

Northfield Academy
Standards & Quality Report for Session 2021-22
School Improvement Plan for 2022-23



Aspire to be outstanding

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CONTEXT OF THE SCHOOL

Northfield Academy's overarching vision of "Aspire to be Outstanding" sums up our ambition to deliver the best education for each young person in our care. We are a passionate and dedicated team with aspirations to deliver high quality learning and teaching and high attainment and achievement.

Our house system is the backbone of our school and is valued by pupils and parents alike. Each pupil belongs to one of four houses (Bruce, Macbeth, Stewart & Wallace). Each pupil has a Principal Teacher Pupil Support (PTG) and a Year Head. This allows for clear lines of communication and points of contact for our pupils and parents.

At time of writing (June 2022) we are feeling very positive about the future and have ambitious plans for 2022-23. Last session, we had to adjust our plans and respond to issues arising from the pandemic and its impact upon stable staffing and recruitment.

After a challenging two years due to the Covid pandemic which has created difficulties in uniting staff and the wider school community around shared values, it is important to ensure that the pupils, staff, and wider stakeholders have a clear understanding of the vision, values and expectations that underpin life at Northfield Academy. Last session was focussed on setting up effective systems, policies and processes to ensure effective operational management. A consultative culture of engagement must be a priority focus and underpin all activity within the school, providing a platform for pupil, staff, and parental voices alike.

There have been some increases in attainment within literacy and numeracy over the past 3 years with some pupils meeting achievement targets in line with national average. Further levels of scrutiny, however, are required within both areas as these have remained consistently below our virtual comparators. Staff must be supported to drive forward this area, with regular tracking and monitoring of outcomes, and working on transition into ASG primaries. There needs to be whole school visibility and accountability of these priorities. We are running a pilot project this session with three primary trained transition teachers supporting the delivery of literacy and numeracy across the BGE phase, working with Maths and Language & Literacy faculties. The nurture based pedagogical approach of these teachers combined continuity of teachers across two faculties, we believe will help settle pupils more quickly in transitions and will support the improvement of literacy and numeracy attainment.

Some staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is starting to have a positive impact on the learning cycle of most learners, however this is not consistently embedded across the school yet. The last two years has been spent recruiting staff who share the vision of trauma informed practice with a focus on nurture and wellbeing. We recognise the Covid pandemic also has had a massive impact on the health and wellbeing of staff and pupils alike. The continued focus of a dedicated wellbeing team has helped provide interventions to pupil around anxiety and social and emotional needs.

A robust quality assurance programme of regular tracking and review meetings, scrutiny of pupil data and assessment approaches has started to be implemented but this needs to be embedded further; learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions require to be reviewed regularly to ensure they are robust, appropriate, and supporting individual learners to meet agreed targets.

Learners are supported to reflect on their mental wellbeing weekly. Staff have a deeper understanding of mental wellbeing and how to support it as well as the impact of trauma and ACEs. This has led to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions related to mental wellness and ongoing work through the Partnership Forum and Fit Like Hubs is supporting this. The need to move towards a multi-agency hub approach placing young people and their families at the centre is clear and the work of the collaborative will aim to address this through a multi-agency approach. Staff are undertaking a professional development programme around trauma, ACEs, creating a holistic nurturing and relational approach to learning and teaching to support pupils in a post Covid 19 delivery. A programme of policy review continues, to reflect a trauma informed / ACEs aware school approach going forward.

The continuing development of the curriculum and learner pathways ensures learners are being provided with broad learning opportunities to ensure the development of skills for learning, life and work through planned class and school activities, however this requires further development particularly at levels 5 and 6. An authority wide curriculum alignment project is currently underway, to plan and develop a range of employment pathways and qualifications, involving key strategic delivery partners. The new curriculum pathways offer seeks to embed curricular pathways into the curriculum and eventually ASG feeder schools to inform their work pre-transition. Partnership with parents to support the learners to engage with the curriculum has been mixed and needs to ensure a collective understanding and development of life skills.

We would like to take this opportunity to thank our parent/carers for their support, feedback and encouragement, including our Parent Council. In the background we have many partner agencies who support us and continue to work with us to build back provision and support.

In the first part of this document, the Standards & Quality Report, we will provide an evaluation of our work during 2021-22.

In the second part of this document, we will share our School Improvement Plan (SIP) for 2022-23.

NATIONAL, LOCAL AND SCHOOL IMPROVEMENT PRIORITIES

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people. 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 30% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities (Last Year)</p> <p>Priority 1 – 1.3 Leadership of Change - develop and embed new culture amongst whole school community focussing on nurture and wellbeing, as part of Covid recovery.</p> <p>Priority 2 – 2.3 Learning, Teaching and Assessment - Ensuring high-quality learning and teaching experiences for all children and young people.</p> <p>Priority 3 – 3.1 Ensuring Wellbeing, Equality & Inclusion - Improvement in YP’s health and wellbeing (Identifying & Responding to Learners Needs)</p> <p>Priority 4 – 3.2 Raising Attainment and Achievement</p>	<p>School Improvement Priorities (This Year)</p> <p>Priority 1 – 1.3 Leadership of Change - further develop the culture amongst whole school community focussing on nurture and wellbeing, to build a sense of community and collective purpose.</p> <p>Priority 2 – 2.3 Learning, Teaching and Assessment - Ensuring progress is made on the journey to high-quality learning and teaching experiences for all children and young people.</p> <p>Priority 3 – 3.1 Ensuring Wellbeing, Equality & Inclusion – Ensure effective fulfilment of statutory duties and improvement in YP’s health and wellbeing (Identifying & Responding to Learners Needs)</p> <p>Priority 4- Raising Attainment and Achievement (QI 3.2) Develop a greater breadth of learner pathways through in-school and ABZ Campus, seeking partners as often as possible to enrich the learner experience.</p>

STANDARDS & QUALITY REPORT FOR 2021-22

QI 1.3 Leadership of change

- n Developing a shared vision, values and aims relevant to the school and its community
- n Strategic planning for continuous improvement
- n Implementing improvement and change

How well are you doing? What's working well for your learners?

