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Section 1: School Context

Bridge of Don Academy is a six-year secondary school which includes an Enhanced Provision Space for seven young people with targeted/specialist needs. Serving the area to the North of Aberdeen, it has within its catchment the communities of Bridge of Don, Balmedie, Potterton and Belhelvie. Young people living in the communities in Aberdeenshire are zoned for Bridge of Don Academy; approximately 350 learners are in our catchment but live in Aberdeenshire as of the last census in September 2023, 140 learners had additional support needs and 30 (5.2 %) learners were registered for free school meals, the latter figure has increased over the years. We have effective links with our associated primaries which include Balmedie School (Aberdeenshire). The school attracts a considerable number of out of zone placing requests meaning that our SIMD profile varies. Attendance is just above the national picture and exclusions are minimal: a reflection of our inclusive approaches to supporting learning and positive behaviour. The school's values are colloquially known as our BODA Bs - *Be Respectful, Be honest, Be caring Be Your Best*. These are embedded with parents, pupils and staff and are highlighted and regularly promoted. We plan to review the vision with all stakeholders this year, formulating a vision that will allow us to promote what Bridge of Don Academy want for all our learners: ensuring all learners leave school having attained and achieved to the best of their potential.

The literacy and numeracy attainment of young people leaving continues to be in line with or better than that of young people of similar backgrounds attending other schools. The proportion of young people leaving Bridge of Don Academy with at least SCQF level 5 in both literacy and numeracy is higher than our virtual comparator and has been for the last 5 years. There is a very clear focus on ensuring young people attain literacy and numeracy qualifications in line with their ability to support them following appropriate pathways through and beyond school. More of the leavers from Bridge of Don Academy have achieved at least five qualifications at SCQF level 5 than those of similar abilities and backgrounds leaving other schools. For four out of the last five years more have left with at least 3 at SCQF level 6 and for three of the last five years more have left with at least five at SCQF level 6 than our virtual comparator. Almost all leavers go on to positive destinations. Work is ongoing to improve the range of courses and qualifications on offer to our young people who leave school at the end of S4 and S5 to support their pathway through the senior school and beyond. Our increased offer includes Foundation Apprenticeships, College courses, NPAs, L5 & L6 courses.

Extra-curricular activities and curricular trips have continued to support young people's wellbeing and broaden their experiences, helping them to develop their social skills, resilience, and enjoyment of learning. An Activities week, Summer Festival, the Awards Ceremony and the school show are also an important part of the school year.

We have a range of support planned for young people: the school counsellor has been in school full time; we have worked with the ASG partnership to put support in place from the ACC Youth Work team for one too one sessions and we work with voluntary agencies such as the Flourish Project supported by local churches all of which support young people to grow their confidence, resilience and improve attendance and engagement in learning. Feedback on all has been overwhelmingly positive from the young people and their families in building young people's confidence and engagement with learning.

We continue to support young people sitting examinations for their National Qualifications and provide a full programme of assemblies and other activities to support their studies and encourage positivity and a growth mindset. We will continue with targeted support for individual young people using our PEF budget and in addition to support engagement.

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Section 2: Self Evaluation Summary

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Self-evaluation summary for schools: (format taken from Education Scotland website here) Bridge of Don Academy, Aberdeen City Council			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
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)			
<p>Our values are well understood by young people, staff and parents/carers.</p> <p>Senior Leaders work closely with Principal teachers to evaluate the evidence and data which supports decision making on priorities and planning for improvement.</p>	<p>Recurring reference point in discussions that staff with have young people. Feedback from focus groups showed that young people are able to explain how our values can be demonstrated. Observations of Learning and Teaching have provided evidence that the values are referenced in the classroom.</p> <p>Feedback from PTs following consultation on priorities shows that all value the close working relationships with DHTs and the positive impact this has on operational and strategic leadership. The extent to which</p>	<p>Our values are well understood by young people, staff and parents/carers however, our vision is less well articulated. Work with shareholders to define a shared vision that can be understood by all and will become a fundamental aspect of the schools identity.</p> <p>Continued changes to the Senior Leadership Team's roles, remits and personnel will require greater focus on peer support structures and professional learning opportunities to</p>	Satisfactory

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<p>Staff have demonstrated their commitment to the improvement activities which will move the school forward.</p>	<p>it impacts on confidence depends on the experience of PTs.</p> <p>Staff are keen to be involved in leading improvement activities the range of activities to support young people’s learning and wellbeing: e.g.</p> <ol style="list-style-type: none"> 1. Working groups 2. Extra-Curricular Activities at Lunchtime 3. Activities Week 4. School trips 5. Curricular trips 6. Additional Pupil Supervision in the canteen and the community 7. Litter picks 	<p>increase staff confidence and ability in key areas.</p> <p>Continue to build leadership capacity at all levels by offering the opportunity to lead whole school initiatives and projects. Continuing with our formal working group framework to facilitate this. Work ongoing on the planning and implementation of all initiatives and procedures will include clear guidance on roles and responsibilities that will allow for accountability at all levels.</p>	
<p>QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)</p>			
<p>Learning and Teaching remains an important priority for the school. Staff are continuing to develop approaches to learning and teaching considering pace,</p>	<p>The evidence from learning walks is that in almost all classes the atmosphere is calm and focussed and there is an underlying ethos of mutual</p>	<p>Well planned Professional Learning Opportunities for staff to develop their knowledge and skills in aspects of learning and teaching including:</p>	<p>Satisfactory</p>

