



# **Clydeview Academy**

## **Standards and Quality 2021 -2022**

## Context of the school:

### Our 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 2021 was 934. The teaching complement for this session is 69 teachers, including teachers to cater for the needs of pupils requiring additional support with their learning. This figure also included additional staffing to support our recovery from lockdowns due to the pandemic. We utilised recovery staff to target support in literacy, numeracy, health & wellbeing and digital literacy. There are 10 further support staff in post.

Our vision is to Inspire Learning, Create Opportunity and Thrive Together.

Our aim for all members of our community is that we will work and learn together while upholding our values of Ambition, Respect, Determination, Creativity, Integrity and Commitment.

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.

The values which underpin this vision and which shape our approaches, relationships, policies and behaviour are:



**Ambition: Striving to be the best that we can be**

- All learners are motivated by the desire to achieve, and experience **success in all endeavours**.
- Staff are dedicated to professional development and providing **opportunities** for all learners by delivering a creative and innovative curriculum, which ensures breadth of experience and appropriate challenge.
- Our school community supports the **aspirations** of all learners and cultivates a climate of limitless possibility.

**Respect: Respecting ourselves, others and our environment**

- All learners show an awareness of others and conduct themselves in a manner which demonstrates **consideration** for people, the school building, its facilities and the wider environment.
- Staff are committed to promoting **positive relationships**, achieved through unconditional positive regard.
- Our school community encourages **open mindedness**, respecting difference and individuality, creating an environment where every opinion is heard.

**Determination: Embracing every challenge with enthusiasm and resolve**

- All learners have high expectations of themselves and have the **focus, courage and conviction to persevere** and recognise the value of hard work.
- Staff are **tirelessly dedicated** to empowering learners and unlocking their true potential.
- Our school community values responsibility and seeks to develop the **skills of resilience** encouraging us all to never give up.

**Creativity: Inspiring curiosity for lifelong learning**

- All learners are inquisitive, using **flexibility of thought** to independently problem solve and apply knowledge, skills and *big ideas* beyond the classroom.
- Staff continually explore new ways of presenting ideas and concepts which **capture the imagination** of our learners whilst nurturing their talents.
- Our school community is strengthened by **collaboration and innovation** and celebrates the successes that stem from 'thinking outside the box'.

**Integrity: Having the confidence to do what is right**

- All learners develop a **strong sense of self**. They are honest, take responsibility for, and reflect upon their actions.
- Staff display the qualities of **trust, truth and transparency**.
- Our school community supports the best interests of every individual; every action adheres to the **ethical and moral principles** fostered within our emotionally safe environment.

**Commitment: Upholding our values prepares us for success in an ever-changing world**

- All learners readily **contribute their service** to the school by using their skills and experiences and are spurred on by the collective aim of changing their community and the world for the better.
- Staff are **steadfast** in their pursuit to engage all learners in the curriculum and enriching extra-curricular experiences.
- Our school community contributes to our caring ethos and seeks to **make a difference** to the lives of everyone, preparing all young people for the future.

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

Improvements in attainment, particularly in literacy and numeracy  
Improvement in children and young people's health and wellbeing

**NIF Driver**

Assessment of children's progress  
Teacher professionalism  
Performance information

**HGIOS?4 QIs**

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment  
2.4 Personalised support  
2.6 Transitions

**Other Drivers**

**HGIOURS**  
**UNCRC**

*Article 28: (Right to education):*

**Outcome:**

- All young people to have a curriculum that meets their needs and offers pace and challenge in every lesson
- All learners to improve attainment across all curricular areas and in particular Literacy and Numeracy
- For young people to be able to experience a wider curriculum, ensuring skill development
- Young people are able to engage with learning targets and identify next steps in improvement

