

Appendix A

Resources and Context	Outputs		Outcomes - Impact		
<p>Leadership of Change (QI 1.3) <u>Human Resources</u> School Lead – Doug Watt LA Lead - Mike Paul</p> <p><u>Context (from SIF)</u> There is no agreed approach to how change and improvements are organised, planned and led.</p> <p>Senior leaders are aware of the urgent need to secure improvement in everyday expectations across the school. Most significantly, senior leaders need to establish respectful relationships across the school community.</p> <p>At present, self-evaluation is not carried out to inform the school improvement agenda.</p> <p>The headteacher and senior leaders are aware of the urgent need to develop a more collegiate culture in which all members of the school community are involved in planning and leading improvements.</p> <p>The headteacher is aware of the need to re-affirm, refresh and agree the values and vision. It is essential that this is done through consultation, with approaches that fully engage young people, parents, staff, and school partners. This will support a shared understanding of the expectations, direction and identity of Northfield Academy.</p> <p>There is currently no strategic plan for leadership development at all levels.</p>	Activities	Outputs	2023-24	2024-25	2025-26
	<ul style="list-style-type: none"> • Introduce a 'method' for introducing change at Northfield Academy. • Engage TU & ELT on change 'method' • Create a clear communication strategy for the school. • A Review of SLT Remits will take place. • A system of regular SLT and ELT meeting will support a clear system of accountability, quality assurance and reporting. • A process is built based on priority areas so that every member of the team will have a clear understanding of what is expected of them. • A process of stakeholder consultation on the Vision & Values of Northfield Academy will take place. • The refreshed Vision and Values will be introduced and embedded as part of the culture of the school. • A Self-Evaluation Calendar will be created to include biannual checkpoints on progress for young people, parents and carers (surveys using HMLe questions), and staff (via Stress Risk Questionnaire). • A revised action planning process will support school improvement in a three year plan. • The calendar timings will reflect the dynamic priorities for that school year and clear consultation will take place. • A culture of celebrating young people is created. • A relevant expression of leadership will be developed for young people. • Leadership opportunities are discussed with staff as part of the PR&D process. • The school will encourage staff members to take up leadership roles including SQA. • The school will explore and implement a programme of leadership development through professional learning available to all. 	<p>Northfield Academy has a recognized and accepted method for introducing change and communicating with stakeholders.</p> <p>Staff report increased understanding of remits, accountability and reporting system is in place.</p> <p>Rigorous one-to-one meetings are in place with a clear agenda.</p> <p>Northfield Academy has refreshed vision and values that express the school community.</p> <p>A cycle of self-evaluation is in place to contribute towards rigorous impact-driven improvement planning.</p> <p>Young people and staff report increased opportunities to lead aspects of school improvement.</p> <p>Northfield Academy is a place where people are celebrated, with a recognised programme supporting leadership development at all levels.</p>	<p>A Majority of (>70%) young people report that staff treat them fairly and with respect</p> <p>A majority of (>50%) staff report that they are consulted on change at work</p> <p>A majority of (>50%) parents/carers report that the school is well led</p>	<p>Most (>80%) young people report that staff treat them fairly and with respect</p> <p>Most (>75%) staff report that they are consulted on change at work</p> <p>A majority of (>60%) parents/carers report that the school is well led</p>	<p>Almost all (>90%) young people report that staff treat them fairly and with respect <i>(Young people are treated fairly and with respect)</i></p> <p>Almost all (>90%) staff report that they are consulted on change at work <i>(Staff are consulted on change at work)</i></p> <p>Most (>75%) parents/carers report that the school is well led <i>(Parents and carers report that the school is well led)</i></p>

Resources and Context
<p>Safeguarding Group (QI 2.1)</p> <p><u>Human Resources</u> School Lead: Doug Watt School Team: Dawn Lynch, Leanne Ritchie LA Lead: Mark Jones</p> <p><u>Context (from SIF)</u> Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.</p> <p><i>1. Ensure that arrangements for safeguarding, including child protection are secured and in place.</i></p> <p><i>2. A specific and consistent focus to be maintained on those aspects identified by HMIE during their visit of corridor and classroom safety, walkouts & attendance, and approaches to bullying.</i></p> <p>** aspects of interpretation included in italics**</p>

