



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MACKIE ACADEMY 2017-20

LAST UPDATED: 23.11.17

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

1. Context of the School

Values and vision of the school

Mackie Academy is a learning community here to provide the highest quality education for each learner. The school's motto is "There is virtue in hard work" which has been with the school since it was founded in the 18th century. Still pertinent today our vision, value and aims are summed up by four words - Integrity, Excellence, Teamwork and Commitment – which is what we want for all our learning community.

Ethos, community links and partnerships

Over the past four years Mackie Academy has been working hard to develop a sustainable, cohesive and inclusive approach to education for all our young people. This has been brought about through the introduction of a focus on what it means to be a member of our community. A significant piece of work has been implemented around a positive climate for learning which includes restorative approaches. Overall this has had a positive impact on the school community but is still very much a work in progress.

Mackie Academy plays an active role within the local community on a wide variety of different fronts including sport, learning, arts and leadership. Through our work as part of our "Developing the Young Workforce" strategy flagship partnerships are being created with a variety of local and national firms and bodies that reflects the diverse nature of our pupil body and their destinations post school. To date Macphies and the Royal Airforce have committed to flagship partnerships with the school. More informal partnerships with local community groups such as the Men's Shed and the Community Council allow our young people to engage in lifeskills which are an important part of their education. In addition to this engagement of our parent body through this agenda has started so that the school can make the most of the experiences our parents have in the world of work. Further to this college links have developed significantly to support pathways through the Senior Phase as well as starting to give experiences to pupils in the Broad General Education.

The school is also starting to develop positive links with its alumni which is resulting in opportunities for our young people as they look towards their futures. A number of alumni support our annual prizegiving evening as well as a number of key events around the school. These partnerships show to our young people how they can contribute back to their school in the future whatever pathway they decide to take.

SIMD profile

The school's population in the September 2017 census was 1126. Mackie Academy has a large catchment area from Lairhillock to the northwest of the school as far south as Johnshaven and across to Glenbervie. The largest settlement is the market town of Stonehaven with a population of around 11,600. Our SIMD profile shows that approximately 85% of our pupils are from SIMD 8-10 with no pupils in SIMD 1-3.

Detail and allocation of PEF

Mackie Academy was allocated £38,500 in May 2017 to support closing the poverty related attainment gap. In line with the National Improvement Framework the school has allocated the monies in three main tranches over the upcoming academic year:

1. Visible Learning training programme for all teaching staff which is a cluster wide commitment for the next three years.
2. Literacy and Numeracy developments in the BGE to support individuals to stay on track to achieve what their MidYIS predictions say they are capable of when they enter into the Senior Phase.

3. Health and Wellbeing – support for a range of projects, predominantly around attendance at school and mental health, to enable individuals to achieve their best.

A detailed plan associated with these developments is being integrated into the whole school improvement planning process so that the impact of these developments can be measured.

Overall strengths of the school

- Improving attainment of pupils at all stages – this can be evidenced through our attainment progression over the past four years.
 - Clear shared expectations of all within the school and wider community.
 - Clear shared expectations of excellent learning and teaching.
 - Rigorous assessment and tracking to inform and promote pupil attainment and progression.
 - Wide range of opportunities in activities out with classes
 - Transitions to, within and beyond Mackie Academy.
 - Positive destinations for almost all pupils.
 - An ethos of “leadership for all” amongst the staff body resulting a sustainable structure to support whole school developments.
- What this means is that learners experiences are being enhanced at Mackie Academy to an extent which is allowing for continuous whole school improvement resulting in improving outcomes for young people since 2014.

The Standards and Quality element of this document is based on evaluation of the school’s previous three year improvement plan, through faculties and with middle leaders in June 2017. In addition to this the exam results of 2017 and their analysis through Insight provide key foci for the school as it looks inwards, outwards and forwards.

