



Standards and Quality Report

Hazlehead Academy

Session 08/09





Strategic Context

In order to ensure we meet our statutory duty under The Local Government (Scotland) Act to deliver best value, we are required to deliver more efficient and effective services that are more focused on customer needs within the context of significant reductions in public spending.

The Council's high level strategic objectives are to improve service standards, ensure services meet children's needs, that we make better and more efficient use of reducing resources and to do this in a culture of partnership working and continuous professional development as set out in Vibrant, Dynamic and Forward Looking policy statement.

In order to improve we benchmark our education service performance against a local authority family group that includes Argyle and Bute, Dundee, Edinburgh, Renfrewshire and South Ayrshire. Whilst we are able to identify examples of high performing services we acknowledge that we have a considerable journey to travel to ensure we are able to improve the outcomes for all children in the context of their family and community.

National legislative and policy context

The Children (Scotland) Act (1995) and the Education (Additional Support for Learning) (Scotland) Act (2004) which links the Education (Scotland) Act (1980), and the Standards in Scotland's Schools Act (2000) are the principle acts governing welfare, protection, supervision and education of children and young people in Scotland.

Getting it Right for Every Child (GIRFEC) is the overarching policy directive which sets out the reform programme for services to children and young people to ensure that they get the help they need, when they need it.

Self Evaluation

The third part of the Journey to Excellence series is made up of the revised editions of How Good is our School? and the Child at the Centre. Both of these have been about improving schools, about making things better for children, about making all schools ambitious and excellent.

Self evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for young people

At the heart of self-evaluation are three questions;

- How are we doing?
- How do we know?
- What are we going to do now?

Standards and Quality reporting provides an opportunity to reflect and report on progress through an evidence based approach.

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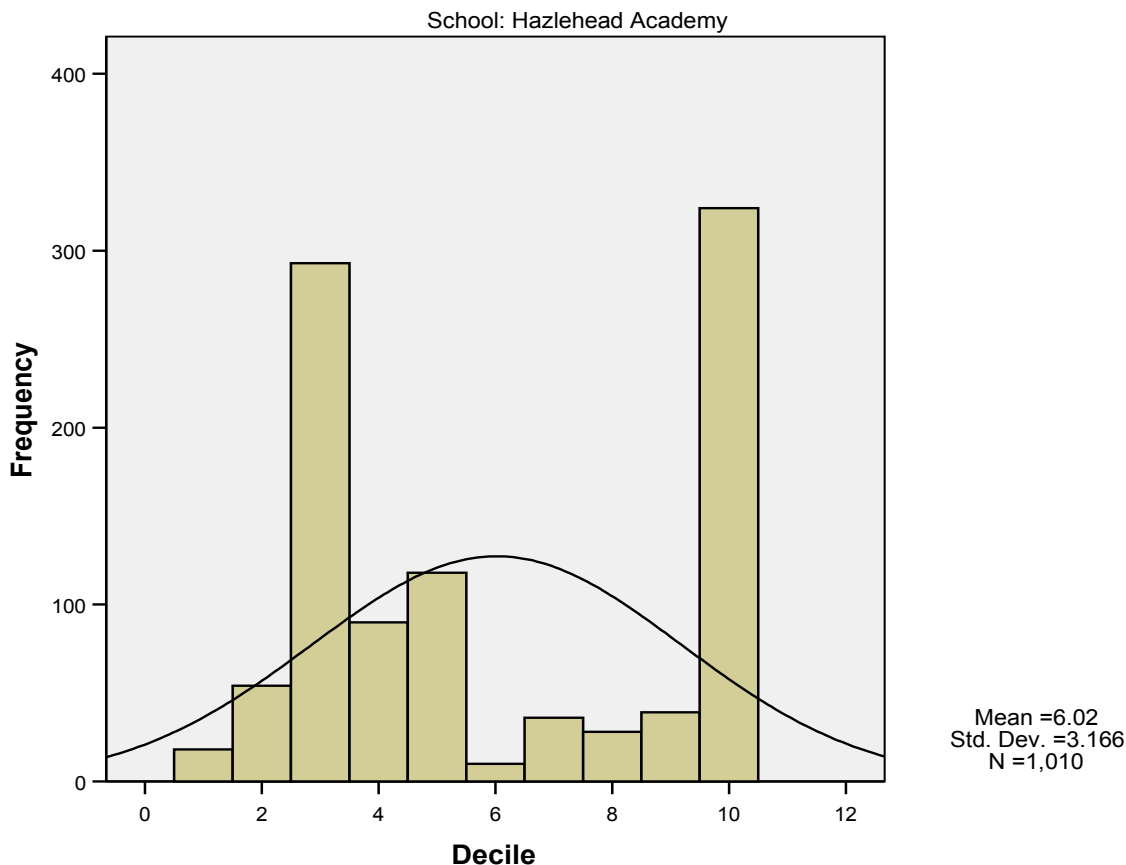
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The School and its Context

