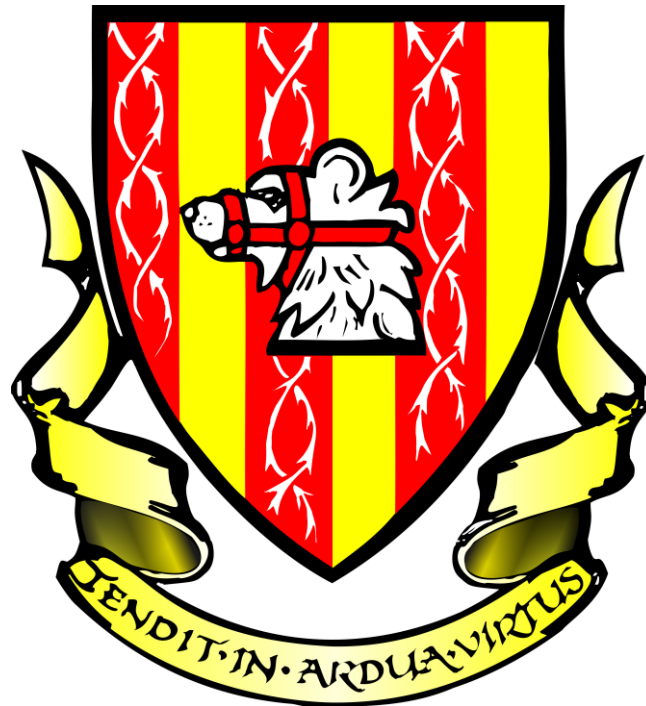




# STANDARDS & QUALITY REPORT

FOR

**MACKIE ACADEMY**



**LAST UPDATED: 04.10.16**

**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 the School

<b>Values and vision of the school</b>
Mackie Academy is a learning community here to provide the highest quality education for each learner. Our vision, value and aims are summed up by four words: Integrity, Excellence, Teamwork and Commitment.
<b>Ethos of the school and wider learning community</b>
Mackie Academy plays an active role within the local community on a wide variety of different fronts including sport, learning, arts and leadership.
<b>Scottish indices of Multiple Deprivation (SIMD)</b>
The school's population in the September 2016 census was 1097. SIMD2= 1 pupil SIMD4 = 21 pupils SIMD5 = 81 pupils SIMD6 = 1 pupil SIMD7 = 46 pupils SIMD8 = 387 pupils SIMD9 = 107 pupils SIMD10 = 443 pupils N/A = 10
<b>Overall strengths of the school</b>
<ul style="list-style-type: none"><li>• Improving attainment</li><li>• Clear shared understanding of expectations of all</li><li>• Clear shared understanding of excellent learning and teaching</li><li>• Wide range of opportunities and high participation in activities out with classes</li><li>• Transition from primary to secondary</li><li>• Positive destinations for all</li><li>• Developing and sustainable leadership structures throughout the school</li></ul>

## 2. How good is our school?

### LEADERSHIP AND MANAGEMENT

#### How good is our leadership and approach to improvement?

<b>a) Summary – approaches used / key features</b>
The school promotes a collaborative approach to leadership and improvement which involves the majority of staff at all stages of their careers. Leadership at all levels allows the school to “look inwards” at what is working well within the school to support improvement as well as allowing teams to identify aspects for growth and development. Effective use of the working time agreement and internal professional learning programmes supports these developments to ensure that improvement is continuous and sustainable.

