

**Education and Children’s Services**



**The Gordon Schools**

**Standards & Quality Report**

**2020-2021**

**&**

**School Improvement Planning**

**2021-22 forwards**

**Together Growing Succeeding**



# The Gordon Schools: forward

We are pleased to present both our Standards and Quality Report (SQuIP) for Session 2020–2021, together with our School Improvement plan building from session 2021–2022 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 our journey of School improvement.

Our overall progress in 2020-21 was significantly affected during Terms 2 and 3 by the COVID-19 pandemic and accompanying lockdown, as well as by SQA procedures and requirements during Term 4. The identified priorities that are still on-going as a result, will be addressed through the Improvement Planning process for 2021-22.

**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 generating meaningful 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 partnership working within our local community and together with 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 & encouraged to maximise opportunities to grow and succeed towards their own positive destinations. This will continue to 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 necessitate a nurturing approach to health and wellbeing as the underpinning feature for all of our practice. In a new age of “Engagement, Well-being and Identity”, we must focus on Curriculum for Excellence’s Four Capacities to ensure we tackle the new key questions of: who are we, what will become of us and who will decide? (Shirley & Hargreaves, *Five Paths of Student Engagement*, 2021, Solution Tree)

Through our Standards and Quality Report, we trust that you will get a sense of our evolving practice, successes and impact, together with areas for future aspiration and 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. Ours is a living Vision that guides everyday actions and expectations. It is a statement that embodies the values of what we are trying to be and do as a School community.

**Our Vision:** Together Growing Succeeding

**Together**:

Is about treating one another positively, kindly and with respect. We all feel included as a part of our School community, the local Huntly community and the north-east, national and global world. Our actions here affect other local, national and international communities.

We must consider what consequences our actions will have on others around us and on the sustainability of our environment, both locally and globally.

**Growing**:

We need everyone to value and look after their health & wellbeing. This includes our physical, mental, emotional and spiritual health.

TGS should be a happy place, with support for everyone to feel good about their health. We want everyone to develop confidence and resilience for their lives 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 the efforts you make towards your achievements and successes and we will celebrate all of this 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. Within this we are also constantly striving to support and develop our local community and its place in the wider world. Our School draws from a wide geographical area, having 11 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 regularly attract pupils from out-of-zone schools in the surrounding areas. Our 2021-22 new Secondary 1 cohort has a total of 16 different primary schools (4 schools are out-of-zone). Our current total roll figure is 668. 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 20-21, approximately 53% of our Cluster learners came within deciles 3 to 6 with the remaining 47% across deciles 7 to 9 (decile 10 is now not represented); 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) has risen greatly (almost doubled) since the initial Covid-19 lockdown in 2019, now sitting at 13% of our roll figure. Unfortunately, this is not reflected in our Pupil Equity Funding of £35,531 (50% lower than the notional figure would be), as allocated by Scottish Government for 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, Developing Young Workforce North East, as well as drawing on the services of three Pupil Support Workers and nursing assistant. We have renewed our partnership with MCR Pathways to support our care-experienced and most vulnerable pupils, now in its fourth year of working.

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 20-21, it was extremely challenging to maintain prior levels of business engagement but we did manage to continue co-working with Deveron Projects, Donald Russell, The Huntly Town Team, Huntly Development Trust, Networks of Well-being’, our colleagues in Community Learning and Development, Aberdeenshire Live Life Library Services and Active Schools.

Educational partnerships that feature in the life of our School are links with North East Scotland College (NESCOL), Scotland’s Rural College (SRUC), Moray College UHI, 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.

Educationally we will be working as part of an Aberdeenshire Council supported ‘Towards Self-Improving Schools’ trio this session (with Inverurie Academy and Kemnay Academy), with a focus on curriculum review, learning, teaching and assessment, skills across the curriculum and raising attainment.

