Aberdeenshire
C O U N C I L

Education and Children's Services

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Meldrum Academy

LAST UPDATED: 11 October 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:
- 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.

National Improvement Framework Drivers:
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School 4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-_870533.pdf

1. Context of the School

Working together for success

Meldrum Academy is an inspiring place to be; a place where young people are encouraged and equipped with the skills, abilities and attitudes to face the challenges ahead. Our pupils benefit from high quality teaching, an excellent level of accommodation, first-class resources and a wide range of opportunities within the classroom and beyond. Meldrum Academy aims to combine the finest traditions of a solid Scottish education with the very best of the new practice in teaching and learning.

Beyond the classroom, we encourage all our pupils to become involved in the life of the school and wider community. There is an array of extra-curricular activities on offer in music, drama, debating, sport, and a multitude of clubs that foster and rely on the enthusiasm of our young people. Our school also offers a wide range of expeditions, excursions and events that support learning of the very best kind. Staff, pupils and parents – all – are committed to the development of our learners as people; especially as people who recognise the importance of making a difference to their lives and the lives of others.

At Meldrum Academy, there is no such thing as a 'typical' pupil. We work together – staff, pupils, parents and partner agencies – to meet the needs of the individual, so that every pupil can develop his or her personal skills and talents. We recognise that life at school is not always free of difficulties, that each young person will encounter challenges within their school career. However, with an excellent level of pastoral care and pupil support, we work to instil the resilience that will allow each of our pupils to emerge from our school confident, with a strong sense of responsibility, and ready for the wider world.

Meldrum Academy is a six-year comprehensive Community School built to cater for the educational needs of Oldmeldrum and the surrounding community. The school is situated just outside Oldmeldrum, at the west end of the town. It boasts a marvellous panorama looking on to the local landmark of Bennachie. Meldrum Academy's roll in 2017-18 is 954 pupils. Pupils attend the academy from one of our twelve associated primary schools of Barthol Chapel, Cultercullen, Daviot, Logie Durno, Meldrum, Methlick, Old Rayne, Pitmedden, Rayne North, Rothienorman, Tarves, Udny Green.

The Scottish Index of Multiple Deprivation indicates that pupils attending Meldrum Academy are from the 5-10 deciles with the majority coming from the less disadvantaged deciles 7, 8 and 9. The SIMD website points out that rural areas contain a greater mix of disadvantaged and less disadvantaged people than urban areas. The school uses a wide range of information to identify individuals who would benefit from additional support. There are also close links between the school and other agencies such as the Library Service, Community Learning & Development, Health, Recreation, Social Work and the Police. The campus houses the local community library, police office, the Community Learning & Development team and the Children's Services Network team. There is provision for an NHS school nurse to work with young people.

In March 2017 Meldrum Academy was allocated £24,000 of Pupil Equity Funding.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Overview:

Leadership
- Leadership at all levels is highly effective with staff across the school confidently and enthusiastically taking leadership roles in a range of school developments and activities.
- Young people, particularly those at S6, contribute effectively to school life and show leadership skills through their work as number and book buddies, sports leaders, pupil peer supporters, health and wellbeing leaders, prefects and by the participation of all pupils at S6 in a range of committees.
- The headteacher is very well supported by the DHTs and they work very effectively together to provide leadership for taking the school forward.
- Principal Teachers of Faculties are leaders of learning in their faculties providing support to staff and ensuring the quality and consistency of practice within their faculties.
- Teachers across the school take on a range of leadership roles.
- The school has further developed leadership by involving staff from the Cluster in the Tapestry Programme and in-house leadership programme.
- Young people are provided with opportunities for developing their leadership skills within the schools and in the wider community
- In almost all classes, young people participate very well in lessons and their viewpoint and questions are sought and valued.

Citizenship
- Young people are highly active contributors to the life of the school and the wider community.
- Young people are developing their understanding about the needs of others and responsible citizenship through their charity fundraising work.
- There are high levels of participation in an impressively wide range of pupil committees and groups. The broad range of groups and clubs includes groups focused on meeting the needs of more vulnerable learners and those with additional support needs.
- Over 60 young people benefit from their active participation in working toward the Duke of Edinburgh's Award. Many young people, as part of this activity, spend time in voluntary school and community-based activities. The Duke of Edinburgh's Award is delivered on a voluntary basis by 13 teachers, pupil support assistants, parents, former students and friends of the school.

