

# Inverclyde Academy

## Standards and Quality 20/21

### 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 online meetings and information events (when possible), 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

Work Hard  
Aim High  
Achieve our potential

## Values

Respect,  
Responsibility.  
Wellbeing

## Review of progress for session Aug 2020- June 2021

Our attainment:

BGE		TJ - % achieving appropriate level (level 3) (S3 data)				
Year	P7 Standardised Assessment % achieving over 100 (Maths & English PIPS score)	Criteria	Reading	Writing	L & T	Numeracy
2020/2021	-	SIMD 1 – 2	85	80	84	90
		SIMD 3 – 10	93	94	98	91
		All	87	85	90	93
2019/2020	-	SIMD 1 – 2	85	82	85	91
		SIMD 3 – 10	93	96	100	89
		All	87	88	93	91
2018/19 (May)	36	SIMD 1 – 2	83	79	84	93
		SIMD 3 – 10	93	95	100	89
		All	86	86	91	92
2017/18 (June)	34.5	SIMD 1 – 2	78	75	79	88
		SIMD 3 – 10	91	92	93	92
		All	85	84	87	90
2016/17 (June)	39.0	SIMD 1 – 2	88	86	86	56
		SIMD 3 – 10	91	91	91	82
		All	89.86%	89.19%	91.89%	70.27
2015/16 (June)	50.7	All	62.74%	59.01%	65.84%	65.84

The data clearly indicates that we are making steady progress in raising attainment in the some areas of BGE over the past two years, despite the lockdown situation

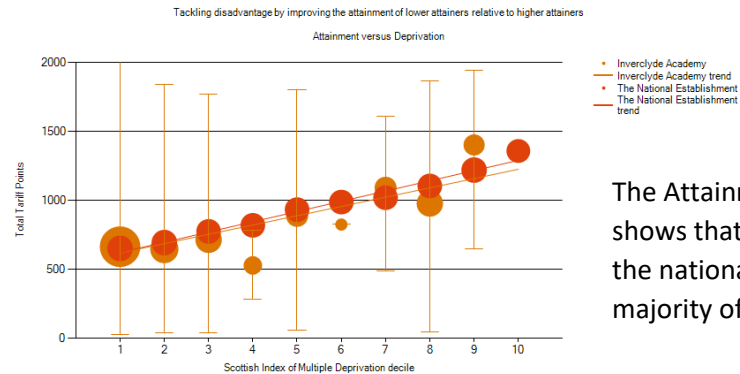
## SENIOR PHASE - Leavers Data

### Improving attainment in Literacy and Numeracy



Published data of 'Leavers' results show we have dropped slightly in this area. This is not named as a significant difference.

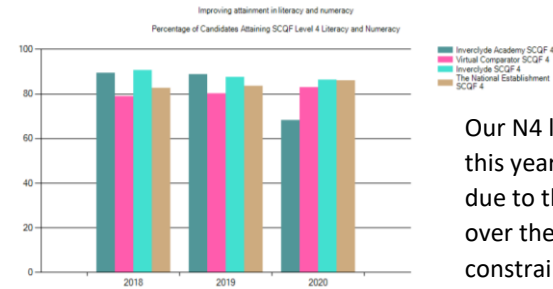
### Attainment v Deprivation



The Attainment v Deprivation shows that we are in line with the national trend for the majority of our pupils.

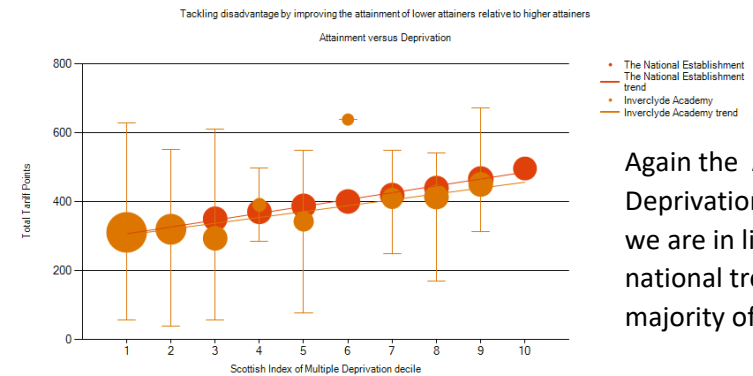
## SENIOR PHASE –Year group data

### Improving attainment in Literacy and Numeracy (S4)



Our N4 levels remain high in S4, however this year the N5 levels dipped. This was due to the focus on the Maths awards over the Numeracy awards (due to time constraints of lockdown). Literacy remains high in both levels

### Attainment v Deprivation (S4)



Again the Attainment v Deprivation shows that we are in line with the national trend for the majority of our pupils.

