



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MACKIE ACADEMY 2017-20

LAST UPDATED: 10.01.19

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. The school has also worked with its extended leadership team over the past academic year to take this work further and ask what it means in terms of the school's objectives for our learning community. This has resulted in three key statements:



Ethos, community links and partnerships

Mackie Academy is working 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. The school's working party on restorative practices has an active action plan for 2018-19 to further support both staff and pupils in the development of this consistently across the school.

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 have been 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. The development of the Duke of Edinburgh Bronze Award within our curriculum provision in 2018-19 is further developing community links at a much earlier stage for our young people. 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. 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, most significantly our Senior Phase Induction event in June each year. 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 2018 census was 1182. Mackie Academy has a large catchment area from Lairhillock to the northwest of the school as far south as Johnshaven and across to Glenberrie. The largest settlement is the market town of Stonehaven with a population of around 11,600. Our SIMD profile shows that approximately 90% of our pupils are from SIMD 7-10 with no pupils in SIMD 1-4.

Detail and allocation of PEF

Mackie Academy has been allocated just under £40,000 for two years now 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:

1. Visible Learning training programme for all teaching staff which is a cluster wide commitment until the end of the academic year 2019-20.
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.

Detailed planning associated with these developments is being integrated into the whole school improvement planning process so that the impact of these developments can be measured. In 2018-19 individual projects within teams have been supported to enable staff to take forward evidence based research to support the overall aim of closing the attainment gap for specific groups of pupils.

Overall strengths of the school

- Good 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 developing effective whole school 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 in 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 the school’s self-evaluation through faculties and with the extended leadership team. In addition to this the exam results of 2018 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



Through the development of the “Towards a Self-Improving School System” in Aberdeenshire the school is partnered with our neighbouring secondary schools in Laurencekirk and Portlethen to look at Q11.1 in 2018-19. The programme focuses around the three key themes of this quality indicator and the school has invested in software to further develop the self-evaluation process here at Mackie Academy. 2018-19 will be a year of learning for all staff in the use of this software to enable a strong evidence base to be created across the school around self-evaluation and areas for improvement.

The milestones and timescales to evaluate and action plan around these quality indicators is reviewed on a regular basis to identify our priorities moving forwards in line with the three priorities of Scottish education – Curriculum for Excellence (CfE), Getting it right for Every Child (GIRFEC) and 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 is working to build systems around self-evaluation that allow staff in all settings to see the “big picture” through the use of the IAbacus tool. 2018-19 will be a year of development for the school in the use of this tool to enable all to utilise the evidence created for future developments in 2019-20.

QI 1.1 Self-evaluation for self-improvement and QI 1.2 Leadership of Learning are part of our action planning process for 2018-19 and will be the first areas that the school will focus on through our partnership work with our colleagues in Mearns and Portlethen Academies and through our own self-evaluation cycle. 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. Work will continue on this going forwards to identify impact and progress within the core QIs.

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, cluster and a south Aberdeenshire hub level.
- Development of the Visible Learning programme to support young people in active learning.

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

- ***Visible Learning Impact Coach plans and developments: within school and across cluster***
- ***Rights Respecting Schools Award***
- ***Whole School Data Analysis Matrix for evidence based school improvements, including PEF monies.***

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 from 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. The whole school working parties being are now led by classroom practitioners which is a reflection around the ethos of "leadership for all" and are entering a second year of developments to ensure sustainability of these programmes.

Positive engagement of pupils, staff and parents in effective self-evaluation and in effecting positive change through the pupil leadership team, pupil forum, 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. In 2017-18 the introduction of a monthly correspondence to parents has had a positive reaction from the parent body and enabled the school to share more effectively with parents' information on a number of different fronts. A specific focus on Health and Wellbeing in this method of correspondence is seen as a non-intrusive way to showcase to parents resources that are available to them to support their children and their HWB.

The Head Teacher has 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. The extended leadership team work in a collegiate manner to support strategic developments within the school and are developing a solution focused approach to enable these developments to have impact. 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 is 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 as part of the working parties programme.

What this means for the learner at Mackie Academy is an growing clarity 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 some areas 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 whilst the Young Carers group is growing a positive ethos to support and develop people's understanding of the challenges these young people face. In addition to this new strategies are being implemented to support young people to make us aware of any concerns they may have. 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 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 show that almost all parents believe that their child is safe 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 was part of the evaluation cycle in 2017-18 and is now being focused on through the IAbacus tool for action planning. 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; this is very much still a work in progress. Learning and teaching remains at the heart of everyday practice and the school is developing its approaches through engagement in several different programmes of self-improvement. Our ongoing commitment to the Visible Learning programme across our cluster is a major development to look at maximising pupils' attainment and achievement across all elements of their education.

