



# FORFAR ACADEMY

## Standards & Quality Report 2017-18



## Context of the school

Forfar Academy is a six year comprehensive school with a current role of just over 1000 pupils. The school forms part of a newly opened community campus providing an excellent environment for the whole community to learn and play. The school serves an extensive and relatively diverse catchment area which includes our cluster primary schools of Langlands, Strathmore, Whitehills, Letham, Aberlemno, Inverarity, Tealing, and Strathmartine. The school has strong relationships with our cluster Primary schools and a well embedded transition programme.

Positive relationships and a focus on the individual student are strengths of the school. This emphasis ensures high quality pastoral support and an approach to learning and teaching with a focus on supporting individual students to fulfil their potential and we aim to provide a high quality and consistently strong learning experience across the school.

Schools will always be about supporting the whole child and we are committed to all aspects of personal and social development and student welfare. This is emphasised in our school vision and values and is reinforced by our constant work on developing good quality relationships throughout the school.

Establishing an ethos where everyone is valued and respected and where strengths are recognised and encouraged to flourish remain fundamental to our ways of working as we strive to prepare our students for an ever-changing future. We are as ambitious for our students as the new campus building is for our local community.

## Vision & Values



In any school community values are essential for building positive relationships and creating a climate for learning –between pupils, staff, parents, partners and the local community. At Forfar Academy we share a common sense of values –the compass that guides our approaches, relationships, policies and behaviours. We believe these values should underpin every decision that is made in the school. Our vision is to support all members of our school community to lead a virtuous life through the key values shown above.

## Review of Progress for Session 2018-19

School Priority 1 : Relaunch of the school values	
NIF Priority	HGIOS?4 Quality Indicator
Improvement in attainment Closing the Gap Positive Destinations Health & Wellbeing	1.3 Leadership of Change
NIF Driver	
All	
Progress & Impact	
<ul style="list-style-type: none"> <li>• Engagement exercise across the whole school community on what we want to stand for as a school has taken place</li> <li>• Six core values agreed and shared across the school community</li> <li>• Six core values developed and defined further to allow the school to self -evaluate against our values in the future</li> <li>• New vision and values launched and explored across the school community with all members of the school community making pledges to uphold the new school values</li> <li>• Emerging shared understanding of the values and beginning to be used as a common framework to discuss the work and life of the school</li> <li>• Values beginning to become more visible across the school and used as part of transition, assemblies and highlighting the success of the school</li> </ul>	
Next Steps	
<ul style="list-style-type: none"> <li>• Bring pledges together as a visual representation of the school values</li> <li>• Continue to embed the values in day to day life of the school</li> <li>• Begin to self evaluate against our school values involving the whole school community</li> </ul>	

**School Priority 2: Review of the BGE (S1-S3) –pedagogy, assessment, reporting****NIF Priority****HGIOS?4 Quality Indicator**

Improvement in attainment

2.3 Learning, Teaching &amp; Assessment

Closing the Gap

**NIF Driver**

Assessment of Children’s Progress

**Progress & Impact**

- All Faculties are engaged in reviewing BGE courses and beginning to engage with the new Benchmarks
- All Faculties are reviewing challenge and progression in their BGE courses based on analysis of Senior Phase achievement
- Whole school training on assessment in the BGE and revisiting the principles of assessment as part of learning through Teach Brilliantly, Assess Formatively, Teach Brilliantly based on Feedback, Assess Summatively
- Sharing of good learning and teaching in the BGE through the Get Your Teach On programme
- Feedback from whole school learning observations undertaken jointly with the school and quality improvement officers and following the authority led Children & Learning Review has highlighted good quality learning and teaching based on positive relationships between teachers and pupils
- Review of approaches to reporting in the BGE has taken place including engagement with parents through the Parent Council resulting in an improved reporting template which will allow improved tracking of pupil progress through the BGE

**Next Steps**

- Ongoing review of the BGE with a focus on approaches to assessment
- Embed effective approaches to moderation within and across faculties
- Implement new BGE reporting template
- Pupil Care & Support development work on a wellbeing tracking approach through the BGE
- Learning, teaching and assessment to be common feature of Inservice and CLPL programmes
- Plan and implement Tayside Regional Collaborative project on Feedback with a Science focus