We have also been looking outwards further a-field, securing an Erasmus grant for Staff Mobility to allow us to maintain and build on an on-going link with a school in The Netherlands and forge new links with schools in a Danish municipality. We hope to have reciprocal visits over the coming session based on a project entitled, ‘Together Growing Sustainability’, depending upon the pandemic situation.

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.

In terms of formal inspection, 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.”

We consult with our Quality Improvement Manager around our progress and also work with other Aberdeenshire Officers to support this. We will host an Aberdeenshire Quality Improvement Team visit over the next 12 months, when it’s safe to do so.

# How good is our leadership and approach to improvement?

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| **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. Our Vision is maintained and reviewed through a collegiate Improvement Team. * 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 School as well as locally, regionally & 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 & 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, particularly with our middle-leadership team. This ensures that almost 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. The foundation for this is ensuring that those most disadvantaged have increased opportunities for meaningful attainment and achievement at all levels. This is done in tandem with ensuring that our Pupil Equity Funding targets health and wellbeing supports to underpin a stronger foundation for learning. * There are opportunities for leadership at all levels at The Gordon Schools. Our Pupil Council, buddying for transition, School House & Sports Captains, Ambassadors, 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, such as Young Leaders of Learning. * 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 through an Erasmus project entitled, ‘Together Growing Sustainability’. * The ethos of, and some good practice in environmental sustainability, is being embedded across the whole School as part of continuous improvement linked to this project. * 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. We intend to repeat a similar project with a different school in 2021-22. |
| **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. * A collegiate improvement team to overview our Vision has been re-established and last session successfully ran an art competition to produce a pupil produced graphic to represent 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. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * We have re-established a collegiate Vision Improvement Team for 21-22 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 19-20s 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 re-established a collegiate Quality Improvement Monitoring Team for 21-22 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. * The Gordon Schools is involved this session 21-22 in a Northern Alliance project, “School Improvement Project–The Right Drivers. What is it that we want to achieve? A theory for action using Michael Fullan’s ‘Right Drivers for Whole System Success’. The aim is to ensure that the building blocks are in place for driving improvement from within our School. * As on-going COVID-19 restrictions allow, 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. |

# 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 2020-2021:

\* (The effects of COVID-19 on collegiate opportunities, as well as with the lockdown and switch to remote learning during most of Term 3, together with SQA requirements in Term 4, impacted considerably on our capability and capacity to address our initial Key Priorities)

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| **Key priority 2020-2021** | **Key actions undertaken** | **\* Impact**  **(achieved throughout 2020-2021)** |
| **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 | 1.1.2 Completion of Faculty specific HWB wheels to be displayed in classrooms and school website  1.1.3Completion 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  1.2.1 Launch of whole school Report and Support Campaign | * 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.   Unable to measure full impact due to insufficient evidence because of postponed implementation.  This plan will be carried over to session 2021-22 for implementation and evaluation. |
| **2:**  Ensure that all pupils have the opportunity to engage with consistent high-quality learning, teaching & assessment | 2.1.1 Reconvene the Learning, Teaching and Assessment Collegiate Improvement Team  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.  2.3.1 Reconvene the Positive Behaviour Collegiate Improvement Team | * 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.   Unable to measure full impact due to insufficient evidence because of postponed implementation.  This plan will be carried over to session 2021-22 for implementation and evaluation. |
| **3:**  Further develop a data led approach that generates tracking and monitoring evidence to underpin our Raising Attainment and Achievement strategy across TGS | 3.1.1 Previous strategy is reviewed and the new one developed  3.2.1 Performance data shared with faculties  3.2.2 Framework for recording interventions developed  3.2.3 Intervention data collated  3.3.1 Staff capacity for coaching programme assessed  3.3.2 Pupils identified for coaching programme  3.3.3 Coaching programme in place | * SNSA data and TMR data (that was available at the time) has been shared with teachers via faculties. This data facilitated regular PTG meetings are established and attainment is discussed when appropriate. * All TMR data, where available, has been shared with staff. This has informed senior phase presentation levels * 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   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. |
| **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 | 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. | * Team established and 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.  This plan will be carried over to session 2021-22 for implementation and evaluation. |
| **5:**  Ensure that local & global learning for sustainability is placed at the heart of our planning, implementation, and self-evaluation | 5.1.2 Establish and consolidate links with ‘Grassetstyle’ and Gordon Rural Action as organisations who promote clothing, the re-use of materials & sustainability. | * 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. * S2 project undertaken in Modern Languages class around sustainability.   Reactions to Covid-19 and implementation of accompanying mitigations and new School structures took precedence over this Plan therefore insufficient evidence to measure improvement.  This plan will be carried over to session 2021-22 for implementation and evaluation. |

