



Inverclyde Academy Curriculum Rationale

The CfE Challenge

“Our challenge is trying to make sure that we cater for the needs of the child, within the needs of the community to contribute towards the needs of Scotland”

Curriculum Rationale

At Inverclyde Academy our Curriculum is driven by our whole school community and our own unique context. It revolves around our school vision and values and local and national priorities.

Vision

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



Values

- Respect
- Responsibility
- Equality
- Success

Our Curriculum is the totality of all the learning and teaching experiences that are planned for our students across their time at Inverclyde Academy. We aim to ensure that all young people experience an inclusive learning environment that supports all our students towards a positive and sustained, post-school destination. This necessitates us collectively striving for excellent attainment for all, as well as ensuring equity issues are addressed.

- **SUCCESS:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

- **EQUALITY:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap. This is delivered through a range of learning pathways that meet the needs of all learners. These pathways often include 'blended' learning experiences with a combination of academic and vocational learning to ensure students have the opportunity to develop across a range of different

We strive to 'Poverty Proof' our curriculum and remove barriers to learning based on the family income of any student. We do this by,

- Providing clothing assistance
- Providing a free for all breakfast club

- Ensure no pupil suffers from period poverty
- Subsidising all activities which involve a cost.

The curriculum allows for progression throughout all levels and pupils have opportunities at various times to personalise their learning. The development of literacy, numeracy and health and wellbeing is central to the Inverclyde Academy curriculum at all stages and is developed in line with whole school strategy and departmental priorities.

We aim to provide a coherent curriculum and are committed to the delivery of a Broad General Education and Senior Phase ensuring all young people receive their full educational entitlement. Importantly, our curriculum aims to ensure that universal personal support is at the heart of pupils' daily experiences. Personal achievement across the contexts for learning are central to the holistic development of all learners.

Through all stages, but particularly during transition, learners are advised by staff to ensure personalisation is purposeful and relevant. Pupil support teachers, parents and learners have important roles to play throughout this stage. Learners and parents have opportunities to reflect and share their views via our commitment to listening to the voices of our pupils and their families.

Our curriculum has our learners at its core and has been developed in line with our School Improvement Plan, Pupil Voice groups (S1-6), Parent/Carer feedback and the views of our Stakeholders including.

Based on the needs of our learners, the curriculum aims to ensure that they have challenging, relevant, personalised and flexible learning pathways which prepare them for a rapidly changing world. All stakeholders, including college, business partners and third sector organisations, work collaboratively to design and plan courses which provide opportunities for young people to reach their full potential.

We have strong support in place for all learners to assist them moving onto positive and sustained destinations beyond school. Our major school partners, who are central in supporting pupils to future success are: West College Scotland, More Choices More Chances, Community Learning and Development, Developing Inverclyde's Young Workforce, UCAS, SCHOLAR, Focus West, Skills Development Scotland and the Local Authority. This is not an exhausted list.

Using self-evaluation tools, Inverclyde Academy is committed to on-going review and development of the courses offered at all levels. We strive to be creative in our curriculum and encourage creativity at all levels within curriculum provision.

Pupil Equity Fund (PEF)

The PEF has given us an opportunity to continue to build upon the improvements with a more strategic and effective focus on improving attainment for our pupils most effected by poverty in literacy and numeracy across all areas of the curriculum and on developing our pupils' health and wellbeing. Our commitment to self-evaluation, has ensured that PEF planning interventions have effective outcomes for our learners. To this end our improvement planning priorities, include:

National Priorities	Aug 22–Aug 25
Improvements in attainment, particularly in literacy and numeracy	1.1 Focus on high quality Learning, Teaching and Assessment for measurable and positive impact on learners 1.2 Review and improve pupil pathways from BGE to Senior Phase. 1.3 Improve the understanding of the moderation of BGE assessment tools by all staff.
Closing the attainment gap between the most and least disadvantaged children	2.1 Develop Home Learning aspect of the Learning and Teaching policy to ensure consistency across depts. 2.2 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. 2.3 Increase the quality of our BGE data to ensure it meets the needs of our self-evaluation procedures.
Improvement in children and young people's health and wellbeing	3.1 Communicate our agreed school values to ensure a shared understanding across the community of desired learner characteristics. 3.2 Increase opportunities for pupil engagement in their learning.
Improvement in employability skills and sustained positive school leaver destinations for all young people	4.1 Further develop the opportunities for student leadership. 4.2 Build on the initial success of the DYW programme with a focus on the further development of skills.
Placing the human rights and needs of every child and young person at the centre of education	5.1 Increase pupil engagement in school planning and leadership, through their involvement a variety of planned opportunities linked to the Pupil Parliament.

