

***Reviewed 18th January 2022**



Portlethen Academy
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| NIF Priorities: Improvement in employability skills and sustained, positive destinations. | Key Drivers for Improvement: Teacher professionalism Assessment of children's progress |
| Aberdeenshire Priorities: 1. Improving learning, teaching, and assessment. 2. Partnership working to raise attainment. | HGIOS: 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Increasing creativity and employability |

Action Plan 1 – Learning, Teaching and Assessment

| Priority 1: To ensure high quality, consistent practice in learning, teaching and assessment across the whole school. | | Data/evidence informing priority: VSE report and learning visits, Engagement tracker and learning conversations with young people, ASL evidence gathering, Collegiate and professional dialogue, Survey feedback, Views collated from School Leaver Profile. | | |
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| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress |
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| High Quality and Consistency Collegiate calendar and In-Service sessions will focus on key aspects of learning, teaching and assessment and Staff Clans (Teacher Learning Communities) will be formed to discuss and share good practice. Digital Technologies will be discussed and learning from lockdown/new ways of delivery shared, to support our on- | KCR leading on this along with TLC/Staff Clan Leaders/L, T and A Working | Calendar completed by end of Term 1 2021. Connecting Scotland Devices out by end of Term 1. On-going review in | Staff and Pupil Feedback – Evaluations, 5-a-week Focus Groups (SLT). Displays in Staffroom and Sharing of Good Practice section on Sharepoint. Use of Connecting Scotland Devices, SCHOLAR, E-Sgoil and more reviewed at key points. Uploads to Classroom Teams/Classrooms quality assured by | Collegiates taken place and effective, plus sharing. QA Visits to follow. Culture not there yet. CLPL on Scholar/Esgoil. LTA Working Group, sub-group. More sharing of |

