Aberdeenshire A·
COUNCIL

Education and Children's Services

The Gordon Schools
Standards & Quality Report
2022-2023
&
School Improvement Planning
2023-24 forwards

Together Growing Succeeding

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GOLD
SCHOOL SPORT
AWARD

WE ARE A
FAIR ACHIEVER
SCHOOL

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The Gordon Schools: forward

We are pleased to present both our Standards and Quality Report (SQuIP) for Session 2022–2023, together with our School Improvement plan building from session 2023–2024 forwards. This Report forms part of our quality improvement framework and provides important information regarding our School's progress to date and identifies the next steps in our journey of school improvement.

At The Gordon Schools, we continue to be committed to partnership working within our local community, 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 and encouraged to maximise opportunities to grow and succeed towards their own positive destinations and life-long learning.

Our progress in 2022-23 was affected somewhat by unplanned closures, largely due to weather and industrial action, which proved challenging in terms of continuity of learning and CLPL for both our pupils as well as colleagues. This said, however, cumulatively across the past 4 years, we have been addressing our 2019 Inspection priorities and advice through the Improvement Planning process and are confident of where we stand regarding our overall self-evaluation and ability to move forwards with improvement.

The negative impacts felt across the past four years have demonstrably altered the health and wellbeing of both our pupil and collegiate body, manifesting itself in reduced engagement with pupil learning and an observable drop in engagement with our School offer, both curricular and extra-curricular. The immediate impacts 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" (Shirley & Hargreaves, *Five Paths of Student Engagement*, 2021, Solution Tree), we must focus on Curriculum for Excellence's Four Capacities, the United Nations Convention on the Rights of the Child, together with the OECD 2030 Learning Compass, to ensure we tackle the new key questions of: who are we, what will become of us and who will decide?

Self-Evaluation for Self-Improvement is what we strive to put at the heart of our School practice in supporting learners and colleagues to generate meaningful evidence as the basis for judgements regarding the impact of our improvements using the national model 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

Our Improvement Plan and practice was, and continues to be, influenced by the educational theories of Michael Fullan, through his work on "The right drivers for whole system success". In line with these, we are using "wellbeing and learning, social intelligence, equality investments and systemness" as our four drivers for improvement. This is being supported and facilitated through the Northern Alliance School Improvement Model that uses four building blocks for driving improvement from within: "leadership, collaboration, collective efficacy and improvement."

Through this Standards and Quality Report that informs our Improvement Priorities for the new session 2023-2024, 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 striving 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:
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 success! 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 plans align with the **National Improvement Framework (NIF)**:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

NIF Key Drivers of Improvement:

* School and ELC leadership
* Parent/carer involvement and engagement
* School and ELC improvement

* Teacher and practitioner professionalism
* Curriculum and assessment
* Performance information

Aberdeenshire ECS 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 welcoming and positive ethos, where we aspire to put all learners and colleagues at the centre of our Vision. Fundamental to this, we are also constantly striving to support and develop alongside our local community and its place in the wider world. Our School draws from a wide geographical area, having 10 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. During session 2022-23, we welcomed families from Ukraine as well as unaccompanied asylum seekers from Eritrea.

Our 2023-24 new Secondary 1 cohort comprises of a total of at least 16 different primary schools (6+ schools are out-of-zone). Our total roll figure is 660. Over the next six years, numbers in our Cluster indicate that the roll should maintain close to or slightly above this figure.

The Scottish Index of Multiple Deprivation (SIMD) profile of The Gordon Schools is a mixed and broadly comprehensive one. In 22-23, approximately 53.6% of our Cluster learners came within deciles 3 to 6 with the remaining 46.4% 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 disadvantaged families resident in higher decile postcodes. The numbers claiming for Free Meal Entitlement (FME) and Clothing Grants has risen greatly (more than doubled) since the initial Covid-19 lockdown in 2019 now sitting at approximately 16% of our roll figure. Unfortunately, this is not reflected in our Pupil Equity Funding of £41,650, which is fixed for the four years 2022-23 – 2025-26, as allocated by Scottish Government.

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, Quarriers, Aberdeenshire Alcohol and Drugs Partnership, Aberdeen University and RGU Outreach, as well as drawing on the services of a Wellbeing Worker, two Pupil Support Workers and nursing assistant. We also work in partnership with MCR Pathways (Aberdeenshire Young Talent) to support our care-experienced and most vulnerable pupils, now in its sixth year of running. This session we will be working with SAMH and their 'Time to Talk' programme, supporting mental health and wellbeing.

Our SQA attainment and other achievements recorded for session 2022-23 continue to be good. We offer a strong range of qualifications to suit all abilities, National 2 – Advanced Higher, Foundation Apprenticeships, Prince's Trust Awards, together with qualifications achieved via attendance and support from North East Scotland College. The most commonly awarded grade at National 5 and Higher level examinations was an 'A'.

It is vital that our School is outward looking. As strand of this involves seeking and maintaining recognition for our wider achievements. We are currently a 'sportscotland Gold school sport award' holder and in 21-22 we renewed our 'Eco Schools Green Flag Award'. We are also a Fair Trade 'Fair Achiever School' and will be looking to re-instate our International Schools Award during 2023-24. In the same vein of looking outwards, The Gordon Schools has embedded a range of community links in our curriculum to provide more meaningful contexts for learning. During the past three sessions, it has been extremely challenging to maintain prior levels of business engagement

but the School has continued co-working with Deveron Projects, The Huntly Town Team, Huntly Development Trust, Networks of Well-being', Johnstons of Elgin, Deans Shortbread, Huntly Ethical Trading Initiative, Orb's Bookshop, the Armed Services, embryonic links with the Scottish Ecological Design Agency, as well as our colleagues Live Life Aberdeenshire and Active Schools.