Registration classes

Register classes are arranged in House Groups; **ARRAN, CUMBRAE** and **ERISKAY**. Registration provides the setting for learners to settle into the school day and receive any information from daily information bulletins. It is also an opportunity for generic administration to take place and for key messages to be highlighted, e.g. to reinforce positive ethos strategies.



Registration teachers act, in many ways, as first line pastoral teachers. Each register class is assigned to a Pastoral Support teacher and the relationship between these two members of staff helps ensure the wellbeing of all pupils. As a result, registration groups are assigned to BGE or SP in line with Pastoral Support PTs and are made up of pupils from all three year groups to encourage collaboration across age and stage.

Broad General Education:

Following our intensive transition programme, pupils in S1 and S2 study a wide range of subjects with opportunities in all curriculum areas to develop knowledge and skills allowing learners to develop their understanding and make links across curriculum areas.

S1 & S2

Throughout S1 and S2, pupils follow the Broad General Education in all curricular areas experiencing level 3 outcomes with some moving into level 4. Throughout this stage, there is a focus upon the areas of Literacy, Numeracy, Health & Wellbeing and Digital Literacy. Each area permeates the Broad General Education and is provided with dedicated time slots in the curriculum. Due to the COVID recovery process we have recently adapted the curriculum to have an increased focus on Health and Wellbeing and Digital Literacy.

Curricular Area	Subjects
Languages and Literacy	English, Literacy, French and Spanish
Mathematics and Numeracy	Mathematics and Numeracy
Expressive Arts	Art, Drama, & Music
Health and Wellbeing	Physical Education Health & Wellbeing Personal and Social Education Developing the Young Workforce
Religious and Moral Education	Religious and Moral Education
Sciences	Science
Social Studies	Geography, History, & Modern Studies
Technologies	ICT including Admin, Computing & Business. Design Technology including Design & Manufacture and Graphics.

S3

The unique BGE experience offered in S3 allows learners to follow specialised or broad pathways within curriculum areas. This provides breadth, depth and challenge in learning, with personalisation and choice, keeping learners' options open so that progression routes are not closed off too early in the journey. Learning in S3 is developed at 3rd and 4th level whilst building upon the necessary skills to maximise attainment in the Senior Phase.

Interdisciplinary Learning

IDL opportunities in the BGE take place within curricular areas. Departments plan coherent inter-disciplinary learning experiences, allowing all pupils to continue learning in all curricular areas. This provides enjoyment within contextualised learning whilst developing the knowledge and skills required for the senior phase.



BGE CURRICULUM MODEL



S 1	LITERACY (4) English (4)	NUMERACY (4) Mathematics (4)	HEALTH & WELLBEING (6) PE (2), PSE (1), RE (1), H&W (1), DYW(1)	LANG. (3) French/ Spanish	SOCIAL SUB. (3) Course includes History Mod St & Geog	SCIENCE (3) Integrated course	TECHNOLOGIES (4) Technical (2) Digital literacy (2)	EXPRESSIVE ARTS (5) Music (2) Art (2) Drama (1)
S 2	LITERACY (5) English (4) Literacy (1)	NUMERACY (4) Mathematics (4)	HEALTH & WELLBEING (6) PE (2), PSE (1), RE (1), H&W (1), DYW(1)	LANG. (3) French/ Spanish	SOCIAL SUB. (3) Course Includes History Mod St & Geog	SCIENCE (3) Integrated course	TECHNOLOGIES (3) Technical (2) Digital Literacy (1)	EXPRESSIVE ARTS (5) Music (2) Art (2) Drama (1)

- Tutor time equates to one period across the week

S3 Broad General Education offering Personalisation & Choice

In S3 Everyone continues to study: Mathematics (5 periods), English (5 periods), PE (2 periods), RE(1period) and PSE (1 period)
 You will study all other subjects that you choose for 3 periods per week.

