

STANDARDS AND QUALITY REPORT IMPROVEMENT PLAN 2022-27

MACKIE ACADEMY



“There is virtue in hard work”

Mackie Academy: a productive and creative learning community for all
and their future pathways.

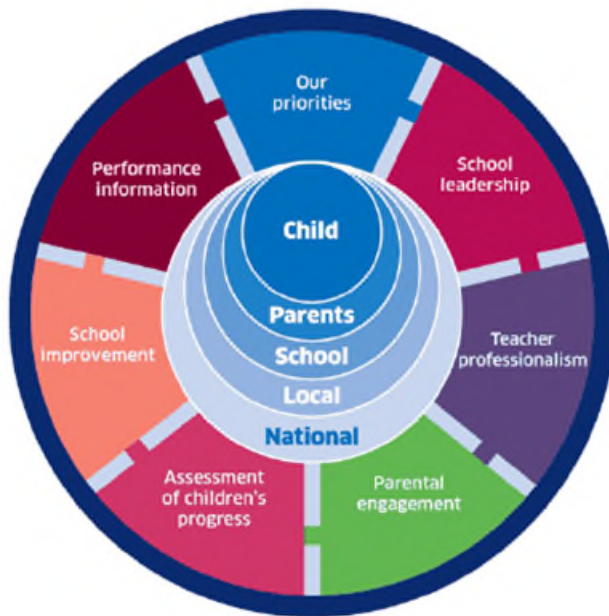
We will achieve this by:

- Prioritising and supporting the health and wellbeing of our learning community (Core Aim One)
- Working towards all forms of attainment and achievement in our school community being excellent (Core Aim Two)
- Ensuring sustained positive destinations for all our learners as and when they leave our learning community (Core Aim Three)
- Valuing and participating in lifelong learning through our education networks and wider community (Core Aim Four)

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National Priorities for Improvement Planning



- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in achievement, particularly in literacy and numeracy.

Aberdeenshire Priorities for Improvement Planning



- Ensuring wellbeing, inclusion, and equity.
- Improving learning, teaching, and assessment.
- Partnership working to raise attainment.
- Developing leadership at all levels
- Improvement through self-evaluation.

Resulting in the following outcomes:

- All young people feel included, supported, and successful in their learning.
- All young people attain and achieve to their maximum potential.
- All schools are aware of expectations and suggested actions that will have greatest impact on securing positive outcomes for all young people.
- All schools feel supported in providing the highest quality service.

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Key Terminology

Key terms will be used throughout the self-evaluation and improvement planning process and will be defined as follows:

Aims – how we will go about achieving our vision.

Attainment – what students gain through formal qualifications and progress.

Achievement – what students gain through extra-curricular and broader experiential learning.

Assessment – any form that allows pupils to show their progress and learning to others in a formal or informal setting.

CLPL – career long professional learning

Collaboration – where people work together in an equal and productive manner to achieve a common goal.

Climate for Learning – the methods by which the school approaches behaviours in the classroom and around the school to maximise learning and develop a culture of respect for all.

Digital Learning – method of learning and teaching that use digital resources and technology to support learning outcomes.

Enhanced Provision – refers to a designated primary and secondary school in each cluster which has enhanced levels of expertise and staffing to meet a wide range of additional support needs. The learning environment includes facilities such as quiet/study areas, sensory spaces, physical access, and life skills/nurture areas.

Ethos and Culture – how our school environment feels, sounds, and looks like to its members and visitors.

Equity – refers to the manner in which people are treated that is just and fair. It is a process.

Equality – defined as the state where everyone is of the same rank. It is an output of equity.

GIRFEC – Getting it Right for Every Child; a key educational policy of the Scottish Government and one of three building blocks for Scottish Education alongside Curriculum for Excellence and Developing the Young Workforce.

Health and Wellbeing – all forms of support associated with our learning community to ensure individuals, groups and the school overall can do their best in all aspects of learning.

Inclusion – the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised.

Leadership – any role that an individual, team or organisation takes on to motivate others to achieve a common goal.

Learning Community – those who participate in everyday life at Mackie Academy

LGBTQ+ - lesbian, gay, bisexual, transgender, questioning and all other members of the community.

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Lifelong Learning – any form of learning that a member of the Mackie Academy learning community undertakes that enables them to further their progress and / or career.

Positive Destinations – the setting that a young person moves onto when they are of school leaving age and / or choose to leave Mackie Academy in the Senior Phase.

PSE – Personal and Social Education

Quality Assurance – the different ways in which the schools look and assess the work being completed by its learning community to be of the required standard.

SHANARRI indicators – at home, in school or the wider community every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible, and included. These eight factors are shortened to SHANARRI.

‘US’ time – the new name for tutor time with ‘US’ standing for Universal Support. This exists for S1 to S5 with S6 students having the time consolidated into their PSE (Personal and Social Education) provision on a weekly basis due to the more flexible nature of their timetables.

When using terminology associated with quantity please reference the following:

All 100%

Almost all 91%-99%

Most 75%-90%

Majority 50%-74%

Minority/less than half 15%-49%

A few less than 15%

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The context of our school

Our Indices of Multiple Deprivation

SIMD Quintiles at Mackie Academy
September 2023



Aberdeenshire
COUNCIL

There are three feeder primaries and Carronhill School in Stonehaven and six primary schools in the surrounding area.

Our largest feeder primary is Arduthie with 443 students and our smallest is Kinneff School with 10 students.

Our Catchment area



Mackie Academy

Our school roll is 1125 (census 2023). 10.6% of our school community receive free school meals which is over a 100% increase since the pandemic

45%



Our school motto is,
"There is virtue in hard work"

The number of our young people who have at least one recorded additional support need #inclusive

20% of our school community are not white Scottish and 13 different languages are spoken in our school

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EXCELERATE

Google
for Education

Reference
School

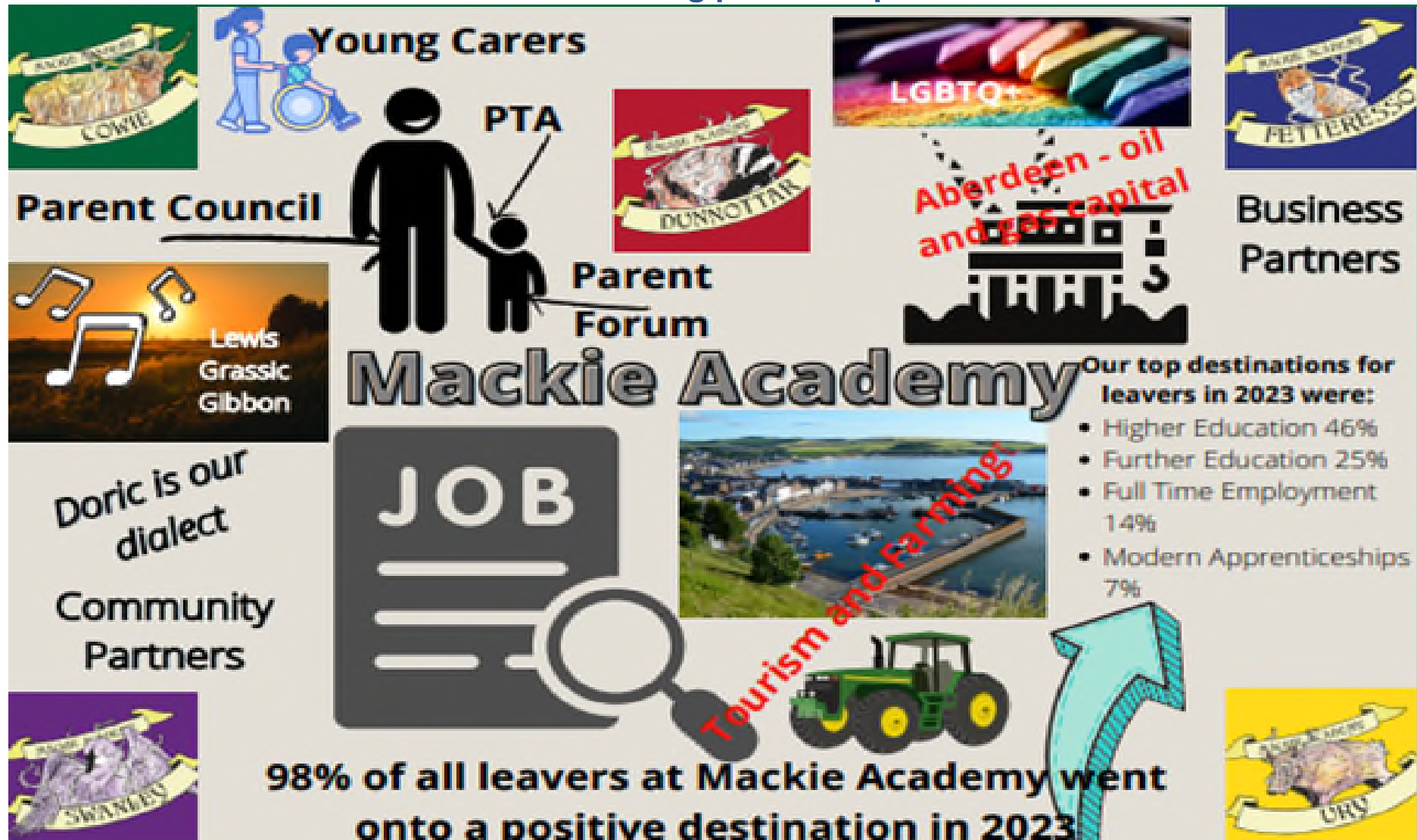
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Our learning partnerships



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STANDARDS AND QUALITY REPORT

LEADERSHIP AND MANAGEMENT Core Quality Indicator 1.3: Leadership of Change

STATEMENT OF EVALUATION

What have we achieved? What is working well for our community?

