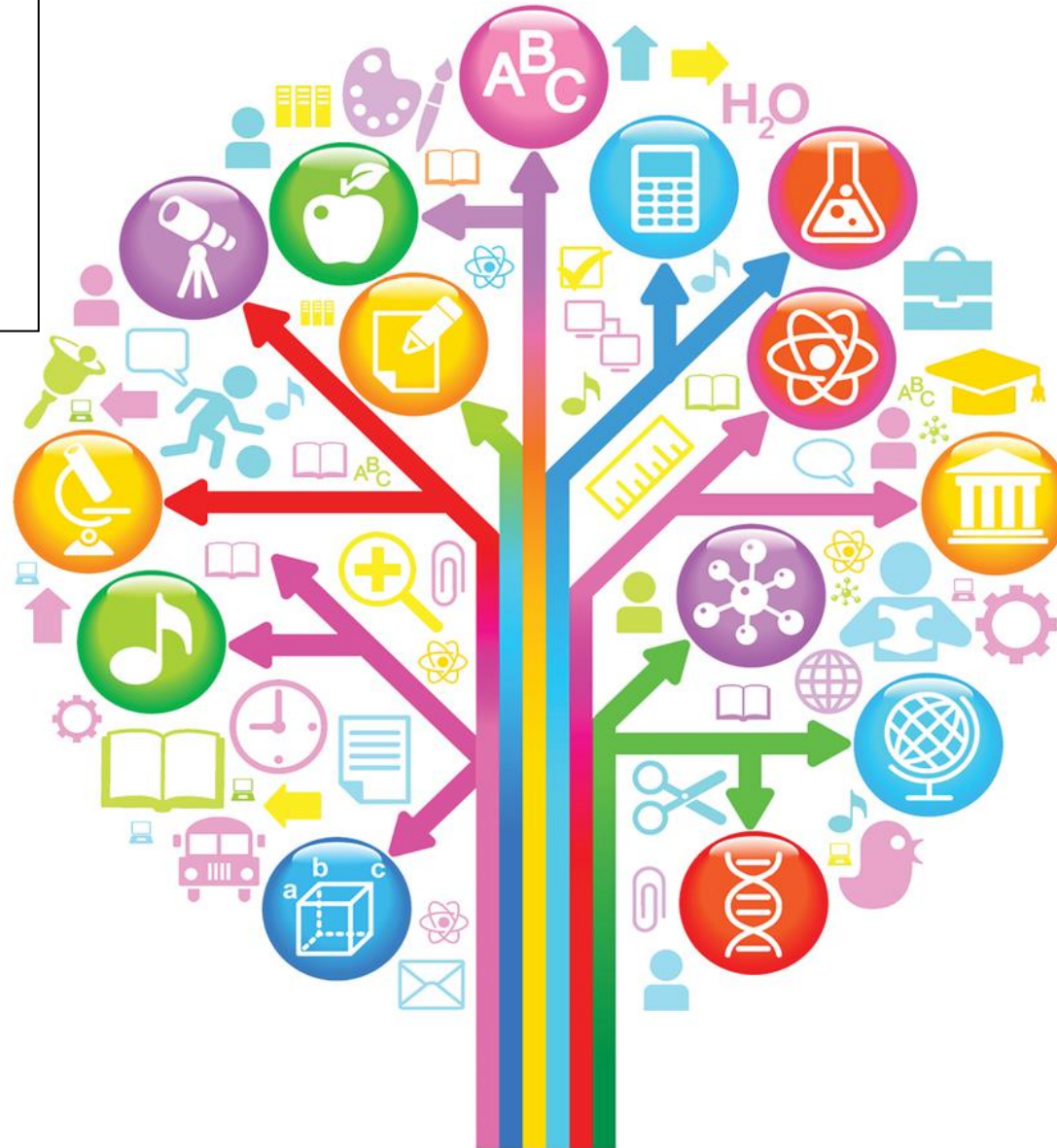




Standards and Quality Report

2023-24

Doon Academy



Establishment Context

Doon Academy was inspected in December 2023, the following Standards and Quality Report outlines the findings of that inspection, the work that has been carried out in the school to support the improvements detailed in the Summary of Inspection findings.

Inspection Findings

The inspection team found the following strengths in the school's work.

