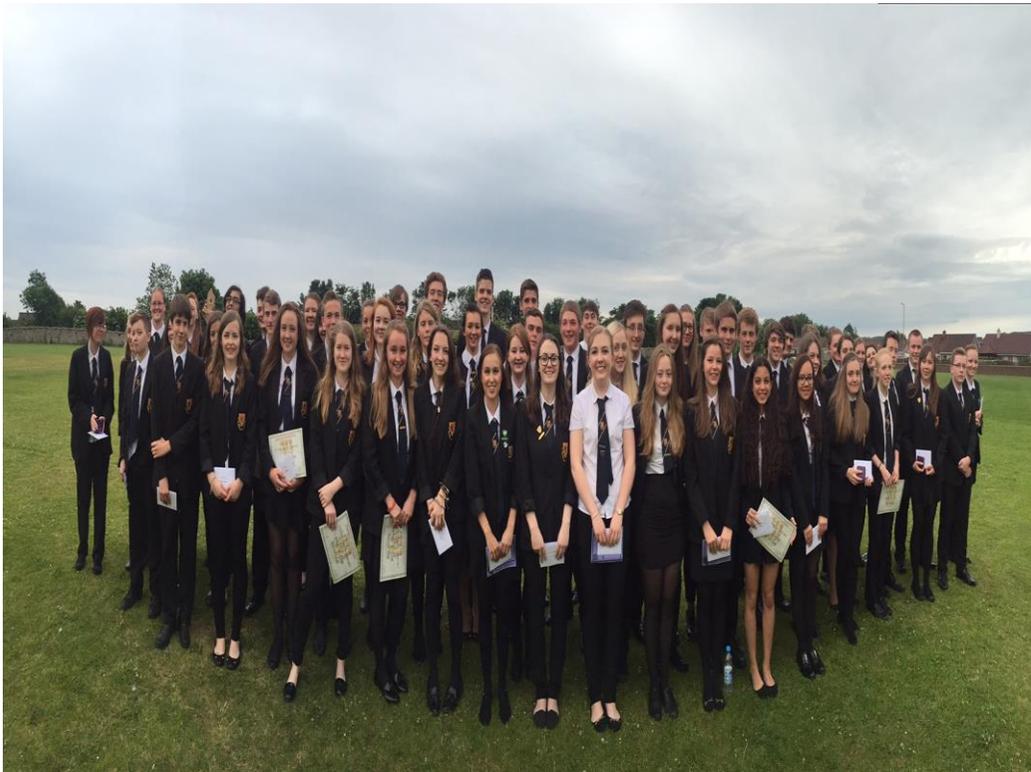


At Mackie Academy this session...

- All our activities are reported in the HT's fortnightly column for the Mearns Leader
- Termly newsletters record our significant achievements
- All can be found on our website and via Twitter @MackieAcademy and @MackieHT



Standards & Quality Report

2014-15



“There is virtue in hard work”

Mackie Academy

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Aberdeenshire
COUNCIL



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 1087 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 Mrs Jacqui Hutchison.

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 2014-15
Implementation of new Higher courses in the Senior Phase	All courses were successfully delivered in 2014-15 with results consistently above the national average in August 2015 and overall school results in line with estimates.
Development and implementation of the Learning Wheel for staff at Mackie Academy	Successful development by leadership team and implementation with whole staff body; learning evaluation sheets to compliment classroom practice and self evaluation for 2015-16
Tracking, Monitoring, Intervention and Reporting	Monitoring reports introduced to compliment the full annual report presented to parents. Positive feedback received through Parent Council and questionnaires.
Restorative Practice and Climate for Learning	Introduction of restorative practices to the school throughout 2014-15 to support staff in development of whole school system for 2015-16. Ongoing work.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014-15

Improvements in Performance and Learners' Experiences

- Attainment is in line with or above that of our Virtual Comparator in Insight (national data analysis tool for the Senior Phase)
- Progress of pupils in the Broad General Education supports the challenge and preparation agenda for the Senior Phase.
- Track and monitor pupil achievement at Mackie Academy
- Consistent high quality learning and teaching at Mackie Academy that supports the learner's progress, attainment and achievement.

The Curriculum and Meeting Learners' Needs

- Clear curriculum rationale that supports the improvement agenda at Mackie Academy.
- Assessment strategies that support ongoing improvement and progress of the learner in the classroom.
- Curriculum links that support the wider achievement agenda and enable learning to be inclusive for all.
- A Climate for Learning environment that supports and learners and ensures that effective learning and teaching is at the heart of every lesson.

Self-Evaluation

- A rigorous and robust rationale that supports self-evaluation to improve the core quality indicators of "How Good is Our School" framework.
- To develop key practices that supports the collation of data that enables the improvement agenda of Mackie Academy to be developed effectively.
- To enable effective tracking, monitoring and evaluation in all aspects of work here at Mackie Academy.

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 and development of a restorative approach to support a climate for learning.
- 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 e.g. development of a LGBT pupil group.
- Rights Respecting Schools and Children’s University development projects

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

- Continued development of work around Climate for Learning and restorative practices to embed practices.
- Further development of pupil voice to engage as wide a cross-section of the school as possible.
- Next stage development of the Rights Respecting Schools and Children’s University project in partnership with our cluster.
- Staff training in aspects of diversity.

Key

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

4

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 2014-15 showed a consistent picture of performance above national averages but in line with our virtual comparator.
- Pupil feedback recognises positive impact of good learning and teaching and progress made with regards to consistency in the past academic year.

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

- 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 to address attainment of the top 20% at Mackie Academy.
- The development of the “Mackie Learner” and teacher toolkit to compliment the Learning Wheel.

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

QI 5.1 ~ The Curriculum

Evaluation

4

QI 5.3 ~ Meeting Learning Needs

4

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
- A wide ranging curriculum that continues to develop to meet changing learners needs
- A growing consistency in positive feedback from students in relation to key aspects of learning.

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

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

- Every member of staff has a clear understanding of the improvement agenda here at Mackie Academy
- Self-Evaluation is now established as the norm and is expected from all team members.

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.