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 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 and PSE 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 developments will support the identified priorities for improvement:

- ***Learning and Teaching: effective analysis of data from the classroom***
- ***Digital Technologies: Use of the GSuite and new School Solutions***
- ***Tracking, Monitoring, Interventions and Reporting: effective use of systems in the BGE and Senior Phase to support progress and attainment***

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

	Learner	Staff	Partners
QI 2.3	Lesson Observations and Learning Walks (D/F/O)	Lesson Observations and Learning Walks (D/F/O)	Parents Evenings (D/F)
	Focus Groups (F/O)	Self-Validated Evaluation of CfE Core Themes (D/F/O)	Parent Council (F)
	Self and Peer Assessment (D/F/O)	Faculty and whole school moderation exercises (D/F/O)	Focus Groups (F/O)
	Use of Show My Homework Tool and Google classrooms by pupils (D/F)	Use of Show My Homework Tool by staff and Google classrooms (D/F)	Use of Show My Homework Tool by parents (D/F)
	Standardised Assessments (D/F)		
	Tracking, Monitoring, Reporting and Feedback (D/F)		

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

Overall evaluation of level of quality:

The ethos and culture within the school is supported effectively by a restorative approach, wherever possible, to situations that arise. This commitment is resulting in increasingly positive relationships in the school community; however, it is an ongoing commitment and one to which a working party is focused to ensure that staff are supported in developing the necessary skills so that a consistent approach takes place across the school. The school gained its commitment to Rights Respecting School Award in 2017-18 and are now back on track to develop and take this further with the silver award. Learners, overall, speak well of their experiences in the classroom here at Mackie Academy but there is still a level of variation in-house that needs to be addressed. Staff have a shared understanding of the expectations around good lessons and our Learning Wheel, developed by staff for staff, is a clear exemplification of that. What the school is working on are systems that effectively record and evaluate this in practice in the classroom so that areas of best practice and those for development can be evidenced and acted upon. The impact on learners' experiences is being further developed in evaluation of the learning wheel through pupil voice forums and what it means for them in terms of outcomes. Learners are playing an increasingly active role in the development of learning, teaching and assessment here at Mackie Academy which means greater ownership by pupils of their learning outcomes.

The majority of learners at Mackie Academy are fully engaged and active participants in learning who show resilience, motivation and interaction during their lessons. Pupil led evaluation of learning is an area that the school is looking to focus on going forwards to so that all learners can

show what they are capable of. Feedback is recognised as being of crucial importance for pupils' progress and excellent examples of practice are seen across the school; again, the challenge is around sharing this best practice to reduce in-house variations.

There is a shared and clear understanding of expectations around tracking, monitoring and reporting which puts the evidence base for these summative decisions clearly in the processes around assessment and moderation. The evidence base and combined teacher judgement in our BGE online tracker means that both individual and whole pupil profiles can show very quickly the interventions that are required. The impact of this clarity of approach in the BGE means that in the Senior Phase predictions and actual exam results are very accurate and in line with or exceed our virtual comparator in Insight in the majority of key measures.

The self-validated evaluation of Literacy and Numeracy across the school proved to be a very useful exercise, based on the model used by Education Scotland. It enabled the formation of action plans which has further developed the work throughout the BGE with a completed programme of universal and targeted interventions by 2018-19. This is a model that will now be used across the school to support other key themes in their development.

Level of quality for this QI: 4 (Good)

(HGIOS4 1-6 scale)

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 five year trajectory of improving results which brings the school in line with or exceeding its virtual comparator within Insight. There are areas for the school to consider on the basis of results in 2018 to ensure that trends do not change overall. 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. In 2018 the school was pleased to join with local employer Macphies in another flagship partnership.

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: Silver Award***
- ***Literacy and Numeracy: final stage of development in S3 and evaluation of impact across S1-3***
- ***Health and Wellbeing: focus on mental health***

