

Inverclyde Academy
Standards and Quality 2023/24**Context of the Establishment:**

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; 66% of our pupils come from SIMD 1-3, with just over 50% living within SIMD1.

We have welcomed families to our school community who have arrived in Scotland this year. Some of these children speak English, but are new to the Scottish Curriculum. Others (37 children) have little or no experience of the English language.

The current school roll is approximately 771: our capacity is 1118. Many of our pupils are care experienced with, at present, 78 of our pupils registered as 'looked after' and 62% 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 £177,620.

The present complement of full time teaching staff is 56.6 which includes a school leadership team of a Headteacher, three DHTs, 12 Principal Teachers of Curriculum, and 8 FTE Principal Teachers of Pupil Support. The Scottish Attainment Challenge funding has funded the post of a Barnardo's worker to the school (shared with a neighbouring school). At present there are 27 children in the school with access to a Barnardo's worker. The PEF allocation has allowed us to engage with Mind Mosaic which supports 32 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 pupil support assistants. We have recently (June) appointed a school library assistant.

In Inverclyde Academy, we aim to provide a welcoming and friendly environment which celebrates the diversity of our community. This is achieved through working together with young people, their families and the community, based on a shared sense of direction. Our values have been recently updated to - Respect, Responsibility, Equality and Wellbeing – these are displayed throughout the school and were established in consultation with the full community.

At Inverclyde Academy, we aim to provide opportunities to develop skills for learning, life and work and create pathways which allow young people to move into positive destinations. We work proactively with a range of partners including local, regional and national employers and many other practitioners to modify and deliver an appropriately personalised curriculum. This takes account of the individual needs of our children and young people and consolidates the development of employability skills in our school as part of our commitment to ensuring our young people have the capabilities and necessary skills to sustain their chosen pathways post-school, particularly given the Scottish Government's *Young Person Guarantee: No one left behind* agenda (Sept 2020).

The school communicates with parents/carers and the local community through regular online meetings and information events (when possible), regular newsletters, a weekly bulletin, text messaging, Twitter and the school website. We have a thriving and supportive Parent Voice. Most of our parents have signed up to the Parents Portal.

Our Vision, and Values



Vision

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

Values

- Respect
- Responsibility
- Equality
- Success

Establishment priority 1:

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Performance information

HGIOS/ELC QIs

- 1.1 Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

- Using the support from the OSIRIS training, by June 2024 all pupils will identify as 'learners' through their ability to communicate their experiences in the classroom in terms of learning using the appropriate language. They will be able to identify and discuss their progress and the target they have yet to meet.
- Using the backfill paid from PEF, teachers will have the time to ensure that, by March 2024 all departments will have engaged in moderation of BGE assessment both internally and externally.
- By June 2024 evidence will indicate that most lessons will use assessment of pupil learning to plan next steps.
- By June 2024 the following S3 Numeracy and Literacy targets will be achieved.
- All Literacy attainment (ELT, ER& EW) will return to over 90% for SIMD 3-10 and the SIMD gap will not increase
- The Numeracy attainment will return to 90% and the SIMD gap will reduce by 5%.

PEF used to support closing the gap:

- Support from OSIRIS over three years (£36,000) – paid from previous year's allocation. This training will support the school in the tasks stated in 1.1 and 1.4 below
- Backfill to allow staff time to undertake leadership role (£12,000) will support the development of a consistent model for moderation

Progress and impact of outcomes for learners:

- Observation of learning as per calendar using new matrix (focus on LI, SC & Questioning)
- An Additional 55 lessons observed during our May focus on L&T. Good practice was shared across the school and discussions and feedback given using 'WWW' and 'EBI' in relation to challenge questions. The pupils' voice was gathered through the 24/7 process. Learners have an increased awareness of the relevance of SC and of where they are in their learning. The pupils' views were recorded and shared with relevant PTs for discussion and action
- Pupil questionnaires show that
 - 76% stated that they know what at what level they are working in every or most lessons
 - 89% stated that they would be able to 'tell you, show or teach you' what they have learned in every or most lessons
 - 75% stated that they feel that lessons are adjusted to meet their needs in every, or most lessons.
- 100% of staff increased their focus onto LI and SC.
- We have evidenced that there has been an increase in the number of lessons where the teacher had moved from Initial Application to Deliberate Application.