Hazlehead Academy has been in existence, in various forms, for more than 100 years now. Initially as Aberdeen Central School and more recently as Aberdeen Academy it was for many years one of Aberdeen City's three selective senior secondary schools. In 1969 it moved to its present location and became the six year comprehensive school for the areas of Hazlehead and Mannofield. Later its catchment was extended to include Summerhill and South Sheddocksley.

The Academy now has four officially associated primary schools – Hazlehead, Airyhall, Fernielea and Kingsford, however through Parents' Chartered legislation currently 40% of the school's annual intake comes from outwith the designated zone and in excess of twenty primary schools may be represented within any year group. In addition Hazlehead Academy houses the Gaelic Unit for Aberdeen's secondary pupils and it therefore receives pupils from the Primary Gaelic Medium Unit at Gilcomstoun School.

As a consequence the school draws its pupils from a wide range of socio-economic backgrounds. The following graph, using the Scottish Index of Multiple Deprivation (SIMD) breaks the school's population down into the various SIMD categories and clearly indicates significant peaks at either end of the spectrum.



The graph shows two peaks, one at decile 10 (no deprivation) the other at decile 3 (significant deprivation) with very few pupils falling between the two.

Much of the work done in Hazlehead Academy through what has become known as the **hidden curriculum** and **the informal curriculum** is geared to bridging the gap between these two populations. Obvious examples would be the encouragement to wear school uniform, the approach taken to Guidance, the Interhouse Programme and the wide range of extra-curricular activities. All are designed to remove socio-economic differences and to encourage greater participation, integration and inclusion.

The school roll in session 2008-9 is around 950. Each session the annual S1 intake is around 190 There were approximately 77 full time equivalent teaching staff. The school is managed by a Senior Management Team of 6(Head Teacher, four Depute Head Teachers and School Support Services Manager), 24 Principal Teachers, including 5 Principal Teachers of Guidance and 1 Principal Teacher of Support for Learning. We have a team of 30 non-teaching support staff.

School Aims

Hazlehead Academy has one stated purpose ie:

“To enrich the lives of all members of the Hazlehead Academy Community by developing in all its pupils and students the capacities of *Successful Learners, Confident Individuals, Responsible Citizens* and *Effective Contributors*”.

The Aim is underpinned by a series of values and each value is then illustrated by examples of expected behaviours both for groups and for individuals

Values	Pupils are at the heart of everything we do.	We respect each other and celebrate our diversity.	We are all members of the Hazlehead Academy Community and great things happen when we work together.
Behaviours and characteristics	<p>As an Organisation:</p> <p>We provide each pupil with a broad and balanced curriculum.</p> <p>We provide opportunities to gain knowledge, skills, experience and qualifications in preparation for the demands of a changing world.</p> <p>We create opportunities to develop self-expression and enjoy a sense of achievement.</p> <p>We provide opportunities for and support pupils in assuming positions of responsibility.</p>	<p>As an Organisation:</p> <p>We provide a well organised and welcoming reception for all who come to the school.</p> <p>We promote a positive attitude to difference.</p> <p>We address unacceptable performance and behaviour quickly and fairly.</p> <p>We celebrate our achievements and have fun at work.</p> <p>We recruit people who share these values.</p>	<p>As an Organisation:</p> <p>We create a caring ethos based upon good working relationships.</p> <p>We have internal debate and external unity.</p> <p>We treat everyone as valued members of the community and seek a wide range of views.</p> <p>We meet challenges through teamwork.</p>
	<p>As an individual:</p> <p>I put the interests of the pupils first in any decisions I make.</p> <p>I use appropriate methods and materials to meet the needs and level of ability of each pupil.</p> <p>I encourage the growth of self-esteem.</p> <p>I encourage pupils to take responsibility for their own development.</p>	<p>As an individual:</p> <p>I am open and courteous when dealing with pupils, parents and colleagues.</p> <p>I address problems directly but considerately.</p> <p>I take responsibility for my performance and development.</p> <p>I respect all cultural backgrounds.</p>	<p>As an individual:</p> <p>I am an ambassador for Hazlehead Academy.</p> <p>I challenge attitudes which hinder co-operation.</p> <p>I do my best to get to know people and understand what they do within the school.</p> <p>I take the opportunity to work as part of teams.</p>