## Breadth and Depth

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	2020 S4 %							2019 S4 %						
1 or more	100	100	100	96	78	5	0	100	100	100	98	80	1	0
2 or more	99	99	99	89	67	0	0	100	100	100	96	66	0	0
3 or more	98	98	98	87	59	0	0	99	99	99	94	56	0	0
4 or more	98	98	98	86	48	0	0	99	99	99	91	50	0	0
5 or more	97	97	97	80	42	0	0	99	99	99	86	41	0	0
6 or more	90	90	90	64	29	0	0	92	92	92	73	28	0	0
7 or more	75	75	75	27	0	0	0	68	68	68	41	0	0	0
8 or more	42	42	42	5	0	0	0	12	12	12	6	0	0	0
9 or more	7	7	7	0	0	0	0	0	0	0	0	0	0	0
10 or more	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The percentage of S4 who achieved at least 5 National 5 awards has gone up by 1%, as has the percentage of S4 pupils achieving 6 N5 awards. A significant improvement has been seen in the number of S4 pupils achieving a Higher award (N6) from 1% (1 pupil) to 5% (7 pupils). This success at N6 is due to the flexibility of our curriculum and creative timetabling, which allows encourages classes of S4, 5, 6 pupils to study together at the appropriate level.

Our target to ensure all S4 pupils achieve at least 5 awards was missed this year. This was due to new pupils arriving in the school just prior to lockdown and therefore limited evidence could be gathered.

However you will notice that many of our pupils achieve 8 or 9 awards, gaining breadth of the curriculum offered if not depth. This is the success of the Impact Zone, targeting individual pathways for pupils with bespoke timetables.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	2020 S5 %							2019 S5%						
1 or more	100	100	100	99	90	64	1	100	100	100	96	84	58	0
2 or more	100	100	100	98	79	49	0	96	96	96	92	76	46	0
3 or more	99	99	99	97	72	38	0	95	95	95	90	68	37	0
4 or more	99	99	99	93	62	29	0	93	93	93	87	57	28	0
5 or more	99	99	99	89	55	19	0	92	92	92	84	44	12	0
6 or more	94	94	94	85	42	8	0	89	89	89	80	33	0	0
7 or more	85	85	85	74	29	1	0	67	67	67	59	15	0	0
8 or more	55	55	55	45	12	0	0	28	28	28	22	4	0	0
9 or more	25	25	25	13	1	0	0	6	6	6	4	0	0	0
10 or more	5	5	5	3	0	0	0	0	0	0	0	0	0	0

In the S5 year group you can see the success of our curriculum design clearly. Again we are now seeing S5 pupils undertaking awards (N6) that traditionally were only available to S6 pupils. You can also see a significant increase in the number of pupils achieving N6 and N5 awards due to the diverse offer of subjects at this level.

Again, for pupils who find academic success at N4, our curriculum supports a breadth of learning.

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
	2020 S6%							2019 S6 %						
1 or more	100%	100%	100%	99%	92%	75%	25%	99%	99%	99%	99%	95%	74%	28%
2 or more	97%	97%	97%	96%	87%	61%	14%	99%	99%	99%	98%	91%	63%	13%
3 or more	97%	97%	97%	94%	82%	53%	2%	99%	99%	99%	97%	84%	55%	1%
4 or more	96%	96%	96%	93%	74%	49%	0%	98%	98%	98%	95%	75%	45%	0%
5 or more	95%	95%	95%	90%	63%	41%	0%	98%	98%	98%	94%	66%	37%	0%
6 or more	94%	94%	94%	87%	54%	25%	0%	96%	96%	96%	89%	54%	22%	0%
7 or more	83%	83%	83%	81%	41%	6%	0%	80%	80%	80%	74%	44%	9%	0%
8 or more	66%	66%	66%	59%	21%	3%	0%	53%	53%	53%	49%	23%	2%	0%
9 or more	35%	35%	35%	31%	9%	0%	0%	24%	24%	24%	22%	9%	0%	0%
10 or more	15%	15%	15%	12%	3%	0%	0%	11%	11%	11%	11%	2%	0%	0%