The school's vision, aims, and values have through the pandemic and post pandemic period to provide a sound base for the school to work from going forwards. The school's vision of "a productive and creative learning community for all and their future pathways" gives a clear direction of travel. Alongside the school's motto of "There is virtue in hard work" with learners, staff, and parents the vision, aims and values were reviewed in 2021-22 with all stakeholders to ensure that they reflect accurately the foci for the school and drive school improvement from 2022-27

The context of our school, as illustrated in the sketch note, is shared, and updated regularly to ensure that everyone has a clear understanding of the social, cultural, economic and wellbeing aspects of the school within its local community. This is an ever-changing picture, and it remains something that the school community returns for discussion in relation to outcomes for our young people. The school used these changes in our context, identified over the pandemic period, to renew and refocus the school's vision, values and aims. Positive feedback around this work was received during the school's recovery visit by HMle in May 2022.

The four key aims of the school have the learner at the centre and the focus on being lifelong learners, whatever your role here at Mackie Academy, is pivotal. The school's improvement journey has seen small fluctuations in the school roll, whilst maintaining solid rates of attendance that support good attainment and widening achievements across the school community. Engagement by staff continues to be constructive in its nature and reflective in its feedback. People feel that their voices are heard; that their points of view are taken on board, and that when decisions are made people understand the rationale behind the decision. An outcome of this is a model that allows the Extended Leadership team to meet on a weekly basis to enable effective communication around the school's improvement journey with all team members.

A range of evidence is gathered by the school to inform priorities for improvement with a growing systems approach being developed across the school to ensure consistency in practice. An improving, cohesive approach to whole school planning has led to a greater level of involvement with a wider range of stakeholders. Most staff engage at a whole school, faculty, and subject level whilst the school has started to develop how learners can best engage in the improvement journey of the school. Learner engagement was limited during the pandemic and post pandemic times and is an area that the school is committed to rebuilding and developing with a renewed focus on the validity of student voice in the classroom and in our learning community. Parental engagement has been effective and consistent through the pandemic with the move to virtual meetings increasing levels of participation and greater flexibility; however, a return to a mixed model in 2023-24 is proving popular. Our Parent Council are an important sounding board for improvement plan developments and play a proactive role in the decision-making process, a situation valued by all involved..

Developing the ethos of leadership for all is ongoing but it has been challenging in the periods of lockdown and in-house restrictions. Staff continue to engage in professional learning in inventive and creative ways to benefit our learners. The process of professional learning

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continues through the school's partnership with the Wood Foundation's Excelerate programme, which is stimulating a different approach to professional learning in the school. The outcomes of any professional learning are focused on quality learning and teaching and a consistent approach to this at Mackie Academy for all learners alongside expanding leadership opportunities across the school for both staff and students. Teaching and non-teaching staff members are part of Impact Teams, groups that are specifically related to whole school improvements and allow any member of staff to take on a leadership role across the school. The school is engaging with Aberdeenshire Council's "Towards an Improving School System" approach to collaborative support between trios of schools and, where relevant, the Northern Alliance Regional Improvement Collaborative supports individual professional learning needs. All the above enables the school to build capacity into our school system for improvement. It is not a "one size fits all" approach and the outcome remains to ensure that whatever approaches are taken that for our learners the approaches taken are equitable in striving for excellence.

For student leadership development, roles take a variety of forms of leadership programmes within subject areas such as Sport and Modern Languages, Health and Wellbeing and Peer Mentoring, through to experiences within the local authority and with external providers. The roles that learners took during the pandemic was limited and it is appropriate for us to now review how best we take these forwards with them in the future to ensure maximum impact on learning outcomes for our learners. A programme of student leadership development, in conjunction with the Social Enterprise Academy, is being worked on for implementation in 2024-25 to support student leadership at all levels.

Through effective leadership, the school maintains its positive ethos although this has been challenging and continues to be so on an almost daily basis. The senior leadership team aims to be cognisant of this and ensure that communications with our school community are as clear and concise as possible, utilising digital technologies to support this, to maintain a focus on our key vision of "a productive and creative learning community for all and their future pathways".

How do we know? Where is the evidence to support positive impact?

In every team across the school, staff are involved in activities that allow them to look inwards, outwards and forwards. Leadership roles involve staff at all stages of their careers and within the school, through local partnerships and further afield, some at a national level. This has led to and continues to develop positive attainment and progression for learners across all areas of the school alongside a staff team where career progression is vibrant and buoyant.

The school's effective use of digital technologies whether that be the use of the GLOW platform and Google Classrooms with students; Google sites with parents and carers for information flow and Teams meetings to support Parent Council and parent events, continues to grow and develop. We were the first secondary school in Aberdeenshire to move to online parents' evenings during the pandemic; however we recognise the importance of a blended culture of communication with our partners that includes face-to-face.

Learners' participation in leadership activities has taken a different form throughout the pandemic and it has been more difficult to see this physically when so much has taken place virtually. The school has celebrated learners' achievements in different ways which allowed participation and interaction with parents, carers, and the wider community.

The school continues to grow as a learning community through its work as a Google for Education Reference School alongside its work to gain the Silver Award as a Rights Respecting School. We have also recently gained our accreditation as a Reading School. Our partnership with the Wood Foundation in the Excelerate programme is a firm commitment

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from the school to recognise the importance of professional learning for all to support system change in education at the grassroots level.

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LEADERSHIP AND MANAGEMENT

Core Quality Indicator 1.3: Leadership of Change

STATEMENT OF IMPROVEMENT

The focus on collaborative leadership at all levels to develop a shared vision for change and improvement that is meaningful and relevant to the context of the school within its community is something that the leadership team of Mackie Academy works on relentlessly to ensure that the process around this is clear and transparent to all team members. Planning for continuous improvement will be evidence-based going forwards and linked explicitly to effective self-evaluation. Senior leaders will continue to work on the need for change being well understood by all and that the pace of change is appropriate to ensure the desired positive impact for our learners at Mackie Academy.

What are our long-term goals and outcomes?

These goals have been developed and considered for a focus over the timespan of this improvement plan through collaboration with all staff team members:

- Effective collaboration happens naturally within our learning community and supports positive outcomes for our learners.
- Everyone can share and communicate clearly about their leadership journey at Mackie Academy as part of our improvement journey.
- Our school community embraces change in a sustainable and resilient way to support everyone in their learning journey.
- Professional Learning is an integral part of life at Mackie Academy for all.
- A shared understanding exists of what leadership means and looks like in our school community and is understood by all.

As part of the collaboration staff team members were given the opportunity to contribute and offer their opinions on any other key goals or related matters that the school should focus on. Below is a representation of those responses:



To give context to the visual teams are clear that many of the goals are interlinked and that one cannot happen effectively without the other e.g., professional learning and effective collaboration. A continued focus on how we learn to communicate effectively with one another in this sphere also resonated with many and the different mediums that enable this. Finally, the capacity for our learning community to develop their leadership journey at all levels and to embed this within the learning culture to ensure that everyone is fully involved in the decision-making process around their learning journey is a critical part of the goals and outcomes above.

How do we prioritise and review these?

As part of the collaboration staff were given the opportunity to prioritise the goals and that is how they are represented above. This prioritisation will be reflected in the action plans developed by teams and across the whole school so that they reflect and take account of this process. It is essential that we focus on what our team at Mackie Academy see as being

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priorities for the school overall. The outcome here will be clarity in the whole school improvement plan with clear linkage through to faculty action plans.

The goals will be reviewed as part of individual team action plans and will then be looked at, through review and self-evaluation processes as part of the school calendar, so that they can be reviewed, adapted and re-prioritised within the whole school improvement plan as goals and outcomes are achieved and / or shift focus.

Student voice will start to become an integrated part of this process in 2022-23 so that our learner body contribute effectively to the self-evaluation and reflection process, as well as the prioritisation of goals and outcomes for the school going forwards.

What are the key improvement indicators to measure and improvement milestones?

The key improvement indicators will be determined through the improvement planning action plans and alongside these will be milestones that will reflect:

- Short term goals (less than a year)
- Medium term goals (1-3 years)
- Longer term goals (4-5 years)

What can we do well in 2023-24?

Silver Award for Rights Respecting Schools:

- Ensure that a learner led focus enables us to submit accreditation for our Silver Award.

Professional Learning

- Continue to develop our online resource hub to support individual, group, and whole school professional learning for staff.
- Consolidate staff professional learning through the Excelerate programme and embed this into the school's curriculum, learning and teaching provision with a focus on learners' skills in the Broad General Education through into the Senior Phase using the Student Leaver Profile.
- Start a consultation around the purpose of staff learning pathways to ensure we are smart, as an organisation, in how we support and target our most important resource in the school.

Student Voice:

- Finalise a clear rationale and statement of intent for student leadership and learner participation at Mackie Academy that can be shared with our learning community and engaged in by all.

Partnerships for Developing the Young Workforce

- Finalise our DYW strategy for Mackie Academy with clear roles and responsibilities that enable outcomes for young people that sustain a positive destination from school.
- Bring together the goals of what we, as a school, want to achieve through the work on our school leaver profile.
- Focus on awareness and understanding of key aspects of this with staff, learners, and parents / carers to build collective responsibility in our learning community.

What can we start building for in 2024-25?

Rights Respecting Schools:

- Attaining our Silver Award and deciding on next steps around best practice to support progression towards our Gold Award.

Professional Learning

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- Learning Journeys and opportunities for staff that support and improve the vision, values, and aims of Mackie Academy.
- A community for learning and support.

Student Voice:

- Build the Student Ambassador programme so that it enables the student body to be an integrated part of the school's improvement journey through work with the staff impact teams and individuals develop the skills to allow them to be effective contributors through student leadership opportunities.

Partnerships for Developing the Young Workforce

- Build awareness and understanding of the DYW strategy and statement of intent with staff, learners, and parents / carers to build collective responsibility in our learning community.
- embed the message of #nowrongpath.

