

Appendix A - DYCE ACADEMY HMIE ACTION PLAN 2024-2026

	Inspection Letter Identified Priority	Action Plan	Outcomes
1	<p>There is a need to improve the reliability of data about young people's attainment in S1-S3</p>	<ul style="list-style-type: none"> - Robust moderation work will be in place both externally and internally across all subject areas, including across P7-S1 for literacy and numeracy. - Classroom observation to focus on moderated units of work. - Tracking of progression with attainment in all subject areas from S3 into S4. - Tracking progress between levels using 'PupilTracking' allows for more accurate assessment of attainment. 	<ul style="list-style-type: none"> - Moderation will identify any improvement that is required in the learning, teaching and assessment materials being used to assess attainment across S1-S3, improving the validity and reliability of the assessment evidence and attainment of young people - SLT and authority supported observations will provide quality assurance evidence that the moderation work is leading to improvements in learning, teaching and assessment in S1-S3 - Greater correlation between S3 attainment data and S4 attainment data will validate the reliability of attainment across S1-S3. - Tracking progress within a level will allow for more reliable assessment of young people's attainment within S1-S3.
2	<p>There is a need to improve young people's literacy and numeracy in the senior phase.</p> <ul style="list-style-type: none"> - In S4 maintain improvements with L5 Literacy - In S5 & S6 improve attainment with L6 literacy - In S4 improve attainment with L5 Numeracy - In S5 & S6 improve attainment with L6 Numeracy 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> - Prioritise Literacy assessment at the highest possible level prior to the exams for all borderline pupils. - Pilot approach for pupils not doing H English to pursue L6 Literacy through their work in Social Subjects with support from the English team. - Bespoke L6 Literacy course offered in S5 & S6 from 2024-25 onwards. - Develop input to subject choice process to increase uptake of H English and L6 Literacy <p><u>Numeracy</u></p> <ul style="list-style-type: none"> - Use S3 course to identify pupils into either Applications of Maths or Maths, or both at the start of S4 to support a focused approach throughout S4. - Focused numeracy period in S4 to support completion and assessment prior to exam diet in May for as many pupils as possible at the highest possible level. Prioritise borderline pupils. - Bespoke L6 Numeracy course offered in S5 & S6 from 2024-25 onwards. - Develop input to subject choice process to increase uptake of H Maths and L6 Numeracy - Introduction of Higher Applications of Maths to provide further progression routes. - Targeted homework programme to be implemented to support remediation following prelim outcomes. - ACC providing subject specific CPL to support improvement in L&T in Maths and Numeracy February Inservice 2025. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> - Improve attainment by maximising Literacy attainment at all levels and increasing presentations - Increase progression routes for pupils to achieve L6 Literacy outwith Higher English increasing presentations <p><u>Numeracy</u></p> <ul style="list-style-type: none"> - Earlier coursing and dedicated numeracy focus will support improvements in attainment in numeracy - Improve attainment by maximising numeracy attainment at all levels and increasing presentations - Increase progression routes for pupils to achieve L6 Numeracy outwith Higher Maths, through introduction of Higher Applications of Maths and L6 Numeracy. - Incorporate use of planned, targeted homework activities throughout year to support consolidation and remediation leading to improved attainment. - Bespoke professional learning for the faculty to support learning and teaching approaches, and supported quality assurance of implementation will ensure improvements are being embedded, leading to improved attainment. <p><u>Literacy & Numeracy</u></p> <ul style="list-style-type: none"> - Reduce withdrawals from L5 and L6 literacy and numeracy leading to increased presentations. - Improved attainment through use of targeted interventions. - Quality assurance through SLT lesson observations will ensure improvements are embedded across literacy and numeracy leading to improved attainment.

		<ul style="list-style-type: none"> - Faculty QA – lesson observation cycle to be supported by Maths Specialists from AGS. - Adoption of resources from ACC Multiply Portal to support improvements in L&T. <p><u>Literacy & Numeracy</u></p> <ul style="list-style-type: none"> - Application of Presentation Policy following estimate diet to support increase in presentation numbers. - Use of Faculty Tracker and Interventions - Ongoing moderation work to extend to Literacy/Numeracy to continue to build confidence levels and validate assessment. - Improvements to learning and teaching to drive improved attainment – pace and challenge focus 	
3	<p>There is a need to improve the attainment data of Senior Phase pupils.</p> <ul style="list-style-type: none"> -Sustain improvements in attainment achieved in S4 - Improve the attainment data of S5 pupils - Build on improvements in attainment S6 at level 6 - Improve attainment of lower 20% 	<ul style="list-style-type: none"> - Further embed use of progression trackers during subject choice discussions, and implement greater scrutiny over subject choice on a pupil by pupil basis. - Introduction of wider achievement courses in each stage of the SP – Leadership in S4 and S6 and First Aid in S5 & S6 - Remove the study period in S5 and S6 Higher courses from session 2025-26 allowing for 5 taught periods for each course. - Mentoring to be introduced for targeted pupils based on evidence gathered through robust tracking. - Consistent application of presentation policy. Additional scrutiny to be incorporated into course change process. - SLT lesson observations will focus on pace and challenge. Faculty and individual self-evaluation will also be completed in order to establish baseline. - CPL will be implemented to address needs identified through evaluation – use of skilled questioning, use of ICT to support differentiation, use of differentiated success criteria to provide appropriate challenge for all learners. Second SLT observation cycle will look to ensure improvements are being embedded. 	<ul style="list-style-type: none"> - This will add rigour to our subject choice processes ensuring we are as ambitious for our learners as possible with our coursing at all stages. - By adding greater breadth of attainment through wider achievement courses we are supporting the wider skills development of our young people whilst raising their overall attainment. - By adding 20% more teaching time to our Higher courses we are giving greater support and guidance to our learners which will support consolidation and should positively impact attainment across all subject areas. -Targeted support provision and encouragement for those youngsters who are facing additional challenge or who are borderline with their attainment will support greater engagement with learning and subsequently attainment. -The additional rigour brought through the presentation policy will support our ambition for our learners and keep a focus on presentation levels. - Ongoing whole school CPL on learning and teaching will target areas of development that have been identified and evidence of impact in the classroom will be evidenced in our observation cycle. Improved learning and teaching practice will support our raising attainment agenda.
4	<p>There is a need to improve the attainment of young people affected by socio-economic disadvantage</p>	<ul style="list-style-type: none"> - Focused tracking of attainment of FSM pupils throughout the BGE and Senior Phase at all levels and across all subject areas - Mentoring offered to PEF pupils to support in run up to exam diet - Study packs to be made available to all FSM pupils. - Revision materials made available to all FSM pupils through use of ACHIEVE and SCHOLAR. 	<ul style="list-style-type: none"> - Data collation has given real clarity to where our gap for FSM pupils all sit and awareness will be raised and careful tracking will be monitored to allow for planned interventions to be put in place where necessary to support improved attainment for this cohort of pupils. - Additional support will be made available to our FSM pupils and they will be encouraged to engage with this through the mentoring provision that will be made available.