Our school vision of “Aspire to be Outstanding” underpins our approach to school improvement; it is based on all members of our school community working collegiately to have high expectations and ambitions for our school, and to improve the outcomes for our young people.

This year we have reviewed our operational systems and processes as well as reviewing the suitability of our curriculum to provide the very best personalisation and choice for our pupils. Work has begun to look at the suitability of courses provided as part of the curriculum. We have identified gaps around the level 5 and 6 offering as alternatives to the traditional Higher route and have started planning for courses coming on stream in August 2023. We have matched our curriculum against the economic growth areas -Hospitality, Early Learning Childcare, Health and Social Care-and working in partnership with Nescol, we are delivering a Foundation Apprenticeship course in Hospitality onsite, along with City & Guilds Level 1 courses in Hairdressing and Beauty Therapy. Our aspirational vision to broaden the curriculum at a school level coupled with more rigorous tracking and monitoring has led to improved positive destination of 94.6% for session 21/22.

After a challenging period, due to Covid which made it difficult to unite staff and pupils around the vision and values for the school, staff are beginning to have a stronger sense of purpose and are keen to be involved in activities which will move the school forward. This increased confidence and purpose is fragile and we know as an SLT we have to keep building this sense of purpose and confidence in the wider staff team The creation of forums such as pupil leadership team, Parent Council, Staff Voice group, Extended Leadership team meetings, focus groups are providing a platform for regular engagement, consultation and professional dialogue and support. This will also aid the development of self-evaluation practice amongst all staff, providing a collegiate approach to developing expectations.

Wellbeing remains a strategic priority for our school for pupil and staff alike. The creation of Smart Start, a bespoke wellbeing hub staffed with a Wellbeing Teacher, a Wellbeing PSA and a Health and wellbeing Family Officer provides triage support for a number of our most vulnerable young people. This

department works closely with multi agency partners as well as the Targeted Support department in the school to provide early interventions for our young people as well as enhanced transition with our ASG partner primaries. Staff have also worked closely with Penumbra and SAMH on a wellbeing project called “Northfield, I matter” which aims to empower staff to recognise and respond to their own wellbeing needs. We have a coherent approach to wellbeing through the Physical Education, Home Economics and PSE curriculum. At the time of writing (June 2022), a number of staff-led initiatives for staff wellbeing have been created including mindfulness sessions which are offered in school. Regular meetings between faculties and link Senior Leadership Team members ensure an effective flow of intelligence between senior leaders, faculty heads, pastoral team, and staff.

Turning now to learning and teaching. Our self-evaluation and quality assurance around learning and teaching indicates that whilst there are some examples of good practice around the school, this is inconsistent across faculties. The impact of Covid and staffing issues was a barrier last year to improvement; however, at the time of writing, we are fully staffed in all areas. We have appointed an additional Acting Deputy Head Teacher to lead the improvement plan in this area and she is linking with the recently appointed Lead Teacher for ACC. As a staff we will be revisiting the concept of how to differentiate the learning experience for young people in the Broad General Education (S1-S3). Professional learning sits at the heart of our strategic approach to driving forward high-quality learning and teaching and we are revisiting Teaching and Learning Communities as well as a programme of visiting high-quality settings as part of the Excelerate programme.

How do you know? What evidence do we have?

Our young people perform below local and national figures with most achieving third level and only some achieving fourth level in literacy and numeracy in the Broad General Education.

Our Senior Phase data, demonstrates attainment in line with previous years prior to the Covid pandemic. In the Senior Phase, our young people are performing below the virtual comparator in almost all measures.

Attendance levels are improving with a dedicated Family Liaison Officer appointed and exclusion rates are reducing. Our Promoting Positive Relationships Policy is at the centre of building trusting and respectful relationships between pupils and staff; this is improving learner engagement however there is still room for development in this area. More young people are staying on until the end of S6 to gain a portfolio of qualifications however we recognise that there is further work required to broaden the curriculum pathways at level 5 and 6 to offer more personalisation and choice alternatives to traditional Highers and Advanced Highers, including NC and NPA qualifications.

The percentage of young people achieving a positive destination has improved. Our tracking points to 94.6% of young people being on track to achieve a positive destination.

What are you going to do now? What are your improvement priorities in this area?

- Ensure culture of collegiality is embedded through effective consultation, continuous professional dialogue, teacher and pupil agency and capture of pupil and parent voice.
- Continue to place high value on professional learning, including leadership development, to drive forward improvements in learning and teaching.
- Write a School Improvement Plan with clear and achievable priorities which is centred on learning and teaching, the curriculum and wellbeing, ensuring that pupil and parent voice are captured as part of this evaluation process.
- Quality assurance processes are already embedded in the working life of the school. Whole school and faculty improvement plans, and calendars drafted by October 2022.
- Senior leaders to work with officers and with the Lead Teacher (learning and teaching) on identified priorities.
- In driving forward our priorities, evaluate progress by involving the whole school community.
- Expand leadership opportunities and associated accreditation for our young people through a curriculum review.

How would you evaluate this QI using the HGIOS?4 six-point scale?

satisfactory

QI 2.3 Learning, teaching, and assessment

- n Learning and engagement
- n Quality of teaching
- n Effective use of assessment
- n Planning, tracking, and monitoring

Suggested word count 1000 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Learning and engagement

Our collegiate vision and aspirational values are key drivers in our approach to learning, teaching, and assessment.

Our school's values of "aspiring to be outstanding" underpins the high expectations we have for our young people. In most classes, young people are engaged in their learning, thus creating a purposeful working environment. Positive relationships and mutual respect are at the heart of the most successful learning and teaching at our school.

In some lessons, the purpose of learning is shared with pupils and teachers make connections to prior learning and communicate the learning intention and success criteria to pupils at the beginning of the lesson or unit of work. In some subjects, success criteria are integrated into booklets, units or schemes of work, or PowerPoints and there is some evidence of young people using these effectively to guide independent learning. Revisiting the use of benchmarks to plan and moderate learning in the BGE is required within our school.

Our Learning, Teaching and Assessment Policy has been recently reviewed collegiately. Most staff share a clear understanding of the structure of a good lesson, following a clear structure with starter, learning activities and a plenary which checks understanding of the success criteria however this is not always consistent across faculty areas and has been impacted historically by recruitment and staffing issues. In the best lessons, teachers' planning allows opportunities for young people to create, produce and lead learning.

