

**Education and Children’s Services**



**The Gordon Schools**

**Standards & Quality Report**

**2019-2020**

**&**

**School Improvement Planning**

**2020-21 forwards**

**Together Growing Succeeding**



# The Gordon Schools: forward

We are pleased to present both our Standards and Quality Report (SQuIP) for Session 2019–2020 and our School Improvement plan for session 2020–2021 forwards. This Report forms part of our quality improvement framework and provides important information regarding our School’s progress to date and identifies our next steps in School improvement.

The evaluation of our progress in 2019-20 was affected during Terms 3 and 4 by the COVID-19 pandemic and accompanying lockdown. The identified priorities that were still on-going will be addressed through the Improvement Planning process for 2020-21.

**Self-Evaluation for Self-Improvement** is what we are striving to put at the heart of our practice in The Gordon Schools. 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. We are following the national model outlined below:

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

This involves:

**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 The Gordon Schools, we continue to be committed to working closely with our local community and all other stakeholders that support the learning 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 maximise their opportunities to grow and succeed towards positive destinations. This will again be affected by measures that we must adopt during the session to keep everyone safe during the current COVID-19 pandemic. The immediate impacts of this are the need to catch-up and consolidate from the variation in learning experiences between March and June last session and the difficulties of maintaining partnership working.

However, through this document we still hope that you will get a sense of our developments, successes and impact, together with areas for further improvement.

Phil Gaiter

Rector

# The Gordon Schools and its context

**Vision for the school and Values that underpin our work**

We consulted with our pupils, colleagues and community to establish a Vision for The Gordon Schools. Together, we decided that our Vision stands as the overall guide for our actions and the values we demonstrate are articulated from within the Vision.

**Our Vision:** Together Growing Succeeding

**Together**:

Is about treating one another positively, kindly and with respect. We are all a part of the School community, the Local Huntly community and beyond. Our actions here affect other local, national and international communities.

We must consider what consequences our actions will have on others and on our environment, both locally and globally.

**Growing**:

We need you to value and look after your health. This includes your physical, mental, emotional and spiritual health.

TGS should be a happy place, with support for everyone to feel good about their health.

We want you to develop confidence and resilience for life in and beyond School.

**Succeeding**:

Success means being the best possible version of yourself that you can be. If you succeed with this then you will learn as well and achieve as much as you can.

Have a growth mind-set – explore new things and aim for future successes! At TGS we want you to be proud of your achievements and successes and we will celebrate those with you.

**What do we aim to achieve for our pupils?**

Our local plan aligns with the **National Improvement Framework (NIF)**:

* 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; and
* Improvement in employability skills and sustained, positive school leaver destinations for all young people

**NIF Key Drivers of Improvement**:

School leadership Teacher professionalism Parental engagement

Assessment of children’s progress School improvement Performance Information

**Aberdeenshire ECS three-year priorities:**

1 Improving Learning, Teaching and Assessment

2 Partnership working to raise attainment

3 Developing leadership at all levels

4 Improvement through self-evaluation

**Context**

Our School has a very welcoming and positive ethos, where we aspire to put all pupils at the centre of our Vision, at the same time, supporting and developing our local community and its place in the wider world. Our School draws from a wide geographical area, having 12 primary schools in our Cluster; two of which have large rolls of approximately three to four hundred pupils each, with others having on average up to a maximum of about 50 pupils each. As a School we also attract pupils from out-of-zone schools. Our 2020-21 new Secondary 1 cohort has a total of 18 different primary schools (10 schools are out-of-zone), together with those from other countries and types of schooling represented. Our current total roll figure is 661. However, over the next 6 years, numbers in our Cluster indicate that the roll will rise towards 700.

The Scottish Index of Multiple Deprivation (SIMD) profile of The Gordon Schools is a mixed and broadly comprehensive one. In 19-20, approximately 52% of our Cluster learners came within deciles 2 to 6 with the remaining 48% across deciles 7 to 10; the town of Huntly itself mirrors this decile profile in different housing areas within our urban community. It must be noted however, that SIMD does not always accurately reflect family situations, with some vulnerable families resident in higher decile postcodes. The numbers claiming for Free Meal Entitlement (FME) (and Clothing Grants) is not as high as it might be and this is reflected in our Pupil Equity Funding of £34,069 and £35,531, as allocated by Scottish Government for 2020-21 and 2021-22.

We are involved in joined-up multi-agency working on a daily basis which underpins our commitment to ‘Getting it right for every child’; liaising with Educational Psychology, Social Work, Police Scotland and the Fire Service, Skills Development Scotland, NHS Grampian as well as drawing on the services of our own Pupil Support Worker and nursing assistant. We are entering the third year of a partnership with MCR Pathways to support our care-experienced and most vulnerable pupils.

Our School has embedded a range of community links in our curriculum to provide more meaningful contexts for learning; we are currently a ‘sportscotland Gold school sport award’ holder; an ‘Eco Schools Green Flag Award Holder’; a Fair Trade ‘Fair Achiever School’ and; hold a British Council ‘International School Award’. During session 19-20 we engaged notably with Pittodrie House Hotel, Deveron Projects, Deans; Donal Russell; The Huntly Town Team, Business in the Community; Huntly District Development Trust, Networks of Well-being’, Johnstons of Elgin, NESCol, our colleagues in Community Learning and Development, Aberdeenshire Live Life Library Services and Active Schools.

Linked with these developments is our commitment to the Developing Young Workforce strand, where we are trying to ensure skills for learning, life and work are an integral part of what we do on a daily basis. A very successful Apprenticeship and Careers Fair was held in TGS last November, attracting 30 different pathway providers. We have also been looking outwards further a-field establishing an on-going link with a school in The Netherlands.

Educational partnerships that feature in the life of our School are links with North East Scotland College (NESCOL), Scotland’s Rural College (SRUC) and the Open University YASS scheme and our Foundation Apprenticeship partners, with Senior Phase (S4 – S6) pupils regularly undertaking timetabled courses through these institutions and programmes.

We have an active Pupil Council that supports decision-making in our School and that also contributes to Aberdeenshire’s Pupil Participation Forum. Our School is also well supported by our Parent Council – ‘Parents in Partnership’, who have participated in consultation and representing our parent forum on the educational life of the School as well as significant and much needed fundraising to enhance pupil activities and resources and support achievement and attainment.

Two new Depute Rectors (one permanent and one fixed term for 23 months) have been appointed for session 19-20 and beyond. This has led to reformed and clarified remits and communication channels being established to support learners, their families as well as School colleagues.

In September of 2019, Officers from Aberdeenshire Council carried out a review of the School, with Inspectors from Education Scotland, who joined their team. The findings and conclusion of their report on the progress being made by the The Gordon Schools is below.

“In the last three years The Gordon Schools has worked on a large improvement agenda and the impact of this work is starting to emerge. There have been a number of challenges but there is a clear direction and there is capacity to build on some good foundation work.

The newly formed Senior Leadership Team are already working very effectively together and have a clear direction for the school. There is a renewed optimism across the school community.

Education Scotland are satisfied that the school with the support of Aberdeenshire Council Officers has the capacity to move forward and therefore will make no more visits to the school.”