To engage the school and wider community in the most effective way possible Mackie Academy will continually reflect and evaluate the core quality indicators from HGIOS4 whilst addressing those remaining on a cyclical basis as outlined on the next page:

Evaluation Cycles 2017-20

Cycle of Evaluation	Leadership and Management	Learning Provision	Successes and Achievements	Action Plan
2017-18	1.1: Self Evaluation 1.2 Leadership of Learning	2.1 Safeguarding and Child Protection	None	2018-19
2018-19	1.4 Leadership and management of staff	2.4 Personalised Support 2.5 Family Learning	Increasing Creativity and Employability	2019-20
2019-20	1.5 Management of resources to promote equity	2.6 Transitions	None	2020-21



The decision around the milestones and timescales to evaluate and action plan around these quality indicators is a reflection of the current round of evaluation at the end of the three year improvement plan to identify our priorities moving forwards.

Within all of this the three priorities of the Scottish Government will remain at the forefront of our planning process:

Curriculum for Excellence (CfE)

Getting it Right for Every Child (GIRFEC)

Developing the Young Workforce (DYW)

Leadership and Management: How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview (narrative across this category and various QI's):

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. The school has worked to build systems around self-evaluation that allow staff in all settings to see the “big picture”. The challenge now is to embed this so that it is used effectively to support a self-evaluation model that is succinct and purposeful.

QI 1.1 Self-evaluation for self-improvement and QI 1.2 Leadership of Learning are part of our evaluation cycle over the next year. Within the themes in each of these QIs “collaborative approaches to self-evaluation” and “children and young people leading learning” will be key foci.

Work on QI 1.1 has already been a focus for the school in terms of the analysis and evaluation of Intelligence of data through:

- The variety of data gathered and shared to inform change and improvement through targeted intervention.
- Ensuring that data gathered is robust and reliable.
- Making effective use of digital technology to support gathering and analysis of data.
- Taking steps to ensure tracking, monitoring, interventions and reporting (TMIR) is manageable and relevant to all stakeholders.

This has given us some critical data sets to show the impact that such intelligence can have on learners’ successes and achievements such as ensuring that predictions vs attainment in examinations is accurate and identifying at an early stage pupils whose attendance patterns are having a negative impact on their attainment, thereby putting interventions in place to support the pupil. This is still a work in progress and one that we will continue to develop through ongoing evaluation of this category in 2017-18.

What this means for the learner at Mackie Academy is that through regular and effective quality improvement and moderation activities the school has clear and agreed standards and expectations. Nearly all staff are using data to effect change for the benefit of young people and their outcomes and there is a growing confidence amongst staff and pupils to discuss relevant data to inform progress and outcomes overall.

Key strengths:

- 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).
- Staff development resulting in promoted posts being obtained on a number of different levels across the local authority and further afield.

- Effective Strategic planning that supports a 3 year cycle of improvement.
- Management of resources and finances to support development of the learning environment.

Identified priorities for improvement:

- Ensuring impact on learners' successes and achievements through succinct and effective data management, with a specific focus on the Broad General Education.
- Focused action planning across the school to work collaboratively at school and cluster.
- Development of the Visible Learning programme to support young people in active learning.

In relation to the priorities listed above the following action plans will support the identified priorities for improvement:

- ***Cluster Action Planning for specific projects in relation to curriculum, learning and teaching, assessment and moderation.***
- ***Rights Respecting Schools***
- ***Whole School Data Analysis Matrix for evidence based school improvements***

Evaluation of QI 1.3 - Leadership Of Change

Sources of evidence/evaluation activities undertaken:

	Learner	Staff	Partners
QI 1.3	Pupil Council and focus groups (D/F)	Annual Review process with Faculties (D/F)	Parent Council survey of parents: by parents for parents (D)
	Involvement in recruitment process of staff (F/O)	Biennial staff questionnaire: teaching and support (D)	Parental Questionnaire by school to inform progress and development of the school (D)
	All encompassed within the mantra of "You said, we did"		

Types of Evidence: (D) = Data, (F) = Feedback, (O) = Observation

Overall evaluation of level of quality:

Key guidance around Learning and Teaching alongside Shared Expectations have been developed following engagement of and consultation with stakeholders, and are becoming embedded in our everyday practice. This shows the commitment at Mackie Academy towards ensuring the highest possible standards for all learners. The development of a programme of professional learning in 2016-17 by Kat Thoires, DHT, in response to staff feedback and engagement around professional standards has led to a programme that not only supports whole school developments but individual needs as well. This year, the next step in this process sees the whole school working parties being led from by classroom practitioners which is a reflection around the ethos of "leadership for all".