**Progress and impact of outcomes for learners:**

- All teaching staff engaged in high quality self-evaluation set against excellent practice as identified by Education Scotland. Each department created a robust analysis set against the standard strengthening and enhancing their capacity for continuous improvement.
- All teaching staff experienced an observed lesson focusing on the quality of learning & teaching benchmarked against excellent practice as identified by Education Scotland. Professional meetings and evaluations of individual and departmental teaching and learning approaches have brought about robust areas for improvement.
- Almost all young people in S1-S3 completed a questionnaire relating to their experience covering all curricular areas and departments across the school. Pupil voice reports created for each department based on the analysis of results have identified areas for improvements and have enriched our culture of pupil participation and learner voice. Pupil voice reports indicate that most young people feel staff build their confidence, encourage and support their learning and experience challenge and enjoyment. There is, however, too much variation in approaches to homework, personalisation and choice along with learner conversations.
- Most S1-S3 learners experience challenge and feel that the work they do in class is hard enough with 82% agreeing or strongly agreeing. Classroom observation also indicate that pace and challenge is evident across all departments however in some cases, this could be improved.
- The development of the curriculum is a continuous process in widening our provision to better meet the needs of our young people and offer bespoke pathways. The uptake, engagement and predicted attainment of newly introduced courses such as Politics, Street League, Barista and Higher Dance evidences success along with feedback from learners.
- The collaborative approach to the development of our revised learning & teaching policy has engaged key stakeholders building a stronger commitment to its aims and objectives. The agreement of what constitutes an 'effective lesson' based on the standards and expectations expected from Education Scotland will bring a consistent and high quality learning experience for all young people.
- The continued use of moderation templates across S1-S3 is effective in ensuring a collegiate approach is used to plan learning, teaching and assessment. Staff are further increasing their understanding and consistent application of standards in levels of achievement with learners benefiting from more accurate and robust learner conversation and interventions. In addition, staff work collegiately to link the school values, our skills framework and rights of the child to their curriculums thereby enhancing learners understanding of these areas and in particular the skills they are developing.

- All young people benefit from a greater focus on skill development across all curricular areas. The creation of a skills framework engaged pupils, parents, partners and staff in creating the skills for life, learning & work framework which will continue to become embedded in our curriculum and wider achievement opportunities.
- Sharing good practice events, in-house led professional development and training programmes have driven improvement and change in the effective use of digital technology to enrich learners' experiences. Data gathered from a pupil survey indicate that most young people benefit from the use of digital technology across the curriculum however the experience can be variable across departments.
- Targeted interventions in literacy and numeracy for learners in S3 have resulted in an improvement in the number of young people achieving level 3 across all skill areas. Data collated in November compared to a snapshot taken in May show that there was a 9.6% improvement in those attaining level 3 in Reading, 4.5% increase in writing, 7.3% in listening & talking and 21.9% increase in those attaining level 3 in Numeracy.
- The introduction of progress and achievement to track and monitor the progress of learners in S1-S3 across all curricular areas has been led by a short life working group. The group have redefined definitions used to report on a learner's progress which has benefited both parents and pupils. The data collated from Progress and Achievement is shared with departments enabling them to analyse and devise interventions for those missing their milestones and for those with protected characteristics.

**Next Steps:**

- The implementation of our Learning and Teaching Policy linked to areas for improvement as identified through the BGE learning review.
- Continue to collegiately plan learning, teaching and assessment using the moderation templates explicitly referencing the UNCRC rights of the child, school values and skills framework.
- Address areas of improvement as identified from the BGE Learning Review.
- Work towards achieving the digital schools award
- Complete assessment frameworks for S2 & S3

**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 and young people

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Parental engagement

Teacher professionalism

Performance information

HGIOS?4 QIs

3.2 Raising attainment and achievement

2.3 Learning, teaching and assessment

2.4 Personalised support

2.6 Transitions

**Other Drivers****UNCRC**

Article 31 (Leisure, play and culture):

Article 28: (Right to education):

**Outcome:**

- Targeted groups to demonstrate improvements in HWB through tracking.
- Improved attainment in numeracy for 12 S1 learners, 22 S2 learners and 15 S3 learners by at least 2 stages within a level by June 2022 through interventions, effective tracking and monitoring and excellence in teaching and learning. This in turn will support them in accessing the wider curriculum.
- To improve attainment in literacy of 12 S1 learners, 15 S2 learners and 15 S3 learners by at least 2 stages within a level by June 2022 through interventions, effective tracking and monitoring and excellence in teaching and learning. This in turn will support them in accessing the wider curriculum.
- To improve parental engagement of the parents/carers of the most disadvantaged young people.
- To increase the quality of home learning achieved by a cohort of learners through more online curricular workshops for parents and carers to support them in helping their child.
- To support more parents and carers with helping their child with home learning through literacy and numeracy resources.