# 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 2019-2020\*:

(COVID-19 lockdown and switch to remote learning from mid-March 2020 necessitated a suspension of the Targets)

|  |  |  |
| --- | --- | --- |
| **Key priority 2019-2020** | **Key actions undertaken** | **Impact**  **(achieved throughout 2019-2020\*)** |
| **1**:  Embed a strategic approach to improvement that leads to a shared understanding of what constitutes high quality learning, teaching and assessment across all faculties and departments | Consultation over a whole-School shared ‘Learning Together’ framework  Classroom observation proformas updated  More consistent and increased number of classroom observations | * Greater awareness of requirement to be more consistent with Learning, Teaching and Assessment across TGS * Improved shared understanding of what high quality Learning, Teaching and Assessment looks like * Greater number of classroom observations, including feedback, occurring * Raised awareness of where to access information for individualised universal support strategies |
| **2:**  Embed our vision ‘Together Growing Succeeding’ into the culture of the School with health & wellbeing and the development of young people explicitly at the heart of the School | Introduction of clear Child Protection and Safeguarding Policy and Procedures  Establish whole-School and local community health & wellbeing and GIRFEC partnership working  Establish and launch School ‘Promoting Respect and Equalities Policy’ (PREP) and associated procedures  Staff training & consultation on Universal and Targeted support  Develop ‘Young leaders of learning’ to explore relationships across our School | * Clearer understanding of routes to access support for young people and families – Students, Parent/Carers and Staff * Improved consistency of universal support provision across school – Students, Staff, Parent/carers * Improved engagement of whole school community with HWB indicators and centrality of these to school vision – Students, Staff, Parent/Carers * Increased engagement and establishment of additional positive working relationships with partner and third sector agencies - pupils, parent/carers & colleagues |
| **3:**  Ensure data is used by all to track outcomes for targeted young people and raise their expectations and attainment | Faculties engage more together with Guidance colleagues using their TMR data  Senior Phase ‘Underperformance’ policy developed to improve communication with parents/carers  Whole-School ‘Raising Attainment Strategy’ collegiately agreed and implemented | * A consistent approach across all Faculties in communicating with home. Parents now receive a standard letter and Guidance have an overview of all communications. * A clear whole school attainment strategy is in place and attainment is on a positive trend. Faculties are more aware of how to support this and their involvement in the process across the school. |
| **4:**  Develop more rigorous self-evaluation processes across the School which inform strategies for improvement | Revise Faculty and whole-School self-evaluation procedures and processes  Introduce a termly 5-a-day survey with pupils to gather evidence around the impact of improvements | * The SLT are now more consistent in both their support and challenge for faculty and departmental self-evaluation. * The QIO Lead validated that the new SLT now have a far stronger coherent understanding of how to evidence improvement through our whole-School Improvement Plan, including evidencing pupil voice. |
| **5:**  Ensure that local/global learning for sustainability is embedded at all stages of planning, implementation & evaluation | Celebrate and aim to renew British Council International School Award; Eco Schools Green Flag Award and; Fair Achiever School Award  Partner with ‘Grassetstyle’ to expand and consolidate sustainability initiatives across the whole-School  Engage with faculties and departments to embed sustainability in the curriculum  Develop and consolidate international links through an Erasmus KA101 staff mobility exchange application, ‘Together Growing Sustainability’ | * Recognition and validation of activities for those staff, pupils and families who have contributed to our International Schools Award and Eco Schools Green Flag. * Re-cycling activities across TGS reducing our School and community carbon footprint. * Clothes re-cycling and swapping recognised by both pupils, staff and families as an additional way to contribute to sustainability. |

# 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: Satisfactory (HGIOS?4 / 1-6 scale) 3** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The Gordon Schools has a clear Vision, that stands as the overall guide for our actions. The values we demonstrate are articulated from within this Vision. This has been developed and renewed through consultation with our stakeholders and many of our community partners. The Vision reflects the national agenda of excellence and equity for all learners. * Almost all colleagues at The Gordon Schools are involved in continuous improvement and ensuring all learners grow and achieve of their best. Ongoing professional learning opportunities are available within our School as well as locally & nationally and accessed by colleagues to ensure our School continues to grow and succeed. All teaching colleagues are involved in a full review of principles and processes associated with GIRFEC and learning, teaching and assessment. * All colleagues have access to professional development and review (PDRS) and continuous professional learning which link closely to both the School improvement plan and GTCS standards. These opportunities support colleagues to reflect and self-evaluate against professional standards as well as identify next steps in their own learning and career pathways. * Self-evaluation processes and procedures are becoming increasingly embedded in practice at The Gordon Schools. This ensures that all stakeholders have ownership of improvement priorities and are working towards our common goal of improving outcomes for learners. * Most colleagues have a good understanding of the socio-economic context of our School and the opportunities/challenges that this brings. Using this and our Vision, colleagues are continuing to strive to ensure all pupils achieve and attain and close the attainment gap between the most and least disadvantaged learners. * There are opportunities for leadership at all levels at The Gordon Schools. Our Pupil Council, buddying for transition, School House and Sports Captains, together with sports, arts and citizenship groups, have representatives from across our School. Collegiately, there are also many opportunities for them to impact change and lead developments, principally via our Improvement Teams, School trips and leadership of curricular and pupil activities. * There are an increasing range of opportunities for active engagement with parents/carers throughout the School session in the form of Parents’ Meetings, Curriculum and Transition evenings as well as DYW events. We communicate effectively with parents/carers through a range of media including newsletters, twitter, letters, information evenings, parents in partnership meetings and our website. * The Gordon Schools is developing and embedding effective community links and there have been a number of different engagement events involving local businesses that is beginning to impact on our curriculum. The School is an active member of the Huntly Town Team and we are also looking outwards and forwards, gaining a ‘sportscotland Gold school sport award’ holder; an ‘Eco Schools Green Flag Award Holder’; a Fair Trade ‘Fair Achiever School’ and; hold a British Council ‘International School Award’. We are also building an on-going link with a school in The Netherlands and are in the initial stages of contact with a school consortium in Denmark. * The ethos of, and some good practice in environmental sustainability, is being embedded across the whole School as part of continuous improvement. * During session 2019-20 we worked together with Banff Academy to pilot an Aberdeenshire model of ‘Young Leaders of Learning’, with a focus on ‘relationships and health & well-being’ across our two schools. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * During session 2018-2019 a full review of the Vision and Values took place with all pupils, colleagues, and our Parents in Partnership. The Values were removed and replaced with statements for each part of the Vision to show how they are embedded in our everyday actions. This was shared with everyone and now forms a part of our P7 Transition information. Our School family newsletter has been named ‘Together Growing Succeeding’ to reinforce our Vision. * There is a good ethos of professional engagement and collegiate working from all staff. Our Annual collegiate calendar of staff meetings has focus areas linked to the School Improvement Plan. We have an annual record of all colleagues (teaching and non-teaching) who opt into Improvement Focus Teams that take forward our Plan. There are also termly opportunities for all staff to engage with QI documentation to review practice and plan next steps. * The pupils from S1/2/3 who participated in the Young Leaders of Learning programme of training and reciprocal visits were very enthusiastic and motivated around their learning. Unfortunately, the COVID-19 shutdown prevented us from following-up on this effectively during the rest of session 2019-20. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * We have established a collegiate Vision Improvement Team for 20-21 and aim to incorporate pupil voice and potentially a parent rep onto this. * We aim to embed the Vision more deeply and review opportunities to reinforce its presence across our School and in communications, both internally and externally. * Pupil leadership will be strengthened further and supported through their use of How good is OUR school? and building on last session’s successful Young Leaders of Learning pilot. * We have adapted our calendar of SLT meetings with faculties and departments to align self-evaluation more closely together and at key points throughout the School session, providing a stronger degree of support and challenge. * We have established a collegiate Quality Improvement Monitoring Team for 20-21 in order to collate and analyse whole-School self-evaluation data against our improvement priorities; Overview Faculty and Department Quality Improvement to ensure consistency with whole-School plans and; look for trends and patterns and offer advice on next steps for improvement based on our data. * IF COVID-19 restrictions allow it, we will collaborate with the two other schools in our ‘Towards Self-Improving Schools’ trio, Inverurie and Kemnay Academies, to share and build good practice around self-evaluation. |