Choice 1 Tick 1 Box ✓	Choice 2 Tick 1 Box ✓	Choice 3 Tick 1 Box ✓	Choice 4 Tick 1 Box ✓	Elective Choices Make 2 choices- here Tick 2 Boxes ✓	Reserve Electives Write your back up Elective Choice in the box below
Biology <input type="checkbox"/> Physics <input type="checkbox"/> Chemistry <input type="checkbox"/> Scientific Skills for Life &Work <input type="checkbox"/>	Geography <input type="checkbox"/> History <input type="checkbox"/> Modern Studies <input type="checkbox"/> Business Management <input type="checkbox"/> John Muir Social Subjects Award <input type="checkbox"/> Spanish <input type="checkbox"/>	Administration <input type="checkbox"/> Computing <input type="checkbox"/> Graphic Communication <input type="checkbox"/> Digital Skills for Life and Work <input type="checkbox"/> Design & Manufacture <input type="checkbox"/> Music Tech. <input type="checkbox"/> French <input type="checkbox"/>	Art & Design <input type="checkbox"/> Music <input type="checkbox"/> Drama <input type="checkbox"/> Physical Education <input type="checkbox"/> Dance <input type="checkbox"/>	Administration <input type="checkbox"/> Art & Design <input type="checkbox"/> Biology <input type="checkbox"/> Business Man. <input type="checkbox"/> Chemistry <input type="checkbox"/> Computing <input type="checkbox"/> Design & <input type="checkbox"/> Drama <input type="checkbox"/> Manufacture <input type="checkbox"/> John Muir Award <input type="checkbox"/> Digital Skills <input type="checkbox"/> Graphic <input type="checkbox"/> French <input type="checkbox"/> Communication <input type="checkbox"/> Geography <input type="checkbox"/> History <input type="checkbox"/> Music <input type="checkbox"/> Dance <input type="checkbox"/> Modern Studies <input type="checkbox"/> PE <input type="checkbox"/> Physics <input type="checkbox"/> Spanish <input type="checkbox"/> Music Technology <input type="checkbox"/> Scientific Skills <input type="checkbox"/>	<p style="text-align: center;"><i>Reserve Elective</i></p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>

Career Planning

Choosing your options for S3 is an important part of your journey towards your future career. You may not have an absolutely firm idea of what you intend to do when you leave school but, where possible, please indicate below your current plans for the future:

Anticipated leaving date: End of S4/ End of S5/ End of S6

Preferred Route: College/ University/ Apprenticeship/ Full-time employment

Preferred Occupation Field: e.g. Sciences/ PE/ English

Preferred Occupation Area: e.g. Biologist/ Fitness Instructor/ Journalist

SENIOR PHASE S4-6: building a portfolio of qualifications and achievement

Inverclyde Academy's curriculum has been designed to provide learners with knowledge, skills and experience for learning, life and work. The Senior Phase recognises the importance of creating flexible curricular pathways in order to provide our young people the opportunity to develop fully their skills. For some individuals this can include appropriate presentation for courses linked to ability, rather than age and stage. Combining S4, S5 and S6 learners into a single cohort allows them to study at the level most appropriate to them. This ensures a range of courses can be offered, including NQs, Skills for Work, National Progression Awards and alternative learning experiences, making Inverclyde Academy pupils highly desirable candidates for Further or Higher Education, Training and Employment.

Inverclyde Academy continues to engage and develop partnerships to support the scope of our curriculum and develop the confidence of our learners supporting them into positive and sustained destinations.

Our Senior Phase pupils continue build on the Literacy, Numeracy and Health & Wellbeing foundations laid down in the BGE; all learners continue with RE, PE & PSE throughout S4 and, where following our Amber Pathway, across the Senior Phase.