<b>b) Evaluation against:</b>
<b>QI 1.3 Leadership of Change</b>
<ul style="list-style-type: none"> <li>• Key policies such as Learning and Teaching and Shared Expectations have been developed following engagement of and consultation with stakeholders, and are becoming embedded in our everyday practice.</li> <li>• Positive engagement of pupils, staff and parents in effective self-evaluation and in effecting positive change through pupil leadership team, pupil council, staff consultative committee, staff surveys and the parent council.</li> <li>• Staff increasingly confident and willing to innovate and initiate change in classroom practice in order to improve experiences and outcomes for learners. The SLT supports staff creativity, innovation and enquiry to promote and facilitate this.</li> </ul>
<b>QI 1.1 Analysis and Evaluation of intelligence and data (Theme chosen by school)</b>
<ul style="list-style-type: none"> <li>• Variety of data gathered and shared to inform change and improvement through targeted intervention.</li> <li>• Data gathered is robust and reliable.</li> <li>• Effective use of digital technology to support gathering and analysis of data.</li> <li>• Steps taken to ensure tracking, monitoring, interventions and reporting (TMIR) is manageable and relevant to all stakeholders.</li> <li>•</li> </ul>
<b>c) How do we know? – reference to:</b>
<b>“Looking Inwards” (i.e. sources used for self-evaluation in the school)</b>
<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Minutes of meetings and actions</li> <li>• Data gathered on classroom learning visits</li> <li>• Increasing number of peer learning visits to classrooms to observe learning and teaching and share practice</li> <li>• Pupil feedback</li> <li>• Parental feedback</li> </ul>
<b>“Looking Outwards” (ie, self-evaluation via collaboration with partners)</b>
<ul style="list-style-type: none"> <li>• Aberdeenshire Head Teachers Association (ASHTA)</li> <li>• Membership of Depute Head Teacher support groups</li> <li>• School Leaders Scotland Conferences and events</li> <li>• Scottish Learning Festival</li> <li>• Aberdeen Learning Festival</li> <li>• Key working groups and relationships associated with the Developing Young Workforce Strategy</li> </ul>
<b>d) Key evidence details – to satisfy E&amp;CS / NIF demands</b>
<ul style="list-style-type: none"> <li>• Exam Results</li> <li>• Prediction vs Actual exam results consistency in the Senior Phase</li> <li>• Validated self-evaluation records</li> </ul>
<b>e) Identified strengths</b>
<ul style="list-style-type: none"> <li>• Engagement of all stakeholders in the development of key policies (i.e. Learning and Teaching, Climate for Learning, Mobile Technology Acceptable Use Policy, TMIR, DYW)</li> <li>• Staff development resulting in promoted posts being obtained on a number of different levels.</li> <li>• Strategic planning that supports a 3 year cycle of improvement.</li> </ul>

<p><b>f) “Looking Forwards” – aspects for improvement : headline next steps</b></p> <ul style="list-style-type: none"> <li>• Increased visits to classrooms at all levels – senior leadership, faculty leads and classroom teachers and embedding use of our learning evaluation tool with all stakeholders.</li> <li>• Formalising and initiation of faculty quality improvement – looking at how faculties are improving and sharing good practice as well as identification of areas for improvement through a week long focus. Cycle to fit in with improvement plan cycle.</li> <li>• Tracking and analysis of the Broad General Education to ensure impact on learners’ successes and achievements in the Senior Phase.</li> </ul>
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**LEARNING PROVISION**