- The head teacher and all staff have created a caring culture within the school. They have improved the environment for learning, which results in young people being calm and settled in classes.
- Young people are welcoming and polite. They are keen to learn and work well with all staff.

The following areas for improvement were identified.

- Senior leaders and teachers need to make sure the needs of all young people are met in classes. They should develop a shared understanding of high-quality teaching and learning. Teachers should explore ways to adapt their methodology to increase young people's motivation to learn and provide activities with the right amount of challenge.
- Senior leaders and teachers must improve attainment for all young people, with a particular focus on numeracy. Teachers should track learners' progress across all stages and make sure young people and their parents understand the progress being made.
- Senior leaders and teachers should ensure that they are offering suitable programmes of learning, with a stronger focus on senior phase options. These programmes should allow all young people to maximise their learning and so improve outcomes for all.

Establishment Vision, Values and Aims

We are working through a consultation with all stakeholders in the school to update our Vision and Values. This will be completed in time for a launch in August 2024.

School Improvement Plan

The School Improvement plan was agreed by all stakeholders in April 2024 in response to the Inspection Report.

A summary is given below followed by a Parent/Pupil/Partner version which was produced by the Parent Council.

Improve the planning and delivery of Learning, Teaching and Assessment to ensure that we meet the needs of all learners

Deliver CLPL in Planning for Learning, Teaching and Assessment to all staff.

Develop a Framework for Learning Teaching and assessment and implement this in all lessons.

Upskill all staff to provide effective support in class to all pupils requiring additional support.

Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.

BGE
Develop and implement effective tracking and monitoring of pupil progress through the BGE.

Develop and implement a Framework for Learning, Teaching and Assessment of Literacy and Numeracy across the Curriculum.

Deliver CLPL on the effective use of Moderation to support improvements in attainment.

Senior Phase
Develop and implement effective tracking and monitoring of pupil progress through the Senior Phase including progress in Literacy and Numeracy.

Deliver a programme of events and supports to improve motivation, develop study skills and increase the aspirations and ambition of all learners in the senior phase.

Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations.

Update the BGE Curriculum to include a focus on the development of Skills for Life, Learning and Work and Meta Skills across the whole curriculum.

Introduce cross curricular learning pathways in the BGE which focus on the development of Skills for Life, Learning and Work and Meta Skills.

Develop and introduce pupil pathways which allow pupils to progress from S1-S6.

Support learners to select curricular pathways that ensure progression towards improved attainment and positive destinations.

Introduce RME inserts into the Senior Phase Curriculum.

Develop a flexible curriculum model in the Senior Phase to allow learners more time to achieve Higher and Advanced Higher qualifications and to support all learners to continue to develop Skills for Life, Learning and Work and Meta Skills.

Improve attendance in all year groups to ensure that our young people attain the best possible qualifications and move onto a positive destination.

Update and implement the school Attendance Policy.

Implement an effective system to track and monitor pupil attendance.

Develop and implement a range of staged attendance interventions.

Arrange monthly attendance support meetings with a range of partners to support pupils who require interventions not available within the school.

Develop and implement a programme of Family Learning and Parental Engagement

Pupil/Parent/Partner Improvement Plan

School Improvement Plan 2024-2025

Improve the planning of Learning, Teaching and Assessment to ensure that we meet the needs of all learners

Deliver Staff Training in Planning for Learning, Teaching and Assessment to all staff.

This will help us to improve the pace of learning and challenge our young people to excel in their learning.

Develop excellent lessons from an agreed structure in all classrooms.

This will lead to consistently high quality learning and teaching across the curriculum.

Enable all staff to support all young people in class with their specific learning needs.

This will mean that all young people will feel supported and motivated in school.

Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.

Develop and implement effective tracking and monitoring of pupil progress through S1-S3.

This will ensure that our young people are progressing through the curriculum and meeting their targets in learning.

Develop excellent lessons including literacy and numeracy from an agreed structure in all classrooms.

This will lead to consistently high quality learning and teaching in literacy and numeracy across the curriculum.

Deliver staff training on the effective use of Moderation to support improvements in attainment.

This will ensure that our young people are progressing through the curriculum and meeting their targets in learning in line with local and national expectations.

Develop and implement effective tracking and monitoring of pupil progress through the Senior Phase including progress in Literacy and Numeracy.

This will ensure that our young people are progressing through the curriculum and meeting their targets in learning.