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<p>challenge and differentiation to allow pupils to reach their full potential. Staff recognise that positive relationships and nurturing principles are fundamental to supporting wellbeing and creating environments conducive to high quality learning and teaching.</p> <p>Staff work hard to prepare lessons that provide opportunities for learning that is independent, collaborative and active. Lessons are structured effectively in almost all lesson and there is clear progression from prior learning to future learning. In almost all lessons tasks are linked to the purpose of the learning. In less than half the classes pupils were regularly engaged in learning that was active which has an impact on pace and challenge. Lessons are structured and planned well, however, the execution does</p>	<p>respect. Language used by teachers was positive, reassuring where appropriate, encouraging and the best examples actively promoted a growth mindset. In feedback from pupil focus groups 88% of pupils reported that there are positive or neutral relationships between staff and pupils which support learning.</p> <p>Evidence from extensive learning walks demonstrates that lessons are planned and structured effectively but not delivered consistently in a manner that maximises their potential positive impact. Feedback from pupil focus groups that some pupils feel that there is insufficient challenge in classes.</p>	<p>differentiation, questioning and planned learning which promotes participation. We will seek provision of professional learning from in-house specialists, external providers and the local authority on an individual, group and whole staff basis.</p> <p>Further development of the calendar of QA procedures in terms of learning walks, classroom observation and focus groups. Parents, pupils and all staff to be fully incorporated into the QA process for learning and teaching.</p>	
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<p>not always achieve the high quality learning and teaching experience that it could.</p> <p>Staff use a variety of assessment (formative and summative) approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. The assessments used provide reliable evidence which we use to report on the progress our young people. We have shared expectations for standards to be achieved and have robust arrangements for moderation in the senior phase across the school and within the local Authority. Data from SNSA (standardised assessments) is used by Maths and English Faculties as a baseline for their subsequent monitoring and tracking of pupil progress in Numeracy and Literacy. The assessment tools and feedback allow young people to progress</p>	<p>Lesson observations highlighted that almosts all classes questioning took place but in less than half the classes wasn't used in a manner that was of optimal benefit to learning. In less than haf of lessons that were observed teachers checked for pupils understanding to gauge pupil progress.</p>	<p>Raise the profile of monitoring and tracking in the BGE. Faculties will be expected to embed efficient and comprehensive systems for monitoring and tracking.</p>	
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<p>with their learning. Staff continue to develop higher order questioning to gauge pupil progress. Staff use a variety of formative assessment approaches to track the progress of young people through courses. Staff are continuing to develop pedagogical approaches – such as effective questioning – that allow them to make ongoing judgements about learners progress and understanding.</p> <p>All Faculties have systems in place to monitor and track learning in the BGE and in the Senior Phase. However, there is inconsistency in the completion and sharing of spreadsheets, the scope of data gathered and the subsequent effective use of the data in planning future learning and intervening with individual learners.</p>	<p>Evidence from Link meetings with Faculty Heads show that individual arrangements for monitoring and tracking are in place in all faculties but the approach is inconsistent.</p>	<p>Accountability for the effective use of these will be achieved through regular discussion and review at Faculty Meetings and DHT Links. There is an expectation that monitoring and tracking in the BGE will cohere with monitoring and tracking in the senior phase.</p>	
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)			
<p>Mechanisms and procedures for identifying wellbeing needs, discussing strategy with all stakeholders, planning to meet those needs and reviewing impact are longstanding and embedded. The Pupil Support Management Group is the key mechanism through which targeted support is planned and deployed.</p> <p>All staff recognise that positive relationships and nurturing principles are central to promoting wellbeing and to creating environments conducive to high quality and effective learning and teaching. We continue to work on establishing positive relationships at the core of practice. Staff have some understanding of the wellbeing indicators as they are used as the organising headings for feedback on a pupil's progress</p>	<p>Attainment review of the previous session conducted in September includes specific focus on pupils who have received targeted support; PT Support for Learning and link Depute compare attainment outcome with expected or projected outcomes.</p> <p>Long established and embedded calendar of weekly PSMG Meeting where Minutes of PSMG meetings provide a chronology of support and decisions taken about provision and strategy; there is a record of the provision for every pupil who accessed support but no longer requires it</p> <p>Pupil feedback through focus groups indicates that the majority of pupils feel that they are respected by staff and treated as individuals. The majority of staff are consistent and detailed in their responses to requests for feedback on</p>	<p>Development of a Wellbeing Strategy through audit of current practice using the Wellbeing indicators.</p> <p>Provision of in house professional learning on Neurodiversity from a specialist member of staff who is a member of our Support for Learning Team; whole staff and faculty focused.</p> <p>All staff to complete an audit of their learning environment and practice with regard to neurodiversity.</p> <p>A provision of Professional Learning to ensure that the language used by staff in reporting takes account of the needs of all learners.</p> <p>Systematic review of PSE, working towards a coherent, relevant and progressive</p>	<p>Satisfactory</p>

