



**Portlethen Academy
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021- 2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our schools' progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Portlethen Academy. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Looking inwards to analyse our work.

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Portlethen Academy we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.



Barry Drennan

Head Teacher

The School and its context

Vision for the school

To be the very best we can be.

Values that underpin our work

- Respect All
- Learn and Improve
- Get Involved
- Think Of the Consequences

What do we aim to achieve for our children/pupils?

At Portlethen Academy our vision '*to be the best we can be*' is underpinned by our four values (*Respect All, Learn and Improve, Get Involved and Think of the Consequences*), which helps to generate engaged, knowledgeable, and motivated young people who are equipped with skills for life, learning and work. Portlethen Academy has a broadening curricular offer that enhances learning opportunities in a real-life and relevant context, and we are working on developing further links in and around our community that support skills development, pathways, and work-based experiences for our young people.

We currently have the highest number of foundation apprenticeships in the local authority and are committed to continuing the upskilling of our team to further enhance our offer. We are looking to raise our profile in the community to build partnerships that can co-create authentic, meaningful, and impactful learning opportunities.

Context

Portlethen Academy is a 6-year comprehensive school which caters for approximately 920 pupils (September 2022) from the Portlethen and Kincardine and Mearns area. Pupils transition from one of five associated Primary Schools from our local Cluster – Portlethen Primary, Fishermoss, Hillside, Newtonhill and Banchory-Devenick. The school has a well-maintained building and suite of resources as part of the PPP contract (opened in 2006) with Robertson FM. We take pride in our school and facilities.

The school has a positive ethos and pupils are well supported from all staff and a well-established House system. As the school roll is increasing, we implemented a fifth House Group (Elsick) in June/August 2021, and this has improved pastoral care and access to supports for our pupils. Our pupils are well supported by our Guidance Team and the overall House Structure, and our universal support and targeted interventions are carefully managed under our overall Pupil Support and Wellbeing framework.

Our Senior Leadership Team comprises the Head Teacher and four Depute Head Teachers (with 2 job-shares within the SLT Team). Significant changes in the Senior Leadership Team along with the school recovery post-COVID19 has been a challenge; however, the progress of the school is testament to commitment of the HT/SLT, all staff and all pupils during these difficult times, in partnership with local business and parents/carers.

Our self-evaluation procedures have continued to be rigorous, and all stakeholders are committed to working in partnership across the school. In Session 2021-22 we implemented year-long Action Plans from our identified Improvement Priorities which were manageable and achievable, to give the school community a feeling of success. We are now looking towards the next three to five years as we re-define our shared vision, values, expectations and aims across the whole-school community. We are carefully and purposefully managing the pace of change across the school, as there has been a sense of change fatigue following some aspects of school improvements during lockdown and COVID19.

We continue to strive for our learning, teaching and assessment to be of the highest quality and staff are working collegiately across a number of key professional development areas such as PBL (Project-Based Learning), Oracy, AiFL and more to enhance our overall pupil experience.

Our broad curricular offer is a real strength of the school, and over many years we have enhanced this to meet the needs of our pupils and our local context, to ensure our pupils are ready for the world of work. Our DYW work is visible and meaningful across all year groups and Faculty areas and pupils and staff have a good understanding of skills and pathways. In partnership with the Wood Foundation and our work as an Excelerate School is helping to enhance this further to make our offer unique and stand out from our comparator schools, which is right for our demographic and our pupils.

We have introduced Clan as a whole-school priority. This is a 30-minute period within the structure of the school day which is an opportunity for a Clan Class (under 20) and their Clan Leader to 'check-in', build relationships, target-set, receive whole-school key messages, look outwards at whole-school events, work with other pupils and Clans on informal activities, track wellbeing, increase pupil voice and more. This is based on the XP Crew model and adapted to fit our local context, as we continue our recovery phase. We are now in Year 2 and refreshed/re-launched a different model of this for our new S1/2 cohorts this session which has helped to strengthen the overall vision and understanding.

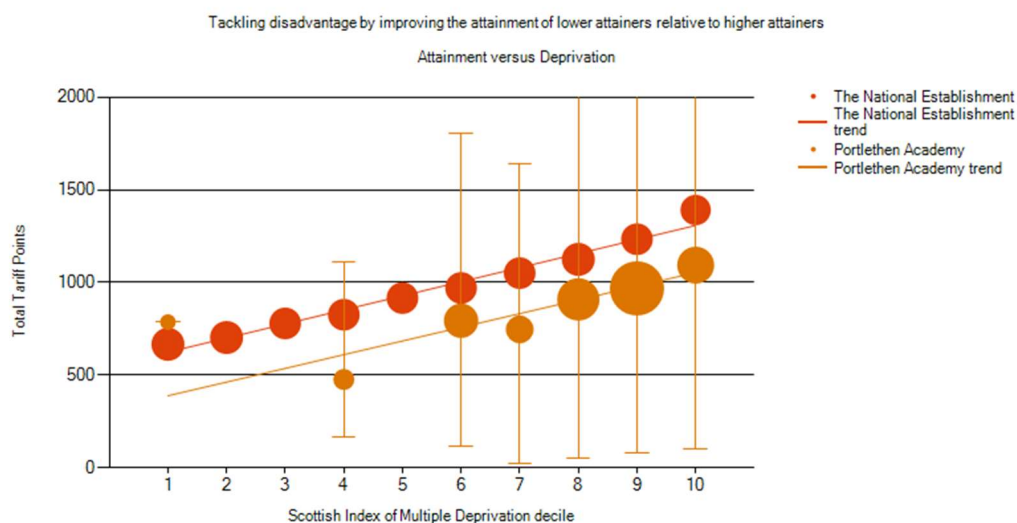
Staffing continued to be a challenge and sometimes impacts on our ability to deliver the full curriculum we desire. We are exploring new curriculum options in the Senior Phase and how we utilise our wider curricular offer to deepen and enrich our overall pathways. And we are exploring PBL/IDL opportunities in the Broad General Education for future years, again to help improve breadth and depth of learning along with transferrable skills.

We work in partnership with our local community and are strengthening our partnership with key stakeholders such as Maryculter House Hotel, our local Rotary Club and more. We have a supportive Parent Council who always seek to support the school with fundraising and improvements. We have a core group of members now who meet regularly in person and online and are engaging with school improvement priorities at appropriate times.

We are committed to life-long learning and staff continue to go over and above to continue our improvement journey across the school. We have re-established a culture of sharing good practice across key areas in our in-house CLPL programme, and we create leadership opportunities at all levels. Our Pupil Leadership Team and House Structure work well, and we have newly re-instated our Portlethen Pupil Action Group and are working towards our Silver Rights Respecting School Award to help improve Pupil Voice. Other pupil leadership opportunities are under development including MyWOW, MVP, Mental Health Peer Educators and more.

Our pupils are given every opportunity to try new activities and learn new skills in our very broad extra-curricular offer. This includes inputs from Faculties and staff, as well as our partners in Live Life Aberdeenshire and Active Schools.

The SIMD Profile for Portlethen Academy is shown in the below chart. According to this information, there are no pupils below Decile 4, with the majority of our pupils between deciles 6-10. However, we know that there is a lot of hidden poverty for our local families at present based on conversations, feedback and support requests. Current data shows that we have 46 pupils in S1-S6 who receive Free School Meals, although the figure of those eligible is known to be higher. Our Pupil Equity Funding for Session 2022-23 is £29,400. As a school we are committed to reducing the cost of the school day and are continuing to support our families with sharing cost-of-living resources and support information, to ensure parents/carers are signposted to all that is available to them.



Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021-2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
1. Health and Wellbeing	<ul style="list-style-type: none">• GIRFEC Procedures and processes put in place to support our overall Wellbeing Strategy.• Work towards pulling together our framework of interventions.• Clan Refresh and Re-frame for Session 2022-23 with a hybrid model for S1/2 and S3-6 focusing on wellbeing, protocols/norms, relationship building, target-setting and more.• Trauma-informed/Restorative CLPL built into our in-house CLPL and collegiate calendar to support with Covid Recovery.• Elsie House built and settled into our overall House Structure.• HWB Leadership Group supporting Staff and Pupil HWB Events.	<ul style="list-style-type: none">• Greater consistency in approach to universal and targeted supports, and effective use of resources and interventions.• Stronger engagement in S1 Clan, more informed Clan Leaders from their training and further development of Clan Leader to pupil relationships across key year groups. Data informed in surveys and feedback.• Great awareness and understanding of trauma-informed practice and restorative/relational approaches, with more staff leading and implementing sessions.• Pupils feel safe, secure and supported in their new House Group• Connections built and relationships improved from these events and participation measures.
2. Learning, Teaching and Assessment	<ul style="list-style-type: none">• Collegiate focus on Project-Based Learning, Oracy and more to upskill teaching staff.• Classroom Observations and Learning Walks re-instated and pro-forma co-created to gather evidence of L, T and A.	<ul style="list-style-type: none">• Upskilled staff and more confidence in individual/faculty approaches to key LTA initiatives.• Observations data show strong relationships and good practice.

	<ul style="list-style-type: none"> • Sharing good practice across Staff TLC/Clans. • Confidential File enhanced to support us in meeting learners' needs. 	<ul style="list-style-type: none"> • Ideas, strategies and resources shared under a number of key themes. • Staff know their learners, evidenced in their practice and feedback.
3. Raising Attainment / Curriculum	<ul style="list-style-type: none"> • Faculty PT Interventions reviewed. • Whole-school data analysis following tracking and reporting runs to support interventions and further support. • DYW and Pathways work on-going to raise profile of broad curricular offer and work in BGE. • Curriculum Review discussions to look at Senior Phase and BGE depth of learning. 	<ul style="list-style-type: none"> • Staff know their learners and how they are achieving across the board, which leads to increased support and interventions as required. • Pupils can talk about their skills and more parents/carers and staff know about available pathways post-school. • Curricular offer remains strong and is being reviewed.
4. Leadership at all Levels	<ul style="list-style-type: none"> • Faculty PT Leadership Day and on-going supports, re-visiting GTCS Middle Leadership refreshed standards and supporting collaborative working. • Portlethen Pupil Action Group (PPAG) re-instated and other Pupil Leadership opportunities. • CLPL 'in-house' Calendar and sharing of good practice and expertise. • Data gathering – Pupil, Staff and Parent/Carer Annual Surveys to review next steps. 	<ul style="list-style-type: none"> • Faculty PTs beginning to work together again collaboratively. • Greater awareness of Faculty PT role and requirements in the GTCS Standards, broken down for Portlethen Academy. • Leadership opportunities increased for pupils and PPAG beginning to take forwards initiatives and ideas via Clan to represent their group. • Leadership opportunities for staff increased and practice collated and shared. • Data informs our next steps and improvement priorities.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3 (Satisfactory)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- This session has been our first with a new Head Teacher and 3 new DHTs, 2 DHT post are job-share. Some DHTs have taken on new remit areas and the session has been demanding as it has been our first full session back in the building post-Covid. There has been less time to invest in the development of the SLT team than we would have wished due to the present priority areas in school and demands, although we have begun to invest more time in developing the wider leadership team including middle leaders, and this will be a continuing priority this coming session.
- The Head Teacher participated in the Columba 1400 programme this session and 3 others are taking part this session. One of our DHTs is undertaking a secondment with the local authority to implement Foundation Apprenticeships. Another has been involved in an Aberdeenshire executive group creating an authority wide standard of learning, teaching and assessment and another has recently completed the GTCS coaching for success programme.
- The school values are used regularly in communication with both staff and pupils. They were developed in consultation with all stakeholders within the last 5 years, regularly refreshed and most staff report that our vision and values underpin their work.
- Our vision and values are aspirational and ambitious for young people and reflect UNCRC.
- Our vision and values are being used regularly by most staff and by the pupil leadership team through House Assemblies. The behaviours of pupils since the return from Covid have not always correlated with our vision and values and this is a priority for next session.
- The ethos of the school is inclusive, supporting and encouraging all to achieve. Expectations and aspirations of and for some young people are focus areas for next session as we continue to develop our School Leaver Profile in partnership with all stakeholders.
- Most staff have a clear understanding of the social, cultural and economic context of the school. As part of our induction for students and probationer teachers we have a CLPL session on our cultural context and SIMD which will be extended to all staff to opt into next session.
- School leadership and teacher professionalism have historically been a strength with staff committed to taking lead roles in school improvement initiatives. Although staff turnover had affected this, we have now established Leadership Groups which meet during collegiate time and involve all staff. These groups have developed action plans to take forward school improvement priorities. Impact has been variable as time to meet has been an issue and there is work to do in collating and sharing plans and successes.
- Many staff have leadership roles with the SQA, chair PSGs and attend DHT working groups. We have two PTs Development and we have been able to increase their development time for next session to support the work that they do. Staff lead whole school initiatives and activities taking ownership of tasks and running with them.

- All staff at Portlethen Academy report that they are supported to engage in professional learning and most say their professional learning enables them to improve their practice. Most feel encouraged to share practice within the school, however less than half say they have opportunities to learn and share practice with colleagues from other schools, which will be a feature for next session and beyond.
- Last session we introduced a programme of In-House CLPL led by a variety of our own staff. This has covered areas identified from our school improvement plan and from PRD themes and trends. Staff have had fewer opportunities to be involved in external CPD, although this is now beginning to increase post-pandemic.
- The majority of staff say they have regular opportunities to undertake leadership roles and have opportunities to be involved in agreeing priorities for the school. These measures have reduced since Covid and will be a priority to rebuild.
- Our partnership with the Wood Foundation through the Excelerate programme supports further training to upskill staff to implement Project Based Learning and Clan, which we believe will revolutionise the way our young people learn. Excelerate has funded staff visits to Academies of Nashville and XP in Doncaster. 10 staff have undertaken Crew training and 3 others Oracy training, Most have completed initial PBL training online and 10 have completed PBL 101.
- This session we consulted on a proforma for classroom observations and most faculties have completed these as well as increasing drop-ins. Some improvement needs have been collated however there were delays to observations taking place and feedback coming in. SLT have also increased their visibility in the school with a timetable of classroom and corridor supervision which will continue into next session. This allows us to observe classes informally and pick up on improvement areas.
- All staff contribute to their faculty SQUIP and are invited to take part in discussions for each QI prior to the whole school SQUIP being written. A more specific QA calendar has been produced which will remind staff to revisit the QIs and their action plans more regularly. A standard faculty meeting template has also been shared to support PTs in their self-evaluation and leadership roles.
- The school has well-established approaches to seeking the views of all stakeholders including our annual and topic specific surveys and focus groups.
- Pupil voice has been a strong feature of the school's approaches to self-evaluation. Young people give their views about the school through a variety of structures including Pupil Action Group, annual use of the Inspection survey, Senior pupil Exit survey, focus groups on a variety of self-evaluation topics. We need to find better ways to demonstrate to pupils that their views feed into school improvement and Clan will give us the place to take this forward.
- Our surveys tell us that most parents feel comfortable approaching the school with questions, suggestions and/or a problem and the majority feel they are consulted about changes. Parents report a significant increase this year in involvement and communication with the Parent Council.

How do you know?

What evidence do you have of positive impact on learners?

- All PTs attended a leadership day out of school during term 4 to discuss GTCS standards, priorities for improvement and how to support staff health and wellbeing.
- Fortnightly leadership lunches have been organised informally for all of the staff leadership team by one of our PTs for PTs/SLT to attend when they can.
- S6 Induction Event held whereby pupils interrogated survey data, held focus groups and presented their priorities and action plans for improvement to a panel of staff and business partners.

- Pupil Action Group representatives were elected this year after a two-year hiatus and have begun meeting and working on set tasks.
- This session 3 of our staff have been training in Oracy and have created a plan to cascade this to staff and pupils.
- We have been able to appoint internally to permanent and acting promoted posts.
- Self-Evaluation at school level using HGIOS 4 QIs.
- Discussions with staff during PRDs.
- Lesson observations and feedback.
- School and Faculty Improvement Plans and evidence gathered.
- PRD records.
- Feedback from parent council discussions and actions.
- The selection of school improvement priorities is made taking in to account the local capacity to accommodate change.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data across all years but particularly in the BGE will further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.