Educational partnerships that feature in the learning life of our School are links with North East Scotland College (NESCol), Scotland's Rural College (SRUC), Moray College University of the Highlands and Islands and the Open University YASS scheme with Senior Phase (S4 – S6) pupils regularly undertaking timetabled courses through these institutions and programmes.

We have also been looking outwards further-a-field, building on previous Erasmus 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 and educational leaders in the Denmark and Reunion Island.

Supporting pupil voice and the UNCRC, we have an active Pupil Council meeting regularly to support decision-making in our School and the School also contributes to Aberdeenshire's Pupil Participation Forum. Our young people are also involved in having their say in how Huntly should develop and specifically, how Number 30 The Square, an exciting, refurbished community-owned building should be run to support their needs and voice. Young people are represented on the local Community Council, a local mental health charity and local social enterprise charity. We have begun to ensure our young people are aware of their Rights under the UNCRC and used the OECD 2030 Learning Compass to support and challenge our pupils in terms of how they make use of their Rights for a better future. Our School is also very well supported by our Parent Council, 'Parents in Partnership', who participate in consultations, policy review and development and represent our parent forum on the educational life of the School, as well as significant and much needed fundraising to enhance pupil activities, resources and support achievement and attainment for all.

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, following visits in 2016 and 2018. The findings and conclusion of their report on the progress being made by The Gordon Schools stated: "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."

From the engagement Aberdeenshire Council Officers have had with the school over session 2022-23, Education and Children's Service are happy with the progress the school continues to make on the key areas identified in the September 2019 report.

"The School is now ready to provide all stakeholders with a clear set of focused improvement priorities covering a three year plan and will provide further improvements to curricular delivery, the quality of learning and teaching, collective efficacy and improved consistency." The Council are pleased to say that the School will now return to universal Local Authority support.

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 living Vision, that stands as the over-arching guide for our actions. The values we demonstrate and strive towards are articulated from within this Vision in an accompanying statement. Our Vision was developed and renewed through consultation with our stakeholders and many of our community partners.
- Our Assembly programme is badged against our Vision and, following consultation with and support from our Parents in Partnership body, our Broad General Education Celebration of Learning and our whole-School Prize Giving ceremonies are now aligned under our Vision. The Vision provides a keystone for reference at events with pupils, families and stakeholders and is also used when reminding pupils about our expectations on how they conduct themselves in school.
- At the end of session 22-23, an extensive Improvement Planning consultation to establish priorities for 2023-34 and beyond was undertaken. All BGE pupil council representatives participated, a few Registration classes participated and our new S5 and S6 pupils were all involved either individually or in groups during their Induction days.
- There are opportunities for leadership and engagement at all levels at The Gordon Schools. Our Pupil Council allows two representatives from each of 39 Registration classes, senior pupils buddying for transition, School House & Sports Captains, together with various sports, extra-curricular clubs and health groups, have representatives from across our School.

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. As a result of the feedback, the Values were removed and replaced with statements for each part of the Vision to show how our aspirations are embedded in our everyday actions. This was shared with everyone and now also forms a part of our P7 Transition information. Our School family newsletter has been named 'Together Growing Succeeding' to reinforce our Vision, with a pupil designed graphic reflecting this being chosen following a pupil vote.
- The large number of pupils who participated positively and willingly in our Improvement Plan consultation demonstrates their commitment to our school improvement

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

- We aim to further embed our Vision more deeply and review opportunities to reinforce its presence across day-to-day School life and in communications, both internally and externally
- Learners' inputs and voice have been incorporated into our Improvement Priorities and will be involved in the subsequent review of their impact
- We aim to embed and strengthen pupil leadership further through their use of How good is OUR school? and introducing Young Leaders of Learning from our across our BGE pupils
- We will maintain a focus on the United Nations Convention on the Rights of the Child through seeking accreditation as a 'Rights Respecting School' at Bronze level in 2023-24 and continue with citizenship activities through mock COPs and Fair Trade activities

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 is involved in on-going development work which is being taken forward to create our agreed 'Learning Together' framework across the School for session 2023-24. A DHT was an active participant in developing the new Aberdeenshire Learning, Teaching and Assessment policy. This allowed the School to ensure that our planned framework both influenced and will be in line with the new locally agreed practice.
- Pupils were previously given the opportunity to give feedback on the principles of a good lesson, which was used to inform draft 'Learning Together,' framework
- A version of a classroom observation pro-forma has been agreed following SLT/FH's/PT's consultation and feedback on pilot versions
- Following both informal and formal feedback, around consistency in managing behaviour across the school and how this was impacting on Learning, Teaching and Assessment, a new Positive Behaviour Management policy was implemented and subject to review during session 2023-24.
- Learning, teaching and assessment activities linked with DYW partners Deans and Johnstons of Elgin were very successful for S1 and S2 respectively, as well as S1/2/3 activities linked with sustainability themes

How do you know?
What evidence do you have of positive impact on learners?

