## A† Mackie Academy this session...

- All our activities are reported in the HT's weekly column for the Mearns Leader

- Termly newsletters record our significant achievements

- All can be found on our website and via Twitter@MackieAcademy

## The School in Context

The school is non-denominational and the catchment area is the town of Stonehaven and the surrounding rural area. The catchment area stretches from Netherley in the north to Johnshaven in the south and from Glenbervie in the west. The school's current roll is 1077 in total. Mackie Academy provides education for children aged 12 – 18 i.e. from S1 to S6 and is a school which has enjoyed a reputation for excellence for more than 100 years.

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.

The chair of the Parent Council is Ms Gillian Wishart.

Mackie Academy plays an active role within the local community on a wide variety of different fronts including sport, learning, arts and leadership.

| Key Development | Progress during 2013-14 |
|---|---|
| Implementation of new National courses in the Senior Phase | All courses were successfully delivered in 2013-14 with results consistently above the national average in August 2014. |
| Consistent Learning and Teaching experience for all pupils in all areas of the school | Still a major piece of work for the school following QI visit in March 2014. Will feature significantly in development of school L&T policy in 2014-15 |
| Tracking, Monitoring, Intervention and Reporting | Significant changes made to key aspects of report both within the school and out to pupils and parents, which will continue through 2014-17, to improve target setting, expectations and aspirations. |
| Inclusion of all students | Students no longer taken out of lessons but support given within lessons. A complete revision of SfL support has taken place in 2013-14 under new leadership in the team and school. |

## SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2013-14

Curriculum for Excellence – developing structures
- Senior phase curriculum structure in place for 2014/15 and beyond.
- Structure to support informed decision making for progression to the senior phase in place for 2014/15 and beyond.
- Increased opportunities for accreditation of achievement.
- Curriculum structure for BGE reviewed and evaluated
- Continued engagement for new qualifications

Curriculum for Excellence – Improving Learning
- Continued improvement of pupils' learning experiences and development of planning of courses and programmes using E's & O's.
- S3 curriculum provides appropriately challenging learning experiences for pupils at all levels.
- Improved consistency of experience for pupils at all stages across all curricular areas and focus on reflective T&L
- Continued improvement in meeting the needs of all pupils.
- Improvement in pupils' ability to study independently and reflect on their learning.
- Continued improvement in attainment and achievement.

Curriculum for Excellence – Developing assessment, profiling, reporting and moderation
- Improved consistency of assessment arrangements
- Improved consistency of reporting providing meaningful feedback to pupils, parents and staff.
- Robust arrangements for moderation applied consistently
- Target setting monitoring and tracking implemented consistently for pupils.
- Pupils supported at points of transition to enable informed personalisation and choice.
- Improved engagement of S3 pupils in developing their profiles and S1 engagements.

Curriculum for Excellence – Ensuring Inclusion
- Learning opportunities provided for all by securing successful outcomes for all
- Enhanced awareness of variety of needs of individual pupils and strategies and actions to meet these needs; improved partnership and multi-agency working to improve outcomes for pupils.
- Increased involvement of pupils at all levels in understanding, demonstrating and promoting respect.

## 4. How do we ensure equality and inclusion, and promote diversity across the school?

**In arriving at these evaluations, we considered the following evidence**

- Pupil feedback
- Staff feedback
- Curriculum Provision
- Extra-curricular provision

**Our key strengths in this area are**

- Pupil behaviour
- Participation on a whole school basis in a number of key external strategies – local and national
- Effective curricular provision that allows pupils to reflect on these key aspects of their education
- Rights Respecting Schools

**We have identified the following as priorities for improvement in this area**

- Complete overhaul of Behaviour Management system to be replaced by Climate for Learning programme.
- Effective pupil council programme to engender a sense of responsibility and accountability in the pupil body.
- Next stage development of the Rights Respecting Schools project in partnership with our cluster.
- Staff training in aspects of diversity.
-

**Key**

**Evaluation – Excellent** -outstanding, sector-leading    **very good** - major strengths    **Good** - important strengths with some areas for improvement    **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses   **Unsatisfactory -** major weaknesses

## 1. How well do our children learn and achieve?

**Evaluation**

**QI 1.1 ~ Improvements in Performance**    | 4 |

**QI 2.1 ~ Learners' Experiences**    | 3 |

**In arriving at these evaluations, we considered the following evidence.**

- Exam results
- Pupil Feedback
- Staff Feedback
- Assessment and monitoring processes within teams
- Improvement Planning process

**Our key strengths in this area are**

- Exam results in 2013-14 showed a consistent picture of performance above national averages.
- Pupil feedback recognises positive impact of good learning and teaching

**We have identified the following as priorities for improvement in this area**

- A focused improvement plan that impacts on all QIs effectively from 2014-17.
- Focus on levels of attainment across BGE and Senior Phase so that Mackie Academy aims for excellence in the core QIs.
- High quality learning and teaching across Mackie Academy with a greater level of active participation from our pupils. Pupil voice is used effectively to transform learning.
- Challenge and high aspirations for all pupils in all curriculum areas.

**2. How well does out school support children to develop and learn?**

**QI 5.1 ~ The Curriculum**

3

**QI 5.3 ~ Meeting Learning Needs**

3

**In arriving at these evaluations, we considered the following evidence.**

+ Lesson visits and observations
+ Discussions with staff, pupils and parents
+ Assessment patterns
+ Support for Learning developments
+ School and Faculty Improvement Plans

**Our key strengths in this area are**

+ Effective Support for Learning provision across the school
+ Pockets of excellent practice in both QIs
+ Positive feedback from students in specific curriculum areas

**We have identified the following as priorities for improvement in this area**

+ To ensure that learning activities meet learners needs
+ Pace and challenge for all whilst ensuring that learning is consolidated at all times
+ Developing effective formative assessment alongside summative approaches to support effective tracking and monitoring at all stages.
+ A clear curriculum rationale and structure that is owned by staff and pupils and clearly understood by parents.
+ Effective partnership working in the curriculum to support meeting learners needs.

**3. How does our school improve the quality of its work?**

**QI 5.9 ~ Improvement Through Self Evaluation**

3

**In arriving at these evaluations, we considered the following evidence.**

+ School Improvement Plan
+ Faculty Practice
+ Staff Feedback
+ Pupil Feedback

**Our key strengths in this area are**

+ Basics for whole school improvement is in place
+ Pockets of excellent practice identified by pupils

**We have identified the following as priorities for improvement in this area**

+ Rigorous and robust self-evaluation that supports and results in individual, faculty and whole school improvement.
+ A planned and effective lesson visits programme that supports individual, faculty and whole school improvement; consistency in approach is essential.
+ Effective Tracking, Monitoring, Intervention and Reporting processes that support individual, faculty and whole school improvement.