



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

MACKIE ACADEMY 2017-20

LAST UPDATED: 24.11.19

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.

Within this the priorities for Aberdeenshire ECS are:

- Improving Learning, Teaching and Assessment
- Partnership Working to raise Attainment
- Developing Leadership at all levels
- Improvement through Self Evaluation

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 19th 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 2019-20 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. The foundation for effective working partnerships in our community lies in the three building blocks of Scottish Education – Curriculum for Excellence (CfE), Developing the Young Workforce (DYW) and Getting it Right for Every Child (GIRFEC). These are wide and varied ranging from formal working agreements with our partner agencies at Aberdeenshire Council, Skills Development Scotland and Health through to more more informal partnerships with local community groups that allow our young people to engage in lifeskills which are an important part of their education. Further Education and workplace links 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 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 1158. 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 11,000. Our SIMD profile shows that 89% 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 three 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. 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 and to place into action the toolkit developed through the Visible Learning programme of professional learning.

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 2019 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 other quality indicators through our online self-evaluation tool – iAbacus.

As part of the empowerment agenda the school is working with its partner secondary schools in Portlethen and Laurencekirk as part of the “Towards a Self-Improving School System” (TISS) which started in 2018-19. Training has been provided by the local authority to support a consistent approach to this. In 2018-19 the schools focused on the three key themes of QI1.1 which resulted in Mackie Academy looking to utilise a specific piece of software, iAbacus, to support self-evaluation across the school. This is a work in progress but one which is already allowing classroom teachers, middle leaders and the Senior Leadership team to draw together a robust evidence base to support individual, faculty and whole school improvement. In 2019-20 the model of improvement is focusing on Validated Self Evaluation visits with one school being evaluated by a team from the two other schools involved in the trio. The first visit is planned for Portlethen Academy in November 2019. 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 QIs):

The school promotes a collaborative approach to leadership and improvement which involves the majority of staff at all stages of their careers. The Senior Leadership Team (SLT) create, promote and support opportunities for CLPL and leadership at all levels through activities such as working parties, SQA appointee roles, cluster projects, wider achievement programmes and leading professional learning both within and outside of school.

Leadership at all levels allows the school to “look inwards” at what is working well to support improvement as well as allowing teams to create their own action plans which outline their priorities for growth and development. Effective use of the working time agreement and promotion of varied and numerous professional learning opportunities support these developments as we strive towards improvement which is continuous and sustainable. The school continues to build systems to support effective self-evaluation, for example by allowing staff in all settings to see the “big picture” using the iAbacus tool. 2018-19 saw the initial introduction of this tool and throughout 2019-20, staff will be further supported to use iAbacus to gather and utilise evidence for school improvement.

Work on QI 1.1 continues to be a focus for the school in terms of the analysis and evaluation of intelligence and data. For example:

- The variety of data gathered and shared informs targeted intervention strategies.
- 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. Staff analyse and use evidence well to ensure that predictions vs attainment in examinations is accurate. Key staff can identify at an early stage any pupils whose attendance patterns may have a negative impact on their attainment, thus allowing interventions to be put in place. Our Pupil Support and Attainment Team (PSAT) each take responsibility for an element of tracking aspects of pastoral care such as Care Experienced young people, Young Carers and Free School Meals. The SLT regularly undertake learning walks focusing on various aspects of learning and teaching such as feedback, learners’ progress and next steps and classroom climate. Data from these has been shared amongst staff to support improvement in learning and teaching. Our school values, shared expectations and learning wheel ensure that everyone in the community understands and follows a clear and agreed set of standards.

This means that learners at Mackie Academy are well supported to attain and achieve in line with or above expectations based on their MIDYiS predictions and personal progress in lessons. Almost all staff are using data to effect change for the benefit of young people and their outcomes. Real strengths can be seen in the Senior Phase and are developing in the BGE. There is a growing confidence amongst staff and pupils to discuss relevant data which informs progress overall. Most young people are confidently engaged in reviewing their own learning in classes, as demonstrated through learning conversations focussing on target setting and next steps. An increasing number of young people are also influencing the work of the school and are involved in improvement planning through a wide range of pupil participation opportunities.