- Data analysed since the introduction of our Positive Behaviour Policy, clearly demonstrates a far greater ratio of praise to concern across all year groups. However, it has also pointed to target year groups (S1 and S3) and target pupils within these year groups, requiring greater levels of intervention and support to engage better with their learning.
- Very positive feedback from pupils as well as Deans, Johnstons of Elgin and various local sustainability partners on activities with S1/2/3 pupils

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

- Embed regular 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 regularly rotating 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
- Re-establish our Positive Behaviour collegiate Improvement Team in order to refine and re-launch the Promoting Positive Behaviour Policy
- Pilot and implement greater opportunities for cross-curricular and inter-disciplinary learning across the curriculum

- Produce a collegiately agreed Reporting guide to standardise and improve feedback to pupils and families through our Tracking, Monitoring and Reporting process

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 most pupils.
- All staff (both teaching and non-teaching) are clear on the policies and procedures around safeguarding and child protection. Staff are vigilant & prompt in highlighting concerns and responding to issues based around our policy and national guidelines.
- Our Promoting Respect and Equalities policy is currently finishing a review process and is underpinned by the School's Vision and references the UNCRC
- Our Care Experienced pupils continue to be recognised for their cultural contributions to Aberdeenshire and the supports they receive from colleagues has also been positively acknowledged by the Virtual Head Teacher for Aberdeenshire
- Our PEF funded Pupil Support Workers (Attendance and Nurture), together with our Pupil Wellbeing Worker and MCR Pathways coordinator are having a positive impact on many vulnerable pupils' attendance, lateness and wellbeing
- Our first SHINE survey identified strengths together with areas for improvement required to support the health and wellbeing of our pupils
- Very good support in school and with other agencies for our refugee pupils and families and also our unaccompanied asylum seekers
- Establishment of both Aspire North and RGU Hub to promote and widen access to higher education

How do you know?
What evidence do you have of positive impact on learners?

- High participation statistics via Active Schools extra-curricular activities and numbers of pupils (+100) in our successful NASSA winning whole-School team
- Our Care Group being nominated for 'Inspiring Aberdeenshire 2022 and 2023', chosen in both years as a finalist in the Cultural award category
- Positive destinations for our two unaccompanied asylum seekers and two of our refugees. Three other refugees continuing their learning in School
- Feedback and numbers of pupils in the BGE engaging with widening access programmes

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

- Our Guidance Team have moved into a communal office for mutual support and with the aim of improving the consistency of support for all pupils across the four different Houses
- Structure whole-School supports and data gathering around the eight wellbeing indicators
- Focus on positive classroom relationships, underpinned by the new Circle Framework training
- To use 'Relationships' and 'Health and wellbeing' as the foci are for our Young Leaders of Learning to support our whole-School self-evaluation around these areas in session 2023-24

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?

- Overall Senior Phase attainment is good in SQA examinations and course-assessed qualifications
- Revised approach to BGE assessment of 'levels achieved' with English and Mathematics faculties to support more accurate national ACEL return
- The figures for positive post-School destinations are very good
- We have a strong focus on building sustainable partnerships through DYW links, working regularly with a range of local companies to embed and further skills for life, work, and learning
- Young people are beginning to become involved in local community activities such as the Community Council, an ASD support group, third sector charities and enterprises

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. Strong SQA attainment in 2022-23, with an 'A' being the most commonly awarded grade at all NQ examination levels. Strong comparisons with other Aberdeenshire schools.
- More pupils have achieved new qualifications e.g. Foundation Apprenticeships and National Progression Awards to better meet their chosen progression pathways.
- Quality and quantity of School links being maintained and established via DYW NE and local networking
- ACEL return more in line with Aberdeenshire and national averages
- Strong Insight positive destination figures in the high 90%'s

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

- Clarify and revise our SQA Presentation policy to support learners and families understanding around progression and exam entries
- Adjust our collegiate calendar so the timing of assessments, reports, cause for concerns and parents' meetings are joined-up for maximum impact and intervention to support learning and learners
- Our Improvement Plan consultation showed that both teachers and pupils want to raise the level of engagement and active learning in day-to-day learning, teaching and assessment
- To consolidate existing opportunities and build new community-based opportunities for pupil achievements and participation

Impact of our improvements

In this section we will outline the Targets we set last session and identify the extent of progress we made during session 2022-2023:

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
1: Further develop & support conditions for positive wellbeing needs to be achieved across our young people's learning journey through their curricular, extra-curricular School & community experiences	Implement the SHINE data collection programme (whole-School) with a focus on gathering evidence around pupil wellbeing Provide a health and wellbeing evening for families to publicise available supports. Update our Parents in Partnership website with support materials around additional support needs. Implement a QR code contact system was for pupils to allow quicker contact and response from their Guidance teacher Involve our Care Group in working with outside partners to learn and display creative media skills Review and update our Promoting Respect and Equalities policy (PREP) Working with Active Schools, school colleagues, particularly in Physical Education, we targeted more opportunities for extra-curricular activities Our ASL colleagues reviewed and extended the options and opportunities for day-to-day interventions to support	• From the SHINE survey data, a group of S3 girls was identified as requiring support with their self-confidence. Working with Community Learning and Development, a short-term group was set-up to support them. • In spite of a good initial sign-up, there was a very poor response to the evening of the wellbeing event. We will look to repeat this during session 2023-24. Website updated and welcomed by Parents in Partnership. • The QR code system has been well received and used by pupils, facilitating easier and better contacts. It will also allow the tracking and analysis of categories around why pupils are needing support. • Attendance at the Care Group was very strong. Feedback from outside partners on the Group's engagement and creativity was very positive. The Open Evening to display their media was very well attended and received by families and partners. • Our PREP policy has been positively reviewed and updated, ready to re-launch in August