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| <p>going blended model of learning and utilise all appropriate resources available.</p> <p>Learning Visits / Quality Assurance will be re-instated to provide evaluative evidence and opportunities for peer-to-peer observations and feedback.</p> <p>A Portlethen Academy Learning, Teaching and Assessment policy framework will be established (Porty Way) along with reviewing agreed expectations on what an excellent lesson at Portlethen Academy looks like, in collaboration with all stakeholders. This will link with the on-going work around our School Leaver Profile in partnership with other stakeholders.</p> <p>Differentiation ASL Faculty Links will be embedded to promote collaborative planning and ensure support is deployed and utilised effectively to meet the needs of all learners.</p> <p>VSE Report actions will be re-visited and worked towards within our whole-school collegiate sessions and In-House CLPL calendar.</p> <p>Confidential File will be updated to incorporate key attainment data to support with teacher professional judgements and tracking, monitoring and interventions.</p> <p>Project Based Learning Key aspects of Project Based Learning will be re-visited with all staff and we will roll out PBL Training to the remainder of the staff cohort who have not yet participated.</p> <p>We will access 6 hours of PBL Splash training for the 35 staff members who undertook initial training.</p> | <p>Group and Oracy Leads.</p> <p>KCR/BD/IE/ Wood Foundation</p> <p>ASL/Faculty PTs</p> <p>KCR/RM/LM</p> <p>RM/CC</p> <p>KCR/IE/ Wood Foundation</p> <p>As above</p> | <p>Collegiate/Faculty Meetings. Learning Visit Pro-Forma and QA Calendar shared start of Term 2 2021.</p> <p>L, T and A Policy by Jan 2022. Agreed statement of excellent L, T and A by end of session, July 2022.</p> <p>Established by Term 2 2021 and liaising with Faculties regularly.</p> <p>In-House CLPL Calendar by Term 2 2021.</p> <p>Ongoing at key points throughout the year with new data sets added from TMIR/SNSA and MidYIS.</p> <p>February In-Service 2022</p> <p>February In-Service 2022</p> | <p>Faculty PTs/SLT Links. Approaches shared whole school.</p> <p>Lesson Visit feedback and collation of evidence. Other QA procedures e.g., pupil feedback, Pupil Action Group, and parent evaluations. HGIOS4 Challenge Questions and Statements.</p> <p>Agreed statement of excellent L, T and A agreed by all stakeholders and modelled in classes and around the school/website/social media for shared understanding.</p> <p>Evidence of effective differentiation and pupil engagement will be gathered from learning visits and feedback.</p> <p>In-House CLPL calendar will encourage sharing of good practice along with an active Sharepoint site to share resources.</p> <p>Teacher professional judgement will be aligned to data sets and quality assured within each TMIR run.</p> <p>Staff Feedback from Collegiate/In-Service session will show increased confidence and understanding of PBL approaches. Some PBL projects will be undertaken and shared.</p> | <p>practice needed and CLPL when appropriate. Digital Schools Award?</p> <p>Visit Proforma agreed with staff. Term 3 to start and QA collation.</p> <p>Plan for this by end of session or during session 22/23. Also to incorporate LA policy, SLP data and next steps</p> <p>Changes have taken place due to staffing. All faculties have a link. Part of Collegiate calendar.</p> <p>Has been tweaked and will continue to evolve. Good feedback from staff about their use of this.</p> <p>Going ahead as per agreed timeline</p> |
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| <p>We will provide opportunities for teaching staff to work collaboratively via Staff Clans (TLCs) and to see concrete examples of PBL and resources from both in-house and out with the school, linking with other schools e.g., Kemnay, Banff and our VSE Trio.</p> | KCR/RM | Ongoing via Collegiate calendar and Self-Improving Schools work. | Effective links will be made with other Aberdeenshire schools and wider to share practice, resources, and pedagogical approaches. | Staff Clans going well |
| <p>Developing the Young Workforce Continuation of our DYW Action Plan and work around increasing links to skills recognition, employability, career education standards, employers/partners throughout our curriculum and lessons. Ongoing partnership with the Wood Foundation and Excelerate Programme.</p> | KCR/JC/ Faculty PTs | Action Plan reviewed regularly and amended as appropriate. | Lesson Visits, Stakeholder Feedback and Evaluations, 5-a-week data, partnership links. | Work progressing as planned by PT DYW, DYW Leadership Group, CES Review |
| <p>Family Learning Good practice to be sourced; thoughts and ideas created and feedback from parents/carers and pupils in focus groups and information sessions throughout the year</p> | RM | S1 Parent/Carer Focus Group Oct 2021 and others to follow depending on need and developments. | Feedback from Parents/Carers and Pupils via focus groups and information sessions. Resources and events created, shared, on website etc. | October Group completed. Feedback? Further focus groups to be planned this term. |
| <p>Developing and Tracking Skills Collate and map BGE curricular offer from all subjects to highlight commonalities and opportunities for collaboration.</p> | KCR/JC | Completed by end of session 2021-22 and shared. | All Faculties will have contributed and an overview of all BGE courses produced and shared for planning and next steps. | Timeline of what is covered and when needed before skills can follow. |

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| NIF Priorities: - Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged children. - Improvement in employability skills and sustained, positive destinations. | Key Drivers for improvement: Assessment of children's progress Performance Information |
| | HGIOS: 3.2 Raising attainment and achievement 2.2 Curriculum 2.7 Partnerships |
| Aberdeenshire Priorities: 2. Partnership working to raise attainment. | |



