with young people /staff, pupil and parent discussion groups
- Collegiate professional dialogue focused on teaching and learning
- Parental questionnaire feedback
- Faculty evaluations / surveys
- Pupil and staff reviews
- Customer Service Excellence Report feedback

Overall evaluation of level of quality :

- Young people are tracked consistently across the Senior Phase, with staff at all levels engaging in learner conversations about strengths and next steps
- Learner achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through Twitter /newsletter/website/Awards Ceremonies.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
- Young people benefit from a wide and varied curriculum and learning experiences.
- Young people are actively encouraged to be responsible for engaging with decisions regarding their learning
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies
- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.

- All staff show commitment to the development and wellbeing of learners as individuals
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practice.
- Staff continue to engage in a wide variety of opportunities for CLPL
- ICT is used widely across the curriculum to support teaching and learning experiences and to support homework.
- Positive engagement with parents encourages them to take an interest in their child's learning

Current agreed HMIE Evaluation – Good

QI 2.5 – Family Learning

Key Strengths:

- A user friendly website enabling good access to supportive information for parents
- Groupcall
- GLOW
- Strong support for identified pupils with key needs

Identified priority for improvement 2019/2020:

- Continue to develop relevant and inclusive Family Learning programmes/events, which engage parents in working in partnership with the school to jointly support young people

Sources of evidence/ evaluation activities undertaken:

- Feedback from Family Learning Leadership Group
- Learner conversations with young people /feedback from staff, pupil and parent discussion groups
- Parental surveys
- Attendance at planned events
- P7 Tours

Overall evaluation of level of quality :

- Creative approaches are used to engage families
- Family learning is leading to stronger home-school links which are improving outcomes for learners
- P7 Tour feedback
- Senior Phase Choice of Course Evening feedback

Current agreed HMIE Evaluation – Satisfactory

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

QI 3.1 – Ensuring Wellbeing, Equity and Inclusion

Key Strengths:

- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion
- The learning community has a shared understanding of wellbeing and children's rights
- Stakeholders promote a climate where children and young people feel safe and secure

Identified priority for improvement 2019/2020:

- Increasing all stakeholders' awareness and understanding of wellbeing indicators as an integral part of school life.

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- UNRRS bronze status award
- Improved attainment by learners in all SIMD deciles
- Positive views reflected by pupils and parents on their education and desire to learn at Mintlaw Academy
- Increase in school roll / out of zone applications
- Feedback from Customer Service Award
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Robust Child Protection procedures
- MVP programme

Overall evaluation of level of quality :

- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently seek advice, clarity and support on these issues.
- Analysis of collated data on attendance, lateness and exclusion shows that children attend, participate and thrive in the school environment.
- Each pupil is treated as an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, committees, review meetings, MAAPMs, etc

- Young people at Mintlaw Academy are supported in their individual needs. Their learning experiences are enhanced through a commitment by staff at all levels to meet the needs of all pupils.
- Pupils are consistently motivated and challenged to achieve optimum levels of achievement. Additionally the use of digital contexts for learning allows young people to further enhance their learning
- Data is used to track progress S1-S6 and identify areas requiring targetted support
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show commitment to the welfare of all pupils
- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPMs and IEPs. There remains however some inconsistencies in how this information is applied across all classrooms.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Our staff take account of legislative frameworks relating to equality and inclusion. There is ongoing work to be done in promoting diversity and accommodating all aspects of equalities legislation.
- Through commitment to our status as a UNRRS school, through assemblies, pupil voice and through posters in school, Mintlaw Academy challenges discrimination, and intolerance. An ongoing approach to diversity is however required.
- The school is applying its PEF to support equity of outcome for learners on FSM
- There is a need to further develop approaches to ensure equity of outcome for all learners, particular our young people on FSM.

Current agreed HMIE Evaluation - Good

QI 3.2 – Raising Attainment and Achievement

Key Strengths:

- Good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages
- Almost all young people are successful in moving on to a sustained positive destination on leaving school
- The school encourages children and young people to have a say in the quality of their learning experiences and how to improve

Identified priorities for improvement 2019/2020:

- Develop shared understanding of standards and expectations across the BGE in the different curricular areas. Whole school focus on moving work 'to the next level'
- Develop use of SNSA data to support learning and assessment in all curricular areas. Use SNSA data in conjunction with Midyis baseline assessment data.
- Develop formal Wider Achievement opportunities in the BGE by continuing to build on Year 2 of Children's University programme.
- Continue to strengthen monitoring and tracking systems to intervene effectively with underperforming pupils both in the Broad General Education and Senior Phase. Continued focus on attainment in literacy and numeracy and their link to wider attainment across the BGE and SP.
- Continue to scrutinise whole school and faculty attainment through attainment review and performance management meetings
- Continue to scrutinise choice of course changes and importance of full challenging timetables reinforced with all pupils (particularly S5).
- Continue to involve all staff / parents / partners in our Raising Attainment agenda S4-S6

Sources of evidence/ evaluation activities undertaken:

- Whole School / PT Presentations: (Insight / Cfe Machine data)
- Documentation to support Performance Management meetings
- Improved ACEL data
- Feedback to Parent Council (data / trends / challenges and next steps etc)
- Documentation to support Attainment Review meetings
- Documentation to support Buchan area presentation
- Parental Surveys
- Staff Survey
- PT / Faculty Meeting minutes
- Minutes of Assessment Group mtgs
- Documentation capturing BGE levels
- SNSA v Midyis scattergraph
- Wider Achievement Booklet
- Customer Service Excellence Report feedback

Overall evaluation of level of quality :

- S3 attainment has improved over the past two sessions
- S3 Numeracy Professional Judgement data improved on 17/18
- S3 Literacy Professional Judgement data improved across all three areas (especially Listening and talking) from 17/18
- S3 Literacy/Numeracy attainment is in line with or exceed national patterns as measured by SNSA
- Good progress is demonstrated through robust tracking of attainment across all curriculum areas S1-S6
- The school's data demonstrates our current learners are making good (in some cases very good) progress
- Teacher judgements in relations to BGE levels have improved through agreed sharing of standards via TEAMS
- Almost all young people are successful in moving on to a sustained positive destination on leaving school
- Children and young people are increasingly empowered to have a say in the quality of their learning experiences and how to improve
- Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for almost all.
- All Senior Wider Achievement courses are now accredited
- Increasing numbers of S1-2 youngsters achieving Children's University credits

Current agreed HMIE Evaluation – Good

QI 3.3 – Increasing Creativity and Employability

Key Strengths:

- Partnerships are used effectively to deliver highly engaging creative learning
- Young people experience rich work-based learning

Identified priorities for improvement 2019/2020

- Continue to support Faculties with embedding the 10 entitlements in the Career Education Standard Entitlements
- Continue to embed the development of our IT Policy across the school community

Sources of evidence/ evaluation activities undertaken:

- Curricular Framework / timetabling support flexibility of courses / opportunity
- Newly formed DYW Leadership group with representations across all faculties supports increased engagement
- Creation of a DYW period as part of restructuring of S3
- Delivery of TRUST period as part of S1/2 curriculum
- Skills Development Partnership agreement
- First academy to introduce Aberdeenshire open wifi, allowing young people to bring their own device
- ICT Leadership group with representations across all faculties supports increased engagement, this includes the further development of Digital Leaders across the school
- The use of New Technologies to be embedded across all Learning and Teaching

- The use of ICT to manage resources
- Implementation of Microsoft Educator Programme and framework for IT Skills development

Overall evaluation of level of quality :

- Sustained very strong levels of 16+ leaver destination figures
- Young people experience rich work-based learning opportunities, supporting informed career choices
- There are clear expectations for young people, employers, schools, local authority, parents and careers before and after work placements
- Almost all S4 pupils undertake a work placement
- Positive feedback from Pupil Focus groups
- Regular positive feedback via partnership minutes
- FE uptake
- Foundation Apprenticeship completion data
- Regular feedback indicates that young people are using their devices to support them in their learning environment.
- Opportunity for teachers to fully engage pupils in learning with the support of BYOD

Current agreed HMIE Evaluation – Very Good / Good

5. What is our capacity for improvement

The overall capacity for improvement at Mintlaw Academy is very good. This is based on the following aspects within the school:

- High levels of commitment and leadership by staff
- Young people in the school who show a respect for and commitment to learning
- The positive ethos in the school underpinned by shared vision and values
- A high quality programme of Professional Learning that supports all staff and leads to improvement for learners
- Very good teaching and learning supported by our whole-school professional learning programme
- Productive partnerships with parents, other schools and services and a range of partners and contacts in the local community
- Positive feedback about the school from Customer Service Excellence, our Quality Improvement Officer, parents and learners themselves that gives confidence in what we do

Aspects that could impact adversely on the capacity for further improvement include:

- Curricular/Qualifications Framework constraints
- Challenges around staffing (teaching, supply and support staff)
- Unreliable internet / connectivity issues
- Roll out of new school system
- Challenges of rural context on family learning / parental engagement
- A need to build aspiration in some S5/6 students
- A need to further build pupil staying on rates
- Budgetary constraints
- Fabric of the building and grounds
- Staff Health and Wellbeing

6. Record of Updating

Date	Amendment Made	By Who	Comment
06/09/18	PTs Meeting	HT	Document shared with PTs
12/09/18	Whole School Meeting	All Teaching Staff/LD	Context/Strengths/Capacity for Improvement/Challenges updated
12/09/18	Parent Council Meeting	HT	Document shared with PC members for feedback
20/09/18	Senior School Executive	HT	Discussion around priorities / agreed ratings
15 May 2019	Updating	SLT	Reviewed as part of refining for 19/20 Focus on manageable change next session
16 May 2019	Discussion and Updating	All Middle Managers as part of Strategy Day dialogue	As above
18 June 2019	Updating in light of ACEL data	SLT	Forwarded to Faculty PTs