**Progress and impact of outcomes for learners:**

- Targeted interventions in literacy and numeracy led by our PT Numeracy (£5,130 PEF Resource) and DHT PEF (£8,320 PEF Resource) has closed the poverty related attainment gap from last session at level 3 across 3 skill areas with the gap closing in reading from 5% to 1.5%, in listening & talking from 3% to 0.8% and in numeracy from 9% to 8.4%. However, the gap in writing has increased from last year by 1.9% which shows progress must continue to improve in our writing interventions.
- Across the cohort of 11 identified pupils in the Ambitioneers BGE Mentoring programme (£500 PEF resources), the average score across all four Glasgow Motivation and Wellbeing Profile (GMWP) categories improved between the two key tracking periods (December and May). The majority of young people involved within the Ambitioneer BGE Mentoring Programme (73%) experienced an overall improvement in their GMWP score, with almost all (91%) experiencing an improvement in at least one of the following categories – Affiliation, Agency, Autonomy, Healthy and Safe. 73% of young people involved showed improvement in all four score categories. Ambitioneers:BGE Mentoring – Sway Presentation
- The average number of young people in S1-3 attending Wellbeing Wednesday (£500 PEF Resources) increased by 50% from launch in October 2021 to Easter 2022. There was a positive upward trends for attendance of young people with SIMD 1-2 backgrounds and males (to improve gender balance).
- From October to June, 9 pupils from SIMD 1-2 attended Wellbeing Wednesday. In this timeframe, most (78%) of this cohort did not receive any homework related alerts from their class teachers, and most (89%) of pupils attending from SIMD 1-2 were able to achieve at least one merit for good quality homework.
- Almost all (91%) learners attending the confidence away days (£3,000 PEF funded) enjoyed the sessions at the outdoor centre with most learners (89%) stating that they felt more able to keep going when in challenging situations. This saw an increase in 16% in attitudes before the event. Most learners (82%), an increase of 19% were able to stay calm in stressful situations and most learners (79%) felt that they were able to problem solve when under pressure. The majority of learners (71%) felt that they had increased their ability to lead by example and manage others. Most learners (89%) felt that they were able to take pride in their own successes. All learners reported a 100% increase in their confidence in at least 1 element.