Values	We take pride in delivering quality.	Honesty, integrity and openness are fundamental and vital to our Organisation	Creativity and innovation are central to our development.
Behaviours and characteristics	<p>As an Organisation:</p> <p>We regularly evaluate and seek to improve all aspects of our performance.</p> <p>We share good practice.</p> <p>We identify staff development needs and provide opportunities to address these.</p> <p>We use audit and development planning to achieve quality.</p> <p>We provide the best quality by sharing resources.</p> <p>We have confidence in our ability to provide an excellent service and take pride in our achievements.</p>	<p>As an Organisation:</p> <p>We disseminate information promptly and clearly while respecting issues of confidentiality.</p> <p>We encourage parents and the wider community to participate actively in the life of the school.</p> <p>We act in good faith, admit mistakes when we make them and take appropriate action.</p> <p>We make decisions fairly and openly.</p>	<p>As an Organisation</p> <p>We recognise and build on the talents of each individual.</p> <p>We encourage people outside our immediate teams to help us come up with new ideas.</p> <p>We make the development of creative and innovative practices a high priority.</p>
	<p>As an individual:</p> <p>I set the highest standards in all my classes.</p> <p>I am a reflective practitioner and constantly seek to improve my performance.</p> <p>I welcome advice and constructive criticism.</p> <p>I regularly review and update my skills.</p> <p>I avoid waste and make best use of available resources.</p>	<p>As an individual:</p> <p>I produce helpful and informative reports.</p> <p>I am approachable.</p> <p>I am willing to listen to and discuss concerns.</p> <p>I put the best interests of the school before departmental interests</p> <p>I adhere to school and departmental policies and procedures.</p>	<p>As an individual:</p> <p>I am open to change and respond flexibly to new challenges.</p> <p>I use the views of pupils, parents and the wider community to inspire my thinking.</p>

Values	Pupils are at the heart of everything we do	We respect each other and celebrate our diversity	We are all members of the Hazlehead community and great things happen when we work together	We take pride in delivering quality	Honesty, integrity and openness are vital to us	Creativity and innovation are central to our development
Behaviours and characteristics	<p>As a School</p> <p>We provide each pupil with a broad and balanced curriculum</p> <p>We provide opportunities to gain knowledge, skills, experiences, and qualifications in preparation for a changing world</p> <p>We create opportunities to develop self expression and enjoy a sense of achievement</p> <p>We provide opportunities for and support pupils in assuming positions of responsibility</p>	<p>As a School</p> <p>We provide a well organised and welcoming reception for all who come to the school</p> <p>We promote a positive attitude to difference</p> <p>We address unacceptable performance and behaviour quickly and fairly</p> <p>We celebrate our achievements and have fun at work</p> <p>We recruit people who share these values</p>	<p>As a School</p> <p>We create a caring ethos based upon good working relationships</p> <p>We have internal debate and external unity</p> <p>We treat everyone as valued members of our community and seek a wide range of views</p> <p>We meet challenges through teamwork</p>	<p>As a School</p> <p>We regularly evaluate and seek to improve all aspects of our performance</p> <p>We share good practice</p> <p>We identify staff development needs and provide opportunities to address these</p> <p>We use audit and development planning to achieve quality</p> <p>We provide the best quality by sharing resources</p> <p>We have confidence in our ability to provide an excellent service and take pride in our achievements</p>	<p>As a School</p> <p>We disseminate information promptly and clearly while respecting issues of confidentiality</p> <p>We encourage parents and the wider community to participate actively in the life of the school</p> <p>We act in good faith, admit mistakes when we make them and take appropriate action</p> <p>We make decisions fairly and openly</p>	<p>As a School</p> <p>We recognise and build on the talents of each individual</p> <p>We encourage people from outside our teams to help us come up with new ideas</p> <p>We make the development of creative and innovative practices a high priority</p>

