

Northfield Academy
Action Plan following HMIe Further Inspection

Further Inspection Date 28/01/25 – 30/01/25
Letter Publication Date 3 June 2025
QI Grading (at March '23)
 1.3 - Unsatisfactory
 2.3 - Unsatisfactory
 3.1 - Unsatisfactory
 3.2 - Unsatisfactory

Areas for Improvement (as identified in March '23)

- 1: Senior and middle leaders should work to 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.
- 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.
- 3: Agree with staff a shared understanding of high-quality learning, teaching and assessment. Develop effective processes to plan, track and monitor young people's progress.
- 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.
- 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.

QIs 2.1 (Safeguarding & Child Protection) and 3.1 (Wellbeing, Equality & Inclusion))

Areas for Improvement 2 & 4

Areas for Improvement (taken from SIF)	Desired Outcomes for Learners	Actions Required	Measures of Success (evidence – how will we know?)	Resources (who, what, by when)	RAG	Next Steps
Build positive relationships across the school.	Young people experience a nurturing environment,	Building on work and CLPL undertaken in 24/25, increase the use of restorative	Reduce BGE exclusions by 10%.	C. McDermott (HT) All staff		

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	<p>relational practice, and can increasingly take accountability for their actions.</p>	<p>practices, both universally and targeted. Utilise the skill/expertise developing in the 'targeted group' to continuously review relational approaches across the school.</p> <p>Roll Crew into S3, thus further-embedding underpinning principles (such as Appreciations, Apologies and Stands) throughout the BGE. At the same time, plan 'Senior Crew' ahead of session 26/27.</p> <p>Implement refreshed <i>Positive Relationships Policy</i>, which encapsulates all of the above.</p>	<p>Reduce exclusions for verbal abuse by 7.5%.</p> <p>LT&A Trios and Faculty QA (see QI 2.3 below) will evidence nurturing relationships are present in almost all learning spaces.</p>	<p>Specifically trained staff (x 16)</p> <p>Community Justice Scotland</p> <p>SACRO Resources</p>		
<p>Young people should be central to discussions about behaviour expectations and feeling safe in school.</p> <p>Ensure the wellbeing needs of</p>	<p>Improved culture, and sense of expectation and ambition.</p>	<p>Further-embed the use of the Glasgow Motivation and Wellbeing Profile (GW) by extending implementation (from P7) to S3.</p> <p>Use GWP data, combined with local</p>	<p>GWP 'key questions' will evidence improving views and attitudes amongst young people:</p> <ul style="list-style-type: none"> ▪ Work Hard: ≥ 7.8 ▪ Understanding expectations (school rules): ≥ 8.0 	<p>S. Angus (DHT)</p> <p>House Teams</p> <p>Crew Team</p> <p>School Partners</p>		

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<p>all young people are a key part of all school activities.</p>		<p>intelligence, to ensure House Assemblies and Community Meetings target directly relevant and current issues.</p> <p>Use the same data to inform the Personal and Social Education (PSE) and Crew Curricula.</p>	<ul style="list-style-type: none"> ▪ Safety in school: ≥ 6.8 ▪ I like school: ≥ 7.0 			
<p>Develop a calm, safe and purposeful learning environment.</p>	<p>Improved attitudes towards gender-based bullying.</p>	<p>Further-extend Mentors in Violence Prevention (MVP) training to groups and cohorts across the school.</p>	<p>Reduce exclusions for physical assault/fighting by 10%.</p>	<p>F. Adair (DHT)</p> <p>MVP Implementation Group</p>		
<p>Attendance and time keeping.</p> <p>Ensure the wellbeing needs of all young people are a key part of all school activities.</p>	<p>Improved attendance.</p>	<p>Activate new school day configuration from 2 June 2025, including the removal of traditional 'Registration'.</p> <p>Implement ASG-wide approach to tracking attendance and 'every day counts'.</p> <p>Review approaches to targeted support to ensure they are directed towards the needs of young people, including those for whom</p>	<p>Increase cohort attendance by:</p> <p>S1 – 2%</p> <p>S2 – 4.5%</p> <p>S3 – 3%</p> <p>S4 – 3%</p> <p>S5/6 – 4%</p>	<p>C. McDermott (HT)</p> <p>F. Adair (DHT)</p> <p>House Teams</p> <p>Targeted/Pupil Support</p> <p>ASG Primary Schools</p> <p>ASG HSLO</p>		

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		attendance is a barrier to learning.				
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QI 2.3 (Learning, Teaching & Assessment)