- A group of targeted parents engaged with our parent empowerment programme and as a result have improved relationships and communication with the school which has led to more timely interventions to support their son/daughter. Feedback from parents state that they feel they have a greater awareness of their child's needs and that relationships have improved as a result of their involvement. In addition, parents now feel that their participation has led to them improving their ability to consider the impact of their attitude and behaviour on their children's values and aspirations.
- The delivery of remote parental support workshops empowered parents with strategies to support their child's learning in literacy, numeracy and health and wellbeing. A survey conducted highlights that the majority of parents/carers (74%) felt that the workshops supported them in helping their child with home learning. Most parents (80%) felt that they were more confident in supporting their child with literacy and numeracy with 90% feeling confident that their child was well supported with their Health and Wellbeing at school. The attendance at these workshops increased by 20% over the session.
- The development of a highly effective tracking and monitoring system has allowed learners to be carefully tracked in literacy, numeracy and health and wellbeing. Staff have used the system to employ strategies for support. The tracking system has been embedded into the Confidential register. Diagnostic tracking carried out at key reporting periods have helped inform future interventions.
- Regular caseload review meetings of learners from SIMD 1&2 and those learners requiring interventions in literacy and numeracy allow for focused monitoring of attainment, leading to further targeted support.
- Recruitment of PT Numeracy (£5,310) to further drive improvement in numeracy interventions delivering high quality whole staff CLPL in the use of common methodology through a carousel event. Staff are now more confident in assessing at the correct standard of numeracy within their own curricular area.
- The PT Numeracy has established a strong relationship with Inverclyde's Coaching and Modelling Officer, demonstrating a congruent drive for improvement in the confidences of young people's learning in numeracy. For S1, the creative use of recovery staff has allowed for a numeracy nurture class to be established. Positive relationships have been built and sustained. Learners exhibit a growing trend in positive mindset. This has aided the improvement in attainment where: Most pupils have progressed one or more stages within a level in numeracy in S1 with most pupils having achieved level 2 numeracy (83.8%). This trend is positive and has improved at an increased rate through tracking periods.
- All pupils receiving numeracy interventions have made meaningful progress through carefully planned bespoke numeracy programmes. All staff responsible for delivering numeracy are involved in enhanced tracking and monitoring of learners impacted by poverty, using the data gleaned diagnostically to further inform best practice. Most S2 pupils (57.1%) have progressed through 2 stages within a level from first level and have achieved 2nd level numeracy and continue to benefit from enhanced support within the classroom. The addition of recovery staffing to scaffold learning continues to support learners who need it most. All S2 pupils from focussed interventions have progressed beyond 1st level with an increase of 21% from the beginning of the year in learners on the cusp of achieving 2nd level.
- The majority of S3 young people living in SIMD 1-2 have now achieved level 3 numeracy (88%), with 25% further achieving at 4<sup>th</sup> level. 10 out of 11 pupils receiving numeracy interventions as part of the Mathletes dynamic numeracy programme with C. Docherty (Numeracy CMO) have now achieved 3<sup>rd</sup> Level numeracy. Maths staff have supported the mathletes in working with cluster primaries to build their confidence in numeracy. In numeracy, the gap continues to decrease through data informed practice, sharing best practice and the use of common methodology. [S3 Mathletes: Our Learning Journey](#)
- The purchase of textbooks supporting well planned lessons improving outcomes in grammar, spelling and punctuation has led to greater pupil led evaluations in their written work. Learners have responded positively to the use of new literacy resources (£1500) including the textbooks which has improved attainment and further prepared learners for the future demands of RUAE. Almost half of S1 young people living in SIMD 1-2 have reached level 2A in reading (46%) and writing (49%). Notable success include that the majority (69%) of these same PEF pupils have progressed one stage or more in reading and writing throughout their time in S1, ensuring that they are keeping pace with the progress of their peers. This includes all PEF pupils who are part of the 'Fresh Start' nurture class, underlining the success of this learner-centred, scaffolded approach to their learning. 32% of targeted pupils have made two stages of progress within a level in writing and 42% have progressed



more than two stages within a level in writing due to the impact of targeted interventions, quality teaching and recovery work that is narrowing the gap for these individuals.