STANDARDS AND QUALITY REPORT

LEARNING PROVISION Core Quality Indicator 2.3: Learning, Teaching and Assessment

STATEMENT OF EVALUATION

What have we achieved? What is working well for our community?

The ethos and culture of our school reflects positive relationships of mutual respect across the breadth of our school community. Our commitment to upholding learners' rights, to our school values and to GIRFEC underpins our ethos and culture. The value we place on developing, maintaining, and nurturing positive relationships can be seen in our commitment to Restorative Practices as well as through the development of US Time over the last two years. This allows us to ensure a positive climate for learning in lessons, which can be seen in the calm, purposeful and supportive learning environment that our learners experience in most cases, and which is fundamental to maximising learning, achievement, and attainment. Our commitment to Restorative Practices has been shared with our learners, parents, and carers via a suite of resources to help them understand our values, rationale, and processes for dealing with conflict, with the aim of maximising support from families at home. This work has also involved all year groups participating in sessions led by members of the Climate for Learning Impact Team around understanding our school values, what they mean and what they look like day to day in school, as well as the creation of resources for our school website.. The creation of an inclusive and accessible visual to support this understanding of our values has been developed and is becoming embedded in the work of the school. This will be the springboard for future work around Restorative Practices. Our Mackie Academy "Basics" have been developed along with work around our School Values and are becoming embedded in our day-to-day work, clarifying our basic expectations of staff and learners to allow Learning, Teaching and Assessment to get off to the best possible start every time.

A positive climate for learning is reflected in our Learning Wheel, which was developed in consultation with staff, learners, and parents/carers, and which encapsulates what we see as being core to learning at Mackie Academy: Positive Climate for Learning; Realistic Expectations; Meeting Learners' Needs; Formative Assessment; Learning Intentions and Success Criteria; Starters and Plenaries; and Feedback. Our aspiration to achieve excellence in pedagogy is explicit within the core objectives of our Improvement Plan. The ongoing development of Mackie Academy's Learning, Teaching and Assessment Toolkit (built around our Learning Wheel) is central to achieving a shared understanding of what effective practice looks like in the core areas identified, as well as how we can develop that practice to be excellent. Our commitment to professional learning via the Excelerate programme is providing the opportunity for staff to develop their professional practice in areas such as Project Based Learning (PBL) and Oracy. Bespoke skills-based courses in place in S1 and S2 are being delivered through PBL. With Oracy being a core element of our approach to PBL at Mackie Academy, Oracy development is a thread running through our delivery of these courses. In S2 our Elective Courses are being revised to reflect and reinforce a PBL approach, with time set aside within the Working Time Agreement for staff to meet and discuss approaches to this development of their courses and with support from our PT of Learning and Teaching. PBL in other areas of the BGE curriculum is developing resulting in a number of successful projects having run within and across faculty teams. These have incorporated input from business partners through support from our Business and Community Support Officer (BCSO) and have also resulted in high quality showcases of learners' experiences and authentic products. We anticipate that the development of PBL will impact positively in terms of more engaged and active learners who are leading learning in the classroom through the development of skills for learning, life and work.

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Our Digital Learning Strategy is built around the development of three key areas: The Google Workspace (including the Mackie Faculties integrated websites on GLOW), Mackie Academy's SharePoint Site, and our Pupil and Parent information sites accessible via the school website. Our focus on equipping and upskilling staff in their use of the Google Workspace to enhance Learning, Teaching and Assessment, is recognised through us being a Google Reference school. The development of the SharePoint platform supports staff by providing quick and easy access to materials and resources to support our young people and their learning, for example, ASN profiles; tracking, monitoring, and reporting data, learning; teaching and assessment support and information about CLPL opportunities. Where our observations and assessments of learners reveal that they are underperforming and require progress to be accelerated, a variety of interventions are put in place at classroom, faculty and whole school level, which are shared with parents/carers via our automated learning interventions form on SharePoint. Our processes allow us to include all stakeholders in the dialogue, keep the learner and their views at the centre, while crucially minimising bureaucracy in this area. As a school we recognise the importance of recognising positive achievement and improvements, and positive impact that praise and recognition can have on learner's motivation, confidence, and progress. This system allows staff to recognise where learners have excelled or improved, and this is likewise shared with relevant stakeholders.

Assessment is integral to our planning of learning and teaching. We are confident that our moderation processes have improved consistency across teams relative to a shared understanding of standards, and increased validity, reliability and robustness of the evidence bases we build to make determinations about learners' progress, attainment, and achievement. The development of these processes in the BGE through the effective use of the Progress and Achievement SEEMIS module and our staff hub on SharePoint, has allowed us to develop clear, shared expectations of standards to be achieved across the BGE, as well as clear delineation of the evidence bases informing progress within each tracking period. Likewise, our BGE Pupil and Parent Information site, which has been developed by our Extended Leadership Team, supports students and their families in understanding the BGE curriculum in secondary school and what progress looks like in different subject and curriculum areas. The development of BGE "Flight Paths" towards achievement of Level 5 in S4 demonstrates our high aspirations for our learners, as well as providing support by mapping out each stage of the journey. Likewise, the addition of a "projected S4 study level" in our S3 reports allows learners, staff, and families to plan ahead for pathways in the Senior Phase from an early stage; supporting this transition by allowing learners to see their strengths, and where they can maximise their potential in S4 and beyond. This information supports our high expectations of progress in the Senior Phase and allows us to challenge learners, staff, and parents/carers around presentation levels, so that we can be confident that our young people are achieving their full potential. It also gives us additional information to inform early intervention when needed before the learner moves into the Senior Phase.

Our tracking and monitoring processes are manageable and well understood by almost all staff. We have clear information about progress, achievement and attainment across all subject areas, and our processes allow us to identify gaps early and intervene appropriately to address those gaps and get progress back on track.

As improvements in our TMIR practices have developed we have begun to upskill our Extended Leadership Team, specifically with regards to the interpretation of raw data from reports. This is beginning to equip Faculty Heads with the skills they need to identify trends and anomalies in data, and to address these with their teams, thereby building capacity in this area across their staff. We believe that this will impact in increased attainment for our S4 students, which in turn will impact positively on our attainment in S5 and S6.

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How do we know? Where is the evidence to support positive impact?

Data from BGE Tracking Reports reflects that almost all of our learners behave in a manner that promotes their learning and that of others in all or most lessons. Likewise, almost all of our learners put in the effort required to maximise their learning in all or most lessons. Walkthroughs conducted by SLT in US Time groups reflects that in most classes' relationships are developing positively, and that the non-negotiables and The Basics are being upheld. Our work towards achieving the Silver Rights Respecting Schools Award also demonstrates our commitment to upholding students' rights which underpins our work in restorative practices. All staff have had the opportunity to contribute to the review and development of our processes as a restorative school and have a clear understanding of where to find support for their roles and responsibilities at different levels. Our school values have been used to inform the development of our S5/6 Learner Agreement and our visual has been provided for all staff, along with support and guidance for effective restorative conversations, to help to focus and scaffold solution-focused contracting.

To date, 21 members of staff have participated in a two-day PBL training course delivered by the Excelerate programme, and 31 members of staff participated within-house PBL training during Training Days, including all 10 staff teaching elective courses in S2 this session, who additionally undertook training on how to transform an existing course or unit into PBL. These numbers indicate an appetite amongst staff to engage with the training available, both in-house and through the Excelerate programme, and represent staff from every faculty team. Staff feedback indicates a desire to engage with more PBL training. Teachers who have volunteered to teach our S1 and S2 PBL courses represent almost all faculties in the school. PBL projects have been running throughout the course of 2022-23 in the faculties of Health, Social Subjects, ADT, Maths and Computing, and Performing Arts. Showcase events have taken place related to these projects and our bespoke courses in the BGE, which has allowed the wider community, stakeholders, business partners and other staff and learners to see the impact of this approach to learning. Further projects are in the planning stages.

We have seven Oracy Leads in training, all of whom have completed or committed to undertaking the PBL 101 Training Course this session. This means that they have a clear understanding of the journey of PBL development and how that translates to Mackie Academy, in addition to their developing expertise in the field of Oracy. These two areas have come together in their development, initially, through our S1 and S2 bespoke courses. This has involved the development of Oracy resources and activities for lessons, as well as the rolling out of Oracy Protocols. School-wide CLPL inputs, such as 15 Minute Forum and "2 for Tuesday", our Learning, Teaching and Assessment bulletin, as well as sessions on our Training Days have supported the development of both PBL and Oracy and provided opportunities for staff who have not received external training to engage and develop their learning.

Our BGE Flight Paths have been shared with learners and are helping them to understand the "big picture" of their learning journey throughout the BGE in secondary school, as well as their transition into the Senior Phase. They are becoming embedded in the learning conversations we have with young people and their parents/carers. Along with the clear evidence bases that have been outlined at each cycle of reporting, the Flight Paths are providing staff with greater confidence and better understanding of standards in the BGE.

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LEARNING PROVISION

Core Quality Indicator 2.3: Learning, Teaching and Assessment

STATEMENT OF IMPROVEMENT

What are our long-term goals and outcomes?

The focus is on ensuring high-quality learning experiences for all learners at Mackie Academy. It highlights the importance of highly skilled staff who work with children, young people, and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements in their time at school.

These goals have been developed and considered as a focus over the next five years through collaboration with all staff team members:

- Learners' needs are met effectively in aspects of school life.
- Pedagogy is excellent with Mackie Academy's Learning Wheel at the heart of our teaching practice.
- Students and parents play an active and productive role in the learning process both in the classroom and across the school.
- Project based learning is firmly established to support curricular pathways in the Broad General Education (S1-S3) and Senior Phase (S4-S6)
- Research based practice at Mackie Academy supports an evidence-based enquiry approach to Learning, Teaching and Assessment
- Our digital learning strategy is embedded in our learning environment and school life.