Key strengths:

- Increasing staff confidence in using data effectively to improve outcomes for learners.
- Working with our community to ensure that our shared values, standards and expectations are lived by all
- Developing leadership capacity at all levels
- Development of opportunities for pupil participation and leadership

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 South Aberdeenshire schools' levels.
- Continued improvement of learning and teaching, for example through the Visible Learning programme action research projects, TISS and STEM cluster project.

Evaluation of QI 1.3 - Leadership Of Change

Sources of evidence/evaluation activities undertaken:

| | Learner | Staff | Partners |
|--------|--|---|---|
| QI 1.3 | Pupil Focus and Participation 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) | Consultation with parents and stakeholders in policy development. |
| | Tree of Knowledge mental health and wellbeing questionnaire (BGE pupils) | Tree of Knowledge mental health and wellbeing questionnaire | 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 on Learning and Teaching and Shared Expectations have been developed following engagement of and consultation with stakeholders and are 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 response to staff feedback and engagement with professional standards has led to a programme that supports whole school developments and individual needs. Whole school working parties are now led by classroom practitioners which is a reflection of the ethos of "leadership for all". These groups are now entering a second year of developments to ensure sustainability of school improvement.

Engagement of pupils, staff and parents in effective self-evaluation for positive change is growing through the pupil leadership team, pupil focus groups, staff consultative committee, surveys and the parent council. Whilst sustainable participation in some areas remains a challenge, the school continually looks to different methods of communication to ensure that any change made has the desired impact. In 2018-19 the introduction of a monthly correspondence to parents had a positive reaction from the parent body and has enabled the school to share more information more effectively with parents. The inclusion of Health and Wellbeing in these parental emails showcases resources available to help them to support their children in this area.

The Head Teacher has a senior leadership team (SLT) that is a cohesive unit that leads and develops the strategic direction of the school. The impact of this can now be seen, for example, in middle leaders and classroom staff being increasingly confident and willing to innovate and initiate change in classroom practice which in turn improves experiences and outcomes for learners. The extended leadership team work in a collegiate manner to support learning and teaching developments within the school and are developing a solution focused approach to enable these developments to have impact. Examples of this are the S2 and S5 Electives courses and the development of Tracking and

Monitoring in the Broad General Education (BGE) in relation to parental understanding of levels. Different forums have been created to enable staff to work together such as our 'Superlink' groups where Faculty Heads and their link DHT meet to discuss school improvement and share practice. It can be a challenge to protect time for professional dialogue and sharing practice but this is something that the school is endeavouring to facilitate through effective use of the working time agreement in the form of working parties, whole school meeting time and initiatives such as the 'Open Door' weeks.

For all stakeholders this means that there is clarity about the vision, values and objectives of the school which most of our community invests in. Integrated staff and pupil working parties in some areas offer opportunities for learners and staff to engage in critical and creative thinking together. These examples of effective leadership are allowing us to move towards our achieving the school's three key objectives. Various groups of pupils are involved in programmes such as 'Mind the Gap', the Diana Anti-Bullying Ambassadors, Mental Health Champions, SCQF Ambassadors, Human Utopia and My WoW Ambassadors. In these groups, 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 QIs):

Safeguarding and Child Protection remain of paramount importance here at Mackie Academy. All staff are confident that they can respond appropriately to a Child Protection situation and several members of staff contribute to strategic work in this area across the local authority. This includes: the Strategic and Local GIRFEC group; Promoting Inclusion and Reducing Exclusion; and the Aberdeenshire Young Carers Strategy Group. The school prides itself on building positive relationships with young people and has a well-established LGBTQI+ group. The school has an active Young Carers group which is successfully promoting a positive ethos to support and develop people's understanding of the challenges these young people face both in school and in our local community. Our practice in and support of young people in this field is now being recognised and shared with other local authorities.

New strategies are being implemented to support young peoples and staff mental health and well-being on the basis of feedback from the Warwick-Edinburgh wellbeing survey which was conducted at three points during session 2018-19. To date, a group of pupils in S3 have trained as Mental Health Champions with a local partner, facilitated by PEF, and are now engaged in promoting positive mental health and supporting those with mental health challenges. S3 pupils were chosen because this was the year group who were highlighted from the survey results as having the lowest scores for mental wellbeing. Using this year group provides us with a sustainable model of support alongside the staff Mental Health and Wellbeing working party.

