



Turriff Academy
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2025

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 Turriff Academy. We continue to develop our practice in making use of robust evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

Turriff Academy is at an exciting stage as we move out of COVID Recovery on our improvement journey to secure success for all and sustained positive destinations.

How do we know?

- Self- Evaluation using HGIOS 4
- Regular reflection and professional dialogue with staff to monitor progress.
- DHT link faculty meetings
- Whole Staff CLPL and Meetings
- Feedback from all stakeholders
- DATA (Insight, Shine, Wood Foundation, FME, Attendance etc.)

What are we going to do now?

Using our model for improvement and working collegiately with all staff, pupils and partners with the aim improving outcomes for all learners.

Looking inwards to analyse where and who we are and to identify strengths and the why of our improvements.

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

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

At Turriff 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 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.

Ms Lee Menzies

Head Teacher

The School and its context

Vision for the school

Our vision is based on working together to achieve success for our young people by creating consistent high quality inclusive learning environments for all and to maximise opportunities to work in partnership to support our young people to be the very best that they can be.

Our current vision and values are evolving through our current improvement planning process.

Values that underpin our work

Turriff Academy is a community which fosters Respect, Ambition and Achievement for All. At Turriff Academy, we encourage all students to be Ready for learning, Respectful to all and Safe in all they do.

At Turriff Academy we value

- Highest achievement for all
- Hard work and perseverance
- Trust, honesty and integrity
- Equality, fairness, diversity and inclusion
- Care for self and others
- Care for the local and global environment

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

At Turriff Academy we aim to uphold these values by

Respect

- Developing respect for self and others
- Building strong, positive relationships and a sense of personal responsibility
- Developing effective participants in society with a sense of belonging and community

Ambition

- Building on individual talents, interests and ambitions by providing opportunities for all
- Providing challenge and motivation
- Building personal, social and emotional resilience

Achievement

- Providing interesting, enjoyable and creative learning opportunities
- Communicating reflectively, while working independently and co-operatively

Context

Turriff Academy is a six-year comprehensive secondary school serving a large, predominantly agricultural catchment area. We have 7 associated primary schools, Auchterless, Crudie, Monquhitter, Fyvie, Fintry, King Edward, Turriff Primary School. The Academy has a roll of 654 pupils and over 80 teaching and non-teaching staff. The accommodation of the school has seen improvements over the last couple of years with a new fitness suite, refurbished drama area as well as new windows in parts of the school and improved “break out/ social” areas. These improvements have enhanced our learning environment in some areas for our pupils and teaching environment for our staff. Further improvements are essential in other parts of the school: technologies, maths, music, modern languages, humanities. library and HE as well as corridors, stairwells and other communal areas.

We have recently entered into a partnership with the Wood Foundation and become an Excelerate School. This partnership will support us to develop learning and teaching of the highest standard, encourage leadership in all and support our young people to have the skills and knowledge to be resilient, achieving and confident to enter their next steps beyond school.

The school has a well-established House system. The healthy competition between Houses took a bit of a dip during the COVID years, however annual events such as swimming galas, sports days and other interhouse activities has seen an enthusiastic revival of our House Championship. Our young people have opportunities to see their personal achievements celebrated and are included in gaining house points through Merits as part of our Positive Relationship Policy.

Over the last 3 years, our improvement focus has been on learning and teaching (including the use of digital technologies) and developing and embedding our Positive Relationships Policy.

Our model / vision for change is based on:

- The why
- The what
- The how
- The who

Staff are developing confidence in leading change with a number taking on the lead role in school improvement groups. A more collegiate approach to whole school improvements is evolving with staff exploring new ideas for improvement. There is a strong desire to further develop and provide leadership for staff at all levels.

Providing high quality CLPL for all is a continued priority at all levels.

Extending the leadership opportunities for pupils at all stages is a priority and we will be looking at ways that we can develop our current House Committee and Buddy system as well as build on the work of our Digital, Science and Health and Wellbeing Leaders.

We have a committed and supportive Parent Council and Community who continue to support the school with fundraising and improvements.

In order to support our vision for Developing the Young Work Force, we have developed an integrated Pathways Team to ensure that our young people have the skills to enter a sustained and positive destination post school. This team is coordinated by a DHT and includes:

- PT Equity and Skills
- MCR Pathways Coordinator
- DYW NE officer
- Wood Foundation BCSO
- RGU Hub
- SDS

Staffing continues to be a challenge and sometimes impacts on our ability to deliver the curriculum we desire.

