Aberdeenshire COUNCIL

EDUCATION AND CHILDREN'S SERVICES

IMPROVEMENT PLAN
2014 - 2017

FOR

MACKIE ACADEMY

Aberdeenshire Council Education & Children's Services

"Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work."

Mackie Academy
"There is virtue in hard work"

In Mackie Academy our vision is the driving force behind all our improvement activity.

Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self-evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

"*Self-evaluation is a reflective, professional process through which schools get to know themselves well…Improvement Planning builds on that self-knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.*
The Journey to Excellence Part 4: Planning for Excellence, HMIe, 2007

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.

Education & Children's Service Improvement Cycle
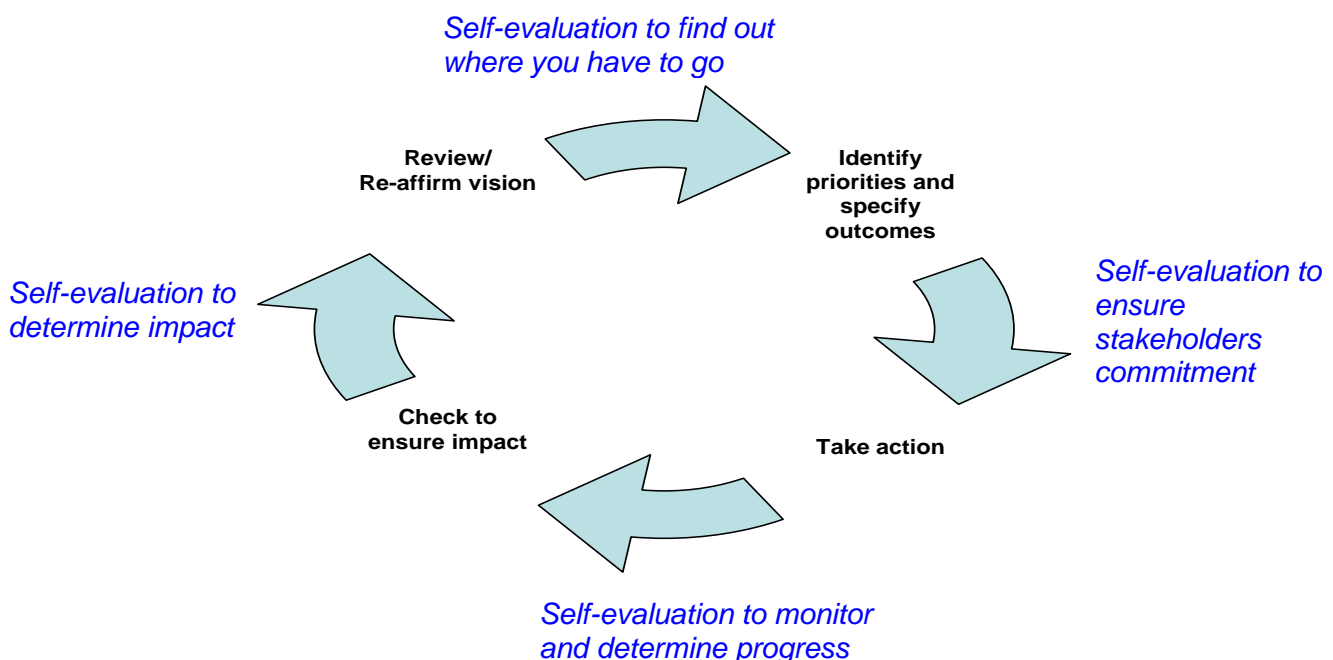
The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.