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Action Plan 2 – Raising Attainment, Curriculum and DYW/Pathways

| Priority 1: To improve Attainment and Achievement for all Pupils | | Data/evidence informing priority: SQA Data, SNSA, MidYIS, School and Faculty Attainment Review information, Tracking and Monitoring Data from each reporting cycle; Course Choice process/SQA Level Changes. | | |
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| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress |
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| Tracking and Monitoring Processes / Data Analysis Tracking, monitoring, intervention, and reporting (TMIR) procedures reviewed and refreshed across the whole school. Focus Groups Term 4 from TMIR Leadership Group. Data from each reporting cycle quality assured, analysed and shared for appropriate interventions to take place; Faculty PTs will be supported with this. Interventions impact to be measured by reviewing cycles against one another. More focus also on BGE Interventions. | CC/BD CC/ Faculty PTs CC/ | TMIR Calendar established by September 2021. Each reporting cycle data analysed as per Calendar. As above. | Feedback from stakeholders – Parent/Carer focus groups (TMIR); Pupil Feedback from Clan/PSE; Staff evaluations. Attainment data reviewed and improved against local and national key measures. Links to Pupil Welfare discussions; Faculty PT and whole-school interventions. | TMIR Calendar reviewed and reporting going well. High standard of QA. TMIR Data analysed well and out to |