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

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| **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?** |
| * During academic session 2019-20, there was an increased number of classroom observations (SLT/FH) have been occurring as evidenced by copies of completed observation sheets. Over time 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. * All pupils in S1/2 participated in a lesson which was designed to gather pupil opinion on how we can celebrate success, and promote positive behaviour at TGS. * The Positive Behaviour group have developed, and shared with colleagues for feedback, a draft, ‘Promoting Positive Behaviour,’ policy. * 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.’ This will also help support pupil with AAR during SQA assessments. * 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. * The Depute Rector PLP, will continue to work with the Aberdeenshire, Learning, Teaching and Assessment (LTA) group, to ensure that the continued development of the TGS, ‘Learning Together,’ framework takes cognisance of, and is supported by, any Aberdeenshire developments. * 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). * Work with colleagues, pupils and parent/carers to identify, and evaluate, a termly focus for Learning, Teaching and Assessment. * Evaluate feedback from classroom observations in order to highlight and build upon areas of good practice, and to identify next steps and support required. * Continue to work with the Positive Behaviour collegiate Improvement Team in order to launch a trial of the new Promoting Positive Behaviour Policy which has been developed to support to our ‘Learning Together’ framework. * Engage with colleagues, pupils and parent/carers to support the evaluation, and improvement, of the new Promoting Positive Behaviour policy. * 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?

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| **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 implemented a successful ‘Raising Attainment Strategy’ that involved all stakeholders. * A whole-School ‘Underperformance Policy’ is used to improve tracking and resultant communication with families. * Tracking, monitoring and reporting using data from BGE tracking, SNSA data and senior phase reporting is fully embedded. * Pupil engagement data during covid lockdown was also shared with staff and a communication strategy to parents was put in place. * 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. We ensured that good communication was maintained with partners during lockdown. |
| **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 achieved new qualifications e.g. Foundation Apprenticeships and National Progression Awards to better meet their chosen progression pathways. We have a PT DYW in post for the next 12 months and a DYW Employer School coordinator (Sandra Morrison) to support and lead the DYW school strategy. |
| **What are you going to do now?**  **What are your improvement priorities in this area?** |
| * The focus will now be on the quality of the curriculum offered and the quality of learning and teaching and their link to raising attainment. * Improvement priorities in this area will be a review of the current curriculum offered and the development of an improved curriculum over the next three years. In particular, in light of the OECD report and the Scottish Government pending review of senior phase SQA qualifications, this will need to be considered when reviewing the BGE and senior phase respectively. |