**School Priority 3 : Raising attainment & achievement****NIF Priority****HGIOS?4 Quality Indicator**

Improvement in attainment

3.2 Raising Attainment &amp; Achievement

Closing the Gap

Positive Destinations

**NIF Driver**

Assessment of Children's Progress

**Progress & Impact**

- A clear attainment review calendar has been put in place and a new template aligned to the Insight benchmarking tool has been used leading to more robust and focused discussions about faculty attainment and clear next steps
- Two CLPL sessions on using Insight have been held for PT's Curriculum and PT's PC&S leading to a greater understanding of how to use Insight to support planning improvement and evaluate practice and approaches
- A senior leadership team session involving sharing what works to raise attainment has been held and generated a whole school list of interventions that have led to improving and sustaining high levels of attainment
- Raising attainment is a consistent feature in all faculty improvement plans leading to regular faculty discussion on progress and more robust faculty tracking of pupil progress
- Two staff have been trained in use of SNSA (standardised assessment) and have delivered a workshop to all Principal Teachers to support the review of the BGE and tracking and monitoring across the BGE
- Whole school focus on more rigorous tracking and monitoring of S4 progress led to a series of staged interventions to support pupils get back on track
- Intensive work and planning took place to support improvement in numeracy attainment including parental support events, target setting and pupil tracking of own progress

**Next Steps**

- Implement aspirational target approach in the Senior Phase to support better tracking and monitoring of pupil progress
- Implement targets for BGE pupils to support development of approaches to tracking and monitoring progress through the BGE
- Launch new approach to reports to clearly identify if pupils are on track and their next steps

<b>School Priority 4 : Review of the Curriculum</b>	
<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Improvement of attainment Closing the Gap Positive Destinations Health & Wellbeing	2.2 Curriculum
<b>NIF Driver</b>	
Assessment of Children’s Progress	
<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>• All faculties are reviewing their BGE courses against the principles of curriculum design to ensure courses are progressive, challenging, motivating and coherent resulting in more positive learning experiences for our young people</li> <li>• Some faculties are beginning to explore alternative qualifications such as National Progression Awards to ensure are young people have more opportunities to ensure they achieve at the highest levels they are capable of</li> <li>• Course choice support for our young people has been revamped to support better planning of learner journeys throughout their planned time in the Senior Phase</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Curriculum Action Group to be established to consider a new curriculum rationale, review our curriculum against our new school values and consider and develop potential curriculum models</li> <li>• Engage with the school community on potential curriculum models</li> <li>• Plan for technical issues that may arise from the review</li> <li>• Produce implementation plan for new curriculum model</li> </ul>	

<b>School Priority 5: Mentoring</b>	
<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Improvement in attainment	3.1 Ensuring wellbeing, equality & inclusion
Closing the Gap	3.2 Raising attainment & achievement
Positive Destinations	
Health & Wellbeing	
<b>NIF Driver</b>	
Assessment of Children’s Progress	
Teacher professionalism	
<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>• Attainment data shows an attainment gap between boys and girls. Group of boys at risk of underachieving identified and allocated staff mentors to regularly support them, discuss progress and agree targets</li> <li>• Group of S2 boys identified to be part of a peer mentoring project to support paired reading with P1 pupils in primary school. Project positively evaluated by those taking part showing an increase in confidence for those boys</li> <li>• New approach to pupil target setting in the BGE and Senior Phase agreed for implementation next session</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Mentoring action group to review approaches to mentoring as a senior phase entitlement for all</li> <li>• Ensure shared understanding of new target grade approach between staff, pupils and parents</li> <li>• Investigate input from local businesses to provide S6 mentors</li> <li>• Introduce CLPL for staff to further develop their mentoring role as UPS tutors</li> </ul>	

<b>School Priority 6: Parental Engagement</b>	
<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Improvement in attainment Closing the Gap	2.5 Family Learning
<b>NIF Driver</b>	
Assessment of Children's Progress Parental Engagement	
<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>• Parental survey based on pre inspection questionnaires completed</li> <li>• Focus areas identified from survey responses which highlighted parents requiring more home school communication on how children assessed, how they can support their child's learning better, getting information at the right time, feedback on progress and how the school can better support choices for the future</li> <li>• School newsletter relaunched with termly information now going to parents</li> <li>• Approaches to reporting reviewed and new template agreed including clearer approaches to setting pupil targets in BGE and Senior Phase, a new approach to tracking progress towards the targets and clearer identification of next steps in learning</li> <li>• S3 and S4 parental information sessions on choices for the Senior Phase took place this session</li> <li>• Changes to approaches to pupil choice for the senior phase introduced to support planning for a senior phase learner journey rather than focusing on choices for one year</li> <li>• Work with parent council undertaken on implementing the new vision and values and the role of the parent council in working in partnership with the school to bring about school improvement</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Parental engagement action group to take forward review of approaches to parents' evenings</li> <li>• Implement new tracking and reporting approaches for session 2018-19</li> <li>• Joint school/parent council project on planning and implementing a careers event for session 2018-19</li> </ul>	

**School Priority 7 : Development of Pupil Equity Fund strategy**

NIF Priority	HGIOS?4 Quality Indicator
Improvement in attainment	1.1 Self Evaluation for self improvement
Closing the Gap	2.4 Personalised Support
Positive Destinations	2.6 Transitions
Health & Wellbeing	3.1 Ensuring wellbeing, equality & inclusion
NIF Driver	3.2 Raising attainment & achievement
Assessment of Children’s Progress	
Parental Engagement	
Teacher professionalism	
School Leadership	