Improvement Plan

Improvement Priority No.	QI 1.1	IMPROVEMENTS IN PERFORMANCE
	QI 2.1	LEARNERS' EXPERIENCES

Intended Outcome (s) / Impact	Actions / Lead member of staff	Timescales
All Faculty areas at Mackie Academy: (a) Perform at or above national performance levels (b) Perform as expected in line with: Baseline entry data (MidYis) Progress data (SOSCA) Virtual comparator data (Insight) (c) Build capacity for improvement This will focus on progress in the BGE as well as the Senior Phase.	2014-15 Targets: This will be populated following attainment meeting with LA on 6th November 2014 and further use of internal tracking data: March 2015 2014-15: Training programme for all staff in effective use of key data sets to support attainment targets for 2014-17 (SLT) 2015-16: Effective use of target data in BGE Tracking to support Senior Phase attainment measures. 2016-17: All staff using data to effectively support the Raising Attainment agenda at Mackie Academy.	Progression to standards of very good or excellent by August 2017.
Clear tracking of pupil achievement across the curriculum and beyond to show: (a) Robust standards of achievement (b) Skills development to aid positive and sustained destinations for pupils (c) Effective working partnerships between Mackie Academy and its learning communities Consistent high quality teaching and learning in all areas of the school to: (a) Challenge and support pupil progress in line with local and national expectations (b) Further develop active participation of our pupils in ownership of their learning and educational pathways (c) Enable our pupils to attain and achieve the best possible outcomes (d) Engage partner organisations that brings learning into real life contexts and progression pathways (Wood Commission development) (e) Allow effective cross curricular and inter-disciplinary learning at all stages which enables learners to see, recognise and utilise these skills in school and beyond. (f) Share Best Practice	2014-15: Sharing standards across subject, faculty and community teams to ensure consistent benchmarking and expectations. Start to develop system to record this information centrally. 2014-15: Develop pilot of 360 programme, continued engagement with MCMC programme and S1 Lunch Club through involvement with CLD. 2014-15: Children's University Pilot for Stonehaven Cluster; continued development in 2015-17 across Aberdeenshire. Measure lesson development against Core QI Indicators to gain Faculty and Whole School view of quality of L&T 2014-15: Enable whole school Profiling Team to develop SP Profiling (FRO) 2014-15: Enhance Business engagement programme with Nexen and ABB (CSI/ATU) Transformed by DYW Agenda and change in focus in school and LA from 2015 onwards. 2014-15: Have a strong rationale and expectations around our Rich Task and Electives programme as part of curriculum policy development. 2015-17: development and evaluation of course content in IDL Lit/Num and Electives in S1 and S2 respectively. 2014-16: Enable whole school T&L team to develop sharing of best practice across the school to enable a consistent baseline expectation around what a lesson at Mackie Academy should: (a) Look like (b) Feel like (c) Contain	Tracking system developed in 2014-15; implementation 2015-16 with ongoing evaluation and review in 2016-17 Full review of L&T experiences and key areas of development and actioned 2014-15. Developmental work will be time scaled from there Development of DYW Action plan 2016-17 Next stage 2016-17: development of toolkit to support staff in meeting expectations of a good or excellent lesson.

How will you measure success?
Exam Results and Progress Data – data from TMIR cycles; lesson visit evidence Pupil Feedback Staff Feedback Parent Feedback Partner Feedback All of the above will combine quantitative and qualitative information as well as formative and summative comments and assessment.
Progress Check / Comments / Next Steps

Date: 14.09.15	RAG rating completed for 2014-15
Date: 14.11.16	RAG rating completed for 2015-16
Date: 17.05.17	RAG rating for 2016-17 reviewed for development of 2017-20 improvement planning process.

Improvement Plan

| Improvement Priority No. | 5.1. | THE CURRICULUM |
| | 2.3. | MEETING LEARNERS' NEEDS |