Positive engagement of pupils, staff and parents in effective self-evaluation and in effecting positive change through the pupil leadership team, pupil council, staff consultative committee, staff surveys and the parent council is growing. Whilst sustainable participation in a number of areas still remains a challenge through widening the school's methods of communication it is becoming easier to get responses that are more reflective of our stakeholders which then empowers us to make changes that have the desired impact.

Over the past four years the Head Teacher has worked to develop a senior leadership team (SLT) that is a cohesive unit that can lead and develop the strategic direction of the school. The impact of this can now be seen in middle leaders and classroom staff being increasingly confident and willing to innovate and initiate change in classroom practice in order to improve experiences and outcomes for learners. A great example of this has been the development of the S2 Electives course where, as a result of staff and pupils engaging in a creative approach to learning other skills, such as critical thinking, are being developed to support them elsewhere in the curriculum. The SLT supports staff creativity, innovation and enquiry to promote and facilitate this. Different forums have been created to enable staff to collaborate and turn plans into reality. It has been a challenge to protect time for professional dialogue but it is something that the school is endeavouring to do through the development of the Visible Learning programme across the cluster from 2017-18 for three years. The Tapestry programme in 2016-17 enabled the school to reinvigorate the concept of Teacher Learning Communities which has been taken forward again this year as part of the working parties programme.

What this means for the learner at Mackie Academy is an ownership around the vision, values and aims of the school which the majority of pupils buy into on a day by day basis. Effective leadership by pupils is growing in all aspects of school life and an integrated role with staff working parties in 2017-18 offers an opportunity for the school community to take this to the next level where the vision is turned into a sustainable reality in all aspects of school life. Learners are challenged in their thinking to work collaboratively with partners both within and beyond the school to come up with creative solutions to real life problems.

Level of quality for this QI: 4 (Good)

(HGIOS4 1-6 scale)

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview (narrative across this category and various QI's):

Safeguarding and Child Protection remain of paramount importance here at Mackie Academy. 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 and several members of our pupil support team contribute to strategic work around this area across the local authority, reflecting how the school is viewed in this field of work. The school prides itself on building positive relationships with young people. The school has an active LGBTQ+ group that has had a significant impact around the school in terms of addressing key concerns. In addition to this new strategies are being implemented to support young people to make us aware of any concerns they may have. Recently, pupils have been given access to a phone line which they can call or text if there is information or help they require. Whilst still in its early stages of implementation the initial feedback has been positive and overwhelmingly positive with no misuse of the system reported. This is a reflection of the groundwork that predated this to ensure that pupils understood the purpose of development such a tool to support them.

Parental feedback showed that in 2016-17 91% of parents believed that their child was safe in their environment here at Mackie Academy. This is reflected in pupil feedback and where issues arise they are challenged directly and appropriately. A skilled team of staff exist here at Mackie Academy to deal with the most challenging cases and the pupil is always kept at the heart of the matter.

QI 2.1 Safeguarding and Child Protection is part of our evaluation cycle over the next year. Within this all three themes will be used to ensure that the school has a clear picture of any areas for revision and / or development. Learners' experiences will form a critical part of this evaluation to inform our action plan.

Mackie Academy has spent significant time over the past two years working on its curriculum rationale to ensure that it is fit for purpose in the 21st century and meets the needs of all individual learners. Learning and teaching remains at the heart of everyday practice and the school has developed its approaches through engagement in the Tapestry programme in 2016-17 to ensure a consistent approach across the school, which builds upon the work of learner and parental engagement in 2015-16. This will continue going forward in 2017-18 as the school, along with its cluster primaries and special school, engage in the Visible Learning programme of training for all teaching staff.

Primary to 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. The appointment of a member of staff to the post of PT DYW has given the school the capacity to look at the development of this programme from a more strategic perspective and it is a key focus for the school moving forwards, building on the excellent partnerships that currently exist to ensure that young people are prepared as well as they possibly can be for their future choices and pathways through education and the world of work. Universal support is being developed through an organised tutor time programme that works to develop the role of the classroom

practitioner whereas targeted intervention means that learners' needs are identified early and support is provided effectively via individualised profiles and approaches to meeting needs. The school prides itself on effective working partnerships to remove barriers to learning for all our young people wherever possible.