Outputs	
Activities	Outputs
<ul style="list-style-type: none"> A team is in place to support progress for QI 2.1 Safeguarding and Child Protection. A Central Team Officer will support the school on a daily basis for an initial period (Jan-Apr 2023). Senior Leadership Team, Trade Union Reps and Extended Leadership Team will agree urgent arrangements for high expectations for all. A robust process for reviewing, reconciling and intervening with walkouts from class will be introduced with fortnightly review. A review of the HMIE returns identifying young people with concerns over safety and/or bullying will take place with key actions identified. Embed the monitoring, tracking and reviewing of care experienced young people reflecting the context of the school. As part of the self-evaluation calendar, include two HMIE questionnaire instances per session for young people, two Stress Risk Questionnaire instances per session for staff, and one HMIE questionnaire instance per session for parents/carers. Create development and learning opportunities for young people and staff in safeguarding related activity. For young people, introduced a Mentors in Violence Prevention (MVP) programme. For staff, enhance staff competence and confidence in recognising and responding to safeguarding matters through INSET activity, Faculty meetings, with content to include Compassionate & Connected Classroom (CCC), Restorative Practice etc. Also, a roll-out of appropriate CALM training and strategies (trauma, de-escalation, and physical intervention) will be introduced across the wider school team at Northfield Academy. 	<p>With agreement from the staff team, this school-wide approach is implemented.</p> <p>Processes for ensuring safeguarding are implemented and effectively managed.</p> <p>Walkouts have decreased with the impact of strategies in place.</p> <p>Twice annually there is a stakeholder voice report shared with the school community.</p> <p>A programme of opportunities is in place for young people and staff to supplement learning and development in key safeguarding areas.</p>

Outcomes - Impact		
(2023-24)	(2024-25)	(2025-26)
<p>Over 65% of young people will report that they feel safe at Northfield Academy.</p> <p>Staff report that a majority of (>50%) relationships with young people are respectful.</p> <p>Weekly referrals will show 0.32 referrals (young people per week based on roll) against the baseline measure.</p>	<p>Most (>75%) young people will report that they feel safe at Northfield Academy.</p> <p>Staff report that a majority of (>60%) relationships with young people are respectful.</p> <p>Weekly referrals will show 0.26 referrals (young people per week based on roll) against the baseline measure.</p>	<p>Almost all (>90%) young people will report that they feel safe at Northfield Academy. <i>(Young people feel safe at Northfield Academy)</i></p> <p>Staff report that most (>75%) relationships with young people are respectful. <i>(Staff report that relationships with young people are respectful)</i></p> <p>Weekly referrals will show 0.20 referrals (young people per week based on roll) against the baseline measure. <i>(There are fewer incidents around the school)</i></p>

Resources and Context
<p>Curriculum Group (QI 2.2)</p> <p><u>Human Resources</u> School Lead: Laura Gray LA Leads: Mark Jones, Shona Milne, Ross Allan.</p> <p><u>Context (from SIF)</u> The school does not have a curriculum rationale.</p> <p>The curriculum offered from S1 to S6 is not suitably challenging nor appropriate for young people.</p> <p>Learners are not well supported in making choices at transition stages.</p> <p>Too many young people do not see the value or purpose of their learning and they opt out of learning.</p>

Outputs	
Activities	Outputs
<ul style="list-style-type: none"> Use the triangulated data and further pupil voice to create a curriculum rationale for Northfield Academy. Create an S5/6 timetable that includes a greater number of pathways by tasking each faculty to consider offering at least one NPA per faculty. Increase efficiency, quality and choice through a consortium arrangement with a neighbouring school, with regular transport provided. Young people will have increased opportunities for growth-sector aligned pathways through ABZ Campus courses. Introduce choice for S3 that allows young people to make progress in their learning and overtake national qualifications. Introduce a greater range of partner-delivered courses to extend pathways for S4 young people. Pilot delivery of Foundation Apprenticeships in Northfield Academy by Aberdeenshire Council FA programme. A redesign of the S1 experience will be introduced to support transition through a 'crew' model focusing on health and wellbeing. The S1 curriculum will include a class teacher and 'home' room to allow delivery to focus on laying the foundations for learning, teaching and high expectations. Recruit a team of class teachers with primary experience to deliver this experience to S1 young people to enhance transition and complement the BGE. Create an S1 residential experience to commence learning at Northfield Academy. ASG primary data will be used proactively to support the transition of young people into S1. Explore how the S1 experience could be developed into S2 in 2024-25, and how learning could become based on 'expeditions' (interdisciplinary learning). 	<p>Young people report high levels of satisfaction with their course choice.</p> <p>An S5/6 curriculum is in place that meets the needs of all young people.</p> <p>Young people are offered a broader range of courses across BGE and Senior Phase.</p> <p>A new S1 curriculum and strategy will be in place for 2023-24 including the offer of a residential experience for every S1 young person.</p> <p>In S1 second level activities are matched to benchmarks, in place and meet the needs of learners?</p> <p>An outcomes report from the new S1 design will inform changes to S2.</p>