Some teachers use a variety of materials and supports, including our Pupil Support information, to meet the needs of their pupils and ensure they make progress, however this is not consistent. There is a need for a review of learning environments in addition to professional development around differentiation to ensure pupil progress is maximized.

Quality of teaching

In most lessons, teachers give clear explanations and instructions. Classroom dialogue promotes learning and builds confidence. Some teachers are confident in incorporating the language of the Benchmarks/SQA criteria into classroom dialogue, so helping young people understand the level they are working at and how to achieve success, however this is not consistent in application.

In some lessons, high quality direct teaching and skilled questioning support young people to progress in their learning. For example, the use of higher order questioning to challenge young people to explain and deepen their thinking and engage in critical debate.

In all lessons, the whiteboard and visual resources are used to reinforce and enhance teacher exposition and explanation. Most young people are skilled in the use of Google Classroom and use this to access presentations, submit work and receive feedback from their teachers. This is leading to young people taking more responsibility for their learning and working independently.

In most Senior Phase classes, teachers are confident in the use of SQA criteria to assess learning and provide quality feedback to our young people. Examples include Google Classroom; young people using feedback on timed pieces to identify their strengths and areas for development; young people moderating each other's work to strengthen their understanding of success criteria.

Effective use of assessment

In most lessons in the BGE phase staff are able to use benchmarks to assess learning, however using these to inform learning conversations with pupils around next steps is a clear development area.

In most lessons in the Senior Phase, staff are confident in the use of SQA criteria to assess learning. In most lessons, young people are not fully aware of these criteria and use them effectively to self-assess and plan their own independent learning. There are examples of young people moderating each other's work which aids their understanding of what is required and what to do to achieve success. Self and peer assessment is used effectively and allows young people to make immediate corrections and progress their learning.

The development of a whole school tracking system ensures faculties have a tracking system to record ongoing assessment and the progress of all our young people, including those facing additional challenges. Based on this data, teachers, Faculty Principal Teachers, and House Teams make appropriate interventions as required.

How do you know? What evidence do you have of positive impact on learners?

Our attainment for all learners demonstrates inconsistency and is reflective of historic issues around stable staffing and recruitment. This is based on the tracking data we hold for the BGE and Senior Phase. Our learning walks in the summer term provided evidence around inconsistent and/ or ineffective differentiation, across the school. Our learning walks and conversations with staff point to the need for additional professional development and support in the following areas; differentiation, moderation and higher order questioning. for young people where English is an additional language.

What are you going to do now? What are your improvement priorities in this area?

Our approach to learning and teaching is inextricably linked to professional learning as detailed in our Learning, Teaching and Assessment Policy. As always, this must be supported by strong and innovative leadership at all levels coupled with a rigorous approach to quality improvement.

- Embed a continuous and robust program surrounding QA of learning and teaching through lesson observations, learning walks and focus groups.
- Additional Support Needs (ASN) documentation and database will be reviewed and updated.
- Increase confidence in the use of the benchmarks to plan and moderate learning in BGE phase, through high quality professional development and moderation activities.
- Increase the confidence in SQA understanding standards through standardisation and moderation activities with network colleagues and use of TLC's.
- Additional support following enrolment, for young people where English is an additional language.

How would you evaluate this QI using the HGIOS?4 six-point scale?

weak

QI 3.1 Ensuring wellbeing, equality, and inclusion

- n Wellbeing
- n Fulfilment of statutory duties
- n Inclusion and equality

Suggested word count 800 maximum for all questions below when taken together

How well are you doing? What's working well for your learners?

Wellbeing

Staff professional dialogue indicates greater awareness and understanding of the universal, targeted and specialist resources available to support our young people. A key aspect of our wellbeing strategy is the introduction of *Connected and Compassionate Communities* (CCC) to support trauma informed practises and the importance of positive relationships and a positive learning environment; this has led to the creation of the Promoting Positive Relationships Policy.

Staff and pupils are building a shared understanding of wellbeing but need to make greater use of the wellbeing indicators across all aspects of school life. Young people need to use wellbeing indicators to reflect on their progress in being safe, healthy, achieving, nurtured, active, respected, responsible, and included.

Principal Teachers of Guidance (PTGs) are using the wellbeing indicators to assess need and plan interventions for young people as required within a single agency or multi-agency plan. The assessment of wellbeing is completed in partnership with families prior to the completion of any single or multi-agency plan.

Young people benefit from a coherent whole school approach to wellbeing. Young people are supported in their decision making regarding safe and healthy choices. A review of the PSE curriculum is required to ensure it is adapted based on pupil voice and is progressive. A clear Equality and Diversity policy is required. We will aim to achieve accreditation as a chartered ADHD friendly school this session following whole staff training in June 2022.

For both BGE and Senior phases, our School Based Police Officer delivers inputs to PSE around resilience, violence reduction, equality and diversity and decision making.

Promoting a healthy lifestyle is a key aspect of wellbeing. A digital wellbeing referral system is being introduced to enable young people to self-refer using QR codes around the school. All young people have access to a range of supports including School Counsellor (ACIS), MCR pathways mentoring service, dedicated youth work team, Active schools. We reintroduced extra-curricular sporting activities and the uptake has been good. Moving forward, opportunities to meet,

be active and enjoy school have been built back into the school calendar now that mitigations have been lifted. Young people are looking forward to the reintroduction of activity days and sports day. A whole school HWB curriculum day is being planned for the summer term.

Teachers know their pupils well and make use of information provided in the Pupil Needs Shared Network (SIMD (Scottish Index of Multiple Deprivation), LAC (Looked After Children), ASN, EAL, PEF). Teachers use this information to plan learning experiences and to ensure appropriate pace and challenge and equity. Moreover, pupils are taking more responsibility for their own learning by using digital technology such as Google Classroom and Read Write. This is differentiating the learning experience and promoting independent learning.

We have returned to year group registration as there are messages and inputs required for each year group and this also provides first level pastoral care.

