Inverclyde Academy

**Standards and Quality 19/20
Recovery Action plan Autumn
2020/21**

Context of the school:

Inverclyde Academy is a six year multi-denominational secondary school situated in the south west of Greenock. The school serves the communities of Wemyss Bay, Inverkip, southwest, central and the east of Greenock. The Scottish Index of Multiple Deprivation (SIMD) identifies pupils from SIMD1 to SIMD 9 attend the school; 54% of our pupils come from SIMD 1-3, with 22% living within SIMD1. We have welcomed new Scots families to our school community. The families have 12 children in total at the school with little or no experience of the English language.

The current school roll is approximately 800: our capacity is 1118. Many of our pupils are care experienced with, at present, 67 of our pupils registered as 'looked after' and 276 are identified as having Additional Support Needs. Approximately 37% of our pupils have a free meal entitlement, which led to a PEF allocation to the school of approximately £120,000.

The present complement of full time teaching staff is 62 which includes a school leadership team of a Headteacher, three DHTs, 12 Principal Teachers of Curriculum, and 8 FTE Principal Teachers of Pupil Support. We have two additional teacher posts, one funded by PEF, and the other by the Scottish Attainment Challenge – Teacher of STEM, Teacher of Mathematics. The SAC funding has also funded the post of a Barnardo's worker to the school (shared with a neighbouring school). At present there are 20 children in the school with access to a Barnardo's worker. The PEF allocation has allowed us to engage with Mind Mosaic which supports 28 pupils.The school benefits greatly from a strong non-teaching support team comprising: a School Support Manager, Finance Officer, office staff, janitors, cleaning team, technicians, Home Link workers and classroom assistants. Unfortunately the post of school librarian has remained vacant this year despite being advertised twice.

In Inverclyde Academy, we aim to provide a welcoming and friendly environment which celebrates the diversity of our community. The vision that underpins all of our work is: Work hard; Aim high; Achieve our potential. This is achieved through working together with young people, their families and the community, based on a shared sense of direction. Our values - Respect, Responsibility and Wellbeing - are displayed throughout the school and were established in consultation with the full community.

The school communicates with parents/carers and the local community through regular meetings and information events, regular newsletters, text messaging, Twitter and the school website.

Our Vision, Values and Aims

Vision

We work together with respect, supporting each other to achieve our full potential

Aim

Values

Work Hard
Aim High
Achieve our potential

Respect,
Responsibility.
Wellbeing

Review of progress for session Aug 2019- March 2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		
NIF Priority Improvements in attainment, particularly in literacy and numeracy NIF Driver Assessment of children's progress Teacher professionalism	*HGIOS?4* *3.2 Raising attainment and achievement* *2.3 Learning, teaching and assessment* *2.4 Personalised support* *2.6 Transitions* *1.3 Leadership of change*	*RRS* *Article 28: (Right to education):* *Article 23 (Children with disabilities):* *Article 29 (Goals of education):* *Article 12 (Respect for the views of the child):* *Article 13 (Freedom of expression):*
Strategies		Progress
1.1 To develop pupils' attitude to learning so that they become more independent and resilient with a curiosity for learning and high expectations (RIC Initiative) 1.2 To continue to develop teaching and learning pedagogy to improve the quality of teaching and learning so that 100% of teachers are achieving the target expectations. 1.3 To improve Senior Phase attainment - through an enriched PSE Programme, enhanced analysis of data, pupil mentoring and an improved Senior Phase offer. 1.4 To increase the efficacy and use of data by middle leaders and class teachers in order to further close the gap, and improve the consistency of results both across pupil groups and depts. 1.5 To develop the Impact Zone rationale to ensure it is attainment focused with clear policies and procedures for supporting pupils and ensuring bespoke educational experiences can take place where appropriate. 1.6 To further improve attendance and punctuality by embedding the updated attendance policy and having a focus on punctuality this year.		• RIC initiative has been successful and the pupils involved will continue to be monitored next session. • Staff meetings and dept DMs have been focusing on L&T consistency. • Visits from Insight specialist on two occasions has increased the effective use of data. • Despite staff absence the Impact Zone has developed this year into an efficient department. • Attendance policy has been developed and we have seen an increase in latecoming, but not attendance.
Impact		
In the main, targeted pupils were prepared for exams, attended supported study and had a positive attitude. The majority of the observed lessons were good-very good. Staff should an interest in developing teaching methodology Pupils supported by the Impact Zone have shown an improvement in attainment. In particular S4 pupils who were expected to total disengage with learning have achieved a number of National awards.		
Next Steps:		
• Focus on digital literacy; in particular online learning in a blended situation. • Progression from S4- S5 • Enhanced support in Literacy for least able pupils in BGE.		

Priority 2 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 Improvement School leadership	*HGIOS?4* *3.2 Raising attainment and achievement* *2.7 Partnerships* *3.3 Increasing creativity and employability* *2.6 Transitions* *1.3 Leadership of change*	*RRS* *Article 17 (Access to information; mass media):* *Article 28: (Right to education):* *Article 29 (Goals of education):*
Strategies		Progress
2.1 To establish a mental health working group with pupils and staff to audit and update school procedures and supports that will contribute to us becoming a mentally healthy school. 2.2 To develop school as a Communication Friendly School (Cluster initiative) 2.3 To embed the new PRPB policy/house system with staff and pupils to ensure pupils feel valued and have a positive attitude to learning, this will include further training where required with the CMO for HWB.		• Audit completed but will need re-evaluated after lockdown to response to bereavement/isolation/other issues. • Staff confident in addressing mental health across the school • Mental health has a bigger profile within the school community • Communication Friendly school has not progressed as expected due to staffing issues. This will be carried forward for next session
Impact		
• Reduction in detention by more than 10% • Reduction in behaviour referrals by more than 10% • Pupil voice evidencing better relationships in classrooms • Pupils reporting consistency within classes of language and procedures used		
Next Steps:		
To develop school as a Communication Friendly School		
Working group to update school procedures in response to current situation and its effect on the community.		