Outcomes - Impact		
2023-24	2024-25	2025-26
<p>Stay on rates for S4 into S5 will begin to close the gap on the virtual comparator to 74%</p> <p>The percentage of leavers achieving one or more L5 and one or more L6 course will close the gap on the virtual comparator to 68% (L5) & 28% (L6).</p> <p>The percentage of young people achieving 3rd CfE level or better by end of S3 in reading will rise to 72%, beginning to close the gap on the local authority average (84% in 2021-22)</p>	<p>Stay on rates for S4 into S5 will close the gap on the virtual comparator to 78%</p> <p>The percentage of leavers achieving one or more L5 and one or more L6 course will close the gap on the virtual comparator to 72% (L5) & 34% (L6).</p> <p>The percentage of young people achieving 3rd CfE level or better by end of S3 in reading will rise to 76%, closing the gap further on the local authority average (84% in 2021-22)</p>	<p>Stay on rates for S4 into S5 will exceed the virtual comparator – approximately 86%. <i>(More young people stay on at Northfield Academy in S5/S6).</i></p> <p>The percentage of leavers achieving one or more L5 and one or more L6 course will exceed the virtual comparator at 78.51% (L5) and 43.24% (L6) (2022). <i>(Senior Phase attainment shows success against a greater range of courses)</i></p> <p>The percentage of young people achieving 3rd CfE level or better by end of S3 in reading will be in line with the local authority average (84% in 2021-22) <i>(Reading levels have improved for young people at Northfield Academy)</i></p>

Resources and Context

Learning Teaching & Assessment Group (QL 2.3)

Human Resources
 School Lead: **Mhairi Guthrie**
 School Team: Alexis Dean
 LA Lead: Alison Murison
 LA Team: Shirley Torrie, Anne Bell

Context (from SIF)
 There are major weaknesses in strategic and operational approaches to learning, teaching and assessment across the school.

Senior leaders need to apply greater strategic direction to the improvement of learning and teaching through professional learning. All staff would benefit from engaging more fully with current reading and research to improve their practice.

All staff now need to develop a greater understanding of their roles and responsibilities in providing high-quality learning experiences for all young people.

There is no coherent and agreed approach to assessment across the school.

Teachers' approaches to tracking and monitoring young people's progress requires improvement across almost all subject areas.

Outputs

Activities	Outputs
<ul style="list-style-type: none"> Building on early work on developing a Northfield Way, design a Learning and Teaching Standard for Northfield Academy with high standards and rigorous quality assurance. Gain ownership and quality assure this design with the Extended Leadership Team and Learning & Teaching Focus Group, and the rest of the school community. Activity on quality assurance contributes towards the whole school QA Calendar. The template for observations is shared with staff and gives opportunity for clear comparison against the standard. Develop a programme of targeted professional learning for the staff team based on the learning and teaching standard. Incorporate and embed the CIRCLE framework into this programme. Create a calendar of learning and teaching activity utilising staff & faculty meetings, INSET, and offering voluntary lunch-n-learns etc. Close working is in place with the team involved in curricular redesign of S1 to ensure that the Learning and Teaching Standard is incorporated into planning for S1. Equip the staff team delivering in S4 to clearly understand how to apply and outwork the standard and undertake moderation in relation to this. Ensure accuracy of data based on understanding standard so that tracking can be accurate. Northfield Academy will develop a programme of support for those groups of staff who are at an early stage of development – the S1 class teacher group, support for probationer teachers, and for student teachers at the school. 	<p>Northfield Academy has a Learning and Teaching Standard based on high expectations and improvement.</p> <p>Staff report high levels of satisfaction with the professional learning on the Learning & Teaching Standard.</p> <p>Staff understand and are supported to outwork this Standard in learning and teaching.</p> <p>Staff will be able to demonstrate a clear understanding of standards and evidence moderation activities.</p> <p>Staff in these groups say they are well supported in their career progression.</p>