What are you going to do now?

What are your improvement priorities in this area?

- We need to work on pupil ownership of our vision and values so that they have a clear understanding of expectations for each of the values. For example, pupils have a clear understanding of the respect they expect from their teachers, but a less clear understanding of the behaviours that demonstrate their respect for others.
- Consistency of approach to ethos, school values and principles, include policies and procedures, the rationale for these. All to be accessible to and understood and implemented by all staff.
- We need more leadership roles for pupils again such as MVP, MyWOW, Digital Leaders and more.
- Collate PRD and classroom observation evidence more effectively to optimise the CLPL offer. Develop the role of EIS learning rep to assist with this.
- Invest time in the development of the SLT team as well as the wider leadership team of the school.
- Staff at all levels should have opportunities through authority working groups and the TISS trio to meet (in person where possible) with colleagues at their level in other schools.
- Work on a programme of leadership CLPL for staff looking for promotion.
- Introduce a coaching approach with all staff, as in-house CLPL.
- Significant numbers of new staff require induction to the school to ensure consistency of vision, values, ethos and practice, including Clan and what makes Portlethen Academy unique. This is being developed.
- Refresh staff confidence in using a wide range of assessment data (quantitative and qualitative), to inform planning, target support and ensure challenge e.g., SNSA, Insight.
- Use of HGIOS 4 QIs and Challenge questions with stakeholders to provide more systematic, focused reflection and stimulate improvements for learners.
- Working groups. Time for collaborative working and planning. Cross faculty planning. Post-Covid recovery focus to be on-going.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 3 (Satisfactory)
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Our staff are highly motivated to provide the best to enable all pupils to succeed in their learning which is reflected in their commitment to relevant whole school and personal CPD. Historically, we have had a strong Learning and Teaching working group which we have been able to reinvigorate this session with refreshed membership to take forward our priorities there.
- Our Outstanding Lesson was created in consultation with all stakeholders in 2017 however many pupils and staff involved have now moved on, and along with changing improvement priorities in LTA approaches, we feel it is time for this to be refreshed. This is in our action plan for the current session.
- Last session being our first full session back in school, teachers have been recovering the classroom practices they have not been able to utilise during periods of online learning. Our Learning and Teaching satisfaction measures have reduced slightly due to the interruptions to the last two sessions. As restrictions have eased, staff have been able to return to more group work and active learning activities. To support this, we have dedicated much of our whole school collegiate time to refreshing teaching strategies and skills with sessions on differentiation, sharing good practice, Schlechty's Levels of Engagement and PBL. External CLPL has moved online and there has been less opportunity to share good practice and network with colleagues from other school however this is already improving as we begin the new session.
- To maximise learning in classes, most of our in-house CLPL last session was geared towards supporting staff to build a positive ethos and learning environment with young people who have been affected by interruptions to their learning and routines. This focus and priority continues into this session, supported by a new monthly Learning, Teaching & Assessment Bulletin.
- Since January 2020, we have embarked upon the Excelerate programme in partnership with the Wood Foundation. This has allowed a significant proportion of our staff to access training on project-based learning, which we intend to use with all staff to revolutionise the way young people learn.
- Almost all staff have completed initial PBL training and 7 have done PBL 101. There is a real appetite for PBL in the school; several faculties have engaged in planning units of work and others have adapted existing plans to incorporate PBL practices.
- We have three staff trained in Oracy who are focusing on particular aspects of presentation and questioning skills to aid pupil confidence and coherence in presenting their views. This is

feeding into our Clan curriculum as well as through sharing information with faculties who will then incorporate this in their planning. A baseline survey has been completed to highlight where some Oracy practices and techniques are already being used so that practice can be shared and developed.

- We have recently completed a map of our BGE curriculum to capture what is being taught and when. This is intended to identify skills or curriculum gaps and through timetabling, help to facilitate IDL where desired. Faculties have identified in their SQUIPs opportunities they wish to explore within their faculties and with colleagues from other areas of the school.
- Clan is well established in the school with high quality resources having been developed, led by our Clan Development PT. Regular pupil and staff feedback has allowed us to modify and improve the Clan experience as the year has progressed. A follow up visit to XP school by our PT development and HT has further enhanced our vision for Clan at Portlethen Academy and has led to some adjustments to the S1 and S2 programme.
- Many of the digital learning practices used during lockdown have been retained. Faculties make good use of Microsoft Teams as part of learning and for submission of homework. Some faculties also use Google Classroom. We have provided CLPL for staff on using Scholar and encouraged use of Northern Alliance materials.
- Agreed observation proforma on classroom relationships and levels of engagement. Themes from these have been collated however capacity to undertake observations was affected by staff absences and difficulties in allowing for class cover. We have gradually been able to reinstate more regular QA of Learning and Teaching through dropping into classes and peer observations. Observations last session were impacted by staffing shortages and the ability to cover but most faculties were able to do some of these and we are in a good position to take this forward this session and ensure the evidence is taken forward into planning CLPL and collegiates.
- Pupil and parent confidence in the quality of learning and teaching has been affected by higher than usual levels of staff absence last session. We are starting the session in a good place with longer term absentees having returned and most vacancies filled. With minimal covid mitigations, staff are also more confident to be moving around the classroom, better supporting pupils.
- Staff know learners well using the confidential file, which has been strengthened this session to incorporate SNSA information and ASL staff ensure it is up to date and comprehensive. Flags have also been added to SEEMIS. Faculties also have their own tracking information and flag up pupils who require additional support for discussion at faculty meetings. ASL staff are also allocated to Faculties as a point of contact for professional discussion around subject or pupil-specific strategies.
- Staff report that they are struggling with and need upskilling on meeting learning needs as these have increased with our younger cohorts and staff are unprepared for more significant levels of need and how to accommodate these whilst still ensuring progress of all young people in the class. Whole Staff Collegiates next session will address universal support.
- Differentiation is an ongoing priority. Staffing changes in ASL faculty have meant links have had to be reorganised and some faculties have had less contact with their link.
- Significant work has gone into referencing skills in lessons and some faculties are particularly strong in this. We need to work on how these skills are tracked and aim to achieve greater consistency in referring to skills across the school as well as how these relate to future learning and pathways. Our work in creating a School Leaver Profile will contribute significantly to this. Regular meetings with PTGs, PT DYW, PT Pupil Development, & DHT LTA & Pupil Support have started and are already helping us link curricular attainment, personal achievement and skills development.

- Faculties are upskilled in moderating in the Senior Phase although there are some focus areas for individual faculties this session which we hope to address through our trios and beyond this session.
- Faculties have done extensive work in raising awareness of the courses they offer through highly visual pathways documents, detailed information on our website or shared with pupils/parents and discussion with parents and pupils in online curriculum Q and A sessions. Website needs updated however and will be a priority this session.
- We are able to offer a wide variety of learning pathways tailored to pupil need e.g., Gear Up to Go; Foundation Apprenticeships; extended work experience; pupils with ASL; NPAs, Portydeen; porty apprenticeships; leadership; employability. Our curricular offer and pathways tailored to individual learners are among the best available to young people in Scotland.
- We have an extensive DYW programme to enrich and support our curriculum and young people's experience. This provides curricular enrichment such as team building and stock control within Business/Admin and wider activities such as Girls into STEM events. All S4 - 6 leavers have had a mock interview based on industry standards with their personnel. This is supported further by curricular elements such as for ICT – PC Passport; Personal Finance qualifications; Leadership Level 6 S6 and Employability N4 being delivered to all S5.

How do you know?

What evidence do you have of positive impact on learners?

- SLT, PTs and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Lesson observations/Learning visits by SLT, PTs and faculty staff.
- Clan surveys and focus groups
- Review of Q and A undertaken by faculties during Covid restrictions.
- Parent, pupil and staff survey feedback.
- VSE Report from 2019.

What are you going to do now?

What are your improvement priorities in this area?