This session, a close focus (through timetabled action meetings) on the progress of Literacy and Numeracy through BGE has culminated in our best results since before the Covid pandemic. With regards to Level 3, the gap has been reduced in Numeracy whilst the overall % pupils achieving Level 3 has increased by 8.8%. In Literacy, the gap has increased, although a higher percentage than before (regardless of SIMD) have achieved Level 3. In fact, for SIMD 3-10, more than 90% have achieved Level 3 in all areas. In all aspects of Literacy, the % of pupils achieving at Level 3 has increased by at least 11%.

TPJ - % achieving appropriate level (S3 data)						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2023 - 2024	ALL	127	90.5%	89.7%	90.5%	85.0%
	1 - 2	78	85.7%	84.4%	87.0%	84.6%
	3 - 10	49	98.0%	98.0%	95.9%	85.7%
	GAP		-12.2%	-13.5%	-8.9%	-1.1%
2022 - 2023	ALL	127	77.9%	76.2%	74.6%	76.2%
	1 - 2	77	77.8%	76.4%	73.6%	73.6%
	3 - 10	50	78.7%	76.6%	76.6%	80.9%
	GAP		-0.9%	-0.2%	-3.0%	-7.2%
2021 - 2022	ALL	147	84.8%	83.4%	83.4%	79.6%
	2 - 2	85	79.5%	78.3%	78.3%	71.8%
	4 - 10	62	91.7%	90.0%	90.0%	90.0%
	GAP		-12.1%	-11.7%	-11.7%	-18.2%

With regards to Level 4, the % of pupils of pupils achieving this level is the highest on record. This increase can be attributed to continued high-quality moderation, monthly attainment meetings and appropriate challenge, pacing and individual pupil intervention. Whilst there is a clearer gap at Level 4, it has been reduced from last year, whilst significant attainment gains have been made. The further reduction of the gap will be a target for next session.

TPJ - % achieving Level 4						
Year	SIMD	Number of Pupils	Listening & Talking	Reading	Writing	Numeracy
2023 - 2024	All	127	55.6%	56.3%	55.6%	41.7%
	1 - 2	78	46.8%	50.6%	50.6%	33.3%
	3 - 10	49	69.4%	65.3%	63.3%	55.1%
	GAP		-22.6%	-14.7%	-12.6%	-21.8%
2022 - 2023	All	127	41.8%	42.6%	45.1%	9.0%
	1 - 2	77	33.3%	34.7%	38.9%	2.8%
	3 - 10	50	57.4%	57.4%	57.4%	19.1%
	GAP		-24.1%	-22.7%	-18.6%	-16.4%
2021 - 2022	All	147	35.9%	31.3%	29.3%	31.3%
	1 - 2	85	22.9%	20.5%	18.1%	25.9%
	3 - 10	62	53.3%	48.3%	46.7%	40.0%
	GAP		-30.4%	-27.9%	-28.6%	-14.1%

Next steps:

- To set ambitious and achievable attendance targets for all pupils and specific cohorts of pupils.
- To set ambitious and achievable targets for attainment and achievement in both BGE and Senior Phase. This will include specific cohorts.
- Review the impact of the curriculum changes (Senior Phase and S1)
- Embed learning, teaching and assessment strategies with focus on adaptations to learning to meet individual pupils' needs.
- Introduce a series of learning events for families – Literacy, Numeracy, STEM and HWB

Establishment priority 2:

NIF Priority

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

NIF Driver

Assessment of children's progress
Performance information

HGIOS/ELC QIs

1.1 Self-evaluation for self-improvement
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

UNCRC

Article 3 (Best interests of the child):
Article 28: (Right to education):