	<p><u>As a member of staff</u> I put the interests of pupils first when making decisions</p> <p>I use appropriate methods and material to meet the needs and level of ability of each pupil</p> <p>I encourage the growth of self esteem</p> <p>I encourage pupils to take responsibility for their own development</p>	<p><u>As a member of staff</u> I am open and courteous when dealing with pupils, parents and colleagues</p> <p>I address problems directly but considerately</p> <p>I take responsibility for my own performance and development</p> <p>I respect all cultural backgrounds</p>	<p><u>As a member of staff</u> I am an ambassador for Hazlehead Academy</p> <p>I challenge attitudes which hinder cooperation</p> <p>I do my best to get to know people and understand what they do within the school</p> <p>I take the opportunity to work as part of teams</p>	<p><u>As a member of staff</u> I set the highest standards in all my classes</p> <p>I am a reflective practitioner and constantly seek to improve my performance</p> <p>I welcome advice and constructive criticism</p> <p>I regularly review and update my skills</p> <p>I avoid waste and make best use of available resources</p>	<p><u>As a member of staff</u> I produce helpful and informative reports</p> <p>I am approachable</p> <p>I am willing to listen to and discuss concerns</p> <p>I put the interests of the school before departmental interests</p> <p>I adhere to school and departmental policies and procedures</p>	<p><u>As a member of staff</u> I am open to change and respond flexibly to new challenges</p> <p>I use the views of pupils, parents and the wider community to inspire my thinking</p>
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	<p><u>As a pupil</u> I attend all my classes</p> <p>I am punctual</p> <p>I make my best efforts in all my subjects</p> <p>I become involved in the life of the school</p> <p>I have a positive attitude towards learning and being a part of the school</p>	<p><u>As a pupil</u> I follow the ground rules, rules for corridors and stairs and rules for electronic equipment</p> <p>I treat all members of the school community with respect</p> <p>I take an interest in other people's viewpoints</p> <p>I take responsibility for my actions</p> <p>I want to know and understand about the differences between members of my local community</p> <p>I make all people feel welcome, no matter their nationality, culture or religion</p>	<p><u>As a pupil</u> I will cooperate and work with others</p> <p>I am willing to engage with and participate in assemblies</p> <p>I am willing to participate in school wide activities including extracurricular activities and links with our outside partners</p> <p>I will encourage others to take part in group activities</p>	<p><u>As a pupil</u> I am always appropriately dressed in school uniform and properly equipped for class</p> <p>I make every effort to meet homework deadlines</p> <p>I always try my hardest and aspire to reach my targets</p> <p>I make every effort to complete tasks to the best of my ability</p> <p>I act on advice which will help me to improve</p> <p>I take responsibility for my own learning</p>	<p><u>As a pupil</u> I am willing to discuss my learning needs and ask for help when needed</p> <p>I am willing to discuss issues on both a one to one and group basis</p> <p>I will openly discuss my concerns with people in whom I have trust</p> <p>I try hard to be a good ambassador for the school</p>	<p><u>As a pupil</u> I respond positively to different views and activities</p> <p>I am willing to take action in response to new ideas</p> <p>I am willing to contribute new ideas to help improve the school</p>
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Targets for Action 08/09

1. Introduction of a more efficient and consistent approach to Behaviour Management

- Raise awareness among key staff , through introductory day, of alternative approaches eg Restorative Practice, The Motivated School, Nurture Bases, etc and decide on the way forward
- Programme of related CPD drawn up for whole staff and specific staff groups.
- Review and update of all related policies, procedures and channels of communication.
- Review and develop the role of Pupil Support Assistants in ensuring good behaviour in class and in the dining areas.
- Review and update policies & procedures for admission to and for the operation of the Support Base. Review and update policies & procedures for admission to and for the operation of the Support Base.
- Consult pupils on and inform pupils of appropriate sections of behaviour policies & procedures.
- Consult parents and inform them of expectations and changes to procedures and encourage their support and commitment.
- Work with S6 students in developing an improved ethos and more positive attitudes to their roles & responsibilities within the school.