Family learning is in its infancy here at Mackie Academy but well received sessions on literacy, numeracy, use of social media and a community health and wellbeing event have been well received by those attending. The school is looking at how best we can support families with the learning of their young people through a variety of methods but especially through online resources and communications. Good examples exist in both the Technologies and English faculties and what the school now needs to look at is how we develop this consistently across the school. Working with partner agencies the school supports effectively families in challenging circumstances to ensure that the learning of the young person remains a priority.

Key strengths:

- A consistent approach to Learning and Teaching with all stakeholders
- Tracking, Monitoring, Interventions and Reporting – a consistent approach
- Transitions (primary-secondary, secondary-post school)
- Targeted support for vulnerable pupils and families

What this means for learners at Mackie Academy is that learning and teaching is recognised by the majority as being the most important part of our school work. Learners know that their wellbeing is equally important within the school community to enable learning to take place effectively and can recognise the different levels of support that are in place to help them progress effectively throughout their time in school. Learners can identify clearly what good and excellent learning and teaching looks like and can talk effectively about their progress.

Identified priorities for improvement:

- Learning Pathways to be developed for all Faculty areas in the Senior Phase.
- Curriculum rationale translated into a pupil, parent and partner friendly format that promotes excellence and equity.
- Implementation of benchmarks into BGE assessment and moderation process to support progress and effective transition of learners into the Senior Phase.
- Effective collection of evidence to support learning and teaching observations across the school and support improvement.
- 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
- Consistent and effective teacher-pupil learning conversations as part of Tracking, Monitoring and Reporting process

In relation to the priorities listed above the following action plans will support the identified priorities for improvement:

- *Learning and Teaching*
- *Digital Technologies*
- *TMIR Action Plan*
- *P7/S1 Transitions*

Successes and Achievements: How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

(narrative across this category and various QI's)

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. This focus has resulted in a four year trajectory of improving results which brings the school in line with or exceeding its virtual comparator within Insight. 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, partnerships and extra-curricular activities. The cross-curricular work between faculties, the DYW agenda led by the PT DYW and the Career Education Standard led by PT Guidance is creating innovative approaches which have been recognised regionally through awards for our external partnerships with the RAF.

The work around wellbeing is ongoing and intrinsically linked to the development of restorative practices throughout our school community and the Rights Respecting School work that is being undertaken. Evaluation of pupil and staff voice show that, overall, there is an improving picture around how people feel that their views are taken on board, acted upon and incorporated into the overall improvement plan for the school. Positive relationships across our school community is a key theme and focus. The school promotes equality in all aspects of its work and action plans are focused on those young people who face challenges in the core areas of being young carers, looked after and / or with additional support needs. An active section of the school community means that the issues of equality and inclusion are talked about, supported and are visual within the school so that young people feel able to talk about these topics and challenge when necessary.

Key strengths:

- School attainment levels in line with or outperforming virtual comparator in Insight.
- Recognition of best practice within teams and sharing this practice with other schools in the authority.
- Inclusive practice both within the curriculum and the learning environment.

What this means for learners at Mackie Academy is that nearly all young people are moving onto positive destinations which are reflective of the potential displayed and attainment achieved in examinations and wider learning. Destinations are varied and pupils are proud of their outcomes both personally and as part of the school community.

Identified priorities for improvement:

- Challenge agenda for most able pupils in S4.
- Creativity across the curriculum evident in classroom practice.
- Closing the poverty related attainment gap through effective learning pathways that address key skills for employability.