# Pupil Equity Funding (PEF) 2021-2022

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| **Identified gaps** | * Our numbers of pupils who are entitled to Free School Meals has doubled since the beginning of the first lockdown. It currently makes up approximately 13% of our School roll. * Our SQA data and SNSA data both indicate attainment in numeracy and literacy at lower levels than before lockdown. * Across our School, for all pupils, all colleagues, especially those in pupil support roles, have noticed a reduction in positive health and wellbeing and attachment to School. This manifests itself in greater absences, low-level behaviour referrals, as well as reduced participation in extra-curricular activities. |
| **Expenditure** | * Accelerated Reading 3 year subscription * AOn Audible Books 3 year subscription * Aberdeen Football Club Community Trust ‘Mindset’ programme: (S3 target group) * Excursion and equipment funding to support deprivation, health & wellbeing & participation in School activities & extra-curricular activities * Widen qualification base for all pupils through an SQA Level 3/4/5 Barista Award * Term 4 funding for Pupil Support Workers furthering health and wellbeing and attendance |
| **Expected outcomes** | * Recovery and improvement in literacy levels / reading ages resulting from Accelerated Reading and AOn Audible Books subscriptions * Improvement attachment and development of positive growth mindsets from Aberdeen Football Club ‘Mindset’ programme * Greater participation in extra-curricular activities * Stronger attachment to The Gordon Schools * Pupils being supported to more independent health and wellbeing strategies * Higher rates of attendance from vulnerable pupils * Stronger attainment from vulnerable pupils |
| **Impact Measurements** | * Accelerated Reading age differences and extent of participation in quizzes and reading * Numbers at the start and end participating in extra-curricular activities * 5-a-day data reflecting how pupils respond to key questions linked to School improvements * Behaviour and attendance data * Before and after data from ‘Mindset’ programme * SQA attainment data from 2022 results |

# 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. Our capacity for improvement has been strengthened due to financial support for Scottish Government via Aberdeenshire Council to fully fund our MCR Pathways programme for the current and previous session (backdated). This has freed up Pupil Equity Funding from last session and for this session to support alternative initiatives for closing our gap and supporting vulnerable pupils and families.

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 built from those in 2020-21 and informed by support from Education Scotland, Aberdeenshire Council, as well as professional reading. We will evaluate and review these annually to inform our key priorities and/or the direction of these in future school sessions.

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**\* Key priorities for session 21-22 forwards:**

**Priority 1**: Place Wellbeing and Learning competencies at the heart of our Vision and systemness to underpin pedagogy, partnerships, digital enhancement & our learning environment

**Priority 2**: Ensure consistent high-quality inclusive learning, teaching & assessment which is underpinned by meaningful formative & summative data

**Priority 3**: Evaluate and restructure our curriculum to grow social intelligence through collaboration, relevance, inclusion & pupil voice which support Deep Learning and an advanced knowledgeable understanding of the world

**Priority 4**: Embed consistent collegiate, learner and community participation in our self- evaluation processes to impact & inform next steps in improvement and systemness

**Priority 5**: Integrate local & global learning for sustainability as underpinning intrinsic pupil motivation and our sense of community inclusion

\* While the above priorities reflect and build closely on our collegiate improvement journey from 2019-20-21, the language and sense underpinning these five related priorities for the current session and beyond, has emerged from: Michael Fullan, *The right drivers for whole system success* (2021 February). Centre for Strategic Education, Melbourne, Australia.

