**Lomond View Academy**

**Standards and Quality 2023-24**

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| **Context of the Establishment** |
| **Our Establishment**     |  |  |  |  |  | | --- | --- | --- | --- | --- | | Service | Number of Young People | Attendance Average (%) | Attends Base School (%) | Number of Exclusions | | Thrive | 12 | 77 | 75 | 0 | | EBSA | 9 | 66 | 22 | 0 | | LVA BGE | 11 | 72 | 66 | 4 | | LVA S4 | 10 | 69 | 33 | 0 |  |  |  |  |  | | --- | --- | --- | --- | | Service | ASN (%) | Care Experienced (%) | SIMD 1-2 (%) | | LVA | 92 (67 on ASD Pathway) | 63 | 60 | | Thrive | 43 | 50 | 83 |     **Vision**  Thrive & Explore Your Full Potential  **Values**  Ambition  Resilience  Belonging  **Our Aims**   * Nurture Positive Relationships * Develop Self-Esteem & Confidence * Build Strong Partnerships with our Communities * Provide a Personalised Education |

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| **Establishment priority 1** | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people  NIF Driver  School Improvement  Performance information  Assessment of children's progress | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement  UNCRC  Article 28: (Right to education):  *Article 29 (Goals of education):* |
| **Outcome:**   1. By June 2024, 80% of pupils will have achieved an individually appropriate level in literacy and numeracy. 2. By June 2024, the BGE curriculum will deliver a range of subjects and experiences that will have increased the attainment of 80% of the cohort. 3. By May 2024, the S4 model will show 100% of young people have achieved the minimum expected qualifications 4. By June 2024, all staff will have engaged in nurture training to remove environmental barriers to learning. 5. By September 2023, there will be a tracking and monitoring system to support early intervention to address attainment/achievement concerns 6. By June 2024, there will be an improved outdoor learning element to the curriculum, supporting all young people attending LVA.   **Progress and impact of outcomes for learners:**   * Almost all young people in S4 achieved a full N3 or N4 Applications of Maths & English award. Most young people in S4 did not access their base school, which has had an impact on individual attainment. On average LVA accounted for 82% of tariff points achieved by S4 pupils. * Where joint working has occurred with base schools, there has been some success with improving literacy and numeracy in the BGE. Pupils can confidently discuss their levels of numeracy and literacy in the BGE and, where appropriate BGE pupils have completed national units. The BGE delivery was not successful in meeting the outcome above. This is an area of improvement for next year. * 70% of our S4 achieved the minimum expected number of qualifications. Those who did not had poor engagement and attendance both at Lomond View and their bases school * All staff successfully completed Promoting Positive Behaviours and Keeping Trauma in Mind training. This was a factor in improved engagement from February onwards. This improved engagement is both anecdotal and measured through the introduction of engagement trackers. * Consistent tracking and monitoring procedures were in place for S4, though this was not the case for the BGE. Interventions were not tracked sufficiently to monitor their impact. This will be a major focus for session 2024/25. * Throughout 2023/24 outdoor learning was used sporadically with varying degrees of success in terms of engagement. Various factors impacted the success of this – duration, activity, weather, venue and how structured or unstructured tasks were. Young people experienced most success when tasks were led by themselves. * Throughout this year there have been success within the curriculum to achieve increased attainment.The current curricular offer within Lomond View Academy is based around the responsibility for all aspects (health & wellbeing, literacy & numeracy) and additions to this come from staff specialists, staff confidence/interest in other areas, and from partners. A range of additional partners are utilised to re-engage children and support their learning, for example the partnership with active schools for the delivery of sports leadership, allowing the pupils to deliver sporting activities in a neighbouring primary school. Such activities allow young people to develop their confidence, demonstrate their skills and build their sense of value in the local community. Further partnerships are being developed to expand the outdoor learning opportunities. There is significant work been completed on curriculum planning for S4 next year and BGE will be addressed. * Learning and Teaching is another area we will be looking at to contribute to enhancing attainment. We have made some progress within this, and the peer review outlined; There are degrees of personalisation & choice within the learning programmes, the learning activities and how the young people can demonstrate their learning. There is a clear purpose to all lessons, with the sharing of learning intentions and success criteria. Most lessons offer appropriate pace and challenge. Activities are clearly planned and varied to successfully maximise pupil engagement, confidence and skill development. There is effective use of questioning to elicit depth of young people’s understanding and build confidence. Young people are regularly given verbal feedback to build their confidence and support learning. Young people feel safe to make mistakes and try new things and discuss this with a peer(s). | |
| **Next steps**   * Develop a Learning & Teaching Rationale * Further enhance outdoor learning by seeking out accreditation offers * Continue to seek out CPD opportunities involving Trauma and/or Nurture * Develop opportunities for pupil-led learning * BGE tracking to be developed to work closely with each pupil’s base school. * Learning spaces within Lomond View Academy should be improved to have more evidence of pupils’ achievements to support a positive social environment. | |