Fulfilment of statutory duties

A HWB Tracker is being built to ensure that Pastoral Teams can track outcomes (attendance, attainment, achievement, participation, exclusion) for Care Experienced young people, Young Carers and any young person requiring targeted support. The HWB Tracker is monitored closely by Pastoral Teams on a monthly basis. Any withdrawal from a course is tracked and alternative provision put in place to ensure our young people attain and achieve. Partnership working with Skills Development Scotland (SDS) and Developing the Young Workforce (DYW) also ensures our young people secure a positive destination on leaving school. We have some pupils on part-time timetables (flexible pathways). Where this support is required, there is a tight review mechanism to ensure each young person works towards the legal entitlement to 27.5 hours of education.

Inclusion and equality

Since the pandemic, there has been an increase in incidents of bullying, both generally and on the grounds of the protected characteristics. Consequently, we will be establishing the Mentors in Violence programme as well as reviewing the PSE curriculum. In BGE PSE, young people complete a series of lessons about the different types of bullying behaviour (social media, verbal, racial, physical, homophobic, and unintended) and the impact this has on mental health. Grampian Regional Equality Council are also supporting inputs during PSE curriculum to support education around protected characteristics.

How do you know? What evidence do you have of positive impact on learners?

This is an outcome QI and, as such, we have described the difference our work has made to young people in the narrative above. Below, we have detailed where evidence can be found.

- House and Partnership Forum minutes and calendars which detail interventions and impact for learners, the focus being on key measures attainment, exclusion, attendance, and participation.
- Seemis data in pastoral notes and on the Health and Wellbeing app.
- SEEMIS tracking information can be accessed to show trends with behaviour/effort tracking and detailed chronologies.
- PSPs (Pupil Support Plans), IEPs (Individualised Education Programme), Single Agency and Multi-Agency plans.
- CLD transition work with targeted young people, including case studies.

- Curriculum plans and course overviews for RMPS, PSE and PE. Course choice forms demonstrating wider curricular offer at SCQF level 4/5/6/7.
- Pupil Focus group feedback notes.
- SHINE (Scottish Health Improvement Research Network) survey results.

What are you going to do now? What are your improvement priorities in this area?

- Continued implementation of *Connected and Compassionate Communities* including the pilot year of *our Positive relationships Policy in line with the rights of the child and United Nations Convention on the Rights of the Child Scotland Act October 2021* (UNCRC (United Nations Convention on the Rights of the Child)).
- Build a shared understanding of inclusion and equality for all young people. A whole school approach will be established through the creation of an Equality and Diversity policy statement.
- Support staff and pupil wellbeing by reintroducing activities which support mental and physical wellbeing. Refresh staff and pupil understanding of the wellbeing indicators and using these as a tool to assess wellbeing and plan supports.
- Review PSE programme in light of the SHINE survey results and recent pupil feedback.
- LIAM (Let's Introduce Anxiety Management) training for identified staff.
- Involve parents and young people more in setting and reviewing SMART targets on IEPs and within Child's Plans. Further training for pupil support staff in the creation of IEPs and Child's Plans to ensure high quality provision for all young people.
- In line with a change to SLT (Senior Leadership Team) remits, review the deployment of SfL staff to support pupil need and positive outcomes.

How would you evaluate this QI using the HGIOS?4 six-point scale?

satisfactory

QI 3.2 Raising attainment and achievement

- n Attainment in literacy and numeracy
- n Attainment over time
- n Overall quality of learners' achievement
- n Equity for all learners

How well are you doing? What's working well for your learners?

Attainment in Literacy and Numeracy:

Broad General Education (BGE):

As a school we understand that there are a range of improvements to be made in attainment across all measures, and that stable and engaged staff combined with improved learning and teaching are key to raising attainment at all levels. During session 21-22 both staffing and recruitment were heavily impacted by Covid and there is an appreciation of the resilience shown by young people in sitting exams and the efforts of staff in readying young people for the unknown.

By the end of S3, most young people achieve third level in reading (), listening and talking () and writing (). Most young people achieve third level in numeracy () however this is below our local and virtual comparators.

Improving Faculty tracking within the BGE for literacy and numeracy will ensure young people move to the right pathway in the Senior Phase. Importantly, Faculty tracking measures in more detail the performance of young people over time through a range of assessment approaches. As a result, ongoing and individual interventions are made.

Young people at risk of not achieving due to socio-economic disadvantage are tracked from S1 by House Teams and support provided as appropriate and on an individual basis. Practical interventions are made based on conversations with the young people. The curriculum is cost neutral so young people facing socio-economic disadvantage can specialise in areas of relevance and interest to them and thus experience success and attain.

All faculties have a tracking system to measure attainment over time in the BGE and Senior phases. Most staff are familiar with the benchmarks and using the benchmarks to support professional dialogue on level achieved within Faculty moderation work, however this needs to be more consistent across faculties. Staff are asked to insert information to whole school tracking (SEEMIS Progress and Achievement) for reporting purposes according to our QA calendar. Guidance Teams analyse this information and intervene, as necessary. Any issues causing concern are picked up throughout the session as part of the cause for concern referral process to Guidance Teams. Additionally, the use of a whole school tracking system, allows all staff to view pupil progress across the school; staff are asked to input into this every term, and this provides an opportunity for trend analysis and early support interventions.

SENIOR PHASE

Literacy & Numeracy

In 2021, 58.72% of our young people in Senior phase achieved Level 4 in Literacy & numeracy. This is well below the VC but is a slight decline on 2020. 27.52% achieved Level 5 in Literacy & numeracy which is significantly below the VC. Recognising the need to improve this trend and that poor literacy and numeracy skills is a barrier in senior phase in terms of accessing the curriculum, we have recruited three primary trained transitions teachers as a pilot project this year, who work with BGE phase pupils to teach and support literacy and numeracy both universal and targeted. By working across two faculty areas, these teachers build more effective relationships and provide an ongoing transition support for S1 pupils. This intervention will increase the number of young people achieving Level 3 literacy and numeracy by the end of the BGE phase.

How well is the school improving or maintaining positive and sustained destinations for all leavers?

Our expectation no learners leave school without a positive destination to go to; we are seeing an increasing number of young people choosing to stay on after S4 to gain more qualifications and experiences. We do track all our learners and ensure they are well supported to achieve a positive destination. In 2021-22 session, almost all of our young people (94.57%) who left school achieved a positive destination – increased on 2019 (73.15%).