# 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: Satisfactory (HGIOS?4 / 1-6 scale) 3** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * A collegiate improvement team of staff together with pupils, has begun development work which is being taken forward to create our agreed ‘Learning Together’ framework across the School. * In the BGE and senior phase, the School has developed effective systems for planning, tracking and monitoring progress across all subjects, including the use of standardised test data and Insight. Colleagues are increasing their confidence in using a wide range of assessment data including standardised assessment results. * Pupils learning is increasingly enhanced by effective use of digital technologies, including the use of Microsoft Teams, Google classroom, blogs and other on-line platforms. This was significantly boosted due to necessity during the COVID-19 ‘lockdown’ period. * A draft version of the, ‘Learning Together,’ Framework has been created and shared with teaching colleagues during an In-service activity and feedback has been collated. * Pupils have been given the opportunity to give feedback on the principles of a good lesson, which was used to inform draft, ‘Learning Together,’ framework. * 3 versions of a classroom observation pro-forma have been produced and SLT/FH’s/PT’s were asked to use these during observations and to provide feedback for each version. * A timeline for observations was shared with FH’s in order to increase the number of observations occurring during Term 3 of the last academic session * ASL Faculty have created a, ‘working,’ spreadsheet which class teachers can access and update with appropriate universal support strategies. * Feedback, both informal and formal, has made it clear that members of the school community did not feel that there was a consistent approach to managing behaviour across the school and that this is having an impact on Learning, Teaching and Assessment. * Teachers are more widely using a variety of strategies to give pupils feedback on their learning. * The majority of learners agree that they are supported to learn in ways that meet their needs. * During lockdown, Depute PLP and another colleague attended an online CLPL session on, ‘Assessment in the BGE,’ with the thought that good practice. * In-service activity delivered by Ian Parkin to give colleagues the opportunity, and confidence, to self-reflect on Learning, Teaching and Assessment approaches using HGIOS?4 |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Increased number of classroom observations (SLT/FH) have been occurring as evidenced by copies of completed observation sheets. Overtime this will help to increase consistency, and support, with regards to Learning, Teaching and Assessment approaches. * Feedback on consistency of behaviour support strategies collated from a questionnaire completed by colleagues and completion of Behaviour Scenarios. * Colleagues are starting to use the ASL spreadsheet to access and update support strategies. This will further increase the number of pupils who, ‘strongly agree,’ that they are supported to learn in ways that meet their needs (data collected from, ‘5 a day.’ * Teachers are engaging with a wider range of feedback strategies to support pupil learning as shown through the varied examples given during pupil feedback in, ‘5 a day.’ This allows pupils to have more meaningful learning conversations to plan the next steps of their learning. * Teaching colleagues have an increased awareness of HGIOS?4 Quality Indicator 2.3 and are starting to use this more frequently when planning for Learning, Teaching and Assessment. This is evident from informal evaluative discussions that are occurring. * Increased use of digital technologies, especially the use of online platforms, as a result of the COVID-19 ‘lockdown’ period. This has had a positive impact on the ability of pupils who are unable to attend school being given the opportunity to engage more fully with Learning, Teaching and Assessment. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Re-establish the Learning, Teaching and Assessment collegiate Improvement Team in order to further progress, and embed, the, ’Learning Together,’ framework. * Use the agreed, ‘Learning Together,’ framework,’ along with the feedback from previously completed classroom observations, to create a unified version of a classroom observation pro-forma that supports consistency of approach and outcome. * Further increase the number of classroom observations occurring with a shift in emphasis more towards peer observation (both within and across faculties). * Evaluate feedback from classroom observations in order to highlight and build upon areas of good practice, and to identify next steps and support required. * Re-establish the Positive Behaviour collegiate Improvement Team in order develop a new Positive Behaviour Policy as a complementary support to our ‘Learning Together’ framework. * Use the theory gained from Aberdeenshire CLPL, Assessment in the BGE, to plan and develop a strategy, to be implemented in 21-22, around assessment in the BGE to support our overall Raising Attainment strategy. * Further embed the use of online platforms to support Learning, Teaching and Assessment through facilitating the sharing of good practice across faculties. |

# 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: Satisfactory (HGIOS?4 / 1-6 scale) 3** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * The majority of colleagues at The Gordon Schools have a very good knowledge of learners, families and their community. A supportive ethos exists across the school for all pupils. * All staff (both teaching and non-teaching) are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues based around our policy and national guidelines. * Our School is developing a whole-school promoting positive behaviour policy. A Promoting Respect and Equalities policy has also been launched which is underpinned by the School’s Vision and references the UNHRC. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * Clearer understanding of routes to access support for young people and families – Students, Parent/Carers and Staff. * Improved consistency of universal support provision across school – Students, Staff, Parent/carers. * Improved engagement of whole school community with HWB indicators and centrality of these to school vision – Students, Staff, Parent/Carers. * Increased engagement and establishment of additional positive working relationships with partner and third sector agencies - pupils, parent/carers & colleagues. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Improved monitoring of health and wellbeing across the School and embedding a clear understanding within the whole-School community of the core role of health and wellbeing linked to our Vision. * A changed emphasis in the further development of equalities, with a clear focus upon implementing preventative and positive strategies to promote and protect equalities. * To reflect on our existing provision of Pupil Support, leading to the further promotion of consistent approaches & outcomes linked to the delivery. |
| **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: Good (HGIOS?4 / 1-6 scale) 4** |
| **How well are you doing?**  **What’s working well for your learners?** |
| * Our School has developed and implemented a whole-School ‘Raising Attainment Strategy’, involving staff, pupil and family stakeholders. * A whole-School ‘Underperformance Policy’ has been developed and implemented to improve tracking and resultant communication with families. * Within the BGE, Levels are tracked through the School-based Progress and Achievement module. As a result of this data, progress concerns are identified timeously and addressed by the wider Pupil Support Team together. * We have a strong focus on Developing the Young Workforce, working regularly with a range of partners, three of whom are designated as ‘flagship’, to embed and further skills for life, work, and learning. |
| **How do you know?**  **What evidence do you have of positive impact on learners?** |
| * SQA attainment continues to be on a positive upward trend with a reduced number of No Awards. * Pupils have experienced a wide range of DYW activities ranging from a careers and apprenticeship fair, working with flagship partners, including hands on working in Home Economics classes and project based work, My world of Work training, STEM activities with Armed Forces, work experience and other similar activities. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * Develop a formal ‘SQA Presentation Policy’ to ensure clearer and more targeted progression pathways that lead to greater success for individual pupils, taking cognisance of their learning needs. * Create a process that formalises discussions and actions between faculties and the Guidance Team when using tracking, monitoring and reporting data to ensure timely interventions for pupils who are identified as requiring support. * Refresh the existing ‘Mentoring’ programme and refocus towards a ‘coaching’ ethos and methodology for supporting and improving attainment and achievement together with the health and wellbeing of targeted pupils in SQA subjects. |