Similar to S5 the above data shows that our pupils are not only achieving more depth but they are also increasing in breadth.

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
<p><u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Assessment of children's progress Teacher professionalism</p>	<p><i>HGIOS?4</i></p> <p><i>3.2 Raising attainment and achievement</i></p> <p><i>2.3 Learning, teaching and assessment</i></p> <p><i>2.4 Personalised support</i></p> <p><i>2.6 Transitions</i></p> <p><i>1.3 Leadership of change</i></p>	<p><i>RRS</i></p> <p><i>Article 28: (Right to education):</i></p> <p><i>Article 23 (Children with disabilities):</i></p> <p><i>Article 29 (Goals of education):</i></p> <p><i>Article 12 (Respect for the views of the child):</i></p> <p><i>Article 13 (Freedom of expression):</i></p>
<b>Strategies</b>		<b>Progress</b>
<p>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)</p> <p>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.</p> <p>1.3 To improve Senior Phase attainment - through an enriched PSE Programme, enhanced analysis of data, pupil mentoring and an improved Senior Phase offer.</p> <p>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.</p> <p>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.</p> <p>1.6 To further improve attendance and punctuality by embedding the updated attendance policy and having a focus on punctuality this year.</p>	<ul style="list-style-type: none"> <li>• RIC initiative has been successful and the pupils involved will continue to be monitored next session.</li> <li>• Staff meetings and dept DMs have been focusing on L&amp;T consistency.</li> <li>• Visits from Insight specialist on two occasions has increased the effective use of data.</li> <li>• Despite staff absence the Impact Zone has developed this year into an efficient department.</li> <li>• Attendance policy has been developed and we have seen an improvement in latecoming, but not attendance.</li> </ul>	
<b>Impact</b>		



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. The standard of the majority of online learning was praised by parents and pupils. Staff showed 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:**
- A further focus on digital literacy; in particular home learning
  - Progression from S4- S5 (reduce class sizes by employing additional teaching staff to target groups of pupils)
  - Enhanced support in Literacy for least able pupils in BGE. This will be supported by the PT Num/Lit and the Impact Zone.

**Priority 2**  
**Closing the attainment gap between the most and least disadvantaged children**

<p><u>NIF Priority</u>          Improvements in attainment, particularly in literacy and numeracy  <u>NIF Driver</u>          Assessment of children's progress          Teacher professionalism</p>	<p><i>HGIOS?4</i>          3.2 Raising attainment and achievement          2.3 Learning, teaching and assessment          2.4 Personalised support          2.6 Transitions          1.3 Leadership of change</p>	<p><i>RRS</i>          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):</p>
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Strategies	Progress
<p>1.7 To develop pupils' attitude to learning so that they become more independent and resilient with a curiosity for learning and high expectations (RIC Initiative)</p> <p>1.8 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.</p> <p>1.9 To improve Senior Phase attainment - through an enriched PSE Programme, enhanced analysis of data, pupil mentoring and an improved Senior Phase offer.</p> <p>1.10 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.</p> <p>1.11 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.</p> <p>1.12 To further improve attendance and punctuality by embedding the updated attendance policy and having a focus on punctuality this year.</p>	<ul style="list-style-type: none"> <li>• RIC initiative has been successful and the pupils involved will continue to be monitored next session.</li> <li>• Staff meetings and dept DMs have been focusing on L&amp;T consistency.</li> <li>• Despite staff absence the Impact Zone has developed this year into an efficient department. Newly appointed PT has established a strong framework for improvement.</li> <li>• Attendance policy has been developed and we have seen an improvement in latecoming, but not attendance.</li> </ul>

**Impact**

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**Next Steps:**

- A further focus on digital literacy; in particular home learning
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- Enhanced support in Literacy for least able pupils in BGE. This will be supported by the PT Num/Lit and the Impact Zone.

