



**IMPROVEMENT PLAN
2015 - 2017**

FOR

PORTLETHEN ACADEMY



Aberdeenshire Council Education & Children's Services

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

Portlethen Academy

School's Vision Statement

Portlethen Academy will support pupils to be the best they can be in learning, life and work by maximising opportunities to learn and improve, get involved and by considering the consequences of everything they do for themselves and others.

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

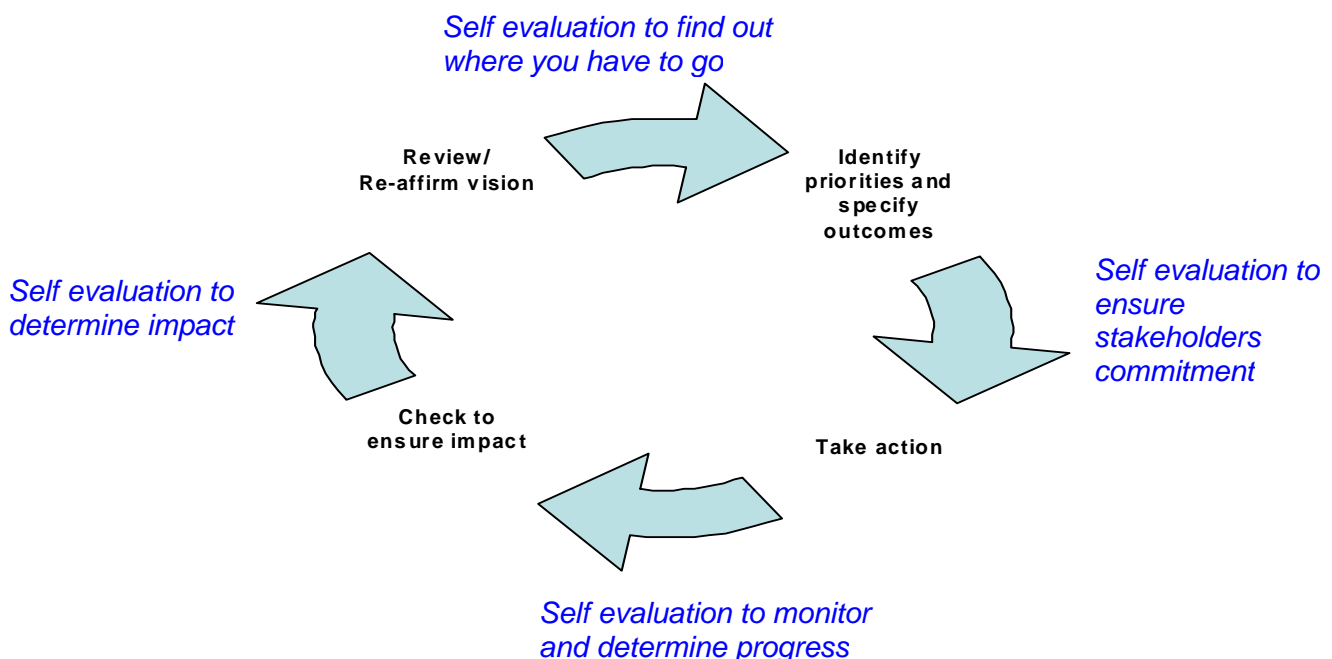
Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all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

"Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.

The Journey to Excellence Part 4: Planning for Excellence, HMle, 2007

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

Education & Children's Service Improvement Cycle



The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	Improving Learning and Teaching: Raising levels of achievement, securing progression, establishing high expectations.	
Outcome (s) / Impact		Actions / Lead member of staff	Timescales





