



HAZLEHEAD ACADEMY

Action Plan Following Inspection

Depute Head Teacher: Alan DGLISH

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Senior leaders' focus on improving learning and teaching needs to be captured in a strategic statement of the expected standard within classrooms. Staff should continue to prioritise sharing and learning from where there is existing high-quality practice within Hazlehead Academy.	New Learning, Teaching & Assessment policy introduced in September. This will be supported by a web based version giving clear exemplification, examples of practice and professional learning opportunities.	Evidence captured during focus visits. Attainment data.
At the BGE stage, teachers need to work collaboratively to improve the quality of feedback to learners. In most cases, young people need to be more confident about how to make better progress.	Priority for PEF L&T lead. Working group to be established , inputs planned for January w/s meeting , all staff to attend OSIRIS course in February , follow up at faculty meetings and use QI visit in March to support progress.	Evidence captured during focus visits. Pupil Voice. Attainment data.
Where practice needs to improve, teachers need more direct feedback in achieving a better standard across the school. For this, senior leaders need to ensure a robust approach to quality assurance at faculty and whole-school level.	Raise with individual faculty heads at mid-session reviews in January/February and build on QA model introduced last session.	Evidence captured during focus visits. Attainment data.
<p>Too often, teachers use the same approach for the whole class. Tasks and activities are not always well matched to the needs of all learners. In these situations, young people have insufficient opportunities to lead their own learning and develop independence.</p> <p>Teachers need to increase their range of questioning to develop young people's higher-order thinking skills. In the broad general education (BGE), almost all teachers need to provide more opportunities for young people to reflect upon their learning and evaluate their progress.</p> <p>More work is required on the use of differentiated approaches to learning. Most teachers need to collaborate further with support for learning staff and classroom assistants to effectively plan how they support young people in classes, and take forward interventions.</p>	<p>Existing area of focus which will continue. Some of this will be targeted up as part of ongoing work on effective L & T as mentioned above. Others, particularly questioning and differentiation, will follow on from the work on feedback.</p> <p>We did a lot of work on the "standard" last session and completely changed the format of our internal QA visits. The ACC QI visit in March will complement this and a further set of visits will take place in June.</p>	Evidence captured during focus visits. Attainment data.

<p>The use of digital technology should be more fully embedded into classroom practice through the medium of English and Gaelic.</p>	<p>Next steps following achievement of the Digital Schools Award. Staff and pupil groups in place to lead on this.</p>	<p>Captured as part of ongoing evidence gathering.</p>
<p>QI 3.2 - Raising Attainment and Achievement</p>		
<p>All staff need to take responsibility for developing numeracy across all contexts of learning.</p>	<p>Appointment of PEF funded Numeracy lead with clear remit for developing numeracy in house and across the ASG.</p>	
<p>For numeracy, teachers need to increase the reliability of professional judgements of levels by using robust moderation activities. These should inform appropriate curriculum pathways across the school, with young people well guided to the most appropriate course.</p> <p>The school is not securing continuous improvement in numeracy for all young people. There are some constraints on young people's attainment in S4 and by S5. Senior leaders should continue to be proactive in ensuring that all young people leave school with an award in numeracy.</p> <p>In 2018, there was a decline in the percentage of young people leaving with a numeracy award at SCQF level 4 or better and SCQF level 5 or better. As a result, the school performed significantly lower than the VC.</p> <p>Between 2018 and 2019 in S4, the percentage of young people attaining numeracy at SCQF level 5 or better has declined to be significantly much lower than the VC. By S5, attainment has declined to be significantly much lower than the VC in 2019.</p>	<p>Key issues here are the numbers attaining L4+ and L5+, the numbers leaving without a qualification, moderation of CfE Levels and conversion into performance in NQ's.</p> <p><u>Short term</u> Work with Maths to successfully implement their own action plan. Curriculum changes in place from June 2020. Done. Specific focus on accuracy of CfE levels.</p> <p><u>Medium term</u> Whole school approach to developing Numeracy - in house and in partnership with the ASG. Booklet for Staff and Parents issued already. Links with relevant staff in the ASG established.</p> <p><u>Long term</u> Family learning opportunities to build confidence of parents and enable them to help their children.</p>	<p>Data: - A numeracy qualification for all. On track. - Improved numbers attaining L4 and L5. - Improved performance over time.</p> <p>Appropriate pathways in place for senior phase learners.</p>
<p>Faculty heads and teachers need to be very focused on having high standards of learning and teaching, and high expectations of what young people can achieve. Most staff need to raise their expectations of what all young people may achieve.</p>	<p>Raise with individual faculty heads at mid-session reviews in January/February and tackled as part of L&T work outlined above.</p>	



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Action Plan Following Inspection