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

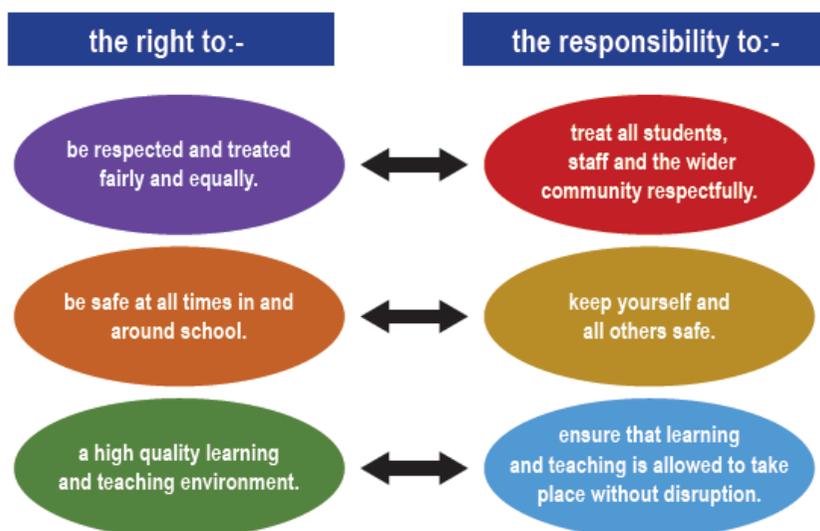
Sources of evidence/evaluation activities undertaken:

	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 2017-18 95% 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. A challenge exists for the school around the growing concerns around the mental health of our school community and how we can best respond to these needs so that all partners – pupils, staff and parents – feel supported in this process. In 2017-18 the introduction of a monthly bulletin to parents from the school allows us a successful mechanism to liaise with parents on topics and resources that we believe they will find useful.

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. However, a development for the school is to ensure that young people see how their views and opinions are impacting upon the school overall and its future plans.

Level of quality for this QI: 4 (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 five year trajectory of improvement in all key measures for the school; there are in-house variations and trends emerging within this which the school has to address. 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. However, this does need to be monitored on an annual basis to accommodate in-house variation i.e. the results for Numeracy in 2018 show a significant drop in the number of young people gaining Level 4 and the school must react to this in terms of progression into the Senior Phase. The introduction of targeted intervention into S3 for Numeracy in 2018-19 will look to impact on this positively. 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.

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.

The school has completed a more focused piece of work on what the data from Insight shows the school in terms of key areas for focusing our efforts on going forwards. Identified as representing “gaps” in the attainment profile of the school 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. The appointment of a full time PT DYW to work alongside our Pupil Support and Attainment lead on careers will further strengthen

this core aspect of our school. 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 where possible.

Level of quality for this QI: 4 (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 as is the collation of data to support and inform these developments.

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. 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 and participation 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 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 work will address this. 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 and staffing constraints that are having to be managed by all is a challenge that will influence progress in the future.

IMPROVEMENT PLAN PRIORITIES AND ACTIONS 2018-19

OBJECTIVES:

To be a community of lifelong learners

Sustained, positive destinations for all

Through equity and inclusion of all, attainment and achievement are excellent

Priorities: Leadership and Management	Actions	Responsibilities	Expected Outcomes/Impact on learners	How will success be measured?
<p>Ensuring impact on learners' successes and achievements through succinct and effective data management, with a specific focus on the Broad General Education.</p> <p>Focused action planning across the school to work collaboratively at school, cluster and a south Aberdeenshire hub level.</p>	<p>Effective use of baseline assessments and progress data in the classroom</p> <p>Robust tools to support staff and pupil progress in the classroom</p> <p>Use of IAbacus to support consistency for school evaluation and planning.</p> <p>Effective use of cluster sessions to support understanding and sharing of best practice associated with the core QIs</p> <p>Year One of TISS with Mearns and Portlethen Academy</p>	<p>All teachers</p> <p>KTH with ELT</p> <p>LMO with SLT and ELT</p> <p>LMO</p> <p>SLT</p>	<p>Learners have a solid working knowledge in all areas of the curriculum about where they are at in their learning.</p> <p>Staff are confident in their use of data to support learners' progress.</p> <p>A consistent, streamlined approach to self-evaluation that allows all to contribute to the process and take ownership of the outcomes.</p> <p>School leaders have a clear picture of practice across the cluster – strengths and areas of development - to effect change where required in key areas of the curriculum.</p> <p>Curriculum transition projects established between primary and secondary to support pupil attainment and achievement.</p> <p>Co-operative working between the three schools to support curriculum provision and development.</p>	<p>Quality of learner conversations about their learning.</p> <p>Clarity and confidence of leaders to lead discussions about learning and progress within their setting.</p> <p>% of staff taking ownership of the IP process increases.</p> <p>Collaborative working between and within primary and secondary settings: curriculum focus.</p> <p>Increased number of options available to pupils</p>