TGS Improvement priority action-planning for 2021-22

**Place Wellbeing and Learning competencies at the heart of our Vision**

**& systemness to underpin pedagogy, partnerships, digital enhancement & our learning environment**

Plan No 1 of 5

|  |  |  |
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| **Improvement priority:** | | |
| Place Wellbeing and Learning competencies at the heart of our Vision & systemness to underpin pedagogy, partnerships, digital enhancement & our learning environment | | |
| **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** Further develop the 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 to our pedagogy, partnerships, digital enhancement & our learning environment | |  |
| **1.2** A continued emphasis in the further development of equalities, with a clear focus upon the UNCRC and implementing preventative and positive strategies to promote and protect equalities. | |  |
| **1.3** To self-evaluate our existing provision of Pupil Support, leading to the development of strategies which promote consistent approaches & outcomes linked to the delivery. | |  |
| **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 robust system for tracking of HWB based upon Glasgow Motivation and Wellbeing Profile (GMWP) | AJ | Term 3 |
| **1.1.2** Completion of Faculty specific HWB wheels to be displayed in classrooms and school website | AJ and HWB Collegiate Group | Terms 2 and 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 | Terms 3 and 4 |
| **1.1.4** Introduction and development of staffing together with structured, calendared events to support and promote pupil HWB | AJ ,PG | Terms 1 - 4 |
| **1.1.5** Development of structured, calendared events to promote staff HWB | AJ and HWB Collegiate Group | Terms 2 and 3 |
| **1.1.6** Collation and sharing of Remit Specific Universal Support Strategies collated by staff during session 2019-20 | AJ and HWB Collegiate Group | Term 3 and 4 |
| **1.2.1** Establishment of whole school Equalities Group with clear action plan for PREP | AJ and HWB Collegiate Group | Term 3 and 4 |
| **1.2.2** Revisit and Promotion of whole school Report and Support Campaign | AJ and HWB  Collegiate Group | Term 3 and 4 |
| **1.3.1** Audit and Review of Pupil Support mechanisms to ensure clarity and consistency of implementation and delivery | AJ / HWB Collegiate Group/ Guidance Team | Term 1 – Term 4 |
| **1.3.2** Evaluation of preferred student pathways to support to ensure any barriers to access are removed. | AJ/Guidance Team | Term 1-4 |
| **1.3.3** Development and Promotion of “Network of Support” Document providing clear awareness of and signposting to support systems at TGS | AJ and HWB Collegiate Group | Term 3 and Term 4 |
| **On-going evidence of improvement:** | | |
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| **Impact:** | | |
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| **Evaluation & Next steps:** | | |
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**On-going Progress review - Improvement Plan No 1**

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| Term 1 Review | |
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| Direction of travel: | Action point(s): |
| Term 2 Review | |
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| Direction of travel: | Action point(s): |
| Term 3 Review | |
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| Direction of travel: | Action point(s): |
| Term 4 Review | |
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| Direction of travel: | Action point(s): |