Parental feedback shows 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 to deal with the most challenging cases and the pupil is always kept at the heart of the matter. All pupils know where to go and who to speak to for support, advice or if they are experiencing difficulties.

Mackie Academy spends significant time reviewing and developing its curriculum rationale to meet the needs of all individual learners. It is essential that the curriculum develops in line with local and national context. 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 key elements of their education. The school is currently working with its two partner secondary schools on a programme of validated self-evaluation visits which will provide valuable feedback on learning and teaching to support improvement.

Primary to secondary transition is well established and this year we are working with our primary colleagues to extend the transition period prior to the Summer break to support positive relationships in learning and teaching, developed through the Visible Learning programme.

Partnerships to support learning at all levels and progression onto positive destinations are becoming 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 whole school perspective. This 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, whole school meetings and PSE programme. Targeted interventions mean that learners' needs are identified early and support is provided effectively via individualised profiles and approaches. The school prides itself on effective working partnerships to remove barriers to learning for all our young people wherever possible. Working with partner agencies the school effectively supports families in challenging circumstances to ensure that the learning of the young person remains a priority. Family learning is developing and sessions on Parenting Your Teenager, the curriculum for S1 parents and UCAS applications 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, especially through online resources and communications such as Show My Homework, GLOW and Twitter. Good examples exist in both the Technologies and English faculties regarding their use of online resources and work is well underway to develop this consistently across the school.

For our learners, this means that learning and teaching is recognised as being the most important part of our school work. Learners know that their wellbeing is equally important 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. In learning walks this academic year, most learners in the Senior Phase were able to talk effectively about their progress in relation to report and baseline data. In the BGE this picture was less consistent and reflects an area of continuing development for the school. Self-evaluation would suggest that a refocus on the school's Learning and Teaching Wheel is necessary to enable all stakeholders to recognise what good and excellent learning and teaching is.

Key strengths:

- A quality approach to Learning and Teaching across all faculties that supports high attainment and achievement
- Transitions resulting in almost all pupils attaining positive destinations.
- Targeted support for pupils and families resulting in improving attainment for our lowest 20%.
- Staff engagement in the use of digital technologies to support learning and teaching

Identified priorities for improvement:

- S5 Learning Pathways to Level 5 and beyond to meet the needs of our middle 60%.
- Consistent and effective teacher-pupil learning conversations as part of Tracking, Monitoring and Reporting process.

- Learners to play a more active role in the development of learning, teaching and assessment in the classroom.

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) | Faculty and whole school moderation of learning and teaching (D/F/O) | Parent Council (F) |
| | Self and Peer Assessment (D/F/O) | Use of Show My Homework Tool by staff and Google classrooms (D/F) | Focus Groups (F/O) |
| | Use of Show My Homework Tool and Google classrooms by pupils (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 of the school is supported effectively by restorative approaches which results in almost all working relationships having positive outcomes. There is an ongoing commitment to maintaining these positive relationships and a working party continues to ensure that staff are supported in developing the necessary skills so that a consistent approach takes place across the school. The school has its commitment to Rights Respecting Schools Award and aims to achieve the Silver award by the end of the academic year 2019-20. Most learners speak well of their experiences in the classroom 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 clear exemplification of this.

Almost all pupils at Mackie Academy are fully engaged in their learning and show motivation during their lessons. 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. Within the cluster we have developed a shared definition of effective feedback using the Visible Learning programme with the next stage of development forming part of the P7-S1 transition in Summer 2020.

There is a shared and clear understanding of expectations around tracking, monitoring and reporting in the Senior Phase. Work on tracking and monitoring in the BGE is developing through use of the Progress and Achievement system within SEEMiS, alongside faculty tools. Ongoing development of tracking and monitoring in the BGE means that in the Senior Phase predictions and actual exam results are very accurate and are in line with or exceed our virtual comparator in Insight in most of the key measures. Further developments in this field will allow the school to address identified areas of underperformance.