As part of our COVID recovery, we have been exploring and enhancing new curriculum options such as Outdoor Learning and skills development. This has enabled us to support both Health and Wellbeing and Learning.

We have also seen the expansion of our Foundation Apprenticeship and College Programmes.

Our Curriculum Rationale is regularly reviewed and amended to support need and our improvements.

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)
<p>1.3 Leadership of Change</p>	<p>Focus of whole staff and middle leadership meetings and CLPL has been to engage all staff in the process of school improvement.</p> <p>Opportunities provided for staff to lead and manage change through improvement groups.</p> <p>Staff encouraged to use PRD processes in identifying professional development in leading change.</p>	<p>Staff are developing a better understanding how self-evaluation and the improvement process and use this to support improvement planning processes for session 2022- 25</p> <p>Learning and Teaching Group – Pedagogy – (FH lead) have developed and launched new learning and teaching Policy – August 2022. This will continue into 2022 and beyond as part of our Exceleerate Programme</p> <p>Positive Relationship Policy Group – (FH lead) As part of Recovery Process – this group reviewed and evaluated to identify next steps to ensure consistency of approach across Turriff Academy</p> <p>3 Staff completed the Aberdeen University Middle Leadership Course: 2 have now secured substantive ML post and the 3rd, an existing FH is</p>

	<p>Staff CLPL on Insight focus on using data to lead improvement.</p> <p>Staff have opportunities to share good practice.</p> <p>Key Aspects of Change: Positive Relationships Policy Learning and Teaching Policy and the Turriff Way Skills Development Partnership with the Wood Foundation</p>	<p>developing towards Senior Leadership Post. 2 staff are involved with the following cohort of Middle Leadership training. 4 SLT were involved in Leadership Training through partnership with the Wood Foundation.</p> <p>CLPL for all staff on use of insight to improve outcomes for learners: supported staff to evaluate and reflect on current courses and curriculum and plan for future course developments.</p> <p>2 staff involved in training for supporting Students and Probationers, for use as whole staff trainers / inhouse trainers.</p> <p>Permanent appointment of Outdoor Learning staff, and PT of Skills and Equity</p> <p>Staff shared best practice at whole staff meetings /in-service outlining aspects of the learning and teaching policy.</p>
--	--	---

<p>2.3 Learning Teaching and Assessment</p>	<p>Development of consistent approaches to support positive relationships and environments for inclusive learning:</p> <ul style="list-style-type: none"> • Consistency of use of Positive Relationships Policy • Positive behaviours are recognised and communicated to parents. • Develop consistent inclusive approach to learning and teaching. • Development of Digital technology to enhance learning. 	<ul style="list-style-type: none"> • Almost all staff are implementing our Positive relationship policy consistently. • Almost all pupils are aware of expectations and reflect on how to improve. • Termly presentation of merit certificates - above and beyond postcards, achievements celebrated on Social-Media as well as on parental updates. • All staff have shared The Turriff Way to consistently pull together the PPRP and the L and T Policy. • Almost all young people are learning in their designated class almost all of the time. • Improved attainment in senior phase pupils in a number of measures. • Development of skills through outdoor learning and digital skills programmes with the planning of certification of John Muir Award. • Development and implementation of the 'Turriff Way' and Turriff Academy Learning Toolkit by the learning and teaching group • All S1 and S2 pupils have been issued with a digital device. • Targeted devices for pupil S3- S6
--	--	---

<p>3.1 Ensuring wellbeing , equity and inclusion</p>	<ul style="list-style-type: none"> • Carry out whole school pupil health and wellbeing survey. • Use of Health and Wellbeing tracking and monitoring data to identify targeted support for learning and wellbeing. • Continued Development of the Extended pupil Support team • Enhanced use of SEEMIS by all key staff to support sharing of information to enable better understanding of pupils need. • Case conferences were put in place to support staff and young people in their learning. • Better coordination and access for staff to ASL documentation and support including staff training. 	<ul style="list-style-type: none"> • Increased focus on partnership working with NHS – concluding in a pilot of survey for pupils – results used to prioritise interventions in school community around wellbeing. • Removal of barriers to ensure attainment and wellbeing. <p>Extended team identify need and appropriate interventions – QA monitor and track impact.</p> <p>Increased staff awareness and communications about meeting need</p> <p>The majority of staff are confident in working with young people with differing needs in terms of delivering Universal and targeted support.</p> <p>Staff able to access support and information digitally</p>
---	--	---

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:
(4)**

How well are you doing?

