Banchory Academy

Whole School Improvement Plan

2024-2025

Ready   Respectful   Safe

Introduction

A school improvement plan sets out our vision to ensure we meet the highest of standards for our young people. It is created after we evaluate performance and analyse the outcomes of our pupils.

Banchory Academy bases our Improvement on 3 main priorities.

1 National Improvement Framework

2 HGIOS 4 and HGIOURS

3 Aberdeenshire Priorities

This document feeds into our Standards and Qualities Report (SQUIP) on an annual basis.

National Improvement Framework Priorities 2023	HGIOS	Aberdeenshire Priorities

• 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. **The drivers of improvement in the outcomes achieved by children and young people through education are:** • School and ELC leadership	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 3.2 Securing children's progress 3.3 Developing creativity and skills for life	1 Improving learning, teaching and assessment 2 Partnership working to raise attainment 3 Developing leadership at all levels 4 Improvement through self-evaluation

• Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information		

Whole School Priorities 2023/24 - Summary – 'What is our capacity for improvement?'

Leadership & management – How good is our leadership and approach to improvement?

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

Successes & achievements - How good are we at improving outcomes for all our learners

Priorities for Session 2024-2025 – At Banchory Academy we have 5 priority themes:

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
To develop our school ethos through promoting positive relationships and our vision, aims, and Values	To develop and improve our curriculum offer and embed Developing the Young Workforce (DYW) skills	To improve our approach to Learning, Teaching, and Assessment (LTA)	To improve wellbeing through ethos of inclusion, equity, and equality	To improve approaches to raise attainment through Tracking, Monitoring, and Reporting (TMR)

Key Priority and QI	Action/Roles/Timings	Outcomes/Impact on Learners	How will success be measured?
1 To develop our school ethos through promoting positive relationships and our vision, aims and values **1.3 – Leadership of Change**	**Action** Review Vison and Aims of Banchory Academy **Role** JW, **Timing** August to Dec 2024	Whole school community engages, promotes and reflects our vision and aims allowing consistent understanding for all stakeholders.	Success will be measured by • The school community being confident and familiar in the school vision and aims statement. • Consistent language used across the school. This will be evaluated throughout the school year by stakeholders.
	Action Partnership working with parents and carers – parent council, parental engagement evenings **Role** – Working Group/SLT/Staff **Timing** September 24 to May 25	Parents will have a greater understanding of how to support their child's learning through open evenings and parent council meetings.	• Increase in parents engaging in working groups. This will be measured throughout the academic year. • Feedback from parents' terms 2,3 and 4.

	Action Further develop positive relationships across the school community. Role – Working Groups/Pupil participation at events/ Timing September 25 to May 25	Pupil voice results in improvements across the school.	Feedback from US time Pupil Surveys to note areas that have improved and those that still require attention
Key Priority and QI	Action/Roles/Timings	Outcomes/Impact on Learners	How will success be measured?
2 To develop and improve the curriculum offer and embed DYW skills. **1.3 Leadership of Change** **2.2 Curriculum** **2.3 Learning Teaching and Assessment** **3.2 Raising attainment and achievement** **3.3 Increasing creativity and employability**	Action –Move to Meta skills Role – PT DYW/ Working Group/ Staff Timing November 24-April 25	Pupils develop their skills set allowing them to be used as they progress up the school and beyond. Incorporate language in curriculum delivery for Self Management Social Intelligence Innovation	Recording of skills during skills focus week. Feedback from pupils allowing reflection to move forward in 25/26 Improvement Plan.
	Action - Roll out of skill courses for S1 and S2. Role PT DYW/ Skills course leaders/Teaching staff Timing – June 24-May 25	Skills will be embedded within the S1 and S2 year groups. Pupils will be able to recognise, reflect and build on their skill set.	Feedback from pupils at the end of each topic. Feedback from staff delivering the courses in S1 and S2.

| | Action - Partnerships between departments and business links.
Role – PT DYW/ DYW NE/ DYW Working Group
Timing – Aug 24-May 25 | The support from business links will allow departments to highlight the skills their subjects offer which can be taken into the workplace.
Development of work placements for pupils in senior school.
Liaison with PT DYW, DYWNE& RGU hub. | Increase in the number of departments working with businesses.

More pupils engaged in work placements. |

Key Priority and QI	Action/Roles/Timings	Outcomes/Impact on Learners	How will success be measured?
3 To improve our approach to LTA. **1.2 Leadership of Learning**	Action - CIRCLE - working towards an inclusive learning & teaching environment.	Pupils are supported with their learning needs within the classroom to allow success for all.	Early adopters engage in audit and support of wider development across the school community.