- Ongoing rigour in the self-evaluation of learning and teaching, in S2 literacy has led to most SIMD 1 & 2 learners (84%) achieving 2nd Level in both reading and writing, a significant increase of 16%, from when these pupils joined S2 in August. Most (80%) of targeted pupils have made more than one stage of progress in S2. This includes almost all students who are part of the 'Fresh Start' nurture class, all of whom are assessed as having made either one or two stages of progress within a level through the duration of the session, again underlining the significant impact and importance of this immersive approach to teaching and learning. Excellent progress has been made in narrowing the attainment gap within the context of Literacy for this cohort. Targeted pupils in S2 outperform their peers with regards to rates of progress with more pupils making two or more stages of progress within a level (80% vs 50%), and less making no stages of progress within a level (10% vs 20%). Targeted pupils currently attain better than their peers in English. The majority have reached stage 2B within S2 when compared with their counterparts (e.g. 54% in writing vs 36%). A minority (25%) of targeted pupils have reached level 3 in writing and reading however the percentage of students having reached level 3 is comparable between both assessment sets (SIMD 1&2 and the rest of the cohort) which again illustrates the dedication to pupil equity in the context of Literacy attainment for this cohort.
- Fresh start learners were able to report on their confidences in class: All learners (100%) reported that they felt better equipped in the use of punctuation and capital letters. The majority of learners (60%) felt more confident in taking part in group work. The majority of learners (60%) felt more confident in speaking out loud in class. Only the minority of the cohort (40%) quoted and increased enjoyment of reading. All learners (100%) stated that they thought that Fresh Start was beneficial to them.
- 43% of S3 learners have achieved 4<sup>th</sup> Level in Writing and Reading and with 50% achieving 4<sup>th</sup> Level in Listening and Talking. Learners from SIMD 1&2 have made significant progress and have been supported by Scottish Attainment Challenge staff.
- 15 learners were highly engaged and fully supported in Literacy Lounge led by Literacy CMO. Two teachers from establishment engaged in CLPL activities in dialogic teaching. All learners reported that they felt more confident in offering verbal answers in class and were able to produce pieces of extended writing. All learners stated that this was the largest quantity of work of this nature they had ever been able to produce. The learners were then further motivated by the positive feedback that permeated the ethos of the classroom. All learners were able to discuss their progress and have expressed a desire to continue to improve their literacy skills through this dialogic approach. 12 learners from Literacy Lounge engaged in a parental sharing event (see evidence in the Literacy Lounge Sway) [Literacy Lounge](#)

#### Next Steps:

- Further enhance support for young people in the Ambitioneers programme through family engagement
- Further develop the use of the GMWP Tracking toolkit
- Employ strategies to encourage more boys to attend Wellbeing Wednesday
- Continue to support young people in building upon the skills developed to further enhance their outcomes for the future
- Further develop interventions and targeted support for those missing their milestones in literacy and numeracy.
- Build on the success of the S3 Mathletes and Literacy Lounge programmes and extend this into other year groups.
- Introduce enhanced tracking periods to ensure that evaluations are as up to date as possible
- Continue to further develop innovative approaches to engage parents and carers



**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  
Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Performance information  
Teacher professionalism

HGIOS?4 QIs

3.2 Raising attainment and achievement  
2.3 Learning, teaching and assessment

**Other Drivers****HGIOELC****UNCRC***Article 28: (Right to education):***Outcome:**

- HWB of all learners tracked at various stages throughout the year. Interventions evaluated.
- Targeted Groups able to improve attendance throughout the year and as a result make improvements in attainment.
- Young people feel more confident as a result of the coaching and mentoring by senior students.

**Progress and impact of outcomes for learners:**

- Departmental audits collated through a Wellbeing Snapshot provided a meaningful insight into strengths and areas for improvement in delivering the whole school health and wellbeing agenda. Led by the PEF funded PT Health & Wellbeing (£11,000 PEF Resource) all teaching staff have benefited from an enhanced understanding of the wellbeing indicators and their responsibility in applying these to their teaching practice.
- Wellbeing focus resources have been developed and the planned introduction at registration next session will strengthen our learners understanding and facilitate group and 1-1 discussions about further improving the wellbeing of our learners.
- The additional wellbeing check-in system further enhances the wellbeing assessment tools used within the Pupil Support Department and provides a more effective way of quickly surveying young people. Data collated indicated that in S3 100% reported that they felt 'OK' or Happy with 10% indicating that something was concerning them at that point. In S2 99% with 6% indicating that something was concerning them; In S1 99% with 15% indicating that something was concerning them. Gathering data in this way provided mentors, guidance staff and first line guidance staff the opportunity to target supportive conversations and address concerns improving outcomes for young people.
- All senior ambassadors have benefited from leadership training and ongoing mentoring which has further enhanced their leadership skills, confidence and impact on the school community. All ambassadors report that the programme has positively impacted upon their development as a leader and will better prepare them for their future.
- Ambassadors worked in partnership with staff to support school priorities such as improving Health & Wellbeing, Attendance, Literacy and Anti-Bullying. Whole school and year group events and targeted mentoring for S1 young people has been highly successful as questionnaires and focus groups indicate how S1 have benefited from the enhanced support, relationships and input from the senior students.
- We had identified staff Health and Wellbeing as a priority following the impact of COVID which led to a range of strategies that has positively impacted upon the mental, physical and emotional wellbeing of staff. Staff rated initiatives a 4.78 out of 5 and this has improved relationships with learners with almost all young people noting that they feel respected and treated fairly in their classes.
- The provision of a school counsellor through the Scottish Attainment Challenge fund and through PEF (£4,000 PEF Resource) has increased the number of young people we have been able to support with all those accessing the service improving their attendance, engagement and/or attainment.
- Across the cohort of 11 identified young people in the Ambitioneers BGE Mentoring programme, the average score across all four Glasgow Motivation and Wellbeing Profile (GMWP) categories improved. The majority of young people involved within the Ambitioneer BGE Mentoring Programme (73%) experienced an overall