Environment
- The school has made significant progress in raising awareness of environmental issues and the efforts of young people have been recognised with the achievement of a third Eco Schools Scotland green flag.
- There are good links with CLD who provide pupils with the opportunity to achieve Youth Achievement Awards.

Commitment to self-evaluation
- There is a strong culture of self-evaluation across the school. The school has a comprehensive and systematic approach to self-evaluation, professional learning and leadership development which supports a culture of continuous improvement.
- Staff across the school are highly committed to improving outcomes for learners.
- Staff are highly reflective and use the self-evaluation calendar alongside a range of other activities to gather information about the quality of their work.
- There is strong support for continuous professional learning across the school. Staff undertake a wide range of learning activities to improve their professional practice.
- Partners working with the school have very strong informal networks and communicate regularly on progress made on a wide range of initiatives.
- DHT and CLD managers meet on a regular basis to review and plan a range of interventions. The network librarian is very well informed of developments across the school and in the community. The network librarian is actively involved in the provision of resources that support the BGE and the Senior Phase.

Management of self-evaluation.
- Self-evaluation activities include rigorous quality assurance approaches that focus on improving the quality of learning and teaching and raising attainment
- Performance management meetings continue throughout the year and the depute headteacher (performance) reviews progress of young people in S4 – S6 on a regular basis with principal teachers. This thorough and detailed SQA attainment analysis leads to effective action being taken leading to improvements in attainment.

School Improvement
- Staff use the evidence of self-evaluation activities to inform improvements to learning and teaching and to raise attainment.
- The school has a systematic approach to the process of self-evaluation and improvement planning. Faculty improvement plans link effectively to the whole school improvement plan. Link SMT attend faculty meetings where reviewing progress on the improvement plan is a regular feature on the agenda. A range of evidence is used to inform the standards and quality report which is a feature of the improvement planning cycle. Annual standards and quality reports give a clear and comprehensive report on improvements in the work of the school over the previous session.

Professional learning
- Staff highly value the range of professional learning opportunities including in house, in the education authority and in the wider national context. The uptake of these and other development programmes is actively encouraged and supported by the school. This is providing the school with good capacity for continuous improvement.

Key strengths:

- Commitment of staff to their own professional development

- Collegiate approach to self-evaluation and school improvement

- Leadership shown by staff and senior pupils

Identified priorities for improvement:

- Develop leadership of learning, professional enquiry and professional learning communities

- Review aims and values

- Further develop universal support through Tutor Time. (1.2,1.3, 2.4)

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1a. Professional Enquiry supported by Professional Learning Communities to improve learning and teaching and develop leadership of learning by all staff. (1.2,1.3, 2.3) Use a range of approaches to enable teachers to develop leadership at all levels including Into Headship, Leading Learning in School Programme (Tapestry Middle Leadership (Univ. Abdn), in-house	Staff routinely engage in CLPL that results in improvements to practice and improves experiences and outcomes for learners. Actions implemented impact on learners experiences.	Ethos of professional engagement and collegiate working is evident. Participation and impact of CLPL monitored through MyGTCS. Number of Staff taking responsibility for embedding collaborative enquiry in their practice. Number of staff completing leadership programmes and who say practice has been strengthened as a result

programmes, Professional Recognition. (1.2,1.3, 2.3)		
2. Review the vision, values and aims through the involvement of all stakeholders	Whole school collegiate review involves all stakeholders. Involvement in process builds understanding of roles and responsibilities. Output refocuses school community.	Number of stakeholders actively involved. Responses in pupil, staff and parent/carer to consultation. Output is adopted across the community
3. Improve the effectiveness of universal support by developing the role of senior students in supporting others during tutor time. (1.2,1.3, 2.4)	Greater staff and senior pupil engagement in delivery of Tutor Time activity. Increased effectiveness of Tutor Time in building community. Pupils receive support at calendar points during school year.	Feedback by staff and senior pupils regarding delivery. Responses by pupils to information gathering exercises regarding TT.