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<p>when information is being gathered for PSMG. There is a general understanding of the principles of GIRFEC and the importance of wellbeing and positive relationships, though habitual reference to the indicators is not embedded in staff practice.</p> <p>The Senior Leadership Team has a good understanding of legislative requirements. School staff comply with legislation and guidance relating to wellbeing, equality and inclusion. Professional learning is promoted where appropriate.</p> <p>All staff have access to a Confidential File on Teams that contains the key information about the circumstances and needs of each pupil. This is updated with each S1 year group in advance of the</p>	<p>pupil presentation and progress that are used to inform the provision of support. These responses are organised in terms of the wellbeing indicators.</p> <p>Staff have completed mandatory ACC online learning where required.</p> <p>All PSMG meetings minuted and minutes shared with all stakeholders. Email update to staff following all PSMG meetings. School based ACIS counsellor on site for four days</p>	<p>curriculum. Promoting equality and diversity will a key component of that review.</p> <p>Implementation of the most recent ACC Anti Bullying Policy and more consistent and effective use of the Bullying Log in SEEMiS.</p> <p>Implementation of a Relationships policy.</p> <p>Clarifying roles and responsibilities in the recording of disclosures and child protection concerns.</p> <p>Engage in whole school improvement activities to audit current practice, professional understanding and engagement to implement the CIRCLE framework.</p>	
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<p>beginning of a new session and updates are made regularly to make sure that the information is current. Each PSMG planning or review meeting is followed by a communication to staff that contains, where appropriate, a summary of the main points discussed and of the actions resulting from that discussion. A variety of supports are in place to mitigate against barriers to learning and curriculum access: two classes in each year group designated as “supported classes” as they have an additional member of staff with them at all times; behaviour support intervention; flexibility in timetabling; ACIS counselling. Learners are encouraged through the curriculum, particularly in PSE to develop an understanding and acceptance of difference.</p>	<p>in the week and client capacity has nearly doubled.</p>	<p>Teachers to assess extent classroom practice reflects context of Scottish education, inclusion and equality following on from universal CLPL introduction last session.</p>	
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<p>The Enhanced Provision room is a firmly established facility within the school.</p>			
<p>QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>			
<p>Overall, children's attainment in literacy and numeracy is good. Children's attainment in reading is very good with most making very good progress.</p>	<p><u>ALL LEAVERS</u> See Insight data. Percentage of pupils achieving Level 5 Literacy & Numeracy has been at or better than our VC for the last five years (exception Literacy 2021 L5+). Percentage of pupils achieving Level 4 Literacy & Numeracy has also been higher than our VC in four of the last five years. Percentage of pupils achieving Level 6 Literacy is consistently behind our VC in the last 5 years. Percentage of pupils achieving Level 6 Numeracy was behind the VC in 2018-2019 but has been ahead of our VC in the last 3 years.</p> <p><u>S4 LEAVERS</u> See Insight data.</p>	<p>Raise the profile of monitoring and tracking in the BGE. Faculties will be expected to embed efficient and comprehensive systems for monitoring and tracking.</p> <p>Accountability for the effective use of these will be achieved through regular discussion and review at Faculty Meetings and DHT Links. There is an expectation that monitoring and tracking in the BGE will cohere with monitoring and tracking in the senior phase.</p> <p>Ensuring the accuracy and appropriateness of the data and narrative included in progress reports in taking into consideration the specific needs and circumstances of learners;</p>	<p>Satisfactory</p>

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	<p>Percentage of pupils achieving Level 5 Literacy was significantly ahead of our VC in 2022 and 2020, however was behind for the other years. Numeracy was significantly ahead of the VC in 2022, 2021 & 2018 but behind in the other years.</p> <p>Percentage of pupils achieving Level 4 Literacy & Numeracy has also been higher than our VC in three of the last five years.</p> <p><u>S5 LEAVERS</u> See Insight data.</p> <p>Percentage of pupils achieving Level 5 Literacy & Numeracy has been behind our VC for three out of the last five years. However saw improvement in 2022.</p> <p>Percentage of pupils achieving Level 4 Literacy & Numeracy has also been higher than our VC in last five years.</p> <p>Percentage of pupils achieving Level 6 Literacy is consistently behind our VC in the last 4 of the 5 years. Percentage of</p>	<p>establishing clarity around the roles and responsibilities in achieving this.</p>	
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<p>Our data demonstrates that attainment has fluctuated in some areas of the curriculum. However, overall, most curricular areas outperform their VC.</p> <p>Our staff make effective use of assessments and their shared understanding of standards to make confident professional</p>	<p>pupils achieving Level 6 Numeracy was ahead of the VC in in 3 of the lasts 5 years.</p> <p>5@5 L4 –a general trend of improvement since 2018 and in the previous 2 years have been ahead of the virtual comparator</p> <p>5@5 L5 - a general trend of improvement since 2019 despite being ahead of the VC in only one year.</p> <p>3@6 L6 - a general trend of improvement since 2019 despite being ahead of the VC in only one year.</p> <p>5@6 L6 – a general trend of improvement since 2018 however, the gap against the VC in this measure has been notable consistently.</p> <p>Staff continue to be involved in moderation programmes facilitated by ACC and in some</p>		
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<p>judgements about how well children and young people are learning and progressing in the Senior School. Staff have their own systems, either paper based on electronic to track and monitor progress of pupils from S1 to S6. Greater use of data for the BGE is required. In the BGE, in particular, staff should be making more and better use of formative assessment in order to gauge the progress of young people in their learning.</p>	<p>faculties facilitated through arrangements with partner school. Data is entered in TMR at le3.ast twice a year for reporting. Analysis is done at whole school level for S4 to S6 cohort when tracking data is entered for first interim report. Individuals are identified and targeted for action by Guidance and SMT. Discussions at Link meetings, observation of classroom practice and sampling of jotters suggests that formative assessment could be employed more frequently and effectively.</p>		
<p>QI 2.2 Curriculum: theme 2 Learning pathways</p>			
<p>Over time we have increased steadily the curriculum offer to provide flexible learning pathways which has led to an increase in attainment through our ambition to meet the needs and aspirations of all our learners.</p>	<p>Curriculum Mapping document shows the evolution of the broadening of course choices and curricular pathways over time.</p>	<p>Working with Faculties to identify units within existing courses that could be adapted in order that they contribute to the pupils achieving at the highest possible level. Development of Level 5 and Level 6 courses to meet the needs of all learners.</p>	<p>Satisfactory</p>

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<p>There has been a significant increase in young people undertaking qualifications in school that are not the traditional Higher/National pathway: Skills for Work Level 5s, NPAs Level 4/5, Group Awards Level 5, Leadership Award Level 6. Percentage of pupils achieving Level 6 Literacy is consistently behind our VC in 4 of the last 5 years; at present the only pathway to achieving Level 6 Literacy is Higher English. Overall 41% of our young people go on to Higher Education with the rest undertaking alternative pathways.</p>	<p>DATA (See Spreadsheets)</p> <p>Data from insight shows that 41% of our young people go on to Higher Education with the rest undertaking alternative pathways. This shows there needs to be consideration of the breadth of curricular offer and the range of pathways open to the young people of our school community if there needs are to be met.</p>	<p>Planning with Faculties to discuss and develop curricular offers that will provide pathways that meet the needs of young people who are not aiming for a route through Higher Education.</p>	
<p>There has been a significant increase in young people undertaking a curriculum offer within ABZ Campus, NESCol and Consortia arrangements and/or engaging with bespoke work experience opportunities.</p>	<p>DATA (See Spreadsheets)</p>		