What's working well for your learners?

Our vision, values and aims are evolving to ensure a more collegiate approach with the motto of 'Working together to achieve

We are achieving this by:

WTA – collegiate CLPL

Identifying opportunities to develop leadership for all.

Identifying opportunities for high quality CLPL in Learning and Teaching (Including ORACY and PBL)

Weekly staff briefings/updates and House Tutor Presentations

Examples of this include: PRP school improvement group led by FH.

Embedding of Positive Relationships Policy:

- **Pupils and staff are more aware of our 3 rules and expectations.**
- **Pupils' achievements are celebrated more regularly.**
- **There is consistency of approach across the school.**
- **Impact of policy is reviewed.**
- **Staff share what is going well and what's not.**
- **Ongoing support for new and existing staff**

Learning and Teaching Improvement Groups:

- **Outdoor Learning and Digital Skills – pupils are more engaged, motivated and developing metaskills through these programmes.**
- **Pupils are becoming better at talking about their learning.**
- **The development of the Turriff Way:
Consistency is being achieved and pupils know what to expect and what is expected of them.
Learning takes place 'faster' at start of the lesson and
better use of time at the end of the lesson for recap and review.**

How do you know?

What evidence do you have of positive impact on learners?

Celebration of merits at termly assemblies
Wider Achievement photographs displayed.
Celebration of achievements through parental updates and social media
Learning walks
Professional Dialogue and Discussion
Departmental feedback

What are you going to do now?
What are your improvement priorities in this area?

- Turriff Academy will have a continued focus on the analysis of data to ensure impact and appropriate improvements are identified in all faculties.
- QA/self-evaluation processes will continue to be developed to ensure appropriate identification of strengths and plan next steps.
- **Review and Revise, our vision and values as we lead change through being involved with our Wood Foundation Partnership. We will focus on Culture, Collaboration and Partnership. This will lead our improvements in: Pedagogy, Staff CLPL and leadership, Health and Wellbeing and Partnerships**
- **Develop confidence and skills of our young people to reflect on their learning and identify areas for improvement.**
- **Develop pupil leadership/ learner participation at all levels.**
- **Develop pupil voice/ learner participation at all levels.**
- **Further develop parents as partners – Parent Council more involved in leading change.**
- **Identify and capture information regarding Community individual and business partnerships.**
- **Turriff Academy is at the early stages of being involved in the local authority self- improving schools programme working collaboratively with other schools on areas including CLPL, self-evaluation and school improvement.**

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

How well are you doing?

What's working well for your learners?

Ongoing learning experiences are underpinned by our school vision, values and aims.

In the majority of cases, the learning environment is built on positive, nurturing and developing relationships which lead to high quality outcomes for pupils.

Learners are supported by a variety of high-quality, innovative and creative resources including digital technologies.

All pupils in S1 and S2 have been issued with their own digital device to support learning in the classroom and at home. Targeted groups of pupils in years S3- S6 have also been issued with devices.

Teachers use technology to deliver learning and teaching experiences and provide ongoing opportunities for learners to develop their skills in the use of digital technologies.

Learners are supported in the development of skills for 21st century learning using the SDS Metaskills framework.

Learners' achievements, both in and out of school, are recorded, recognised and celebrated. The majority of pupils understand how these achievements help them develop knowledge and skills for life, learning and play.

Tracking and monitoring have supported targeted interventions around providing support such as coaching and mentoring.

Improved attainment in the senior phase

Almost all learners are accessing their curriculum in their timetabled classes.

How do you know?

What evidence do you have of positive impact on learners?

Departmental Evaluations around what is working and what is not.

Professional discussion through DHT Link meetings

Learning Walks

Improved attainment data

What are you going to do now?

What are your improvement priorities in this area?

Embed new Learning and Teaching Policy and Toolkit with a view to further develop consistent high quality, impactful learning across the school using 'The Turriff Way'.

Provide High Quality Differentiation for all learners across the school.

Pedagogical CLPL

Development of Oracy

Embed and Evaluate PRP

Skills Development - Faculties to use the metaskills framework to audit, plan and use within courses.

Continue to develop digital literacy to enhance learning.

Continue to develop a 'skills passport'.

Develop Project Based learning.

Develop targeted coaching and mentoring through school and MCR coaches and mentors.