- PBL sharing good practice.
- Learning, Teaching, & Assessment monthly bulletin
- Sessions on using SNSA.
- Parent survey – meeting learning needs, understanding assessment/progress, sessions for parents on this. Advice on how to support learning at home.
- Moderation, still on a number of faculty SQUIPs, SQA involvement. CfE levels still need work, especially parents and pupils understanding what they are and how pupils are performing.
- Staff survey L and T measures down, young people involved in planning their learning and setting learning targets, pupil leadership of learning.
- Unclear how assessment judgements in the BGE translate to attainment in the SP.
- Choice, real world and local contexts.
- Reduce some faculties' reliance on end of unit tests rather than a more holistic approach to assessment.
- Strengthen links between faculties and ASL for individual pupils' course progress. More time for consultation and upskilling of staff.
- Assess impact of Covid and create a recovery strategy. Practical skills gap, literacy and numeracy.
- Further develop pupil leadership of learning in classrooms. We have some excellent examples of this working well though YPI, drama and science groups and work done in PE which could be shared more widely.

- Ensure appropriate pace and challenge across all lessons, including more effective use of differentiation to meet the needs of all learners.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4 (Good)
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- As part of Covid recovery, we have focused significant energy on supporting pupil wellbeing this session. Most of the pupil survey health and wellbeing measures were up this year, some significantly. We had an active Clan Day and held a whole school sports day for the first time in a number of years.
- Faculties have begun to reinstate extracurricular opportunities for pupils and have plans to grow this offer throughout the session.
- Most pupils report feeling supported and listened to which reflects our move towards a more restorative approach. Staff have offered supports such as Time for Talking Tuesdays and Wellbeing Garden in ICT.
- 100% of staff report that they understand how to apply the school's procedures relating to child protection and safeguarding. This is due to effective induction processes for new staff and ensuring this is covered for all staff at the beginning of each academic session.
- Most pupils report that they feel respected by staff and that they have someone to talk to when they are upset. This has increased in comparison to last session.
- Most pupils feel listened to and that their views are taken into account. These measures have increased significantly since last session.
- Staff have excellent knowledge of young people, their needs and their mental health/family circumstances.
- There are excellent working relationships between PTGs/SLT and SW colleagues.
- Strong system of targeted supports to meet the wellbeing and learning needs of our young people (Behaviour support, ASL support, enhanced Guidance support, PSW, CLD).
- Strong P7 Transition relationships and links to ensure transfer of ASL information to inform secondary colleagues.
- Most staff are proactive in promoting positive relationships in the classroom and beyond.
- Increased understanding across the school of trauma informed approaches and relational approaches due to opt-in CLPL sessions.
- Children are involved in decisions affecting them, attend their child's plan meetings and contribute opinions and ideas to whole school changes and priorities related to HWB.
- Improved consistency in GIRFEC procedures across all five houses. All PTGs trained and up to date in Child's Planning Process and paperwork.
- Health Weeks and regular promotion established in calendar for Physical, Emotional, Mental and Social Health weeks.
- RRSA process begun with Social Health Week clan day input and assembly delivery.

- Peer Mental Health Educators Programme in conjunction with CLD.
- Local Area GIRFEC Group meeting regularly to approach local priorities.
- Learners are included, engaged and involved in the life of the school by taking part in house events, trips, YPI, clubs, pupil action group, RRS group etc.
- We ensure that regular caseload discussions take place which enable us to have effective strategies to improve attainment and achievement for CYP facing challenges, our care experienced young people, those with ASN and those who are experiencing or have experienced trauma.
- We are working towards increasing understanding of diversity among all pupils and challenge discrimination and bullying in our responses to incidents and our preventative work through assemblies, communication with parents/carers, clan time, PSE time and health week promotions.
- Pupil Participation Forum representation at authority level.
- Staff have reported that their wellbeing has declined, and we need to investigate this further and take steps to support this next session.

How do you know?

What evidence do you have of positive impact on learners?

- Positive impact of targeted support on attendance/referrals/engagement.
- Caseload minutes and child's plan records; Latest Pastoral Notes.
- Improved relationships between school and families; prompt and regular communication/feedback.
- P7 Transition meetings and feedback from primary colleagues and pupils.
- Informal pupil feedback
- SHANARRI data/Wellbeing survey data (being overtaken by SHINE as the main vehicle of gathering MH data).
- Pupil participation and turnout at house events, PAPAG, PPF.
- CLPL, collegiate inputs and in-service day inputs to differentiation, trauma informed and relational approaches.
- Annual pupil survey and regular Class surveys.

What are you going to do now?

What are your improvement priorities in this area?

- Bronze RRSA and pupil led action plan for Silver Award to be developed in 22-23.
- Continue PPF representation and strengthen MH Peer Educators.
- Increase voice and presence of PAG on whole school initiatives. We need to rebuild pupil voice as part of recovery. Pupils need to have ownership of improvements to bullying and behaviour.
- Pupil led assembly inputs for bullying vs Banter to refresh and update Anti-Bullying policy.
- Add Equalities Leadership Group to staff working groups and get pupil representation on this (RRS/Alliance)
- Look at ADHD Friendly schools award and LGBT+ Charter.
- Increase SLT/YH understanding and competence in Aberdeenshire GIRFEC procedures – additional training.
- Develop Pupil Support Policy detailing Targeted and Universal Supports approach.
- Increase staff capacity in promoting positive relationships and restorative practices – Pivotal.
- Initiatives to improve staff health and wellbeing.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4 (Good)

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Prior to Covid, attainment in the school had been improving consistently for all pupil abilities. The last three cohorts having been assessed differently recent trends have been less clear, however our S4 cohort achieved above expectations in their latest SQA exams. S5 and particularly S6 achieved below expectations and will be a focus this session.
- We have identified that pupils in the upper SIMD deciles do not normally perform as well as the national, comparator and Aberdeenshire cohorts and this is being addressed through a variety of approaches including ethos, expectations, information, Interventions approach linked to Tracking monitoring and Reporting and DYW activities. We have done significant work to overcome a lack of clarity and understanding amongst pupils, parents and some staff around learner pathways across the Senior Phase and we continue to develop and roll out information and procedures relating to this.
- ACEL data demonstrates that pupils are attaining appropriate levels for their age and stage. This had been lower in 2018/19 but has since rebounded with the last set of data showing improved scores. This session we have done some work with SNSA and making use of the data to support ongoing assessments in Maths and English to give us an accurate picture of the Level Achieved. Going forward, the focus will be on ensuring that the SNSA data is used to enhance the learning and teaching (completing earlier again so it can be used to pinpoint gaps in the remainder of S3) as an ongoing supplement to the other assessments the Faculties use. From that, it should let us see any patterns etc. which need our focus.
- The school's curricular offer is tailored to the needs of young people and features traditional qualifications alongside Foundation Apprenticeships, NPAs and Level 5 and 6 courses.
- Several of our pupils access the college for day release courses, and we are creative with our timetable to allow this possibility alongside their school courses. We also have consortium arrangements with Mackie Academy for some of our Advanced Higher courses.
- Our DYW commitment and focus continues to be a strength of our school, ensuring all pupils know and experience as much as possible in a real-life context. Our curricular offer supports this, along with active inputs from our PT DYW, DYW ESC, mock interviews, CV writing and a lot more.
- Last session we undertook a review of our course choice and level change procedures to ensure that subjects chosen are the right ones considering the pupils' prior attainment and intended pathways. We have introduced a new level of rigour to our quality assurance of young people's options and pathway decisions. There is still a reluctance among some parents and pupils to consider college or apprenticeships as an alternative to S5.
- CfE machine has engaged staff better in interrogating attainment data. The Senior Leadership Team took part in an Insight session last term and there are sessions planned in November for the wider staff. We had undertaken some cluster moderation activities in recent years using CfE levels which will now need to be re-visited.