	learners experiencing difficulties with their learning and mental health	• Greater levels of engagement and participation in extra-curricular activities across the school at lunchtimes • More targeted interventions possible and more appropriate learning environments provided for different types and levels of learning and mental health needs
2: Ensure consistent high-quality inclusive learning, teaching & assessment that activates young people's agency & voice and values data for improvement	Make colleagues aware and begin to use the new Aberdeenshire Learning Framework resources Agree forms to be used for classroom observations and share with all teaching colleagues Shared House Merit points on Teams and through pupil notices on a weekly basis Re-establish Pupil Council with regular calendared meetings and opportunities for involvement in whole-school self-evaluation activities	• Over-arching 'Aberdeenshire Learning, Teaching & Assessment' resource site launched with all teaching colleagues at February in-service and used to audit practice at collegiate meetings • Relaunch of classroom observations across most faculties • Merit Pupil of the Year and House of Year competitions re-instated and celebrated throughout the session, culminating in Prize Giving Awards • Eight pupil council held with each BGE and Snr Phase Group. Nearly all classes (our of 40) are represented. Meetings held with Council Representatives and self-evaluation on Uniform survey and improvement planning for 23-24 undertaken
3: Evaluate and restructure our curriculum to grow social intelligence through a coherent skills framework, collaboration & relevance which together support 'Deep Learning' and connectedness	Work with colleagues to establish an agreed outline skills framework that can be used across the School Establish more CLPL professional reading opportunities and employer engagement for colleagues	• In-Service and collegiate meeting time has embedded knowledge around the SDS Meta-skills and Fullan's 6C's and provided a basis to move forward in 23-24 to agree a framework • A staff reading library has been set-up in our School library, with new texts purchased to support CLPL around our Improvement Priorities.

		Re-establish pupil engagement opportunities with business and third sector partners in our community Provide a wider range of courses and learning opportunities for the 23-34 timetable	• A successful staff visit took place at Deans to learn about their business and discuss how we could integrate curricular inputs • All S1 pupils engaged in learning across the curriculum on a shortbread product development competition with Deans. All S2 pupils similarly engaged with Johnstons of Elgin in producing publicity and branding materials. S1, S2 and S3 pupils all engaged in sustainability week activities, culminating in a showcase event with local employers and third sector organisations. • A greater number and range of Foundation Apprenticeships and National Progression Awards were available and taken-up by pupils in the course choice process
4: Integrate local & global learning for sustainability into 'Deep Learning' to foster positive engagement & wellbeing		Register and begin to plan for the Bronze level 'Rights Respecting Schools' award Organise training for colleagues in sustainable education from 'Aberdeen for a Fairer World' Make a curricular link with the Gordon Rural Action 'Bikery' to support pupil involvement and skills in sustainable travel Continue to link with international schools around sustainability and learning	• Positive feedback from assessor in our initial progress towards the RRS Bronze Award to allow for completion in session 2023-24 • Well received Collegiate input on learning for sustainability with colleagues identifying opportunities to include this in their curricula • Link established with the Bikery; small group of pupils struggling to engage with their timetable going down regularly as part of nurture and successfully being involved in bike maintenance • Three teachers visited schools in the Reunion Island during the Easter break as part of their own CLPL and we had a reciprocal visit in May as well as an English teacher from The Netherlands visit us for a week. This should lead to curricular links for 2023-24 being established.

* Key priorities for session 23-24 forwards:

Priority 1:   Further develop & create opportunities for positive wellbeing outcomes to be met and evidenced across our whole-School community, ensuring consistent positive, supportive & inclusive relationships in all areas of learning which maximise successes and achievements, particularly for those facing most disadvantage

Priority 2:   Ensure consistent high-quality, inclusive learning, teaching & assessment that engages and challenges all young people, facilitates their voice and provides reliable formative and summative data to support improvements, achievement & attainment

Priority 3:   Further evaluate and restructure our curriculum to build successful outcomes for all, underpinned by a coherent skills framework that is embedded and connected with learning for life & work in just & sustainable communities, locally and globally

* While the above priorities reflect and build closely on our collegiate improvement journey, the language and sense underpinning these four related priorities have emerged and been developed linked with: Michael Fullan, '*The right drivers for whole system success*' (2021 February).

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 aim to is utilise our Pupil Equity Funding to support 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 to fully evaluate, develop, implement and monitor improvements. Therefore, our improvement priorities for the coming session are built from those in 2022-23 and informed by our own self-evaluation together with support from Aberdeenshire Council, as well as our own continuous professional development. We will evaluate and review our progress termly and annually to inform our key priorities and the direction of these in future school sessions.

Our Priorities for 2023-24 and beyond have also been established following a widespread consultation with our Faculties and Departments, individual staff colleagues, pupils across all year groups, families and partner organisations. All of these stakeholders were given the opportunity to express their top three preferences in each of health and wellbeing, learning, teaching & assessment and finally, curriculum and skills. The preferences were based on HGIOS 4 'Very Good' statements and our own Red Amber Green rating in relation to these. Top preferences were gathered and distilled down into the three headline focused priorities below; our aim being to focus on quality and depth over a three year period in relation to those identified as stakeholder priority for improvement.

Each of The Gordon Schools Improvement Priorities are explicitly linked with the following local and national policy drivers and influences

- **How Good is our School 4 Quality Indicators**
  How good is our school? - HGIOS 4 | Self-evaluation | National Improvement Hub (education.gov.scot)

- **Fullan's Right Driver(s) for Improvement**: Wellbeing and Learning; Equality Investments; Social Intelligence; Systemness
  The Right Drivers for Whole System Success - Michael Fullan

- **The United Nations Convention on the Rights of the Child (UNCRC)**
  UN Convention on the Rights of the Child - UNICEF UK

- **The United Nations Sustainable Development Goals (UNSDGs)**
  THE 17 GOALS | Sustainable Development (un.org)

- **National Improvement Framework Priorities & Key Drivers of Improvement**
  National Improvement Framework (NIF) and improvement plan 2023: summary - gov.scot (www.gov.scot)

- **Aberdeenshire ECS Priorities**

- **Aberdeenshire GIRFEC website**
  GIRFEC Aberdeenshire | Getting it Right for Every Child in Aberdeenshire – Getting it Right for Every Child in Aberdeenshire (girfec-aberdeenshire.org)

- **Additional Support Needs, Inclusion, Equity and Wellbeing**
  Additional Support Needs (ASN) Aberdeenshire, Inclusion, Equity and Wellbeing (asn-aberdeenshire.org)