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:

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

3

How well are you doing?

What's working well for your learners?

Enhanced pupil experience in class due to greater understanding of pupil need and wellbeing. Almost all staff know and understand GIRFEC and the wellbeing indicators. Pre covid as a Rights respecting school almost all staff had greater understanding of UNCRC - this is an area to revisit.

Our Positive relationship Policy supports all staff to promote a climate where children and young people feel safe and secure. Almost all staff follow our PRP – Ready, Respectful and Safe.

Almost all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.

Some staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life (Development Need)

The well-established pastoral system creates an environment of support for young people to communicate/ discuss personal aspects of their school life. This includes signposting to wider, relevant support.

All staff reflect and participate in annual PRD processes using GTCS standards.
All Staff receive annual CP training and appropriate CLPL as and when required.
All staff are aware of child protection and safeguarding requirements.

All Staff have a good knowledge of their pupils and individual circumstances through Tracking and Monitoring, ASL profiles and appropriate updates in SEEMIS.

Staff have a good knowledge of the health and wellbeing of individual pupils. This information is used to identify learners that may require support and interventions.

Staff and SLT discuss interventions to support children's learning and wellbeing regularly. Monthly TAGGS involving, Guidance , ASL and relevant DHT and HT are involved in these meetings.

Effective partnerships are in place with other stakeholders and agencies to support children, using the GIRFEC National Practice Model.

Deployment of support staff is regularly reviewed to ensure needs are being met.

Interventions are planned and implemented to support young people into school and into classes.

Use of monthly TAGGS is used to review attendance and barriers to learning and also monitor the impact of interventions.

Regular Extended Pupil Support Meetings of key staff (SLT, PTGs, PTASL, PWW, PSW, CLD, Health, Pathways Team) help identify need, possible interventions and review impact.

All staff are being upskilled through CLPL to ensure universal support is available in all classes.

Transitions are well planned within the school and from primary to secondary supporting all to settle and work within their environment.

Our curriculum through Humanities and PSE provides young people with well-planned and progressive opportunities to experience diversity and challenge intolerance. We have a means of recording and monitoring any discriminatory incidents.

Outdoor spaces are used effectively to support wellbeing and learning.

Wider range of courses for the Curriculum eg Foundation Apprenticeships

Integration of school counsellor service and Adolescent Mental Health Worker

How do you know?

What evidence do you have of positive impact on learners?

Systems and Structures are regularly monitored and used to support the wellbeing of young people and staff (Extended Pupil Support Team, Aberdeenshire Council Policies)

Pupil feedback through MAAPs/ SAAPs/ ASN reviews, National Practice Model

Parent feedback through MAAPs/ SAAPs/ Surveys

Increased communication with transition partners
Positive Destinations

What are you going to do now?
What are your improvement priorities in this area?

- Staff development group formed to focus on Pupil Participation and Wellbeing
- SHINE initiative and the use of DATA. Signpost resources to support wellbeing need and next steps.
- Parental Engagement via Parent Council/ Parent Forum and parental surveys
- Wellbeing focus for parental evenings
- Pupil Engagement in using data and priority planning for the way ahead for the community's wellbeing.
- Coordinating the local GIRFEC Group to develop the work plan for Wellbeing priorities in the Turriff Community
- Ensure all staff are aware and confident in the use of SHANARRI indicators in their planning for learning and teaching and positive relationship policy.
- Ensure all staff are trained to an appropriate recommended level in child protection and safeguarding.
- Ensure all staff are trained to an appropriate recommended level in mental health and wellbeing.
- PEF Funded support.

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:
(HGIOS?4/HGIOELC? 1-6 scale)
3

How well are you doing?
What's working well for your learners?

- In the Broad General Education (BGE) learners are making progress from prior learning in literacy and numeracy:

81.4% achieving level 3 or above in Literacy.
85% achieving level 3 or above in Numeracy.

National benchmarks are used by staff to plan and assess pupils progress in curricular areas.

Careful faculty tracking within the BGE, in literacy and numeracy, ensures learners move towards appropriate progression pathways in the Senior Phase.

- Senior Phase

All of our teachers have a very good understanding of standards and SQA requirements, with a number of staff involved in SQA setting, marking and verification.
All staff make confident and reliable professional judgements about learners' progress.

Almost all young people achieve a literacy and numeracy qualification by the time they leave school. Our aim is that this becomes **all** young people. Something that was achieved pre COVID.