- The SQA process over the last few sessions has necessitated discussion of attainment data by all staff and has improved understanding of SQA standards, assessment, moderation and verification, as staff have had to take on responsibility for these internally.
- The confidential file highlights learning needs and standardised data and professional discussions are used to target support. Better consistency could be achieved in using this for differentiation before issues arise. PTGs reinforce learning needs through regular house updates, and we have recently been increasing our use of flags in SEEMIS to identify pupil needs.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning. Several young people have appropriate plans in place to address these.
- Support staff are deployed to help remove barriers to learning and ensuring equity for all. Several faculties need to ensure support is used effectively particularly to support appropriate challenge for young people through differentiation. Faculties are increasingly taking responsibility for making arrangements for pupils with AAAs supported by SFL.
- We run a paired and shared reading programme through our Leadership award to support the literacy skills of younger pupils and to develop pupil leadership of learning. Thus far evidence of impact is limited to qualitative data which suggests that both pupils and mentors find the process valuable however this will be evaluated more fully.
- Through our work with the Excelerate programme we are creating a school leaver profile to establish a common set of desirable exit skills for pupils when they leave Portlethen Academy to support them in their learning life and work beyond school. This process involves all stakeholders, and the School Leaver Profile will be used to refine skills delivery and tracking in our curriculum.
- Wider achievements are recognised and regularly celebrated through house celebration assemblies, achievements display, school newsletters and Twitter.

How do you know?

What evidence do you have of positive impact on learners?

- SQA Evidence and Estimates
- SNSA
- SEEMIS progress and achievement with all faculties having tracking systems that inform this. Work is required to ensure SLT have a better overview of internal tracking systems across faculties.

What are you going to do now?

What are your improvement priorities in this area?

- Improve Level 6 Attainment – 5+ Level 6
- S6 Attainment
- Continue to review Pathways for all.
- Continue to review and QA subject/level choices.
- SQA Level Change Process
- Interventions / Cause for Concerns
- Update 'Where are our Gaps' paper and improve attainment tracking of vulnerable groups.

PEF 2022-2023

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>Plan A -</p> <ul style="list-style-type: none"> To provide mental health and wellbeing supports to FSM/FSE pupils and the wider school community through Place2Be. <p>*Despite our best efforts for the first part of the year, this could not be taken forwards due to the DPIA restrictions and time it would take to put this in place.</p> <p>Plan B –</p> <ol style="list-style-type: none"> To support increased number of non-attenders to re-engage with learning and gradually phase back into school. To fund FSM/FME Breakfasts. To support BGE Literacy and Numeracy. To increase wider-curricular opportunities for our pupils.
<p>Expenditure</p>	<p>Plan A –</p> <ul style="list-style-type: none"> PEF Budget for 2022-23 - £29,400. <p>This will be used to fund a Place2Be worker who will be based in school for 2 days a week to support MHWB and support staff.</p> <p>Plan B –</p> <ol style="list-style-type: none"> £8000 for 2-day a week Pupil Support Worker from February until end of term to support non-attenders and re-engagement with learning and school. £6000 for costs per term, to fund FSE/FSM Breakfast allowance and uptake. £2500 on Literacy and Numeracy targeted BGE resources, for use with identified pupils and classes. £5500 contribution to Active Schools.
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Plan A –</p> <ul style="list-style-type: none"> To improve the MHWB of identified pupils. To track and monitor their wellbeing data, behavioural referrals, and overall attainment. To liaise with Pupil Welfare DHT, PTGs and House Teams as required as a targeted intervention and then report back on progress. <p>Plan B –</p> <ol style="list-style-type: none"> To improve attendance figures and reduce anxiety for identified pupils throughout the remainder of this session. To improve uptake of a healthy breakfast and hope to increase engagement in lessons of identified pupils throughout the remainder of this session.

	<ol style="list-style-type: none"> 3. To improve ACL data and plug any identified attainment gap for Literacy and Numeracy in identified pupils. Following the return from COVID19. 4. To increase uptake of identified pupils in Active Schools sessions throughout this session.
Impact Measurements How will you know the change is an improvement?	<p>Plan A –</p> <ul style="list-style-type: none"> • Identified list of pupils who require this targeted intervention, and their attributed data sets. • Record of interventions and impact in caseload minutes and pastoral notes. <p>Plan B -</p> <ol style="list-style-type: none"> 1. Attendance figures will improve, and non-attendance numbers will decrease. 2. Uptake and healthy choice will improve from data supplied by the catering team. 3. Literacy and Numeracy attainment in BGE will increase for identified pupils, from their tracking reports and full reports. 4. Active Schools data and annual participation reports to be analysed.

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly ‘what’ we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

The overall capacity for improvement at Portlethen Academy is **Satisfactory**.

Action Plan 1

(Positive Behaviour Management / Recovery / Health and Wellbeing / Clan)

<div><div>National Improvement Framework Priorities</div><div><ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people’s health and wellbeing.Improvement in employability skills and sustained, positive destinations.</div><div><div>Key drivers of improvement</div><div>School leadership</div><div>Teacher professionalism</div><div>Parental engagement</div><div>Assessment of children’s progress</div><div>School improvement</div><div>Performance Information</div></div></div>	<div>HGIOS</div> <div><div>1.1 Self-evaluation for self-improvement</div><div>1.2 Leadership for learning</div><div>1.3 Leadership of change</div><div>1.4 Leadership and management of staff/practitioners</div><div>1.5 Management of resources to promote equity</div><div>2.1 Safeguarding and child protection</div><div>2.2 Curriculum</div><div>2.3 Learning teaching and assessment</div><div>2.4 Personalised support</div><div>2.5 Family learning</div><div>2.6 Transitions</div><div>2.7 Partnerships</div><div>3.1 Improving/ ensuring wellbeing, equality and inclusion</div><div>Specific to HGIOS 4</div><div>3.2 Raising attainment and achievement</div><div>3.3 Increasing creativity and employability</div></div>	<div>Aberdeenshire Priorities:</div> <div><div>1. Improving learning, teaching and assessment.</div><div>2. Partnership working to raise attainment.</div><div>3. Developing leadership at all levels.</div><div>4 Improvement through self-evaluation.</div></div>		
<div>Priority 1:</div> <div>To improve the Health and Wellbeing of all Staff and Pupils</div>	<div>Data/evidence informing priority:</div> <div>Staff, Pupil and Parent/Carer Survey Data, Faculty PT Leadership Day Feedback, Pupil Behavioural Referrals, Exclusion Rates, SEBD/PSW Referrals, S6 Induction Day Feedback, PSE Survey and Clan Survey Data, Attendance Data</div>			
<div>Key actions</div>	<div>By whom</div>	<div>When?</div>	<div>How will we evaluate impact? (Measurements of success)</div>	<div>Progress</div>
				<div>On Track</div>
				<div>Behind Schedule</div>
				<div>Not Achieved</div>
<div>Positive Behaviour Management focus from the start of term for this session:</div> <div><ul style="list-style-type: none">Refreshed guidelines and approaches on our Expectations of AllIn-Service Day input and CollegiatesIn-House CLPL based on PRD needs and requestsAdditional Training from Pivotal Education to be sought re: Restorative ApproachesRegular Pupil Assemblies and InputsSLT/PT/PTG Rota for additional supportOn-going Leadership Team feedback sessions</div>	<div>SLT/All</div> <div>LM/MM</div> <div>BD</div> <div>SLT/All</div> <div>SLT/Faculty PTs</div>	<div>Sept 2022</div> <div>Termly</div> <div>Nov/Feb In-service</div> <div>On-going</div> <div>Term 1 and review</div>	<div>Staff Feedback, Faculty DMs, Leadership Team meetings, Review of Referrals</div> <div>Attendance, PRD Needs, CLPL Evaluations</div> <div>Staff Feedback, Faculty DMs,</div>	