Deliver a programme to improve motivation, develop study skills and increase the aspirations and ambition of all learners in the senior phase.

This will support our young people to develop the skills and qualities to allow them to achieve their full potential in and after school.

Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations

Update the S1-S3 Curriculum to include a focus on the development of Skills for Life, Learning and Work across the whole curriculum.

This will help to ensure that our young people are fully prepared for the world of work.

Introduce new learning programmes where subjects work together in S1-S3 to focus on the development of Skills for Life, Learning and Work.

This will allow our young people to experience a range of subjects and help to ensure that they are fully prepared for the world of work.

Develop and introduce pupil pathways which allow pupils to progress from S1-S6.

This will mean that pupils can progress through a range of subjects which will maximise their opportunities in education, training or employment.

Support learners to select curricular pathways that ensure progression towards improved attainment and positive destinations.

This will mean that pupils will be able to maximise their opportunities in education, training or employment.

Introduce RME inserts into the Senior Phase Curriculum.

This will mean we are meeting the required provisions of a Curriculum for Excellence.

Develop a flexible curriculum model in the Senior Phase to support all learners to continue to develop Skills for Life, Learning and Work.

This will support our young people studying Highers and allow all senior pupils to gain Skills for Life, Learning and Work.

Improve attendance in all year groups to ensure that our young people attain the best possible qualifications and move onto a positive destination.

Implement an effective system to track and monitor pupil attendance

This will allow us to plan effective interventions to help improve pupil attendance

Develop and implement a range of staged attendance interventions

We will develop a range of support strategies to help young people become more engaged in school and improve their attendance

Arrange monthly attendance support meetings with a range of partners to support pupils who require interventions not available within the school

We will develop a range of support strategies with partners to help young people become more engaged in school and improve their attendance

Develop and implement a programme of Family Learning and Parental Engagement

This will help build Parental trust and involvement in the school supporting improving attendance

School Improvement Plan – Progress and Next Steps

QI 2.3

Deliver CLPL in Planning for Learning, Teaching and Assessment to all staff

Progress

- Staff Practitioner Enquiry Groups – January–March – Metacognition, Assessment, Pupil Engagement, Pace and Challenge, Feedback
- Four CLPL sessions delivered to all staff by SLT: Planning LTA, LI and SC, Gathering Evidence, Feedback and Next Steps
- Staff revisiting Course plans with a focus on Pace, Challenge, Personalisation and Choice and Progression

Next Steps

- LTA SIG formed and will focus on CLPL on Digital Learning and Pedagogies

Develop a Framework for Learning Teaching and assessment and implement this in all lessons

Next Steps

- LTA SIG formed and will focus on developing a Framework for LTA:
- The effective lesson template
- Pedagogies
- Learner conversations
- Personal learning planning/learner profiles

Upskill all staff to provide effective support in class to all pupils requiring additional support

Progress

- Staff CLPL delivered by SLT – 28 May 2024:
- The Circle Framework
- Inclusive classroom surveys in all rooms – action plans created
- Engaging with Child's Plans
- CA work on 5 Strategies to support Learning and Teaching
- Effective practice working with CAs discussed and agreed
- Teacher-CA agreement discussed and agreed

Next Steps

- Implement Teacher-CA agreement
- Work towards short interventions to support young people rather than extraction
- Develop a programme of teaching staff providing support in classes for pupils with ASN

QI 3.2

Develop and implement effective tracking and monitoring of pupil progress through the BGE

Progress

- Whole school BGE Tracker in place – CLPL for PTs 19/6/24
- Department BGE Tracker developed
- Progression framework agreed and in place
- Significant improvements in ACEL data – June 2024
- Numeracy – L3 - 30% increase, L4 – 30% increase
- Literacy – L3 – 34% increase, L4 – 44% increase

Next Steps

- RA SIG formed and will focus on implementation of effective tracking, monitoring and interventions in BGE

Develop and implement a Framework for Learning, Teaching and Assessment of Literacy and Numeracy across the Curriculum

Next Steps

- RA SIG formed and will revisit and update the current Literacy and Numeracy across the Curriculum policies to develop a practical framework to support improvements

Develop and implement effective tracking and monitoring of pupil progress through the Senior Phase including progress in Literacy and Numeracy