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| <p>BGE Literacy and Numeracy data to be analysed to help identify impact of lockdown(s) and school closures and to help plan appropriate interventions over time. S3 SNSA due in Feb 2022. Senior Phase Lit/Num to be looked into by CC Term 3 and actioned as required.</p> <p>SNSA/MidYIS and CfE Level data shared for each year group and added to the Confidential File to support with teacher professional judgements and moderation/reporting.</p> <p>Re-familiarise staff with analysing data from Insight, SNSA, PowerBI and more through our In-House CLPL Calendar and other appropriate opportunities e.g., Leadership/Collegiate meetings. Insight session to be booked for Term 1 next session.</p> <p>Course Choice / SQA Level Changes / Positive Destinations Course choice processes, timeline, and level changes to be reviewed to ensure appropriate pupils are returning to school for appropriate choices/subjects and levels. This will involve some quality assurance processes for Guidance and Faculty PTs/Class Teachers and reviewing prior attainment. SQA Level Changes and 'dropping subject' procedures reviewed Term 3.</p> <p>Information sessions for parents/carers will also feature to ensure that all are aware of the wide curricular offer and opportunities available.</p> <p>Review of 16+ / Leavers Destinations and use of SDS/alternative pathways and resources to support positive destinations.</p> | <p>Faculty PTs/ Guidance/ ASL</p> <p>CC/RM</p> <p>LM/CC/BD</p> <p>CC/JL/ Guidance/ Faculty PTs</p> <p>KCR/BD/CC</p> <p>CC/SLT</p> <p>JL/BD</p> | <p>Ongoing at key points throughout the year with new data sets added.</p> <p>In-House CLPL Calendar established by Term 2 2021.</p> <p>SQA Level Changes review Term 2 2021. Timeline for consultation by Dec 2021.</p> <p>Info evenings in Calendar for Feb 2022.</p> <p>Review 16+ Oct 2021 and create timeline by Jan 2022.</p> | <p>Working Grades/Next Target Grades and CfE Levels quality assured.</p> <p>Staff feedback.</p> <p>Quality assurance of CfE Levels and moderation work across Faculties. HGIOS4 Challenge Questions and Statements Q1 3.2.</p> <p>CLPL evaluations and PRD collation of need.</p> <p>Prior attainment reviewed and shared to ensure pupils are entered in right levels and appropriate courses. Key measures reviewed in terms of attainment figures. In-depth quality assurance and conversations with pupils and parents/carers. Staff feedback.</p> <p>Parent/Carer feedback and evaluation from events.</p> <p>Review of Positive Destination figures throughout the year; SDS targeted pupils and other opportunities in place for individuals and cohorts.</p> | <p>Faculty PTs/SLT for interventions.</p> <p>Data added to Confidential File with positive feedback, and new S1 Data changed.</p> <p>Faculty Attainment Reviews completed, and findings collated and shared whole-school.</p> <p>Pathways meetings arranged per House and prior attainment reviewed.</p> <p>Information sessions organised.</p> <p>16+ training undertaken, and process begun.</p> |
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| <p>Curriculum / Timetable Timetabling of SSS (Senior Supplementary Studies) to be reviewed along with provision of S5/6 PSE to ensure entitlement for all and best use of class time. Other opportunities to be reviewed e.g., Personal Finance, Leadership, Employability, potential MHWB Award and more. Agreed for SSS to change for next session. CC to use new role in exploring different timetabling models and options across Aberdeenshire and wider. Curriculum Leadership Group to look at structure model e.g. 2-2-2? Also against HGIOS.</p> <p>Curriculum Offer i.e., courses offered, levels and alternatives to meet pupil needs to be reviewed through Faculty Attainment Reviews, DMs etc.</p> | <p>CC/BD</p> | <p>Current S5/6 timetabled reviewed Term 1 2021, evaluations of others on-going. Curriculum model adapted as appropriate for next session based on findings.</p> | <p>Pupil Feedback from 5-a-week and focus groups, plus Exit Interviews and Feedback. Staff feedback from course delivery.</p> <p>Attainment data and Tariff points reviewed.</p> <p>Faculty Attainment Reviews and Curriculum conversations prior to planning and finalising offer.</p> <p>Re-visit elements of HGIOS 2.2 and our Curriculum Rationale.</p> | <p>Pupil and Staff feedback agrees that SSS should change. Curriculum discussions effective from Attainment Reviews.</p> |
| <p>School Leaver Profile / Wider Achievement School Leaver Profile work to continue with appropriate Working Group and stakeholder feedback to plan next steps – how to fit in with L, T and A / Clan / PSE / Employability/Leadership / Capture Wider Achievement and more. Linked to DYW Action Plan.</p> | <p>KCR/JL/ Guidance Teachers/RH /JC/IE/Wood Foundation/BD</p> | <p>Calendar of meetings established for the year ahead with actions identified.</p> | <p>Pupil, Staff and Parent/Carer Feedback from focus groups. Staff Working Group input and overview of all different strands joining together. Engagement discussions with local partners and businesses. Self-evaluation against HGIOS QI 2.7 and 3.3.</p> | <p>SLP Leadership Group re-established.</p> |
| <p>PEF / Attendance Review current PEF plan and impact. This will include reviewing whole-school Attendance Procedures and next steps; and reviewing the 'Where are our Gaps' paper for updating. Need to look into PEF and also ways to track FSM, Vulnerable pupils and more Term 4 and next session.</p> <p>Review the Cost of the School Day National Action Plans and evaluate what has been achieved, or what could be done for Portlethen Academy.</p> | <p>BD/JL</p> <p>BD</p> | <p>PEF Plan and Attendance Monitoring reviewed by Term 2 2021.</p> <p>Ideas discussed and some plans progressed by end of session 2021-22.</p> | <p>Current PEF evidence and action plan reviewed. Attendance figures, including Lates to be reviewed and improvement shown. Similarly part-time timetables reduced, and attendance patterns known.</p> <p>Stakeholder feedback – parents/carers, pupils, staff, CLD, local community partners; and evidence from National initiatives.</p> | <p>Attendance Procedures review begun. Lates procedures changed and Lates reduced. GIRFEC/House processes helping towards part-time timetable consistency.</p> |

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| NIF Priorities: Improvement in children and young people's health and wellbeing. | Key Drivers for Improvement: School improvement |
| Aberdeenshire Priorities: 1. Improving learning, teaching and assessment. | HGIOS: 2.1 Safeguarding and child protection 2.4 Personalised Support 3.1 Ensuring wellbeing equality and inclusion |