Overall quality of learners' achievement:

We recognise that our curriculum requires more breadth of personalisation and choice to fully meet the needs of our pupils particularly in the Senior phase; 22-23 session we have an FA Hospitality, Hair and Beauty City & Guilds level 1, NPA's in Energy, Applied Science, Photography. A full curriculum review is underway this session as part of the Excelerate programme investment.

Our young people are developing a very wide range of additional skills and attributes in sport, performing arts, volunteering, leadership and through an extensive range of clubs and extra-curricular activities. These opportunities were, unfortunately, curtailed the pandemic.

Young people gain confidence and skills by leading key areas in the school. For example, school captains, senior prefects, and Pupil Leadership team. As a school we will be embarking on Mentors in Violence Prevention programme which will provide an opportunity for youth ambassadors. Again, these opportunities had to be put on hold due to retaining year group bubbles and covid mitigations.

Our ongoing partnership with Aberdeen Football Club Community Trust in all years of the school provides an opportunity in the curriculum for young people to gain leadership skills and support around decision making, mental health and wellbeing, and growth mindset in addition to flourishing as student athletes.

Equity for all learners (SIMD 1-3)

A key priority in the school improvement plan prior to lockdown, was to establish a strategy to raise the attainment of those who live in areas with the highest socio-economic disadvantage and are in receipt of Free School Meals (FSM). As a result, staff know who the learners are in SIMD 1-3 and those facing poverty as a barrier to attainment. This is leading to increasing positive outcomes for our young people. Our young people facing such barriers have been closely supported by Guidance Teams, Targeted Support, Smart Start, AFCCT, MCR pathways etc.

We have high expectations for every pupil in our care and as such class teachers, Principal Teachers and Guidance Teams monitor progress and make interventions which will work on an individual basis.

How do you know? What evidence do you have of positive impact on learners?

This has been evidenced throughout data mechanisms of Insight, CfE machine and Power BI.

What are you going to do now? What are your improvement priorities in this area?

- Increase the offer of Level 5 or 6 qualification to all young people in the Senior phase to include more breadth including NPA/ NC awards (based on prior attainment).
- Undertake a full curriculum review involving all stakeholders to increase range and breadth of choice, particularly of level 4, 5 & 6 NPA course options at the senior phase.
- Introduce NHS Healthcare pathway project as one of two pilot schools in Grampian; this will bring on stream courses at SCQF levels 4, 5 & 6.
- Improve tracking of our presentation policy for S4-S6 learners to ensure data rich learner conversations and early interventions where required.
- Across all curricular areas in the BGE, plan moderation activities as part of each faculty quality improvement calendar. SNSA data will be shared and used to help inform judgements reached on level achieved.
- We will work in partnership with other schools and external providers to expand the curriculum based on attainment data, pupil interest and individual learner pathways. This initiative is about the development of a wider range of pathways for all young people to support them
- Supplement the Cause for Concern process by increasing more effective tracking and monitoring (whole school tracker) allowing early interventions and increasing communication between school and home.

How would you evaluate this QI using the HGIOS?4 six-point scale?

Weak

**Improvement Plan 1
Leadership of Change**

QI 1.3 Leadership of Change					RAG	RAG	RAG
					Sep	Dec	Mar
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources			
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (Including cost/fund)			
Young people experience success due to high quality learning experiences, a clear universal wellbeing strategy, an exciting and relevant curricular offer and close tracking of attainment and achievement.	<i>See individual Action Plans for QI 2.3, QI 3.1</i>	SLT remits reviewed due to changes in the team. Each member of SLT has an identified strategic lead and has responsibility for tracking the success of their improvement plan in terms of outcomes achieved.	June 2022 Report back to HT at weekly 1-1s Report back to SMT at weekly strategic meetings.	HT drafts the revised remits. SLT track their own plans. QI 1.3: D Watt QI 2.3: M Guthrie/ D Craig QI 3.1: F Adair/ L Ritchie QI 3.2 D Craig / L Gray			
Our whole school community will have a shared vision of success	<i>Feedback from focus groups on questions related to ethos, vision, and values. Feedback</i>	Re-establish thematic assembly programme with pupil and staff input.	Weekly	Year heads draft assembly programme			

<p>and ambition for each and every young person.</p>	<p><i>from Pupil Leadership team and Parent Council.</i></p>	<p>Our values of Aspire to be Outstanding to drive this.</p> <p>Registration time – school and vice captains, house captains visit classes and rebuild house activities and success.</p>		<p>School, vice, and house captains.</p>			
<p>Robust quality assurance procedures are in place to monitor and evaluate the impact of our work and outcomes for learners. Pupils, staff, and parents have a voice in shaping change and delivering positive outcomes for all learners. Leadership capacity developed at all levels.</p>	<p>High quality professional learning offer in place and feedback from staff is positive.</p> <p>Pupil focus groups evidence involvement in leading change and achieving successful outcomes.</p> <p>Parent Council Minutes evidence quality discussion on improvement priorities.</p> <p>Leadership training for DHTs/PTs on leading learning and teaching and associated quality improvement.</p>	<p>Pupil, staff, and parent focus groups to support evaluation of learning and teaching.</p> <p>Professional learning annual programme published to staff.</p> <p>Working Groups, in service and all staff meetings linked to improvement priorities. Staff voice heard in each of these forums.</p> <p>Parent Council – each meeting to focus on a school priority</p> <p>SQUIP and Quality Improvement calendar shared during inset 1. FIP's are created linking closely to improvement priorities.</p>	<p>September 2022/March 2023</p> <p>August 2022</p> <p>As per school calendar and WTA</p> <p>Termly meetings</p> <p>Ongoing monitoring at link meetings,</p>	<p>Time for drafting evaluative questions and holding meetings.</p> <p>M Guthrie/ D Watt</p> <p>F Adair</p> <p>Staff and parent/carers attending meetings.</p> <p>Parent Council</p> <p>SLT/ ELT</p>			

