

## Appendix A

### Inspection of Northfield Academy and update on progress since the Special Education & Children's Services Committee with report on 30<sup>th</sup> March 2023.

Recommendation	Actions taken to date
<p>1. Senior and Middle leaders Improve the strategic leadership of all areas of the school. Review and update the school's vision and values. There should be a clear and shared understanding of the expectations, direction and identity of Northfield Academy. Ensure plans for improvement are agreed with young people, teachers and parents.</p>	<p>The Tactical Team (see Report from 30.03.23) has met weekly with a pattern of fortnightly meetings including the entire Northfield Academy Senior Leadership Team. Consideration is currently being given to how staff can take a greater role in driving the changes required through school-based Plans.</p> <p>Updates are provided below based on the framework of Quality Indicators from <i>How Good is Our School 4</i> (<a href="#">link here</a>). Work is currently underway by the Acting Head Teacher to support staff at all levels to better understand the linkages between all recommendations.</p> <p><b><u>Leadership of Change (Quality Indicator 1.3)</u></b> Building on the work to update the school vision and values (see July 2023 Committee Update) work has continued to embed these values and ensure they form part of policy and procedure. This work remains at an early stage and all stakeholders are currently being engaged to ensure that expectations of all are clear with culture front-and-centre to this work.</p> <p><b><u>Safeguarding and Child Protection (Quality Indicator 2.1)</u></b> The Safeguarding Group continues to meet on a fortnightly basis, with data showing that positive progress is in the early stages.</p>
<p>2. Develop a calm, safe and purposeful learning environment. Build positive relationships across the school. Young people should be central to discussions about behaviour expectations and feeling safe in school.</p>	<p>In a recent student survey, young people reported a 4 percent increase in those who feel that they feel safe at school and a 7 percent increase in those who feel that the school helps them to feel safe. Although this is pleasing, there is clearly much work still to be done and this is an ongoing area of focus.</p> <p>As the use of data is improving, a group of young people who continue to find maintaining attendance in class challenging has been identified. After initial planning work between Officers and school staff, work continues on putting appropriate individual pathways in place with progress on data literacy to support further improvement.</p> <p><b><u>Curriculum (Quality Indicator, 2.2)</u></b> As reported on 30<sup>th</sup> March with an update in July 2023, curriculum has been a focus for significant change for session 2023-24 at Northfield Academy.</p>
<p>3. Agree with staff a shared understanding of high-quality learning, teaching and assessment. Develop effective processes to plan, track and monitor</p>	<p><b><u>S1</u></b> Following the plans to redesign the S1 experience at Northfield Academy, this new structure was launched in August 2023. A physical area of the school was adapted to be a 'home' space for S1 young people and a new set of toilet facilities provided as part of this redesign. A set of S1 'Crew' Teachers was recruited with staff having an opportunity for some professional development prior to the end of term in July. The entire cohort was invited to spend the first week of their</p>

<p>young people's progress.</p> <p>4. Ensure the wellbeing needs of all young people are a key part of all school activities. Clarify procedures relating to pupil attendance and time keeping.</p> <p>5. Urgently improve attainment from S1 to S6. Review the number of young people who leave school in S4 and S5, and those who do not go to a positive destination. Make plans to support broader achievements for all young people. The school should demonstrate how young people on reduced timetables are included, educated and safe.</p>	<p>term in August on an outward bound experience getting to know their S1 'Crew' Teacher and their class for three nights (four days). More than 80% of the S1 group (117) attended this outward bound experience and early evidence suggests a really positive start for young people within this new structure. All young people who attended suggested that they had started to build positive relationships with their Crew Teacher and almost all agreed that relationships with their peers had been enhanced. Work to ensure all members of the school community are aware of the rationale and impact of the S1 model is progressing. Improved tracking arrangements are being tested across S1 to ensure appropriate pace and challenge.</p> <p><u>S2</u> Some early discussions have taken place to explore how support can be provided for the middle leadership team at the school to help in their professional development on planning quality experiences for young people in the Broad General Education (S1-S3).</p> <p><u>S4-S6</u> New curriculum experiences have commenced across S4 to S6 with some early signs of success. A consortium arrangement with a neighbouring school for delivery of Higher and Advanced Higher courses is in place which has allowed opportunities for learners to access a broad range of courses and achieve to the best of their ability. New courses have offered increased opportunities for S4 pupils to engage in skills for work courses in the beauty industry via a partnership with Glamcandy, and skills in Automotive and Construction through a partnership offer from Aberdeenshire Council.</p> <p><b><u>Learning Teaching &amp; Assessment (Quality Indicator 2.3)</u></b> The Learning and Teaching Group continue to work towards establishing and embedding good practice to promote a positive physical learning environment in line with practice detailed within the CIRCLE Framework. Middle leaders are keen to support improvement within their respective faculties and this approach is helping to build capacity for improvement.</p> <p><b><u>Ensuring Wellbeing, Equality and Inclusion (Quality Indicator 3.1)</u></b> Work continues in the creation and embedding of a Wellbeing Strategy for Northfield Academy. Concurrently, the creation of an Associated Schools' Group (ASG) wide Equalities Policy has been progressed; learners from across the ASG have been involved in its development. An implementation strategy is currently being developed to ensure that standards outlined are moved forward consistently.</p> <p>Following the professional learning provided to almost all staff in supporting responses to dysregulated behaviour, an enhanced programme has commenced for middle leaders, which will continue during this session.</p> <p>Staff and learners have established shared, core expectations for all. Aligned to the school values of 'Ready, Respectful, Safe', they compliment the work undertaken to refresh the vision of/for Northfield</p>
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Academy. Work is now required to realise greater consistency in applying the school values.

School attendance procedures are currently subject to further review. The impact of changes made will be closely monitored to inform next steps.

**Raising Attainment and Achievement (Quality Indicator 3.2)**

The introduction of better processes during the course of session 2022-23 has had some positive impact on the attainment of young people at Northfield Academy.

The number of young people achieving at least one SCQF Level 4 qualification in S4 at Northfield Academy (2023) improved by approximately 4% compared to 2022.

The number of young people achieving at least one SCQF Level 5 qualification in S4 at Northfield Academy (2023) improved by approximately 8% compared to 2022.

The number of young people achieving at least one SCQF Level 6 qualification in S5 at Northfield Academy (2023) improved by approximately 4% compared to 2023.

Work is on-going to develop and implement more effective tracking arrangements. The implementation of improved tracking, and a refreshed approach to supporting subject choices, will help realise appropriate coursing.