Outcomes - Impact

2023 - 24	2024 - 25	2025 - 2026
<p>Over 55% of young people report that they enjoy learning at school.</p> <p>Most (>75%) young people report that staff help them to understand how they are progressing in their school work.</p> <p>A majority (>50%) of lessons will be rated as satisfactory or better</p>	<p>Over 65% of young people report that they enjoy learning at school.</p> <p>Most (>80%) young people report that staff help them to understand how they are progressing in their school work.</p> <p>Most (75-90%) lessons will be rated as satisfactory or better</p>	<p>Most (75-90%) young people report that they enjoy learning at school. <i>(Young people enjoy learning at Northfield Academy)</i></p> <p>Almost all (>90%) young people report that staff help them to understand how they are progressing in their school work. <i>(Young people know how they are progressing at school)</i></p> <p>Almost all (>90%) lessons will be rated as satisfactory or better <i>(The quality of lessons has improved over time)</i></p>

Resources and context

Ensuring Wellbeing, Equality and Inclusion Group (QI 3.1)

Human Resources

School Lead: **Francesca Adair**

School Team:

LA Lead: Craig McDermott

Context (from SIF)

Staff should prioritise the development of a strategic approach to supporting, improving and measuring wellbeing outcomes for young people.

A minority of young people report that they do not feel safe in school, which is having a negative impact on their wellbeing. A majority of parents do not feel their child is safe at school. Senior leaders should take immediate action to address this issue.

The majority of young people, staff and parents disagree that the school deals well with bullying. Staff and young people should develop an anti-bully policy and record incidents of bullying appropriately.

A high level of non-attendance in class is an ongoing concern, which should be addressed urgently. The current system for recording and reviewing absence from school is not rigorous enough to maintain an accurate record of attendance.

Young people have limited opportunities to consider and discuss cultural differences and diversity.

Outputs

Activities	Outputs
<ul style="list-style-type: none"> Following feedback from HMLe, we will create a plan for 3.1 (Ensuring Wellbeing, Equality & Inclusion) underpinned by the UNCRC Articles. This strategy will contribute towards the planned refresh of a Vision & Values for Northfield Academy. We will engage the Wellbeing Staff Group to ensure aspects of UNCRC and wellbeing indicators are part of the same language at Northfield Academy. 	<p>Northfield Academy will have a Wellbeing Strategy founded upon the UNCRC and wellbeing indicators.</p>
<ul style="list-style-type: none"> We will use recent pupil voice activity to identify the areas of the school that are wellbeing 'hotspots' and plan a deployment of staff to support improvement in wellbeing. A programme of training will be put in place to support senior young people taking up roles as bullying ambassadors. Work will commence with all parts of the ASG community to create a definition of bullying in order to achieve consistency across the schools community. We will refresh and confirm recording and reporting of bullying instances. We will use qualitative and quantitative data to support the direction of further interventions in creating an Equalities/Diversity/Relationships Strategy. 	<p>Northfield Academy ASG will have an "Inclusion and Equality" Charter that recognises and celebrates the diversity of the community.</p>
<ul style="list-style-type: none"> Systems for recording, monitoring attendance at Northfield Academy will undergo review. We will affirm responsibilities and agree processes for proactively dealing with attendance. There will be an introduction of a cycle of PTG/YH meetings using data as a focus for attendance, exclusion, and attainment. We will explore the systems and processes around exclusions including reviewing AGS practices. There will be a review of return to school protocols for repeat exclusions (staged intervention processes will be re-imagined to break the cycle of repeat exclusions.). A programme of continued staff development and professional learning around exclusions, and solution focused practice will be put in place. We will use visits to other schools to explore positive activity on flexible pathways / part time timetables. 	<p>Key staff will have a clear understanding of emerging trends around attendance and exclusions, including how these are changing over time. This understanding has led to changed practice.</p>
<ul style="list-style-type: none"> Northfield Academy will work with XP Doncaster to invest in Staff Crew as part of staff wellbeing within the Wellbeing Strategy. 	<p>Staff are an important part of the Wellbeing Strategy.</p>