improvement in their GMWP score, with almost all (91%) experiencing an improvement in at least one of the following categories – Affiliation, Agency, Autonomy, Healthy and Safe. 73% of young people involved showed improvement in all four score categories.

- In partnership with Action for Children our young people and their families have benefited from our Family Wellbeing Practitioner. The service targeted families and young people to address triggers and emotions that impact upon school attendance. Those engaging with the service, on average, improved their attendance and in addition engagement during the school holidays resulted in improvements in health and wellbeing through participation in community based activities.
- Progress with our approach to developing growth mindset has not progressed as expected due to additional priorities identified throughout the year. As a result progress has been slow and will be carried on into next session.

#### **Attendance Matters Approaches Improved**

- Review of attendance procedures and responsibilities and new policy launched.
- Small scale attendance matters project with Education Scotland to enhance the provision for reluctant attenders who have an inconsistent pattern of attendance. Coaching and mentoring support developed as well as a partnership approach with parents and external partners.
- Enhanced early intervention and targeted approaches for managing attendance across all year groups.

#### **Next Steps:**

- A focus for next session is to utilise the areas of strength identified across departments by sharing effective practice through a Wellbeing Thinglink.
- Further develop the tracking of Health and Wellbeing for all S1-S3 learners by linking self-evaluation procedures to identified experiences and outcomes.
- Further develop the ambassador leadership programme through the SCQF Award
- Implement Trauma Informed Practice strategy
- Further embed newly devised attendance procedures

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

NIF Priority  
Improvement in skills and sustained, positive school-leaver destinations for all young people

NIF Driver  
Assessment of children's progress  
Performance information

HGIOS?4 QIs  
1.3 Leadership of change  
2.6 Transitions

**Other Drivers**  
**HGIOELC**  
**UNCRC**

*Article 28: (Right to education):*

**Outcome:**

- Young people develop skills for learning, life and work in all curricular areas and are able to identify areas for development.
- Learners leading learning regarding DYW
- By June 2025 there is an increase in leavers who have been impacted by poverty moving into sustained positive destinations
- Increased registration and engagement in My WOW of learners from SIMD 1-2 to 100%
- To increase the confidence of 20 learners by at least 2 measure in their skills for learning, life and work and employability skills through a specialised DYW programme