	Staff are actively involved in school improvement.		DM's, ELT & SLT meetings.				
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Improvement Plan 2
QI2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (Including cost/fund)	
Young people experience appropriately challenging learning experiences which are well matched to their needs and interests.	<i>Professional learning /sharing good practice visits will evidence young people benefitting from a differentiated experience matched to their needs.</i>	Appoint DHT Pedagogy to lead whole school programme focussing on learning and teaching	Aug 22	D. Watt M Jones	G
		Embed a continuous and robust program surrounding QA of learning and teaching.	Aug 22-oct 22	SLT, ELT	A
		Undertake a series of rounds of lesson observations both faculty level and led by SLT. This will inform QA and allow	Aug 22- Oct22	SLT Faculty heads	A

		<p>middle and senior leaders to provide support and challenge where applicable.</p> <p>Introduction of Teacher learning communities to provide peer observation, support and share good practice.</p> <p>More effective analysis of SQA data in terms of SCQF tariff points, use of insight data, Power BI etc</p> <p>Develop curriculum and timetabling working group to look at broadening the curriculum to provide support and progression routes for all learners</p>	<p>Oct 22</p> <p>All year</p> <p>All year</p>	<p>M Guthrie</p> <p>D. Craig, ELT</p> <p>M. Guthrie/ Laura Gray</p>	<p>A</p> <p>A</p> <p>R</p>
<p>Professional learning offer in place for staff matched to their needs and interests. Professional learning supports the key priority of providing a differentiated learning experience.</p> <p>Effective leadership of learning at all levels.</p>	<p><i>Professional learning /sharing good practice visits will evidence young people benefitting from a differentiated experience matched to their needs.</i></p> <p>Positive feedback from young people on learning and teaching.</p>	<p>Appoint DHT Pedagogy with responsibility for leaders of learning programme.</p> <p>Continue to develop the digital literacy skills of both staff and young people through the digital learning group.</p> <p>Through the learning and teaching group, there is a need to actively plan and moderate learning As a result learning activities in all phases of the school would provide more</p>	<p>Aug 22</p> <p>All year</p> <p>All year</p>	<p>D. Watt, M. Jones</p> <p>Digital learning group</p> <p>D. Craig, M. Guthrie, L&T group</p>	<p>G</p> <p>R</p> <p>A</p>

		appreciate challenge. Use of pupil voice surveys, focus groups to capture pupil voice.			
A variety of assessment approaches are in place to allow learners to demonstrate their knowledge and skills across the year. Robust moderation arrangements are in place across stages and across the curriculum.	Assessment evidence is available across the year. Moderation meetings/activities.	Review and develop the school's assessment statement and also learning and teaching standards. This needs to be done collegiately with all stakeholders. Encourage collegiate working through professional networks across the LA to share approaches and best practice.	Aug – Jan All year	D. Craig ALL Staff D. Craig, M. Guthrie all staff	A R
Increased parental confidence in supporting their child with their learning.	Collated parental surveys will show improved confidence.	Review and development of school values involving pupil and parent voice. Development of parent council	Termly In line with seeking evaluations to support individual projects	M. Guthrie SLT	A
Pupils understand their progress and next steps in learning. Parents are clear on their child's progress and next steps in learning.	<i>Professional learning /sharing good practice visits will evidence young people benefitting from feedback which identifies progress and next steps in learning.</i>		Through the learning and teaching group and leaders of learning develop more structure and confidence of staff using learning intentions and success criteria to inform learning and teaching.	M. Guthrie All staff	A

Improvement Plan 3

Q13.1 Ensuring Wellbeing, Equality and Inclusion

3.1 Ensuring Wellbeing, Equality, and inclusion RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (Including cost/fund)	
Ensure our school community has a shared understanding of wellbeing needs and the rights of the child	Using the SHANARRI indicators staff and young people will have a good understanding of their own wellbeing and how that can impact their actions and life. Young people will be more positive about their school and hold it in higher regard when consulted A reduction in incidents of violence across the school	Pupils to be consulted on their own wellbeing by using SHANARRI this information will be used to inform the PSE curriculum and whole school priority behaviour weeks. Pupils will take part in the SHINE survey and actions put in place using the data. Use the information about “What Makes Northfield Great” to build on existing strengths and help to improve the ethos and pride in the school and the wider community. Mentors in Violence Prevention is to be introduced to the school, with training for staff and pupils.	Ongoing By Dec 2022	SLT PTG;s FAdair F Adair plus 3 teachers TBC	A A R

	<p>Wellbeing indicators are recognisable and readily spoken about by and with young people</p> <p>All young people and staff will have a good understanding of the UNCRC</p> <p>QI's are used to discuss whole school and departmental issues</p> <p>Learning Environments are improved</p>	<p>Ensure wellbeing indicators are used across all education plans, IEPs, risk assessments and care plans and when discussing educational pathways with young people and parents</p> <p>All staff have an awareness and increased understanding of the UNCRC, next steps are to establish a UNCRC working group including staff and pupils. Colleagues in Social Subjects and PSE are embedding the UNCRC as part of their course content. Teachers are being offered further training opportunities as part of the in-house professional learning programme and display the 42 articles in all teaching areas.</p> <p>Wellbeing, equality, and inclusion are weekly agenda items for whole staff meetings, faculty meetings, SLT and ELT.</p> <p>Focus every term on "Learning Environment" and colleagues offered support as required to achieve a productive and inclusive learning environment. Use of Circle framework to check quality of learning environments at all levels.</p>	<p>Begins Feb 2023</p> <p>On-going</p>	<p>Smart Start and Targeted Support</p> <p>June 2023</p> <p>Ongoing- weekly</p> <p>Termly reviews</p>	<p>A</p> <p>A</p> <p>G</p> <p>G</p>
<p>Relationships across the school community are positive and supportive.</p> <p>Young people feel their voice is being heard and they have a say in decision-making and policy choices</p>	<p>Most of the relationships between pupils and staff are positive and respectful.</p>	<p>Young people are supported by PTG's and Year heads, a regular programme of assemblies to ensure whole school expectations are clear to all pupils to be established following COVID</p> <p>Priority behaviour focus weeks to continue to ensure clear and consistent message of expectations to young people.</p> <p>Vulnerable learners to all have key teachers and those requiring enhanced support are allocated time within Smart Start and supported by the Wellbeing Team including wellbeing teacher, wellbeing family worker and wellbeing PSA. More work needs to be done to ensure a more cohesive service between targeted support and Smart Start- DHT to be allocated to both faculties for overview</p>	<p>From June 2022</p> <p>From Aug 2022</p>	<p>F Adair and SLT R Nicol</p>	<p>A</p> <p>A</p> <p>A</p>