Improvement Plan

<p>a. Raised attainment for all, including the top 60% and girls.</p>	<p>Develop approaches by Learning and Teaching Group to ensure all pupils' needs are met on: pace, challenge, higher order thinking skills, differentiation, feedback skills/opportunities, Literacy. Wider training on AIFL. Spread good practice in relation to these. (LXS/VXR) Cooperative learning training to identified staff and creation of related Tapestry Group. Roll out use of Show My Homework across the school using Faculty SMH champions. (LXS) Rigorous tracking and monitoring of pupils at classroom/faculty and whole school level incorporating suitable interventions where necessary and using pupil profiles, SFL links. Robust Assertive mentoring procedures of identified pupils in place to include earlier identification, parental involvement, greater staff and industry involvement.</p>	<p>All June 2016</p>
<p>b. More effective cluster working and partnership arrangements to facilitate Profiling and progression.</p> <p>Numeracy</p>	<p>Pilot and extend the in house S3 profile in conjunction with primary colleagues. Implement use of One Note (when available) across cluster by creation of a cross-phase working group. (JXS)</p> <p>Continue to support work of Authority Numeracy Group. Members to coordinate activity within school. (CXC/ LXS)</p>	<p>All June 2016</p>
<p>c. Improved reporting on pupil progress supporting high attainment for all</p>	<p>Develop more robust systems of tracking pupil progress in BGE and beyond, reviewing assessment methods across S1-3, making use of best practice in baseline assessment, Insight and Pupil Profiles (LXS/JXS). Train staff in Insight using PTs. Create working group to analyse data.</p>	<p>All June 2016</p>
<p>d. Improved behaviour in and out of class</p>	<p>Implement actions following review of current behaviour policy to include positive behaviour recognition, links to house system and achievements. Upskill staff across the cluster in Restorative practices using NC and Primary colleague. (CXC/LXS/KXR/NC)</p>	<p>All June 2016</p>
<p>e. Improved experiences and opportunities for young people through recommendations from: Child Services Inspection recommendations: CSN Review Planning and recording multi-agency work Supporting all pupils to promote mental well being</p>	<p>Implement recommendations in line with authority advice. Initial meeting with relevant academy staff to discuss implementation. Further training with external agency staff as appropriate. Familiarise all staff/pupils/parents with GIRFEC website. Use of Case studies (JXS) Train more staff in Mental Health First Aid. Work with all staff throughout 2015/16.</p>	<p>All June 2016</p>
<p>f. ICT</p>	<p>PC Refresh Website update</p>	<p>All June 2016</p>



Improvement Plan

How will you measure success?

- a. Improved results in all measures demonstrated on Insight. Improved use of differentiated materials, pace and challenge, cooperative learning as evidenced by observations/SQUIPs/Pupil views. Regular opportunities to share practice built into DMs/Inset/collegiate. SMH used across school effectively by pupils, staff and parents.
- b. Student/parental satisfaction with course choice; improved results
- c. S3 profile in place. System in place within cluster 2016. Increased staff/pupil awareness of numeracy across curriculum; activities evident within school. .
- d. Robust data available on pupil attainment S1-3. Staff familiar in analysing it.
- e. Staff and pupils familiar with system. Reduced higher level sanctions.
- f. Increased opportunities for 1:1 support for pupils to improve their learning across the school. Academy represented on appropriate cluster groups. All revised proformas for planning and recording multi agency work being used. Staff have increased confidence in supporting young people and are clearer with procedures on accessing further support.

Progress Check / Comments / Next Steps

Date: 17.02.16	
Date 25.05.16	



Improvement Plan

Improvement Priority No.	2	The Curriculum	
Intended Outcome	Actions		Timescales





Improvement Plan

<p>a. Develop a more coherent and effective Curriculum Rationale/design at BGE to facilitate raised attainment. To include more effective transition arrangements; moderation; delivery of the Responsibilities of All; IDL; inclusion; coverage of Experiences and Outcomes; and an appropriate range and type of assessment methodologies</p>	<p>Review current model. Investigate progression pathways through BGE and to SP; depth and application, variety of assessment strategies, use of Insight to inform teaching and course choice. Continue to improve primary/secondary transition and that to the Senior Phase as well as to positive destinations. (AXR/JXS) Provide more opportunities for moderation across the cluster. (JXS/LXS) Audit of Es and Os using Education Scotland toolkit. Target and develop where necessary. (LXS/AXR)</p>	<p>All June 2016</p>
<p>b. A more coherent Senior Phase curriculum, with new courses at Higher and Advanced Higher levels and vocational opportunities, combining S4-6 where possible.</p>	<p>Ensure development for new AH courses and H yet to be offered. Investigate accreditation for RMPS in the Senior Phase and prepare for these where necessary. (AXR) Plan to introduce Scottish Bacc for session 2016/17 (AXR/LXM) Monitor and improve Lit/Numeracy attainment to end S6. Increase involvement with industry partners to include site visits, assemblies broadening career awareness; industry specialists visiting lessons to share expertise; increase work experience opportunities; certification of experiences and greater parental involvement. (MOB/JXS) Review and amend Erasmus arrangements</p>	<p>All June 2016</p>
<p>c. Increasingly effective pastoral system.</p>	<p>Develop the effectiveness of DCT by evaluation using QA team, improving links between Tutors and PTGS/DHTs. Roll out training and create resources. Increase mentoring of S4/5/6. Develop structure to facilitate Universal Personal Support by using Study Period for S5/6 and DCT for S1-4. Improve attendance and punctuality through closer monitoring and intervention. (JXS)</p>	<p>All June 2016</p>
<p>d. Pupils involved in a wider range of opportunities</p>	<p>Continue to review and develop the Enrichment programme including SSS and 'Aiming Higher'. Investigate certification of Personal Development through this. Develop further develop school groups to include: Rights Respecting Schools Initiative (JG); Network group; Christian Union; (KR); Respect for All Ambassadors (HWB comm). Continue to improve the House System. (LXS).</p>	<p>All June 2016</p>



Improvement Plan

How will you measure success?