Depute Head Teacher: Kieran Kenny

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Senior leaders' planned review of the school's learning, teaching and assessment policy should include guidance on summative assessment and learning within unfamiliar contexts.	Specific Assessment Policy to be reviewed following introduction of over-arching L, T & A Policy.	Updated policy and guidance produced.
Teachers' professional judgements need to be supported with more regular moderation activities.	Regular item on agendas for DHT/Faculty Head 1:1 meetings and "Faculty Group" Meetings with DHT's.	Evidence of moderation activities. Reflected in attainment data.
In the senior phase, teachers share their experience of national standards from being markers and examiners with the Scottish Qualifications Authority (SQA). Others attend events to maintain their knowledge of assessment arrangements. Teachers can increase the impact of this professional learning to raise young people's attainment in the senior phase.	We raised this ourselves as it emerged from a number of attainment reviews as an action point.	Reflected in individual subject attainment data.
<p>In the BGE, faculty heads track young people's progress, using a range of approaches. These need to be streamlined to include consistent features, such as how well groups of learners and individuals are making progress.</p> <p>Across the school, staff's conversations about progress should be aligned further to tracking and monitoring of progress. This should evidence how well barriers to learning, and challenges faced by young people, are being addressed.</p>	<p>Bespoke tracker produced to meet our specific needs. SEEMiS Progress & Achievement module to be introduced.</p> <p><i>This has been done and was launched at the November In-service Day.</i></p> <p><i>S3 is currently being populated with data and S1/2 is being done in February.</i></p>	All staff have access to accurate data about all learners in the BGE.

<p>Staff need to make better use of assessment information for young people who are experiencing disadvantage and barriers to their learning. They should ensure that appropriate interventions for equity and support are in place to improve outcomes for young people.</p>	<p>SQA Co-ordinator to ensure that pupils are entered and all potential qualifications are captured.</p>	<p>Reflected in attainment data.</p>
<p>QI 3.2 - Raising Attainment and Achievement</p>		
<p>Senior leaders do not have a systematic strategic overview of progress over time in the BGE. Staff make variable use of data from primary.</p>	<p>Bespoke tracker produced to meet our specific needs. SEEMiS Progress & Achievement module to be introduced.</p>	<p>Senior team have access to accurate data for all learners in the BGE in one place.</p>
<p>Senior and middle leaders should continue as planned, to ensure that interventions close gaps in attainment and remain sustainable.</p>	<p>Rigorous monitoring of the attainment data of whole year groups and specific cohorts within each year group.</p> <p><i>S4 have been in the spotlight since October - the entire year group and specific cohorts.</i></p>	<p>Reflected in attainment data.</p>



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Action Plan Following Inspection

Depute Head Teacher: Donna Wilson

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
<p>Tracking and monitoring needs to include evidence of the engagement of young people in GME in activities in and beyond school which maintains and extend their fluency in Gaelic.</p> <p>Take account of Gaelic in the strategic planning of the school. This should focus on increasing the numbers that continue with Gaelic Medium Education from primary and throughout each stage of secondary. Young people need more regular opportunities to develop their fluency in the language.</p>	<p>Produce a specific action plan for GME in conjunction with staff from Gilcomstoun School and the relevant Development Officer. Done.</p> <p>Form a strategic working group for GME. Done.</p> <p>Look outwards to learn from schools in other local authorities. Visit planned.</p>	<p>Increased numbers continuing from Primary into Secondary.</p> <p>Increased numbers studying Gaelic - fluent speakers and beginners.</p> <p>Opportunities developed for learners to study more courses through the medium of Gaelic.</p>

QI 3.2 - Raising Attainment and Achievement

<p>As yet, the curriculum is not providing appropriate progression to improve attainment.</p> <p>At pace, staff should improve continuity and progression from the BGE to senior phase courses. As senior leaders use data to plan enhanced curricular outcomes, they should ensure that they regularly evaluate the impact of these changes on attainment.</p>	<p>Curriculum review is ongoing but a large number of new courses are being introduced in the senior phase from June 2020 and a revised BGE will be implemented following a lengthy consultation with all stakeholders.</p> <p>Extensive review began in November 2018. New courses for Senior Phase learners and a revised BGE structure will be in place from June 2020. Impact will be monitored closely.</p>	<p>Reflected in attainment data - specifically the number of qualifications attained by learners at particular levels.</p>
<p>Teachers need to collaborate with primary colleagues to increase their knowledge of young people's prior learning to improve progression.</p>	<p>Build on existing practice and provide more opportunities for teachers to share practice across the 2 sectors.</p> <p>Existing practice involves Science and Modern Languages.</p>	<p>Improved attainment in the BGE leading to improved attainment in National Qualifications.</p> <p>Evidence in tracking data.</p> <p>Pupil voice.</p>
<p>Senior leaders should extend their approach for reviewing attainment to the BGE. They recognise that an essential next step is to have an outward perspective to their review of attainment through professional dialogue and analysis.</p>		

