MORAY COUNCIL

SCHOOL:
STANDARDS AND QUALITY REPORT – REVIEW OF SESSION 18/19

Context of the School:

Forres Academy is the second largest secondary school in Moray. The school serves a rich mix of communities along with its eight associated primary schools. Our school roll is currently 778 pupils. Our learners experience a broad, balanced curriculum leading to a full range of SQA qualifications and wider achievements. Most young people continue into S5 and many also go on to complete S6. We enjoy close and effective links with many partners including our local employers, Moray College, community agencies and our primary schools.

The Senior Management Team consists of the Head Teacher and 3 Depute Head Teachers. The Head Teacher and 1 of the Depute Heads were new into post in August 2018. The teaching staff of the school consists of 22 promoted members of staff and 41 class teachers. The school also has 28 members of support staff.

The school is at a shifting point, with a new Head Teacher now 1 year into post, an ambitious 3 year improvement plan based on open consultation and collaboration, is being formed for 2019-22.

Our Vision: *Forres Academy is a community where everyone is valued, respected, encouraged and inspired. We "Aspire to Inspire"*

Our Values: **Ambition, Respect, Resilient, Confident and Caring**

School Priority 1: Improve Learning, Teaching and Assessment	

NIF Priority NF 1 Improvement in attainment
    NF 2 Closing the attainment gap
 	
NIF Driver Assessment of children's progress
    Performance Information
	HGIOS?4 QIs
	2.2 Curriculum
	2.3 Learning Teaching and Assessment
	
	Moray Priorities
	Raising Attainment and Achievement
	Curriculum

Progress and impact:

BGE Tracking and Monitoring has been improved with the addition of data by staff to indicate target levels and pupils' rate of progress as well. This has assisted in identifying pupils who are underachieving.

The new curriculum structure under the 33 period week was reviewed and showed need and desire for BGE improvements in depth and challenge of learning and opportunities for meaningful IDL.   In the Senior Phase, Departments identified alternative Level 4/ 5/6 awards that can be used as alternative courses or additional qualifications. DYW (wider achievement) courses in S4-6 have expanded and are accredited.

There have been two periods of whole school L&T observations supported by the school QIO, alongside departmental Learning and Teaching focuses. The quality of teaching is varied and requires a better level of consistency. A wide range of learning experiences are evident in classes, learners can speak about the knowledge they are gaining and the skills they are developing. There is good use of questioning by teachers.   Most learners are clear on the "what" and "how" of their learning but not so sure of the "why". Almost all young people feel their work at school is hard enough. The majority of staff feel young people engage well with their learning.

Next steps:

In the BGE we need to strengthen pupils understanding of their levels and progress and increase our focus of BGE target setting and learning conversations. We are moving to the use of Tracking reports twice a year in the BGE. This should help pupils, parents and staff to be clear with attainment, targets and next steps. A particular emphasis will be on increasing parents understanding of progress in attainment and how they can best support their children at home. We will be working to becoming a more data rich school.

The Curriculum improvement group will continue to support departments to develop term 4 of S3 to provide a more meaningful experience involving accreditation, IDL opportunities and community events. Departments will be moving to a position of increasing attainment by ensuring meaningful fall back positions and alternatives in senior phase courses as well as meaningful additional accreditations and qualifications for pupils.

There is a clear need to refocus on pedagogical practices to strengthen our Learning and Teaching and to ensure consistency. A refresh of the school L&T policy in line with Moray update policy will form a major area of upcoming improvement alongside developing teacher and pupils roles as leaders of learning.

ASG curriculum working groups will allow better planning and progression for pupils learning across the ASG.

School Priority 2: Improve Leadership of learning and change	
NIF Priority **NF 1 Improve attainment** **NF 4 Improvement in employability skills and sustained positive school leaver destinations for all young people**	**HGIOS?4 Qis** **1.2 Leadership of learning** **1.3 Leadership of change** **2.2 Curriculum** **2.3 Learning, Teaching + Assessement**
NIF Driver **School leadership** **Teacher professionalism** **Parental Engagement**	**Moray Priorities** **Learning and teaching / Self Evaluation for Self-Improvement** **Leadership at all Levels**

Progress and impact:

Forres Academy has a clear vision of "Aspire to Inspire" underpinned by our 5 core Values of Ambitious, Caring, Respectful, Confident and Resilient. These were established 2 years ago following a full consultation with all stakeholders. These continue to be a key driver underpinning our approaches to learning and teaching, positive relationships and our curriculum planning. Most staff state that the schools vision and values underpin their work.

The school is at a shifting point with a new Head Teacher and a new DHT in the SLT team. From the HT and SLT there has been a big focus on building strong, authentic, collaborative leadership. There is a clear change beginning to be felt within the culture of the school with greater openness and empowerment for the entire school community. A full stakeholder survey was carried out involving all pupils, parents, staff and partners to help us identify our key strengths and areas of improvements. Parent and pupil focus groups also fed into this. This has helped us have a clear vision of our priorities over the coming 3 years. A solid base of strong relationships over the school community has been established, this will help us push forward major school developments around the school in the community; staff empowerment and leadership; student voice and leadership; learning and teaching and raising attainment.