# Pupil Equity Funding (PEF) 2020-2021-2022

|  |  |
| --- | --- |
| **Identified gap** | Care experienced pupils and pupils identified as ‘vulnerable’ due to social, financial and/or emotional needs, particularly in S1, S2 and S3. The need to provide support for them to develop their resilience, social and emotional capital and aspirations in relation to learning, life and work. Also being mindful of their progression into the Senior Phase and supporting them towards a positive destination. |
| **Expenditure** | Our entire PEF allocation (£34,800) goes towards the £55,000 that is paid towards employing a coordinator and a support package structure from MCR Pathways. This is badged as ‘Young Aberdeenshire Talent’ (YAT). |
| **Expected outcomes** | The expected outcomes are more medium to long-term but there are short term outcomes that can also be visible.  In the short-term we would look at increased % attendance and engagement in YAT group work sessions in the BGE. We would expect our S3s and above to be cultivating positive relationships with their Mentors and for this to impact positively on their attendance, attitude to learning and potentially their attainment in School.  For older pupils (in normal, non-Covid-19 times), we would expect them to engage with Talent Tasters and have a more focussed and positive view around their qualifications and post-School destination, leading to stronger attainment. |
| **Impact Measurements** | MCR Pathways measurements are:   * S4 into S5 increased stay-on rates vs national figures * Number of S4 subjects achieved at Level 4 and Level 5 vs national figures * Number of leavers into a positive destination vs national figure |

# Capacity for improvement

School Colleagues are fully committed to continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by data, such as pupil attainment, attendance, exclusion, SIMD & FME and, participation 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 / Carers and other agencies & partners to ‘get it right’ for every child.

We recognise that in many cases, more than one academic session is necessary in order to fully evaluate, develop, implement and monitor improvements. Therefore, our improvement priorities for the coming session are largely based on a refinement of those from 2019-20 and informed by support from Education Scotland and Aberdeenshire Council. We plan to evaluate and review these annually to inform our key priorities and/or the direction of these in future school sessions.



**Key priorities for session 20-21 and forwards:**

**Priority 1**: Formalise a whole-School health and wellbeing strategy, informed by a robust tracking system and underpinned by a shared understanding of wellbeing and wellbeing recovery and their centrality to our School Vision

**Priority 2**: Ensure that all pupils have the opportunity to engage with consistent high-quality learning, teaching & assessment

**Priority 3**: Further develop a data led approach that generates tracking and monitoring evidence to underpin our Raising Attainment and Achievement strategy across TGS

**Priority 4**: Establish a consistent understanding of how our self-evaluation processes and evidence impacts & informs next steps in improvement for pupils, looking inwards, outwards and forwards

**Priority 5**: Ensure that local & global learning for sustainability is placed at the heart of our planning, implementation, and self-evaluation

TGS Improvement priority action-planning for 2020-21

**Formalise a whole-School health and wellbeing strategy, informed by a robust tracking system and underpinned by a shared understanding of wellbeing and wellbeing recovery and their centrality to our School Vision**

Plan No 1 of 5

|  |  |  |
| --- | --- | --- |
| **Improvement priority:** | | |
| Formalise a whole-School health and wellbeing strategy, informed by a robust tracking system and underpinned by a shared understanding of wellbeing and wellbeing recovery and their centrality to our School Vision | | |
| **Quality Indicators:** *1.3 Leadership of change*; *2.1 Safeguarding and child protection*;  *2.3 Learning, Teaching and Assessment*; *2.6 Transitions*; *3.1 Ensuring wellbeing, equality and inclusion*  **National Improvement Framework Priorities & Key Drivers of Improvement:** *Improvement in children and young people’s health and wellbeing*; *Closing the attainment gap between the most and least disadvantaged children* (& Drivers) *Teacher professionalism*; *Assessment of children’s progress*  **Aberdeenshire Priority:** *Improving Learning, Teaching and Assessment*; *Developing leadership at all levels* | | |
| **Current situation:** | | |
| * **Clearer understanding of routes to access support for young people and families** * **Improved consistency of Universal Support provision across the school** * **Improved engagement of whole school community with Health and Wellbeing indicators and centrality of these to school vision.** | | |
| **Intended outcome(s):** | | **Timescales:** |
| **1.1** Improved monitoring of health and wellbeing across the School and embedding a clear understanding within the whole-School community of the core role of health and wellbeing linked to our Vision. | | **By end of Term 4** |
| **1.2** A changed emphasis in the further development of equalities, with a clear focus upon implementing preventative and positive strategies to promote and protect equalities. | | **By end of Term 4** |
| **1.3** To reflect on our existing provision of Pupil Support, leading to the further promotion of consistent approaches & outcomes linked to the delivery. | | **By end of Term 4** |
| **Strategies & actions to achieve the outcome(s):** | **Leader(s):** | **When:** |
| **Green text** = on track with self-evaluation; actions leading to evidenced improvement & impact  **Amber text** = started self-evaluation but actions not currently fully evidenced & limited impact  **Red text** = self-evaluation actions not yet in place and/or evidenced; no impact yet | | |
| **1.1.1** Introduction of “Being Me” Wellbeing App S1-S5 | AJ and HWB Collegiate Group 1 | By end of Term 3 |
| **1.1.2** Completion of Faculty specific HWB wheels to be displayed in classrooms and school website | AJ and HWB Collegiate Group 1 | By end of Term 3 |
| **1.1.3** Completion of TGS Specific HWB Wheel indicating what students and staff have identified as being required for them across each of the well-being indicators within the context of The Gordon Schools` community | AJ and HWB Collegiate Group 1 | By end of Term 4 |
| **1.1.4** Development of structured, calendared events to promote staff HWB | AJ and HWB Collegiate Group  1 | By end of Term 3 |
| **1.2.1** Launch of whole school Report and Support Campaign | AJ and HWB Collegiate Group 2 | Term 3 |
| **1.2.2** Establishment of whole school Equalities Group with clear action plan for PREP | AJ and HWB  Collegiate Group  2 | By end of Term 4 |
| **1.3.1** Development and Promotion of “Network of Support” Document providing clear awareness of and signposting to support systems at TGS | AJ and HWB Collegiate Group  3 | By end of Term 4 |
| **1.3.2** Collation and sharing of Remit Specific Universal Support Strategies collated by staff during session 2019-20 | AJ and HWB Collegiate Group 3 | By end of Term 4 |
| **1.3.3** Audit and Review of Pupil Support mechanisms to ensure clarity and consistency of implementation and delivery | AJ | By end of Term 4 |
| **On-going evidence of improvement:** | | |
| * HWB Subgroups established with clear remits and work plans * Creation of Faculty Specific HWB wheels commenced through liaison with Faculty Meetings * Remit Specific Universal Support Strategies collated. * Poster Competition for launch of whole school Report and Support Campaign completed * Reactions to Covid-19 and implementation of accompanying mitigations and new School structures took precedence over this Plan therefore insufficient evidence to measure improvement. | | |
| **Impact:** | | |
| * Unable to measure this due to insufficient evidence because of postponed implementation. | | |
| **Evaluation & Next steps:** | | |
| * This plan will be carried over to session 2021-22 for implementation and evaluation. | | |
|  | | |