**Progress and impact of outcomes for learners:**

- The development of the Clydeview Academy Skills Framework followed an extensive consultation process with key stakeholders to ensure that our young people benefit from a revised curriculum that reflects the expected skills required for them to increase their opportunities in securing a positive destination.
- All curricular areas are working with the skills framework further strengthening staff knowledge and understanding. As a result all learners are provided with greater opportunities to develop and reflect upon the key skills for life, learning and work.
- S3 My World of Work ambassadors have benefited from MYWOW training working in partnership with Skills Development Scotland. As a result they have developed key leadership skills increasing awareness amongst staff and pupils along with young people from our cluster primaries.
- The creation of an employer directory has resulted in greater employer engagement with all S2 pupils benefiting from a series of employer linked talks further developing their knowledge and understanding of employability skills and careers.
- Improvements in data processing and handling has resulted in an increased number of young people identifying possible career pathways and destinations. As a result, learners have benefited from targeted support through our options process and employment opportunities.
- The creation of the Clydeview Developing the Young Workforce Newsletter promoting local and national employment and career opportunities has resulted in an increased number of senior students securing part time and full time employment.
- The introduction of additional courses and qualifications have widened the learning pathways for our young people and provided a more diverse range of qualifications improving engagement, attainment and achievement. 15 learners achieved the Barista qualification (£7,000 PEF Resources) and as a result of their participation they have become involved in wider whole school projects which has improved their confidence, achievements and employability skills.
- We have continued to develop the use of My World of Work through our DYW coordinator (£20,000 PEF Resource) with increased numbers of young people accessing and using the resource, 93% engagement and ranked 37<sup>th</sup> out of 358 Schools. In addition, we are ranked 2nd in Inverclyde and have 100% of learners from SIMD 1 & 2 now registered and using the resource.

**Next Steps:**

- Embed the Clydeview Academy skills framework across the four contexts for learning.
- Continue to expand the number of young people trained as MYWOW ambassadors and promote benefits of MYWOW to staff, students and parents at events and in P.S.E lessons.
- Further develop work experience programme for students in the senior phase.
- Continue to expand our future pathways events.

**Additional PEF Spend – EG Cost of the School day**NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS4 QIs

3.1 Ensuring wellbeing, equality and inclusion

**UNCRC**

Article 28: (Right to education):

**Spend: Columba1400 Leadership Academy (£10,400)**

Empowering young people to work in a more inclusive way with their peers and become agents of change to take forward and lead activities for the benefit of the school community. Targeting those young people from a low SIMD to establish pupil voice within the group and empower them to drive change. Leadership development opportunity targeting S2 pupils and teaching staff.

**Progress and impact of outcomes for learners:**

- Learners from our S2 cohort were selected to participate in the fully funded residential leadership academy with identified pupils coming from low SIMD bands reporting an increase in their confidence, motivation for leading change and developing friendships with others leading to a stronger feeling of belonging. Questionnaires issued report that young people feel they have become more open-minded when working with others and that they have developed the knowledge and skills to make a positive contribution to the school community.
- Parents reported seeing a change with their child being more confident and positive about their school experience with all participants now engaged in extra-curricular activities.

**Next Steps:**

- Identify a second group from S2 to participate in the leadership experience.
- To establish projects and implement action points as identified by the young people.

## National Improvement Indicators of Quality

Quality Indicator	School Self Evaluation	Key priorities for session 2022/23
1.3 Leadership of change	Very Good	<ul style="list-style-type: none"> <li>• Continue to embed Vision, Values and Aims</li> <li>• Evaluate the impact of curricular changes to the BGE and further develop curriculum pathways for all learners</li> <li>• Continue to develop opportunities for student and staff leadership.</li> </ul>
2.3 Learning, teaching and assessment	Good	<ul style="list-style-type: none"> <li>• Implement areas for improvement as identified through the BGE learning review</li> <li>• Implement learning, teaching and assessment policy</li> <li>• Further develop the use of Digital Technologies to enrich learning experiences for young people.</li> </ul>
3.1 Ensuring wellbeing, equity and inclusion	Very Good	<ul style="list-style-type: none"> <li>• Track Health &amp; Wellbeing across S1-S3</li> <li>• Further embed the wellbeing indicators across the curriculum</li> <li>• Further develop the identification and subsequent interventions from those having protected characteristics.</li> </ul>
3.2 Raising attainment and achievement	Very Good	<ul style="list-style-type: none"> <li>• Further develop approaches to improving attendance across all stages.</li> <li>• Implement revised monitoring &amp; tracking procedures in the senior phase including appropriate and timely interventions.</li> </ul>

