

Context of the school:

Clydeview Academy serves the towns of Gourock and Greenock and benefits from a commanding position overlooking the River Clyde from Bayhill. The state of the art building features modern teaching areas with the latest technology and wireless connectivity. The school has 11 ICT suites and 8 Science labs with extensive outdoor social areas complemented by a full size grass rugby pitch and a floodlit all-weather astrograss pitch.

Clydeview Academy is associated with Ardgowan PS, Gourock PS and Moorfoot PS which incorporates Garvel School for the deaf. We provide for pupils of all levels of attainment and also cater for pupils with various degrees of hearing impairment, who are taught in mainstream classes supported by specialist teachers of the deaf.

The roll in September 2017 was 884 and now stands at 886. The teaching complement for this session is 68.5 teachers, including teachers to cater for the needs of pupils requiring additional support with their learning. There are 10 further support staff in post.

Our aim for all members of our community is that we will work and learn together while upholding our values of RESPECT, FRIENDSHIP, SUCCESS and EQUALITY.

Our aim for our students is that they will be:

- Successful in all areas of achievement and attainment
- Confident in their communications
- Responsible citizens of our community
- Able to make an effective contribution to our school and society

We believe in a “Culture of Praise” for our students and celebrate their positive achievements through a process of issuing Merits. On occasions Alerts are issued when behaviour and application require improvement. This information is communicated to students and their parents/carers on 4 occasions throughout the year.

In May 2015 HMI gave the following evaluations for Clydeview Academy.

- Improvements in Performance - Very Good
- Learners’ Experiences - Very Good
- Meeting Learning Needs - Very Good
- The Curriculum - Good
- Improvements through Self-Evaluation - Good

Our attainment:

Many areas of attainment are outstanding.

In all indicators relating to school leavers attainment in Literacy and Numeracy and attainment in the context of deprivation as measured by school leavers average total tariff score, Clydeview Academy students outperform their virtual comparator.

The % of S4 students achieving 5 or more National 5 awards increased from 52% to 62%

The % of S5 students achieving 3 more more Higher awards increased from 46% to 51%.

The % of S5 students achieving 5 or more Higher awards increased from 20% to 26%.

The % of S6 students achieving 1 or more Higher awards by the end of S6 is 81%.

The % of S6 students achieving 3 or more Higher awards by the end of S6 is 60%.

The % of S6 students achieving 5 or more Higher awards by the end of S6 is 44%.

The % of S6 students achieving 1 or more Advanced Higher awards by the end of S6 is 26%.

[Achievement of a Level data](#)

(select Inverclyde Authority and school from menus at the top of the page)

[Secondary SQA data](#)

(select school from the list at the bottom of the page)

Review of progress for session 2017-18

School priority 1: Improvements in attainment, particularly in literacy and numeracy

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOS?4 QIs

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

Strategies, progress and impact:

Departments have embarked on a whole school sharing of good practice. This takes place throughout the year at PT focus meetings and was a focus for all staff during INSET 5 in May 2018.

SMT learning visits focused on the most able students. A sample of 36 students from all year groups took part in discussion groups and were observed in class. Parents/Carers completed a questionnaire.

Evidence was shared with staff which included strengths and areas for reflection.

Next Steps:

Continue to identify and share good practice. This will be a regular event at INSET 5 in May 2019

For the most able students staff are asked to:

- Direct Learning Intentions and Success Criteria to be more specifically targeted to the most able students.
- Devote more departmental time to discussions focused on the most able students.
- Provide homework which is more challenging, contains more feedback and has an agreed teacher's return date.
- Plan more individualised lessons for the most able students.
- Praise the success of most able students more opening and regularly.
- Do more departmental evaluations of the most able students.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

NIF Driver

School leadership

Assessment of children's progress

HGIOS?4 QIs

2.3 Learning, teaching and assessment

2.4 Personalised support

3.2 Raising attainment and achievement

Strategies, progress and impact:

We are fully implementing Inverclyde Council Managing Attendance Policy. We have a consistent and robust tracking and monitoring system for the BGE. This has been developed as one of our improvement priorities for the last 3 years and ensures that we record and report to students and parents/carers on progress at each level. This in turn supports focused learner conversations with staff. Staff regularly use more data including INSIGHT, SIMD levels and PEF data to support effective targeted improvements in attainment and achievement.

S Parsons undertook whole staff training in September on Attainment Challenge.

Next Steps:

- To use tracking and monitoring data to ensure that moderation is accurate and consistent.
- To continue to use PEF funding and resources to close the attainment gap.

School priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

School leadership

Teacher professionalism

HGIOS?4 QIs

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact:

Lawrence Reilly (EP) has conducted training and additional support with Humanities faculty including small scale research.

A wide variety of extra curricular clubs and support are available for students including working with CLD.

All staff have a deeper understanding and awareness of a nurturing whole school approach underpinned by 6 Nurture Principles.