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Focus Review (SER1)

- Staff Forum

- Professional update and PRD.

- Professional learning communities

- Calendared programme of self-evaluation activities

Overall evaluation of level of quality:

Commitment to self-evaluation

- There is a strong culture of self-evaluation across the school. The school has a comprehensive and systematic approach to self-evaluation, professional learning and leadership development which supports a culture of continuous improvement.
- Staff across the school are highly committed to improving outcomes for learners.
- Staff are highly reflective and use the self-evaluation calendar alongside a range of other activities to gather information about the quality of their work.
- There is strong support for continuous professional learning across the school. Staff undertake a wide range of learning activities to improve their professional practice.
- Partners working with the school have very strong informal networks and communicate regularly on progress made on a wide range of initiatives.
- DHT and CLD managers meet on a regular basis to review and plan a range of interventions. The network librarian is very well informed of developments across the school and in the community.

Management of self-evaluation.

- Self-evaluation activities include rigorous quality assurance approaches that focus on improving the quality of learning and teaching and raising attainment

- Performance management meetings continue throughout the year and the depute headteacher (performance) reviews progress of young people in S4 – S6 on a regular basis with principal teachers. This thorough and detailed SQA attainment analysis leads to effective action being taken leading to improvements in attainment.

School Improvement

- Staff use the evidence of self-evaluation activities to inform improvements to learning and teaching and to raise attainment.
- The school has a systematic approach to the process of self-evaluation and improvement planning. Faculty improvement plans link effectively to the whole school improvement plan. Link SMT attend faculty meetings where reviewing progress on the improvement plan is a regular feature on the agenda. A range of evidence is used to inform the standards and quality report which is a feature of the improvement planning cycle. Annual standards and quality reports give a clear and comprehensive report on improvements in the work of the school over the previous session.

Level of quality for this QI: 4
(HGIOS?4 1-6 scale)

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Overview:
Learning Provision
How good is the quality of care and education we offer?
2.1 Safeguarding and child protection
- Staff take part in professional learning and are confident in responding to any child protection and safeguarding issue. Staff are aware of the process of making any safeguarding or child protection concern known to the appropriate staff.
- The school works well with all partners and agencies involved in safeguarding and child protection.
- Unexplained, regular and long term absence is supported through a range of approaches involving both single service and a multi-agency approach.
- Pupils have regular access to Pastoral Care staff and have built strong trusting relationships with them.

2.2 The Curriculum
Rationale and design
- The curriculum is based on a clear rationale of continuous development of the curriculum improving learning and teaching, raising the standard of achievement for all and improving literacy, numeracy and health and wellbeing of all. The S1-S3 curriculum is designed very well to improve young people's skills, with a focus on skills for learning, life and work. The senior phase provides an appropriately broad range of options that flexibly meet the needs of almost all young people.
Development of the curriculum
- Staff have undertaken a large curricular development programme with enthusiasm and clear planning. They have taken opportunities to work with neighbouring schools and colleagues in subject networks to share ideas, resources and look for solutions to problems. The curriculum is kept under constant review
- Staff have worked very hard to develop the new qualifications. Subjects have been moderated successfully. Staff are actively involved with the SQA as depute principal assessors, team leaders, verifiers and markers
Learning pathways
- There is well-planned and well-paced progression through the curriculum. Staff are confident in their use of the experiences and outcomes to plan learning and the planning is consistently effective across faculties.
- Across the school, teachers are developing an appropriate range of assessment approaches.

- The development of enterprising attitudes is supported in various effective ways
- Supported study programmes are delivered for students in the senior phase.
- All young people undertake work experience in the session before they leave school.
- The school runs a successful Duke of Edinburgh Leadership Award for a group of S5 students.
- The current S4,5 and 6 study a broad range of courses in school and college.

Skills for learning, life and work
- There is a very extensive college provision and a high level of uptake in a wide range of courses. The courses are on offer at a wide range of levels from National 4 to HNC (SCQF level 7). The courses are both vocational; skills for work and academic; HNC Mechanical Engineering/Computer Studies and H Psychology/Sociology.
- There is a high uptake and success in Advanced Higher. There are consortia arrangements with local schools to increase options for young people. Students study through the YASS programme.