**Progress & Impact**

- School strategy finalised identifying target group, focus areas to track and approaches to take
- Principal Teacher PEF appointed and remit clarified
- Tracking spreadsheet developed and implemented allowing for more rigorous tracking of target group against non-negotiable outcomes
- Resource worker appointed, remit clarified and working with a range of young people through targeted interventions against the non-negotiable outcomes including group work, individual work, increasing opportunities for involvement in the life of the school, work with parents
- Counselling service commissioned for 2018-19 to include individual case work, drop in for pupils, consultation work with staff and staff training including ACE’s awareness raising and cognitive behaviour approaches
- Paired reading scheme implemented targeting group of boys at risk of disengaging. Paired reading delivered with P1 pupils in cluster primary school
- Implementation of Local Agency Team approach to supporting more effective inter agency working and referral processes to better meet the needs of young people and families

## Next Steps

- Revise strategy and appoint 0.5fte DHT PEF
- Embed tracking and intervention approaches to support achievement of non-negotiable outcomes
- Finalise and implement ways of working to support the positive impact of counselling service



<b>School Priority 8 : Digital Learning Strategy</b>	
<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Improvement in attainment	3.3 Creativity and Employability
Closing the Gap	1.5 Management of resources to promote equity
<b>NIF Driver</b>	2.3 Learning, Teaching & Assessment
Assessment of Children’s Progress	
Teacher professionalism	
<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>• Digital Strategy Action group establish to coordinate ipad strategy</li> <li>• Successful roll out of ipads for all S3 pupils</li> <li>• Ongoing and regular opportunities for teacher CLPL in use of ipads to enhance high quality learning and teaching leading to staff feeling more confident in using ipads to support learning</li> <li>• Active Digital Leaders pupil group supporting the digital strategy</li> <li>• Parental events of safe use of ICT and social networks taken place and positively evaluated</li> <li>• Very successful Digital Teach Meet event held at the school with input from school staff, authority staff and staff from across the country</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Evaluate impact of year 1 of all S3 pupils being issued with ipads</li> <li>• Ongoing CLPL to share emerging good practice</li> <li>• Roll out ipad programme to new S3</li> </ul>	

**School Priority 9: Approaches to classroom visits**

<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Improvement in attainment	1.1 Self evaluation for self improvement
Closing the Gap	2.3 Learning, Teaching and Assessment
<b>NIF Driver</b>	
Teacher professionalism	

**Progress & Impact**

- Lesson study approach to classroom observation based on teams of teachers and focused on “This lesson will be successful for every pupil” trialled as part of authority QIO programme of classroom visits
- Above approach positively evaluated by staff that were involved and principal teachers

**Next Steps**

- Action group to consider whole school roll out of “lesson study” approach and trail proof of concept
- Whole school launch with all teachers to have taken part in one round of “lesson study” by the end of session 2018-19



School Priority 10 : Review, Launch and Implementation of Anti-Bullying & Safeguarding Policy	
NIF Priority	HGIOS?4 Quality Indicator
Closing the Gap	2.1 Safeguarding and Child Protection
Health & Wellbeing	3.1 Ensuring Wellbeing, equality and inclusion
NIF Driver	
Teacher professionalism	
Parental Engagement	
Progress & Impact	
<ul style="list-style-type: none"> <li>• Initial discussion with Pupil Care &amp; Support team on developing new policy</li> <li>• Pupil survey conducted which highlights the need to revisit and update the policy</li> </ul>	
Next Steps	
<ul style="list-style-type: none"> <li>• Engage with pupils and involve them in formulating the new policy</li> <li>• Engage with parents on the new policy</li> <li>• Ensure new policy up to date and includes local and national advice</li> <li>• Launch new policy and raise awareness of bullying and safeguarding issues and respective roles in tackling the issues</li> </ul>	



<b>School Priority 11 : Review of SMT structure and remits</b>	
<b>NIF Priority</b>	<b>HGIOS?4 Quality Indicator</b>
Assessment of Children’s Progress Parental Engagement Teacher professionalism School Leadership	1.3 Leadership of Change
<b>NIF Driver</b>	
Teacher professionalism School Leadership	
<b>Progress &amp; Impact</b>	
<ul style="list-style-type: none"> <li>• SMT discussion and strategic planning taken place to ensure remits and SMT structure supports school, local and national priorities</li> <li>• Draft year head responsibilities, remits and responsibilities produced</li> </ul>	
<b>Next Steps</b>	
<ul style="list-style-type: none"> <li>• Launch new year head responsibilities with staff, pupils, parents and partners from Aug 2018</li> <li>• Evaluate the impact of new remits and ways of working</li> </ul>	