## Key Achievements of the school

- Our partnership with Columba 1400 has positively impacted on our continued development of pupil and staff leadership. Staff and young people benefited from their residential experience and are empowered to make positive changes to their school community. Feedback from all participants including parents and carers has been overwhelmingly positive.
- Our Young Enterprise Team were successful at the regional finals winning 'Best Presentation'. The group have further enhanced their leadership skills along with their business acumen and have used this to support their attainment and achievement across the school and beyond.
- We attained the Silver Rights Respecting School Award this session. Evidence from the accreditation visit demonstrates the commitment our school has to upholding, promoting and celebrating young people's rights.
- A group of young people have been successful in winning the Dive Project Cornwall Competition. Their involvement has enriched our approach to sustainable development education and generated an increased awareness of the impact of plastic pollution on our marine environment and in our community.
- The Art & Design department worked alongside our young people including local artists to open their own pop up shop to celebrate and showcase their artwork to local residents. This has raised the profile of the school and our young people within the community and provided leadership opportunities for a group of young people in managing the shop.
- A group of S6 young people were invited to Holyrood Palace to attend the launch of the Lord Lyon Society and meet the Princess Royal. The young people involved have greatly improved their confidence and skill in public speaking as a result of the experience.
- Led by a group of staff and working in partnership with Houston Kiltmakers, parents, staff and young people have created the Clydeview Academy Tartan to celebrate our 10 year anniversary. The involvement of young people in creating the design has further enhanced their knowledge and understanding of design concepts and enhanced opportunities for their involvement and decision making across the school.
- Our S2 cohort further developed their knowledge of Scotland and Scotland's place in the world through our new Scottish Heroes interdisciplinary learning project. Part of the project was to learn more about Heraldry and they hosted a visit by the Lord Lyon. S2 learners worked on creating their own coat of arms and have petitioned to the Court of the Lord Lyon to have the Clydeview Academy Coat of Arms registered.
- Our charities committee led by staff and young people have raised in excess of £4,000 further enhancing our learners understanding of service in action and commitment to supporting both local and national charities.
- The social justice committee, led by young people, raised funds for the Inverclyde Afghan Refugee Fund. As part of this work the school was visited by the BBC and a report aired on BBC Countryfile highlighting the work of the group further promoting our young people as responsible citizens.
- Our Deaf Education Department have continued to further integrate their work across the school community with increasing numbers of young people learning British Sign Language enabling them to create a more inclusive environment for those young people with hearing impairments. The department featured on BBC Reporting Scotland highlighting the work staff and students do raising their profile nationally.
- A group of our young people benefited from a training course led by Police Scotland and I AM Me Scotland. The group will go on and lead initiatives in the school and beyond on how to recognise and report hate crime and bullying further enhancing our work on pupil participation and anti-bullying.
- S5 student, Nina Kirk, has become one of the first Net Zero Ambassadors in the UK. Nina created a vlog on Climate Change and was subsequently selected to attend a COP26 event in London. Nina has helped shape our approaches to recycling and our community involvement with the Literati.
- S5 Student, Mya Nathwani, has been successful in gaining a place on the University of Strathclyde's Scottish Space School programme. The programme will provide an opportunity to learn from some of the world's leading figures in space travel, including NASA astronauts and engineers.

- S5 student, Maya McCrae was successful in becoming a Member of the Scottish Youth Parliament. Maya has contributed to the development of pupil voice at the school particularly through our pupil and school councils.
- Through partnership working Raising Aspiration workshops have improved the wellbeing and aspirations of learners in S3-S5.
- Celebrating student achievements through our Prizegiving Ceremony and Merit Award Ceremonies continue to recognise the outstanding work of large numbers of students from across all year groups.
- All S3 students attended CPR training led by St Andrews First Aid. Our Health and Wellbeing Ambassadors acted as “Peer Facilitators” throughout the day supporting S3 students. The groups have developed a deeper understanding of the correct measures to take in emergency situations.
- Young people are increasingly engaging in wider curricular opportunities particularly in sports and have achieved success across many disciplines both locally and nationally. Young people benefit from the opportunities offered throughout the school and the support and coaching from specialist staff. This is resulting in an increased number of young people achieving success and further developing their technical ability, skill and confidence in many sports.





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