Action Plan 3 – Health and Wellbeing

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| Priority 1: To improve Pupil and Staff Health and Wellbeing | | Data/evidence informing priority: SHANARRI Data, SEEMIS Referrals, Survey Feedback and Focus Groups (5-a-week), Multi and Single Agency Child's Plans, TMIR Data | | |
| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress |
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| Pupil Health and Wellbeing A clear structure around Pupil Wellbeing and roles and responsibilities established, clarified, visible and shared in one place for all (Porty Wellbeing). This will also be shared on our Website and with Parents/Carers as well as Pupils. Sharing and awareness to follow along with self-evaluation against HGIOS 3.1 and Inspection Feedback. | JL/Guidance Team JL/BD | Structure created and agreed by Jan 2022. Sharing and self-evaluation | House Minutes and interventions will be tracked appropriately, and impact measured via closure summaries and Pupil Welfare/Caseload reviews. Self-evaluation against HGIOS 3.1 and Inspection Feedback/Local Authority Working Groups. | Systems and processes are on track and in place. |

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| <p>Mental health and wellbeing resources and supports available to be visible, accessible, and promoted to all pupils and staff. Still to be shared and made more visible with staff. Pupil SHANARRI (Aug 2021) and Staff Wellbeing Survey (Jan 2022). PTGs to fully utilise Virtual Classrooms/Teams.</p> | <p>As above.</p> <p>JL/PTGs/ Wellbeing Leadership Group and Self- Evaluation Leadership Group/BD</p> | <p>by end of June 2022.</p> <p>Resources shared by Oct 2021.</p> <p>Staff Wellbeing Survey to be reviewed by Jan 2022. Pupil Wellbeing SHANARRI from Aug and Jan to be compared by end of Feb 2022.</p> | <p>SHANARRI data and intervention monitoring will be reviewed. Pupil and Parent/Carer feedback sought.</p> | <p>Resources shared on website and with pupils/parents/carers.</p> |
| <p>GIRFEC processes to be consistent across the whole school and in line with local and national expectations.</p> <p>SHANARRI evaluations for staff and pupils to be re-visited and re-instated to give key HWB feedback. As above, Pupil SHANARRI Data to be analysed and compared with Aug 2021, plus new Glasgow Profile for MHWB to be trialled and evaluated.</p> | <p>As above.</p> <p>JL/PTGs/ Wellbeing Leadership Group and Self- Evaluation Leadership Group/BD</p> | <p>On-going review this session.</p> | <p>House Welfare/Caseload reviews monitored and quality assurance via Local Area GIRFEC Group of Child's Plan meetings.</p> <p>SHANARRI data reviewed, and appropriate interventions put in place. Key themes to be identified and worked towards.</p> | <p>Positive feedback from Local Area GIRFEC Group self-evaluation activity re: processes. Whole-school overview collated.</p> |
| <p>Clan Collegiate sessions and inputs on the 'why' of Clan to be held for staff, then also pupils and communicated to parents/carers. Common language to be introduced and modelled, and quality assurance undertaken to support relationship building and oracy. Focus Groups to follow in Term 3 of staff and pupils.</p> | <p>JL/KCR/BD</p> | <p>Calendar created by Term 2 2021. Focus Groups Terms 3 and 4 with Clan and Self-Evaluation</p> | <p>Staff and Pupil Feedback from focus groups, Pupil Action Group, 5-a-week, and evaluations. Quality Assurance learning visits. Links with other schools e.g., Banff.</p> | <p>Collegiate session completed and Staff Clans formed. Some 5-a-week</p> |