- **Learning, Teaching And Assessment in Aberdeenshire**
  Learning Teaching and Assessment in Aberdeenshire – A great place to live and work (glowscotland.org.uk)

- **The General Teaching Council for Scotland: Professional Standards**
  Professional Standards - The General Teaching Council for Scotland (gtcs.org.uk)

Pupil Equity Funding (PEF) Planning for 2023-2024

Identified gaps	• Pupils who face disadvantage due to their non-attendance at School and non-attendance to classes within School • Pupils whose attainment and achievement will be adversely affected by non-attendance to School and classes within School • Pupils in receipt of Free School Meal Entitlement who face financial hardship and would benefit from a breakfast meal opportunity to support their health and wellbeing and readiness to learn • Pupils who will benefit from nurture and a sense of attachment and belonging in a school setting to support their engagement with learning and participation in school and community life
Expenditure	On-going and current expenditure from 2022-23: • Our three year Accelerated Reading subscription ends November 2023 • Our three year AOn Audible Books subscription ends at the end of 2023 • Funding for two additional Pupil Support Workers (Year 2), one to support Nurture and one to support Attendance • TGS support for Free Meal Entitlement breakfasts throughout term-time Planned expenditure for session 2023-24 (£41,650) • Continued funding for our two Pupil Support Workers (Attendance and Nurture) • Renew our support for Free Meal Entitlement breakfasts throughout term-time
Expected outcomes	• Improved attendance & reduced lateness from targeted pupils • A reduction in exclusions in the group of targeted pupils • Uptake in available support(s) from targeted pupils • Positive destinations for targeted pupils upon leaving School • Pupils achieving predicted or better than predicted attainment • Healthier pupils based on their uptake of free school meals and breakfasts
Impact Measurements	• Attendance, lateness and exclusion statistics • Engagement numbers with Pupil Support Workers • Attainment for pupils receiving support • Numbers of pupils taking up FME breakfasts

Further develop & create opportunities for positive wellbeing outcomes to be met and evidenced across our whole-School community, ensuring consistent positive, supportive & inclusive relationships in all areas of learning which maximise successes and achievements, particularly for those facing most disadvantage

Plan No 1 of 3

Improvement priority:
Further develop & create opportunities for positive wellbeing outcomes to be met and evidenced across our whole-School community, ensuring consistent positive, supportive & inclusive relationships in all areas of learning which maximise successes and achievements, particularly for those facing most disadvantage

- **Quality Indicators:** 3.1 Ensuring wellbeing, equality and inclusion; 1.3 Leadership of change; 1.5 Management of resources to promote equity; 2.1 Safeguarding and child protection; 2.4 Personalised support; 3.2 Raising attainment and achievement
- **Fullan's Driver(s) for Improvement**: Wellbeing and Learning; Equality Investments; Social Intelligence; Systemness
- **UNCRC:** Article 3 best interests of the child; Article 12 respect for the views of the child; Article 24 health and health services; Article 28 right to education; Article 29 goals of education; Article 31 leisure, play and culture; Article 39 recovery from trauma & reintegration
- **UNSDG:** 3 Good Health and wellbeing; 4 Quality Education; 10 Reduced Inequalities
- **National Improvement Framework Priorities & Key Drivers of Improvement**
  Priorities: Improvement in children and young people's health and wellbeing; Placing the human rights and needs of every child and young person at the centre of education; Drivers: School improvement; Teacher professionalism; Parent/carer involvement and engagement
- **Aberdeenshire Priority:** Improving Learning, Teaching and Assessment; Partnership working to raise attainment

Current situation:

- Our Guidance Team have now moved into a communal office to help support consistency and we have a new PT Guidance acting for Badenoch House in 2023-24
- Classroom relationships and inclusion are very variable and unstable for many of our vulnerable and at risk of a negative destination pupils
- The school needs to share its best practice and positive inclusion strategies more widely across the collegiate body
- The use of data led approaches to improving wellbeing is variable and needs to be expanded, particularly around the eight wellbeing indicators
- Our Improvement Plan consultation at the end of 2022-23 told us that the key outcomes and themes we need to focus on during the next three years are, 'wellbeing leading to successful outcomes across our community' and 'positive & inclusive relationships'

Intended outcome(s):	Timescales:
1.1 Across the School, we consistently embed our understanding and practice around the eight wellbeing indicators as the foundation for health and wellbeing outcomes. The School generates data around the indicators as the	**2023-24**

basis for identifying support needs and strategies which result in positive outcomes for all learners and families.	
1.1 Using a data-led, self-evaluative approach, the School consistently provides all learners and families opportunities, supports and targeted additional help that is appropriate, proportionate and timely framed around positive outcomes, arising from the eight wellbeing indicators	**2024-25**
1.1 Our overall School culture, systems and practice consistently put the child at the centre and focus on a whole-child approach to positive health and wellbeing outcomes for learners and their families, grounded in the eight wellbeing indicators	**2025-26**
1.2 All School planning for improvement will take account of the attendance, participation, attainment, achievement and destinations of care experienced learners to identify and begin to support with and remove any barriers faced	**2023-24**
1.2 Care experienced learners will be actively included and participating in all subjects & extra-curricular activities in school in line with the supports in place and removal of identified barriers	**2024-25**
1.2 Care experienced learners will receive all they need to thrive at School and for beyond. There will be no barriers to their inclusion in education or destinations and our School will know and cherish care experienced learners.	**2025-26**
1.3 Discussion and agreement shape how the values from our Vision translate into positive day-to-day working relationships across all stakeholders & how this will impact positive outcomes and achievements for stakeholders	**2023-24**
1.3 All stakeholders are able to articulate how they experience positive working relationships and there is evidence to link this with impactful positive outcomes and achievements	**2024-25**
1.3 TGS colleagues and learners routinely promote and exhibit the values from our Vision as the basis for positive working relationships and improving outcomes and achievements across all other staff colleagues, learners, families and stakeholder partners	**2025-26**