<ul style="list-style-type: none"> Recognising Positive Behaviour processes re-introduced with consultation 	SLT/Faculty PTs BD/LM/RMcK/ Restorative Leadership Group/Pupil Action Group	Term 1, finalised by Nov mid-term	Leadership Team meetings Staff Feedback, Pupil Action Group Tasks/Meetings, Focus Groups	
<ul style="list-style-type: none"> Pupil Referrals reviewed fortnightly/monthly and discussed at House Caseload meetings for early intervention, with SEBD Support 	PTGs/Year Heads/ML	Fortnightly	Referral Reports, Caseload Evidence	
<ul style="list-style-type: none"> Staff Surveys and Actions Identified/Shared to monitor how things are going 	LM/BD/SLT	HWB Weeks each Term	Survey Evidence, Discussions	
<ul style="list-style-type: none"> Focus Groups with Pupils, Staff and Parents/Carers to review School Values and Expectations/processes via the Restorative Leadership Group and SLT 	BD/LM/RMcK/ Restorative Leadership Group	Term 1, completed by Nov mid-term	Focus Groups, Staff Feedback, Full Stakeholder engagement	
<ul style="list-style-type: none"> Policy to be reviewed and re-written by all 	All	Draft by end of Term 3/Launch for next session	Focus Groups, Staff Feedback, Full Stakeholder engagement	
<ul style="list-style-type: none"> EXIT Strategies collated and shared into SEEMIS Additional Support from SEBD Teacher (new) and ASL Faculty on-going Place2Be/Place2Think introduced as a pupil and staff support service, and to support our PEF Plans 	JL/PTGs JL/ASL PTs BD/PTW	Term 1 and on-going On-going As soon as possible	Staff Feedback, Faculty DMs, Leadership Team meetings DPIA in place, Evidence reports, PEF tracking and analysis	
Regular Staff Wellbeing Surveys placed into School Calendar, actions collated and shared in a 'You Said/We Did' method to track and show changes.	LM/BD/HWB Leadership Group	HWB weeks each Term	Termly Survey, analysis and feedback	
HWB Leadership Group to produce Calendar of Staff HWB Activities, along with the Pupil/Whole-School	JL/HWB Leadership	By end of Term 1 for	Staff Engagement, Feedback	

House Weeks, including HWB Walks, Lunches and more to bring people together and re-connect.	Group/Social Committee	the remainder of session		
Pupil Health and Wellbeing Surveys via Guidance/PSE to monitor and track patterns/trends and support with earlier interventions as required, using the Glasgow Model. Finding more widely shared for all staff and Clan Leaders.	PTGs/JL	Terms 1 and 3	Pupil Surveys, analysis and sharing key themes with all, Caseload discussions and intervention tracking	
More widely publicising the Mental Health and Wellbeing supports available (internal and external) to pupils throughout the school, and via Mental Health Ambassadors. Staff MH Trained also to be utilised and promoted.	PTGs/JL	Displays by end of Term 2 / Staff Training by Term 3	Pupil Feedback (PSE/Clan), Engagement and Access to services	
Clan to continue to be developed with the two models – New S1/2 Full ‘Crew’ and S3-6 as we currently have from our XP Learning. Focus on relationships, protocols, tracking, goal/target-setting and the next Experience Days for Term 4. Also focus on Clan Buddies from Senior Phase supporting Junior classes, to help build positive role models and create a timetable/plan for this. See individual Clan SQUIP for more detail.	RH/KCR/ JL/BD/ Clan Leadership Group/ Clan Leaders/ TWF	On-going	SLP Meetings/ Actions, Surveys and Feedback to pupils and staff, Staff Clan, SQUIP Progress	
Continued evolution of Confidential File to continue with regular updates and becoming a ‘live’ document as things change for pupils. ASL Key Staff to update. Data also to be included and reviewed as regularly as possible.	PTs ASL/ ASL Staff	On-going	Staff Feedback, Faculty DMs/ASL Links, Leadership Team meetings	
Attendance/Lates Procedures to be developed in conjunction with the new finalised Aberdeenshire Policy and Framework.	JL/BD/ School Office/All	Draft by end of Term 1 / Implemented Term 2	Attendance figures reviewed and improved	
Anti-bullying policy to be refreshed in partnership with all stakeholders and with the new Aberdeenshire Framework underpinning. In-school processes re: bullying/perceived bullying to be shared with all staff and pupils via information and assemblies.	JL/PTGs/ Pupil Action Group	Consultation during Term 2/Finalised by Term 3	Staff and Pupil Feedback, Caseload Monitoring, RAMBIS monitoring	

Action Plan 2

(Learning, Teaching and Assessment / #ProudOfPorty, Curriculum, PBL/IDL)

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people’s health and wellbeing.Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 2:</p> <p>To improve Learning, Teaching and Assessment, Pupil Experiences, and our Curricular Offer</p>		<p>Data/evidence informing priority:</p> <p>Lesson Observation Data, PRD Themes and Trends, Collegiate Feedback and Next Steps, Curriculum/Timetabling Working Group information from last session, increase in pupil need/ASL, PBL Splash/101 Feedback</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>Learning Visits to continue in the same format and as outlined in the School Calendar. Findings collated and shared, and to influence PRD/CLPL Calendar to share good practice.</p>	<p>KCR/LM/ALL</p>	<p>Terms 1 and 4</p>	<p>Key themes collated and shared, In-House CLPL, PRD Needs, Staff Collegiates</p>	
<p>Learning, Teaching and Assessment Bulletins to be collated and shared monthly to support with this and our Collegiate Calendar.</p>	<p>KCR/LTA Leadership Group/Oracy Leads/TWF</p>	<p>On-going/ Monthly</p>	<p>Faculty DMs, Collegiate Feedback, Lesson Observations</p>	
<p>Collegiate Inputs to focus on aspects of Universal Support – Dyslexia, Autism, Differentiation and more to refresh and upskill teaching staff. The CIRCLE Resource to be explored (Education Scotland) and</p>	<p>KCR/PTs ASL/ASL Staff/All</p>	<p>Term 1 and on-going</p>	<p>Collegiate Feedback, PRD needs, Faculty DMs, In-House CLPL attendance and</p>	

shared with all with ASL Support. Also, to focus on AiFL, Co-operative/Visible Learning Strategies as a reminder of different learning and teaching approaches, to support our pupils, enhance their experiences, and ensure more engagement and leading their learning.			feedback, Lesson Observations, Pupil Feedback	
PBL approaches to continue within Faculties and discussed regularly at DMs and whole school, using the expertise and investment from the Wood Foundation.	ALL/Faculty PTs/KCR/TWF	On-going	Lesson Observations, Pupil/Staff Feedback, Collegiate Feedback, Curriculum Map	
Faculties to investigate producing/creating localised learning/projects about Portlethen, our history, what makes us unique and to help with becoming #ProudOfPorty. This to be adapted into courses as appropriate and possible.	ALL/Faculty PTs	On-going	Lesson Observations, Pupil/Staff Feedback, Curriculum Map	
Working towards our shared understanding of what Excellent LTA assessment looks like for Portlethen Academy, based on our learning from our own experiences and expertise, other schools, national practice and to work towards this agreed standard.	KCR/BD/Faculty PTs/LTA Leadership Group/Pupil Action Group/All	Draft by Term 3/ Finalised by Term 4	Lesson Observations, Collegiates, Leadership Team Meetings, Pupil Action Group, Feedback	
Digital Strategy to be produced and worked towards, with additional CLPL for all, sharing of good practice, what we have learned and where we are going, working towards the Digital Schools Award to support improvement in our digital pedagogy.	KCR/LTA Leadership Group/Faculty PT ICT	By Term 4	Leadership Group Meetings, Faculty DMs/SQUIP/Audit, Pupil and Staff Feedback	
Homework and Study Skills to be explored across all year groups to enhance worth ethic, pupil engagement/leadership of learning and more.	KCR/Faculty PTs/All	On-going	Collegiates, Faculty Audit	
Oracy Leads to continue their work and support Faculties more improving Oracy skills, pupil confidence and more.	KCR/Oracy Leads/Faculty PTs/TWF	Termly Focus	LTA Bulletins, Faculty DMs, Collegiates, Clan	
BGE Curriculum Map to be finalised and publicised/promoted to show skills, key assessment pieces and who does what/when. This will also support with potential IDL, parent/carers engagement/family learning in supporting outside of the classroom. Website to be updated for each Faculty and more.	KCR/Faculty PTs/All	By Term 2	Faculty DMs, Lesson Observations, Parental Feedback, Family Learning Events and Feedback	