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

<p><b>a) Summary – approaches used / key features, etc</b></p> <p>Mackie Academy has spent significant time in 2015-16 working on its curriculum rationale to ensure that it is fit for purpose in the 21<sup>st</sup> century and reflects the needs of our learners. Learning and teaching remains at the heart of everyday practice and the school is developing its approaches through use of the Tapestry programme in 2016-17 to ensure a consistency of approach across the school, which builds upon the work of learner and parental engagement in 2015-16.</p> <p>Primary – secondary transition continues to develop as a model of best practice and developing collaborative curriculum transition is a focus as we move forwards with our cluster primary schools. Partnerships to support learning at all levels and progression onto positive destinations is becoming ever more diverse and reflective of the unique and ever-changing economic profile of the south Aberdeenshire landscape.</p> <p>All staff are confident at Mackie Academy that they can respond appropriately to Child Protection if a situation arose which they had to respond to.</p>
<p><b>b) Evaluation against:</b></p> <p><b>QI 2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• Shared understanding of what excellent learning and teaching looks like (Learning Wheel)</li> <li>• Majority of learners fully engaged and eager, active participants in learning who are engaged, resilient, highly motivated and interact well during activities.</li> <li>• Learners experiences are appropriately challenging, enjoyable and suited to their needs.</li> <li>• Learning Wheel visible and high profile across the school</li> <li>• Shared clear understanding of expectations around TMIR from policy</li> <li>• Ethos of commitment to Restorative Practices resulting in increasingly positive relationships</li> <li>• Effective Tracking and Monitoring in the Senior Phase has resulted in predictions and actual exam results being very accurate.</li> </ul>
<p><b>Other QI’s / themes ex. QI’s from within same category (selected by school / service)</b></p> <p><b>QI 2.4 Personalised Support (Targeted Support)</b></p> <ul style="list-style-type: none"> <li>• Universal support is being developed through an organised tutor time programme that works to develop the role of the classroom practitioner.</li> <li>• Learners’ needs are identified early and targeted support is provided effectively via</li> </ul>

individualised profiles and approaches to meeting needs.

- Staff and partners take positive, pro-active steps to ensure that barriers to learning are minimised with the aim to remove these completely where possible. Effective partnership working is key to this.

#### **QI 2.6 Transitions**

- Highly effective primary to secondary transition programme (both universal and targeted) that is recognised as a model of best practice.
- Collaborative approach to primary – secondary transition that involves all relevant staff so that pupils are supported at both the universal and targeted support level effectively.
- Highly effective support for pupils in moving into positive destinations post school which resulted in Mackie Academy having the highest positive destination figure of any secondary school in Aberdeenshire in 2015.

#### **c) How do we know? – reference to:**

##### **“Looking Inwards” (i.e. sources used for self-evaluation in the school)**

- Learner views sought, valued and acted on (Pupil Leadership Team / Pupil Councils).
- Restorative Practices Policy and Practices in place.
- Rights Respecting School Agenda.
- Pupils, staff and parents involved in developing the curriculum rationale.

##### **“Looking Outwards” (i.e. self-evaluation via collaboration with partners)**

- Peer Support Groups (PSGs) for staff supported, productive and impacting on faculty and subject development.
- Cluster activities promoted and supported by school through inclusion in Working Time Agreement – focus on Literacy, Numeracy and Health and Well-being.
- Collaborative practice with colleagues at another secondary school to promote improvements in a faculty.
- Development of a database of support from the parental body to support the Developing Young Workforce strategy; implemented as part of the Senior Phase induction programme in 2016.

#### **d) Key evidence details – to satisfy E&CS / NIF demands**

- Attainment and achievement at all levels which equals or outperforms the school’s virtual comparator for Insight.
- 98.4% Positive Destinations in 2015.
- Community engagement and work experience unit engaged to support our young people in their learning pathways.
- Partnerships: Sports Hub, Further Education provision (NESCOL/D&A) alongside other key programmes e.g. Career Ready / Children’s University
- Positive feedback from the transition process that shows effective engagement of the majority of stakeholders.

#### **e) Identified strengths**

- A consistent approach to Learning and Teaching with all key stakeholders.
- Tracking, Monitoring, Interventions and Reporting.
- Transitions (primary-secondary, secondary-post school)

#### **f) “Looking Forwards” – aspects for improvement : headline next steps**

- Updated lesson evaluation form to help gather and collate data and standardise

approaches to lesson visits

- Increase use of digital technologies in learning to support, engage and motivate learners
- Increase access to outdoor learning to promote active and cooperative learning opportunities
- More consistent teacher-pupil learning conversations as part of TMIR process
- Increased curricular provision through further development of college partnerships
- BGE to Senior Phase Transition
- Curriculum rationale translated into a pupil, parent and partner friendly format that promotes excellence and equity.