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<u>NIF Priority</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> School Improvement School leadership	<i>HGIOS?4</i> 3.2 <i>Raising attainment and achievement</i> 2.7 <i>Partnerships</i> 3.3 <i>Increasing creativity and employability</i> 2.6 <i>Transitions</i> 1.3 <i>Leadership of change</i>	<i>RRS</i> Article 17 ( <i>Access to information; mass media</i> ): Article 28: ( <i>Right to education</i> ): Article 29 ( <i>Goals of education</i> ):
<b>Strategies</b>		<b>Progress</b>
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.	<ul style="list-style-type: none"> <li>• Audit completed but will need re-evaluated after lockdown to response to bereavement/isolation/other issues.</li> <li>• Staff confident in addressing mental health across the school</li> <li>• Mental health has a bigger profile within the school community</li> <li>• Communication Friendly school has not progressed as expected due to staffing issues. This will be carried forward for next session</li> </ul>
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.	
<b>Impact</b>		
<ul style="list-style-type: none"> <li>• Reduction in behaviour referrals by more than 10%</li> <li>• Pupil voice evidencing better relationships in classrooms</li> <li>• Pupils reporting consistency within classes of language and procedures used</li> </ul>		
<b>Next Steps:</b>		
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 4 Improvement in employability skills and sustained positive school leaver destinations for all young people		
<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p><u>NIF Driver</u> School Improvement Performance information</p>	<p><i>HGIOS?4</i> 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</p>	<p><i>RRS</i> Article 28: (Right to education): Article 28: (Right to education):</p>
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.	<ul style="list-style-type: none"> <li>• Relaunch/refresh of Pupil Parliament at assemblies has taken place.</li> <li>• Willing participation from student body to select representatives for Parliament – limited but encouraging.</li> <li>• Minutes of Parliament &amp; working group meetings displayed for all</li> <li>• Feedback from Working Groups for whole school display</li> <li>• Increased number of BGE DYW focused events taking place.</li> </ul>
3.2	To extend the focus of the DYW programme to the BGE.	
Impact		
<ul style="list-style-type: none"> <li>• 100% registration on MyWoW in BGE.</li> <li>• Increased usage figures for MyWoW in BGE.</li> <li>• Increase in data collected on post-16 data tab</li> </ul>		
Next Steps:		
<p>Increase leadership opportunities for BGE pupils. Further improve pupil voice opportunities Extend House Captain/Senior leadership role to support and monitor pupil voice. Establish Career HUB in Library (staffed by SDS, DYW Co-ordinator, and Mentor)</p>		

## 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 Mind Mosaic counsellors
- 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 and online meetings – Jan 2021 – June 2021

At the start of lockdown the following procedures were put in place

### Wellbeing

- All pupil Support staff were issued 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 breakfast boxes arranged.
- Mind Mosaic support for pupils and Staff 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
- School visits organised in primary school bubbles.
- Additional transitional days organised for August with support of Active Schools.

### SQA

- All depts. Supported during SQA process.

## L&T

- All pupils set up in TEAMS and are accessing activities on a weekly basis.
- Weekly meetings to monitor progress
- Feedback given to all pupils
- Additional pupil identified and allocated with laptops

## Key Achievements of the school

- Literacy and Numeracy levels have been maintained despite school closure (S3 BGE)
- Parent engagement (Online) has increased with over 100 families joining our monthly meetings.
- Three pupils won places for a University Summer School
- Attainment in SQA certification remained high in most subject areas.
- Teacher leadership is strong in the school and this can be evidenced in the number of promotions both in school and across other authorities that staff have achieved.
- Increase in teacher awareness of SQA standards.

Quality Indicator	School Self Evaluation	Key priorities for session 2021/22
1.3 Leadership of change	Very Good	*
2.3 Learning, teaching and assessment	Good	*
3.1 Ensuring wellbeing, equity and inclusion	Very Good	*
3.2 Raising attainment and achievement	Good	*