As part of the collaboration staff team members were given the opportunity to contribute and offer their opinions on any other key goals or related matters that the school should focus on. Below is a representation of those responses:



To give context to this visual staff spoke openly of the need for learners to be able to express their learning in a way that most benefits them and that through ownership of their learning they decide what it should look like in collaboration with teaching and support staff. The need for educators to know what excellent practice looks like and for learners to know how to effectively use feedback to improve also came through this process loud and clear. However, most feedback came back to the key point that if we meet learners needs in the classroom then the remaining goals will become part of the process. This is something for us to consider when planning in the future.

How do we prioritise and review these?

As part of the collaboration staff were given the opportunity to prioritise the goals and that is how they are represented above. It is noted that staff overwhelmingly voted "Learners' needs are met effectively in all aspects of school life" as the top priority.

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This prioritisation will be reflected in the action plans developed by teams and across the whole school so that they reflect and take account of this process. It is essential that we focus on what our team at Mackie Academy see as being priorities for the school overall.

The goals will be reviewed as part of individual team action plans and will then be looked at, through review and self-evaluation processes as part of the school calendar, so that they can be reviewed, adapted and re-prioritised over the course of the five years as goals and outcomes are achieved and / or shift focus.

Student voice will become an integrated part of this process in 2022-23 so that our student body contribute effectively to the self-evaluation and reflection process, as well as the prioritisation of goals and outcomes for the school going forwards.

What are the key improvement indicators to measure and improvement milestones?

The key improvement indicators will be determined through the improvement planning action plans and alongside these will be milestones that will reflect:

- Short term goals (less than a year)
- Medium term goals (1-3 years)
- Longer term goals (4-5 years)

What can we do well in 2023-24?

Climate for Learning:

- Continue to improve relationships, ethos, and culture at Mackie Academy by ensuring that our school values are at the heart of everything we do, and by strengthening our commitment to Restorative Practices.
- Data informed evaluation of our systems which support Restorative Practices at Mackie Academy

Learning, Teaching and Assessment:

- Develop a system for the evaluation of Learning, Teaching and Assessment as part of the development of the Learning, Teaching and Assessment Toolkit.

Tracking, Monitoring, Interventions and Reporting:

- Enable our Extended Leadership Team to have well developed data analysis and evaluation skills to effectively lead improvements in their teams and across the school, through early interventions that support whole school improvement goals.

Digital Learning:

- Evaluate the key aspects of our digital learning environment to provide an evidence base for a digital learning strategy.

What can we start building for in 2024-25?

Climate for Learning:

- Have systems in place that support our Climate for Learning effectively for all members of our community e.g., Anti-Bullying policy and ambassadors, Learner Agreement, effective, equitable interventions to support learning.
- Develop a system for regular analysis of Climate for Learning Data to support our learning community.

Learning, Teaching and Assessment:

- Student digital profiles to support key transitions in their pathways e.g., P7 to S1, S3 to S4 and Senior Phase to the outside world, supported through the development of the School Leaver Profile (Excelerate).

IMPROVEMENT PLANNING 2022-27

- Development of Project Based Learning and Oracy throughout the BGE supported by effective profiling.

Tracking, Monitoring, Interventions and Reporting:

- Enable all classroom practitioners to have well-developed data analysis and evaluation skills, which are consistently applied, resulting in early interventions at classroom and faculty levels that support improvement in outcomes for learners.

Digital Learning:

- Start to create a digital learning strategy that future proofs our approaches to Learning, Teaching and Assessment.

STANDARDS AND QUALITY REPORT

SUCSESSES AND ACHIEVEMENTS Core Quality Indicator

3.1: Ensuring wellbeing, equality, and inclusion.

STATEMENT OF EVALUATION

What have we achieved? What is working well for our community?

Mackie Academy continues to promote an ethos amongst all stakeholders that universal support and wellbeing are the lynchpin of attainment and achievement, and that embedding these in everyday school life is the responsibility of all. Whole school meetings in the academic year leading up to the pandemic centred around the concepts of nurture, corporate parenting, and universal support, and how our model of tutor time (now called 'US' time) supported that concept. The initial findings from staff and learner questionnaires suggested that there was an appetite for change and improvement in relation to tutor time provision; however further work in relation to this was impeded by the periods of school closure. Development of US Time provision is allowing the school to link this universal support input to the vision, values and aims of the Academy, bringing them to life in everyday practice.

Scottish Mental Health First Aid trained staff (SMHFA) continue to be available to support all staff and learners and are identified in school by their distinctive lanyards and badges. There are now over 30 members of teaching and support staff who are trained. A number of pupils from S2 and S3, called Mental Health Champions were trained in conjunction with school staff using Pupil Equity Fund monies and by Community Learning and Development colleagues as part of their HWB supports. These Health and Wellbeing initiatives are overseen and led by the well-established staff Impact team, who continue to organise events designed to support staff health and wellbeing.

Up to 30 S3 learners were provided with training and support via the Mental Health Foundation Peer Educator programme which allowed them to deliver Mental Health and Wellbeing lessons to all S1 learners as part of their Personal and Social Education (PSE) input. This initiative will continue in session 2023-24 with input for S1 learners taking place in term 3. Training of S3 students allows for sustainability of the Mental Health Champions initiative as they continue to provide support as the previously trained Senior Phase students transition out of the school.

Mackie Academy is part of the Scottish Health Improvement Network (SHINE) using their Mental Health and Wellbeing survey in session 2020-21 with all year groups to inform the Pupil Support and Attainment Team (PSAT) as to the challenges which students felt they faced in relation to their mental health after a period of school closure and associated Covid restrictions. Aberdeenshire Council have now commissioned SHINE to provide all secondary settings in the Authority with the survey and associated data once per session. Mackie Academy undertook the first round of data collection associated with this in session 2022-23 and will submit the second round of surveys in December 2023 with a view to receiving the data collected from the whole school responses from SHINE early in 2024.

All students complete termly wellbeing logs, which are now electronic, rating themselves in relation to the SHANARRI indicators. Analysis of this data allows PSAT and US Time leaders to track the wellbeing of their learners, identifying significant changes and addressing these with learners and parents accordingly through relevant actions and interventions. The PSAT team can also now track any wellbeing concerns, trends and patterns that may be apparent within specific groups or periods of the academic year, reacting effectively to these and putting in supports that promote improvements in learning and attainment.

The P7/S1 transition programme entitled Joining our Learning Community has a focus on supporting wellbeing as learners transition from one school setting to another. The initial

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parents meeting in March 2023 in respect of this programme was attended by nearly 230 parents from a new S1 cohort of just 189 learners with feedback indicating that the focus on promoting health and wellbeing and pupil support was widely welcomed. The creation of a Google Primary 7 / S1 transition site which was one of the main forms of communication between school and P7 learners and parents during the two periods of virtual Transition, continues to be developed and provides an overview of the Transition process and links directly to the Mackie Academy Pupil and Parent Information site. This allowed all P7 parents and learners to access information in relation to Mackie Academy for a significant period of time before actually enrolling in August 2023. The Additional Support for Learning (ASL) team provide an extended transition programme which allows for visits to and curricular input at Mackie Academy for those learners and families identified by Cluster primaries as requiring extra support and members of the team along with PSAT leaders attend transition meetings in respect of significant primary 6 and primary 7 learners as they are supported through their transition period.

Mackie Academy continues to engage in the Child Action Planning process to support those learners who require periods of targeted interventions, utilising a number of single agency or multi agency inputs supported by partners in order to meet short term and long-term needs. A number of learners have personalised timetables, and some require a period of time on bespoke part time timetables in order to support particular health or additional support needs which can prove at times to be overly challenging. These timetables are regularly reviewed as part of the Childs Action Planning process. Input and targeted supports from Pupil Wellbeing Workers, School Nurses Nursing Assistants, and the Authority funded School Counsellor, alongside the ASL and PSAT teams ensures that a wide reaching and experienced team are embedded in the life of the school and can support health and wellbeing daily.

The Enhanced Provision facility at Mackie Academy continues to develop s and now provides support and curricular experiences in one to one, small group and mainstream settings for BGE and Senior Phase learners. Progress is tracked and monitored using daily and termly targets, the use of Complex Trackers and Individualised Education Plans. Three Senior Phase learners attending Enhanced Provision have a Child's Plan designed to primarily support their Transition onto a positive and sustained pathway beyond Mackie Academy. Almost all learners also attend a variety of mainstream classes and Senior Phase learners are presented for a suite of appropriate National Qualifications and college options which allow for progression and skills development.

Pupil Profiles for all learners at Mackie Academy with an identified additional support need are constructed prior to learners entering the Academy in S1 or when enrolling; some students have these initiated at a point during their lifetime in school should concerns arise in respect of their progress and attainment levels, but all are reviewed regularly by the learner and their parents/carers and a link member of the ASL team at key points in the session linked to the tracking, monitoring, reporting and intervention calendar. This ensures that the challenges, support strategies, strengths and possible assessment arrangements highlighted are an accurate reflection of the learner's current situation and circumstances. Direct links from the "live" Profile document to the ASL site on SharePoint allow staff to easily access information in relation to a variety of additional support needs, strategies to support and organisations that can provide more information and resources if required.

Mackie Academy has committed to the Aberdeenshire Young Carers Charter for Action and has a well-attended Young Carers Support Group which is led by the Pupil Wellbeing Workers. These members of staff remain committed also to the Care Experienced/Looked After Children many of whom they support on a day-to-day basis at the Breakfast Club and in the Nurture Hub as well as at the weekly lunchtime Care Experienced Club meetings. The LGBTQ+ group was revived at Mackie Academy, in session 2022-23 after a previous lull and

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drop in weekly attendance and the school has now signed up to the LBGTQ + Charter and has a designated support worker assigned to them as a result of this membership.