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| <p>Clan Working Group, PTs Pupil Development/DYW, Guidance and SLT to link together PSE Curricular overview, DYW Action Plan and review Clan Plan to ensure maximum impact for pupils and to avoid duplication of topics or themes from other key strands. This may include links with local partners as appropriate.</p> <p>House Structure House system to be re-invigorated with new Elsick House established. Calendar of House Events (Sport and Non-Sport); House Assemblies and more to be created to support culture and identity within each of the five House Groups. Opportunities to be created for team building and collaboration. Health Weeks to be added to calendar and overall calendar created for events, via School Captains.</p> <p>Restorative Practice / Behaviour Management Current Behaviour Management procedures to be reviewed and feedback sought. Restorative Leadership Group work and action plan on-going and Focus Groups Term 4 for all.</p> <p>Restorative Practice to be gauged/evaluated and CLPL inputs offered at appropriate times using professional reading (Paul Dix) and other resources, in-house and external. Feb In-Service for whole-school restorative input, with support from EPS. Thereafter, will complete Matrix.</p> | <p>Clan Working Group/PTs/SLT</p> <p>JL/ Guidance Team/ Captains</p> <p>JL/RM/BD</p> <p>JL/RM/LM/ BD</p> | <p>Leadership Groups plus Observations.</p> <p>Collegiate in Term 1 2021; further communications as required.</p> <p>All plans shared throughout Term 1 and adapted from Term 2 2021.</p> <p>Flowchart launched in Term 1 and reviewed.</p> <p>Checker completed Term 2 for review/feedback</p> | <p>Plans will be streamlined and coherent for all aspects. Staff and Pupil Feedback outlined above.</p> <p>Staff and Pupil Feedback. Participation measured via points system and names. Extra-curricular club attendance monitored.</p> <p>Staff Feedback and SEEMIS Referrals monitored regularly. Quality assurance of referral content and actions across Faculties also reviewed to highlight support needs.</p> <p>Restorative Practice checker data to be reviewed and improvements action planned accordingly from findings. Staff PRD needs reviewed.</p> | <p>completed by SLT with pupils. Good progress with Clan/PSE/DYW and Clan Working Group.</p> <p>Elsick fully established. House Events popular and some assemblies undertaken. Extra-curricular re-instated.</p> <p>Feedback sought and flowchart/procedures adapted from Term 2, under review.</p> <p>Some CLPL offered but timing to change.</p> |
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| <p>Staff Health and Wellbeing Supports available for Staff HWB to be collated and shared appropriately via Staff room, Sharepoint, regular e-mail updates and documents below. Survey action points to be worked towards.</p> <p>Document management to be streamlined (Porty Way live documents created with links) and appropriate evaluation of e-mail volume/groups to be established at an appropriate time. SLT Porty Way to be completed first half of Term 3 and then Middle Leadership completed in collaboration.</p> <p>Opportunities for staff to work collaboratively, to meet/network and to socialise to be created (pending COVID mitigations) to support with collegiality and team building. Both formal (Staff Clan TLCs) and informally (social events, lunches, walks) via Staff HWB Working Group. HWB Leadership Group producing calendar of Staff HWB events,</p> <p>New Staff Induction Processes and Staff Mentoring to be reviewed and implemented to ensure all colleagues are supported appropriately. Supply Staff and ASN Confidential File action point, plus procedures for introducing new members of staff virtually to be defined.</p> | <p>JL/BD/ Working Group</p> <p>KCR/BD</p> <p>SLT/Staff Working Group</p> <p>LM/BD/PTW</p> | <p>Supports collated by start of Term 2 2021.</p> <p>Documents created by Term 2 2021. Feedback to follow.</p> <p>Calendar created Terms 1 and 2 for this session. Calendar for Terms 3 and 4.</p> <p>Induction procedures finalised and Mentoring in place from Term 2 2021. Completed Term 3.</p> | <p>SHANARRI data and staff feedback.</p> <p>Staff feedback and evaluations.</p> <p>Staff feedback and requests via the HWB Working Group, plus SHANARRI data.</p> <p>Staff feedback and SHANARRI data as above.</p> | <p>HWB Leadership Group formed, and survey undertaken for Staff. Some social events taken place in keeping with COVID mitigations.</p> <p>First draft of documents almost completed for review.</p> <p>HWB Leadership Group working well.</p> <p>Staff Induction improved to meet HT and CP Co-ordinator.</p> |
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| NIF Priorities: <ul style="list-style-type: none"> N/A | Key Drivers for improvement: School Leadership Teacher Professionalism |
| Aberdeenshire Priorities: 3. Developing leadership at all levels. 4. Improvement through self-evaluation. | HGIOS: 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change |