	<p>A new Positive Relationships Policy has been launched in consultation with all staff for a 1 year trial built on themes by Paul Dix and trauma informed practice</p> <p>Pupil Leadership Team established with Pupil Voice developing</p> <p>Parent Council has been re-established</p>	<p>The policy needs to be embedded into every lesson, colleague understand the use the “Ready, respectful and safe” language regularly and this is included when informing parents of any incidents. The new level system is in place and consultation will be sought on its later in the year.</p> <p>The Pupil Leadership team are working towards representing the views of their class by attending faculty and SLT meetings, they focus this year will be on anti-bullying strategies and promoting a more tolerant and inclusive school.</p> <p>Parent council meeting regularly and are encouraged to ask challenge questions to SLT, parent council to support with parent consultation meetings and help to establish a parent support group.</p>	<p>Review June 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>F Adair and SLT</p> <p>F Adair</p> <p>D Watt and F Adair</p> <p>FAdair</p>	<p>A</p> <p>A</p> <p>A</p>
<p>Reduced risk to the wellbeing of vulnerable children and young people.</p>	<p>Increased communication to target the right pupils for support by using data, transition information and using targeted support teachers as consultants to help support learning and teaching in an inclusive capacity</p>	<p>Raise the profile of the key teacher. Share learner strategy sheets with colleagues, increase the volume of pupil case conferences to share what works well and support colleagues who teach challenging young people.</p> <p>Use data shared by primary colleagues to inform secondary pathways and ensure teachers have full understanding of learners needs Increase the practical use of IEP’s across the school by sharing smart targets and regularly updating teaching colleagues of strategies in place.</p> <p>Create a data base of support strategies for staff to use to ensure barriers to learning are removed</p> <p>Increase curricular pathways to support learners who have ASN across all subject areas</p>	<p>By June</p>	<p>R Nicol</p> <p>Smart Start and Targeted support department</p> <p>All Staff PTG’s</p>	<p>A</p> <p>A</p> <p>R</p>

	Increased opportunities to express wellbeing concerns both by staff to staff and pupils to staff	“Inside Out” Wellbeing check ins will be displayed across the school, this will give access to PTG’s from pupils via a QR code. Pupils will be able to arrange meetings with PTG’s and share concerns they may have.		PTGs and F Adair	A
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (Including cost/fund)	
Staff are confident in identifying and responding to Child Protection concerns.	95% of sample group of staff report high levels of confidence	Refresh Child Protection and Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding.	August in-service	L Ritchie	Green
		Create Google questionnaire to ensure staff have read and understood the policy & have completed the ACC annual training.	August in-service	L Ritchie	Green
Pupil Chronologies - significant information is accurately recorded in line with ACC Guidelines	Staff responsible for inputting Pastoral Notes in SEEMiS will report high levels of confidence. Monthly dip test of Pastoral Notes as part of QA calendar to ensure they meets ACC guidelines.	Additional small group training for group of staff who do not report high levels of confidence.	On-going	L Ritchie	Amber
		Create Smart Guides for all staff/ visitors – leaflet and card with key points and terminology as a support aide.	By August 2022	L Ritchie	Green
		Address inconsistencies in recording of Pastoral Notes. Arrange compulsory Pastoral Notes training for all SLT, PTGs, Targeted Support, Smart Start, FLO to ensure that PN’s are being recorded in line with ACC Guidelines.	On-going	L Ritchie & PTGs	Amber

All staff understand the definition of safeguarding and their role in keeping children safe.	95% of sample group of staff report high levels of understanding of safeguarding and their role in keeping children safe	Clear systems are in place to monitor absence and lateness. Evaluation of processes used to ensure staff are aware that this can be an indicator of a wellbeing concern or risk of harm or significant harm.	On-going	L Ritchie & PTGs	Amber
		Use data from SHINE/ reported CP Concerns to inform PSE curriculum and support young people to keep themselves safe.	On-going	L Ritchie	Amber
	100% response from children and young people when asked if they feel safe	Termly survey asking pupils if they feel safe as part of reflection of SHANARRI wellbeing indicators.	On-going	PTGs	Red
		Use feedback from survey to further inform PSE curriculum and whole school policies.	On-going	PTGs	Amber
		Evaluation processes used to ensure the curriculum is regularly reviewed through a safeguarding lens to ensure it reflects current best practice to empower children and minimise risk.	By October 2022	Whole school	Red
		Evaluation processes used to ensure children in the school know how to report concerns and identify a trusted adult.	On-going	L Ritchie	Red
School Staff are clear on all statutory requirements to support young people	Young people receive their entitlements to support in line with statutory guidance.	Develop clear systems to monitor and track Care Experienced learners to build an accurate picture around their learner journeys.	On-going	L Ritchie	Amber
		Update SEEMiS to accurately reflect Child Protection/ Care Experienced/ Young Carer information.	By October 2022	L Ritchie	Red
		All pupils with Care Experience status have been considered for CSP.	Initially by October 2022 – termly thereafter	L Ritchie	Red
School compliance with H&S issues	Data provided by internal/external audits	Continue to develop clear risk assessments to ensure consistent health and safety practices	Ongoing	K Andrews	Amber

<p>All young people with an additional support need have any barrier to learning removed and work within an inclusive learning environment.</p>	<p>Staff deployment is effective in supporting pupils on a universal and targeted level as evidenced in termly review.</p>	<p>Support for Learning team consider current provision against QI 2.4. Training in setting and reviewing SMART targets within IEPs and Child's Plans. Targeted Support staff to lead on creation of IEPs.</p>	<p>On-going</p>	<p>R Nicol/ Targeted Support Team/ Smart Start</p>	<p>Amber</p>
		<p>Review Targeted Support staff deployment to maximise universal and targeted support for young people. Then check in with staff to monitor effectiveness of deployment – termly review.</p>	<p>Termly</p>	<p>F Adair & R Nicol</p>	<p>Amber</p>
	<p>Effective IEPs which support pupil progress.</p>	<p>QA activity - dip test of IEPs termly to ensure they meet the needs of the individual.</p>	<p>Termly</p>	<p>F Adair & L Ritchie</p>	<p>Red</p>