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| **Establishment priority 2** | |
| NIF Priority  Improvement in children and young people's health and wellbeing  Choose an item  NIF Driver  Assessment of children's progress  School Improvement | HGIOS/ELC QIs  2.2 Curriculum  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  UNCRC  Article 4 (Protection of rights):  *Article 12 (Respect for the views of the child):* |
| **Outcome:**   1. By June 2024 80% of learners will show an increase in individual attendance targets 2. By June 2024, all staff will have engaged in nurture training to remove environmental barriers to learning 3. By June 2024, all staff will have engaged in circle training to remove barriers to learning in the following areas - physical environment, social environment, structures and routines, and motivation 4. By June 2024, all staff will have engaged in trauma training to remove barriers to learning, leading to increased engagement/opportunities for engagement 5. By June 2024, 100% of teaching staff will have engaged with low arousal training 6. By June 2024 100% of pupil’s health and wellbeing will be measured termly by wellbeing assessment 7. By June 2024, 80% of young people will have engaged with partnership working to improve specific aspect of their health and wellbeing 8. By June 2024, two members of staff will be PPB train the trainer trained.   **Progress and impact of outcomes for learners:**   * Attendance in BGE has improved by 11% and 18% in S4 when compared to individual attendance records last session. For those young people who do not have consistent attendance, there is effective partnership working involving social work outreach workers who engage learners through home visits, regular contact and a personalised approach. * Staff have not had any formal Nurture training, though almost all young people feel a sense of wellbeing, equality and inclusion which is supported by approaches used by staff. All staff can identify young people from care experienced backgrounds and there are appropriate plans implemented which are tailored to the needs of individual learners. This includes work experience and a bespoke curriculum to support young people into positive destinations. * All staff have completed the Keeping Trauma in Mind CPD course in order to remove barriers to learning, leading to increased engagement/opportunities for engagement. There have been increased levels of engagement as the year had progressed. * Staff have been unable to access low arousal training or Circle Training. This was due to the focus given to Trauma. * After researching various wellbeing tools and Profiling, we decided to use The Glasgow Motivation and Wellbeing Profile has been introduced to track and inform strategies to support wellbeing. The data held is robust and clearly identifies areas for wellbeing development for young people attending Lomond View Academy. Most young people are able to articulate the wellbeing indicators and the progress they have made in each area. For 100% of pupils this was completed twice during the year as it was not in place until after the first term. Next year we aim to complete this task termly. * Young people are able to state their wellbeing targets and all are making progress towards these. Staff regularly meet with young people to discuss and plan for these. * Where required young people have accessed partners to support this. This specific aspect of wellbeing has not been tracked appropriately; therefore, it is difficult to comment on the percentage of young people who accessed this. * All staff have completed PPB training, with one becoming a PPB trainer. This has helped staff manage situations more effectively and has been a factor in helping to improve relationships and engagement amongst young people. We would hope to have another staff member trained next year. * Transitions between base schools and Lomond View have improved greatly with all young people receiving appropriate visits and time with their key worker prior to attending. This has led to the creation of Transition Days in June 2024 for the new young people attending. * Attendance, engagement and health and wellbeing are clearly recorded and tracked. Learner profiles are utilised to engage young people in the setting of targets and planning activities that meet their needs, reviewing progress and recognising achievements. In-house tracking meetings are held to review pupil progress. | |
| **Next steps**   * All staff to complete Circle Training * Continue to adapt Wellbeing Tracking * Continue to enhance the transitions process, both in and out of Lomond View * Creation of an Achievement Calendar * Develop a Lomond View Relationships Policy | |