Key staff underwent intensive training with KCA. All staff undertook training with KCA on emotional training.

Next Steps:

- Continue with our focus on Nurture.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Priority

Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver

School leadership

School Improvement

HGIOS?4 QIs

2.6 Transitions

2.7 Partnerships

3.3 Increasing creativity and employability

Strategies, progress and impact:

Continued to develop strong links with colleges to ensure students have the opportunity to undertake appropriate courses.

All staff provided with further information on my WOW by SDS.

Students trained as my WOW ambassadors able to offer support at parents' meetings and through PSE programme.

A large number of S4 – S6 students involved in work experience opportunities throughout the year.

Next Steps:

- Continue to work with partners to ensure curricular links to employability skills are highlighted.
- Offer support to all Senior students with work experience opportunities.

National priority: How we are ensuring Excellence and Equity?

Additional funding via PEF is focused on closing the attainment gap via a number of strands.

1. 1.0 FTE Temporary DHT post which has identified and targeted support for young people in SIMD 1-3. This has included additional reading and numeracy support, tracking and monitoring of progress throughout the school, monitoring of attendance and exclusion data.
2. 0.2 FTE temporary Art post to develop the use of digital books to support students with the written element of National 5 and Higher courses. The S1/2 BGE course in Art has developed differential materials to support lower ability students with various Art topics and coursework. Additional 1 to 1 support has also been provided to support students with National 4 and 5 coursework.
3. To provide supported study particular in Maths which has taken place after school and on Saturday mornings.
4. CLD have been working with groups of boys and girls from S1 – S3 to increase confidence, self-esteem and sociability through wider achievement including The Dynamic Youth Award.
5. Through the Attainment Challenge a 1.0 FTE temporary teacher of English has been appointed who has supported students, mostly on a 1 to 1 basis, to catch up on course work missed or falling behind, prepare students for solo talks, support the completion of folio work and to read and scribe for individual students with AAA.,
6. A small number of ipads (10) have been purchased to support student learning and further enhance ICT skills.

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

We consider that we have a very good capacity to improve.

We will have a particular focus on:

1. Learning and Teaching and the use of feedback to students.
2. Assessment and Moderation in particular on Literacy and Numeracy.
3. Self-Evaluation via the regular use of 'You said, we did'.

NIF quality indicators

| Quality Indicator | School Self Evaluation | Key priorities for session 2018/19 |
|--|------------------------|---|
| 1.3 Leadership of change | Very Good | All Principal Teachers will lead self-evaluation focus on 'You said, we did'. |
| 2.3 Learning, teaching and assessment | Very Good | Feedback. |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Increased focus on Health and Well being in Physical Education. |
| 3.2 Raising attainment and achievement | Excellent | Increased focus on Assessment and Moderation of Literacy and Numeracy. |

Key Achievements of the school

1. Over 200 young people received prizes at our Annual Prizegiving.
2. We have a wide range of Extra Curricular Clubs – Rugby, Basketball, Football, Music, Art, Science, RE, Art, Code, Badminton, Table Tennis, Athletics, Dance, Netball.
3. Jazz, Christmas and Spring Concerts are well attended and involve staff and students performing individually and in groups.
4. S2 students completed two large scale murals for Inverclyde Centre of Independent living which depicted a landscape scene incorporating images from Gourock and Greenock.
5. S3 Art classes worked with Clyde Muirshiel Regional Park to produce posters which were displayed at Greenock Cut Building.
6. Annual sponsored walk raised over £10,000 to support school activities and some local charities.
7. A large number of students participate and achieve Bronze, Silver and Gold Awards in the Duke of Edinburgh Awards Scheme.
8. Out of school activities – Loch Lomond National Park, Paris school exchange, Auschwitz and London

9. Karen McLeod Rotary Club Young Musicians' competition winner.
10. 13 S2 and S4 students performed on stage at the Beacon Theatre as part of the Galoshans dance festival.
11. A number of medal winners at Inverclyde Cross Country and Team Silver boys at Scottish Schools Cross Country.
12. Hosted McMillan coffee morning raising over £400.
13. Comic Relief raised £747.63.
14. Cameron Watson represented Scotland Schools at International Cross Country in Wales.
15. Amy Muir represented Scottish Schools girls' football at a number of International events.
16. A number of swimmers won medals at Renfrewshire and Scottish Schools.
17. Photography students hosted an exhibition of their work at the Beacon Art Centre.
18. Ben Kertowicz won 1st prizes at Tesco Bank Art Competition.
19. Winners of numerous athletics medals at Inverclyde Schools and Scottish Schools.
20. School Show The Sound of Music took place over 3 nights and was performed in front of a full house each night.
21. Foodbank collections as part of GSCT.
22. S2 students working with students from St Columba's on a campaign to tackle sectarianism. This led to receiving an award at Holyrood with staff being awarded 'Champions for Change' for bringing people together.