Area for Improvement 3

Areas for Improvement (taken from SIF)	Desired Outcomes for Learners	Actions Required	Measures of Success (evidence – how will we know?)	Resources (who, what, by when)	RAG	Next Steps
Learning and engagement, and quality of teaching.	Improved engagement and understanding of next steps in learning	Continue the implementation of 'Feedback Fundamentals' (carried forward from 24/25), introducing a new fundamental on a monthly basis.	LTA Trio and Faculty Classroom Visit data will evidence improved engagement across the majority classrooms.	M. Guthrie (DHT) Teaching staff Learning & Teaching/Excelerate Working Group INSET/CT etc.		
Learning and engagement, and quality of teaching.	Improved engagement and ability to articulate learning	Further-embed oracy principles in classroom practice.	Majority of learners' voice will evidence increasing opportunities to participate in engaging and relevant learning.	M. Guthrie (DHT) Teaching staff Learning & Teaching/Excelerate Working Group INSET/CT etc.		
Learning and engagement, and quality of teaching.	Improved consistency in young people's experience across classrooms	Implement consistent whole-school (LT&A Trios) and faculty level approaches to quality improvement of learning, teaching and assessment.	Most staff will report and increased sense of autonomy and ownership of quality improvement of LT&A.	M. Guthrie (DHT) Extended Leadership Team Teaching staff		

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<p>Planning, tracking and monitoring.</p>	<p>Improved access to support, challenge and appropriate intervention.</p>	<p>Dedicate professional learning towards upskilling staff in the analysis and use of tracking data.</p> <p>Utilise the Working Time Agreement (WTA) to ensure staff have time to plan for using data to inform interventions.</p> <p>Improve young people and parent/carer understanding of tracking information.</p>		<p>M. Guthrie (DHT)</p> <p>Extended Leadership Team</p> <p>Teaching staff</p> <p>INSET/CT etc.</p> <p>City-wide DHT Group</p> <p>pupiltracking.com</p>		
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QI 3.2 (Raising Attainment & Achievement)

Area for Improvement 5

Areas for Improvement (taken from SIF)	Desired Outcomes for Learners	Actions Required	Measures of Success (evidence – how will we know?)	Resources (who, what, by when)	RAG	Next Steps
<p>Raise attainment.</p>	<p>Improved attainment in Numeracy, BGE ACEL and Senior Phase</p>	<p>Continue the implementation of 'BGE Mathematics' (carried over from 24/25) through joint working between Crew and Maths & Numeracy Faculty Staff.</p>	<p>Level 3 achieved (S3) – Maintain or exceed national average (90%).</p> <p>Level 4 achieved (S3) – Maintain or exceed national average (64%).</p> <p>SCQF 4 (S4) – increase by 15%.</p>	<p>C. McDermott (HT)</p> <p>M. Guthrie (DHT)</p> <p>M. McGhee (PT)</p> <p>R. Nicol (PT)</p> <p>Teaching staff</p>		

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		Extend Literacy/Numeracy Pitstops to include S2 and S5 to ensure coherence, progression, and to support robustness of teacher judgement.	SCQF 5 (S4) – increase by 25%. SCQF 6 (S5) – increase by 5%.			
Raise attainment.	Improved attainment in Literacy, BGE ACEL and Senior Phase	Continue the implementation of 'BGE English' (carried over from 24/25) through joint working between Crew and Maths & Numeracy Faculty Staff. Extend Literacy/Numeracy Pitstops to include S2 and S5 to ensure coherence, progression, and to support robustness of teacher judgement.	Level 3 achieved (S3) – Increase by 10% (average across Reading, Writing and Listening/Talking). Level 4 achieved (S3) – Increase by 15% (average across Reading, Writing and Listening/Talking). SCQF 4 (S4) – increase by 10%. SCQF 5 (S4) – increase by 10%. SCQF 6 (S5) – increase by 15%.	C. McDermott (HT) L. Gray (DHT) C. Bain (PT) R. Nicol (PT) Teaching staff		
Raise attainment.	Improved attainment for the 'Middle 60%' (S4 based on S4)	Curriculum Reviews Planning for Choices & Change Evaluate the effectiveness of the 'Meaningful May' pilot (May '25) and build on this to further-	Maintain or exceed an average of 3 SCQF 5 qualifications per young person in S4. Increase National 5 A-D pass rate by 2%. Increase S4 Breadth & Depth measures:	C. McDermott (HT) L. Gray (DHT) A. Dean (PT) Extended Leadership Team House Teams		

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		maximise SCQF 4 and 5 presentations for identified groups in May '26).	5@3 – 10% 5@4 – 10% 1@5 – 13%	Teaching staff		
Improve positive destinations.	Increased % school leavers entering a positive, sustained destination	<p>Introduce 'pathway evenings' in conjunction with 'traditional 'parents' evenings, starting with a pilot in S2.</p> <p>Build on work undertaken in 24/25 to further develop partnership work with Skills Development Scotland (SDS), Station House Media Unit (SHMU), WorkingRite, Growing2Gether.</p> <p>In conjunction with all stakeholders, in conjunction with business partners, gather information to support the development of a Northfield School Leaver Profile (skills framework).</p>	<p>Most young people will report increased confidence and understanding of their individualised pathway.</p> <p>Tracking and course choice data will evidence increased relevance and coherence in respect of young people's pathways.</p> <p>Increase positive destinations by 2.5% (matching increase achieved in 24/25).</p>	<p>L. Gray (DHT) L. Ritchie (DHT)</p> <p>House Teams</p> <p>School Partners</p> <p>All Faculties</p>		