As students move into S4, then S5, and, finally, S6, there are opportunities to select appropriate subjects at each transition point. The choices made at these points should reflect the previous learning journey, most meaningful attainment, and future aspirations. This facilitates a linear journey through the pathways leading to a positive destination beyond school.

Breadth is important within the Inverclyde Academy curriculum because of the diverse nature of our student cohort. We attempt to deliver as many Highers and Advanced Highers in-house but, where this is not possible, we utilise the Inverclyde schools consortium partnerships we have with other local secondary schools.

We also enjoy a strong partnership with West College Scotland to provide a range of academic and vocational options to our learners in the Senior Phase. We engage in planning meetings and discussions to shape, review and monitor the successes of the programs offered to our young people. Through this link, pupils have opportunities to engage in Vocational Courses, Foundation Apprenticeships and HNC infill courses as part of their Senior Phase offer.

We are also committed to the local authority's vision of Developing Inverclyde's Young Workforce and work closely with partners across the authority to offer meaningful work placements to pupils where relevant and valuable.

There is a 'free choice' Option Form for Senior Phase pupils, where the option process is individually matched to each pupil's requirements. There are, however, expectations regarding the number of courses a pupil should follow depending on their level of study. This maximises the opportunities for pupils to progress to positive destinations.

- All pupils studying Nat 4/5 level courses only, should select 6 courses.
- Pupils selecting at least one Higher course should select 5 courses.
- Pupils studying at least one Advanced Higher should select a max of 4 courses.

Senior Phase Options Pack (paper copy of online Option Pack)



Section 1: All about you...

Please tick the boxes that apply to you on each row: (✓)

We offer you a free choice which means that you can choose the combination of subjects that will ensure you can study the qualifications required for your chosen career path. There are some restrictions which have already been outlined to you.

Please provide your
First name:

Please provide
your Surname:

What gender do you
identify with?

Male

Female

Other

What year are you
currently in?

S3

S4

S5

What House group are
you in?

Arran

Cumrae

Eriskay

Section 2: Career Planning.

Making the correct option choices is key to ensure you fulfil your career aspirations. To support this, please complete the questions below which are linked to your career planning. This information will help us to support you to achieve your goals.

What is your
anticipated
leaving date?

End of
S4

Xmas
S5

End
of S5

Xmas
S6

End
of S6

What is your
preferred route
when leaving
school?

University

College

Apprenticeship

Employment

What course / job would you be
interested in when you leave
school?

Section 3: Current Subjects & Levels Use the boxes below to list all your current subject and current level:

Subjects	Current Level (e.g. Level 2/3/4 for S3 or Nat 3/4/5, Higher or Level 4/5/6 for NPAs in S4-5)

Section 4: Options

Pupils must follow a set number of courses as indicated below – please tick the correct subjects and levels and use the totals at the bottom to check:

- S4-6 – 6 courses plus core time if not studying any Highers
- S5/6 – 5 courses if taking at least one Higher
- S6 only – 5 courses (minus one for each Adv Higher to a minimum of 3)

Tick (✓)	Subject	Nat 4 / L4	Nat 5 / L5	Higher /L6	Adv Higher
English	English				
	Comms & Literature L6				
Maths	Mathematics				

	Applications of Maths				
Languages	French				
	Spanish				
ESOL	English as a Second Language				
Science	Biology or Higher Human Biology				
	Chemistry				
	Physics				
	Laboratory Science L5				
Social Subjects	Geography				
	History				
	Modern Studies				
	Travel & Tourism L5				
	Politics				
ICT	Admin & IT				
	Business (N3/4) / Business Mgt (N5/H)				
	Computing Science				
	Business Skills (FA)				
	Cyber Security (NPA)				
Design & Manufacture	Graphic Communication				
	Design & Manufacture				
	Practical Woodworking				
	Practical Metalworking				

Tick (✓)	Subject	Nat 4 / L4	Nat 5 / L5	Higher /L6	Adv Higher
	RMPS				
Performing Arts	Drama				
	Acting & Performance (NPA)				
	Technical Theatre (NPA)				
	Dance				
	Music				
	Music Tech				
Health & Wellbeing	Practical Cookery				
	PE (Team Sports)				
	PE (Aesthetics)				
	PE				
	Sports & Recreation				
	Sports Leaders (NPA)				
	Achieving Excellence in Sport (NPA)				
Art & Design	Art & Design				
	Photography				
Total Subjects					

Section 5: West College Scotland Please Tick (✓)

S4 only - The application process for college takes place in April and is separate to the school options process. S4 can only pick school subjects at this stage but you

can put your name down for a college place which will usually be confirmed before school closes in June.