<p>BGE Curriculum planning to be explored in-depth to think ahead to the next few years and what this might look like in order to maintain our enhancing Senior Phase Curriculum Offer, alongside our rising school roll and pressure on specialised facilities/spaces. Also, to look at the structure of the school day/periods as we go forwards.</p> <p>Possible IDL approaches adopted and trialled/ investigated to support with timetabling, enhancing depth of pupil experience and also to support the changes in reduction to class contact time in the near future.</p> <p>Senior Phase Curriculum Offer to continue to be explored and amended as appropriate, based on results/performance, uptake, staffing, 16+ data and trends to fit our local context. Potential support from a timetabling specialist to look at our model going forwards, particularly in terms of S3 and 4.</p>	CC/BD/ Faculty PTs/ Timetabling Leadership Group	Terms 1 and 2/ Link Meetings	Looking at models across Scotland, Consultation with all, Reviewing Timetable process	
	KCR/CC/ Faculty PTs/All	Terms 3 and 4/ On-going	Faculty DMs, SLT Link Meetings, Timetabling Discussions	
	CC/Faculty PTs	Terms 1 and 2	Faculty Attainment Review Discussions, Timetable Faculty PT Discussions, INSIGHT session(s)	

Action Plan 3

(Raising Attainment and Achievement, Aspirations, School Leaver Profile, DYW, Sharing our Successes/Stories, Employability, Partnerships)

<div><div>National Improvement Framework Priorities</div><div><ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people’s health and wellbeing.Improvement in employability skills and sustained, positive destinations.</div><div>Key drivers of improvement</div><div>School leadership</div><div>Teacher professionalism</div><div>Parental engagement</div><div>Assessment of children’s progress</div><div>School improvement</div><div>Performance Information</div></div>	<div>HGIOS</div> <div><div>1.1 Self-evaluation for self-improvement</div><div>1.2 Leadership for learning</div><div>1.3 Leadership of change</div><div>1.4 Leadership and management of staff/practitioners</div><div>1.5 Management of resources to promote equity</div><div>2.1 Safeguarding and child protection</div><div>2.2 Curriculum</div><div>2.3 Learning teaching and assessment</div><div>2.4 Personalised support</div><div>2.5 Family learning</div><div>2.6 Transitions</div><div>2.7 Partnerships</div><div>3.1 Improving/ ensuring wellbeing, equality and inclusion</div></div> <div>Specific to HGIOS 4</div> <div><div>3.2 Raising attainment and achievement</div><div>3.3 Increasing creativity and employability</div></div>	<div>Aberdeenshire Priorities:</div> <div><div>1. Improving learning, teaching and assessment.</div><div>2. Partnership working to raise attainment.</div><div>3. Developing leadership at all levels.</div><div>4 Improvement through self-evaluation.</div></div>		
<div>Priority 3:</div> <div>To improve Attainment and Achievement for All.</div>		<div>Data/evidence informing priority:</div> <div>Leadership Team Feedback, Faculty PT Leadership Day, Annual Survey Data, SQA Results, INSIGHT Data, Performance Review, INSIGHT Session Feedback, Learning Visit to XP, SLP Visioning Session Data, Collegiate Feedback</div>		
<div>Key actions</div>	<div>By whom</div>	<div>When?</div>	<div>How will we evaluate impact? (Measurements of success)</div>	<div>Progress</div>
				<div>On Track</div>
				<div>Behind Schedule</div>
				<div>Not Achieved</div>
<div>SQA Level Changes outlined in the School Calendar and process to be shared with all so that this is clear, following Leadership Team meeting and feedback. No Level Changes should take place out with these times, to support pupil attainment.</div>	<div>All/KCR/EL</div> <div>Faculty PTs/PTGs</div>	<div>Term 1 and Term 3 as per calendar</div>	<div>Faculty Attainment Monitoring, Faculty DMs, TMIR data reviews/ Interventions, Dialogue with pupil and home</div>	
<div>INSIGHT Session to be arranged for Faculty PTs and Staff focusing on presentation levels, following SLT CLPL last term. This will enhance our Faculty Attainment Reviews, and support towards targets of Level 6 qualifications outlined in SQA Results and recent Performance Review.</div>	<div>BD/EL/CC/</div> <div>Faculty PTs</div>	<div>Nov 2022</div>	<div>Whole-School Attainment Monitoring, Faculty Attainment Reviews. Staff</div>	

Support for staff in terms of MidYIS, SNSA, CfE Levels, INSIGHT as and when required in in-house CLPL sessions.	BD/EL/CC/LM		Feedback, PRD/CLPL Needs and Feedback	
Tracking and Monitoring Interventions post-reporting cycle to be implemented following Leadership Team Feedback. This will include some Effort, Behaviour and Homework only, and outlined timescales for these by Faculty PTs, Class Teachers, Year Heads and Clan Leaders as appropriate, including Cause for Concern/Progress Letters.	BD/EL/CC/Faculty PTs/Clan Leaders/All	As per TMIR Calendar/on-going	Learner Conversations, CfC Letters, Interventions, Faculty Attainment Monitoring	
Whole-School Tracking Data to be shared with all at appropriate times, so this can help with raising aspirations and knowing target areas to focus on. 'Where are our Gaps?' paper to be renewed and refreshed/updated, including vulnerable groups, PEF, tracking key groups, COVID Recovery Gaps and more...	CC/EL/BD	Paper by end of Term 2/Data following TMIR cycles	Whole-school Attainment Monitoring, Reviewing key data sets, Staff Feedback, CLPL sessions	
Whole-school BGE Focus to begin on Assessment/Achievement within a Level, and how this can be measured using key assessment pieces, different types of assessment and moderated using the Benchmarks. This will support our TMIR and pupil attainment over time.	EL/CC/BD/Faculty PTs/All	Process to begin from Term 2/ finalised by end of session	Faculty DMs, Curriculum Map, Leadership Team Meetings, Reviewing Education Scotland advice, and other schools	
Subject Choice to be overseen in an amended way with enhanced QA from the PT Guidance Team and Attainment DHTs to ensure pupils are stretched and opting for appropriate courses at appropriate levels. Discussions with Parents/Carers and Pupils re: Pathways will take place earlier in the academic session.	EL/CC/JL/PTGs/School Office	From Nov 2022 and on-going	PTG training re: Options/QA, discussions with School Office/CC/PTW	
Subject Choice Forms to be reviewed and discussed re: signing forms, prior to them being created and sent out, so that the TMIR/Recommended Level for Progression and more joins up clearly.	CC/EL/JL/Faculty PTs/PTGs	Term 2	Faculty DMs, Leadership Team Meetings, Staff Feedback	
Pupil Review of Reports and Subject Choice website/information to find out what they need and want.	CC/PTGs/JC/Pupils	Term 2	Focus Groups, Pupil Survey	
Faculties to look at Pathways available and to be support by the Guidance Team/PT DYW/SLT to make these visible in their own subjects, Faculties and lessons to support with pathways discussions.	All/Faculty PTs/PTGs/JC/SLT	Inputs from Term 2 onwards	Faculty DMs, Discussions with PT DYW, Faculty SQUIP	

