



# IMPROVEMENT PLAN 2014 - 2017

FOR

## MACKIE ACADEMY



**Aberdeenshire Council Education & Children's Services**

"Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work."

Integrity

Excellence

# Mackie Academy

*“There is virtue in hard work”*

Teamwork

Commitment

In Mackie Academy our vision is the driving force behind all our improvement activity.

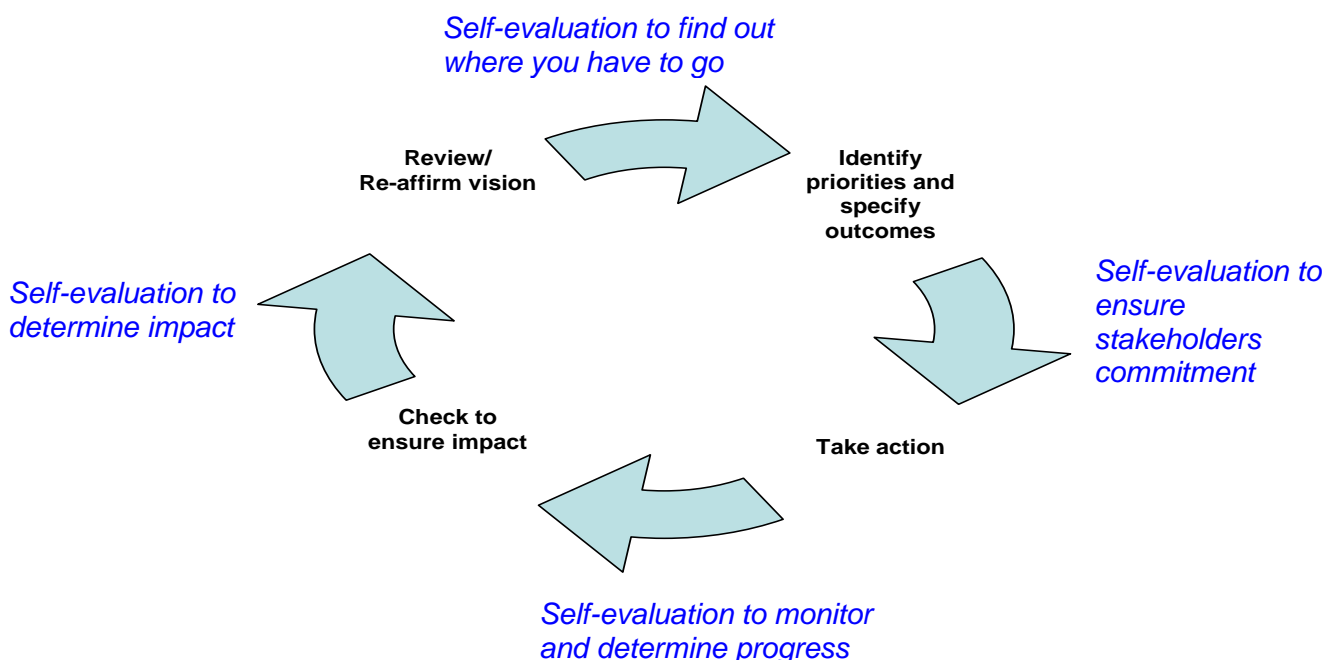
Education & Children’s Service’s Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self-evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

*“Self-evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self-knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.*

*The Journey to Excellence Part 4: Planning for Excellence, HMle, 2007*

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.

## Education & Children’s Service Improvement Cycle



The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.