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Young people can access the courses that are appropriate to their particular pathway because the construction of the timetable uses a free choice model.	The benefit to learners of the free choice model for timetabling is demonstrated by 100% of S2 into S3 learners got their first choices and in the senior school this was 98.8%.		
QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)			
The school has long established partnerships with a number of third party organisations that work with Young People who work to provide support and mitigate against barriers to achievement and attainment. These include programmes of work focused on increasing motivation and addressing wellbeing. Providers include ACIS, Flourish, Youth Work, FireFlies, Priority Families, Active Schools.	<p>For pupils who have a support package in place, providers are invited to contribute to Pupil Support Management Group meetings where the impact of all supports in place are discussed and reviewed.</p> <p>Some providers gather feedback from Young People and parents regarding the impact of their engagement and this is fed back subsequently to the school.</p>	<p>Work with providers to ensure that there are processes in place to gather feedback on the impact of the provision and that all of these processes include parental feedback.</p> <p>Continue and review impact of partnerships i.e. Aberdeen Football Club Community Trust. Focus on participation, attendance, engagement, resilience and confidence. Tracking of data will be imperative.</p>	Satisfactory

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Section 3: Logic Models

Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3
<p><u>1.3 Leadership of Change</u> Our values are well understood by young people, staff and parents/carers however, our vision is less well articulated. Work with shareholders to define a shared vision that can be understood by all and will become a fundamental</p>	<p>Staff, Pupil and parent engagement conducted in order to gauge opinion about the current values as articulated in the BODA Bs and canvas ideas around a new shared vision. Activities include focus groups, parental, pupil and staff surveys, and whole staff meetings.</p> <p>Establish a working group to take forward revision of the school values, if necessary, and the formulation of a shared vision statement; the group will work to criteria that the statement should be succinct, memorable and reflect the aims, aspirations and ambitions of the whole school community. This should be a holistic statement of where the school is heading.</p> <p>Undertake a share and review process for the draft vision statement that incorporates views of</p>	<p>Enhanced understanding of stakeholders views on the suitability of the current values and begin work on formulating a new shared vision which will promote ambition and aspirations within the school community.</p> <p>Development and implementation</p>	<p>June 2024 – baseline data gathered indicating that ambition is low at BODA and by having a shared vision this should improve</p>	<p>February 2025 – pupil voice, formulation of new vision and progress with launch</p>	<p>Increase in young peoples’ ambitions in terms of subject choice and pathway planning – June 2025</p>

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<p>aspect of the school's identity.</p> <p>Continued change to the Senior Leadership Team's roles, remits and personnel will require greater focus on peer support structures and professional learning opportunities.</p>	<p>all stakeholders and use feedback to adjust as necessary.</p> <p>Publish and implement – planning for visibility through the working group School values will continue to feature prominently at year group assemblies; these assemblies will be used to pilot the new vision statement.</p> <p>Weekly 1-1 meetings with HT and individual DHTs to discuss professional learning priorities, matters arising from Faculty Link meetings and progress with relevant aspects of improvement plan.</p> <p>Agreed remits of SLT and shared with staff.</p> <p>Increased strategic time with PTs to involve more in the decision making of the school and to allow for increased accountability.</p>	<p>of a shared vision that reflects the aims, ambitions and aspirations of the whole school community and is visible in all aspects of school life.</p> <p>Visible and measurable development of staff confidence and competence within their remits. Improvement plan priorities being progressed and overtaken – impact shown through triangulation of data – showing progress within each QI.</p>	<p>June 2024 – PR&D has shown an increase in confidence in current roles but early stages. August 2024 – to meet with new DHT to look at confidence and targets for moving forward</p>	<p>Ongoing throughout</p>	
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<p>Building leadership capacity at all levels by offering the opportunity to lead whole school initiatives and projects. Re-establishing a formal working group framework to facilitate this. In addition, the planning and implementation of all initiatives and procedures will include clear guidance on roles and responsibilities that will allow for accountability at all levels.</p>	<p>Re-establish formal working groups by recruiting to groups with the following remits within the first two weeks of term:</p> <ul style="list-style-type: none"> • Schools Values and Vision • Positive Behaviour • Learning and Teaching • Equality and Diversity • Activities Week <p>All whole school initiatives should offer the opportunity for members of staff to work in collaboration with a member of the Senior Management Team in design, implementation and review.</p> <p>Engagement with the whole staff in the implementation of whole school initiatives should always include clear definition of roles and responsibilities to ensure clarity of accountability at all levels.</p> <p>A review process at the end of the session that canvases staff opinion about their experience of participating in a working group and the impact on their professional development.</p>	<p>More experienced staff confident in taking on leadership roles within the school.</p> <p>Completion of working group remits for the session evidenced by establishment and/or development of whole school initiatives .</p>			
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<p><u>2.3 Learning, Teaching & Assessment</u></p> <p>Feedback from peer observations conducted by ACC colleagues indicated strengths in positive relationships that allowed for a positive ethos and climate for learning; evidence that</p>	<p>Establish a fully coherent QA calendar that integrates with the professional learning offer for staff – informing input and building on that professional learning.</p> <p>Expand opportunities for Learning Walks to four windows within the session – September, November, March and June - involving SLT, Faculty Heads and members of the Learning, Teaching and Assessment Group</p> <p>Increase accountability for QA feedback through clear guidance on how DHT links, Faculty Meetings and Whole Staff meetings should be</p>	<p>A coherent calendar of QA activities which links activities gathering baseline data, QA episodes and CLPL planning and activities.</p> <p>Greater clarity of roles and responsibilities</p>	<p>August 2024 – QA Timeline available to all staff; QA space in Teams</p>	<p>September 2024 – FH/SLT Learning Walks Completed</p> <p>October 2024 – Faculty Teams QA folders updated; review by SLT</p>	<p>November 2024 – SLT/LTA Learning Walks Completed</p> <p>December 2024 – LTA Teams QA folder updated; review by SLT and LTA</p>