Outcome:

- By June 2024 there will be an increase in attendance of S2 pupils living in SIMD 1-2 from 86.3% to 89%
- By June 2024 there will be an increase in attendance of S3 pupils living in SIMD 1-2 from 84.2% to 87.2%
- By June 2024 attendance of S1 pupils living in SIMD 1-2 will be above 90%.
- By October 23 there will be a consistent approach to Pupil Support staff and DHT's in analysis of absence rates.
- By Dec 23 60% of all parents will be actively using the Parent Portal app.
- By Dec 23 all PTs will have a clear understanding of the progress of BGE pupils in their dept and staff will have set appropriate attainment targets for all pupils.
- By May 24 there will be an increase in the number of alternative curriculum offers for targeted BGE pupils.
- By June 24 the 'Strive for Five' cohort will increase by at least 10% with at least two additional activities for each year group.

PEF used to support closing the gap:

- Alternative curriculum programs for targeted pupils. (£10,000)
- Alternative certification for BGE pupils (2,000)
- Support for Strive for Five activities (10,000)
- Health and wellbeing coach (£5,138)

Progress and impact of outcomes for learners:

The "Strive for Five" cohort increased in all year groups. For S3, 55 pupils attended the residential trip to SportScotland at Largs, a 30% increase on the previous cohort. Additional inputs were created this session which included special assemblies and an interactive event for pupils and parents.

Parent Portal - 87% of parents have logged into the parent portal. (Target was 60%) this has improved the accuracy and workload of recording of attendance in the school system.

Due to changes in recording absence this year the initial targets set in June 23 have been amended. The new targets stated below take into account the effect of attendance rates of pupils who are being supported by a flexible timetable (authorised by Education Psychology). These new target new targets for June 25 are for all pupils in SIMD 1&2 out with those on a flexible pathway.

Attendance of Pupils in SIMD 1 & 2	Average Attendance Pupil without alternative pathways (%)	Target (%)
S1	89.29	90
S2	88.11	89
S3	84.98	87.2

Whilst these has been an improvement in this area compare to last year's figures, we are disappointed that these targets were not met and this area of concern will feature in next year's improvement planning.

Columba 1400 for CEYP

- 5 pupils attending, 4 from S1 and one from S4. They created a presentation about Connected Schools to be delivered at a local showcase. Their idea is that once a month CEYP have the opportunity to meet in a central location. Moving forward, the school will set up a group for CEYP within the Impact Zone with a

similar structure, to support CEYP with their transition to high school. To be successful may require funding to run the CEYP group.

Next steps:

- Set ambitious and achievable attendance targets for specific cohorts of pupils within SIMD 1&2.
- Reduce the poverty-related attainment gap in Numeracy at level 4
- Reduce the poverty-related attainment gap in Literacy across all aspects at level 3 and L&T at level 4
- Set ambitious and achievable targets for S4 pupils living in SIMD 1&2 for 1+, 3+ and 5+ level 5
- Set ambitious and achievable targets for S6 pupils living in SIMD 1&2 for 1+, 3+ and 5+ level 6
- Establish a PEF stakeholders group to support with decision making and adaptations as required.
- Further develop awareness and understanding of trauma- informed practice.

Establishment priority 3:

NIF Priority

Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School Improvement
Parental engagement

HGIOS/ELC QIs

3.1 Ensuring wellbeing, equality and inclusion
1.5 Management of resources to promote equity

UNCRC

Article 28: (Right to education):
Article 3 (Best interests of the child):

Outcome:

- By June 24 all staff (teaching and non-teaching) will have an increased knowledge of Trauma Informed Practice.
- By June 24 all key staff will show increased confidence in developing appropriate support plans for young people including those who have experienced trauma.
- By June 24, MCR Pathways will have improved engagement levels in Group 1 (SP &BGE) from 2023 figures by 10%.
- By June 24 all departments will have reviewed and improved their curriculum and procedures to ensure it is in line with the school values

PEF used to support closing the gap:

- Support for implementing MVP (£2,000)
- Mind Mosaic support (£28,000)
- MCR Coach (£33,577)

Progress and impact of outcomes for learners:

Trauma Informed Practice

- All staff members including office and school support staff took part in basic level training in this area.
- All key staff were involved in more intense training which has improved the level of planning for young people in the school community.