I would be interested in a Vocational course at WCS?

Yes

No

Course Name	SCQF Level	Please Tick
Childcare	Level 4	
Hair, Makeup & Beauty	Level 4	
Rock School Live Performance	Level 4	
Construction Crafts	Level 4	
Computer Games Development	Level 4	
Intro to Automotive (new in 2022!)	Level 4	
Engineering	Level 4	
TV Production	Level 4	
Sound Production	Level 4	
Medical Laboratory Skills	Level 5	
Intro to Pharmacy	Level 5	
NPA Sport Unit based	Level 5	
Environmental Science (new in 2022!)	Level 5	

S5/6 only - The application process for college takes place in April and is separate to the school options process. S5/6 can pick college at this stage but you must be aware that the college makes the final decision on places and so your place is not guaranteed until June.

I would be interested in a Vocational course at WCS?

Yes

No

Course	SCQF	Credits	Year	PLEASE TICK
Automotive Maintenance	Level 3/4	IMI Award	S5/6	
Automotive Body & Paint Repair	Level 3/4	IMI Award	S5/6	
Introduction to Plumbing	Level 4	2 Units	S5/6	
NPA Professional Cookery with Bakery	Level 4	National Progression Award	S5/6	
Activity & Adventure Tourism new in 2022!	Level 4	National Progression award	S5/6	
Makeup Artistry	Level 4	National Progression Award	S5/6	
Skills for Work Hairdressing	Level 4	Group Award	S5/6	
Skills for Work Construction Craft	Level 5	Group Award	S5/6	
Skills for Work Hospitality	Level 5	Group Award	S5/6	
Skills for Work Childcare	Level 5	Group Award	S5/6	
NPA Cyber Security	Level 5	National Progression Award	S5/6	

NPA Computer Games Development	Level 5	National Progression Award	S5/6	
NPA TV Production	level 5	National Progression Award	S5/6	
ESOL Access (new in 2022!)	Level 5/6	Details tbc	S5/6	
NPA Admin: Office Serv & Info Tech (new in 2022!)	Level 5	National Progression Award	S5/6	
NPA Digital Skills for Ent & Business with IT	Level 5	National Progression Award	S5/6	
Engineering	Level 5	Group Award	S5/6	
Data Science (new in 2022!)	Level 5	National progression award	S5/6	
NQ Cabin Crew with Airport Operations	Level 5	NQ college cert & SQA units	S5/6	
NPA Criminology (new in 2022!)	Level 5	National Progression Award	S5/6	
NPA Music	Level 6	National Progression Award	S5/6	
NPA Music Business	Level 6	National Progression Award	S5/6	
NPA Sport – exercise & fitness leadership	Level 6	National Progression Award	S5/6	
Microbiology Pharmacology for Healthcare	Level 6	(2) 0.5 credits (2) 1 Credit	S5/6	
S6 ONLY				
Higher Psychology	Level 6	Higher NQ	S6	
TEFL (New for 2022!)	Level 6	Details tbc	S6	

PDA Business Finance (New for 2022!)	Level 7	Personal development award	S6	
PDA Office Admin (New for 2022!)	Level 7	Personal development award	S6	
Human Body Structure & Function	Level 8	(Wed pm at Paisley)	S6	

Foundation Apprenticeship

S5/6 only - The application process for college takes place in April and is separate to the school options process. S5/6 can pick college at this stage but you must be aware that the college makes the final decision on places and so your place is not guaranteed until June.

I would be interested in a Foundation Apprenticeship at WCS?