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<p>young people understood where they are in their learning; teachers engaging with young people, “working the room” and checking for understanding. Areas for development identified as: greater consistency required in establishing the purpose of learning through explicit Learning Intentions and Success Criteria; continuing to develop capacity for learning that is active, challenging and engages higher</p>	<p>used to facilitate this at each stage of the process throughout the session.</p> <p>Provide folder within Teams for records of Faculty Head QA that can be accessible to SLT – subdivided by Faculty</p> <p>QA to be standing item on agenda for DHT links at key points in the year – in line with proposed Learning Walk windows – Sept, Nov, Mar and June</p> <p>Pupil focus groups in September to establish baselines for</p> <ul style="list-style-type: none"> • Use of learning intentions and success criteria • Level of perceived pace and challenge in design and delivery of lessons • Perceptions of the expectation to participate <p>Pupil focus group in March to track change following episodes of QA and subsequent CLPL input</p> <p>More effective use of data from FH and SLT Learning Walks to facilitate faculty specific CLPL targets in Learning and Teaching. Targets should</p>	<p>within the QA process.</p> <p>Increased accountability for QA and development of Learning, Teaching and Assessment</p> <p>Robust baseline data related to pupil experience of specific aspects of learning and teaching delivery</p> <p>Targeted development of</p>	<p>September 2024 – 2 pupil focus groups convened and completed; data shared with SLT, FH and LTA</p> <p>September 2024 – FH/SLT</p>	<p>March 2025 – 2 pupil focus groups convened and completed</p> <p>October 2024 – Faculty L and T</p>	<p>March – SLT Learning Walks completed</p> <p>June – SLT/LTA/FH Learning Walks completed</p> <p>Jan – May 2025 - Regular updates on L</p>
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<p>order thinking through an established QA cycle and enhanced CLPL offer</p> <p>November inservice - whole staff input on planned learning establishing key themes providing focus for CLPL: use of prior learning; checking for understanding; modelling; questioning ; differentiation.</p> <p>December Learning Walks conducted by SLT and members of the LTA group, broadening experience</p>	<p>be identified by FHs, assisted by DHT link and Faculty Meeting discussion, by October break.</p> <p>Faculty plan for addressing identified CLPL from Oct-May to be submitted in Faculty QA folder in Teams. Actions and expected impacts. Expectation that staff can be responsible for own professional reading and research; but potential input at November, February and May inservice; Faculty plans shared with LTA group to identify opportunities to work with faculties on specific aspects of practice</p> <p>Establish a bank of CLPL materials accessible through folder in General Teams. Initial focus on the areas of practice identified in session 23-24: LI and SC, building on prior learning, chunking lessons, effective questioning, checking for understanding, modelling, differentiation, generative learning</p>	<p>Learning and Teaching skills and strategies at a Faculty level; devolution to Faculty with clear pathways for sharing progress allows for greater responsibility and accountability at all levels.</p> <p>More direct access to CLPL materials; autonomy for staff; building culture of</p>	<p>Learning Walks Completed</p> <p>August 2024 – Teams Folder for L and T CLPL resources set up and populated;</p>	<p>development targets identified; Faculty plan in QA; shared with LTA Group folder;CLPL planned</p> <p>September 2024 - Canvass staff opinion on content they would want available;</p>	<p>and T development targets through DHT Faculty Link meetings March 2025 – SLT Learning Walks completed: observation in Faculties to inform discussion at links</p> <p>January 2025 – Canvass staff opinion on usefulness of available content; gaps in provision</p>
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<p>within cohort and further developing shared understanding of high quality learning and teaching</p> <p>February inservice – Faculty planned learning activity informed by November input and QA feedback</p> <p>March Learning Walks conducted in faculty by Faculty Heads. Focus on Learning Intentions and Success Criteria. Feedback to SLT, but completion impacted by timing in the</p>	<p>Develop role of LTA Group in the provision of CLPL opportunities. Identifying two themes that they can take forward as the basis for 5 voluntary drop in sessions across the session and one or two whole staff deliveries at inservice.</p>	<p>individual responsibility for improvement in Learning, Teaching and Assessment</p>	<p>sub-folders dedicated to specific aspects of practice previously identified</p> <p>September 2024 – Convene LTA Group and establish proposed calendar for the year – identify two L and T aspects on which to base voluntary CLPL sessions or whole staff inset CLPL sessions if possible Oct-Dec 24; informed by</p>	<p>content to which they can provide access to the wider staff</p> <p>January 2024 - identify two L and T aspects on which to base voluntary CLPL sessions or whole staff inset CLPL sessions if possible Jan – Apr 2025; informed by Pupil Voice, LTA/SLT LW, staff return re CLPL</p>	
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<p>session. Opinion canvassed on timing of FH Learning Walks. Requirement for greater coherence in QA cycle: relationship between QA activities, feedback and subsequent input</p> <p>May Inservice – whole staff feedback on February Planning Task. Faculty exercise utilising extracts from planned learning outcomes submitted by all faculties. Multiple workshops</p>	<p>LTA Group to lead on “What Makes a Good Learner” Building on previous work done with pupils. Establishing through research and consultation with pupils, staff and parents a set of learning values that can be used as touchstones for pupils in all classes.</p>	<p>Consolidation of a shared understanding of what constitutes high quality and effective learning and teaching.</p> <p>Shared vocabulary and understanding of Learning Values – disseminated and embedded as the BODA Bs have been.</p>	<p>Pupil Voice, FH/SLT LW, staff return re CLPL resource provision</p> <p>September 2024 - Formation of sub-group within LTA Group to work on “What Makes a Good Learner</p>	<p>Oct – Dec 2024 Data gathering activities – staff and parental forms; pupil voice group and form</p> <p>Consultation with other schools</p>	<p>April 2025 “What Makes a Good Learner” values visible throughout school</p>
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provided by SfL on differentiation and awareness of needs.