Improvement Plan 4
QI 3.2 Raising Attainment and Achievement

QI 3.2 Raising Attainment and Achievement					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (Including cost/fund)	RAG
Improve whole school tracking of pupil progress in learning and target setting for pupils across all year groups.	<p><i>Data inputted into a whole school tracker will provide a clear and consistent system for recognising existing working levels.</i></p> <p><i>This will allow staff and pupils to plan for interventions and improvement.</i></p>	<p>Creation of whole school tracker to initially capture data across the whole school and all subjects, faculties, and year groups.</p> <p>Enter required data at agreed points shared on whole school calendar.</p> <p>Monitoring and review of process and data entry to ensure it is manageable and meaningful. Ongoing discussion at SLT, ELT and whole school LOL meetings.</p> <p>Short-term working group to be created to manage the ongoing implementation and</p>	<p>Before September Holiday Weekend for S3-S6, Oct Holidays for S1&S2</p> <p>Tracking periods set on whole school calendar Oct to Dec 2022</p> <p>Term 2</p>	<p>All staff engaged in meaningful data entry – access to Teams and support from Faculty Heads</p> <p>All teachers</p> <p>SLT, FH and all Teachers</p> <p>DHT (D Craig) – T Messenger, R Nicol and representatives from a cross section of faculties</p>	

		<p>establish a cycle of evaluation, review, feedback and improvement.</p> <p>Requirement to evidence appropriate assessment and moderation of standards to ensure consistency of decision making and data collection for Senior Phase and BGE level classes.</p>	Ongoing – Key moderation dates to be agreed	FHs and all teaching staff to plan and implement moderation activities as ongoing good practice	
Improved understanding of attainment and recognition of achievement by all staff, pupils and the school community	<p>Evidence from Faculty attainment review meetings will evidence data analysis and challenge questions which examine the most recent attainment data and proposals to ensure improvement.</p> <p>Evidence of staff attending SQA and attainment in-school CPD events and events involving Insight specialists and SCQF seminars – breadth of attainment.</p> <p>Increased understanding through consistent documentation, shared timelines and professional</p>	<p>Implement termly meetings with HT, SQA Co-Ordinator, Link DHT (where applicable) and Faculty Heads to improve overall understanding of data and explanation of previous and planned interventions.</p> <p>Additional training and information relating to Power BI, CfE Machine and Insight Data Analysis – from within the school and external agencies/specialists.</p> <p>Creation of attainment policy/action plan to ensure a set of consistent standards and principles are applied to attainment for ALL across the school and all faculties.</p>	<p>Mid-term – most likely – Sep, Nov, Feb and April</p> <p>Ongoing Specific events relating to SCQF / Insight – Nov 22 and Feb 23 In-Service</p> <p>Before Oct Holiday 2022</p>	<p>SLT and FHs – Aim to include specific subject specialists in time to increase leadership and ownership for all in terms of driving attainment.</p> <p>All staff – driven by SLT in planning and supporting events – FH to drive engagement and teacher responsibility for engagement and attendance.</p> <p>SLT - D Craig & M Guthrie</p>	

	dialogue on actions to develop and improve attainment.	Review of attainment action plan / policy – begin to evaluate and discuss key principles through staff and pupil focus groups.		Feedback and discussion relating to enactment of guidance – feedback and consultation – All teaching staff	
Increased parent/carer confidence in supporting their child with their learning.	<p>Feedback from parents and the wider community at events and from online surveys will evidence level of understanding of curriculum and qualification framework.</p> <p>Pupils will report evidence of greater support and understanding of qualification structure.</p>	<p>Creation of events – initially at parents evenings – to support parents/carers with their understanding of the curriculum and the range of qualifications linked to the SQA/SCQF.</p> <p>Include increased emphasis on breadth of courses in course choice booklets (online) – inform and support</p> <p>Capture parental feedback through Parent Council, focus groups and surveys.</p> <p>Capture pupil feedback through pupils surveys and learning conversations with teaching staff and PT Guidance.</p>	<p>Termly – in conjunction with parents evenings – see school calendar.</p> <p>Events for S2 and S3 parents to support course choice Jan/Feb</p>	<p>D Craig</p> <p>SMT/FH/PT Guidance</p> <p>FHs and subject teachers to be pro-active in events and parents evenings to share content and value of NPA, SfW and other non-traditional courses.</p> <p>All teachers – PT Guidance</p>	
Young people benefit from a curriculum matched to their interests and prior attainment.	<p>Course choice forms will show wider provision. Pupil course choice surveys will show that all pupils are happy that they have a curriculum which matches their aspirations.</p>	<p>Review existing course choice options. Work with other schools and agencies to provide a wider curricular offer. Ready for timetable 2023/4. Implement ABZ Campus</p> <p>Use course choice tracker to ensure presentation policy is being followed, all young people have a full curriculum and keep a check</p>	<p>November 2022</p> <p>Monthly</p>	<p>L Gray / D Watt</p> <p>Review in partnership with pupils, parents, staff</p> <p>L Gray</p>	

<p>Each young person has a learner pathway leading to a positive post school destination.</p>	<p>There will be an increase from the 2020 positive destination figure of 94.32% to 100% in 2023.</p>	<p>on any withdrawals from courses throughout the year. Alternative provision to be considered in partnership with SDS where this is the case. Check 16+ data with SDS and PTs Pupil Support to ensure each learner has an identified pathway and destination.</p>			
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PEF Summary of proposed spend

Allocation:

Resource	Cost	Staff Intervention /resource	FTE	Cost
PT Project Wellbeing				
Study Support Materials				
Funding to make the school day cost neutral for young people in receipt of FSM				
Staffing costs to support House Mentors				
Breakfast staffing costs – PSA costs				

Please note – further discussion required in August prior to fully planning PEF spend. Initial thinking only as detailed above.