TGS Improvement priority action-planning for 2021-22

**Ensure consistent high-quality inclusive learning, teaching**

**& assessment which facilitate formative & meaningful summative data**

Plan No 2 of 5

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| **Improvement priority:** | | |
| Ensure consistent high-quality inclusive learning, teaching & assessment which is underpinned by formative & meaningful summative data. | | |
| **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 revised following colleague feedback and will be further developed taking cognisance of Aberdeenshire Learning, Teaching and Assessment development and the UNCRC. * Due to Covid 19 formal Learning Observations have not been permitted. In the interim Learning Observation feedback sheets have been revised for future use. * A new Promoting Positive Behaviour Policy has been developed and is due to be implemented. * Colleagues have increased access to meaningful whole school data to inform 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. | |  |
| **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. | |  |
| **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. | |  |
| **2.4** Further embed the use of online platforms to support Learning, Teaching and Assessment through facilitating the sharing of good practice across faculties. | |  |
| **2.5** Colleagues have an increased understanding of how to use formative assessment strategies, and a range of meaningful whole-school data to plan Learning, Teaching and Assessment. | |  |
| **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** Continue to work with Aberdeenshire Learning, Teaching and Assessment group to ensure that the TGS, ‘Learning Together,’ framework takes cognisance of Aberdeenshire developments. | JR | Term 1 and Term 2 |
| **2.1.2** Reconvene the TGS Learning, Teaching and Assessment (LTA) Collegiate Improvement Team to review draft, ‘Learning Together,’ framework ensuring to take cognisance of Aberdeenshire developments, the UNCRC and the OECD report. | JR and LTA Improvement Team | Term 2 |
| **2.1.3** Share amended, ‘Learning Together,’ framework with colleagues, pupils and parent/carers for feedback | Term 2 |
| **2.1.4** Agree, ‘Learning Together,’ framework and then work with colleagues, pupils and parent/carers to communicate and share the framework. | Term 2/3 |
| **2.1.5** Evaluate impact of the introduction of the, ‘Learning Together,’ framework by asking colleagues and pupils to complete a baseline evaluation at the launch of the framework and then revisiting this at appropriate intervals. | Term 3 and then ongoing throughout academic session |
| **2.1.6** Review of the evaluation of the framework and any required changes communicated and implemented | Term 4, Term 1 of session 21-22 |
| **2.2.1** Share feedback regarding the previously developed Learning Observation proforma with the LTA Collegiate Improvement Team and use this to develop one proforma which will be used by all colleagues this session. This will align with the, ‘Learning Together,’ framework. | Term 2 |
| **2.2.2** Develop and review a timeline for formal learning observations to occur, with a emphasis on peer observation both within and across faculties | As appropriate, based on Guidance |
| **2.2.3** Choose a termly, ‘focus,’ for learning observations based on data collected through previous observations, 5-a-day feedback, colleague discussion etc. | As appropriate, based on guidance |
| **2.2.4** Evaluate learning observation feedback to plan for, and highlight, relevant in-school, colleague led CLPL sessions |  |
| **2.3.1** Reconvene the Positive Behaviour Collegiate Improvement Team | JR and Promoting Positive Behaviour Improvement Team | Term 1 |
| **2.3.2** Amend the draft, ‘Promoting Positive Behaviour (PPB),’ policy in line with the feedback received from colleagues | Term 1 |
| **2.3.3** Meet with SLT, FH’s and PT’s to discuss their role in managing the new PPB policy and on how to support colleagues with the implementation of the policy | JR | Term 1 |
| **2.3.4** Develop a new process for managing praise slips/referrals that allows for easy analysis of behaviours, and communication home | JR, DH, SMcG and ED | Term 1/Term 2 |
| **2.3.5** Inservice event planned and delivered to support colleagues with the launch and implementation of the new PPB policy. | JR and PPB Improvement Team | Nov In-service |
| **2.3.6** Assemblies planned to communicate new PPB policy with pupils | Term 2 - November |
| **2.3.7** Communication sent home to parent/carers regarding the implementation of the new PPB policy | Term 2 - November |
| **2.3.8** Continued on-going evaluation of the PPB policy so that amendments can be made as appropriate | Term 2 and 3 |
| **2.4.1** S1 pupils to be shown how to access and use Microsoft Teams | AS | Term 2 |
| **2.4.2** Audit of ICT that Colleagues have access to in school | AD and Digital Literacy Improvement Team | Term 2 |
| **2.4.3** Sharing of good practice as appropriate | All Colleagues | On-going |
| **2.4.4** Colleagues encouraged to share class resources via Teams on a regular basis to support learning. | All Colleagues | On-going |
| **On-going evidence of improvement:** | | |
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| **Impact:** | | |
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| **Evaluation & Next steps:** | | |
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**On-going Progress review - Improvement Plan No 2**

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| Term 1 Review | |
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| Direction of travel: | Action point(s): |
| Term 2 Review | |
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| Term 3 Review | |
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| Direction of travel: | Action point(s): |
| Term 4 Review | |
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| Direction of travel: | Action point(s): |

TGS Improvement priority action-planning for 2021-22

**Evaluate and restructure our curriculum to grow social intelligence through collaboration, relevance, inclusion & pupil voice which support Deep Learning and an advanced knowledgeable understanding of the world**