Last session, the MCR targeted Senior Phase pupils achieved the following:

- Group 1 - 48 care experienced pupils impacted by poverty: of this 86% of pupils engaged positively in the group sessions and from S3 onwards were allocated and matched with a mentor. This saw an increase of 15 pupils being involved in this group and an increase of 38% engagement across the group.
- Group 2 – 76 pupils impacted by poverty and ACEs identified as disengaging in learning: 63% matched to mentor, engaging positively and making good progress towards identified destination; 18% left school before being matched showing high levels of positive engagement in this cohort.

MVP

- 15 pupils attended the 2-day training at the iZone, and following training they presented to the S2 pupil's. This training will develop their confidence and presentation skills.
 - An example of this is Pupil A, who at the start of the year was unsure if he wanted to participate as he was concerned the S2 pupils would struggle to understand him, by the end of the course he was confidently delivering lesson to the S2's, reported incidents he was concerned about from around the school and was successful in his interview for head person.

Next steps:

- Develop an improved approach to tracking wellbeing and targeted support
- Further develop an approach to tracking wider participation and achievement.
- Audit further to develop our approaches to an inclusive curriculum.
- Raise awareness of protected characteristics and expectations of behaviour towards others.

Establishment priority 4:

NIF Priority

Improvement in skills and sustained, positive school-leaver destinations for all young people
Placing the human rights and needs of every child and young person at the centre of education

NIF Driver

School Improvement
Performance information

HGIOS/ELC QIs

2.6 Transitions
3.3 Increasing creativity and employability
2.7 Partnerships

UNCRC

Article 28: (Right to education):
Article 3 (Best interests of the child):

Outcome:

- By March 2024, all pupils in S3-5 will have access to an updated, more focused options programme designed to support specific pathways.
- By March 2024, all pupils in S3-5 will have identified the three strands of 16+ data at least once in SEEMIS (updated by key staff).
- By May 2024, all school leavers will have an identified positive destination and back-up plan in place.
- By April 2024, The S1/2 and S5/6 DYW curricular programmes will have been reviewed, mapped and updated to ensure skills progression including clear input on meta-skills at each stage.
- By June 2024, update DYW curricular programmes will be ready for roll-out with new, incoming year groups.
- By September 2024, DHT will have established a STEM working group with a clear agenda and improvement plan in place.
- By May 2024, careers event feedback will evidence increased focus on STEM, Sustainability and Digital Skills.

PEF used to support closing the gap:

DWY Co-ordinator (£3,000 to June 2023), will support the improvement in pupil leaver destinations.

Progress and impact of outcomes for learners:

- In spring 2024, all pupils in S3-5 accessed an updated, more focused and more varied options programme designed to support specific pathways. We added a further 8 courses onto the existing 7 SQCF L5-7 courses in our curriculum to allow greater access to L5-7 qualifications to pupils in the lowest 20%. Our options booklet and processes were fully revamped and this will be further established next session. This has become a key part of our programme of work for the next level of SCQF Ambassador status.
- All 16+ data has been updated at least once this session and is being used to shortlist for focused careers and pathways events throughout the session. The data matches or exceeds the local in all three measures and significantly outperforms the national on all.
- The re-introduction of the MyWoW Ambassador Programme in S1 has been very powerful for our youngest leaders in the school and will now roll on to S2. Our MyWoW registrations are sitting at 88%, which is 16% higher than the LA average, ranking us 2nd place in the LA and 73/357 across Scotland.
- By May 2024, all but nine S6 leavers had an identified positive destination and back-up plan in place:

42.5% have already left to a destination.