Yes

No

You must also complete the online application form for West College Scotland at: <https://www.westcollegescotland.ac.uk/courses/foundation-apprenticeship/apply-now/>

COURSE	SCQF LEVEL	DAYS	YEAR	PLEASE TICK
Engineering Systems (2 year course)	Level 6	Tues & Thurs pm	S5	
Business Skills (1 year course)	Level 6	With Inv Acad - tbc	S6	
Children & Young People (1 year course)	Level 6	Tues-Fri pm (Thurs all day place)	S6	

HNC Infill

S6 only - The application process for college takes place in April and is separate to the school options process. You must also pick at least 2 school subjects to fill the days when you are in school during your HNC course.

I would be interested in an HNC course at WCS?

Yes

No

COURSE	SCQF LEVEL	DAYS	YEAR	PLEASE TICK
HNC Travel & Tourism	Level 7	HNC (Mon & Tues all day)	S6	
HNC Music	Level 7	HNC (Tues & Thurs all day)	S6	
HNC TV Production	Level 7	HNC (Tues & Thurs all day)	S6	
HNC Sound Production	Level 7	HNC (Tues & Thurs all day)	S6	
HNC Sport & Fitness	Level 7	HNC (4 afternoons/infill)	S6	
HNC Coaching	Level 7	HNC (4 afternoons/infill)	S6	
HNC Accounts	Level 7	HNC (Times to be confirmed)	S6	
HNC Business	Level 7	HNC (Times to be confirmed)	S6	

Section 6: Pupil Checklist & Agreement Please Tick (✓)

In this section you will find your checklist and agreement for your options moving in to S4, S5 or S6.

Read the statements below carefully and select the correct option for each.

	Yes	No
I have discussed my options with my carers and they are aware of what subjects I have selected?	<input type="checkbox"/>	<input type="checkbox"/>
I have discussed my options with my Pupil Support Teacher?	<input type="checkbox"/>	<input type="checkbox"/>
I have thought about the subjects that I have excelled at in S3/4/5 and chosen from these only?	<input type="checkbox"/>	<input type="checkbox"/>
My subject choices link clearly to my career pathway?	<input type="checkbox"/>	<input type="checkbox"/>

Flexible Pathways

For some young people, our 32+ tutor periods-a-week model is adapted through partnerships with college, employers and other partners. The school has an open and flexible approach to supporting all young people including those with Additional Support Needs (ASN) and Social and Emotional Behavioural Needs (SEBN). Further information can be found in the Impact Zone document.

Experiences beyond the classroom:

Recognising that young people learn and develop through all of their experiences, Inverclyde Academy provides young people with a wide range of opportunities to learn outside the classroom.

To enhance learning, some subjects make use of the outdoor space in the school grounds and local area while others offer trips and excursions which relate to the work undertaken in class. Some subjects work with partners in the community to engage young people in citizenship and enterprise activities and the school provides a number of opportunities to develop confidence and build leadership as young people progress through the school. Many young people also enjoy success through participation in local and national competitions.

There is a high number of out of school hour activities in a range of disciplines available to pupils from S1-6. The number of activities has continued to grow and is a major strength of the school. Performing Arts and Sport are major feature of life at Inverclyde Academy and many young people attend after school clubs where they can use the skills they have learned in lessons. There are opportunities to develop ability in music and drama through our orchestra, choirs, school shows and other musical events. There are many other activities including the Duke of Edinburgh's Award Scheme. The school provides an impressive range of lunchtime and after school activities including sport, music, drama, art, IT, Lego and crafts as well as groups promoting sustainability and global citizenship.

Change through Consultation

Throughout all curricular change in Inverclyde Academy, improvement teams have been formed with representation across all areas of the school. At the outset, teachers were asked to relinquish subject loyalties and consider all aspects of curricular change for the benefit of learners.

As the evolution of our curriculum continues, parent information events play a significant role in the journey. These events are well attended and are targeted at



each particular stage. Parents are given the opportunity to ask questions at the event and are also encouraged to provide written feedback. Parents were included in this stage of our curricular development as presentations were made via curricular evenings and at our Parent Council. Feedback was gathered through Q&A sessions and written feedback sought where a parent felt this was appropriate.