Outcomes - Impact

2023-24	2024-25	2025-26
<p>Attendance at Northfield Academy will exceed 87%.</p>	<p>Attendance at Northfield Academy will exceed 89%.</p>	<p>Attendance at Northfield Academy will exceed 90% (<i>Young people choose to attend Northfield Academy regularly</i>)</p>
<p>Exclusions at Northfield Academy will fall below 75 per 1000 young people.</p>	<p>Exclusions at Northfield Academy will fall below 50 per 1000 young people.</p>	<p>Exclusions at Northfield Academy will fall below 35 per 1000 young people. (<i>Young people will have pathways to allow them to access learning</i>)</p>
<p>A majority of (>50%) young people will report that they think the school deals well with bullying.</p>	<p>A majority of (>65%) young people will report that they think the school deals well with bullying.</p>	<p>Most (>75%) young people will report that they think the school deals well with bullying. (<i>Young People's relationships are positive and they know where to seek support</i>)</p>

Resources and Context
<p>Raising Attainment & Achievement Group (QI 3.2)</p> <p><u>Human Resources</u> School Lead: David Craig School Team: Alexis Dean LA Lead: Shona Milne LA Team: Stuart Craig, Mark Jones.</p> <p><u>Context (from SIF)</u> Staff are aware that attainment across all measures is very poor.</p> <p>Staff are not supported in the use of P7 transition attainment data.</p> <p>In the senior phase, there is a large number of school leavers at S4 and S5.</p> <p>Teachers' approaches to tracking and monitoring young people's progress requires improvement across almost all subject areas. Senior and middle leaders should develop robust systems to monitor and track young people's assessment and progress. Current processes do not support staff adequately to understand young people's progress, particularly in the BGE.</p> <p>Overall, young people's achievements are not well recognised or celebrated.</p>

Outputs	
Activities	Outputs
<ul style="list-style-type: none"> Offer current S4 leavers an opportunity to further develop skills and certification through offers from Foyer Futures and Outward Bound. Ensure all efforts are made to ensure that leavers have at least L3 literacy and numeracy qualifications. A robust presentation policy sets out the expectations upon young people, and the ambitious approach that the staff team has for young people Staff will be aware and engaged with the content and spirit of the Presentation Policy. Work with ASG schools to create a robust tracking system to monitor and intervene in the progress of young people in the BGE to ensure that there is a firm foundation being laid. Use this tracking data to inform subject choice to ensure that young people are supported into the right pathways. Create a robust and smart Senior Phase tracker to allow analysis of progress and intervention against key measures (L20,M60,U20, Tariff Points, Leaver data). Quality feedback to young people forms an integral part of the outworking of the tracking of the school. The school will participate fully in pathway planning meetings with Skills Development Scotland. Termly attainment discussions are in place for all faculties with their link DHT. Pathways Advocates will support care experienced young people to plan carefully for success in their progress/futures. Universal intervention meetings will connect a wider view of attainment at Northfield Academy. Building in the voice of the young person, an achievement tracker supports development of skills and experiences of young people at Northfield Academy. Pilot an effective way to celebrate young people and record success and achievement during S1 Crew sessions and use this method as a basis for BGE. An awards ceremony will support celebrating success in both attainment and achievement. 	<p>Number of school leavers with Level 3 Literacy and Numeracy qualifications is increased.</p> <p>The staff team demonstrate their ambition for young people through presentation data.</p> <p>Northfield Academy has a clear process for knowing how young people are progressing and intervening when they are not.</p> <p>Northfield Academy staff regularly consider attainment as part of faculty, team and individual student discussions.</p> <p>Northfield Academy recognises the importance of attainment and achievement, with both playing an important part of school life.</p>