2. Assessment is for Learning

- Research ideas and practices from LTS, other secondary schools and ASG primaries.
- Compile and deliver an on-going CPD programme to inform staff of examples of good practice.
- Develop Personal Learning Plans and Planning process for all pupils in S1 and S2.
- All departments to compile action plan for development and implementation of AifL techniques in their courses.
- Review and upgrade assessment, tracking and progress reporting systems
- Develop a Learning Culture in Hazlehead Academy involving all pupils, students and staff.

3. Curriculum for Excellence

- Research examples of good practice from LTS, other schools and from within the school and disseminate across the school.
- Develop a "Curriculum Wall" to help staff identify connections between courses and assist in de-cluttering the curriculum.
- Raise profile of CFE capacities with pupils and parents.
- Develop a programme of on-going CPD which incorporates CFE related activities as appropriate.
- All departments will produce an action plan detailing how they are preparing for CFE
- Research and develop proposals for appropriate curricular structures for S1-3 and for S4-6.
- Research and develop appropriate timetable structure for delivery of new curriculum.
- Research and develop means of acknowledging and recording pupils' wider achievements.

4. Self Evaluation

- Calendar of Self Evaluation activities to be reviewed and updated.
- Board of Studies to develop further their links with Principal Teachers through 1:1 meetings and departmental meetings. Info to feed into regular BoS Meetings.
- PTs to develop programme of regular 1:1 meetings with their staff and feed back to Departmental Meetings.
- Effectiveness of whole-school Audit process to be reviewed and improved.
- Review effectiveness of classroom observation. Develop agreed programme of themes to be addressed.
- Involve pupils in self-evaluation processes
- Involve parents in self evaluation processes
- Review and improve processes for analysing pupil attainment including MidYIS, 5-14, SQA, STACS
- Review and improve target setting and tracking processes.
- Develop further the database holding performance information on attainment, achievement, attendance, exclusions, vandalism, costs, etc.

5. Extension and improvement of learning opportunities for health promotion and sustainable development education.

- Audit and evaluate existing curricular and whole school provision for health promotion
- Develop planned consultation procedures and engage all stakeholders in decision making
- Research and publicise training opportunities for staff
- Maintain and extend ASG links with respect to health
- Encourage uptake of healthy eating in canteen and improved behaviour in canteen
- Improved toilet facilities and security for pupils
- Research local health and social issues to inform delivery of health programmes
- Develop Health and Environment pages on school web site
- Audit existing curricular and extra curricular provision for sustainable development
- Identify areas for inclusion of ECO activities in the curriculum
- Strengthen the pupil and parent participation in ECO activities
- Develop ECO based challenges for inclusion in Activities week
- Evaluate and expand programme of health and ECO related focus events

6. Enterprise

- Develop a whole school policy on Enterprise
- Create an Enterprise staff group to facilitate extension of Enterprise at Hazlehead Academy
- Identify areas in which enterprise is already being delivered as part of courses or stand alone events.
- Audit the experience of Enterprise received by individual pupils.
- Continue to develop existing partnerships with outside agencies and organisations.
- Use Enterprise funding to develop Enterprise across the curriculum.

Self Evaluation

Quality Indicator	Evaluative Comment	LEVEL					
		1	2	3	4	5	6
1.1 Improvements in performance	<ul style="list-style-type: none"> Achievement in S1/2 Reading, Writing and Mathematics at level E and above has shown improvement. Positive trend in attainment at S5/6 with improvement at Higher level. Attainment in S4 in 2009 was below that of previous years. Increased opportunities for learners to develop the four capacities in and out of class. Young people take part in a wide range of sports, clubs, trips and other activities. Significant numbers of pupils are gaining accreditation for wider achievement. For example in Sports Leaders Awards, Duke of Edinburgh, ASDAN and Young Enterprise. 				X		
Next Steps	<ul style="list-style-type: none"> Continue to develop tracking and target-setting system. DHTs to work with PTs on sharing targets with pupils and discussing next steps in learning. Extend mentoring programme where staff work with individual pupils to raise attainment. Introduce opportunities to encourage all Principal Teachers to show and share best practice. 						
Evidence	<ul style="list-style-type: none"> MidYIS predictions, 5 – 14 levels, SQA results, STACS analysis. Work Experience reports, Manor Oak initiative, ASDAN successes. Competition winners eg Go4Set, Crest Awards, Aberdeen City Children's and Young People's Awards. Young Enterprise winners. RGU Entrepreneurship Winners. Duke of Edinburgh Awards, Sports Leaders Awards, ASDAN Awards School Improvement Plans and annotated notes showing progress. One-to-one meetings where progress of priorities on School Improvement Plan and Departmental Action Plans is monitored. 						