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)

Developing inclusive practices that ensure all our learners are able to raise their personal attainment and achievements remains a focus. Whole school strategies which incorporate literacy, numeracy and health and wellbeing across the curriculum can be seen both in the classroom and in the wider learning community. This focus resulted in a five year trajectory of improving results which has brought the school in line with or exceeding its virtual comparator within Insight. There are areas for the school to consider based on results in 2019 to ensure that trends do not change overall. These include a focus on the middle 60% and S4 learners performing at or above our virtual comparator. A recognition that a diverse range of learners requires a variety of approaches to support raising attainment and achievement can be seen in how the school approaches the delivery of employability and creativity through curriculum provision, partnerships and extra-curricular activities. The DYW and Career Education Standard agendas, led by the PT DYW, continue to be developed along with local employer partnerships.

The work around wellbeing is ongoing and intrinsically linked to the development of restorative approaches throughout our school community and the Rights Respecting Schools work that is being undertaken. Evaluation of pupil and staff voice in 2018-19 showed that our community did not feel fully involved in the construction of the whole school improvement plan. In August 2019 all staff were involved in a review and evaluation of the school's objectives, priorities and foci for the year ahead. The improvement planning process for faculties and middle leaders has been reviewed and now incorporates far greater sharing of practice, co-construction and joint reviews. Whole staff meetings are being utilised in 2019-20 to reflect staff feedback around strengthening the whole school improvement priority of wellbeing.

Positive relationships across our school community are a strength and remain a priority. The school promotes equality in all aspects of learning and teaching, curriculum and wider achievement. Action plans are focused on those young people who face challenges in being young carers, care experienced and / or with additional support needs. The active participation of pupils in groups such as the LGBTQI+, Young Carers, Dyslexia Club and Amnesty International mean that the issues of equality and inclusion are talked about, supported and are visible within the school allowing young people to talk openly about these topics.

Key strengths for QI 3.1:

- All stakeholders promote a climate where young people feel safe and secure.

- Staff and partners are proactive in promoting positive relationships in the classroom and wider learning community to improve outcomes for all.
- Provision for and support of Young Carers and Care Experienced young people to improve their outcomes and life chances.

Identified priorities for improvement for QI 3.1:

- Improved mechanisms for feedback to learners about how their input informs school improvements.
- Ensuring that all staff fully understand how their role and responsibility in supporting learners' HWB impacts on outcomes for the young person.

Key strengths for QI 3.2:

- School attainment levels in line with or outperforming virtual comparator in Insight for most key measures.
- Recognition of best practice in improving outcomes for learners at school, local and regional levels.
- Inclusive practice both within the curriculum and the wider learning environment to improve attainment for all.

This means that almost all young people are moving onto positive destinations which are reflective of their potential, their attainment in examinations and their wider achievements. Destinations are varied and pupils are proud of their outcomes both personally and as part of the school community.

Identified priorities for improvement for QI 3.2:

- Attainment for the middle 60% of learners in line with our Virtual Comparator.
- Pace and challenge across the curriculum are evident in classroom practice.

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

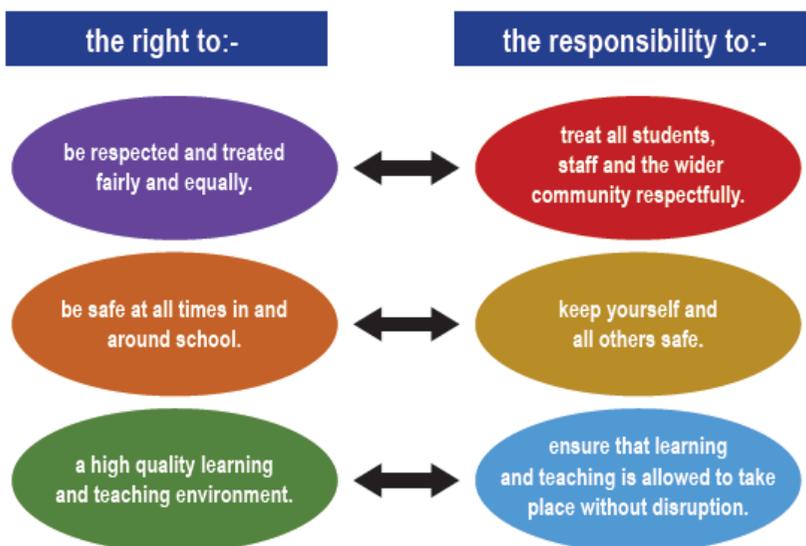
Sources of evidence/evaluation activities undertaken:

| | Learner | Staff | Partners |
|---------------|---|---------------------------------------|--|
| QI 3.1 | Pupil focus groups | Professional Learning | Parent Council |
| | Wellbeing surveys & Wellbeing logs | Curriculum content | Community HWB Engagement |
| | Mental Health Champions | Mental Health First Aid trained staff | PILLAR training for mental health staff & pupils |
| | 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 Mackie Academy's well embedded 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. In 2019-20 we have committed to making Health and Wellbeing a focus of all whole school meetings, covering aspects such as universal support, care experienced young people, nurture and restorative approaches. We aim to ensure that learners' experiences are overwhelmingly positive and outcomes for individuals meet their needs. In 2018-19 89% of parents (146 responses) in the end of year parental survey said that they agreed or strongly agreed with the statement that their child felt safe at school.

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 – this has been introduced across all year groups in 2019-20 after a pilot with S1 the previous year. In PSE lessons young people are asked to measure their own HWB against the SHANARRI indicators in individual Wellbeing Logs at several points throughout the session. This is in response to work undertaken with other schools to identify best practice around wellbeing. Positive relationships between staff, pupils and parents is a key strength of the school. A challenge exists and has been recognised by the school that mental wellbeing is an issue for many of our young people. In response to this and results received from the first year of measuring HWB through the Tree of Knowledge (TOK) Warwick Edinburgh Mental Wellbeing scale a group of young people have been trained by our partners at Pillar to be Mental Health Champions and are working with the staff Mental Wellbeing working party, almost all of whom are trained as Scottish Mental Health First Aiders. The school has committed to conducting the TOK survey for a second year with all pupils in S1-4. Our school CLPL calendar features opportunities for staff to share their knowledge and expertise with others on the theme of HWB and staff activities have been put in place to support their HWB such as workplace massage, a walking group, staff sports and social events.

The school has four Pupil Focus Groups that are well established and led by House Captains. Pupils from any year group can join on a voluntary basis to support school improvement in learning & teaching; HWB; Rights Respecting Schools and DYW. These groups link with the SLT and facilitators of the equivalent staff working parties. The monthly bulletin to parents allows us a successful mechanism to liaise with parents on topics and resources that we believe they will find useful in relation to HWB. A point for development in 2019-20 will be to review and evaluate whether the information we are providing is proving useful to parents.

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 LGBTQI+ group, Young Carers group and a Care Experienced group as well as other areas of the school e.g. Amnesty International & Rights Respecting Schools that look at the inclusion and equality agendas in a variety of different settings. The Diana Anti-Bullying Ambassadors were trained in September 2019 and this group are beginning to make themselves known around the school. Young people have the 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.

This means that learners' views and opinions are valued allowing young people to achieve success. However, a challenge for the school is to ensure that young people recognise 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 Tracking (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) |
| | | SNSA, BGE Dashboard, CfE Machine and Insight analysis of data | |

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

Overall evaluation of level of quality:**Attainment in literacy and numeracy**

The school has introduced a Literacy and Numeracy programme in BGE delivered by teachers from various faculties. In 2018/19, by the end of S3, almost all young people achieved Curriculum for Excellence third level in reading, writing, and listening and talking. Most young people also achieved third level in numeracy. Evidence shows that a majority of young people achieved fourth level in literacy and numeracy by the end of S3 in 2019, which sits above the local authority figures. Caution needs to be applied in interpretation of any data trend as this is only the fourth data set to be collected. However, we are confident in our staff and their use of the Benchmarks and their participation in moderation activities.

Our teachers use professional judgement, annual Scottish National Standardised Assessments (SNSAs) and a range of internal assessments to demonstrate attainment improvement. Teachers, parents and young people are more confident in their understanding of achievement of a level. Staff have used QAMSO training to support moderation activities in literacy and numeracy with primary cluster colleagues.

Young people are attaining very well in literacy and numeracy by the time they leave school. Almost all young people achieve a SCQF level 4 qualification in literacy and numeracy by the time they leave school, with almost all achieving a SCQF level 5 in literacy and most achieving a SCQF level 5 in numeracy. These figures are all above that of the Virtual Comparator, however at SCQF level 6 the school performs slightly above the VC in numeracy and below in literacy.