A variety of spaces have been identified throughout the school which allow learners to access nurturing and safe spaces throughout the course of a school day if necessary. These include the device free Lunchtime Learning Centre facility lead by the school librarian and dedicated supply staff, the ASL led G8 Lunch Club, the learner and SMHFA trained staff led R4 Wellbeing Space, and the Pupil Wellbeing Worker led Breakfast Club and Nurture Hub. All these spaces are accessible to learners on a daily basis, and further promote the key aspects of inclusion and universal support being the responsibility of all members of the school community.

Almost all Mackie Academy leavers go on to positive destinations, with the year-on-year figure being consistently over 95% and those not achieving this are well documented and staff are aware of the “bigger stories” behind these young people. Almost all learners identified as being medium or high risk engage with Skills Development Scotland (SDS) colleagues based in school, or with SDS Work Coaches or Employability Agreements prior to transition or just after leaving Mackie Academy.

How do we know? Where is the evidence to support positive impact?

The Wellbeing = GIRFEC agenda is widely shared and publicised in school and during P7/S1 Transition, and core PE and PSE lessons are attended by almost all learners in S1 to S4. S5 and S6 students also attend a weekly PSE lesson.

Mental Health Champions and SMHFA trained staff provide support each lunchtime in The Wellbeing Space for any learner who wishes to attend, and this facility is used by numerous learners every day. Feedback from learners who regularly use this facility, via their Wellbeing Logs, is positive. Attendance of learners who receive Free School Meals at the Breakfast Club and Nurture Hub is tracked on a weekly basis.

SMHFA trained staff and the well-established Mental Wellbeing Impact Group have introduced various events designed to support staff health and wellbeing, such as regular after school exercise and sports sessions. The staff Social Committee also contribute to staff health and wellbeing with social events being organised at regular intervals which are attended by significant numbers of both teaching and support staff. The breadth of experience, commitment of, along with the consistency and variety of staff on the Impact Team highlights the positive ethos and importance that health and wellbeing plays in the life of the school. A further 13 members of whole school staff completed the Scottish Mental Health First Aid training in session 2021-22, and 12 more staff undertook this training last session. This means that nearly 40 members of staff at Mackie Academy are available to support learners, staff and parents as required. Sixteen parents took the opportunity to take part in the Scottish Mental Health First Aid training provided by a member of the school teaching staff in session 2022-23 and a further 16 parents have signed up to take part in this two-day training programme due to be delivered in December 2023.

All staff undertake the statutory annual Child Protection training, and several staff also sit on Authority Strategic Working Parties such as the Children’s Hearings Liaison Group, Child Protection in Education Group, and the Depute Head Student Support Group, showing commitment to being part of Health and Wellbeing initiatives and improvement on a regional and national scale.

Data collected from Health and Wellbeing Surveys and the Wellbeing Logs have enabled relevant staff to track wellbeing patterns across all year groups and across time along with drilling into individual changes in relation to the SHANARRI indicators ratings. This data has

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informed changes to the PSE programme, allowing targeted interventions across year and gender groups as well as individual learners and parents receiving support for specific challenges they face, either in the short term or for a more prolonged period. Learners and parents are regularly signposted to support services provided by the Authority such as the School Counselling Service, Educational Psychology Service and Kooth, alongside a variety of partners such as Community Learning Development, CLAN, Sunrise Partnership, Barnardos, our community churches, and chaplain links. Uptake rates amongst learners referred is high with almost all being willing to engage to improve their health and wellbeing or overcome barriers being experienced.

Universal Support Leaders are aware that learners rate themselves highly in terms of being nurtured, both at home and school, whilst periods of lockdown and associated assessment uncertainty periods that followed decreased wellbeing scores in terms of feeling included and respected. US Time leaders have enhanced access to SEEMIS which allows them to view pastoral notes, relevant custom reports, and tracking information in relation to their groups and they also have access to the termly Wellbeing logs.

Staff feedback has allowed the Senior Leadership Team to have an awareness of areas of positivity around mental health therefore continuing to promote a culture of nurture for staff but also to adapt the school calendar and expectations accordingly where staff have reported areas where they are struggling or have returned lower scores in terms of wellbeing. Recent improvements have included changing the format of Senior Phase reports to include data only, in an attempt to reduce workload at significant points in session 2022-23 and this approach will continue in session 2023-24. Email protocols were also altered in session 2022-23 with all staff, particularly SLT and ELT teams being encouraged not to send emails between the hours of 18:00 and 07:15 the next morning which reduces the expectation and anxiety of staff feeling they require to monitor their inboxes out with school hours. All teaching staff continue to be provided with a corporate laptop ensuring equity of provision across all teams and easy access to all resources required to deliver high quality learning, teaching, and assessment opportunities for all learners.

Learners with single and multi-agency partnership plans are reviewed on a regular basis and the success of interventions can be seen in the number of action points met between meetings along with the number of students who move from multi agency to school based plans or indeed who after a period of targeted intervention move back to receiving universal support in mainstream classes.

Chromebook provision to students via the Connecting Scotland initiative has ensured that all families who qualified for Free School Meals (FSM) in session 2022-23 had access to a device if they required one. All Ukrainian learners who have enrolled at Mackie Academy have also received a device via this initiative. All learners in receipt of FSMs will continue to be offered a Connecting Scotland Chromebook in session 2023-24.

Pupil Equity Fund evaluations from session 2022-23 highlight that 38% of learners who attended the Breakfast Club from its introduction in January 2023 were in receipt of FSMs, despite only 11% of the whole school population being in receipt of FSMs. As an inclusive model, four out of the nine Enhanced Provision learners attended Breakfast Club in session 2022-23 with one learner showing a 5% increase in their attendance between March 2022 and March 2023. Almost all learners in S1 attending the Pupil Support Assistant led Nurture groups showed improved monthly attendance in comparison to their P7 attendance and previous S1 figures. 34% of all S1 pupils receiving FSMs were offered sessions with this worker.

Attendance at and engagement with associated activities and experiences, both virtual and face-to-face, by significant and vulnerable groups, is very positive and these learners are consistently included in positive destination figures. Attendance statistics are positive for

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almost all students who have a Child's Plan and targeted interventions, along with those identifying as a Young Carer or Looked After/Previously Looked After Child, and attainment figures for our lowest 20% are above the virtual comparator in this key measure.

Feedback from parents, learners and cluster primaries regarding the P7/S1 Transition process is consistently positive with learners and parents identifying that activities, information and support provided during this process reduced anxiety regarding the move to Mackie Academy and any student who identified as still having reservations regarding the Transition received further support from CLD via the Elev8 programme during the summer break in session 2022-23.

All of the above illustrate how a whole school approach to health, wellbeing, equality, and inclusion at Mackie Academy has supported and engaged our learning community.

IMPROVEMENT PLANNING 2022-27

SUCSESSES AND ACHIEVEMENTS

Core Quality Indicator 3.1: Ensuring wellbeing, equality, and inclusion.

STATEMENT OF IMPROVEMENT

What are our long-term goals and outcomes?

The focus is on the impact of the school's approach to wellbeing which underpins learners' capacity to achieve success. This highlights the need for policies and practices to be well grounded in current legislation, for there to be a shared understanding of the value of every individual, along with the importance and responsibility of all staff towards ensuring the delivery of Universal support. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

These goals have been developed and considered for a focus over the next five years through collaboration with all team members:

- The wellbeing of our school community is our number one priority by design.
- The school's vision, ethos and values are embedded in the everyday life of the school.
- Our language for learning at Mackie Academy is inclusive, fair, and equitable.
- Effective partnership working is at the core of our practice at Mackie Academy

As part of the collaboration team members were given the opportunity to contribute and offer their opinions on any other key goals or related matters that the school should focus on. Below is a representation of those responses:



To give context to this visual the importance of equality in the language of learning struck a chord with many. How we re-promote and re-embed our school's motto, vision, ethos, and values is an area where work is already under way and a whole school approach going forwards will enable these messages to be seen clearly around the school whilst allowing teams to personalise their areas of the school within the whole school. Finally, and recognised by many, is the importance of "all" in this area of development for the school. It cannot just be some.

How do we prioritise and review these?

As part of the collaboration with staff they were given the opportunity to prioritise the goals and that is how they are represented above. This prioritisation will be reflected in the action plans developed by teams and across the whole school so that they reflect and take account of this process. It is essential that we focus on what our team at Mackie Academy see as being priorities for the school overall.

The goals will be reviewed as part of individual team action plans and will then be looked at, through review and self-evaluation processes as part of the school calendar, so that they can be reviewed, adapted and re-prioritised over the course of the five years as goals and outcomes are achieved and / or shift focus.

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Student voice will become an integral part of this process in 2022-23 so that our student body contribute effectively to the self-evaluation and reflection process, as well as the prioritisation of goals and outcomes for the school going forwards.

What are the key improvement indicators to measure and improvement milestones?

The key improvement indicators will be determined through the improvement planning action plans and alongside these will be milestones that will reflect:

- Short term goals (less than a year)
- Medium term goals (1-3 years)
- Longer term goals (4-5 years)

What can we do well in 2023-24?

'US' Time:

- Continue to develop the concept of daily 'US' time to promote and embed the principle of Universal Support.
- Enable staff to model behaviours that promote and support the wellbeing of all so that learners feel secure and supported.
- Use whole staff meetings to provide relevant training and input in relation to Universal Support, and to highlight the ever-changing context of the school.
- Promote and embed the rationale of US Time with learners, staff and parents in terms of it providing a unique opportunity to further promote positive relationships in the learning community.
- Begin to build greater consistency across all year groups of US Time provision via a quality assurance process.

Meeting Learners Needs in the classroom:

- Continue to develop and provide a programme of CLPL opportunities for all staff to support the request by staff to focus on this key aspect.
- Evaluate the impact of the learning to inform developments for further years.
- Continue to engage effectively with all support agencies to ensure learners needs are met e.g., CAMHS, Social Work and Police Scotland.
- Ensure that SEEMIS access supports the rationale of US Time and promotes wellbeing, equality, and inclusion in the classroom.
- A trauma and nurture informed approach to meeting learners' needs continues to be developed,
- Our Enhanced Provision students are presented with effective and progressive learning opportunities that are integrated into the whole school curriculum and provide learning pathways which enable Senior learners to move onto appropriate destinations.