2.3 – Learning, Teaching & Assessment **3.2 Raising attainment and achievement.**	Role – MS/ SLT/ELT/ Whole school Timing - Sept 24-May 25		
	Action – Embedding Learning Statement expectations and observations. Role – LTA working Group/MP/Depts Timing – September 24-May 25	Pupils experience a consistent approach to the learning statement expectations. Provide a framework for self-evaluation of L&T	Pupil survey/ LTA working group and SLT participation in learning walks. QA of observations to support the learning statement expectations in all classrooms
	Action - BGE Moderation (QUAD) Role – Languages/Science Dept/MP Timing – June 24-May 25	All pupils will receive a consistent approach to L&T and assessments will be in accordance with benchmarks.	Sharing of best practice between faculties. Moderation exercises within Faculties to review progress.
	Action - Literacy and Numeracy across the BGE Role Leads in Literacy and Numeracy	Pupils progress will be reviewed in terms 1,2&3 across the school to support pupils achieving level 3 and above in literacy and numeracy by the end of S3.	A greater number of pupils will obtain Level 3 or above by the end of S3 than in 2024. 2024 Not reaching level 3 lit 22

	Timings – October 24-May 25		Not reaching level 3 num 14
	Action - CLPL to support LTA. Role – MP/CB Timings June 24-May 25	Identified areas of the Improvement Plan will reflect on the CLPL offered this session to allow staff to further develop their professional.	Feedback from staff will allow further planning to take place for next session. Numbers of those attending will be recorded.

Key Priority and QI	Action/Roles/Timings	Outcomes/Impact on Learners	How will success be measured?

4 To improve wellbeing through ethos of inclusion, equity and equality. 2.5 Family Learning 2.6 Transitions 3.1 Improving/ensuring wellbeing, equality and inclusion.	Action - The Promise Banchory Academy to achieve Keeping the Promise Award. Role – DHT Pupil Support/PT ASL/ PTG/ All Staff Timings – August 24-May 25	All care experienced young people are provided with the appropriate support throughout their time at Banchory Academy.	Care experienced young people's data will be tracked under the following headings: Attendance Attainment Engagement
	Action – Circle Roll out of Inclusive classroom scale and the use of the pupil participation scale. Role – MS/ SLT/ELT/ Whole school Timing Sept 24-May 26	All pupils are included at Banchory Academy and almost all learners' needs are met within the classroom. Use of the Pupil participation scale will allow for classroom interventions before the request for targeted support is submitted.	Almost all young people access at full time timetable at BA (Year 1) Most staff report they can confidently use the pupil participation scale. (Year 2)
	Action - Attendance Management System, has been updated in line with Aberdeenshire guidance. Role - SLT/PTG/ Office staff Timing - Aug24-June25	Pupils attend school	Attendance figures will be monitored on a fortnightly basis. All pupils accounted for daily.

	Action - Child Protection All staff will be trained in Child Protection Role - MS / School staff Timing – Annually	All pupils are safe	All incidents that are reported are dealt with in a timely manner and recorded according to Aberdeenshire Council policy.
	Action See me See Change Working group to create an action plan to identify areas for improvement within school community Role – MS/HWB working Group Timings – Sept 24-May 25	The school community feel supported to talk about their mental health through the training provided for all staff. Reduced stigma regarding mental health	Creation of an Action plan with measures identified
	Action – Creation of daily universal support: US Time, promoting core values and UNCRC Role – Pastoral DHT Timings – June 24-May 25	Creation of US Time programme Pupils are fully involved in making changes, voicing their own thoughts and allows young people to access their rights as part of UNCRC.	All classes engaged in the US time activities and provide feedback to reflect this. Staff will provide feedback allowing planning for next session.
	Action – Support parents to gain a greater understanding of Parents Portal/Reporting for parents Role – Family Learning Group Timings Sept-Dec 2024		

Key Priority and QI	Action/Roles/Timings	Outcomes/Impact on Learners	How will success be measured?
5 To improve approaches to raising attainment through TMR. 1.1 Self-Evaluation for Self-Improvement 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement	Action - 4 identified review points in the year where SLT, PTC, PTG will meet and discuss relevant information. Data sets to support these meetings could include: ACEL, SNSA, BGE tracking, Attendance, CfE Machine, Insight data. Role – SLT/PTC: SLT/PTG Timing- Sept, Nov, Feb, May 2025	Tartan model of tracking and monitoring will provide an accurate picture of a pupil's whole attainment. Early interventions and appropriate support will allow more accurate presentation levels and improved attendance.	Attendance: currently 18% pupils have attendance <80% Target for 2024-25: 10% pupils with < 80% attendance Reduce the number of Senior Phase pupils with multiple change of levels in Feb Increased number of average presentations per candidate
	Action – Pupils in BGE lowest 20% in literacy and numeracy. S1 pupils identified using P7 SNSA and other measures	All pupils in this category will be identified early and appropriate interventions put in place. These	All teaching staff are aware of lowest 20% in their class and can differentiate work accordingly to

	S2 identified by S1 BGE report and other measures S3 identified using S2 BGE report and other measures Role – SLT/PTG/PT ASL/ELT/Whole staff Timing – Sept 24-March 25	will be reviewed through the house monitoring system.	allow for increased engagement and attainment.
	Action - Senior Phase focus on lowest 20% Role – SLT/PTG/ PT ASL/ELT/Whole Staff Timing Sept 24-March 25		Faculty Heads and SLT aware of lowest 20% pupils and offer appropriate pathways to raise attainment and achievement.

Evaluation of QI	Evaluation activities undertaken	Evaluation of level of quality	Level of Quality for QI (1 – 6)	Meeting date & signatures of chair & SLT link (Nov/Feb/May)
1.3 Leadership of Change				
2.2 Curriculum				
2.3 Learning, Teaching & Assessment				
2.5 Family Learning				

3.1 – Ensuring wellbeing, equality and inclusion				
3.2 – Raising Attainment & Achievement				

What is our capacity for improvement?