**On-going Progress review - Improvement Plan No 1**

|  |  |
| --- | --- |
| Term 1 Review | |
| * HWB Collegiate Improvement Team – Work Streams – established * Meetings held with representative for “Being Me” App exploring implementation plan for January 2021 * Data Gained from staff as to key as to key Universal Support strategies for different roles within the school analysed and reviewed | |
| Direction of travel: | Action point(s):   * Poster Competition Launch of Whole School Report and Support Campaign * Launch Whole School Equalities Group with clear action plan for:   1.promoting positive relationships, rights and respect – assemblies, events etc.  2.further developing PREP policy to reflect emphasis on prevention.  3. Analysing and acting upon data and patterns from our SEEMIS based “Bullying and Equalities LOG   * Working Group Liaison with individual Faculty Meetings to support development of subject/faculty specific HWB wheels |
| Term 2 Review | |
| * Poster Competition for Launch of Whole School Report and Support campaign completed, and winner selected * Faculty/Subject Specific HWB wheels completed in PE and HE * Whole School Equalities Group - Work Plan established and further advice/input sought from Jen Hodson (Education Scotland) | |
| Direction of travel: | Action point(s):   * Launch of “Being Me” Wellbeing App S1-S5 at TGS * Completion of Faculty/Subject Specific HWB Wheels and promotion in school and on website * Completion of Whole School HWB Wheel and promotion in school promotion in school and on Website. |
| Term 3 Review | |
| * Lockdown in TGS – Keyworker and Vulnerable pupils only in School. On-line for all other learning and activities * Health and well-being directly in relation to Covid-19 and effects on mental and physical health new necessary ad-hoc priorities * Introduction of School Counsellor Service * Regular HWB monitoring of all students via online PSE questionnaires * Full Colour Coaching * Focus upon Nurture input for targeted young people | |
| Direction of travel: | Action point(s):   * Priority shift towards identifying and supporting vulnerable pupils and families from wider Pupil Support Team * New ad-hoc support structures established in School and on-line for identified vulnerable pupils/families |
| Term 4 Review | |
| * Focus this term on review of 2020-21 and planning for 2021-22 * Overall whole-School safety, health and well-being, return to face-to-face learning & SQA evidence-gathering requirements overtook much of this priority | |
| Direction of travel: | Action point(s):   * Review 2020-21 and carry forward to 2021-22 |

TGS Improvement priority action-planning for 2020-21

**Ensure that all pupils have the opportunity to engage with consistent high-quality learning, teaching & assessment**

Plan No 2 of 5

|  |  |  |
| --- | --- | --- |
| **Improvement priority:** | | |
| Ensure that all pupils have the opportunity to engage with consistent high-quality learning, teaching & assessment | | |
| **Quality Indicators:** *1.2 Leadership of learning*; *2.3 Learning, Teaching and Assessment*;  *2.4 Personalised support*; *2.6 Transitions*  **National Improvement Framework Priorities & Key Drivers of Improvement:** *Improvement in attainment, particularly in literacy and numeracy*; *Closing the attainment gap between the most and least disadvantaged children* (& Drivers) *Teacher professionalism*; *Assessment of children’s progress*  **Aberdeenshire Priority:** *Improving Learning, Teaching and Assessment* | | |
| **Current situation:** | | |
| Draft, ‘Learning Together,’ framework statements have been shared with colleagues for feedback.  SLT and FH’s have been completing classroom observations on a more regular basis and were using these as an opportunity to give feedback on the draft classroom observation proformas.  There is a requirement for an increased understanding of strategies that can be used to manage and communicate behaviour in order to ensure a that a consistent approach regarding Positive Behaviour is used effectively to support high quality Learning, Teaching and Assessment. | | |
| **Intended outcome(s):** | | **Timescales:** |
| **2.1** Embed a high quality and consistent approach to Learning Teaching and Assessment through a framework that promotes our shared understanding. | | Throughout 2020 and 2021 |
| **2.2** Increase the number of peer-led classroom observations occurring to improve the consistency of Learning, Teaching and Assessment approaches & outcomes across the School. | | Throughout 2020 and 2021 |
| **2.3** Develop and embed a whole school consistent approach to Positive Behaviour to allow all pupils the opportunity to fully engage with Learning, Teaching and Assessment. | | By May 2021 |
| **2.4** Further embed the use of online platforms to support Learning, Teaching and Assessment through facilitating the sharing of good practice across faculties. | | Throughout 2020 and 2021 |
| **Strategies & actions to achieve the outcome(s):** | **Leader(s):** | **When:** |
| **Green text** = on track with self-evaluation; actions leading to evidenced improvement & impact  **Amber text** = started self-evaluation but actions not currently fully evidenced & limited impact  **Red text** = self-evaluation actions not yet in place and/or evidenced; no impact yet | | |
| **2.1.1** Reconvene the Learning, Teaching and Assessment Collegiate Improvement Team | JR | Term 2 |
| **2.2.2** Share feedback regarding the previously developed Learning Observation proforma with collegiate team and use this to develop one proforma which will be used by all colleagues this session. | JR and Collegiate Team | Term 2 |
| **2.2.3** Develop and review a timeline for formal learning observations to occur. Choose a termly, ‘focus,’ | JR and Collegiate Team | Under review due to current restrictions  (Feb 2021) |
| **2.3.1** Reconvene the Positive Behaviour Collegiate Improvement Team | JR | Term 1 |
| **On-going evidence of improvement:** | | |
| * Draft Promoting Positive Behaviour Policy created and shared with Colleagues, PiP and pupil forums for feedback. * Increased discussion and sharing of strategies used to support positive behaviour in the classroom through the Positive Behaviour Collegiate Improvement Team and collegiate meetings. * Through the discussion, and sharing, of the draft Promoting Positive Behaviour Policy, teaching Colleagues have an increased awareness of the new Professional Standards 2021, and HGIOS 4 Quality Indicator 2.3 Learning, Teaching and Assessment and how they link to positive behaviour in the classroom. * Good engagement with the Learning, Teaching and Assessment Collegiate Improvement Team which has allowed feedback from Colleagues to be included in the updated draft of the, ‘Learning Together,’ framework. * Updated, ‘Learning Together – Lesson Observation,’ sheet shared with Faculty Heads. This has been trialled where possible. * Depute Rector – Promoting Learning Partnerships (JR) engaging with the Aberdeenshire Learning, Teaching and Assessment Executive Group which has been created in order to develop an Authority wide Learning, Teaching and Assessment policy. * All pupils in S3 were given the opportunity to engage in a lesson on how to use Teams effectively to support learning. * Pupil’s learning has been further enhanced through the use of digital technologies, especially the use of online platforms, as a result of the second Covid-19, ‘lockdown,’ period. * Examples of good practice, linked to the use of digital platforms to support Learning and Teaching, were shared informally between faculties. * During the second lockdown, colleagues engaged with the system set up to monitor, track and communicate pupil engagement with online learning. This allowed a data-led approach when communicating engagement and/or concerns with parents and other partners. * Increased colleague awareness of, and engagement with, ASL spreadsheet to access and update support strategies. This was used by faculties to support Additional Assessment Arrangements for assessments used as evidence to support SQA Provisional Results. | | |
| **Impact:** | | |
| * Promoting Positive Behaviour policy not yet finalised so the impact cannot be measured at this point. * Learning, Teaching and Assessment, ‘Learning Together, framework has not been finalised and implement due to Covid-19 lockdown so the impact cannot be measured at this point. * As a result of LNCT Guidance it was not possible to formal Learning Observations to occur. This has meant that it has not been possible to measure the impact of the new, Learning Together,’ observation sheets and of the implantation of a learning observation theme and timeline. * Engagement of Colleagues with the TGS Learning, Teaching and Assessment Collegiate Improvement Team has given the opportunity for colleagues from across the school to be involved in discussions around the development of the, ‘Learning Together,’ framework * Engagement with the Aberdeenshire Learning, Teaching and Assessment Executive group has ensured that high level messages are reflected in the draft, ‘Learning Together,’ framework. * Sharing of good practice, linked to the use of digital platforms, improved the variety of resources available to pupils during the second lockdown period. Informal feedback indicates that more faculties were making use of videos, live lessons, interactive PowerPoints and other appropriate online resources than in the previous lockdown. * Through the use of the engagement spreadsheet, it was possible to identify pupils where contact home was required to support with their learning. This complemented PTG contact home and allowed a data led approach. ASL used this spreadsheet effectively to contact families offer support with ICT. | | |
| **Evaluation & Next steps:** | | |
| * This Improvement Priority will be updated in to take account of 2020-21 progress and review for our 2021-22 Improvement Plan. * TGS will also ensure that our ‘Learning Together’ framework is congruent with a new Aberdeenshire over-arching policy that is currently under construction for implementation in 2021-22. * Follow guidance towards the implementation of, ‘Learning Together,’ observations, to support colleagues with consistency of approach and to share good practice. * Review feedback for, ‘Promoting Positive Behaviour Policy,’ and update with any amendments. Implement the policy and continue with ongoing review of progress. * Provide opportunities for pupils in S1-2 to engage with lessons on how to use Teams. Continue to offer this to new S1 cohorts. | | |
|  | | |