Faculty tracking measures are more robust and employ a range of assessment approaches. As a result, on-going class and individual interventions are put in place. Universal supports are also offered by all faculties, including drop-in sessions, support and study clubs and individual help.

All faculties have tracking systems which feed into our whole school "TMIR" processes and pupils. Our PT Skills and Equity has set up a targeted coaching programme using data for pupils at risk of under achievement

How do you know?

What evidence do you have of positive impact on learners?

Analysis of assessment results

- In the Broad General Education (BGE) learners are making progress from prior learning in literacy and numeracy:

81.4% achieving level 3 or above in Literacy.
85% achieving level 3 or above in Numeracy.

5+ National 5

2020 - 43.6%

2021 - 37.7%- (lack of college provision)

2022 - 51.3%

Last session's grades were the highest achieved at Turriff Academy.

3 plus Higher in S5

2020 - 36.5%

2021 - 35.4%

2022 - 40.2%

Key Highlights:

1 pupil achieved 6 As at Higher
5 pupils 5 As at Higher
10 pupils 5 or more Highers

S6 Results

Total Tariff points gained by S6 pupils is greater than our virtual comparator, Aberdeenshire and National Average and shows an improving picture

Literacy and Numeracy Senior Phase

The attainment levels for Literacy and numeracy in S4 are good and above our virtual comparator at both level 4 and 5.

Almost all young people achieve a literacy and numeracy qualification by the time they leave school. Our aim is that this becomes **all** young people. Something that was achieved pre COVID.

Foundation Apprenticeships

- FA Business Skills (Lev 6) 1pass
 - FA Children and Young People (Lev 6) 1 Pass 3 NPA
 - FA IT Software Development (Lev 6) 1 Pass 1W/D
 - FA Social Services and Healthcare (Lev 6) 8 Pass
 - FA Automotive Skills (Lev 4) 4 Pass 1W/D
 - FA Construction Skills (Lev 5) 8 Pass 1 W/D
- These are going well, we are seeing pupils progress onto related employment/FE. Looking at current choices for session 23/24 we hope to see even more uptake and intend broaden the number of subject areas too.
- Level 6 Apprentice of the Year (Health and Social Care) – modern apprenticeship
 - Level 4/ 5 Final (Automotive) – modern apprenticeship in Engineering

College courses 43/47 pupils successful (91.5%)

- NPA Ex and Fitness (Level 6) 1 Pass
- SfW Energy S3 (Level 5) 15 Pass
- SfW Rural Skills (Level 4) 2 Pass
- Intro to Auto Eng (C & G Level4) 4 Pass (1 candidate with 3/7 units)
- SfW Eng (Level 5) 12 Pass
- Automation & renewables 1 Pass
- Intro to Hair & Beauty (SCQF 4) 4 Pass
- SfW Uniformed Services (Level 4) 1 Pass (1 candidate with 1/4 units)
- SfW Health Sector (Level 5) Pass
- SfW Early Ed & Childcare (Level 5) 2 Pass
- NPA Criminology (Level 6) 2 with 1/3 Units Passed

What are you going to do now?

What are your improvement priorities in this area?

Numeracy and Literacy – targeted support groups in S1 and S2
Numeracy Teacher to support BGE Numeracy Attainment

Accelerated Reader is big part of our Literacy Programme – serious concern over this being withdrawn due to issues around DPIA.
MYMaths is similar a concern.

Targeted interventions for those identified through monitoring and tracking.

Tracking of Metaskills in S1 in year one with a view to rolling out in future years.

Staff CLPL in Metaskills training to ensure planning in course plans.

Roll out of PBL

Development of Excelerate programme including consideration of CREW to support regular self-evaluation and tracking of pupil progress, ownership of learning and ORACY.

Partnership Working -Targeted Pathways to ensure equity of opportunity for all (MCR, Excelerate, RGU HUB, DYWNE, SDS, PT Equity and Skills)

Partnership Working –Universal Pathways Support to raise awareness, expectation and to provide opportunities for all (MCR, Excelerate, RGU HUB, DYWNE, SDS, PT Equity and Skills)

Pathways

Evaluate and develop appropriate and ‘agile’ pathways for all learners to ensure sustained positive destinations.

Identified support programmes for identified individual pupils ie MCR, RGU etc.

Wider Qualifications

Faculties to continue to explore and develop most relevant qualifications/courses in their subjects to enhance attainment – How do we enhance the qualification portfolio for our young people?