Pupils were also asked to comment upon change via 24/7 meetings with the Headteacher and also via year group assemblies.

Learner Journeys

Pathway A - Hospitality Industry

Anna has always found school to be a challenging environment. She often struggled to interact with her peers and has been part of the school support system which included assistance from external agencies since primary school.

Throughout BGE phase, Anna was supported in literacy and numeracy however by the end of S2, had not reached level 3 in all curricular areas. Throughout S3, Anna had weekly input from Community Learning and Development. These sessions provided opportunities to develop skills in leadership, team work, community based projects and all supported Anna with her personal confidence and self-esteem. However, Anna's confidence was slow to develop so when she moved into S4, it was agreed that she would benefit from more intensive support through the Impact Zone.

During S4, Anna reluctantly agreed to take part in an 8 week work placement opportunity at a local hotel. Anna attended her placement 2 days per week and maintained school contact for the remainder of the week focusing on literacy, numeracy and health and well-being as well as her NQs at Level 3.

Anna is progressing well with her studies and is on track to achieve a number of qualifications. Her work placement has been such a success that it has now been extended to 2 days per week for the whole of S5. These recent months have seen her blossom as a person and she is now much more confident. We feel positive that a suitable course and/or employment can be sustained on exit.

Senior Phase

S4: N3 English, N3 Maths, N4 Hospitality, N3 Admin and N3 Biology (achieved with support from the Impact Zone).

S5: N4 English, N4 Maths, N5 Hospitality (units only), N4 Admin and N4 Biology (achieved with support from the Impact Zone).

My Future

- NC Hospitality at Glasgow City College

Minimum entry requirements; Three National 4 qualifications including English and Mathematics or Numeracy.

Extra Curricular & Work Experience

Placement with a local Holiday Inn Express 2 afternoons per week.

Key skills developed:

- Punctuality
- Improved communication
- Teamwork
- Time Management
- Social Skills

Pathway B – Sports Industry

Throughout his school life, Ben enjoyed classes and had a good rapport with class teachers. He enjoyed technical and practical subjects and performed well in these. However, he did find some areas of the curriculum challenging and his passion was always football.

At the end of S3, Ben personalised his curriculum and attained awards at National 4 and 5 in all of his subjects including PE. Ben decided that he wanted to pursue his education at West College Scotland as he hoped to be signed to a football team and was fully supported by our school partners to successfully make this transition. However, when the signing was delayed, Ben decided that he would rather stay at school and gain further qualifications before making the move to college and so returned for S5 and S6.

By the end of S5, Ben had decided that his love of football could extend to all sport and so he took on both Sports Coaching and a L5 vocational college course two afternoons per week to enhance the Higher PE he had completed in S5 (achieving only a D first time). On completing S6, Ben had enough qualifications to access the HNC making his transition to college a more positive one.

Senior Phase

S4: N4 English, N4 Maths, N5 PE, N5 Practical Woodwork, N4 Biology and N4 Geography.

S5: N5 English, N5 Applications of Maths, H PE, N5 Practical Metalwork and N5 Biology.

S6: H English, N5 Maths, H PE (resit), Sports Coaching & L5 Sport & Fitness at WCS.

My Future

Hopes to pursue a career in Professional Football but applying for courses in the interim period.

- HNC Coaching and Developing Sport at West College Scotland

Minimum entry requirements:

Two Highers including English or a Higher with literacy content: Level 5 (SCQF level 5) Sport.

Extra Curricular & Work Experience

School football team and currently on trial at Greenock Morton (volunteer sports coach at weekends). House Captain in S6.

Key skills developed:

- Communication
 - Teamwork
 - Time Management
 - Leadership and Social Skills
-

Pathway C – Engineering industry

Cara expressed an interest in engineering from early in secondary. She attended various STEM events and was encouraged through our Women into STEM events. Cara performed well in S4 and chose four Highers with the addition of an FA in Civil Engineering at WCS.

However, Cara was disappointed with her results at the end of S5 and realised that she would struggle to achieve the entry requirements for university.