21.6% have an unconditional destination.

16.4% have a conditional place

12.7% have applications and interviews pending

6.7% are not currently in or applying for a destination despite a range of interventions.

- This session, the S1/2 and S5/6 DYW curricular programmes were reviewed. As a result of staff and pupil evaluations, the decision was made to remove individual DYW periods from these cohorts and reassign the time, along with another additional period, to Wider Achievement. These new offers are currently being developed and mapped to ensure skills progression including clear input on meta-skills at each stage. In S1, these are being linked to awards such as those from CREST and Daydream Believers. In S5/6, they are also being linked to further Wider Achievement Awards such as Barista, Powering Futures and First Aid. These will be ready to roll out from August 2024.
- An initial STEM working group of PTs has now been established with a clear agenda to raise awareness and participation of STEM events across the school. An improvement plan is being developed for August 2024.
- Despite the absence of our DYW Coordinator since January, careers event feedback has been strong evidencing an increased focus on STEM in particular. For example, our annual Women into STEM Business Breakfast received a 100% enjoyment rating from pupils with only 17% saying they would not pursue a career in STEM after the event. The high levels of participation in Scottish Apprenticeship Week also demonstrated the young people's clear commitment to career pathway planning and an increased willingness to become involved in events to support them on their journey with approximately 350 individual interactions across the week as well as the whole school input in PSE/DYW.

Next steps:

- Engage more partners to secure alternative pathways for pupils disengaged from school in line with the No Wrong Path agenda.
- Further increase the opportunity for pupil leadership across all year groups by introducing SCQF and STEM Ambassadors from August 2024 as well as the Wider Achievement Curriculum Pathways.
- Further develop DYW/ career events in BGE and Senior Phase including merging our annual Careers Fair with a Subject Options event for maximum impact and participation from pupils and families.
- Incorporate skills, particularly meta-skills, into learning and teaching across the curriculum through curriculum pathways as well as Wider Achievement groups in S1 and S5/6.
- Continue to raise awareness and develop our community's understanding of SCQF as we strive to complete our application to be a Gold Level School.
- Under the 'Right to Education' section of 'The Promise Plan 21-24', care experienced children and young people will be supported to ensure they go on to genuinely positive destinations, such as further education or employment.

National Improvement Framework Quality Indicators

1.3 Leadership of change

Good

Key Strengths:

- Senior leaders carefully guide the strategic direction and pace of change. Staff are committed to and empowered to lead change which results in positive outcomes for young people.
- Staff have a clear understanding of the social and economic context of the school community. This knowledge is used to inform strategic planning for improvement.
- The school community has ownership of the vision and values. They are translated into daily practice within the school and provide a baseline for identifying improvement priorities.

Key Priorities:

- Review approaches to communicating learner progress to parents.
- Develop assessment, moderation, monitoring and tracking procedures in the BGE in line with the rigorous and robust procedures implemented in the Senior Phase.
- Continue to develop the Pupil Parliament as a vehicle for gathering pupil voice and encouraging pupil participation so that all young people within the school community feel that their voice is being heard.

2.3 Learning, teaching and assessment

Good

Key Strengths:

- The school's values are clearly evident in the school and demonstrated within lessons.
- The Pupil Parliament is providing a vehicle for pupils to shape improvements within the school and directly on Learning and Teaching through the Leaders of Learning group.
- The comprehensive approach to GIRFEC and information sharing is enabling teachers to meet the needs of learners to allow them to engage with their learning.
- The partnership with OSIRIS to support improvement of learning and teaching across the school, in particular work on Learning Intentions and Success Criteria.
- The comprehensive tracking system in the Senior Phase coupled with strategies such as 'Strive for Five' improving outcomes for learners.
- Emerging practice of moderation in Literacy between Primary colleagues, English and Social Subjects.