Literacy across learning
- Staff are very clear about their responsibilities and roles in developing literacy skills.
- Notable features impacting on literacy include the school's focus on subject specific vocabulary, reading for understanding and writing (including handwriting and presentation skills).
- Teachers from the academy and associated primary schools have together developed transition materials using benchmarks to raise attainment.

Numeracy across learning
- The active Numeracy Committee has led several important initiatives to develop numeracy across the school. A helpful Preferred Methods booklet has been prepared with very active involvement of primary colleagues from across the ASG. Young people at S5/S6 act as Number Buddies across the school to help younger learners develop strong numeracy skills.

2.4 Personalised support
Identification of learning needs
- The process of identifying children's needs begins in primary school and the information is shared with the Academy. By entry to secondary school specialist staff have a knowledge of the needs of young people.
- Staff access detailed and helpful information on young people's difficulties. A range of effective strategies and supports are included and almost all staff use the information to support young people in lessons.
- The Pastoral Care team work very effectively as a team to nurture and support young people in their house groups. Across the school, young people are aware of their pastoral care teacher and are comfortable in approaching them for support or advice.
- The school work very effectively with a range of partners to improve wellbeing outcomes for young people including: Skills Development Scotland, Educational Psychologist, school nurse, young carers, social work, lesbian gay bisexual, and transgender adviser.

The roles of teachers and specialist staff

- Positive relationships exist between young people with additional support needs and specialist staff. Staff are very caring and committed.
- Pupil support assistants (PSA) are very highly valued members of the school community.
- Young people with autistic spectrum disorders receive very good support from the support for learning department. .
- Targeted young people are well supported in class by peer supporters from the senior years including book and number buddies.
- The pupil and family worker, often working in collaboration with CLD staff, delivers a range of well evaluated courses to support development of social skills.

Meeting requirements of legislation

- The support for learning team efficiently organise alternative exam arrangements for young people including digitalising exam papers, extra time and scribes.

2.5 Family Learning

- A CLD/school partnership group are introducing a programme of parental engagement. This is in response to evaluations of P7 parent information sessions.
- Events for parents delivered in partnership with a range of organisations complements young people's learning in school.
- The Parent Council works with young people to support a range of fundraising activities in the community. They actively seek the views of the wider parent body through, for example, e-mails and attending parents' evenings. The school has kept parents well informed about the new curriculum and new qualifications.
- As part of the Parent Council's development of family engagement they have held information sessions for families on Drugs Awarenesss & CEOPS.
- The Parent Council have organised Open Afternoons for parents and carers that enable them to gain a greater understanding of the nature of learning
- Show my Homework is used by all faculties to set homework and alert parents and pupils to assessments. All parents and pupils have been provided with login details. Support has been provided for pupils in using Show my homework for tutor time and Assemblies. An initial parent/carer workshop has taken place. This was delivered by teaching staff and senior pupils.

2.6 Transitions

- The school works very well with the primary schools in the Meldrum Cluster to provide an effective pastoral transition programme to support young people in moving from primary to secondary school.
- There are a number of established and developing curricular links between faculties and primary schools to help young people to build on their prior learning.

- Post-school transitions are well organised and provide almost all young people with effective pathways into higher education, further education, work or training. The schools organises a blend of vocational and academic programmes where appropriate, using partnerships with college and the learning community.
- Young people are very well supported to make informed choices about their future careers.
- There is very effective planning for vulnerable young people to ensure they make a successful transition out of the school and into a sustained destination