In relation to the priorities listed above the following action plans will support the identified priorities for improvement:

- *DYW and Career Education Standard*
- *Rights Respecting Schools*
- *Literacy and Numeracy*
- *Health and Wellbeing*

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

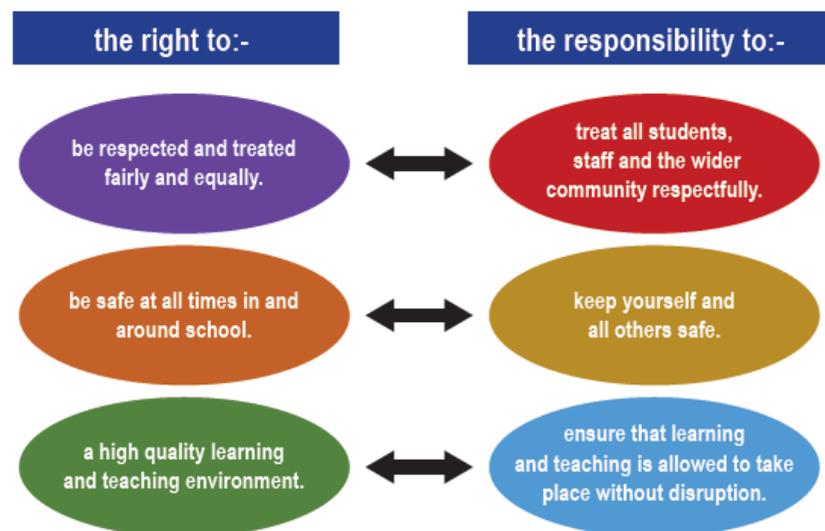
Sources of evidence/evaluation activities undertaken:

	Learner	Staff	Partners
QI 3.1	Pupil Council and focus groups	Professional Learning	Parent Council
	Wellbeing surveys	Curriculum content	Community HWB Events
	External provision as part of PSE and wider curriculum.	Learning and Teaching	Partner agencies: local and national input

Overall evaluation of level of quality:

Underpinning all the work associated with this particular quality indicator lies the work being Mackie Academy's Climate for Learning which states the following:

As a member of Mackie Academy and the wider community you have:-



In order to be all you can be, work with a positive attitude and to the best of your ability.

Through effective professional learning for staff and developing the work of the Rights Respecting Schools agenda, alongside restorative practices, the learning community at Mackie Academy has real strength in this aspect of its work to ensure that learners' experiences are overwhelmingly positive and outcomes for individuals meet their needs. In 2016-17 91% of parents sampled at parents' evenings said that they agreed or strongly agreed with the statement that their child felt safe at school.

A climate exists where the majority of young people feel listened to and can discuss aspects of their lives where they feel support is required. Creative mechanisms have been put in place to support young people in sharing information that they feel is important to them. Through the wellbeing indicators young people are able to recognise if and when they need to ask for help. Positive relationships between staff, pupils and parents is a key strength of the school.

The school fulfils all its statutory requirements to the highest standard possible and working parties across the local authority contain members of the team so that their excellent practice can be shared to impact positively on learners' experiences elsewhere. The school has an active LGBT+ group as well as other areas of the school e.g. Amnesty International that look at the inclusion and equality agendas in a variety of different settings. What this means is that young people have opportunity, both within the curriculum but also outside, to extend their knowledge and understanding of such issues which, in turn, enables young people to challenge others on their views if they feel that they are discriminatory in any way.

What this means for learners and their experiences at Mackie Academy is that their views and opinions are valued as individuals and as part of the school community allowing young people to achieve success.

Level of quality for this QI: 5 (Very Good)

(HGIOS4 1-6 scale)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

	Learner	Staff	Partners
QI 3.2	BGE and Senior Phase Tracker (D/F)		Reports and Parents Evenings (D/F)
	Self and Peer Assessment, moderation and target setting (D/F/O)	Assessment, moderation and benchmarking exercises within faculties, across school and cluster (D/F)	Wider Curriculum provision (D/F/O)
		CfE and Insight Analysis of data	

Types of Evidence: (D) = Data, (F) = Feedback, (O) = Observation

Overall evaluation of level of quality:

Attainment and achievement in the Senior Phase now shows a four year trajectory of improvement in all key measures for the school. This year shows, in the majority of measures, the school equalling or exceeding its virtual comparator. Literacy and Numeracy measures show improvement levels of attainment at Level 4 by the end of S3 which is now having a positive impact on the percentage of pupils achieving N5 qualifications in the Senior Phase. In 2017 this result was statistically significant for the school in Insight for S4 pupils. A cohesive approach to the teaching of literacy and numeracy within the BGE means that responsibility for these measures is whole school and is viewed as being whole school with a positive impact in terms of curricular and learning progression from primary to secondary.