PEF 2022-2023

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>Health and Wellbeing – ongoing provision to support young people to remove barriers to learning.</p> <p>Technology – support devices for all to ensure no digital exclusion.</p> <p>Supplement FME payment to enable breakfast provision.</p> <p>Other Digital Solutions to support learning and reduce barriers to learning.</p>
<p>Expenditure</p>	<p>Pupil Support Worker PSA hours Fund Breakfast Club Fund additional ICT Fund licences to support Literacy and Numeracy Provide PE kits for young people. Fund trips for young who were at risk of exclusion due to financial hardship.</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group? By when</p>	<p>Improved attendance in classes.</p> <p>Learners are more included in their learning through use of technology to remove barriers.</p> <p>Young people identified by named person and through Turriff Academy Girfec Group and cluster resulting in PSW input.</p> <p>S1 and S2 – devices to support all but in particular the digitally excluded.</p> <p>Greater inclusion and sense of community</p> <p>Improved attainment</p> <p>Improved wellbeing</p>

<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Attendance Rates</p> <p>Improved learner engagement</p> <p>Increased uptake in new opportunities by almost all pupils</p> <p>Sustained positive destinations.</p>
---	--

Capacity for improvement

Turriff Academy 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.

Action plan 1

<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> and <u>ELCC</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>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><u>Aberdeenshire Priorities:</u></p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 1 : To improve</p> <p>Learning Teaching and Assessment and Skills</p>	<p>Data/evidence informing priority:</p> <p>Observations</p> <p>Professional Discussions</p> <p>Feedback</p> <p>Post covid observations – identified gaps in skills development</p> <p>DYW discussions on moving forward</p>	

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Embed new Learning and Teaching Policy and Toolkit with a view to high quality impactful learning across the school using the Turriff Way Provide High Quality Differentiation for all learners across the school Pedagogical CLPL - including PBL Development of Oracy Embed and Evaluate PRP Faculties identify the metaskills used within their courses. Develop learning to build upon metaskills within courses Continue to develop digital skills 	<p>Learning and Teaching working group</p> <p>All staff</p> <p>All Staff</p> <p>Opt in</p> <p>PRP improvement group all staff</p> <p>Pathways Team (targeted and lead)</p> <p>All Staff</p>	<p>Session 2022-23</p> <p>2022- 24</p> <p>2022-25</p> <p>2022-23</p>	<p>Learning Walks</p> <p>Pupil Focus Groups</p> <p>Parent Focus Groups</p> <p>Collegiate Meetings – share best practice.</p> <p>Engagement at staff CLPL</p> <p>WTA – sessions built through the year – professional dialogue – learning walks.</p> <p>PRP group monitor implementation for consistency – surveys/ learning walks/ case conferences/ monitor data.</p> <p>Metaskills embedded in course plans.</p> <p>Share language around metaskills across all stakeholders.</p>	

<ul style="list-style-type: none"> • Continue to develop 'skills passport' • Develop Project based Learning (Excelerate – Culture, Collaboration and Partnership) • Partnership Working -Targeted Pathways to ensure equity of opportunity for all (MCR, Excelerate, RGU HUB, DYWNE, SDS, PT Equity and Skills) • Increased College and work experience input to Curriculum 			<p>Skills passport in place and pupils can use this to talk about their learning.</p> <p>PBL plans for early adopters in place.</p> <p>Data analysis around attendance, engagement to evaluate impact</p>	
---	--	--	---	--

Action plan 2

<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> and <u>ELCC</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>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><u>Aberdeenshire Priorities:</u></p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Priority 2 : To improve</p> <p>Parental Engagement</p> <p>Develop a culture of pupil involvement, leadership and pupil wellbeing</p>	<p>Data/evidence informing priority:</p> <p>Parent Council Discussions</p> <p>Pupil Feedback</p> <p>Staff PRD</p>	

Develop Leadership at all levels				
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<p>Parental Engagement Development of Progress Communication for parents that is impactful, coherent and sustainable.</p> <p>School Improvement groups to build current practise: reporting and Parental Engagement Evenings</p>	<p>All Stake holders – led by tracking and monitoring group,</p>	<p>Session 2022/23</p>	<p>Parent Surveys and feedback around reports and parents evenings</p>	
<p>Develop a culture of pupil involvement, leadership and pupil wellbeing. To develop pupil leadership at all levels</p>	<p>SLT/ PTGS and other key staff</p>	<p>Session 2022/23</p>	<p>SQA Leadership Qualifications Leadership tracker needs to be created and monitored</p>	
	<p>All Stakeholders</p>	<p>Session 2022/24</p>	<p>Minutes of improvement groups</p>	