Pupil leadership is strengthening with the appointment of a team of senior school captains who will be developing pupil voice throughout all years in the school over session 2019-20. There is active pupil leadership in a variety of school groups, including the Mental Health Ambassadors, Acceptance of All group and our Young Leaders of Learning. Our current Pupil Forum carried out a full evaluation using How good is OUR School which will be used as a base line to measure our success in improving over the coming year.

Next steps:

Incorporate our shared vision and values into a relaunch of the Promoting Positive Behaviour Policy for session 2019/20. Make the local community more aware of and more involved in the vision, values and activities of the school. Use our strengthened pupil voice and pupil leaders to help establish a true sense of belonging for the pupils of Forres Academy. Work together to become an empowered school.

School Priority 3: Raise attainment and achievement for all our learners	
NIF Priority **NF 2 Closing the attainment gap** **NF 3 Improvement in young people's health and wellbeing**	**HGIOS?4 Qis** **2.2 Curriculum, 2.4 Personalised support, 2.7 Partnerships, 3.3 Employability** **3.1 Ensuring wellbeing, equality and inclusion**
NF 4 Improvement in employability skills and sustained positive school leaver destinations for all young people **NIF Driver** **School leadership** **Performance Information** **School Improvement** **Parental Engagement**	**Moray Priorities** **Supporting Learners** **Curriculum**

Progress and impact:
Our attainment at levels 5/6/7 remain positive when compared with local schools but we remain below our Virtual Comparator. Attainment discussions have been a big focus over session 2018/19 and will continue to be a primary improvement. A new Raising Attainment Strategy has been launched. The entire school staff worked alongside our Insight officer and SQA officer to increase understanding and awareness of the schools attainment. We have worked hard to better understand our cohorts of pupils as our cohort is shifting. We are seeing increasing levels of poverty in the local area. Work is being carried out with local partners and our staff to ensure we best understand the effects of deprivation on attainment and how we can best address this. This will form a major focus of our PEF planning moving forwards. Post school positive destination data shows improving trends over the last four years.

Our understanding as a school and community of wellbeing is continuing to improve through our work around GIRFEC and promoting positive relationships. We have a greater understanding of the needs of our school community.

Next steps:

Our Raising Attainment Strategy and improvement priority clearly outlines expectations in terms of Senior Phase coursing, fall-backs, added tariffs and accreditation. Over the BGE and Senior Phase clear and regular target setting and strengthening Tracking, monitoring and reporting will also feed into improvements.   We will continue to work with our partners in Insight and SQA for improvements and register as an SCQF ambassador school, this will help the entire school community improve their understanding of qualifications and pathways. There will be a renewed focus on Literacy and Numeracy as a Responsibility of All in order to improve our Literacy and Numeracy levels. We will roll out Relational School approaches feeding into an updated Positive Behaviour and Relationships Policy.

Forres Academy SIP 2019-2022

Raising and attainment and achievement by :

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Ensuring high quality learning experiences :

* New L&T policy is developed for Forres Academy in-line with the expected update to Moray Council policy.
* Clear calendar of robust and supportive L&T visits and observations throughout the year - within and beyond the school.
* L&T working group to investigate, develop and support staff on strengthening our pedagogical understanding and approaches.
* Develop a strong sense of teachers as leaders and young people as leaders within the lessons.
* Pupils, parents and staff are clear with attainment, targets and next steps through new ways of TMR and sharing information.

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Strengthening our leadership at all levels and our approaches to improvement

* Strengthening pupil leadership and developing true and meaningful pupil voice.
* Pupil voice reflected clearly in school and departmental improvements and self-evaluation.
* Develop calendared approaches to both school and department self-evaluation ensuring meaningful engagement with pupils, parents and partners.
* CLPL opportunities that promote leadership at all levels of teaching staff.

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Ensuring an effective curriculum results in strong outcomes for all learners

* Continue to investigate and improve our senior phase offer with the development of alternative level 4/5/6 courses.
* Investigate and improve our curriculum structure to ensure meaningful pathways that maximise attainment for all our learners.
* Focus on our BGE progressions and attainment through collaborative working with our ASG primaries.
* Investigate and develop opportunities for meaningful IDL within the BGE.
* Increase pace and challenge within our BGE and acquiring accreditation where appropriate.
* Develop a clear curriculum rationale that reflects the needs of our school.

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Ensuring wellbeing, equality and inclusion is at the heart of our school

* Embedding, reviewing and developing the new positive behaviour system, based on relational approaches.
* Ensure consistency of expectations and understanding of the new behavior system over the whole school community.
* PEF posts of HSLW and Inclusion Project Worker to support the school community in lowering our attainment gaps.
* Increased differentiation to ensure the curriculum and courses are accessible to all learners.
* Improve our approaches to primary-secondary transition.
* Investigate and improve our approaches to information sharing of pupil needs.

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