Outcomes - Impact		
(2023-24)	(2024-25)	(2025-26)
<p>The percentage of young people achieving 3rd CfE level or better in numeracy by end of S3 will be within 25% of the local authority average (89% in 2021-22)</p> <p>The total tariff points for the lower 20% of S4 young people will be within 20% of the virtual comparator.</p> <p>The total tariff points for the middle 60% of S5 young people (based on S4 roll) will be within 40% of the virtual comparator</p>	<p>The percentage of young people achieving 3rd CfE level or better in numeracy by end of S3 will be within 20% of the local authority average (89% in 2021-22)</p> <p>The total tariff points for the lower 20% of S4 young people will be within 10% of the virtual comparator.</p> <p>The total tariff points for the middle 60% of S5 young people (based on S4 roll) will be within 30% of the virtual comparator</p>	<p>The percentage of young people achieving 3rd CfE level or better in numeracy by end of S3 will be within 10% of the local authority average (89% in 2021-22) <i>(Numeracy levels have improved for young people at Northfield Academy)</i></p> <p>The total tariff points for the lower 20% of S4 young people will exceed the virtual comparator. <i>(There will be a path for success for all young people at Northfield Academy)</i></p> <p>The total tariff points for the middle 60% of S5 young people (based on S4 roll) will be within 25% of the virtual comparator <i>(Young people will be encouraged to stay on and do well in S5)</i></p>

	Baseline	2023-24	2024-25	2025-26	Owner	Baseline	2023-24	2024-25	2025-26	Owner	Baseline	2023-24	2024-25	2025-26	Owner
Safeguarding Group (Q1 2.1)	Measure 1: Almost all (>90%) young people will report that they feel safe at Northfield Academy					Measure 2: Staff report that most (>75%) relationships with young people are respectful.					Measure 3: Weekly referrals will show 0.20 per young person per week.				
	55.09%					22%					0.38 (887 for a roll of 763)				
Leadership of Change Group (Q1 1.3)	Measure 4: Almost all (>90%) young people report that staff treat them fairly and with respect					Measure 5: Almost all (>90%) staff report that they are consulted on change at work					Measure 6: Most (>75%) parents/carers report that the school is well led				
	62.12%					26%					39.42%				
Learning Teaching & Assessment Group (Q1 2.3)	Measure 7: Most (>75%) young people report that they enjoy learning at school					Measure 8: Almost all (>90%) young people report that staff help them to understand how they are progressing in their school work.					Measure 9: Almost all lessons will be rated as satisfactory (3) or better.				
	53.03%* (almost all and sometimes combined)					69.64* (almost all and sometimes combined)					HMIE visit rated 2.3 as 'unsatisfactory' - suggesting major weaknesses				
Ensuring Wellbeing Equality & Inclusion Group (Q1 3.1)	Measure 10: Attendance at Northfield Academy will exceed 90%.					Measure 11: Exclusion at Northfield Academy will fall below 35 per 1000 pupils.					Measure 12: Most young people will report that they think that the school deals well with bullying.				
	85.43% (2020/21)					98.8 per 1000 (as at 18.02.23)					21.66%				
Curriculum Group (Q1 2.2)	Measure 13: Stay on rates for S4 into S5 will exceed the virtual comparator – approximately 86%.					Measure 14: The percentage of leavers achieving one or more L5 and one or more L6 course will exceed the virtual comparator at 78.51% (L5) and 43.24% (L6) (2022).					Measure 15: The percentage of young people achieving 3rd CFE level or better by end of S3 in reading will be in line with the local authority average (84% in 2021-22)				
	74% (2020-21)					64.86% (L5) & 20.27% (L6)					68% (2021-22)				
Raising Attainment and Achievement Group (Q1 3.2)	Measure 16: The percentage of young people achieving 3rd CFE level or better in numeracy by end of S3 will be within 10% of the local authority average (89% in 2021-22)					Measure 17: The total tariff points for the lower 20% of S4 young people will exceed the virtual comparator.					Measure 18: The total tariff points for the middle 60% of S5 young people (based on S4 roll) will be within 25% of the virtual comparator				
	59% in 2021-22					(2022) 22 against 70 (VC 2022)					(2022) 239 against 569 (VC 2022) - target 427				

almost all	over 90%
most	75% to 90%
majority	50% to 74%
less than half	15% to 49%
few	up to 15%