Intended Outcome	Actions	Timescales
To develop, implement and utilise effectively a clear curriculum rationale and structure that: (a) Supports the journey to excellence (b) Supports and develops excellent learning and teaching across the school (c) Meets the needs of all learners – challenge and support (d) Enables clear development, assessment and self-evaluation of Literacy, Numeracy and Health and Well Being across the school. (e) Enables successful curricular transition at key points in CfE. Develop effective assessment strategies – formative and summative that: (a) Engages students in their learning and their ownership of the learning. (b) Provides clear opportunities for feedback that impacts on learning, attainment and achievement of pupils. (c) Feeds clearly and effectively into the whole school strategy for Tracking, Monitoring, Intervention and Reporting. To develop curriculum links that support the development and implementation of: (a) The totality of the Senior Phase of CfE (b) The Wood Commission Report (c) The GIRFEC agenda To develop and implement a Climate for Learning that supports the development of all learners through: (a) Clear structures (b) Positive engagement strategies (c) Restorative Justice Processes And enables our learners to take responsibility and accountability for their actions and their learning environment.	2014-15: Clear curriculum rationale at whole school level and within faculties / subjects (SLT / FHs) 2014-15: All meetings to have a focused section on Learning and Teaching with clear actions, evidence and evaluation trail. 2014-17: Development of Literacy (FRO / AGA), Numeracy (IMD / ATU) and HWB (KKE) Strategies which incorporates explicit use of Es&Os by all Faculty Teams in their schemes of work. 2014-17: Development of programme of curricular links with primary schools to ensure effective transition from P7 to S1 (SLT / FHs) 2014-15: Teams to develop strategies and implement in key case studies for review in Summer 2015. 2014-15: Implementation of revised policy and procedure for TMIR – evaluate and develop further for 2015-17 to support whole school attainment targets (SLT) 2014-15: Develop programme of curriculum provision with Dundee and Angus College for Construction, Rural Studies and Health Studies. 2014-15: Implementation of revised Aberdeenshire guidelines related to GIRFEC practice; increased awareness of GIRFEC for all staff (CSI / Guidance) 2014-15: Consultation phase in four parts with guidelines developed and staff training in preparation for implementation in 2015-16.	Policy and procedures in place 2014-15; development and review ongoing through 2015-17. Whole school system focus and development 2014-17 Faculty focus 2014-15 on effective strategies and implementation. Review position summer term 2015 Key projects to be identified on an annual basis for full scale development and implementation by 2017. Review and development plan 2014-15; implementation 2015-16 with ongoing evaluation of impact to aid developments.

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How will you measure success?
Exam Results and Progress Data – behaviour data Pupil Feedback Staff Feedback Parent Feedback Partner Feedback All of the above will combine quantitative and qualitative information as well as formative and summative comments and assessment.

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Improvement Priority No.	5.9.	SELF EVALUATION	

Intended Outcome	Actions	Timescales
To develop a rigorous and robust self-evaluation rationale and structure that: (a) Supports and results in individual, faculty and whole school improvement. (b) Results in clarity around improvement strategy and development for pupils, staff, parents and partner agencies (c) Shares Best Practice	Development of clear rationale and structure (LMO) Consistent approach to collection of evidence (LMO / FHs) Effective engagement by all teaching staff in Professional Update (SLT) Active Learning sessions in all meetings (SLT / FHs)	Rationale and Structure in place by June 2015 for effective improvement planning from August 2015 onwards.
To develop a planned and effective lesson visits programme that supports: (a) Individual and faculty improvement (b) the consistency agenda (c) whole school improvement in all core quality indicators (d) the learners experience (e) the journey to excellence (f) the sharing of best practice	Ensure all staff are aware of core QIs and HGIOS and can relate this clearly to their classroom practice Effective use of GTCS Professional Standards by all teaching staff as part of their reflective practice By July 2015 whole school and faculty plans in place for 2015-16 developments.	Development of programme and training in 2014-15 alongside effective evaluation strategies.
To enable effective tracking, monitoring, intervention and reporting processes that support: (a) Individual and faculty improvement (b) the consistency agenda (c) whole school improvement in all core quality indicators (d) the learners experience (e) the journey to excellence (f) the sharing of best practice	2015-16: Effective tracking of progress in BGE developed through case study approach to develop whole school system. 2016-17: whole school BGE tracker to be developed and implemented Staff and pupil development of dialogue to support effective TMIR data. Development of consistent and supportive interventions for pupils identified as at risk through TMIR.	BGE Focus 2014-15; Senior Phase focus 2015-16; overall review 2016-17

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