## **SUCSESSES AND ACHIEVEMENTS**

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

### **a) Summary – approaches used / key features, etc**

Mackie Academy has focused in the last three years on developing inclusive practices that ensures all our learners are enabled to raise their personal attainment and achievements. This is both in the classroom and across the learning community through whole school strategies that permeate these structures e.g. literacy, numeracy and health and wellbeing across the curriculum.

A recognition that a diverse range of learners requires a variety of approaches to support raising attainment and achievement has seen a change in how the school approaches the delivery of employability and creativity through both curriculum provision and extra-curricular activities.

### **b) Evaluation against:**

#### **QI 3.2 Raising Attainment and Achievement**

- Attainment and achievement in the Senior Phase now shows a three year trajectory of improvement.
- Overall learners are successful, confident, exercise responsibility and contribute to the life of the school and wider community.
- The school is working towards a curriculum that supports equity for all learners.
- Achievement is now a focus in terms of tracking and monitoring the progress of groups within the school.

### **c) How do we know? – reference to:**

#### **“Looking Inwards” (i.e. sources used for self-evaluation in the school)**

- Insight
- SQA information – number of presentations etc.
- Positive destinations
- Cross-curricular teams working on and delivering literacy and numeracy developments to learners in the BGE.

#### **“Looking Outwards” (ie, self-evaluation via collaboration with partners)**

- Use of partner organisations on Insight to look at best practice and school improvement.
- Working with Community Learning Development team to support accreditation of our learners’ achievements.
- Curriculum provision that promotes equity and raising attainment through effective working with partners.

<b>d) Key evidence details – to satisfy E&amp;CS / NIF demands</b>
<ul style="list-style-type: none"> <li>• Improving three year trends in key measures on Insight</li> <li>• Robust Tracking system in Senior Phase.</li> <li>• BGE Tracking system being developed and tested</li> <li>• Attendance levels high, exclusion levels low</li> <li>• % positive destinations on leaving school</li> </ul>
<b>e) Identified strengths</b>
<ul style="list-style-type: none"> <li>• School attainment levels in line with or outperforming virtual comparator in Insight.</li> <li>• Recognition of best practice within teams and sharing this practice with other schools in the authority.</li> <li>• Inclusive practice both within the curriculum and the learning environment.</li> </ul>
<b>f) “Looking Forwards” – aspects for improvement : headline next steps</b>
<ul style="list-style-type: none"> <li>• Closing the gap for all at Mackie Academy.</li> <li>• Creativity across the curriculum.</li> <li>• Continuing improvement in raising attainment and achievement in the Senior Phase through effective learning pathways.</li> </ul>

### 3. What is our capacity for improvement?

<ul style="list-style-type: none"> <li>• Teacher professionalism / opportunities for professional learning</li> </ul> <p>A balanced staffing structure which has a wealth of experience alongside newly qualified staff means that there is a thirst for professional learning at Mackie Academy. This can be seen in a revitalised professional learning programme for 2016-17 to which a wide variety of staff are contributing.</p> <p>In addition to this the whole school focus on the Tapestry programme to engage all in quality learning and teaching provision and discussions has provided a clear, whole school focus that can be built on in years to come.</p>
<ul style="list-style-type: none"> <li>• Leadership at all levels</li> </ul> <p>An in-house programme of leadership development opportunities is bearing fruit in terms of the success staff members are having either through internal or external promotions. External developments through organisations such as SCEL are leading classroom practitioner research that can only be positive for whole school leadership development.</p>
<ul style="list-style-type: none"> <li>• Engagement with parents and partners</li> </ul> <p>The school is working hard to engage all parents and different approaches to parents' evenings in 2016-17 reflect this. A strategic approach to our work with partners is required to ensure that we remain smart and focused on what is important for our learners and their learning pathways.</p>

Mackie Academy's improvement plan for 2016-19 is available as a separate document.