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 Health and Wellbeing Group support the identification of opportunities for the wellbeing indicators to be used to complement SHINE for data collection across both the whole School and individual faculties.	Wellbeing Group	Terms 1 & 2
1.1.2 Pilot of wellbeing indicator surveys with pupils across the whole School and in two trial faculties/departments. Analysis of data to support next steps, interventions and how this can be rolled out further and sustainably.	Wellbeing Group	Terms 2 & 3

1.1.3 Audit undertaken of current wellbeing systems/processes and data available/used within the Guidance Team to help and share equity and consistency of provision.	ADx	By December 2023
1.2.1 Work with PT Positive Destinations to gather and analyse data and then plan next steps and any interventions required within TGS for our care experienced pupils.	ADx, PT Positive Destinations & TGS Care Group	Terms 1 and 2
1.2.2 Good practice from other schools investigated and implemented in terms of monitoring and interventions to support our care experienced pupils.	ADx	By March 2024
1.2.3 Policy linked to The Promise in place for supporting care experience pupils.	ADx	By May 2024
1.3.1 Theme 1: Wellbeing in the classroom – Actions and plans will tie in with Improvement Plans 2 and 3. Specific evidence obtained that all pupils have opportunities to express their opinions, receive & provide feedback on aspects of their learning.	ADX and JR/FM LTA team ADX and AJ TMR team	By April 2024
1.3.2 Theme 2: Fulfilment of Statutory Duties – Audit undertaken on the level of quality of systems and procedures in place to support and improve wellbeing, equality and inclusion.	ADx and pupil support teams	By December 2023
1.3.3 Theme 2: Fulfilment of Statutory Duties – Use audit data to adapt and implement provision to improve outcomes across wellbeing, equality and inclusion.	ADx and pupil support teams	By May 2024
1.3.4 Theme 3: Inclusion – clear evidence of records being up to date, plans; clear and appropriate and evidence of CYP at the centre of process. Evidence of presumption of mainstream schooling.	ADx, DH PT ASN and team	By April 2024
1.3.5 Initial staff training around the Circle Framework and plan for next steps to implement this. Inclusive classrooms first, followed by inclusive participation.	ADx, SLT support with all staff	Ready to implement for Aug 2024
To be completed at end of session self-evaluation and Improvement Planning for 2023-24 On-going evidence of improvement:		
Impact:		
Evaluation & Next steps:		

On-going Progress review - Improvement Plan No 1

Term 1 Review

Direction of travel:	Action point(s):
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Term 2 Review

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

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

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Direction of travel:	Action point(s):
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Ensure consistent high-quality, inclusive learning, teaching & assessment that engages and challenges all young people, facilitates their voice and provides reliable formative and summative data to support improvements, achievement & attainment

Plan No 2 of 3

Improvement priority:
Ensure consistent high-quality, inclusive learning, teaching & assessment that engages and challenges all young people, facilitates their voice and provides reliable formative and summative data to support improvements, achievement & attainment

- **Quality Indicators:** 2.3 Learning, teaching and assessment; 1.2 Leadership of learning; 1.3 Leadership of change; 1.5 Management of resources to promote equity; 2.4 Personalised support; 2.6 Transitions; 2.7 Partnerships; 3.2 Raising attainment and achievement; 3.3 Increasing creativity and employability
- **Fullan's Driver(s) for Improvement**: Wellbeing and Learning; Equality Investments; Social Intelligence; Systemness
- **UNCRC: UNCRC:** Article 3 best interests of the child; Article 12 respect for the views of the child; Article 13 freedom of expression; Article 14 freedom of thought, belief and religion;
- Article 28 right to education; Article 29 goals of education; Article 31 leisure, play and culture
- **UNSDG:** 4: Quality Education; 10 Reduced Inequalities
- **National Improvement Framework Priorities & Key Drivers of Improvement** Priorities: Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in attainment, particularly in literacy and numeracy & Drivers: School improvement; Teacher professionalism; Curriculum and assessment; Performance Information
- **Aberdeenshire Priority:** Improving Learning, Teaching and Assessment; Partnership working to raise attainment; Improvement through self-evaluation

Current situation:

- A draft TGS Learning Together Framework needs to be collegiately agreed & launched with all stakeholders
- Observations, especially peer-to-peer, are not yet consistently embedded within or across all faculties and departments
- Learning, teaching and assessment across subject boundaries, linked with local contexts and more directly with skills for life and work are valued and enjoyed by learners as well as partner organisations
- Assessment and tracking in the Broad General Education need to be more consistent in how they lead to feedback and improved outcomes and also how effectively this is communicated to pupils and families
- Our Improvement Plan consultation at the end of 2022-23 told us that the key outcomes and themes we need to focus on during the next three years are, 'engagement, challenge & success for all' and 'assessment that is linked with improvements in learning'