2.7 Partnerships
- The school has formed a Business Partnership Group to engage local businesses and respond to DYW targets. A termly newssheet is circulated to local employers outlining areas of the curriculum that are currently being studied and inviting them to contribute to learning. Local businesses support the school's enterprise initiatives bring expertise to the classroom. The school held a well-supported Business Breakfast to facilitate greater engagement. The school has a key business partner in a Stork (engineering) and innovative links have been formed between them and BEIT.
- The school is strongly committed to helping pupils to be work ready and has enabled programmes such as Career Ready to this end.
- A regular bulletin to raise awareness of opportunities for school leavers has been introduced
- The school works well with a very wide range of partner organisations to widen the curricular experience for young people. This work is very effectively supported by the school senior management team which has established a rich network of organisations businesses and individuals.
- College partnerships provide a range of appropriate courses including Skills for Work, Foundation Apprenticeships, Energy and HN/NC Engineering.
- The school works well with the Riding Disability Association to provide weekly riding lessons for young people with Additional Support needs.
- There is particularly effective partnership working with the Parent Council. They fundraise very well through a music concert and distribute money to pupil groups through a Dragon's Den.
- A strong emphasis on tolerance and understanding has been supported by work of the school chaplains.
- Voluntary organisations including Meldrum Rotary Club make a good contribution to supporting school activities and volunteering.

Key strengths:
- Inclusive nurturing practice

- Partnerships

- Range and flexibility of the senior phase curriculum

- Skills based BGE curriculum

Identified priorities for improvement:
- Course development at N4/5 and S3. Develop N4/5 courses in accordance with SQA changes to N4/5 assessment. (2.3,2.4). Develop S3 courses to increase pace and challenge as improved preparation for S4 (Faculty)

- Differentiation. Work with the ASL faculty to build capacity within the faculty to meet student need including the uses of assistive technology(2.4) (Faculty)

- Further develop Literacy and Numeracy in BGE courses. (2.3) (Faculty & School)

- Review the curriculum structure of the S4 courses with any improvements to be implemented in session 18/19.(School)

- Develop Family Learning (2.5,2.7) (School)

- Develop flexibility in the senior phase in response to DYW. (School)

- Continue to develop the programme of Employer Engagement (3.3, 2.7). Develop provision for leavers with predominantly N4 levels through DYW (2.2, 3.3). Develop the CBC under DYW and review programme (2.2). *Career Education Standard. School/Employer Partnerships.*

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Course development at N4/5 and S3. Develop N4/5 courses in accordance with SQA changes to N4/5 assessment. (2.3,2.4). Develop S3 courses to increase pace and challenge as improved preparation for S4 (Faculty)	Courses are revised to take account of changes to N5 qualifications. S3 programmes of study prepare pupils with skills, attitudes and knowledge for courses that start in S4	Courses meet specifications Targets met in SQA exams
Differentiation. Work with the ASL faculty to build capacity within the faculty to meet student need including the uses of assistive technology(2.4) (Faculty) .	Effective partnerships develop between faculty staff and designated ASL team members Courses are developed to meet the needs of all learners. Increased use of assistive technology.	Evidence from classroom visits, MAAP and other sources that needs are being met
Further develop Literacy and Numeracy in BGE courses. (2.3) (Faculty & School)3.	Revisit and develop whole approaches to Literacy and Numeracy. Literacy and Numeracy experiences explicit to Pupils across the curriculum.	Whole school approach evident Targets met in Literacy and Numeracy
Develop Family Learning (2.5,2.7)	Greater parental engagement with learning. Working in cooperation with Parent Council, Parental Engagement Group and CLD	Parent questionnaires, SMHW data, attendance at school events and specific activities.

Continue to develop the programme of Employer Engagement (3.3, 2.7).	Develop provision for leavers with predominantly N4 levels through DYW (2.2, 3.3). Develop the CBC under DYW and review programme (2.2). Career Education Standard. School/Employer Partnerships	Engagement with and feedback from the Business Partnership Group. Pupil engagement with business and specific programmes at all levels from YPI to Career Ready.
Develop flexibility in the senior phase in response to DYW.	Wide range of courses, work experience to meet individual need	Availability of and pupil participation in college courses, programmes, work experience.

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Focussed Review (SER1) and subsequent whole school discussion.

- SER2 and subsequent faculty discussion.