Action Plan 4 – Leadership at all Levels

| Priority 1: To improve Leadership at all Levels | | Data/evidence informing priority: Stakeholder Feedback, PRD Action Plans and Needs, Collegiate and Faculty Discussions, SLT Links with Faculty PTs, Survey Feedback, Classroom Observation Data. | | |
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| Key actions | By whom | When? | How will we evaluate impact? (Measurements of success) | Progress |
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| | | | | Behind Schedule |
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| Pupil Leadership Re-instate Pupil Leadership Groups and opportunities to increase Pupil Voice and Participation across the school e.g., Pupil Action Group/Pupil Council, Pupil Participation Forum, MyWOW Ambassadors, SQA Ambassadors, Mental Health Foundation Ambassadors and more. Linked to HGIOURS and UNCRC as appropriate. | BD/SLT/ Faculty PTs/ Guidance/ Group Leaders | Groups established by end of Term 2 2021. UNCRC/ HGIOURS on-going throughout the session. | Pupil Feedback and Evaluations against HGIOURS and UNCRC. Progress of groups and participation to be reviewed and evaluated. | Plan to re-establish PAG from Jan 22 during Clan time. It has been difficult to find opportunities for pupil groups due to fewer events. After consultation with pupil leadership group, improvements have been |

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| <p>Also, review Prefect and House/Sports/School Captain roles and responsibilities; linking to whole-school priorities and Working Groups, whilst looking for BGE S1-3 Pupil Leadership opportunities.</p> | BD/SLT | On-going throughout this year. | Pupil and Staff Feedback. 5-a-week focus areas. Progress of Working Groups. | made to queues and lunchtime supervision. Good practice in individual clans. |
| <p>Develop Pupil Leadership of Learning opportunities through the Leadership Award, Clan and PBL.</p> | KCR/RH/JC | Linked to Collegiate calendar. | Pupil and Staff Feedback from Clan and Learning Visits. Pupil Feedback from Leadership Award and Exit surveys. | Priority for session 22/23 or 23/24. |
| <p>Vision, Values and Aims Self-evaluate current School Vision, Values and Aims and establish if review or amendment is required to fit current school climate, pupils and staff.</p> | BD/LM | QA/Evaluation calendar established from Term 2 2021. | Stakeholder feedback and self-evaluation exercises via Clan and Pupil Leadership groups. Self-evaluation against HGIOS challenge questions and descriptors, plus recent Inspection feedback. | PRD trends collated, sessions held during term 2 but numbers were low. Need a live online calendar which integrates with whole school calendar. Create record of CLPL and standards on Sharepoint. Opportunity for associate SLT this term. Invite staff to Performance Review. Co-chairs of Working Groups. |
| <p>Career-Long Professional Learning / PRD Create an In-house CLPL Calendar which meets PRD needs and requests and encourages Leadership at all Levels and a culture of sharing good practice.</p> | LM | Calendar in place from Term 2 2021. | PRD themes, CLPL requests and L, T and A collegiate plans. | PRD trends collated, sessions held during term 2 but numbers were low. Need a live online calendar which integrates with whole school calendar. Create record of CLPL and standards on Sharepoint. Opportunity for associate SLT this term. Invite staff to Performance Review. Co-chairs of Working Groups. |
| <p>Create an online sharing space for CLPL evaluations, resources and learning to be shared whole school.</p> | LM | Online space in place from Term 2 2021. | CLPL evaluations and Staff Feedback. | PRD trends collated, sessions held during term 2 but numbers were low. Need a live online calendar which integrates with whole school calendar. Create record of CLPL and standards on Sharepoint. Opportunity for associate SLT this term. Invite staff to Performance Review. Co-chairs of Working Groups. |
| <p>Support teaching staff in understanding and utilising the new GTCS Standards and the MyPL/PRD processes.</p> | LM/BD | On-going throughout the session and linked to Calendar. | Staff Feedback, CLPL Evaluations, PRD templates and CLPL needs. | PRD trends collated, sessions held during term 2 but numbers were low. Need a live online calendar which integrates with whole school calendar. Create record of CLPL and standards on Sharepoint. Opportunity for associate SLT this term. Invite staff to Performance Review. Co-chairs of Working Groups. |
| <p>Provide in-house Leadership opportunities where possible e.g., Associate SLT, Work with VSE Schools, Working Group/Staff Clan Leaders etc.</p> | SLT | On-going throughout the session and linked to Calendar. | Staff Feedback, CLPL Evaluations, PRD templates and CLPL needs. | PRD trends collated, sessions held during term 2 but numbers were low. Need a live online calendar which integrates with whole school calendar. Create record of CLPL and standards on Sharepoint. Opportunity for associate SLT this term. Invite staff to Performance Review. Co-chairs of Working Groups. |
| <p>Staff Leadership Support Link Faculties with key quality assurance and self-evaluation processes and procedures to enhance progress with Improvement Priorities and strategic direction e.g., Faculty Minutes/Standing Agenda Items/QI Evidence/QA Calendar etc.</p> | SLT/ Faculty PTs | As per Faculty Meeting schedule and whole school QA dates. | Staff Feedback, Faculty DM Minutes, Faculty and whole school SQUIP reviews, Evidence from HGIOS4 and Challenge Questions. | My PL sessions held by PT Expressive Arts. |