Plan No 3 of 5

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| **Improvement priority:** | | |
| Evaluate and restructure our curriculum to grow social intelligence through collaboration, relevance, inclusion & pupil voice which support Deep Learning and an advanced knowledgeable understanding of the world | | |
| **Quality Indicators:** *1.1 Self-evaluation for self-improvement*; 2.2 *Curriculum*; *2.6 Transitions*; 2.7 *Partnerships*; *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:** | | |
| Current BGE Curriculum consists of subject based areas to cover pupil entitlements along with a S1 Preparing Our Workforce (POW) course delivered across the school.  Senior Phase curriculum has evolved over the past four years and now includes a variety of qualifications, including Foundation Apprenticeships and National Progression awards. | | |
| **Intended outcome(s):** | | **Timescales:** |
| **3.1** A review & audit takes place to evaluate the current curriculum to assess how well we meet pupils’ curricular needs. | |  |
| **3.2** A strategic plan is developed to address any issues highlighted from the audit | |  |
| **3.3** Faculty improvement plans for session 2022-2023 include any identified curricular changes required. | |  |
| **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** Working group established to begin evaluation work | A.Dixon | Term 1 |
| **3.2.1** Continued engagement with Northern Alliance IDL work | P.Gaiter | On going |
| **3.2.2** Skills 4.0 - join with skills from Fullan Paper (Positive Drivers for success). Check how this is delivered across the school in faculties. | A.Dixon and P.Gaiter | Term 3? |
| **3.2.3** Audit of school curriculum, involving all stakeholders? | SLT Links?? | Term 2/3 |
| **3.2.4** Visit Kemnay Academy re Big Ideas Approach to IDL | A.Dixon/P.Gaiter | Term 2 |
| **3.3.1** Share IDL and Learner Pathways Papers with staff | A.Dixon | Term 2 |
| **On-going evidence of improvement:** | | |
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| **Impact:** | | |
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| **Evaluation & Next steps:** | | |
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**On-going Progress review - Improvement Plan No 3**

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| Term 1 Review | |
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| Term 2 Review | |
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| Direction of travel: | Action point(s): |
| Term 3 Review | |
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| Direction of travel: | Action point(s): |
| Term 4 Review | |
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| Direction of travel: | Action point(s): |

TGS Improvement priority action-planning for 2021-22

**Embed consistent collegiate, learner and community participation in our self-evaluation processes to impact & inform next steps in**

**improvement and systemness**

Plan No 4 of 5

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| **Improvement priority:** | | |
| Embed consistent collegiate, learner and community participation in our self-evaluation processes to impact & inform next steps in improvement and systemness | | |
| **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:** | | |
| We are one of two Aberdeenshire schools as a part of the Northern Alliance Michael Fullan project, “School Improvement Project “Right Drivers for Whole System Success: Driving Improvement from Within”. To reflect this, we have aligned our Improvement Planning priorities with the language and ethos of Fullan’s paper.  Whole School and faculty/department improvement planning formats updated and aligned but due to the alteration of priorities in response to Covid-19, there is no clear overview of the relational impacts on one another.  The turnover of staff in recent sessions means that we are revisiting 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/poverty.  We were unable to build on our ‘Young Leaders of Learning’ from session 2019-20 but there is still a desire and willingness to reinstate this. We also need to revisit our 5-a-day questions to gather greater pupil voice on an on-going basis.  We need to explore how we can facilitate greater involvement from pupils, 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/department plans to ensure systemness and impact. | |  |
| **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. | |  |
| **4.3** Re-establish our ‘Young leaders of learning’ and ‘5-a-day’, with a clear focus to support pupil voice in self-evaluation. | |  |
| **4.4** Our families, local community and TGS partners are involved in our improvement planning processes and support evidence of impact. | |  |
| **4.5** Use Fullan’s ‘four right drivers’ model to structure our self-evaluation pathways and outcome measurements in order to sustain meaningful improvement practice and outcomes for learners and colleagues. | |  |
| **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/department plans. | PG & QIM Team  QIM Team  SLT & FH/PTs | Term 1  Terms 2 – 4  Terms 1 & 4 |
| **4.2.1** Use ScotXed census data & gather multi-agency data to build an up-to-date context for the Huntly community.  **4.2.2** Use this data throughout the session to inform the formulation of policies, procedures, ways of working and how resources are allocated. | SLT  SLT & all teaching colleagues | Term 1  On-going  On-going |
| **4.3.1** Recruit new ‘Young leaders of learning’ (YLOL) for session 2021-22, 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.  **4.3.3** Re-instate 5-a-day each term with evaluations, feedback and action points to pupils and colleagues. | JR/PG & partner school  JR/PG & partner school  SLT | Term 2  Term 3  Terms 2 – 4 |
| **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.  **4.4.2** Quality Improvement Monitoring Team & SLT overview whole-School and faculty/department opportunities to involve pupils in our TGS self-evaluation. | QIM Team  QIM Team & SLT | Terms 2 – 4  Terms 2 – 4 |
| **4.4.3** Work with all community stakeholders on a format and wording for an Improvement Plan and Review in language and content that is meaningful and practical for shared use. |  |  |
| **4.5.1** Ensure a shared understanding of Fullan’s four improvement building blocks and four drivers across all colleagues. |  |  |
| **4.5.2** Break both of these down to a class/department/faculty/School level to evaluate what success and next steps looks like in these settings. |  |  |
| **On-going evidence of improvement:** | | |
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| **Evaluation & Next steps:** | | |
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**On-going Progress review - Improvement Plan No 4**