- Feedback from stakeholders and partners; Parent Council, Business Partnership

- Extended Learning Team meetings and discussion

Overall evaluation of level of quality:
2.3 Learning, teaching and assessment
Learning and engagement
- Across the school, young people are motivated and engaged in their learning. They are proud of their school.
- Young people describe very positive, supportive relationships with teachers and other members of staff and value the support they get from staff to achieve in their learning.
- There is a calm and purposeful ethos for learning in almost all classes.
Tasks, activities and resources

- Overall staff pitch tasks at the right level of difficulty to ensure that young people can engage in their learning. They support and encourage young people in class to learn and achieve. In most classes there is an appropriate range of activities and resources. Lessons are generally well-paced. There is evidence of personalised learning approaches being used well to support young.
- The school offers a range of appropriate courses to meet the needs of learners and works very well in partnership to provide a range of learning opportunities.
- Teachers know their pupils very well and respond positively to their needs, offering encouragement and support. Young people feel confident in seeking advice and clarification.
- Almost all staff have a clear understanding of the needs of learners and the support required to enable them to make progress. A range of additional activities and approaches enhance learning opportunities. This includes supported study classes. These are well-attended and valued by learners.
- Young people requiring additional support are benefitting from using a range of assistive technologies, for example, laptops, digital cameras, and ipods.
- In a few examples of observed best practice higher attaining young people move between levels within elements of courses. Across the school, young people are motivated and engaged in their learning.
- Young people describe very positive, supportive relationships with teachers and other members of staff and value the support they get from staff to achieve in their learning.
- Young people are very appreciative of the commitment and dedication of staff and take up the many opportunities for supported study, lunchtime clubs and activities during and after the school day. They know that they will get help from staff when they need it.

Planning, tracking and monitoring
- Faculties have developed systems for tracking young people's progress in subjects across S1 to S3 in the broad general education to inform learner progression and support review of the curriculum.
- The school is has developed a system for tracking young people's progress from S4 – S6. Evidence from MIDYS and class teachers are used to form target grades. Tracking of progress against target grades provides evidence used for interventions such as mentoring which has led to improvements in attainment for young people.

Level of quality for this QI: 4
(HGIOS?4 1-6 scale)

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

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Overview:
How good are we at improving outcomes for all our learners?

3.1 Ensuring wellbeing, equality and inclusion
- Staff are very aware of and understand the health needs of young people .
- Workshops, assemblies and the awareness raising activities of pupil groups such as the Rights Respecting and the LGBT group complement class based learning.
- The school work very effectively with a range of partners to improve wellbeing outcomes for young people including: Skills Development Scotland, Educational Psychologist, school nurse, young carers, social work, lesbian gay bisexual, and transgender adviser.
- The school was selected to take part in an Education Scotland good practice report into Health and Well Being. This focussed on pupil leadership in the school's HWB programme.
- Following rigorous evaluation the school was awarded a Gold School Sport award by Sports Scotland.
- All young people have adults in school who they can speak to if they are upset or worried about something. Young people learn in an inclusive environment which is of high importance to the school. They respect each other's opinions and are supportive of each other's needs within the classroom.

3.2 Raising attainment and achievement
- Attainment at S4 is, overall, above national averages.
- By the end of S6, young people's attainment is overall above national averages.
- There are important trends of improvement in the Literacy and Numeracy and attainment in S4 and S5
- The proportion of young people leaving school for a positive destination is above national averages. The proportion moving on to higher and further education is above both national and other Aberdeenshire schools' averages.
- Other awards such as YASS, College provision, DoE Leadership Course provide opportunities for achievement.

3.3 Increasing creativity and employability
- The school work very effectively with a range of partners to improve wellbeing and access to sustained positive destinations for learners with additional support needs for young people including: Skills Development Scotland, Educational Psychologist, school nurse, young carers, social work, FE colleges and local employers.

- The S1-S2 Capacity Building Course has a clear focus on developing skills for learning, life and work. It contains enterprise activities to supplement those elsewhere in the curriculum and culminates in S2 pupils taking part in the Youth Philanthropy initiative.
- An S1-S2 ICT course ensures that all pupils have a solid base level of digital skills and an understanding of the general principles that underpin all digital technology.
- Senior pupils have been successful in the Young Enterprise Scheme as individuals and as a team. They are well supported by staff and a mentor from a local business

Key strengths:

- Development of health and wellbeing

- Improving level of literacy and numeracy

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Identified priorities for improvement:

- Monitor and track individual learner's achievements as they progress up the gradient building from P7>S1>S2>S3. (2.3,2.6, 3.2)

- Moderation procedures including use of *Benchmarks* and *Standardised Testing* to support judgements of attainment. (3.2)

- Further develop a climate for learning. (3.1)

- Implement the Name Person scheme. (2.1)

- Increase participation in and recognition of wider achievement (3.2)

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. • Monitor and track individual learner's achievements as they progress up the gradient building from P7>S1>S2>S3. (2.3,2.6, 3.2)	Effective monitoring tracking approaches in the BGE facilitate class, faculty and whole school progress to be followed Feedback ensures that pupils understand their current level of achievement and next steps.	Faculty and whole school data. Classroom visits and whole school reviews.
2. • Moderation procedures including use of Benchmarks and Standardised Testing to support judgements of attainment. (3.2)	SNSA programme implemented. Benchmark used across the school to support assessment judgements	Evidence from reviews that benchmarks are being used to develop approaches to assessment Valid and reliable evidence is available that supports judgements.
3. • Further develop a climate for learning. (3.1)	Positive behaviour approaches support learning. Staff and pupils clearly understand actions and consequences.	Staff, pupil and parent evaluations
4. Implement the Name Person scheme. (2.1)	Procedures in place that link with local guidance and national legislation. Individuals receive appropriate support supported ,	Guidelines and legislation are met. Policy and procedures in place and acted upon .

5. Increase participation in and recognition of wider achievement (3.2)	Procedures in place that explicitly link skills with activities identified as wider achievements Active Schools data indicates continuing high level of participlation..	There is evidence that children and young people are developing skills and increasing their achievements through active participation.

Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/evaluation activities undertaken:
- Inclusive culture and recognition of diversity

- High level of welfare and pastoral care

Overall evaluation of level of quality:
3.1 Ensuring wellbeing, equality and inclusion
- Staff are very aware of and understand the health needs of young people.
- Workshops, assemblies and the awareness raising activities of pupil groups such as the Rights Respecting and the LGBT group complement class based learning.
- The school work very effectively with a range of partners to improve wellbeing outcomes for young people including: Skills Development Scotland, Educational Psychologist, school nurse, young carers, social work, lesbian gay bisexual, and transgender adviser.
- The school was selected to take part in an Education Scotland good practice report into Health and Well Being. This focussed on pupil leadership in the school's HWB programme.
- Following rigorous evaluation the school was awarded a Gold School Sport award by Sports Scotland. Revalidated in Oct 2017.
- All young people have adults in school who they can speak to if they are upset or worried about something. Young people learn in an inclusive environment which is of high importance to the school. They respect each other's opinions and are supportive of each other's needs within the classroom.

Level of quality for this QI: 5
(HGIOS?4 1-6 scale)

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:
- Performance review meetings at school level between SMT, Head of Service, Quality Improvement Officer and Education Support Officer.

- Performance review meetings at Faculty level between Head Teacher, DHT (Faculty Link) and DHT (Raising Attainment).

- Performance review meetings at Faculty level between Principal Teacher, faculty teacher team and DHT (Faculty Link)

- Performance review meetings at Pastoral level between PTF Pastoral Care (5) and DHT (Raising Attainment)

- Performance review meetings at student level between individual students and DHT (Raising Attainment)

- Focus Review (SER1)

Overall evaluation of level of quality:
At S4, attainment in 2016 showed improvement or was stable across most measures compared with 2015. In Literacy & Numeracy, there was good improvement at SCQF Level 5 (moving the school ahead of its VC on this measure), however at SCQF Level 4, the percentage of young people achieving an award was down compared with last year. The performance of the lowest attaining students exceeds that of the corresponding VC cohort, whilst, for the middle to highest attaining cohorts of students, the school is slightly below the level of its VC.
Attainment at S5 in 2016 was not as strong as in the previous year, although the level achieved is broadly in line with expectations, based on how the cohort achieved in S4. At S5, the school's attainment tends to be below that of its VC.
For S6, there was improvement compared with last year across all measures, with the school moving ahead of its VC on nearly all measures. Whilst the improvement was evident across the ability range, it was most noticeable amongst the lowest attaining cohort of students
Approaches to raising attainment and achievement in Meldrum Academy
These include:
- Improving Learning and Teaching. Teachers' Continuing Professional Learning has focussed on the new courses, qualifications and learning and teaching. Almost all teachers are involved in Teacher Learning Communities that are run by teacher leaders who prepare and facilitate high quality sessions. Some of these teacher leaders will receive Professional Recognition from the GTCS.