Key Priorities:

- Continue to develop the work of the Pupil Parliament to ensure all pupils feel involved in their voice being heard.
- Continue to build on the work with OSIRIS to support development of feedback and ensure consistency of learning and teaching.
- Develop the use of effective questioning within lessons with a focus on the use of High Order Thinking questions.
- Share the good practice of moderation activities to ensure consistency within the BGE and sharing of levels with pupils.
- Develop the use of ICT and share good practice of using Microsoft Teams across the school.

3.1 Ensuring wellbeing, equity and inclusion

Very Good

Key Strengths:

- Positive, supportive relationships are increasing learner engagement leading to improved outcomes for young people.
- High quality information is shared regularly with staff regarding pupil wellbeing, additional support needs and suggested strategies.
- Well-structured PSHE programme delivered by pupil support teachers, provides clear progression from S1-S6.
- S6 PSE programme is tailored to positive and sustained destinations.
- A range of effective provisions to support the mental wellbeing of young people.
- Pupils requiring particular support benefit from the enhanced provision through the Impact Zone.
- Highly effective planning and partnership work evident via the EST structure.
- High quality support for young people at points of transition.

Key Priorities:

- Continue to provide regular opportunities for pupils to use the wellbeing tracker to reflect and comment on their progress across the wellbeing indicators.
- Identify additional universal interventions to improve attendance with a particular focus on S3 and S4.
- Pupils would further benefit if 'you said, we did' was more explicit and shared in weekly notices, newsletters and assemblies.
- Seek further opportunities for teachers to plan support with pupil support assistants to maximise the impact on pupil progress.
- Explore opportunities to improve engagement of home learners who are supported remotely.

3.2 Raising attainment and achievement/Securing children's progress

Good

Key Strengths:

- The school has a rigorous tracking system in place in the senior phase that is supporting close monitoring of young people's progress towards National Qualifications. This data is used very well to enable staff to intervene at an early stage where support is required.
- The school is effectively tracking progress in literacy and numeracy from S1 through to the senior phase. This data is used well to monitor progress over time of individuals, groups and cohorts.
- Strong attainment at one or more to five or more at SCQF level 3 and level 4 across S4-S6.
- Equity of opportunity for young people across the school
- Well managed use of Pupil Equity Funding that is impacting positively on young people..

Key Priorities:

- Continue to further develop tracking and monitoring of young people's progress in the BGE including progress over time.
- Continue to build staff confidence in applying national standards when making professional judgements about achievement of a level across all curricular areas.
- The school should seek to track participation in wider achievements more fully across the BGE and Senior Phase.
- Continue to increase pathways and opportunities for learners to achieve at SCQF levels 5 and 6.

Other quality indicators evaluated from 3 year plan:

3.3 Increasing creativity and employability

Key Strengths:

- Leadership of the DHT, Senior Phase, in creating a clear vision backed up by policy and practice.
- Creation of the Careers Zone and the creation of the team who support its work.
- The quality of support and advice given to all pupils and their families by the Careers Zone team.
- Rigorous approaches taken to tracking all pupils in order to secure Positive Destinations.
- Partnership work to create both improved pathways and post school opportunities.

Key Priorities:

- Need to review the progression of curriculum content and learning experiences in DYW from P7 cluster work all the way through to S6 including clarification around use of PSE classes to deliver DYW.

Key Achievements of the Establishment

As part of our LA Review this session, we invited a range of parents and partners in to the school to participate in focus groups with the review team. We were overwhelmed by the positive response from those invited both in terms of attendance and in their high levels of support shown in the meetings. It was reassuring to hear so much positivity from our school community and beyond.

We are proud of our school's young people welcoming new pupils from various countries into our community. They have ensured these new families are supported and valued. At a recent awards ceremony it was observed that our diverse community was represented.

In the recent Learner Survey, 99% of those who responded stated that 'they are learning and getting better' in some or all of their lessons.