Wellbeing Indicators:

- Learners and staff, and parents are reminded and regularly exposed to the concept of wellbeing indicators and how they shape universal and targeted supports in our learning community.
- Continue to have a focus on using data entries from Wellbeing logs, and results of SHINE surveys to make further improvements and implement targeted or whole school actions.
- Submit evidence in relation to the Carnegie Mental health in Schools Award.

Mobile Device Use Project:

- Roll out the co-constructed Device Use Agreement across the learning community.

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IMPROVEMENT PLANNING 2022-27

What can we start building for in 2024-25?

'US' Time:

- Evaluation of 'US' Time as part of our universal provision at Mackie Academy specifically in relation to development of the school day and increased us Time provision.
- Training and support for US Time leaders who will move to supporting S1 groups after their Senior Phase learners transition beyond Mackie Academy

Meeting Learners Needs in the classroom:

- Development and introduction of the CIRCLE suite of resources to inform whole school improvements in relation to inclusive practice.

Wellbeing Indicators:

- Aim to embed and maintain the practices and approaches to supporting mental health and wellbeing at the level of Carnegie Award achieved with a view to introducing any improvements that may have been suggested to continue on the improvement journey.

STANDARDS AND QUALITY REPORT

SUCCESSSES AND ACHIEVEMENTS Core Quality Indicator

3.2: Raising Attainment and Achievement

Please note this section also refers to Quality Indicator 2.2 Curriculum

STATEMENT OF EVALUATION

What have we achieved? What is working well for our community?

Attainment and Achievement is one of our key foci at Mackie Academy and this strong emphasis permeates across the school and at all levels. It is a fundamental element which encompasses the vision we have for our young people – to be aspirational about their journey and to support their time with us in a way which is personalised and collaborative. Our school sees attainment and achievement as a product that is accomplished through the holistic endeavours of staff, learners, parents and community members and their understanding of our quality improvement process. This strong network of communication amongst all stakeholders is supported by clear mechanisms and the co-ordinated efforts of all which is embodied in our learners and their success.

Literacy and Numeracy

Please note this is based on data for 2022 from Insight and ACEL.

Broad General Education

Almost all young people achieved third Curriculum for Excellence (CfE) level in literacy and numeracy by the end of S3. The majority achieve fourth CfE level in literacy by the end of S3, but a minority achieve fourth CfE in numeracy by the end of S3.

Senior Phase

Most young people leaving school between 2017/18 and 2021/22 achieved SCQF level 5 or better in literacy although in 2021/22 the majority were in this position. From 2017/18 to 2021/22 performance at this level was significantly higher than the Virtual Comparator (VC) bar 2020/21. There has been an overall increase in the number of leavers achieving SCQF % as a course award in literacy over 5 years, exceeding the VC. The majority of leavers achieve SCQF level 6 literacy award, but this is much lower than our virtual comparator in 2019-21.

In S4 from 2017-18 to 2021-22 the number of leavers achieving SCQF level 5 or better was significantly higher than the VC in 2018, 2019 and 2022. By S5, those achieving a SCQF level 5 award in 2019-20 and 2021-22 was significantly higher than the VC.

Leavers Numeracy

Most young people leave school with SCQF level 5 in numeracy; a slight dip in 2022 means the majority of young people did so. Only a third of young people achieved SCQF level 6 in numeracy in 2022, which is reflected in the overall trend of the past five years.

Cohorts: Literacy

At S4 almost all young people attained SCQF level 5 in literacy in three out of the last five years. This was greater than the VC in 2021, 2022 and 2023. By S5 almost all young people achieve SCQF level 5 in literacy and from 2019/20 to 2022/2023 this was greater than the VC. From 2020/21 to 2023/2023 the majority of young people achieved SCQF level six in literacy. By S6, almost all young people achieve SCQF level 5 literacy which is in line with our VC for the past five years. In 2023 the majority of our young people achieved level 6 literacy by the end of S6 which is lower than our VC.

Cohorts: Numeracy

At S4, almost all young people achieved SCQF level 4 numeracy and again almost all achieving this as a course award in 2022/23. The majority achieved SCQF level 5. This is

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lower than the VC. By S6, in 2022/23 most young people achieve SCQF level 5 which is in line with the VC.

Mackie Academy has a clear vision regarding understanding progress in literacy and numeracy and this is something which is both reflected upon and adapted to best meet the needs of our school and its learners. Emphasis is placed on the importance of literacy and numeracy at both a curricular and strategic level and plans a pathway through their school journey. Our strategy supports students to attain their full potential in literacy and numeracy levels and to plan interventions which may create barriers to their overall attainment. The ability of staff and learners to articulate how these skills support attainment for all, features as an important part of the improvement planning process.

Attainment over time

Broad General Education

Mackie Academy collates data for all subject areas showing the percentages of young people achieving the third and fourth curriculum levels. By the end of S3 almost all our learners have achieved third level CfE in all curriculum areas, whilst the majority of learners have achieved fourth level CfE in most areas. This is based on the school BGE tracking data (May) 2023).

Leavers

Attainment for young people leaving school using complementary tariff points is mainly in line with the VC in 2022 having narrowed the gap between the school and VC on previous years. For the lowest attaining 20% this has been higher than the VC over the past five years.

Cohorts

At S4 the attainment, based on complementary tariff scores, of the lowest 20%, the middle 60% and highest 20% are in all in line with the VC. This pattern of a parity with the VC continues in S5 and S6. There are some individual years where the tariff points are below the VC with S5 2023 and S6 in 2023 for the middle 60% This statistic is an area that is being addressed through curricular change.

Breadth and Depth

At SCQF level 5, most leavers achieved five awards with a majority achieving seven or more awards at SCQF level 5 in 2021/22. This is broadly in line with the VC. The majority of leavers gain 3 or more awards at level 6 with a minority of leavers gaining 5 or more awards at level 6 in 2021/22. This is less than the VC but not statistically significant.

By S5 the majority of young people achieve one SCQF level 6 and in 2022/23 this was in line with the VC. A minority achieve 5 or more SCQF level 6 awards and this was below the VC in 2022/23

By S6 the percentage of young people attaining one SCQF level 6 award is above the VC. There is a strong picture for leavers achieving SCQF level 7 awards. For four out of the past five years the percentage of leavers achieving one to three SCQF level 7 is higher than the VC and significantly so in some cases.

Our focus is on building progression pathways and ensuring that our learners are given flexibility, choice, and support to undertake their pathways to success. We provide our learners with the opportunity to access a wide range of courses which give them continuity, coherence, and progression. Our aspirational ethos is supported by effective learning, teaching and assessment which builds towards successful and consistent levels of attainment over time. Staff put a strong emphasis on raising attainment; reflecting on their practice but also demonstrating a confident understanding of how whole school data can be effectively utilised to support the progress of learners. These systems at both faculty and whole school level are evolving to produce more complex performance analysis and complementary intervention strategies.

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Overall quality of learners' achievement

Mackie Academy is about building an individual; not just the final grades but the skills and attributes our learners take with them on their learning journey. We recognise and actively promote the notion that achievement and the development of skills plays an important role for our learners and that the definition of achievement can vary for everyone. The pride we take in 'knowing our learners' is reflected in the range of opportunities we aim to offer them and that their definition of achievement is understood and supported. There are a range of achievement opportunities for learners to contribute to the wider life of school. We have reflected on our experiences of recent years and are working towards a clearer and more accessible system of recording learner achievement; allowing us to bring together a range of work from across the school. The aim being to support learner pathways and develop further opportunities for younger learners; reinvigorating the options available as they journey through school. Work is being undertaken to celebrate these achievements. This will form a cohesive strategy which will track, monitor, and recognise achievement at a whole school level.

Equity for all learners

Recognising the strengths and supports required for each of our learners is integral to our approach to attainment. We know that 45% of our learners have at least one recorded additional support need, and so our staff have an informed understanding of the intricacies that make up the lives of our young people and this holistic appreciation helps to assist them on their path to success. Mackie Academy strives consistently to implement whole school strategies which support equity and equality for our learners. Digital connectivity is one such tool and has been utilised across both the BGE and the Senior Phase to facilitate learning. This has then been further enhanced through classroom practice leading to positive impacts on individual attainment. The school has a dedicated Principal Teacher of Developing the Young Workforce (DYW) helping to lead and co-ordinate skills, knowledge, and experiences for our young people. Our work with partners such as NESCOL and Dundee and Angus Colleges is central to providing choice and variety of pathways offered to our learners. These pathways are also enhanced by a growing range of Foundation Apprenticeships which offer school-based Level 6 courses combined with work placements in professional settings. This effective blend of school and vocational programmes as well as work experience opportunities allows learners to understand the range of prospects available to them to support their attainment.

Curriculum Rationale, Design and Development

The curriculum rationale, planning and design at Mackie Academy is a continual process and reflects the context of our school and how we serve the local community. The school has a cohesive pattern of development from S1 through to S6 that considers learners' rights and wellbeing. It takes accounts of learners' entitlements, The four capacities of Curriculum for Excellence, the SCQF framework as well as reflecting our local and regional setting. Work on a shared understanding of the purpose and design of our curriculum has been a focus for the Extended Leadership team of the school so that all teams see the bigger picture across the school. This is critical in ensuring that the right decisions are made at all levels within the curriculum.

The school ensures that all learners can access all areas of the curriculum through a range of courses and levels, learning experiences and partner engagement both locally and through our local authority provision. Development of Project Based Learning in the Broad General Education has been development in newly developed courses. These courses sit alongside Creative and innovative approaches to our curriculum, complemented by our personalised approach to timetabling, is having an impact on learners' experiences across a range of settings in our school and is supporting the capacity of our learners to move onto positive destinations.