Learning, Teaching and Assessment group established. Delivery of opt in CLPL on Learning and Teaching strategies encouraging engagement and thinking.

The priority remains working with staff to develop greater consistency in the provision of learning and teaching experiences that have clarity of purpose and

Creation of a set of clear and consistent reference points that will help young people to discuss their learning and to understand expectations unequivocally.

Greater consistency in the provision of learning and teaching experiences that have clarity of purpose and promote learning that is participatory, rich, suitably challenging for each individual and promotes thinking and high

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promote learning that is participatory, rich, suitably challenging for each individual and promotes thinking and high levels of engagement.

levels of engagement.

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<u>QI 3.1 Ensuring wellbeing, equality and inclusion</u>						
<p>All staff recognise that positive relationships and nurturing principles are central to promoting wellbeing and to creating environments conducive to high quality and effective learning and teaching.</p>	<p>Development and implementation of a Relationships Policy.</p> <p>Create a policy which will promote and support the vision and values of the school. The Policy will promote positive relationships though out the school community with pupils, staff, parents and carers. It will provide clear expectations, roles and responsibilities which will bring consistency in approach from all to ensure that our school as inclusive, nurturing and supporting young people. The Policy will reflect current educational thinking and practice in promoting positive relationships and behaviours. The Policy will replace our current Discipline Policy.</p> <p>Focus Groups from S1 to S6 to capture pupil voice. Pupil Surveys for S1 to S6.</p> <p>Staff Focus Group and Staff Survey.</p> <p>Work with all staff based on One Good Adult.</p>	<p>The whole school community will work to develop, maintain and restore positive relationships. All stakeholders will have an input to shape the Policy with clear expectations which we will work together to uphold.</p> <p>Staff will engage with Professional Learning on De-escalation training, Restorative Practice and Compassionate and Connected</p>	<p>Term One</p> <p>Consultation with all Stakeholders. August Inservice, outline plan with staff.</p> <p>August create all Focus Groups.</p> <p>September Parent Council Meeting</p> <p>LM to meet with Pastoral DHTs to gather</p>	<p>Term Two</p> <p>CLPL to staff through out term.</p> <p>November Inservice.</p> <p>Create Group representing all stakeholders to create Policy.</p> <p>Share Draft Policy with ACC for feedback.</p>	<p>Term Three</p> <p>Relationships Policy to be in effect.</p> <p>Term Four</p> <p>Review and measure impact.</p>	