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| Term 1 Review | |
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| Term 3 Review | |
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| Direction of travel: | Action point(s): |
| Term 4 Review | |
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| Direction of travel: | Action point(s): |

TGS Improvement priority action-planning for 2021-22

**Integrate local & global learning for sustainability as underpinning intrinsic pupil motivation and our sense of community inclusion**

Plan No 5 of 5

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| **Improvement priority:** | | |
| Integrate local & global learning for sustainability as underpinning intrinsic pupil motivation and our sense of community inclusion | | |
| **Quality Indicators:** 1.2 *Leadership of learning*; *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. We wish to renew this and build on the COP 26 Conference to raise awareness of sustainability issues, both local and global. The group and our School are still 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. We are increasing the amount of outdoor learning, linked with sustainability in our curriculum.  We successfully applied for Erasmus funding to develop staff knowledge and skills around sustainability and plan to have reciprocal staff visits with schools in Denmark and the Netherlands this session.  We are yet to engage meaningfully with all faculties & departments around their sustainability practice and need to begin 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 and consumables across the School and develop our Eco Group partnership with ‘Grassetstyle’ & local charities and social enterprises around clothing sustainability and re-cycling/re-use/repair. | |  |
| **5.2** Increase our overall quantity of re-cycling together with the number of pupils aware and understanding the benefits of sustainability through the circular economy model. | |  |
| **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. | |  |
| **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. | |  |
| **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. | |  |
| **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** Re-establish and widen pupil participation and voice in our Eco Group.  **5.1.2** Audit where in TGS single-use plastic and consumables are prevalent & action plan to change this.  **5.1.3** Consolidate and build links with ‘Grassetstyle’, Inspire, Gordon Rural Action, HDT and other organisations who promote clothing, the re-use of materials & sustainability. | SMcL, SLT & Eco-Group  SLT & Eco-Group  SMcL &Eco-Group, PG with SLT & PT DYW |  |
| **5.2.1** Establish baseline quantities of re-cycling (where available) and have a questionnaire on pupil recycling habits.  **5.2.2** Educate pupils and colleagues on the circular economy model and the roles they have to play within it. | Janitors/Kitchen & Eco-Group  Eco-Group & SLT |  |
| **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 + RW  SMcL & PG |  |
| **5.4.1** Create and carry out a sustainability audit across the School; act on next steps from findings.  **5.4.2** Increase more detailed knowledge & understanding & skills around the ‘circular economy’ and support whole-School learning & teaching opportunities to integrate this with all staff and pupils. | Eco-Group  & SMcL & PG  All FH/PTs with support from SMcL & PG + Eco-Group |  |
| **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) |  |
| **On-going evidence of improvement:** | | |
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| **Impact:** | | |
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| **Evaluation & Next steps:** | | |
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**On-going Progress review - Improvement Plan No 5**

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| Term 1 Review | |
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| Term 2 Review | |
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| Term 3 Review | |
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| Direction of travel: | Action point(s): |
| Term 4 Review | |
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| Direction of travel: | Action point(s): |