As a result, she was supported to complete her FA and improve her D grades in Maths and Physics by dropping to 4 subjects in S6 and attending a one day placement each week as part of her FA. During her private study time resulting from her dropped subject, Cara worked closely with her Maths and Physics teachers and was supported through staff in the Impact Zone to ensure she would meet the entry requirements for an HND leading to a degree.

Senior Phase

S4: N5 English, N5 Maths, N5 Physics, N5 D&M, N5 Graph Comm, N5 Computing.

S5: H English (units only), H Maths, H Physics, H D&M, FA Civil Engineering.

S6: H English, H Maths (resit), H Physics (resit), FA Civil Engineering (incl placement).

My Future

- HND Civil Engineering at Glasgow Kelvin College

Two Highers at C pass (one must be Maths or Physics).

- Civil Engineering Degree at University of Strathclyde

Scottish Higher minimum entry requirements: A, A, A, B Maths and Physics/
Engineering Science

HNC minimum entry requirements: Pass

HND minimum entry requirements: Pass

Extra Curricular & Work Experience

Part of the school STEM team and took part in Young Enterprise in S5. MVP Buddy and Pupil Parliament representative.

Key skills developed:

- Communication
 - Teamwork
 - Organisation
 - Time Management
 - Leadership skills
 - Problem Solving
-

Pathway D – Business Degree

David is a student who has always excelled in his studies. He gained five Highers in S5 all at band A and, in S6, David is studying for four more Highers.

David has applied to University to study Business with Languages. He attended a Summer School at Glasgow University during the holidays at the end of his S5 year and was part of the University “Top Up” programme.

S1/S2

English, Maths, Modern Languages, Social Subjects, Science, Technologies, Expressive Arts, Health & Wellbeing.

S3

English, Maths, French, Chemistry, Business Management, Admin, PE, Biology, Spanish, Modern Studies and Art.

Senior Phase

S4: N5 English, N5 Maths, N5 Chemistry, N5 Biology and N5 Business Management and N5 French.

S5: H English, H Maths, H Chemistry, H Human Biology and H Business Management.

S6: H French, H Spanish, H Admin and H Accounts.

My Future

- MBus in International Business with a Modern Language

Minimum entry requirements:

Highers (1st sitting) AAAB or AABBB (English B, Maths National 5B/Intermediate 2; Higher Maths B for combinations with Finance; Higher A/B in one language from French, Spanish, Italian)

Extra Curricular & Work Experience

David has played a major role in school life. He is a member of the Young Enterprise group and undertakes MVP buddy responsibility; he has presented at school assemblies and supported younger pupils by visiting local primary schools to assist staff during P7 transition visits.

Key skills developed:

- Communication
 - Teamwork
 - Organisation
 - Time Management
 - Leadership skills
 - Problem Solving
 - Independent thinking
-

Our Pledge

Inverclyde Academy is committed to further improving our curriculum and seek to do this on an ongoing basis. We are dedicated to ensuring that our curriculum fully prepares our young people for a rapidly changing world. We are working closely with staff, Parent/Carers and stakeholders to create bespoke, flexible learner pathways for our young people and provide seamless transitions from the Broad General Education in to the Senior Phase and in to sustained positive destinations.

Next Steps

Inverclyde Academy is committed to improving further our curriculum to meet the needs of a highly skilled, flexible work force that the 21st century requires. The school is open to new opportunities that will benefit our young people. We are developing further our work to empower our young people to be successful learners, confident individuals, responsible citizens and effective contributors. We are working to develop a greater understanding of the skills that young people require for their lives and work. The school will continue to further develop partnerships and create bespoke pathways for learners in order to provide seamless transitions from the Broad General Education into the Senior Phase and into positive destinations.

Below is a summarised list of our focus,

- Continuous Parent/Carer Consultation
- Continue to look “Outwards” in partnership with other schools to focus on curriculum improvement
- Headteacher and DHT participation in Local Authority Senior Phase Planning groups
- On-going Self Evaluation of curriculum
- Pupil Voice Groups to evaluate curriculum and contribute to curriculum planning
- Increased partnership College
- Increased partnership working with local businesses
- Embedding of Careers Education Standard and Labour Market Information in to curriculum planning