Very good progress is made by the majority of pupils through robust tracking in the BGE and Senior Phase which enables academic and pastoral interventions to take place as early as possible to support young people. Communication around progress is developing through effective learning conversations in the classroom and rigorous assessment and moderation that allows pupils to engage in discussion around their progress. Informing parents through effective, staged comments in reports has been a focus for the school over the past year and feedback from parents around this and a targeted approach to parents evenings has, generally, been well received. It has meant that for the current S4 year group there are only five pupils whose parents have not been seen formally at these events and one of these is accounted for through the MAAPM process.

The challenge for the school now lies in those areas identified as representing “gaps” in the attainment profile of the school. In the year ahead key foci include challenging the most able pupils, SIMD 5 and 6 Male in S4, significant underperformance by male pupils in SIMD 5, 6 and 7 in S5 as well as looking at what females in SIMD 5 and 8 are focusing on as they outperform those in SIMD 10 in S5. Our S6 results exhibit no significant poverty related attainment gaps.

The focus by the school on positive pathway progression for all learners is an area the school is proud of. The wide and varied pathways that our young people take are reflective of the local context that the school finds itself in, strong and effective partnerships both in the local and wider community alongside an individualised approach that engages parents at an early stage to understand all the pathways available to young people today. Mackie Academy currently has 10% of the total cohort of pupils engaging in Foundation Apprenticeships across the shire and the

city. Our PEF monies support young people on an individual basis, alongside other funds, to ensure that we have effective systems in place to promote an equitable system for all our pupils.

Level of quality for this QI: 5 (Very Good)
(HGIOS4 1-6 scale)

What is our capacity for improvement? (How good can we be?)

Mackie Academy has the capacity to be an excellent school and has made significant progress towards this over the last improvement plan cycle. Overall, attainment and achievement is improving in line with expectations, and in places exceeding expectations; where gaps have been identified actions are being put in place to address these. Systems have been put in place to support staff, pupils and parents on this journey to excellence and the school is now at a stage where these critical elements of school improvement are well embedded. What this now allows the school to do is focus on the key areas that require further development through our self-evaluation cycle alongside maintaining our core quality indicators as part of our operational work on a day by day basis. A structured, yet manageable approach to this allows teams across the school to take on board those points which are critical to them and put in place the necessary actions to enable the right outcomes for our young people.

Teacher professionalism / opportunities for professional learning

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 to which a wide variety of staff are contributing and attending. This will be monitored and evaluated on an annual basis to address whole school and targeted support for staff. The development of the Visible Learning project across the cluster from November 2017 for three years is partially a response to the positive feedback from the Tapestry programme in 2016-17. A whole cluster approach to the further development of quality learning and teaching is critical to positive experiences and outcomes for all learners.

Leadership at all levels

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. This year working parties are led by teachers for teachers and reflect the whole school improvement plan as well as areas of interest and professional development for staff. The mantra that “everyone is a leader” is now embedded across the school and this is reflected in the level of responsibility that is taken across the school by staff on core strategies to support the school’s vision, ethos and aims. Pupil leadership is being reviewed and revamped to build on previous success and address those areas that pupils identified as not being effective. The Rights Respecting Schools agenda and whole school improvement plan will provide a framework for this but the work will be pupil led.

A constraint that is being experienced more and more at Mackie Academy is the capacity to recruit staff into key positions. This puts pressures on other team members which can impact on the capacity for improvement within the individual team and the whole school.

Engagement with parents and partners

The school is working hard to engage all parents and different approaches to parents’ evenings in 2016-17 reflect this with very positive feedback. What is clear from parental feedback is that there are still areas of the school’s practice that they do not have a clear working knowledge of and therefore feel unable to comment or contribute towards 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. All action plans will address this work. The partner base for the school is growing, especially through the work associated with the Pupil Equity Fund and the Developing Young Workforce strategy. The challenge and possible constraint that exists for Mackie Academy in the forward planning associated with this is reflected in the current economic climate and the capacity to build and maintain these partnerships in the future.

Overall the need for the school to work smartly within the financial constraints that are having to be managed by all is a challenge that will influence progress in the future.

The school improvement planning cycle will provide regular updates to all key partners.