Progress

- Whole school Senior Phase Tracker in place
- Department Senior Phase Tracker developed – to be implemented in departments
- Predicted improvement in key results – Breadth and Depth, Literacy and Numeracy

Next Steps

- Senior Phase Literacy and Numeracy tracker to be developed
- RA SIG formed and will focus on implementation of effective tracking, monitoring and interventions in the Senior Phase

Deliver a programme of events and supports to improve motivation, develop study skills and increase the aspirations and ambition of all learners in the senior phase

Progress

- Workshops with TOK booked for all year groups – S1-S6

Next Steps

- RA SIG formed and will focus on the development and delivery of mentoring programmes, workshops and motivational programmes to increase ambition and aspirations for all pupils

Pupil Equity Fund: Planned Spending and Progress 2024-2025

PEF Funding available	£86,895	
Planned Spending 2024-2025	Cost	Links to School Improvement Plan
Home Link Worker <i>Appointed April 2024, supported 15 pupils with improved attainment.</i>	£37,725.00	2.3 - Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
Practical Cookery Classes for S1-S3 Pupils <i>Delivered to S3 classes – supporting improvements in motivation and school attendance</i>	£9,000.00	2.2 - Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations.
Tree of Knowledge Motivational and Study workshops for S1-S6 pupils <i>Workshops booked for all pupils October 2024 – February 2025</i>	£4,975.00	2.3 - Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
Computer software to support improvements in Numeracy <i>Software purchased and being included in improvements to Numeracy programmes</i>	£3,700.00	2.3 - Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
Computer software to support improvements in Literacy <i>Software purchased and being included in improvements to Literacy programmes</i>	£2,352.00	2.3 - Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
Computer software to support the development of Skills for Life, Learning and Work <i>Software ordered</i>	£740.00	2.2 - Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations.
Transport for Curricular and Extra Curricular Activities <i>In progress</i>	£5,000.00	2.2 - Improve our School Curriculum to ensure that learners maximise their learning and progress to improved outcomes in attainment and destinations. 2.3 - Improve the attainment of all learners to ensure that young people attain the highest level and quality of qualifications.
Total	£63,492.00	
To spend:	£23,403.00	
Proposals		
<i>Department Allocation</i>	<i>£10,403.00</i>	
<i>Participatory Budgeting</i>	<i>£10,000.00</i>	

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	Satisfactory
Quality Indicator 2.3 Learning, Teaching and Assessment	Satisfactory
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
Quality Indicator 3.2 Raising Attainment and Achievement	Weak

Establishment Capacity for Improvement
<p>School staff have demonstrated that they have the capacity to improve the meet the requirements of the Inspection report:</p> <ul style="list-style-type: none"> • Staff were fully consulted and all participated in the creation of the School Improvement Plan. • All staff are members of and contributing to School Improvement Groups • All staff have attended voluntary after school meetings to enable effective planning for change • Staff attendance is generally very good • A number of new staff have been recruited in key posts – Acting PT Maths, teachers of Physics, Music, English and SLC which were not previously filled <p>The following feedback from the recent EAC Learning visit demonstrates the schools' capacity for improvement:</p> <p><u>Overall Key Strengths</u></p> <ul style="list-style-type: none"> • Strong leadership by the acting headteacher ably supported by the depute head teachers. Senior leaders are providing a clear direction and strategy for continuous school improvement. • Young people describe their school as a great place to learn. Young people expressed their feeling of community and safety in their school. Young people describe strong, respectful and caring relationships with all staff. <i>'The teachers know us as individuals and what our goals are and they support us towards them'</i>. • The school has an inclusive and caring ethos. There are positive, trusting relationships between staff, families, young people and partners. • Senior leaders and staff are committed to professional learning and to working with partners to develop and implement effective approaches to learning and teaching. The school is developing a range of strategies to close gaps in attainment, particularly in literacy and numeracy. • The parent focus group feel their children are fully supported by the school. Parents feel their voices are being heard and any challenges and concerns are being acted upon. They expressed they are able to impact on the future direction of the school through engagement with the school improvement plan and feel their views and contributions are fully valued. • Staff focus groups and PT focus groups highlighted renewed approaches to collaboration across departments. This includes support staff who are engaged in planning for effective learning and teaching, through the new initiative of 'CA contracts'. They feel valued across the school, have opportunities to shape learning and support young people to achieve their full potential.