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| <p>Re-instate Staff Working Groups linked to whole school Improvement Priorities. Agree purpose/rationale for each group, frequency of meetings and one storage space/format of minutes to support a consistent approach and provide Leadership opportunities at all levels.</p> <p>Provide clarity of key leadership roles within the Porty Way documents.</p> <p>Parental Engagement Capitalise on success of lockdown in greater parental engagement in online events e.g., SQA Information Event, S1 Family Learning/Universal Support, Study Skills and Exam Stress etc.</p> <p>Support new leadership of parent council and encourage a greater and more representative membership.</p> <p>Refocus Annual Parent/Carer Survey and focus groups to be drawn upon throughout the year to provide rich and meaningful feedback.</p> <p>Set up mechanism to track parental engagement e.g., reporting feedback slips, parents' evenings attendance, information evenings attendance, response to letters/Office requests/data check etc. Once pattern established, work on building relationships with identified families who appear harder to reach.</p> | <p>LM/SLT/ Working Group Leaders</p> <p>KCR/SLT</p> <p>SLT</p> <p>BD/SLT</p> <p>LM/BD</p> <p>RM/LM/BD</p> | <p>Working Groups in place from Term 2 2021.</p> <p>Documents finalised from Term 2 2021 and reviewed regularly.</p> <p>Initial events Oct 2021 and more to follow.</p> <p>Parent Council meeting dates TBC, first Sept 2021.</p> <p>Survey to be organised for Term 4 2021, with other opportunities earlier in the session.</p> <p>Tracking to be set up from Term 2 2021 and reviewed throughout the session.</p> | <p>Working Group minutes and resources, Staff and Pupil Feedback, Faculty and whole school SQUIPs.</p> <p>Staff Feedback.</p> <p>Parental feedback, e-mails, requests, queries, complaints. Parent Focus Group feedback and survey results.</p> <p>Parental feedback. Aberdeenshire expectations and Connect (NPFS) developments.</p> <p>Parental Feedback, focus group and survey results.</p> <p>Parental responses, Reporting Slips. Parents' Evening attendance, Data Check, Group Call evidence.</p> | <p>Collate action points from all groups into one document for an overview of progress and to limit duplication.</p> <p>Start with SLT early this term.</p> <p>Online events have been well attended.</p> <p>Pupil survey March Parent and Staff Surveys May.</p> |
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