<p>All staff need to take responsibility for developing literacy across all contexts of learning.</p> <p>The school is not securing continuous improvement in literacy for all young people. There are some constraints on young people's attainment in S4 and by S5. Senior leaders should continue to be proactive in ensuring that all young people leave school with an award in literacy.</p> <p>Between 2015-2018 in S4, the percentage of young people attaining at SCQF level 5 or better in literacy has been significantly lower than the VC in three out of four years. In 2019, attainment declined further to be significantly much lower than the VC. By S5 in the latest two years, the percentage of young people attaining at SCQF level 5 or better has fallen to significantly lower than the VC. The percentage of young people attaining at SCQF level 6 or better, has been significantly lower than the VC in four out of five years between 2015 and 2019.</p>	<p>Key issues here are the numbers attaining L4+ and L5+ and the numbers leaving without a qualification in Literacy.</p> <p><u>Short term</u> Work with English to successfully implement their own action plan. Curriculum changes in place from June 2020. Done</p> <p><u>Medium term</u> Whole school approach to developing Literacy - in house and in partnership with the ASG.</p> <p><u>Long term</u> Continue to develop Family learning opportunities to build confidence of parents and enable them to help their children.</p> <p>Reading has been a focus (whole school and with families) and this has had a positive impact on attainment and engagement.</p>	<p>Data:</p> <ul style="list-style-type: none"> - A literacy qualification for all. - Improved numbers attaining L4, L5 and L6. - Improved performance over time. <p>Appropriate pathways in place for senior phase learners.</p>
<p>Over time, young people could be making much better progress as they move through the school.</p> <p>In 2019 for young people in S4, at SCQF level 5C or better and SCQF level 5A or better, the percentage of young people attaining all possible number of qualifications is significantly much lower than the VC. In the latest year, there has been a fall in the percentage gaining between three and six qualifications at SCQF level 5 or better.</p> <p>Senior leaders are aware of the need for young people to gain more qualifications before they leave school. For this, they should continue to develop curriculum pathways that give a choice in next steps.</p>	<p>We need to get more leavers through more qualifications: A very small number leave with no qualifications. 5 or 6 L3's are behind VC. 5 or 6 L4's are behind VC. Any number of L5's are behind VC. Use of data and rigorous tracking of pupils in S4.</p> <p>Spotlight on individuals and numbers of subjects. Focus on specific groups, eg leavers. Target setting at attainment review meetings. Curriculum changes will provide more appropriate pathways for all learners from next session.</p> <p>We have been monitoring this data closely since the inspection and current performance/predictions and the impact of these on whole school data will be discussed over the next few weeks with faculty heads.</p>	<p>Data:</p> <ul style="list-style-type: none"> - Greater stability in individual subject performance. - Increased numbers of qualifications achieved at all levels. - Improved grades at N5 and Higher.



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Action Plan Following Inspection

Depute Head Teacher: Stuart Craig

QI 2.3 - Learning, Teaching and Assessment

Detail from Summary of Inspection Findings	Action	Measure
Teachers should consistently embed the values within classroom practice. To assist them in doing this, senior leaders need to advance plans to refresh the relationships policy to include restorative and rights-based approaches.	<p>Continue with planned work on the compassionate and connected school community - whole staff events and twilight sessions.</p> <p><i>Inputs have been delivered at August and November In-service days.</i></p> <p>Develop a revised positive relationships policy with input from all stakeholders.</p> <p><i>Group formed to work on this.</i></p>	<p>Lesson observations.</p> <p>Pupil voice.</p> <p>Fewer referrals due to behaviour.</p> <p>Fewer incidences of exclusion.</p>

QI 3.2 - Raising Attainment and Achievement

Senior and middle leaders should continue to embed CATAPULTS to enable young people to connect the skills they are acquiring across all contexts of the curriculum.	<p>This is a specific part of the remit of the PT CATAPULTS post and part of developing effective Learning and Teaching.</p> <p><i>2 appointments have been made to build on the success of the work done over the past 3 years.</i></p>	<p>Lesson observations.</p> <p>Data held within our skills tracker.</p> <p>Pupil voice.</p>
Senior leaders should ensure that all young people's achievements and accreditation awards are tracked. From this, they should analyse patterns of participation to be confident that all young people are benefitting from achievement opportunities.	<p>This area received many positive comments. Recording and Tracking takes place and is used in a number of ways. Plans are already in place to further develop this.</p> <p><i>PT CATAPULTS and PT Mentoring have specific responsibilities here.</i></p>	<p>Data captured.</p>