In S4 almost all young people attained a SCQF level 5 in literacy, which is significantly above the VC, whilst almost all young people attained an SCQF level 4 in numeracy the majority of young people attained an SCQF level 5 in numeracy.

Year measures

S4 - Learners in the lowest attaining 20% outperform the VC by 19% however the middle 60% and highest 20% have average complementary tariff points below that of the VC.

S5 - Learners in the lowest attaining 20% are in line with the VC as is the highest 20% but middle 60% average complementary tariff points are below that of the VC – females significantly outperform males in this year group. This has been consistent over the previous 5 years. In 2019, in S5, most learners achieved one Higher (SCQF level 6), the majority achieved three Highers and a third of the cohort achieved five Highers.

S6 - Learners in the lowest attaining 20% are lower than the VC as is the highest 20% and middle 60% average complementary tariff points are below that of the VC – females significantly outperform males in this year group.

Leavers

Young people leaving Mackie Academy in the lowest attaining 20%, the middle 60% and highest 20% all have average total tariff scores in line with or above the VC over the last four years. In the latest year the middle 60% and highest 20% outperform the VC.

Sustained, positive destinations for all

Almost all young people in 2019 (96.6%) reached a positive destination when they leave school, which is consistent with previous years. Most young people moved onto Further (28.4%) or Higher (48.1%) Education from Mackie Academy. We have adopted more robust systems to track young people leaving school and are working with Skills Development Scotland to ensure accuracy of records. Our aim is to have 100% of young people leave into a positive and sustained destination.

Overall quality of learners' achievement

Overall our learners are successful, confident and responsible individuals who contribute positively to the school and wider community. Their wide range of skills is developed and achieved through a broad range of opportunities within and beyond timetabled classes. An increasing number of young people are supporting lessons with younger year groups. Well established school visits develop independent living skills, new knowledge and 'changed perspectives'. Learners develop their leadership and citizenship skills through participation in the house system, running lunchtime and afterschool clubs and leading a variety of charity initiatives which enable them to raise large sums for worthwhile causes.

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 are on a positive trajectory; where attainment gaps and gaps in provision have been identified action plans are addressing these to improve outcomes. A systematic approach has been developed and embedded to support our community on this journey to excellence.

Teacher professionalism / opportunities for professional learning

There is a thirst for professional learning at Mackie Academy. This can be seen in a robust and varied professional learning programme to which staff contribute and attend at a whole school level alongside individual and team based professional learning. This is monitored and evaluated on an annual basis to address whole school and targeted support for staff. 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 Education Scotland's Professional Learning and Leadership Team are leading classroom practitioner research that will 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 and this is reflected in the level of responsibility that is taken across the school by staff to support the school's vision, ethos and aims. Pupil leadership and participation is building on previous successes and addressing those areas that pupils identified as not being effective. The Rights Respecting Schools agenda and whole school improvement plan provides a framework for this and the work will be pupil led.

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. Based on parental feedback it is clear 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 to, for example understanding of achievement in the BGE. The same challenge exists in the DYW agenda and building effective partnerships to support improving pupil outcomes.

Overall the need for the school to work smartly despite current financial and staffing constraints is a challenge that will influence progress in the future. We are also mindful that the empowerment agenda will have a positive influence on our capacity to improve as it provides new opportunities to make decisions about our school that are best for our local context.

MACKIE ACADEMY

There is virtue in hard work

54 learners perform at or above our Virtual Comparator

Effective curriculum pathways for all

Equity and inclusion in our classrooms

The middle 60%

Pace and challenge

Cluster and school collaboration in Learning and Teaching

Sustained positive destinations for all

Be a community of lifelong learners



Attainment & achievement are excellent for all

Effective Self-Evaluation

COMMITMENT | INTEGRITY | TEAMWORK | EXCELLENCE



IMPROVEMENT PLAN PRIORITIES AND ACTIONS 2019-20

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 South Aberdeenshire schools' levels</p> | <p>Effective use of baseline assessments and progress data in the classroom to ensure that pupils attain expected levels of entry at N5 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 Two 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 and ELT</p> | <p>Learners have a solid working knowledge in all areas of the curriculum about where they are at in their learning. 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. 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. 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 alongside quality L&T.</p> | <p>Insight data for S4 vs Virtual Comparator</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>Quality provision of options available to pupils</p> |