2.1 Learners' Experiences	<ul style="list-style-type: none"> The majority of young people are well behaved and motivated to learn. The behaviour of a minority of pupils is impacting on learners' experiences. Pupils are increasingly taking responsibility for their own learning. Pupils learn actively in some departments but there is a lack of consistency in this across the school. Pupils have many opportunities for out of class learning. Pupils are beginning to have a say in how they learn and more chances to discuss their views. 				X		
Next Steps	<ul style="list-style-type: none"> Review whole school behaviour management policy. Work with staff and parents on strategies to engage disaffected learners. Involve pupils in actively discussing and reviewing their learning. Share good practice in active learning approaches. 						
Evidence	<ul style="list-style-type: none"> Parental and Pupil surveys Feedback from Pupil and Parent Councils Classroom observations and follow-up learning conversations. Tracking information on attainment and behaviour Interhouse programme, Pupil awards etc 						

<p>5.1 The curriculum</p>	<ul style="list-style-type: none"> • Broad and balanced curriculum. A wide range of courses are on offer, upto and including Advanced Higher. Clear progression routes at all stages. Pupil choices are largely met. • Curriculum for Excellence planning is at an early stage. Some imaginative interdisciplinary learning is taking place. Good vocational provision. • Curricular adaptations have been made to meet the needs of all learners. The curriculum ensures wider achievement for all learners. • Well supported transitions P7 to S1, S2 into S3, S4 into S5 and S5 into S6. Sound pastoral transition arrangements. Curricular links with feeder primary schools to be refreshed with ASG colleagues. 				<p>X</p>		
<p>Next Steps</p>	<ul style="list-style-type: none"> • Primary/Secondary Literacy and Numeracy ASG Plan. • Consultation with all stakeholders on a 32 Period week. • More opportunity to be taken to work collaboratively with ASG schools on curriculum development and delivery. • Consultation with staff on interdisciplinary learning and the delivery of literacy and numeracy. • All departments to work on developing an S1 Common Course which meets the CfE outcomes and experiences. • The CfE working group to consider the S2/3 pupil experience and advise on subject choice structure. • All departments encouraged to experiment and to share experiences with each other. • Further initiatives to be developed to extend curricular opportunity through partnership working eg with business partners and community, learning and development(CLD) 						
<p>Evidence</p>	<ul style="list-style-type: none"> • Curriculum “Big Picture” and rationale for S1 Common Course • 32 Period Week Curricular Rationale • Well planned programmes and courses in departments. • Transition arrangements including subject choice booklets and arrangements s3 and S5/6. • Curricular links with ASG schools. • Partnership with Aberdeen College, Aberdeen University and other schools. • ASDAN courses and work based links with AMEC and Manor Oak. • Principal Teachers’ discussion groups. • PTs’ one to one meetings with Deputes. 						

5.3 Meeting learning needs	<ul style="list-style-type: none"> • Most class teachers provide appropriate learning experiences to meet the needs of all learners. Staff are aware of individual additional support needs and are applying strategies .Broad banding is helping staff to provide suitably challenging work. • Close links with partner agencies and parents allows for early identification of learning needs and appropriate action is then taken e.g curricular modification. • SfL staff in the SEN Base and the MICAS Base provide a high quality service to pupils allocated to and supported by these bases. IEPs and CSPs are well developed. Parents are very much involved. 					X	
Next Steps	<ul style="list-style-type: none"> • More pro-active tracking of LAAC and EAL pupils • Increase monitoring and mentoring of high tariff pupils including MCMC. • Share good practice in AifL techniques e.g questioning effectively to differentiate. • Review courses in line with experiences and outcomes(new S1 Common Course) • Continue to develop differentiated approaches to meet individual pupil needs. 						
Evidence	<ul style="list-style-type: none"> • Through AifL initiatives the school has increased its response to the needs of individual pupils. Staff generally are now more skilled in this area • Classroom observation shows use of differentiated tasks and approaches. • Good deployment of SFL staff (in class and on consultancy basis) • Minutes of meetings with Educational Psychologist and SfL team. • IEPs and CSPs are produced and shared with staff. • Positive correspondence with parents. • Positive feedback form parental visits to Bases. • DHTs and PTGs arrange class meetings where strategies are shared between class teachers. 						