**On-going Progress review - Improvement Plan No 2**

|  |  |
| --- | --- |
| Term 1 Review | |
| * Term 1 was dedicated to supporting pupils and colleagues with face-to-face learning, following the lockdown. * There was some review activity around our on-line learning and the digital skills for both colleagues and pupils. * Draft ‘Promoting Positive Behaviour’ (PPB) policy created and shared with the Collegiate Working Team dedicated to this. Linkage planned with ‘Learning Together’ framework. * Feedback taken from BGE pupils on draft PPB policy. | |
| Direction of travel: | Action point(s):   * Ensure that we have a consistent use of Teams for supporting pupils’ home learning in the event of a further lockdown. * Support families with a further ‘Connecting Scotland’ bid to increase the availability of pupil devices. * Make use of PPB policy feedback to inform its future development. * Review guidance regarding, ‘Learning Together,’ observations. |
| Term 2 Review | |
| * Improvement Team met to review and simplify ‘Learning Together’ framework statements, based on feedback from previous collegiate activity. * Draft ‘Promoting Positive Behaviour’ policy shared with colleagues and feedback received. * S3 pupils given specific input in dedicated lesson on Microsoft Teams use. | |
| Direction of travel: | Action point(s):   * Incorporate all policy feedback into future policy developments * Roll-out S3 lessons on the use of Microsoft Teams to support learning to S1 and S2 pupils. * Review guidance regarding, ‘Learning Together,’ observations. |
| Term 3 Review | |
| * Lockdown in TGS – Keyworker and Vulnerable pupils only in School. On-line for all other learning and activities | |
| Direction of travel: | Action point(s):   * Covid-19 lockdown necessitated a change in priorities so no action possible * Further development and tracking around online learning and devices to inform digital skills required and how we best support families with this |
| Term 4 Review | |
| * QI focus this term on review of 2020-21 and planning for 2021-22 * Safety, health and well-being, return to face-to-face learning & SQA evidence-gathering requirements overtook this priority | |
| Direction of travel: | Action point(s):   * Review 2020-21 and carry forward to 2021-22 |

TGS Improvement priority action-planning for 2020-21

**Further develop a data led approach that generates tracking and monitoring evidence to underpin our Raising Attainment and Achievement strategy across TGS**

Plan No 3 of 5

|  |  |  |
| --- | --- | --- |
| **Improvement priority:** | | |
| Further develop a data led approach that generates tracking and monitoring evidence to underpin our Raising Attainment and Achievement strategy across TGS | | |
| **Quality Indicators:** *1.1 Self-evaluation for self-improvement*; *2.3 Learning, teaching and assessment*; *2.6 Transitions*; *3.2 Raising attainment & achievement*  **National Improvement Framework Priorities & Key Drivers of Improvement:** *Improvement in attainment, particularly in literacy and numeracy*; *Closing the attainment gap between the most and least disadvantaged children*; (& Drivers) *Assessment of children’s progress*; *Performance Information*  **Aberdeenshire Priority:** *Improving Learning, Teaching and Assessment*; *Improvement through self-evaluation* | | |
| **Current situation:** | | |
| A whole school raising attainment strategy was developed and implemented in session 2019-2020. SQA attainment continues to show a positive trend overall. | | |
| **Intended outcome(s):** | | **Timescales:** |
| **3.1** A raising attainment strategy for session 2020-2021 is developed and implemented. | | By January 2021 |
| **3.2** Evidence of the use of performance data by faculties and the Guidance team, including interventions is collated and their impact reviewed. | | Throughout 2020-2021 |
| **3.3** A pupil coaching programme is in place for senior phase pupils. | | From November 2020 onwards |
| **3.4** A SQA presentation policy is developed and implemented. | | January 2021 |
| **3.5** Parental engagementin terms of how they can support learners achieve and strategies to support this are in place. | | April 2021 |
| **Strategies & actions to achieve the outcome(s):** | **Leader(s):** | **When:** |
| **Green text** = on track with self-evaluation; actions leading to evidenced improvement & impact  **Amber text** = started self-evaluation but actions not currently fully evidenced & limited impact  **Red text** = self-evaluation actions not yet in place and/or evidenced; no impact yet | | |
| **3.1.1** Previous strategy is reviewed and the new one developed | AD/Raising Attainment working group | Term 2 |
| **3.2.1** Performance data shared with faculties | AD | Throughout the session |
| **3.2.2** Framework for recording interventions developed | AD/Raising Attainment Group | January 2021 |
| **3.2.3** Intervention data collated | AD | Regular periods during the year |
| **3.2.4** Impact of interventions measured through focus groups, interviews, and surveys | AD | End of session |
| **3.3.1** Staff capacity for coaching programme assessed | JR | Term 2 |
| **3.3.2** Pupils identified for coaching programme | JR | Term 2 |
| **3.3.3** Coaching programme in place | JR | Term 2 onwards |
| **3.4.1** Presentation Policy developed | AD and JR | Term 2/3 |
| **3.4.2** Staff, pupils and parental engagement for supporting learners | Staff, pupils and parents | Term 3 |
| **3.4.3** Policy implemented | AD and JR | Term 4 |
| **3.5.1** Parental guide developed to include assessment, reporting dates, how to communicate with the school and ways to support learning and study | AD | Term 3 |
| **On-going evidence of improvement:** | | |
| * SNSA data and TMR data (that was available at the time) has been shared with teachers via faculties * Regular PTG meetings are established and attainment is discussed when appropriate * Working group to revise attainment strategy was set up but due to Covid-19 was not implemented * Coaching programme was put into established for about 20 pupils. However, this was online during lockdown with limited face to face opportunities * Pupil non-engagement with online learning and families’ technology capabilities were monitored and parents were informed and supported | | |
| **Impact:** | | |
| * Coaching programme took place and will be built upon next session following feedback from pupils and staff * All TMR data, where available, has been shared with staff. This has informed senior phase presentation levels | | |
| **Evaluation & Next steps:** | | |
| * On-going improvements in overall attainment since 2016-17 SQA results mean that this priority will now sit as maintenance and development and come off the whole-School Improvement Plan in 2021-22 * Continue to maintain the Raising Attainment Team and data led approaches for session 2021-2022 & beyond | | |
|  | | |