<p>To develop pupil voice (participation) at all levels</p>			<p>Pupils Focus Groups</p> <p>Feedback from PBL/ MCR</p> <p>Impact of Oracy</p>	
<p>To Support Pupil Wellbeing Use Shine Data and Excelerate Baseline Data to identify Need.</p>	<p>SLT – H&WB development Group</p>	<p>Session 2022/ 23</p>	<p>Pupils survey on Wellbeing (Shine/ Excelerate)</p>	
<p>Plan and develop strategies and interventions to support wellbeing :</p> <p>Development of CREW as part of Excelerate Programme</p>	<p>All Staff – led by SLT and Excelerate Team</p>	<p>Sessions 22- 25</p>	<p>Focus Group Pupil Feedback/ Baseline data improvement Attendance and lateness figures Exclusions / Reflections Data Attainment Data</p>	
<p>Pilot PBL</p>		<p>Session 22-25</p>		
<p>Aberdeenshire CLPL – Child protection and Safeguarding and also Mental Health Professional Learning Framework</p>	<p>All Stake Holders</p>		<p>All staff trained at the appropriate level and confident in supporting and signposting young people</p>	

<p>Develop Leadership in others Evolution of shared vision/ model for improvement</p> <p>Focus on providing opportunities for CLPL through Excelerate and other partners in particular leadership of change. pedagogy and Oracy</p>	<p>All Stake holders</p>	<p>Session 2022/23</p> <p>Session 22- 25</p>	<p>Surveys and feedback from Inservice Training and PRD Discussions</p> <p>Professional Dialogue and Staff Focus Groups</p> <p>Learning walks</p> <p>Leadership of Improvement groups</p>	
---	--------------------------	--	---	--

Action plan 3

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</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>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>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</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 1 : To improve</p> <p>Our Curriculum to meet need and raise attainment</p>		<p>Data/evidence informing priority:</p> <p>Insight DATA</p> <p>Discussions at Performance Review with Middle Leaders</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>		<p>Progress</p>

			How will we evaluate impact? (Measurements of success)	<div style="background-color: green; color: black; padding: 2px;">On Track</div> <div style="background-color: yellow; color: black; padding: 2px;">Behind Schedule</div> <div style="background-color: red; color: black; padding: 2px;">Not Achieved</div>
<p>Pathways Evaluate and develop appropriate and 'agile' pathways for learners to ensure sustained positive destinations.</p> <p>Wider Qualifications Faculties to explore wider qualifications/courses in their subjects to enhance attainment.</p>	<p>Pathways Team Lead plus all stake holders.</p>	<p>2022-25</p>	<p>Reviewed and updated curriculum rationale</p> <p>Improved engagement with learning</p> <p>Improved attainment for all</p> <p>Increased numbers of Qualifications</p> <p>Insight Data</p> <p>Appropriate Data from each pathways interventions/ MCR/ Excelerate/ RGU HUB/ DYW / SDS and PT Skills & Equity</p>	

Wider Achievements

Shell Energy Girls

Digital Skills Award

Digital leaders

1.5 max

Science Leaders

Maths Challenge

Minecraft

Berbrus

REHIS

YPI

S2 Engineering Challenge

FA Apprentice of the year

Wider Achievement Awards nominated by the community.

Memories are made of this:

Extra Curricular Activities

FA Automotive kit car racing

FA Construction Planter designing and making

Shell Energy Girls Conference

S2 Engineering Final – representing the school

YPI School Final and presentation of cheque

NESCol input to PSE – forward planning

The Big Adventure (for SLT)

NESCol Experience for S3s

Transition : Forensics

BIMA Digital Day

Wider Community Links:

Platinum Jubilee Community work – Gardening, floral planting, yarn bombing, face painting

FA Placement

Flexible Work Experience for Seniors

Signing of Influencing DYW Partner – ACE Winches

Reforming of DYW Strategy Group to include Primary colleagues and Business links

Friends of Turriff Hospital Leadership opportunity re-established

Stronger link with Turriff United re Sports Teams

Navy and Army Leadership Link Days via DYW

ASL Enterprise

Strip Sponsorship for pupils from local businesses

Community planter building