- a. Enhanced curriculum model in place and staff/parents/pupils familiar with it and its rationale.
- b. Courses in place. Increased breadth and level of attainment. Increased Industry partner involvement.
- c. DC time used more effectively (observation/teacher and pupil comment); pupils, staff and parents more aware of pupil levels, next steps and any problems. Attendance and punctuality better.
- d. Membership of school groups;

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Improvement Plan

Improvement Priority No.	3	Improvement through Self-Evaluation: Embedding effective practices and acting on their findings	
Intended Outcome		Actions	Timescales





Improvement Plan

<p>a. Raised attainment and achievement and improved school experience by further development of Self – Evaluation and Quality Assurance systems</p>	<p>Monitor impact of L&T activity including more able pupils; differentiation; use of DM/FM time. Follow actions outlined in QA Calendar; run QI visits with four faculties; shadowing two year groups to include S3 in October and S2. Follow up with focus group. Train staff in assessing impact. CPD/PRD integrated into QA and SIP activity (MOB) Evaluate impact of industry activity; parental/student course choice satisfaction; DCT effectiveness. Preparation for QIV and HMIE Use SFL/SfP meetings to gauge efficacy of CSN materials.</p>	<p>All June 2016</p>
<p>b. Staff more confident in their consistency of practice, expectations, and leadership ability</p>	<p>Implement Staff induction programme (new staff). (LXM) Training for current and aspirant leaders including coaching and mentoring (LXS/MOB) Training in Insight (LXS/LXM) More effective use of collegiate time for working groups (including reporting back) and staff training activities. (LXS) More involvement of staff in priority setting and SIP including inset activity.</p>	<p>All June 2016</p>
<p>c. Greater staff understanding of and engagement with the GTCS standards and professional update processes</p>	<p>Support next cohort of PU staff by workshops; inset sessions familiarising all staff with Standards; making explicit which Standards are being met through meetings and whole school activities. (MOB)</p>	<p>June 2016</p>
<p>d. More consistent pupil involvement in school life and increased leadership ability.</p>	<p>Extend their functions/leadership opportunities within Prefect System (LXS) increase Pupil council's role by regular assemblies; regular Have Your Say stalls/You Said We Did posters; (MOB) More opportunities for feedback: during lessons; having pupil representation on QA team; pupil focus groups at department and whole school level. (MOB)</p>	<p>All June 2016</p>
<p>e. Greater parental involvement through increased consultation with all parent groups</p>	<p>Promote and support the work of the Parent Council including supporting the new Joint Chairs (NM) Hard-to-reach parents (JXS/MOB) Involvement in Portlethen Gala (PTW)</p>	<p>All June 2016</p>
<p>f. Improved communication across the school</p>	<p>Revisit vision and values across school community. Investigate smarter methods of working. Incorporate best practice from <i>Tackling Bureaucracy</i> findings. Monitor use of email. Consult with other schools and use QA team to evaluate current methods of communication. Use expertise of new SSC to improve systems. Increase communication of impact to staff/pupils/parents etc (LXS)</p>	<p>All June 2016</p>



Improvement Plan

How will you measure success?

- a. Completion of QA activities with evidence being used to improve aspects of school life; staff and pupil awareness of and support for process and its impact.
- b. Evaluation of induction programme and other training; staff using Insight to inform their teaching and interventions; greater sharing of good practice through whole staff activity
- c. Completion of second cohort of PU; staff using My GTCS to log CPD; greater use of standards in DMs, training and other activities
- d. Evaluation of Prefects by themselves and other school members; increased profile in school life for them and Pupil Council; staff/pupil survey results evidencing satisfaction with pupil involvement;
- e. Parental and staff survey results showing satisfaction with involvement; focus group evidence used for improvement; parents' evening registers in place.
- f. Staff, pupil and parent survey results showing satisfaction in this area. Few complaints.

Progress Check / Comments / Next Steps

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