**On-going Progress review - Improvement Plan No 3**

|  |  |
| --- | --- |
| Term 1 Review | |
| * Agreement to focus on ‘coaching’ rather than ‘mentoring’ as our approach * TMR and SQA data main focus of data sharing | |
| Direction of travel: | Action point(s):   * Coaches identified to replace Mentors * Raising Attainment Group members identified * Data shared with FH, PTs |
| Term 2 Review | |
| * Teacher as well as pupil coaching booklet produced with non-directive coaching focus * ASL faculty review of Lockdown learning and technology issues: data received from families and pupils * Review and update around Senior Phase underperformance agreed | |
| Direction of travel: | Action point(s):   * Coaching programme written * Non-engagement with online learning identified and supports put in place from Lockdown 1 * Pupil underperformance process updated |
| Term 3 Review | |
| * Lockdown in TGS – Keyworker and Vulnerable pupils only in School. On-line for all other learning and activities | |
| Direction of travel: | Action point(s):   * Non-engagement with online learning identified and supports put in place for pupils and families where possible during Lockdown 2 * Limited implementation of Coaching programme * Covid-19 lockdown necessitated a change in priorities so highly limited action possible |
| Term 4 Review | |
| * Focus this term on review of 2020-21 and planning for 2021-22 * Safety, health and well-being, return to face-to-face learning and SQA evidence-gathering requirements overtook this priority | |
| Direction of travel: | Action point(s):   * Review 2020-21 and carry forward to 2021-22 |

TGS Improvement priority action-planning for 2020-21

**Establish a consistent understanding of how our self-evaluation processes and evidence impacts & informs next steps in improvement for pupils, looking inwards, outwards and forwards**

Plan No 4 of 5

|  |  |  |
| --- | --- | --- |
| **Improvement priority:** | | |
| Establish a consistent understanding of how our self-evaluation processes and evidence impacts & informs next steps in improvement for pupils, looking inwards, outwards and forwards | | |
| **Quality Indicators:** *1.1 Self-evaluation for self-improvement*; *1.3 Leadership of change*  **National Improvement Framework Priorities & Key Drivers of Improvement:** *Improvement in attainment, particularly in literacy and numeracy*; *Closing the attainment gap between the most and least disadvantaged children*; & (Drivers) *School improvement*; *Performance Information*  **Aberdeenshire Priority:** *Developing leadership at all levels*; *Improvement through self-evaluation* | | |
| **Current situation:** | | |
| Whole School and faculty/department improvement planning formats updated and aligned but no clear overview of the relational impacts on one another.  The turnover of staff in recent sessions means that we need to revisit looking at the context of our community to better understand the pupils and families we are working with, particularly in light of COVID-19 impacts on health and finance.  We have Young Leaders of Learning from last session to build on and increase pupil leadership in self-evaluation during 20-21. We need to revisit our 5-a-day questions to gather greater pupil voice.  We need to explore how we can facilitate greater involvement from families, community and partners on our improvement planning processes and evidence of impact. | | |
| **Intended outcome(s):** | | **Timescales:** |
| **4.1** Overview and monitor the relationship between the impact of the whole-School plan and faculty/dept plans to ensure joined-up working and impact. | | 09/20 – 06/21 |
| **4.2** Ensure all colleagues have up-to-date data to better understand the context of our community & how that informs our intended actions and impact. | | 10/20 – 06/21 |
| **4.3** Re-establish our Young leaders of learning with a clear focus to support pupil voice in self-evaluation. | | 11/20 – 05-20 |
| **4.4** Our families, local community and TGS partners are involved in our improvement planning processes and support evidence of impact. | | 11/20 – 06/20 |
| **Strategies & actions to achieve the outcome(s):** | **Leader(s):** | **When:** |
| **Green text** = on track with self-evaluation; actions leading to evidenced improvement & impact  **Amber text** = started self-evaluation but actions not currently fully evidenced & limited impact  **Red text** = self-evaluation actions not yet in place and/or evidenced; no impact yet | | |
| **4.1.1** Establish a ‘Quality Improvement Monitoring’ Team.  **4.1.2** Use this Team to support faculty/dept evidence gathering and understanding of how impacts can be measured.  **4.1.3** Use term 1 & 4 faculty/dept reviews to support process of connecting, evidencing, and evaluating whole school and faculty/dept plans. | PG & QIM Team  QIM Team  SLT & FH/PTs | 09/20 – 06/21  11/20 – 05/20  09/20 – 05/21 |
| **4.2.1** Use ScotXed census data & gather multi-agency input to build an up-to-date context for the Huntly community.  **4.2.2** Plan and implement a collegiate insert for all teaching colleagues around the context of our community, with a before and after evaluation to assess impact. | SLT  SLT & all teaching colleagues | 10/20 – 12/20  01/21 – 02/21 |
| **4.3.1** Recruit new and retain existing ‘Young leaders of learning’ (YLOL) for session 2020-21, with training and focus established with partner school (mental health and relationships?).  **4.3.2** If COVID-19 restrictions allow it, plan for a reciprocal visit of YLOL and use the evidence to inform next steps to improve health & wellbeing. | JR & partner school  JR & partner school | 11/20 – 05/20  02/21 – 05-21 |
| **4.4.1** Quality Improvement Monitoring Team plans for focus groups and opportunities to involve families, local community and TGS partners in our TGS self-evaluation. | QIM Team | 01/21 – 06/21 |
| **On-going evidence of improvement:** | | |
| * Team established; Term 1 and Term 2 Faculty Reviews took place * Reactions to Covid-19 and implementation of accompanying mitigations and new School structures took precedence over this Plan therefore insufficient evidence to measure improvement | | |
| **Impact:** | | |
| * Unable to measure this due to insufficient evidence because of postponed implementation | | |
| **Evaluation & Next steps:** | | |
| * This plan will be carried over to session 2021-22 for implementation and evaluation | | |
|  | | |

**On-going Progress review - Improvement Plan No 4**

|  |  |
| --- | --- |
| Term 1 Review | |
| * QI Team established and met * Faculty QI and Improvement Planning Reviews QI 1.3 took place with action points agreed | |
| Direction of travel: | Action point(s):   * Pass on action points from Reviews to QI Team * Faculties need whole-School SQuIP early in Term |
| Term 2 Review | |
| * Faculty Reviews but not ASL and Guidance Reviews took place around SQA & QI 3.2 * QI Team unable to meet | |
| Direction of travel: | Action point(s):   * Insufficient capacity to progress follow-up from Reviews |
| Term 3 Review | |
| * Lockdown in TGS – Keyworker and Vulnerable pupils only in School. On-line for all other learning and activities | |
| Direction of travel: | Action point(s):   * Covid-19 lockdown necessitated a change in priorities so no action possible |
| Term 4 Review | |
| * QI focus this term on review of 2020-21 and QI planning for 2021-22 * M Fullan ‘The right drivers for whole system success’ approach explored * Safety, health and well-being, return to face-to-face learning & SQA evidence-gathering requirements overtook this priority | |
| Direction of travel: | Action point(s):   * Review 2020-21 and carry forward to 2021-22 |