- The school has moved to a web based homework system Show My Homework (SMH) that has increased parental involvement in learning. Teachers are using SMH to issue homework and support sessions have been run for parents.
- Grade predictions for individual young people are made using data from base line tests and exam results. These high but realistic targets are set for all learners in S4, S5 and S6. Progress towards these targets is monitored and discussed between the young person and teacher. Senior Leaders and Principal Teacher review progress of individuals. Teachers voluntarily provide additional lunchtime and after-school support.
- The senior phase curriculum (S4-S6) has a wide provision of courses both in school and through partnerships with other organisations. Opportunities are provided through NESCOL, OU, employers, local organisations and other schools. A well supported Business Partnership group has been established that has made links between local employers and the school.
- Meldrum Academy has an inclusive learning environment in which young people are supported very well to learn and develop. A wide range of course and opportunities are provided that meet the learning needs of all young people. The Welfare and Pastoral team comprising the Pastoral Care and Additional Support provide essential support to young people. In addition, there is a very well developed multi-agency approach that comprises school staff, social workers, health professionals and other agencies who work together to provide targeted support.
- Young people gain a rounded education through their attainment in national qualifications and achievement in other areas. These achievements are made possible through the school's extensive programme of curricular, co-curricular and extra-curricular activities. The school is supported by volunteers: staff, current and former students and parents in a wide range of sporting, music, cultural and community activities. In recognition of this extensive provision and for providing opportunities for young people to progress and contribute we have been awarded the Sport Scotland Gold School Sport Award, the ECO Schools Green Flag and The Rotary Presidents Award. The school has a very successful Duke of Edinburgh Award group
- Post school transitions are well organised and have input from Community Learning and Development and Skills Development Scotland. Almost all young people have effective pathways into higher education, further education, work or training.

Level of quality for this QI:
(HGIOS?4 1-6 scale)

5. What is our capacity for improvement?

- Leadership at all levels is highly effective with staff across the school confidently and enthusiastically taking leadership roles in a range of school developments and activities.
- The headteacher is very well supported by the DHTs and they work very effectively together to provide leadership for taking the school forward.
- Principal Teachers of Faculties are leaders of learning in their faculties providing support to staff and ensuring the quality and consistency of practice within their faculties.
- Teachers across the school take on a range of leadership roles.
- The school has further developed leadership by involving staff from the Cluster in the Tapestry Programme and in-house leadership programme.
- There is particularly effective partnership working with the Parent Council. They fundraise very well through a music concert and distribute money to pupil groups through a Dragon's Den.
- A CLD/school partnership group are introducing a programme of parental engagement. This is in response to evaluations of P7 parent information sessions.
- Young people, particularly those at S6, contribute effectively to school life and show leadership skills through their work as number and book buddies, sports leaders, pupil peer supporters, health and wellbeing leaders, prefects and by the participation of all pupils at S6 in a range of committees.
- Staff highly value the range of professional learning opportunities including in house, in the education authority and in the wider national context. The uptake of these and other development programmes is actively encouraged and supported by the school. This is providing the school with good capacity for continuous improvement.
- Staff use the evidence of self-evaluation activities to inform improvements to learning and teaching and to raise attainment.
- The school has a systematic approach to the process of self-evaluation and improvement planning. Faculty improvement plans link effectively to the whole school improvement plan. Link SMT attend faculty meetings where reviewing progress on the improvement plan is a regular feature on the agenda. A range of evidence is used to inform the standards and quality report which is a feature of the improvement planning cycle. Annual standards and quality reports give a clear and comprehensive report on improvements in the work of the school over the previous session.

6. Record of updating

Date	Amendment made	By who	Comment
June Sept Oct	Update Update Update	AT AT AT	Revision to main text Revisions to IP Revisions to text and IP