

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 2018 was 881 and now stands at 884. The teaching complement for this session is 65.7 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 is 58%.

The % of S5 students achieving 3 more or more Higher awards is 60%.

The % of S5 students achieving 5 or more Higher awards is 25%.

The % of S6 students achieving 1 or more Higher awards by the end of S6 is 79%.

The % of S6 students achieving 3 or more Higher awards by the end of S6 is 59%.

The % of S6 students achieving 5 or more Higher awards by the end of S6 is 49%.

The % of S6 students achieving 1 or more Advanced Higher awards by the end of S6 is 31%.

[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 2018-19

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:

In service time continues to be used to share good practice. All departments in the school are involved along with NQT's and other staff engaging in small scale research activities. Regular discussion take place at PT focus, Guidance, SMT and departmental meetings.

SMT learning visits focused on young people experiencing meaningful feedback to enhance learning and improve achievement. Over 30 visits to classes allowed staff to engage in professional discussion. Focus groups with students from all year groups took place.

Evidence was shared with staff with a focus on best practice including:

- Regular use of exit passes, show me boards and feedback forms.
- Staff asking students about enjoyment of lesson and learning experiences
- High quality questioning
- Peer feedback
- Written feedback on work
- Very good pupil/staff relationships.

Next Steps:

- Ensure students have time to consider and respond to marking/feedback comments.
- In some areas provide more feedback on jotters and homework.
- Ensure student feedback to staff is a regular feature in lessons
- Ensure that we use feedback from pupils when planning subsequent lessons.
- Spend more time in departmental discussion on feedback.

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:

A number of staff in the English department and pupil support have been trained in the 'Fresh Start' programme to improve Literacy for a number of identified students. This programme will be fully operational for session 2019/2020.

Across the school in S4, S5 and S6 Insight scores measured against our Virtual Comparator using complimentary tariff scores are almost all positive.

Literacy scores remain strong for all years with numeracy scores dropping slightly below virtual comparator.

For all measures of attainment versus deprivation Clydeview Academy for S4 and S5 students are above the virtual comparator.

This year there has been ongoing support from Inverclyde Council Education Attainment Challenge in the form of coaching and modelling offices for Literacy and Numeracy.

Next Steps:

- Monitor and evaluate the impact of Fresh Start
- PEF funding post in Maths. Monitor impact on numeracy.
- Possible PEF funded PT posts for Numeracy and Literacy.

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:

Students have been involved in regular consultation about their learning experiences throughout the school. The focus on 'You said, we did' boards in every department has led to a more pupil centred approach to evaluate learning. This in turn supports the confidence of our young people.

In S1 & S2 students are now receiving 3 periods of PE per week instead of 2 periods in previous years. The additional period of PE has been allocated towards a focus on different aspects of Health and Well-being. Pupil voice is a regular feature along with the key themes of Health and Fitness, Personalisation and choice, Competition, challenge and how to improve fitness after Clydeview Academy.

This has led to more young people engaging in S1 – S3 fitness club, an increased number of girls attending dance after school, and overall more young people involved in physical activities clubs.

Next Steps:

- There will be a continued focus on Nurture next year with one of the school priorities being to develop a 'House System'.

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:

This year we had an increased number of S4, S5 & S6 students attending College course.

We had a large number of S4-S6 students involved in work experience opportunities throughout the year.

All students receive SDS input at various time throughout the year including assemblies, PSE and 1 to 1 interviews.

'Future Pathways' careers event organised for all students and their parent/carers. Over 50 local and national employers along with colleges and universities were represented. This event was well attended by students from Clydeview Academy and other schools.

Next Steps:

- Train further students as My WOW ambassadors.

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. Students achieved some of the best academic results ever.
2. Over 200 young people attended the annual prizegiving.
3. A large number of students won medals in sporting events both locally and national. These include athletics, football, swimming, cross country, dance, heptathlon, and sports hall athletics.
4. Music was a strong feature of the school. Students won recognition for their talents through national examinations and competitions. They also hosted a number of concerts and shows.
5. Photography students won awards in competitions including Gourock Rotary Awards.
6. Annual sponsored walk raised over £10,000 to support school activities and some charities.
7. Foodbank collection organised by the student council contributed to the GSCT collection.
8. The S6 charities committee raised over £3000 for good causes.
9. A large number of students achieve Bronze, Silver and Gold awards through the Duke of Edinburgh Awards Scheme.
10. Students participated in a large number of our school events and trips including Barcelona, London, Geneva and Paris.