<p>5.9 Improvement through self evaluation</p>	<ul style="list-style-type: none"> • Awareness of self evaluation techniques is relatively high but application across the school is variable. Reflection and discussion is encouraged through one to one meetings but there is a need for a more systematic and rigorous approach involving all staff. More focused class observations and learning conversations are required to secure continuous improvement. Staff, parents, learners and partners views to be more successfully captured. • There is a need for a more structured and consistent approach to audit based on HGIOS3 where strengths and areas for improvement are clearly identified. • The information from self-evaluation activities e.g tracking, is being used to set targets for young people and support them in identifying next steps in learning. 				<p style="text-align: center;">X</p>		
<p>Next Steps</p>	<ul style="list-style-type: none"> • Revision of whole school and departmental self-evaluation procedures and calendar. Share good practice across staff in approaches to self-evaluation. • Devise systems to ensure a consistent approach to one-to one meetings, classroom observations and follow-up activity, such as learning conversations. • Involve pupils in decision-making at whole school level. Subject departments and teachers to gather pupil views on their learning experience. and in evaluating the learning experience. • Seek and use the views of parents, learners, staff and partner agencies to evaluate the work of the school. 						
<p>Evidence</p>	<ul style="list-style-type: none"> • The school produces an annual calendar of self evaluation activity • DHTs and PTs meet on a one-to-one basis as do PTs with the staff they line manage. • Classroom observations and subsequent leaning conversations. • Audit reports. • Staff Review. • Parental and Pupil surveys. • Staff work together to secure improvement through a range of working groups. • Whole school and departmental action plans, staff work together on identifying priorities for improvement and implementing these. 						

Targets for Action 09/10

1) Improvements in Performance

- Implement tracking and target-setting system. DHTs to work with PTs on sharing targets with pupils and discussing next steps in learning.
- Extend mentoring programme where staff work with individual pupils to raise attainment.

2) Learners Experiences

- Implement new whole school behaviour management policy. Work with staff and parents on strategies to engage disaffected learners.
- Involve pupils in actively discussing and reviewing their learning.
- Share good practice in active learning approaches.

3) The Curriculum

- Primary 6 to Secondary 1 Associated Schools Group(ASG) Plan. This will detail a programme of study for literacy and numeracy for implementation in August 2010.
- Consultation with all stakeholders on a 32 Period week, the target being implementation in August 2010.
- Work collaboratively with ASG schools on curriculum development and delivery.
- Plan with staff the delivery of interdisciplinary learning through the curriculum, themed weeks and events.
- Implementation of an S1 Common Course which meets the CfE outcomes and experiences.
- The CfE working group to consider the S2/3 pupil experience and advise on subject choice structure. Board of Studies to then finalise curriculum design for the S2/3 stage.
- Consider the Scottish Government's response to consultation on the new National Qualifications Framework and begin long-term planning for the S4-S6 senior stage.
- Plan for the assessment of literacy and numeracy based on national guidance.
- Begin curriculum planning based on "Building the Curriculum 4."
- Extend curricular options through partnership working eg with Business Partners, Aberdeen College and Community, Learning and Development(CLD)

4) Meeting Learning Needs

- More pro-active tracking of LAAC and EAL pupils
- Increase monitoring and mentoring of high tariff pupils including MCMC.
- Share good practice in AifL techniques e.g questioning effectively to differentiate.
- Bring courses in line with experiences and outcomes(new S1 Common Course)
- Continue to implement differentiated approaches to meet individual pupil needs.

5) Improvement through self-evaluation

- Implement new whole school and departmental self-evaluation procedures and calendar. Share good practice across staff in approaches to self-evaluation.
- Devise systems to ensure a consistent approach to one-to one meetings, classroom observations and follow-up activity, such as learning conversations.
- Involve pupils in decision-making at whole school level. Subject departments and teachers to gather pupil views on their learning experience and in evaluating the learning experience.
- Seek and use the views of parents, learners, staff and partner agencies to evaluate the work of the school.