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	<p>Parental Focus Group to capture Parental voice. Parental Survey. Engagement with Parent Council.</p> <p>Pupil Voice data gathered from the work carried out last session by the Discipline Working Group from last session will also be considered with new data.</p> <p>Create a group incorporating a representation of all Stakeholders to create the Relationships Policy with consultation with the wider school community they represent.</p>	<p>Community training.</p> <p>All Stakeholders will work together to actively promote a culture of praise.</p> <p>All staff will contribute to embedding the philosophy and ethos of the new Policy.</p> <p>Implement, Support, Monitor and Review The Relationships Policy to ensure that it has a positive impact and outcome for the whole school community. Monitor and track data to assess</p>	<p>feedback on Relationship Policies across ACC. Share good practice.</p>		
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<p>Staff have some understanding of the wellbeing indicators. There is a general understanding of the principles of GIRFEC and the importance of wellbeing and positive relationships, though habitual reference to the indicators is not</p>	<p>Development of a Wellbeing Strategy through audit of current practice using the Wellbeing indicators.</p> <p>Raise the understanding of all the Wellbeing Indicators with staff and their role and responsibility in meeting needs within each indicator in their environment.</p> <p>Promote increased reference to Wellbeing indicators and embed language of them in working practice, ethos and environment.</p> <p>Creating a Wellbeing Strategy to involve all Stakeholders with clear areas to improve and develop.</p>	<p>impact with young people.</p> <p>Assess wellbeing of staff and pupils.</p> <p>A wellbeing strategy based on wellbeing indicators which will be shared with staff, pupils, parents, carers and partners.</p> <p>Review internal and external targeted supports with pupils, staff, families and our Partners. RAG rate each SHANARRI indicator.</p> <p>Identify areas within our Wellbeing</p>	<p>Term One</p> <p>LM to meet with Pastoral DHTs to gather feedback on Wellbeing Strategies across ACC. Gather feedback from Feeder Primaries. Gather feedback from national school rated for excellent practice in Wellbeing by HMIE.</p>	<p>Term Two</p> <p>Gather data to create Wellbeing Strategy and RAG rate each Wellbeing Indicator and identify areas to focus on.</p>	<p>Term Three and Four</p> <p>Develop Wellbeing Strategy.</p>
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<p>embedded in staff practice.</p> <p>Support is required to empower and equip staff to support all pupils to promote</p>	<p>Implementation of the CIRCLE framework.</p> <p>Engage in whole school improvement activities to audit current practice, professional understanding and engagement to implement the CIRCLE framework.</p>	<p>Strategy that require additional supports, strategies, policies and practices to meet the needs of our young people. Plan ahead accordingly to address these needs to strengthen our Wellbeing Strategy.</p> <p>Engage in robust information gathering at beginning and end to measure impact and ensure that next</p>	<p>LM to create a Group with representation of all Stakeholders to review internal and external supports.</p> <p>Survey in PSE on all Wellbeing Indicators.</p> <p>Survey Staff. Link DHT/PT item and PT Forum.</p>	<p>Term Two</p> <p>Audit.</p> <p>Provide CLPL.</p>	<p>Term Three.</p> <p>Implement Checklists and planning tools.</p>
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<p>inclusive practice using the CIRCLE framework in collaboration with all stakeholders in the school community.</p> <p>Staff are aware of the diverse range of ability, background and needs in classes but more work is required to develop understanding of neurodiversity.</p>	<p>Teachers to assess extent classroom practice reflects context of Scottish education, inclusion and equality following on from universal CLPL introduction last session.</p> <p>Gather baseline data to establish staff confidence in CIRCLE.</p> <p>Focus Group of young people with Additional Support needs to gain holistic overview on learning environments.</p> <p>Checklists and planning tools to be used to be used.</p> <p>Staff to complete an audit of their learning environment.</p> <p>Staff to engage with CLPL.</p> <p>Create a resource bank to support staff.</p> <p>Sharing good practice.</p>	<p>steps are data informed.</p> <p>Staff to know where to access information, resources and CLPL to support inclusive practice for all learners.</p> <p>Staff to know how to evaluate and evidence the impact of this.</p> <p>Complete audits of learning environments. Embed this into Quality Assurance calendar.</p> <p>Continue to increase staff confidence in their understanding of neurodiversity</p>		<p>Input from SFL.</p>	<p>Create a resource bank.</p> <p>Clear Roles and Responsibilities with CIRCLE framework in Quality Assurance Calendar.</p>
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<p>Ensure our Anti Bullying Policy reflects National and ACC Guidelines.</p>	<p>Anti Bullying Policy</p> <p>Review our Anti Bullying Policy implemented last session.</p> <p>Use data to measure the impact and effectiveness of the Policy.</p> <p>Promote use of QR codes with pupils and staff.</p> <p>Capture Pupil Voice S1 – S6 in Focus Groups.</p> <p>Work with MVP Trained pupils to develop the next stage of the policy and work with young people to ensure they have a safe space in school during social times.</p> <p>Evaluate the developments to date in the PSE Curriculum.</p>	<p>and their ability to provide a high quality, inclusive learning experience for all young people.</p> <p>Ensure all stakeholders are aware of their role in preventing, responding and recording bullying incidents.</p> <p>Continue to develop a PSE curriculum that is coherent, progressive and relevant and to meets the needs of the pupils.</p> <p>Continue to develop the PSE curriculum</p>		<p>Term Two</p> <p>PSE Development continued.</p>	<p>June</p> <p>PSE Development continued.</p> <p>Repeat work with Focus Group and analyse data from QR Codes and Bullying Log to assess impact of changes to policy and evidence of impact on young people.</p>
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<p>Since COVID there have been limited links and connections between the Primary schools and subject specialists. All Stakeholders</p>	<p>Develop Curriculum Links with Primary</p> <p>Secondary staff will create curricular links with young people in key areas with our feeder Primaries in particular with Literacy and Numeracy.</p> <p>Secondary staff will have a specialised input with P6 and P7 classes at Primary and her in the Academy on visits.</p> <p>Use the data gathered earlier to inform planning.</p>	<p>regarding Protected Characteristics.</p> <p>Continue to effectively and consistently use the bullying log on SEEMiS. Capture the data gained from that to analyse, monitor and track trends to inform the PSE curriculum.</p> <p>Establish greater clarity of levels and ability of pupils in P6 and P7.</p>		<p>October / November 2024</p> <p>Curricular visits to Primary and Secondary to begin.</p>	
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<p>have expressed the need to increase the work between Primary and Secondary from P6 onwards. This should have a positive impact on achievement, attainment, supporting wellbeing and planning ahead for future cohorts.</p>		<p>Improve our Monitoring and Tracking systems.</p>				
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Resources and Context	Outputs		Outcomes - Impact		
	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3
<p><u>QI 3.2 Raising attainment and achievement</u></p> <p>PUPIL TRACKING Embed Pupil Tracking for all reporting.</p>	<p>Embed Pupil Tracking for reporting purposes for parents/ carers for S1-S6.</p> <p>Introduction of progress codes to report achievement within a level 3.1,3,2 etc</p> <p>CLPL offer (using Pupil Tracking for reporting, extracting and using data) through videos, staff meetings and drop ins. This will comprise mandatory and optional sessions.</p> <p>Consistent QA across faculties and departments. Issues or elements of good practice are followed up in DM's and Link meetings.</p> <p>Focus groups from S1-S6 to understand impact of change in reporting procedures.</p> <p>Parent/ carer survey from S1-S6 to understand impact of change in reporting procedures.</p>	<p>Young people knowing the level they are achieving and can plan their next steps in learning.</p> <p>More timely, targeted and effective interventions to support increased attainment.</p> <p>Increased staff confidence (focus on Faculty Heads/ Principal Teachers) in using data for analysis.</p>	<p>October 2024 (senior phase reports) QA by Faculty Heads.</p>	<p>SLT planned moderation exercise sampling several reports.</p>	<p>March 2025 (pupil focus groups, parental surveys and teacher surveys as this is post all year groups getting an interim or full report).</p>