Priority 3 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 Improvement Performance information	HGIOS?4 *3.2 Raising attainment and achievement* *3.1 Ensuring wellbeing, equality and inclusion* *2.4 Personalised support* *2.6 Transitions* *1.3 Leadership of change*	RRS *Article 28: (Right to education):* *Article 28: (Right to education):*

Strategies	Progress
3.1 To further develop the opportunities for student leadership through the Pupil Parliament, the Pupil Leadership Team, and through pupil involvement and participation in whole school events. 3.2 To extend the focus of the DYW programme to the BGE.	• Relaunch/refresh of Pupil Parliament at assemblies has taken place. • Willing participation from student body to select representatives for Parliament – limited but encouraging. • Minutes of Parliament & working group meetings displayed for all • Feedback from Working Groups for whole school display • Increased number of BGE DYW focused events taking place.

Impact
• 100% registration on MyWoW in BGE. • Increased usage figures for MyWoW in BGE. • Increase in data collected on post-16 data tab

Next Steps:
Increase leadership opportunities for BGE pupils. Further improve pupil voice opportunities Extend House Captain role to support and monitor pupils during the 'split school' situation.

National priority: How we are ensuring Excellence and Equity?

The identified gap we focus on last term was the effect of resilience and mental health and low aspirations on attainment.
PEF has therefore been used to:
- Employ a Mind Mosaic counsellor
- Support STEM DYW agenda to raise career aspirations
- Employment of a Health and Wellbeing officer to focus on attainment and engagement
- Make available a breakfast for every person in the building every day. This included purchase of food and paying the member of staff to prepare food.

IMPACT
- Report from Mind Mosaic and Pupil Support have indicated a marked improvement in pupil mental health.
- Pupils have engaged in an increased number of STEM events and staff are in the beginning stages of linking skills to classroom tasks.
- The pastoral support received by the pupils from the H&W officer has impact in many areas including parental engagement and latecoming, however it had limited/no impact on attendance.
- Breakfast club, is one of the possible variables that improved latecoming. Approximately 90 pupils a day had breakfast.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

At the start of lockdown the following procedures were put in place
Wellbeing
- All pupil Support staff were issues with a mobile phone and list of contact details for families. Families were graded by level of need and staff contacted them appropriately, logging details on Pastoral notes and contacted partnership agencies if required
- Weekly emails/meetings between SLT and PTs to discuss progress of L&T and H&W of staff.
- Regular online meetings to support staff H&W this included SLT meetings to support management H&W
- Weekly contact with allocated SW
- Families identified and lunch vouchers/boxes arranged.
Transition
- Discussions with cluster staff continued during lockdown
- All P7 Pupils set up in Teams group
- Various projects linked to curricular areas set up for pupils (feedback given)
- Videos made to support transition including – Introduction, Information regarding H&W, Map of school, Q&A
SQA
- All depts. Supported during SQA process.
HUB

- HUB organised and set up in school.
- Liaised with 6 primary schools, new families including EY.

L&T
- All pupils set up in TEAMs and Show my HW groups
- Weekly meetings to monitor progress
- Feedback given to all pupils
- Partnership with Belville to support the allocation of laptops to families in need across the whole Inverclyde area (not just Inverclyde Academy)

Autumn term recovery plan

PRIORITY 1:   Improvements in attainment, particularly in literacy and numeracy

Closing the attainment gap between the most and least disadvantaged children

Tasks / action	RAG of progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	**O**	**N**				
Digital Literacy • CPD for staff to ensure consistency for learning and safe L&T in classrooms • Training for pupils to ensure consistency across cohort • Purchase of equipment (visualisers, tablets) • Employment of Digital Technology teacher (PEF)	✓			DC, GL, Digital Literacy team ICT dept	To be completed by end of Aug	CMO, N Greensheilds	Finance to purchase items PEF to employ teacher Internal CPD provided by team.
T&M • Progression from S4 - S5 in light of SQA procedures • Improve the procedures for the collation and gathering of evidence for senior phase.		→		SMcC	On going	SQA guidelines when they become available	Allocation of time from Staff meetings
L&T • Enhanced support in Literacy for least able pupils in BGE. • Timetable an English teacher to targeted group/s (if staffing permits employment of a Primary teacher)		→		SC	Teacher assigned in Aug.	Cluster partners CMO	Allocation of time for cluster support.

Autumn term recovery plan

PRIORITY 2:   Improvement in children and young people's and staffs health and wellbeing

Tasks / action	RAG of progress			Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	S	**O**	**N**				
Policies and Procedures • Working group to update school procedures in response to current situation and its effect on the community.	✓			DC SC	To be completed by Sept break		Advice from Scottish Government
Staff Welfare/Wellbeing • Establish enhanced procedures for staff support during this complicated time	✓			DC SC	To be completed by Aug		Advice from local authority
Communication • To develop school as a Communication Friendly School • Develop communication to ensure the two teams are kept together as a year group in prep for merging together.			✓	SC	To be introduced in Sept and completed by June	Jan Spence	
Transition • Extend transition arrangements for S1 • Monitor and develop appropriate strategies for pupils transitioning from BGE to Senior Phase.	✓			GL	To be completed by Sept	Cluster group	