Wider Achievements

Introduction

It is being increasingly recognised that a young person's ability to play a positive and valuable role in society depends as much on their personal skills and qualities as on their academic achievement. As such, schools play a crucial role in their nurture and encouragement. This is recognised in the Four Capacities of the Curriculum for Excellence. Making these become a reality for young people depends as much on work outside the classroom as within it.

The importance of personal skills and qualities is also recognised by employers in the promotion of the concept of 'soft skills'. Research by the Edinburgh Chamber of Commerce identified the five skills needed by those who fall into the NEET group as:

- team skills
- communication skills
- self management skills
- personal skills
- problem solving skills

These can, and are, promoted through work in the classroom but learning these skills can take place outside the classroom through extra curricular activities.

At Hazlehead, there is another reason to strongly promote extra curricular work. The diverse and socially polarised communities which make up our intake. Positive opportunities have to be provided to encourage participation. Extra curricular work also allows children to identify more strongly with Hazlehead as their school.

Extra Curricular Opportunities

Hazlehead provides a wide range of opportunities for children to engage in extra curricular work. These range through sport, music, drama, social opportunities, curriculum related, outdoor and others. There is also a strong

Interhouse programme which, as part of the House structure within the Academy, provides an identifiable focus to give pupils a sense of belonging in the school context.

Sporting activities are particularly strong but it is important to appreciate that many staff from outwith the PE department are involved in leading these.

Certification of Achievement

A number of activities which take place at Hazlehead can lead to nationally recognised certification. The following are currently certificated.

- ASDAN – offered as a curricular course in S3/4
- Duke of Edinburgh's Award
- Sports Leadership
- Young Enterprise
- MV Awards
- Young Enterprise

It is important that certification is not seen as a measure of the importance of an activity. For many pupils, the encouragement to participate comes from the affirmation they may experience from teachers, parents or fellow pupils. All pupils have the opportunity to record their participation in their Record of Achievement.

Participation Rates

An analysis has been carried out on the participation rates of pupils. The main conclusions which could be drawn are as follows:

A high proportion of pupils (86%) take part in some form of extra curricular activity.

Pupils who participate to a high level, either 'quite often' or 'a lot of the time' amounts to 40% of all pupils.

Sporting provision in the school is good with a high uptake - 72% of pupils take part in sporting activities, 62% of these 'quite often' or 'a lot of the time'.

When asked about activities which pupils would like to see provided, a number mentioned activities already on offer.

Our Wider Achievement Programme:

- Athletics/cross country running, Art Club, Badminton Club, Band Club, Basketball, Channel Five, Charities Committee, Chinese Club, Choir, Dance, Duke of Edinburgh's Award, Extreme Dodgeball, Folk Band, Football, Golf, Hillwalking, Hockey, Homework Club, Monday Club, Mountain Bike Club, Orchestra, Reading Club, Recycling and Eco School, Rockwall, Rowing, Rugby, Scripture Union, Science Club, Senior Act, Ski-ing, Soccer One, Stem Club, Swimming, Table Tennis, Tennis, Trampoline, Volleyball, World Challenge, Young Enterprise, Sponsor Day, Abernethy Experience, Norwegian Exchange, Activity's Week, Charity events, Sports Leaders, Senior Student Conference, Pupil Councils, Link Scheme – Manor Oak Link Scheme – Amec
- Programme of activities to encourage Sustainable Environment – working towards third Green Flag Award.
- Establishment of Confucius Classroom as Hub for Aberdeen, Aberdeenshire, Moray and Angus encouraging the development of appreciation of Chinese culture and the promotion of Mandarin.
- Implementation of GLOW as Aberdeen's pilot secondary school.
- Developing range of industrial partners including AMEC, Dobbies Garden Centre, Hilton Treetops Hotel and Manor Oak (Honda).
- Aberdeen City's Children's and Young People's Services Awards for:
Business Links – Work Experience Link with Manor Oak
Under 13 Football Team – Winners of Scottish Cup
- Acknowledgement by LTS for CFE development work in Art, Science and Physical Education.
- On-going international work experience exchange programme with Norway.
- Extensive range of successful extra curricular activities including
Duke of Edinburgh Awards
Channel 5 Theatre Group
Charities Committee
Activities Week
Inter House Competition
Many sports with particular successes in Football, Athletics, Trampolining, Golf.
- Progressing towards Gold Award in Healthy Working Lives Scheme, formerly Scotland's Health At Work (SHAW).