Intended outcome(s):	Timescales:
2.1 All teachers and pupils are clear on what constitutes engagement in, and active learning, differentiated levels of challenge and successful outcomes	**2023-24**

for individual pupils. Both the provision of these and engagement to take advantage of these begin to be routinely evidenced across the School. Pupils are increasingly confident about how to take part in and plan their next steps following 'learning conversations' with their teachers. Pupils' learning begins to be explicitly linked with our agreed skills framework.	
2.1 Both teachers and pupils are able to articulate how they experience engagement and pupils being active in learning together with differentiated levels of challenge. There is emerging evidence to link this with impactful attainment and achievements within our skills framework.	**2024-25**
2.1 Evidence from both teachers and pupils demonstrates that positive engagement, appropriate challenge and successful outcomes for all learners are routinely seen and enjoyed in all learning experiences. This is positively impacting on attainment and achievement, in both the Broad General Education and the Senior Phase.	**2025-26**
2.2 All teachers and learners are clear on the purposes of formative and summative assessment. Practice is aligned with Education Scotland's 'Moderation Cycle'. Tracking, Monitoring and Reporting (TMR) practices result in feedback that includes clear next steps in learning to improve attainment and achievement in both skills and content. Pupils are clearer on their learning pathways and curricular choices.	**2023-24**
2.2 Pupils are routinely clear on what constitutes success in their learning, both in terms of content and skills. Evidence from both teachers and pupils demonstrate the positive impact of both formative and summative assessment feedback on next steps, skills progression and overall attainment and achievement. Families and pupils are positive on the Tracking, Monitoring & Reporting they experience and receive. Learning pathways and curriculum choices are more closely aligned and meet a wider range of learner needs.	**2024-25**
2.2 All assessments are appropriate to the learner, grounded in relevant learning outcomes and success criteria and result in meaningful evidence-based learner feedback, with the outcomes and next steps clearly & timeously communicated to learners and their families. Families as well as pupils value their formal reports and they lead to appropriate progression and curricular choices.	**2025-26**

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 The 'TGS Learning Together,' framework is finalised, linking with the Aberdeenshire Learning, Teaching and Assessment policy and referencing the 'Circle Secondary Resource'. It is agreed within the Collegiate Team.	JR & LTA Team	Beginning of Term 2
2.1.2 Collegiate discussion begins to take place, establishing agreement around a common language	JR	Term 2

and definitions of key words and terms, such as 'engagement', 'active learning', 'independent learning', 'challenge' and other identified key features of learning.		
2.1.3 The Learning Together framework is shared with all teachers and relevant support colleagues, and ideas are given on how to use this resource when planning lessons. The initial foci are to ensure that all pupils are given the opportunity to improve engagement levels and participate in active learning that is appropriately differentiated to allow for both support and challenge.	JR & LTA Team	Term 2
2.1.4 The framework is shared with pupils and a small working group of both pupils and colleagues is formed to produce an 'inclusion-friendly' pupil framework. This will be displayed in classrooms and referred to during learning conversations.	JR, pupils, ASL colleagues	Terms 2 & 3
2.1.5 Pupils understand the purpose of learning conversations and teacher feedback and can use these when planning appropriate learning next steps and pathways for themselves, having access to support when required.	JR, ASL colleagues and identified pupils from above 2.1.4	Terms 3 and 4
2.1.6 Colleagues are given the opportunity to discuss and agree upon what meaningful collegiate feedback looks like and strategies on how to implement this during post-observation discussions.	JR & LTA Team	Terms 3 & 4
2.1.7 Regular classroom observations are occurring across the whole School, linked to the Learning Together framework, and meaningful feedback is used to drive forward improvement and share good practice.	JR, FH's and teaching colleagues	Terms 3 and 4
2.1.8 Colleagues feel confident engaging with the guidance set out in the CIRCLE Secondary Resource and can use this to create an inclusion friendly classroom/learning space. This allows all pupils to feel welcome in class and they are better able to access appropriate learning.	SLT and FHs	Terms 2 – 4
2.2.1 Review how teachers record learning conversations to capture next steps for reporting, linked to the 'Moderation Cycle'.	FM, AJ, FH PTs	Term 2
2.2.2 TMR Group consults with stakeholders regarding strengths & areas for improvement with current TMR cycle and processes. LTA Sub-group to look at quality assurance around gathering assessment evidence & best practice around tracking attainment and achievement in the Broad General Education.	AJ, TMR & LTA Collegiate Subgroups & Staff Consultative Team	November 2023
2.2.3 TMR Group issues clear teacher guidelines on reporting and target setting to improve quality and consistency. Guidelines will ensure that feedback	AJ & TMR Collegiate Subgroup	30 January Collegiate Meeting

provides clarity for learners as to both their next steps and progression pathways.		
2.2.4 Guidance colleagues are able to use robust TMR data to help support pupils in making appropriate curricular choices.	AJ & TMR Group & AD	Term 3
2.2.5 Development and introduction of SQA Internal Verification policy.	AJ	Term 2
2.2.6 Progression Pathways meetings with all faculties to review how well our curriculum meets the needs of all our learners. Improve communication surrounding course options and how pupils are supported with their choices.	FM, JR with All FH PTs & PTGs	Term 2
2.2.7 The curricular framework, and course choice options, are designed to support the positive progression of pupils based on robust TMR data.	JR, AJ. FM & PTGs	February 2024
2.2.8 Course timetabling requirements are considered when structuring the school timetable to give pupils access to as many learning pathways as possible.	JR	March 2024
2.2.9 Audit of need for differentiated assessments from BGE to Senior Phase. Awareness of ASN information to support assessment & best communication strategies of this with pupils and parents.	AJ & PT ASL	January 2024
To be completed at end of session self-evaluation and Improvement Planning for 2023-24 On-going evidence of improvement:		
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Impact:		
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Evaluation & Next steps:		

On-going Progress review - Improvement Plan No 2

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

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Action point(s):

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Term 3 Review

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Direction of travel:

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Action point(s):

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Term 4 Review

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Direction of travel:

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Action point(s):

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Further evaluate and restructure our curriculum to build successful outcomes for all, underpinned by a coherent skills framework that is embedded and connected with learning for life & work in just & sustainable communities, locally and globally