Mackie Academy has developed several aspects of its curricular provision. The sound work completed so far is built upon a sustainable and cohesive curriculum offer for the future that meets the needs of our learners and our local and regional setting. We recognise that

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examples of creative and innovative approaches to curriculum development exist in our school. Mackie Academy has a planned and structured skills development curriculum built around the principles of project-based learning. This is integrated with oracy skills and delivery. We are now building on these innovative approaches to evidence impact with our learners.

Learning Pathways and Skills for learning, life, and work

The work in this area has been supported through the Developing the Young Workforce agenda for a number of years with successful implementation of courses in the BGE and Senior Phase to support learners prepare for the World of Work. Partnerships within the educational sector have supported this and in 2021 the school entered into a collaborative long-term project with the Wood Foundation which is focused on this area of work for our school. This collaboration has helped to develop the Mackie Academy Leaver Profile which established 6 key skills for our young people. These are well-being, teamwork, creativity, professional, digital and communication skills. The Leaver Profile will form the basis of a Skills Framework as students enter into the Senior Phase.

Good practice exists in most faculty areas of the school and there are examples of innovative and creative practice to be found. We have achieved a position whereby our learners have access to a wide variety of learning pathways and skills development is improving in the key areas of literacy and numeracy.

Work will continue to ensure that Learner Pathways and skills provision are integrated into the curriculum. A new S3 skills courses will bridge the BGE and Senior Phase courses. This will consolidate skills gained through S1-S3 and will build on towards National Qualifications.

How do we know? Where is the evidence to support positive impact?

Progression in attainment can be seen across all levels of the school through effective tracking and monitoring in both the BGE and Senior Phase. Most staff are confident in using different forms of assessment in conjunction with CfE benchmarks and SQA standards to reach valid and reliable teacher judgements.

Over the past three years, the school has worked with different models of assessment and certification in the Senior Phase.

The evidence to support positive impact in attainment for all can be seen most effectively in the bottom 20% and is reflective of the pathways and levels being appropriate for those learners. The evidence for the middle 60% would suggest that further work around challenge and appropriate pathways at level 5 and level 6 is necessary.

In the area of attainment versus deprivation, Mackie Academy's data in 2021/22 shows evidence which replicates the VC in S4 and S6 leavers, with the exception of SIMD4 in S6. However, the data in the S5 leaver cohort displays a more complex trend with significant under-attainment in SIMD 9 and 10. In local measures against the VC the pattern in S4, S5 and S6 is in line with the virtual comparator.

Attainment in Mackie Academy has moved beyond the school-based qualification with young people benefitting from a wide variety of college courses at NESCOL and Dundee and Angus College, YASS qualifications, as well as a growing number of Foundation Apprenticeship opportunities. These courses and qualifications have given additional pathways for our learners, which has shown a successful impact on both attainment performance and positive destination data.

The role of wider achievement at Mackie Academy continues to be an important part of school life and ethos. Many of the wider achievements we offer come from both nationally accredited courses and programmes as well as internally supported offers. These wider achievements cover a wide range of in-school experiences. All are tailored to specific interests: leadership, support roles, personal achievement, and individual pursuits. The objective being to provide opportunities which positively contribute to the ethos and life of the school. These wider achievements include a strong tradition of a house system, student leadership and school participation, charity fund-raising, musical and drama performances, school show, sporting

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participation and numerous other activities (over 30). The positive impact of these programmes is now lead by a key member of staff who is co-ordinating wider achievement through a planned baseline survey to track and monitor our young peoples' achievement. This will also build towards a clear recognising achievement strategy which will be seen across the whole school.

Mackie Academy works successfully to ensure all our learners thrive and prosper in their time at Mackie Academy. A variety of data exists to show how our young people successfully transfer into their future academic or career aspirations.

Staying on rates for Mackie Academy are high from S4 to S5 (84.34%) and S6 (64.98) in 2022-23 This reflects the good level of engagement in learning from our young people and their interest in maximising their opportunities within the school.

The school has focused heavily on learner pathways in order to sustain a high level of positive destinations for all our learners. Insight data shows a successful continuation of positive and sustained destinations (95.95%), which is above the national average and in line with the virtual comparator data. The school's Student Support and Attainment team successfully support our learners in this transition with local partners such as SDS (Skills Development Scotland), DYW North-East, associated educational establishments as well as local and national businesses.

IMPROVEMENT PLANNING 2022-27

SUCSESSES AND ACHIEVEMENTS

Core Quality Indicator 3.2: Raising Attainment and Achievement

Please note this section also refers to Quality Indicator 2.2 Curriculum

STATEMENT OF IMPROVEMENT

What are our long-term goals and outcomes?

The focus is on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator.

These goals have been developed and considered for a focus over the next five years through collaboration with all team members:

- Pathways in the Broad General Education (S1-S3) meet the needs of all learners to best prepare them for the demands of the Senior Phase and future destinations.
- Staff, students, and partners can discuss, understand, and plan effective pathway progression for the future.
- Literacy and Numeracy is planned, monitored, and delivered effectively by all to support individual learner plans through from primary to secondary and through to when a learner leaves Mackie Academy.
- Achievements at Mackie Academy and in life are recognised, discussed, and valued by all.
- Mackie Academy has a toolkit of approaches to raising attainment that supports staff, students, and partners in their learning journey.

As part of the collaboration team members were given the opportunity to contribute and offer their opinions on any other key goals or related matters that the school should focus on. Below is a representation of those responses:



To give context to this there is still recognition that different learners pathways are not recognised by all and validated by all; the need for all qualifications to be valued is something that the school needs to explore. A question was asked around the inclusion of digital literacy and this is something for the school to consider moving forwards. The need to embrace qualifications and pathways that best suit the learner to get it right for the learner is still recognised as being a work in progress for the school overall as is ensuring that the voice of the learner is an integral part of this progress for the school.

How do we prioritise and review these?

As part of the collaboration with staff they were given the opportunity to prioritise the goals and that is how they are represented above.

This prioritisation will be reflected in the action plans developed by teams and across the whole school so that they reflect and take account of this process. It is essential that we focus on what our team at Mackie Academy see as being priorities for the school overall.

The goals will be reviewed as part of individual team action plans and will then be looked at, through review and self-evaluation processes as part of the school calendar, so that they can

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IMPROVEMENT PLANNING 2022-27

be reviewed, adapted and re-prioritised over the course of the five years as goals and outcomes are achieved and / or shift focus.

Student voice will become an integrated part of this process in 2023-24 so that our student body contribute effectively to the self-evaluation and reflection process, as well as the prioritisation of goals and outcomes for the school going forwards.

What are the key improvement indicators to measure and improvement milestones?

The key improvement indicators will be determined through the improvement planning action plans and alongside these will be milestones that will reflect:

- Short term goals (less than a year)
- Medium term goals (1-3 years)
- Longer term goals (4-5 years)

What can we do well in 2023-24

Curriculum:

- Construct a statement of intent document which would describe and explain “why we do what we do”. This document would also encompass the learning, teaching and assessment strategies to give a full picture of the totality of curriculum.
- Curricular statement of Intent shared and understood by staff, students, and parents.
- Continue planning for future models for curriculum delivery in the BGE that supports the medium and longer-term goals of our learning community.

Achievement:

- Baseline survey of BGE students to capture information on wider achievement in Mackie Academy and in the local community.
- Formulate a Recognition of Achievement strategy through the Broad General Education year groups.

Literacy and Numeracy:

- Create a visual pathway to show transition from primary to secondary, progression through BGE, transition to Senior Phase and point of exit.
- Develop and integrate literacy and numeracy trackers for Level 5 and Level 6 awards.
- Create an evidence base for the BGE to show how courses benefit few, some, or all learners in developing effective literacy and numeracy skills.
- Pilot Level 6 Communication as a pathway to achieve Level 6 Literacy.

What can we start building for in 2024-25?

Curriculum:

- Deliver our skills framework in S3 courses, which would be linked to the school leaver profile.
- Clear and succinct links between our curriculum rationale and skills framework that meet the needs for workforce planning in our local area.
- Innovate our curriculum to further develop and consolidate coherent progression pathways within the Senior Phase for our young people.

Achievement:

- Wider awareness and involvement in achievement with students taking leadership roles in the organisation and delivery of recognition.

IMPROVEMENT PLANNING 2022-27

- Recognition of Achievement strategy developed further to involve positive interventions in specific areas of the school community.

Literacy and Numeracy:

- Create a skills framework for Literacy and Numeracy in the BGE that complements the School Leaver Profile.
- Construct a Level 6 pathway for Literacy that students can follow which will allow them progression from Level 5.
- Plan for a similar Level 6 Numeracy opportunity for students in S5/6.

MACKIE ACADEMY IMPROVEMENT PLAN SUMMARY 2022-27

A productive and creative learning community for all and their future pathways

QI 3.1 Ensuring Wellbeing, Equality, and Inclusion Goals

The wellbeing of our school community is our number one priority by design.

The school's vision, ethos and values are embedded in the everyday life of the school.

Our language for learning at Mackie Academy is inclusive, fair, and equitable.

Effective partnership working is at the core of our practice at Mackie Academy.

QI 3.2 Raising Attainment and Achievement (inc. curriculum)

Pathways in the Broad General Education (S1-S3) meet the needs of all learners to best prepare them for the demands of the Senior Phase and future destinations.

Staff, students, and partners can discuss, understand, and plan effective pathway progression for the future.

Literacy and Numeracy is planned, monitored, and delivered effectively by all to support individual learner plans through from primary to secondary and through to when a learner leaves Mackie Academy.

Improvement Plan Summary 2022-27



QI 2.3 Learning, Teaching and Assessment Goals

Learners' needs are met effectively in aspects of school life.

Pedagogy is excellent with Mackie Academy's Learning Wheel at the heart of our teaching practice.

Students and parents play an active and productive role in the learning process both in the classroom and across the school.