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	<p>Focus group to understand impact of reporting changes.</p> <p>Teacher fopcus group to understand impact of change in reporting procedures.</p> <p>Accountability for the effective use of this will be established through the production of roles and responsibilities that recognise the role of each stakeholder.</p>	<p>Reports demonstrate knowledge of the learner (neurodiversity, care experienced etc).</p> <p>Level 5 Literacy and Numeracy in line with VC.</p> <p>5@5 increases from 37.2% to 40%.</p> <p>3@6 increases from 27.1% to 29%</p> <p>Allows us for more timely, targeted and effective interventions at all levels to support increased attainment.</p>			
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<p>FACULTY TRACKING Faculty Head interviews (Feb/ Mar 24) demonstrated some strengths and areas for development in faculty tracking and the desire for Faculty Heads to have more consistency in trackers and for key information to be readily accessible within trackers (NSA/ SIMD etc</p> <p>VPD & CP TRACKER The PSE curriculum is not</p>	<p>Common columns to be shared to support Faculty Tracker planning and growth.</p> <ul style="list-style-type: none"> -SCN -Known As -Surname -House -Reg Group -SIMD -FSM -ADN -Care Experienced -Young Carer -EAL -Armed Forces -NSA/ MidYIS -Level Achieved -Concern -Intervention (Date, by who, review date, impact) <p>Data capture format to be planned with feeder primaries ahead of 2025/2026.</p> <p>Develop a tracker to support the collation of this information across the 4 Houses.</p>	<p>Allows departments to track, recognise and celebrate achievement.</p> <p>Teachers have an informed approach to teaching and learning as key information is readily accessible. Allowing them to address barriers to attainment.</p> <p>Relevant and informative PSE curriculum for young people. Trends not seen</p>	<p>-October 2024 Faculty Trackers established after recouring.</p> <p>November 2024, review tracker to</p>	<p>-November 2024 Standing item on links and reviewed by link DHT.</p> <p>January 2024, Child Protection</p>	
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<p>data informed. No trend analysis of the current child protection issues or police reports.</p> <p>ATTENDANCE Attendance remains a national and ACC priority and Bridge of Don Academy has had a declining average attendance since 2019/2020 (pandemic) and we remain below the national average.</p> <p>Lens of focus on S3 and S6 as they were the poorest.</p>	<p>Child protection and police report's to be collated into a summary page. 'Summary page' a standing item on Guidance DM's.</p> <p>Attendance tracker to continue to be refined to track S1-S6 attendance on a weekly basis that clearly illustrates intervention and impact against stretch aim for 2024/2025.</p> <p>Accountability for the effective use of this will be established through the production of roles and responsibilities that recognise the role of each stakeholder. Consultation with all stakeholders. These are to be re-visited throughout the session to ensure at all levels young people are supported with their attendance.</p> <p>Pathways Advocate to continue to review attendance of Care Experienced Young People.</p> <p>TBC process to be established with all HoH's and Pastoral DHT.</p>	<p>over a consistent period/ cohort.</p> <p>Timely and appropriate interventions for young people to support their attendance at school. Young people recognised for their consistent efforts in attending or for maintained attendance improvement.</p> <p>Attendance average at BoDA is above 92% and achieve the stretch aim.</p>	<p>ensure all CPD and VPD's are being captured by all Heads of House.</p> <p>July 2024 - First sign off of roles and responsibilities to support accountability and safeguarding.</p>	<p>Officer forms received comparison.</p> <p>December 2024 - Data pull of averages across all indicators.</p>	<p>April 2025 - Data pull of averages across all priority groups</p>
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<p>Inconsistent approach to attendance across the 4 Houses. Guidance identifying difficulties in a consistent approach from HSLO.</p> <p>INTERVENTION TRACKER Interventions and supports are regularly put in place for young people, but baseline information is not collated so it is difficult to understand the impact of an</p>	<p>ACC ATT letters to be logged on SEEMiS to support HSLO and central team.</p> <p>Attendance Policy.</p> <p>Attendance Pit Stop meetings to happen termly with HSLO, DHT, Guidance to review trends and patterns.</p> <p>Intervention data collection (pre and post) to be created in Microsoft teams.</p> <p>Support for Learning department to trial tracker.</p> <p>Intervention identified based on data, including but not limited to:</p> <ul style="list-style-type: none"> -Attendance percentage and trends -NSA -De-Merits/ Levels -Staff feedback -ACEL data 	<p>QI visit commends BoDA's use of targeted support but these need to be reviewed if impact is not being had. Some young people</p>	<p>-August 2024 Intervention tracker created.</p> <p>CLPL to all Sfl Staff</p>	<p>-November 2024 Review of impact with PT Sfl.</p>	
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<p>intervention beyond positive/negative change.</p> <p>BEHAVIOUR TRACKER Behaviour tracker to be created on the model of the attendance tracker to support earlier intervention for young people.</p>	<p>Appropriate use of PEF for entitled young people.</p> <p>Tracker to be developed and trialled with 2 houses in term 1.</p> <p>Tracker covers lates, merits, levels, uniform & phone with each indicator tracking on a 4-week basis.</p> <p>Accountability for the effective use of this will be established through the production of roles and responsibilities that recognise the role of each stakeholder.</p>	<p>Timely and appropriate interventions to support young people to be their best across a variety of different indicators.</p> <p>Overall average reduction for all young people</p> <p>Consistent use of interventions.</p> <p>Average lates: 20.04, Average merits: 18.05, Average levels: 18.9. Average uniform: 3.37 Average phone: 5.31</p>	<p>August 2024 – Tracker established</p>	<p>October 2024- Review of impact with Fyvie and Drum House (staff voice).</p>	
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Section 4: Outcomes Dashboard

Dashboard of Measurable Outcomes															
	Baseline	Time 1	Time 2	Time 3	Owner	Baseline	Time 1	Time 2	Time 3	Owner	Baseline	Time 1	Time 2	Time 3	Owner
	Measurable Outcome 1					Measurable Outcome 2					Measurable Outcome 3				
	Measurable Outcome 4					Measurable Outcome 5					Measurable Outcome 6				
	Measurable Outcome 7					Measurable Outcome 8					Measurable Outcome 9				
	Measurable Outcome 10					Measurable Outcome 11					Measurable Outcome 12				