<p>School Leaver Profile to continue to be developed, with draft pulled together for feedback, consultation and then trialled with particular Clans during Clan/Enrichment Time for review, prior to rolling out next session. In partnership with the Wood Foundation, FordNGL and other neighbouring schools on the same journey.</p> <p>A whole-school focus on sharing our work and our successes more widely and regularly, to be #ProudofPorty. Faculties to work on producing their displays at end of topics/units with support from pupils and the Pupil Leadership Team. More events organised to showcase our work, invite parents/carers/community in for visits e.g., SLP Events; and to source ways of promoting our work in the local community e.g., Asda, Train Station and more.</p> <p>Pupil/Staff Communications Team to be developed to support Faculties, extra-curricular activities and whole-school events to be able to promote and publicise more effectively.</p> <p>Pupil-led Assemblies for Year Groups via Clan to share successes and key themes/areas relevant to the pupils.</p> <p>Achievements to be reviewed via Clan in terms of extra-curricular activities – who does what? / who does nothing? Promotion of opportunities in collated school list. Recognising Positive Achievements and Behaviours more whole-school and in Clan.</p> <p>Senior Phase Enrichment Time to be reviewed and adapted as necessary for next session to ensure maximum engagement and accreditation for our pupils. This will feature volunteering, mentoring, #CommunityChampion work and more.</p> <p>Continued focus on Partnerships as part of our DYW Agenda as PT DYW will have more time to undertake some of the work of our previous BCSO e.g., partnership bulletin, DYW website (linking with DYW ESC, and MCR Pathways), Industry Visits to enhance LTA and subject choice. See additional DYW SQUIP for more detail.</p>	KCR/SLP Group/BD/ TWF	Model in Term 2 and rolled out	Pupil and Staff Feedback, Observations, Review, Working with other schools	
	All/Pupil Leadership Team/Pupil Action Group	On-going/ Termly Focus in Faculties	Faculty DMs, Faculty SQUIP, Leadership Team Meetings/Collegiate Feedback	
	SLT/PT DYW/Pupil Leadership Team	From Term 2	Pupil Leadership Options/Leadership Awards	
	Clan Leaders/RH/ Oracy Leads/TWF/ All	On-going	Pupil and Staff Evaluations, Observations, Feedback	
	BD/RH/KCR/ JL/Clan Leaders/All	List collated Term 1/ Tracking from Term 2	Pupil Feedback, Pupil Engagement/ Attendance, Parental Feedback	
	SLT/PT DYW/Pupils	On-going review/ Planning Term 3 for next session	Pupil and Staff Feedback/Surveys, Attainment/ Accreditation Monitoring	
	KCR/ PT DYW/ DYW ESC/ MCR/SLT/ Faculty PTs/PTGs/ TWF	On-going/ Regular Review Meetings	Remits document, Link Meetings, Faculty SQUIPs, DYW SQUIP, Staff and Pupil Feedback	

Action Plan 4

(Leadership of Change, Communication, CLPL, Pupil Voice, UNCRC/RRS, Self-Evaluation/Trios, Whole-School Systems and Processes)

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none">Improvement in attainment, particularly in literacy and numeracy.Closing the attainment gap between the most and least disadvantaged children.Improvement in children and young people’s health and wellbeing.Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 4:</p> <p>To improve Communication and Leadership at all Levels</p>		<p>Data/evidence informing priority:</p> <p>Annual Survey Data/Feedback, Staff HWB Survey, Faculty PT Leadership Day Feedback, VSE Report 2019, S6 Pupil Induction Feedback, Collegiate Feedback, PRDs</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
				<p>On Track</p>
				<p>Behind Schedule</p>
				<p>Not Achieved</p>
<p>Communication across the school to improve – investigation into what is required and expected; SLT/HT to attend Faculty Meetings plus drop-in sessions, Briefings to include regular Remit Updates, inviting to more; Associate SLT re-instated for Strategy session, Faculty Link Meetings to be set with SLT Links</p>	<p>SLT/Faculty PTs/All</p>	<p>Each Term and regular Link Meetings</p>	<p>Staff Surveys and Feedback, Discussions from SLT/Faculty PT Link Meetings, Faculty DMs</p>	
<p>CPD/CLPL fortnightly Bulletin to be established and promoted to support staff CLPL and opportunities for collaborating and sharing more widely. Central resource storage to continue and be improved.</p>	<p>LM/MM</p>	<p>Every fortnight</p>	<p>PRD Needs and Themes, CLPL evaluations, Staff Feedback, Collegiates</p>	

In-House CLPL calendar to continue and be enhanced covering all aspects of PRD needs and themes, along with staff sharing their own expertise and successes, following CLPL events and more to fit with whole-school priorities and general interests.	LM/SLT/All	On-going, each Term	CLPL Feedback, Sharing Good Practice, Faculty DMs	
Aspiring Leaders Programme to be developed and implemented, and Coaching methods to be explored to support Faculty PTs and all staff. A Leadership Library to be created and promoted for all staff, and key Leadership themes explored.	BD/LM/SLT/School Librarian	To begin in Term 2 and on-going as per CLPL Calendar	PRD needs, Faculty PT/SLT Link Meetings, Faculty DMs	
Faculty PT Middle Leadership support to continue following our day last session, with more input to agenda items for Leadership Meetings, support in terms of HR, Budgets, SQUIP and more... including informal sessions together/lunches etc.	BD/SLT/Faculty PTs	As per school calendar	Leadership Team Meetings, Faculty PT Lunches, Link Meetings, PRDs, Feedback	
New GTCS Standards to be introduced to all staff and in collegiate/whole-school sessions for these to be identified to support with MyGTCS/MyPL/Professional Update to put these into practice.	LM/SLT/MM	On-going as per school calendar	PRD process and feedback, Staff Feedback	
On-going work in the TISS Trio schools Action Plans with Mackie and Mearns. Moderation and Verification work to continue to support Faculties, but whole-school focus areas also to continue to be developed and worked towards.	RMck/Faculty PTs/All	Term 2 Focus and on-going	South Trio Meetings and Actions, SLT/PT Link Meetings, Faculty SQUIP, Self-evaluation evidence	
Pupil Action Group to meet twice termly (minimum) to discuss issues and ideas towards School Improvement and to support our work towards becoming a Rights Respecting School.	BD/LW/SLT/Clan Leaders/Pupil Action Group	On-going as per school calendar	Pupil Action Group Meetings and Actions, Sharing via Clan and Assemblies	
Pupil Suggestion boxes to be sourced and implemented based on feedback from last session, to give anonymous thoughts and views towards improvement.	BD/Pupil Action Group	By Term 2 and on-going	Pupil Action Group Meetings and Actions, Sharing via Clan and Assemblies	
Faculties to consider ways to enable pupils to have more say in their learning – what and how, based on pupil feedback from last session. Discussion in DMs and sharing practice with SLT input and support.	Faculty PTs/All/SLT	On-going	Faculty SQUIP, Faculty DMs, Pupil and Staff Feedback	
Pupil Leadership Team to continue to evolve with some additional meetings and training to help with their understanding of the role, presence and role	BD/SLT/School Captains/	On-going/	Pupil and Staff Feedback, Pupil Training as required,	

<p>modelling for younger year groups. House Weeks and Assemblies will also support with this.</p> <p>Pupil Leadership Opportunities to be collated at the start of term to enable all pupils to opt-into some additional opportunities e.g., MVP, Mental Health Ambassadors, Pupil Action Group, MyWOW, Equalities Group and more...</p> <p>To work towards becoming a Rights Respecting School with our Pupil Action Group and Equalities Leadership Group. Work to be continued towards the Bronze submission, then Action Plan to Silver.</p> <p>Whole-school Systems and Processes to be reviewed and improved, actions required re: HR/Special Leave/Cover, Attendance Monitoring/Registers, Evacuation/Emergency Response Procedures, Technician and Reprographics Requests and so on...</p>	<p>PTGs/ Pupil Leadership Team</p> <p>SLT/PT DYW/PTGs</p> <p>JL/SB/ Equalities Leadership Group/Pupil Action Group/Clan Leaders/ Cluster/ALL</p> <p>BD/SLT/ PTW/School Office/ Technicians/ ALL</p>	<p>Friday p3 meetings with School Captains</p> <p>By Term 2</p> <p>Group formed Term 1/ Regular meetings and actions</p> <p>Term 1 Actions/ Staff Inputs/ Faculty DMs</p>	<p>House Week Steering Group Meetings/Actions</p> <p>Pupil and Staff Feedback, Leadership Awards</p> <p>Pupil and Staff Feedback/ Consultation, Bronze Award Progress, Knowledge and awareness of Rights and language used, Faculty SQUIP/Displays/ Lesson inputs</p> <p>Meetings to discuss Actions, Review periods, Staff Feedback, Monitoring, Faculty DMs, SLT Meetings</p>	
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Wider Achievements

Memories are made of this:

Wider Community Links



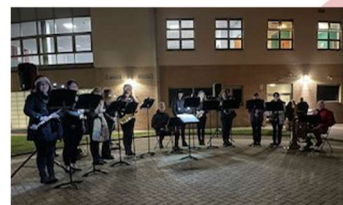
Term 1

August – October 2021



Term 2

November – December 2021





Term 3 January – March 2022



Term 4 April – June 2022