Plan No 3 of 3

Improvement priority:
Further evaluate and restructure our curriculum to build successful outcomes for all, underpinned by a coherent skills framework that is embedded and connected with learning for life & work in just & sustainable communities, locally and globally

- **Quality Indicators:** 2.2 Curriculum; 1.1 Self-evaluation for self-improvement; 1.2 Leadership of learning; 1.3 Leadership of change; 2.6 Transitions; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Raising attainment & achievement; 3.3 Increasing creativity and employability
- **Fullan's Driver(s) for Improvement**: Wellbeing and Learning; Social Intelligence; Equality Investments; Systemness
- **UNCRC:** Article 3 best interests of the child; Article 12 respect for the views of the child; Article 13 freedom of expression; Article 14 freedom of thought, belief and religion;
- Article 28 right to education; Article 29 goals of education; Article 31 leisure, play and culture
- **UNSDG:** 4: Quality Education; 10 Reduced Inequalities; 11 Sustainable cities and communities; 13 Climate action
- **National Improvement Framework Priorities & Key Drivers of Improvement**
  Priorities: Placing the human rights and needs of every child and young person at the centre of education; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and sustained, positive school-leaver destinations for all young people; Improvement in attainment, particularly in literacy and numeracy & Drivers: School improvement; Teacher professionalism; Curriculum and assessment
- **Aberdeenshire Priority:** Improving Learning, Teaching and Assessment; Partnership working to raise attainment; Developing leadership at all levels; Improvement through self-evaluation

Current situation:

- Preparation work means that there is some collegiate agreement around the need for and parameters of a School skills framework, based on SDS Meta Skills and Fullan's 6 C's
- There are good examples of interdisciplinary and cross-curricular learning in the Broad General Education but practice is not embedded across the School
- Learning for sustainability has been introduced across the School & all faculties make some contribution towards it. A small group of pupils have re-engaged with sustainability issues
- Initial groundwork has begun on the 'Rights Respecting Schools' Bronze Award
- There is a small pool of colleagues engaging with international learning links
- Our Improvement Plan consultation at the end of 2022-23 told us that the key outcomes and themes we need to focus on during the next three years are, 'skills supporting learning across the curriculum linked with local and global communities' and 'growing and ensuring successful outcomes for all locally & globally'

Intended outcome(s):	Timescales:
3.1 Teachers and learners agree what a common, progressive skills framework looks like and how this prepares learners for life and work. Teachers and learners begin to use the framework to build greater pupil engagement & active learning and embed the language in feedback. All faculties and departments look for naturally occurring and meaningful opportunities to link with each other & develop community and wider contexts for learning as tools to grow pupil engagement.	**2023-24**
3.1 Our skills framework is starting to be embedded, with families and other stakeholders included in discussions about how we use it. There are emerging timetabled inter-disciplinary learning opportunities in the Broad General Education. Local and wider contexts for learning feature regularly across all areas of the curriculum, linked to sustainability, which contribute to engagement and active learning.	**2024-25**
3.1 All learners and teachers can articulate what both progression and success look like in both attainment and achievements using agreed language and pathways from our skills framework. Inter-disciplinary learning is expanded so that each BGE year group experience it timetabled during the session. As appropriate, all pupils can apply a wide range of skills in school, community and wider contexts that support our sustainable future.	**2025-26**
3.2 We begin to consolidate and expand our local and international links to provide meaningful contexts for active learning and engagement. A core component of this includes greater pupil voice that positively articulates choices for sustainable futures. Learning for sustainability is further developed in ways which link together appropriate faculties and departments.	**2023-24**
3.2 All faculties and departments have at least one local and one global context for learning linked with sustainability. These contexts contribute to greater engagement in and opportunities for more active learning. The majority of pupils can demonstrate how local actions have wider consequences & how their choices positively affect sustainable futures.	**2024-25**
3.2 School links & involvement in local and international contexts regularly provide a wide range of opportunities for pupils to successfully demonstrate both local and global citizenship. All pupils understand that their local actions have global consequences and act accordingly to value & support sustainable futures.	**2025-26**

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 Agreement on Skills Framework linking Fullan's 6Cs with SDS Meta skills.	Skills Team, FM	October 2023
3.1.2 The Skills Framework is shared with all colleagues, pupils, families, and partners. The Framework is shared with our partners presenting at our November Careers Event and those partners	FM	Term 2

delivering in-School activities to frame their briefs for consistency.		
3.1.3 Faculties and Departments look for existing naturally occurring and meaningful opportunities which link to the Framework. Audit these and assess where other opportunities can be created.	FM & Skills Team	December 2023
3.1.4 The Skills Framework is used by pupils to measure their progress in Project-Based Learning (PBL) activities. S1 Preparing our Workforce curriculum linked to Fullan's 6Cs and Powering Futures to underpin PBL in Term 3 and 4. All BGE pupils will experience PBL during Term 4.	FM	Term 4
3.1.5 Course timetabling requirements are considered when structuring the school timetable to give pupils the opportunity to engage in increased inter-disciplinary learning in the B.G.E. during 2024/25.	FM & JR	Term 4
3.1.6 TMR Group to share reporting pilot comment bank for S1 Full Report in May, where progress and next steps for learning are explicitly linked to language of Skills Framework.	AJ & TMR Group with Skills & Curriculum Team	March 2024
3.2.1 Through our DYW questionnaire, begin to consolidate links creating meaningful contexts for active learning and engagement. DYW NE and partners to provide meaningful learning activities and talks to support pupil aspirations. These will be recorded to gather data of how many pupils have engaged. PTGs can also consult this to support the course choice process.	FM, A Clark, DYW NE, TGS Skills sub-group	December 2023
3.2.2		
3.2.3		

To be completed at end of session self-evaluation and Improvement Planning for 2023-24 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

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): • • •