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| <p>Continued improvement of learning and teaching, for example through the Visible Learning programme action research projects, TISS and STEM cluster project.</p> | <p>VL development in line with key areas of foci for the school and cluster Whole cluster training days to support classroom practice, individual school and cluster developments.</p> | <p>All staff</p> | <p>Learners start to see and hear consistency in the language of learning across the Stonehaven cluster, specifically through P7/S1 transition. A clear definition of what an effective learner is co constructed by pupil, staff and parents to be used cluster wide.</p> | <p>% engagement of pupils, staff and parents in the VL ethos and journey. Use of profile in school by all faculties to support pupil achievement.</p> |
| <p>Evidence of progress / comments / identified next steps:</p> <p>Date:</p> | | | | |

| Priorities: Learning Provision | Actions | Responsibilities | Expected Outcomes/Impact on learners | How will success be measured? |
|--|---|--|--|--|
| <p>S5 Learning Pathways to Level 5 and beyond to meet the needs of our middle 60%</p> <p>Learner to play a more active role in the development of learning, teaching and assessment in the classroom</p> <p>Consistent and effective teacher-pupil learning conversations as part of Tracking, Monitoring and Reporting process.</p> | <p>PT DYW to co-ordinate learning pathways for all across the BGE and SP to show options, K&U and skills learning.</p> <p>Pupil focus group to enhance decision making process around curriculum provision in S5.</p> <p>Staff to integrate the benchmarks in their subject areas into formative and summative assessments in the BGE to monitor progress of pupils alongside reporting to parents</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>SLT and ELT</p> <p>LLA</p> <p>KTH and ELT</p> <p>All staff</p> <p>All teachers</p> <p>KTH</p> | <p>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.</p> <p>All partners are confident in their K&U of the curriculum available to them at Mackie Academy.</p> <p>Pupils are clear about the progress that they are making and what they need to do to improve.</p> <p>Learners can talk clearly about their learning and next steps.</p> <p>Learners know what the benchmarks are and how to use them effectively to support their learning.</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>Positive destinations</p> <p>Positive pupil participation in lessons (Climate for Learning data)</p> <p>Positive pupil survey results related to this within subjects and across school.</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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| Evidence of progress / comments / identified next steps: Date: | | | | |
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| Priorities: Successes and Achievements | Actions | Responsibilities | Expected Outcomes/Impact on learners | How will success be measured? |
|--|---|---|--|--|
| Improved mechanisms for feedback to learners about how their input informs school improvements | Staff to formally identify opportunities for feedback and track progress of these conversations with pupils | All teachers | Learners to be able to identify their individual progress in line with baseline data and next steps for improvement. | SP exam results Report data and progress of pupils |
| Ensuring that all staff fully understand how their role and responsibility in supporting learners' HWB impacts on outcomes for the young person. | Focus on this by teachers in their planning and implementation in the classroom Whole staff CLPL to support development in the classroom | All teachers FST and whole school working party | Learners can identify learning experiences where this approach approaches has enhanced their learning. | Positive learning feedback by pupils. Consistency of feedback within and across subject areas. |
| Attainment for the middle 60% of learners in line with our Virtual Comparator. | Focus on these pupils through tracking and monitoring in individual classes, subject areas and whole school. | Individual teams with whole school co-ordination tracking and monitoring processes. | Positive impact on learning and progress of target group through key projects seen and / or measured. Pupils feel supported in their learning and progress. | Exam Results Evaluation of specific projects show positive impact on learning and / or progress e.g. positive destinations. |
| Pace and challenge across the curriculum are evident in classroom practice | Focus on data gathering through lesson observations, learning walks and CLPL. Examine how Higher Order Thinking Skills are used in the | Individual lessons, subjects and whole school | Learners provide positive feedback on aspects of pace and challenge. Results show that all pupil cohorts are challenged to achieve their best. | Pupil feedback surveys Report data Exam data |

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| | BGE classroom to support pace and challenge in pupils' learning? | | | |
| Evidence of progress / comments / identified next steps: Date: | | | | |