Project based learning is firmly established to support curricular pathways in the Broad General Education (S1-S3) and Senior Phase (S4-S6).

Research based practice at Mackie Academy supports an evidence-based enquiry approach to Learning, Teaching and Assessment.

Our digital learning strategy is embedded in our learning environment and school life.

QI 1.3 Leadership of Change Goals

Effective collaboration happens naturally within our learning community and supports positive outcomes for our learners.

Everyone can share and communicate clearly about their leadership journey at Mackie Academy as part of our improvement journey.

Our school community embraces change in a sustainable and resilient way to support everyone in their learning journey.

Professional Learning is an integral part of life at Mackie Academy for all.

A shared understanding exists of what leadership means and looks like in our school community and is understood by all.

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

Action Plan Priorities, Milestones and Key Performance Indicators

This is pertinent for 2023-24 to reflect the key actions going forwards to maintain momentum for the whole school improvement plan and a clear linkage document to the Faculty Action Plans.

| PRIORITY AREA ONE: QI 1.3 and Core Aim Four | | | | |
|--|--|--|---|--|
| Goals and Outcomes What do we hope to achieve? | Measures of Success Key Performance Indicators to know if it has been achieved (including relevant HGIOS4 Quality Indicators) | Actions Required (the process) What do we need to do? | Resources Required Who and / or what? | Milestones When and what will be aimed for? |
| Student leadership experiences at Mackie Academy are comprehensive and of value to young peoples' learning pathways. | <p>Opportunities for learners to regularly engage in critical and creative thinking are embedded.</p> <p>The vision of the school is ambitious and focuses on improvements in outcomes for all.</p> <p>Students are involved in ongoing review of the vision, aims and values of the school.</p> | <p>Development of a student leadership professional learning programme with Social Enterprise Academy.</p> <p>Highlight opportunities for young people to engage in effectively.</p> <p>Widen participation around "ambassador" activities so they are more inclusive.</p> | <p>Partnership with Social Enterprise Academy</p> <p>Time to meet effectively with students in key groups linked to key activities.</p> | <p>Development of programme in 2023-24 for implementation with cohort of students in 2024-25.</p> <p>By September 2023 groups have formed and have created a clear action plan for the year facilitated through relevant staff</p> |
| A School Leaver Profile effectively used by partners to support learning in the classroom | <p>Practitioner enquiry forms a regular feature of approaches to continuous improvement.</p> <p>All staff are committed to change which results in improvements for learners.</p> | <p>Development of the S3 Voyagers course with outcomes based on the SLP.</p> <p>Use of case studies to show effective practice around the use of the SLP in the curriculum.</p> | <p>Staff team members for delivery</p> <p>Engagement of key staff members with SLP</p> | <p>Course outline in place by March 2023.</p> <p>Staff development time during study leave and implementation June 2024.</p> <p>SLP ready for use as part of S3 Voyagers course and SP provision by June 2023</p> |
| A Learning and Leadership Journey that all staff engage in effectively | <p>Practitioners have systematic opportunities to review and refresh their pedagogical practice.</p> <p>Opportunities for staff to regularly engage in critical and creative thinking are embedded.</p> | <p>Reflection of professional learning</p> <p>Sharing of professional learning</p> <p>Progression due to professional learning</p> | <p>One-hour annual review provision in May each year</p> | <p>May 2024 for first review period</p> <p>Impact team to support development of programme on an annual basis.</p> |

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

| PRIORITY AREA TWO: QI 2.3 and Core Aims Two and Three | | | | |
|---|---|--|--|--|
| Goals and Outcomes What do we hope to achieve? | Measures of Success Key Performance Indicators to know if it has been achieved (including relevant HGIOS4 Quality Indicators) | Actions Required (the process) What do we need to do? | Resources Required Who and / or what? | Milestones When and what will be aimed for? |
| Pedagogy is excellent with Mackie Academy's learning wheel at the heart of teaching practice. | Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. | Implement a toolkit for staff to use and engage around quality learning, teaching, and assessment in their classroom. Empower staff to use the toolkit to support their PL. | Faculty Heads – space and time. Strategic oversight - KTH | By November 2023 a suite of materials is available to staff to support the segments of the learning wheel. Winter and spring terms – evaluations with staff against learning wheel to support foci of PL. BGE evaluation of learning and teaching – summer term 2024 |
| | Staff access and apply relevant findings from educational research to improve learning and teaching. | | | |
| | Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching. | Make Progress and Achievement in the BGE visible for all – students, staff, and parents – through the flight path tools. | KTH and Faculty Heads | Flight Paths visible on BGE Google site by first TMR of BGE in 2024-25. |
| | A quality body of evidence is used to support assessment judgements and decisions about next steps. | | | Pilot project around learning conversations using the flight paths in designated classes evaluated in summer term evaluation of BGE. Pilot use of flight paths with parents at S1 and S2 parents' evenings in 2023-24 and evaluation for 2024-25. |
| | Learners play an active role in the school including leading learning. | Develop and consolidate PBL and oracy principles within BGE curriculum to support skills pedagogy. | KTH / ADC / Oracy team ADC in conjunction with RCA. | By the end of 2023-24 Mackie Academy PBL core elements will be in place for all. |
| | Learners can receive and give high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. | | | Incorporation of oracy protocols into the whole school literacy strategy. Pupil profiling model is in place by end of 2023-24 that supports skills development as well as wider achievement. |

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

| PRIORITY AREA THREE: US Time (QI 3.1 and Core Aim One) | | | | |
|---|--|---|---|--|
| Goals and Outcomes What do we hope to achieve? | Measures of Success Key Performance Indicators to know if it has been achieved (including relevant HGIOS4 Quality Indicators) | Actions Required (the process) What do we need to do? | Resources Required Who and / or what? | Milestones When and what will be aimed for? |
| A consistent and inclusive approach to health and wellbeing (HWB) on a daily basis at Mackie Academy through US Time. | The whole learning community has a shared understanding of HWB, positive relationships and children's rights. | Put in place a rationale to reflect the importance of positive relationships through HWB at Mackie Academy. | FST | Draft rationale in place to be shared with staff by end of March 2024 through whole staff meeting schedule. |
| | All staff and partners model behaviour which promotes and supports the wellbeing of all. | Develop a quality assurance system to evaluate the impact of US Time on positive relationships and HWB at Mackie Academy. | FST / LCX / DWH | Draft QA system to be in place by end of 2023 for pilot use in Spring term with designated number of US Time groups. |
| | | Quality assure the effectiveness of restorative conversations in promoting positive working relationships between staff and students. | Faculties and Impact Team | Sampling exercise in Term One; evaluation of results in Term Two. Actions and training planned Terms Three and Four for new academic year. |
| | Staff and partners have created an environment where young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. | Provide a programme of professional learning to US Time Leaders in 2023-24 to support consistency of approach. Develop a programme that supports delivery of universal support by staff to ensure baseline standards are met by all. | FST / LCX / DWH Support from EPS. FST / DWH / LCX | Delivered through five whole staff meetings throughout 2023-24. Key aspects of nurture and trauma informed work will be covered. Non-negotiables in place by end of Term One and shared with staff. Non-negotiables implemented with students through US time in Term Two. |

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

| PRIORITY AREA FOUR: QI 3.2 and Core Aims Two and Three | | | | |
|--|---|---|---|--|
| Goals and Outcomes What do we hope to achieve? | Measures of Success Key Performance Indicators to know if it has been achieved (including relevant HGIOS4 Quality Indicators) | Actions Required (the process) What do we need to do? | Resources Required Who and / or what? | Milestones When and what will be aimed for? |
| Literacy and Numeracy: the journey at Mackie Academy | Attainment levels in literacy and numeracy are a central feature of the school's priorities and are raising attainment. | Clearly illustrate the journey of a student from S1 to S6 in terms of: <ul style="list-style-type: none"> Literacy Numeracy <p>Focused direction through a literacy and numeracy strategy document.</p> | FH English and Maths Strategic oversight GMO | A visual pathway is developed in 2023-24 to show: <ul style="list-style-type: none"> Transition from primary to secondary Progression through the BGE Transition to SP Progression through the SP to point of exit |
| | Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment. | Effective tracking and monitoring to plan learning, interventions and attainment at Level 5 and Level 6. | Faculties with curriculum oversight from GMO | Literacy and Numeracy trackers at Level 5 and Level 6 in active use by the Winter Term. Interventions and appropriate strategies employed with identified students and evaluated by Summer 2024. |
| | Almost all young people are attaining appropriate levels, and a few have exceeded these. | Plan effective curricular developments to support improvement in attainment at Level 5 in S4 Numeracy and Level 6 in S5 Numeracy and Literacy. | Faculties with curriculum oversight from GMO | Pilot new curricular provision in Term Two in Level 6 Literacy. Planning process for curriculum offer in January 2024 to include literacy and numeracy pathways throughout the Senior Phase. |
| To raise the overall quality of learners' achievements at Mackie Academy | Students show they are successful, confident, responsible learners who can contribute to the life of the school, wider community and as a global citizen. | Produce an effective baseline of students' achievements in the BGE to base forward planning upon. | RCA with strategic oversight from GMO | Term One – baseline exercise completed with students. Term Two – information analysed, and key messages communicated. Term Three – action plan developed for 2024-25. |
| | Students take increasing levels of responsibility for their learning as | Develop a system for student profiling that is focused on skills development | Collaboration time for RCA / | Student Profiling system prepared and enabled for use by students in |

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

| | | | | |
|--|--|--|------------------------------|--|
| | they move through their learning pathways. | to complement curricular skills development. | ADC / ACR to develop toolkit | 2024-25 through BGE PBL programmes of study. |
| | | Evaluate and develop systems for recognising achievement that students are confident to use. | GMO and RCA | h |

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ACTION PLAN: PRIORITIES, MILESTONES AND KEY PERFORMANCE INDICATORS

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