# Improvement Plan

Improvement Priority No.	QI 1.1 QI 2.1	<b>IMPROVEMENTS IN PERFORMANCE</b> <b>LEARNERS' EXPERIENCES</b>	
<b>Intended Outcome (s) / Impact</b>		<b>Actions / Lead member of staff</b>	<b>Timescales</b>
<p>All Faculty areas at Mackie Academy:</p> <ul style="list-style-type: none"> <li>(a) Perform at or above national performance levels</li> <li>(b) Perform as expected in line with: Baseline entry data (MidYis) Progress data (SOSCA) Virtual comparator data (Insight)</li> <li>(c) Build capacity for improvement</li> </ul> <p>This will focus on progress in the BGE as well as the Senior Phase.</p> <p>Clear tracking of pupil achievement across the curriculum and beyond to show:</p> <ul style="list-style-type: none"> <li>(a) Robust standards of achievement</li> <li>(b) Skills development to aid positive and sustained destinations for pupils</li> <li>(c) Effective working partnerships between Mackie Academy and its learning communities</li> </ul> <p>Consistent high quality teaching and learning in all areas of the school to:</p> <ul style="list-style-type: none"> <li>(a) Challenge and support pupil progress in line with local and national expectations</li> <li>(b) Further develop active participation of our pupils in ownership of their learning and educational pathways</li> <li>(c) Enable our pupils to attain and achieve the best possible outcomes</li> <li>(d) Engage partner organisations that brings learning into real life contexts and progression pathways (Wood Commission development)</li> <li>(e) Allow effective cross curricular and inter-disciplinary learning at all stages which enables learners to see, recognise and utilise these skills in school and beyond.</li> <li>(f) Share Best Practice</li> </ul>		<p>2014-15 Targets: This will be populated following attainment meeting with LA on 6<sup>th</sup> November 2014 and further use of internal tracking data: March 2015</p> <p>2014-15: Training programme for all staff in effective use of key data sets to support attainment targets for 2014-17 (SLT) 2015-16: Effective use of target data in BGE Tracking to support Senior Phase attainment measures. 2016-17: All staff using data to effectively support the Raising Attainment agenda at Mackie Academy.</p> <p>2014-15: Sharing standards across subject, faculty and community teams to ensure consistent benchmarking and expectations. Start to develop system to record this information centrally. 2014-15: Develop pilot of 360 programme, continued engagement with MCMC programme and S1 Lunch Club through involvement with CLD. 2014-15: Children's University Pilot for Stonehaven Cluster</p> <p>Measure lesson development against Core QI Indicators to gain Faculty and Whole School view of quality of L&amp;T</p> <p>2014-15: Enable whole school Profiling Team to develop SP Profiling (FRO) 2014-15: Enhance Business engagement programme with Nexen and ABB (CSI/ATU)</p> <p>2014-15: Have a strong rationale and expectations around our Rich Task and Electives programme as part of curriculum policy development.</p> <p>2014-15: Enable whole school T&amp;L team to develop sharing of best practice across the school to enable a consistent baseline expectation around what a lesson at Mackie Academy should:</p> <ul style="list-style-type: none"> <li>(a) Look like</li> <li>(b) Feel like</li> <li>(c) Contain</li> </ul>	<p>Progression to standards of very good or excellent by August 2017.</p> <p>Tracking system developed in 2014-15; implementation 2015-16 with ongoing evaluation and review in 2016-17</p> <p>Full review of L&amp;T experiences and key areas of development and actioned 2014-15. Developmental work will be time scaled from there</p>



## Improvement Plan

### How will you measure success?

Exam Results and Progress Data – data from TMIR cycles; lesson visit evidence

Pupil Feedback

Staff Feedback

Parent Feedback

Partner Feedback

All of the above will combine quantitative and qualitative information as well as formative and summative comments and assessment.

### Progress Check / Comments / Next Steps

Date:

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Date

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# Improvement Plan

Improvement Priority No.	5.1. 2.3.	<b>THE CURRICULUM</b> <b>MEETING LEARNERS' NEEDS</b>	
Intended Outcome	Actions	Timescales	
<p>To develop, implement and utilise effectively a clear curriculum rationale and structure that:</p> <ul style="list-style-type: none"> <li>(a) Supports the journey to excellence</li> <li>(b) Supports and develops excellent learning and teaching across the school</li> <li>(c) Meets the needs of all learners – challenge and support</li> <li>(d) Enables clear development, assessment and self-evaluation of Literacy, Numeracy and Health and Well Being across the school.</li> <li>(e) Enables successful curricular transition at key points in CfE.</li> </ul> <p>Develop effective assessment strategies – formative and summative that:</p> <ul style="list-style-type: none"> <li>(a) Engages students in their learning and their ownership of the learning.</li> <li>(b) Provides clear opportunities for feedback that impacts on learning, attainment and achievement of pupils.</li> <li>(c) Feeds clearly and effectively into the whole school strategy for Tracking, Monitoring, Intervention and Reporting.</li> </ul> <p>To develop curriculum links that support the development and implementation of:</p> <ul style="list-style-type: none"> <li>(a) The totality of the Senior Phase of CfE</li> <li>(b) The Wood Commission Report</li> <li>(c) The GIRFEC agenda</li> </ul> <p>To develop and implement a Climate for Learning that supports the development of all learners through:</p> <ul style="list-style-type: none"> <li>(a) Clear structures</li> <li>(b) Positive engagement strategies</li> <li>(c) Restorative Justice Processes</li> </ul> <p>And enables our learners to take responsibility and accountability for their actions and their learning environment.</p>	<p>2014-15: Clear curriculum rationale at whole school level and within faculties / subjects (SLT / FHs)</p> <p>2014-15: All meetings to have a focused section on Learning and Teaching with clear actions, evidence and evaluation trail.</p> <p>2014-15: Development of Literacy (FRO / AGA), Numeracy (IMD / ATU) and HWB (KKE) Strategies which incorporates explicit use of Es&amp;Os by all Faculty Teams in their schemes of work.</p> <p>2014-15: Development of programme of curricular links with primary schools to ensure effective transition from P7 to S1 (SLT / FHs)</p> <p>2014-15: Teams to develop strategies and implement in key case studies for review in Summer 2015.</p> <p>2014-15: Implementation of revised policy and procedure for TMIR – evaluate and develop further for 2015-16 to support whole school attainment targets (SLT)</p> <p>2014-15: Develop programme of curriculum provision with Dundee and Angus College for Construction, Rural Studies and Health Studies.</p> <p>2014-15: Implementation of revised Aberdeenshire guidelines related to GIRFEC practice; increased awareness of GIRFEC for all staff (CSI / Guidance)</p> <p>2014-15: Consultation phase in four parts with guidelines developed and staff training in preparation for implementation in 2015-16.</p>	<p>Policy and procedures in place 2014-15; development and review ongoing through 2015-17.</p> <p>Whole school system focus 2014-15</p> <p>Faculty focus 2014-15 on effective strategies and implementation.</p> <p>Review position summer term 2015</p> <p>Key projects to be identified on an annual basis for full scale development and implementation by 2017.</p> <p>Review and development plan 2014-15; implementation 2015-16 with ongoing evaluation of impact to aid developments.</p>	



## Improvement Plan

### How will you measure success?

Exam Results and Progress Data – behaviour data  
Pupil Feedback  
Staff Feedback  
Parent Feedback  
Partner Feedback

All of the above will combine quantitative and qualitative information as well as formative and summative comments and assessment.

### Progress Check / Comments / Next Steps

Date:	
Date	





# Improvement Plan

Improvement Priority No.	5.9.	SELF EVALUATION	
Intended Outcome		Actions	Timescales
<p>To develop a rigorous and robust self-evaluation rationale and structure that:</p> <ul style="list-style-type: none"> <li>(a) Supports and results in individual, faculty and whole school improvement.</li> <li>(b) Results in clarity around improvement strategy and development for pupils, staff, parents and partner agencies</li> <li>(c) Shares Best Practice</li> </ul> <p>To develop a planned and effective lesson visits programme that supports:</p> <ul style="list-style-type: none"> <li>(a) Individual and faculty improvement</li> <li>(b) the consistency agenda</li> <li>(c) whole school improvement in all core quality indicators</li> <li>(d) the learners experience</li> <li>(e) the journey to excellence</li> <li>(f) the sharing of best practice</li> </ul>		<p>Development of clear rationale and structure (LMO)</p> <p>Consistent approach to collection of evidence (LMO / FHs)</p> <p>Effective engagement by all teaching staff in Professional Update (SLT)</p> <p>Active Learning sessions in all meetings (SLT / FHs)</p> <p>Ensure all staff are aware of core QIs and HGIOS and can relate this clearly to their classroom practice</p> <p>Effective use of GTCS Professional Standards by all teaching staff as part of their reflective practice</p> <p>By July 2015 whole school and faculty plans in place for 2015-16 developments.</p>	<p>Rationale and Structure in place by June 2015 for effective improvement planning from August 2015 onwards.</p> <p>Development of programme and training in 2014-15 alongside effective evaluation strategies.</p>
<p>To enable effective tracking, monitoring, intervention and reporting processes that support:</p> <ul style="list-style-type: none"> <li>(a) Individual and faculty improvement</li> <li>(b) the consistency agenda</li> <li>(c) whole school improvement in all core quality indicators</li> <li>(d) the learners experience</li> <li>(e) the journey to excellence</li> <li>(f) the sharing of best practice</li> </ul>		<p>2014-15: Effective tracking of progress in BGE developed through case study approach to develop whole school system.</p> <p>Staff and pupil development of dialogue to support effective TMIR data.</p> <p>Development of consistent and supportive interventions for pupils identified as at risk through TMIR.</p>	<p>BGE Focus 2014-15; Senior Phase focus 2015-16; overall review 2016-17</p>



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Exam Results and Progress Data

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