TGS Improvement priority action-planning for 2020-21

**Ensure that local & global learning for sustainability is placed at the heart of our planning, implementation, and self-evaluation**

Plan No 5 of 5

|  |  |  |
| --- | --- | --- |
| **Improvement priority:** | | |
| Ensure that local & global learning for sustainability is placed at the heart of our planning, implementation, and self-evaluation | | |
| **Quality Indicators:** *1.5 Management of resources to promote equity*; 2.2 *Curriculum*;  2.7 *Partnerships*; 3.3 *Increasing creativity and employability*  **National Improvement Framework Priorities & Key Drivers of Improvement:** *Improvement in children and young people’s health and wellbeing*; *Improvement in employability skills and sustained, positive school leaver destinations for all young people*; &  (Drivers) *Teacher professionalism; School Improvement*  **Aberdeenshire Priority:** *Partnership working to raise attainment*; *Improvement through self-evaluation* | | |
| **Current situation:** | | |
| Our Erasmus Eco Pupil Group was very active pre-COVID-19, with focus areas around the re-cycling & reduction (ultimately elimination) of plastics and initially using our School canteen as a focus for changing behaviours around this in terms of containers, cutlery and food/composting. The group and our School were very involved with ‘Grassetstyle’ in the community, promoting and facilitating clothes recycling, swapping and minimising new purchases.  Having successfully gained our Eco Schools Green Flag and a British Council International School Award, we now need to gather evidence to maintain these.  During Term 3 last session we applied for further Erasmus funding to develop staff knowledge and skills around sustainability and received notification of success in August for this project.  We are yet to engage meaningfully with all faculties & departments around their sustainability practice and are not yet systematically looking at how the school will be able to further embed sustainability. | | |
| **Intended outcome(s):** | | **Timescales:** |
| **5.1** Further reduce our consumption of single-use plastics across the School and develop our Eco Group partnership with ‘Grassetstyle’ & local charities and social enterprises around clothing sustainability and re-cycling/re-use. | | 08/20 – 06/21 |
| **5.2** Increase our overall quantity of re-cycling together with the number of pupils aware and understanding the benefits of sustainability. | | 11/20 – 06/21 |
| **5.3** Implement and complete our ‘Together Growing Sustainability’ Erasmus KA 101 project, to develop and share staff knowledge and skills around sustainable pedagogy & environmental practice with our partners in The Netherlands and Denmark. Develop pupil & staff links with these schools. | | 11/20 – 05/22 |
| **5.4** Engage with faculties and departments to audit sustainability practices and curricular inputs, with a focus on the ‘circular economy’ and the part we play in it. | | 11/20 – 06/21 |
| **5.5** Gather and regularly maintain evidence to support the renewal of our Eco Schools Green Flag, British Council International Schools Award as well as any community initiatives and our ‘Together Growing Sustainability’ Erasmus KA 101 project. | | 11/20 – 05/22 |
| **Strategies & actions to achieve the outcome(s):** | **Leader(s):** | **When:** |
| **Green text** = on track with self-evaluation; actions leading to evidenced improvement & impact  **Amber text** = started self-evaluation but actions not currently fully evidenced & limited impact  **Red text** = self-evaluation actions not yet in place and/or evidenced; no impact yet | | |
| **5.1.1** Audit where in TGS single-use plastic is prevalent & action plan to change this.  **5.1.2** Establish and consolidate links with ‘Grassetstyle’, Inspire, Gordon Rural Action, HDDT and other organisations who promote clothing, the re-use of materials & sustainability. | SLT & Eco-Gp  SMcL &Eco-Group, PG with SLT & PT DYW | 11/20 – 02/21  08/20 – 06/22 |
| **5.2.1** Establish baseline quantities of re-cycling (where available) and have a questionnaire on pupil recycling habits. | Janitors/Kitchen & Eco-Group | 11/20 – 06/21 |
| **5.3.1** Establish regular electronic contact with our Erasmus partner schools for both staff and our Eco-Group.  **5.3.2** Organise and confirm the aims and outcomes of our planned reciprocal visits for the KA 101.  **5.3.3** Regularly update our electronic evidence log to demonstrate actions & impact of the project. | SMcL & PG  SMcL, PG & SMcG + tbc  SMcL & PG | 11/20 – 05/22  11/20 – 02/21  11/20 – 06/22 |
| **5.4.1** Create and carry out a sustainability audit across the School; act on next steps from findings.  **5.4.2** Increase knowledge & understanding around the ‘circular economy’ and support whole-School learning & teaching opportunities to promote this with all staff and pupils. | Eco-Group  & SMcL & PG  All FH/PTs with support from SMcL & PG | 11/20 – 02/21  03/21 – 06/22 |
| **5.5.1** Gather and evaluate termly evidence from both curricular and extra-curricular activities to support the renewal and validation of our Awards’ paperwork, and Erasmus KA 101 project. | SMcL (KA 101)  SMcG (Awards)  PG (support) | 11/20 – 06/22  08/20 – 06/22  11/20 – 06/22 |
| **On-going evidence of improvement:** | | |
| * On-going dialogue with ‘Grassetstyle’ and uplifts of school uniform donations by Gordon Rural Action from a range of local primary schools as well as TGS. * Basis for linkage with Danish schools discussed. S2 project undertaken in Modern Languages class around sustainability to be followed up with Danish coordinator. | | |
| **Impact:** | | |
| * Unable to measure this due to insufficient evidence because of postponed implementation | | |
| **Evaluation & Next steps:** | | |
| * This plan will be carried over to session 2021-22 for implementation and evaluation | | |
|  | | |

**On-going Progress review - Improvement Plan No 5**

|  |  |
| --- | --- |
| Term 1 Review | |
| * Covid-19 restrictions prevented our Pupil Eco Team from meeting * Grassetstyle supported via publicity but not active in TGS building * Positive initial meeting with Gordon Rural Action to establish Uniform re-use | |
| Direction of travel: | Action point(s):   * Publicise and collect pre-loved uniform |
| Term 2 Review | |
| * Covid-19 restrictions prevented our Pupil Eco Team from meeting * Term 1 activities on-going | |
| Direction of travel: | Action point(s):   * Families informed about where to collect free uniform if needed |
| Term 3 Review | |
| * Lockdown in TGS – Keyworker and Vulnerable pupils only in School. On-line for all other learning and activities * Contact established with Danish KA 1 partner school group & basis for linkage with Danish schools agreed | |
| Direction of travel: | Action point(s):   * Covid-19 lockdown necessitated a change in priorities so no action possible |
| Term 4 Review | |
| * Covid-19 restrictions prevented our Pupil Eco Team from meeting * Outdoor learning, gardening and litter picks focus in the curriculum to support those in need and as part of established timetable | |
| Direction of travel: | Action point(s):   * Make initial contact with Danish schools * Review 2020-21 and carry forward to 2021-22 |