Development of the Visible Learning programme to support young people in active learning.	VL coach development in line with key areas of foci (see VL action plan) Whole cluster training days to support classroom practice, individual school and cluster developments.	SLT	Learners start to see and hear consistency in the language of learning across the Stonehaven cluster. A clear definition of what an effective learner is co constructed by pupil, staff and parents to be used cluster wide.	% engagement of pupils, staff and parents in the VL ethos and journey. Use of profile in school by all faculties to support pupil achievement.
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Priorities: Learning Provision	Actions	Responsibilities	Expected Outcomes/Impact on learners	How will success be measured?
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.	PT DYW to co-ordinate learning pathways for all across the BGE and SP to show options, K&U and skills learning. Pupil focus group to produce documentation on curriculum rationale for pupils, parents and partners.	SLT and ELT LLA	Learners have a clear understanding of the options available to them at different points of transition within the school and how choices will impact on future career pathways. All partners are confident in their K&U of the curriculum available to them at Mackie Academy.	Positive destinations Positive pupil participation in lessons (Effort, behaviour and homework report grades)
Implementation of benchmarks into BGE assessment and moderation process to support progress and effective transition of learners into the Senior Phase.	Staff to integrate the benchmarks in their subject areas into formative and summative assessments in the BGE to monitor progress of pupils. Staff to share best practice within teams and across teams to support effective use	KTH and ELT ELT	Pupils are clear about the progress that they are making and what they need to do to improve. Learners are able to talk clearly about their learning and next steps. Learners know what the benchmarks are and how to use	BGE Tracker Report data and analysis Positive pupil survey results related to this within subjects and across school.

<p>Effective collection of evidence to support learning and teaching observations across the school and support improvement.</p> <p>Increase use of digital technologies in learning to support, engage and motivate learners</p> <p>Increase access to outdoor learning to promote active and cooperative learning opportunities.</p> <p>Consistent and effective teacher-pupil learning conversations as part of Tracking, Monitoring and Reporting process.</p>	<p>of the benchmarks in the BGE.</p> <p>Use of online assessment tools by all staff to support collection of evidence base.</p> <p>Staff to discuss openly what the data shows and evidence “next steps” as part of the IP process.</p> <p>Digital Learning plan to be implemented across all teams to support creativity in the learning environment.</p> <p>Outdoor learning environment and training to support development of learning pathways.</p> <p>Staff and pupils can identify how learning conversations are having a positive impact on pupil progress.</p> <p>Sharing practice and learning through CLPL programme.</p>	<p>All teachers</p> <p>ELT and teams</p> <p>ATU with SLT and ELT</p> <p>SLT and ELT with other relevant staff</p> <p>All teachers</p> <p>KTH</p>	<p>them effectively to support their learning.</p> <p>All staff have a clear understanding of their own learning and teaching as well as the practice of others to support their professional learning so pupils recognise good and excellent learning and teaching.</p> <p>Learners use digital technologies to enhance their learning experience and to develop new ways of learning.</p> <p>Learners experience different curriculum choices in outdoor settings where appropriate.</p> <p>Learners can talk about the feedback they have been given and how this can impact on their next steps and learning.</p> <p>Learners take ownership of their learning.</p>	<p>Reduced in-subject and across subject variation in learning and teaching.</p> <p>Positive pupil feedback on learning and teaching across the school.</p> <p>Learning observations show positive impact of digital technologies on learning and teaching.</p> <p>Number of options including outdoor learning spaces to promote creativity increases in the curriculum.</p> <p>% of pupils on track or exceeding their target in learning increases.</p> <p>Insight statistics show positive correlation against VC.</p>
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Priorities: Successes and Achievements	Actions	Responsibilities	Expected Outcomes/Impact on learners	How will success be measured?
<p>Challenge agenda for most able pupils in S4.</p> <p>Creativity across the curriculum evident in classroom practice.</p> <p>Closing the poverty related attainment gap through effective learning pathways that address key skills for employability.</p>	<p>Staff to review curriculum provision for the most able pupils and its impact on their progress.</p> <p>Focus on this by teachers in their planning and implementation.</p> <p>Focus on data gathering through lesson observations, learning walks and CLPL.</p> <p>Monitoring and Evaluation of all PEF projects in 2018-19 to identify progress and impact on learners with respect to key employability skills.</p>	<p>SLT with ELT</p> <p>All teachers</p> <p>SLT and ELT</p> <p>Individual teams with whole school co-ordination through LMO.</p>	<p>Learners in this category, in all subject areas, achieve their MidYIS target grades.</p> <p>Learners can identify learning experiences where creative approaches have enhanced their learning.</p> <p>Positive impact on learning through key PEF projects seen and / or measured.</p> <p>Pupils feel supported in their learning and progress through these key projects.</p>	<p>Exam results and Insight Analysis (Attainment for all)</p> <p>Positive learning feedback by pupils.</p> <p>Consistency of feedback within and across subject areas.</p> <p>Evaluation of specific projects show positive impact on learning and / or progress e.g. positive destinations.</p>