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| **Establishment priority 3** | |
| NIF Priority  Placing the human rights and needs of every child and young person at the centre of education  -  NIF Driver  Performance information  Assessment of children's progress | HGIOS/ELC QIs  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing Children's Progress  UNCRC  Article 31 (Leisure, play and culture):  *Article 42 (Knowledge of rights):* |
| **Outcome:**   1. By June 2024 all curriculum staff to have an increased understanding of play pedagogy via input from CMO, this will increase opportunities for learning through play in the classroom 2. By September 2023 100% of all young people in BGE will have access to sensory-based curriculum, supporting brain development, enhancing memory, complex tasks and problem-solving. 3. By June 2024 Lomond View Academy will have achieved the Bronze Rights Respecting Schools Award, increasing the knowledge of rights and empowering young people to talk about and promote rights   **Progress and impact of outcomes for learners:**   * Staff have had some training and input on play pedagogy and have used in when considering an updated curriculum offer in 2024/25. We are continuing to work towards a sensory based curriculum with a focus on play pedagogy. * Although improvements were made to the curriculum, we were not able to consistently offer a sensory based curriculum. A focus on Play Pedagogy next session will address many of these outcomes. * The school has the Bronze Rights Respecting Schools Award, though this is about to expire. The UNCRC was used in the creation of the new school Vision, Values and Aims. Some young people can discuss aspects of the UNCRC. | |
| **Next steps**   * Further training for all staff in play pedagogy to fully embed it in the curriculum offer. * Reaccreditation for Rights Respecting Schools Award * Creation of a Pupil Council to help drive forward pupil voice in the school | |

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| **Data** |
| **Key Strengths:**   * 100% of Teaching and Support staff have completed PPB Training * 100% of Teaching and Support staff have completed Trauma Training * 100% of staff have committed to ‘The Promise’ for care experienced young people * In the BGE the average attendance has increased by 11% from 2022/23 * In S4 the average attendance has increased by 18% from 2022/23 * 100% of S4 pupils achieved a full Maths Award at level 3 or above (in conjunction with base schools) * 90% of S4 pupils achieved a full English Award at Level 3 or above (in conjunction with base schools) * 70% of S4 pupils achieved 5 separate SQA Awards * The majority of tariff points for the S4 cohort were achieved at Lomond View showing an increase In engagement in comparison to their base school. * 92% of young people feel listened to in school * 92% feel the support they get is specific to their needs * 77% feel there has been an improvement in their wellbeing since starting LVA * 100% of pupils feel safe in Lomond View     **Key Priorities:**   * Develop more robust Tracking & Monitoring procedures to ensure interventions and supports are more closely monitored * Improvements in BGE Numeracy results * Improvements in BGE Literacy results * A more consistent approach to tracking data alongside base schools * Ensuring we baseline data for new young people transitioning to Lomond View * Increase opportunities for Level 5 qualifications in S4 * Increase in percentage of S4 achieving 5+ qualifications * Increase in attendance across all stages * Increase in engagement levels, particularly in BGE |

**National Improvement Framework Quality Indicators**

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| **1.3 Leadership of change**  **Good** |
| **Key Strengths:**   * Effective consultation with young people and their families, partners and the wider community to develop the school’s vision, values, and aims. Young people’s voices and input is strong throughout all recent changes, being placed at the heart of all decisions made to improve the service. * All staff are well supported by SLT and are comfortable with the pace of change * There is evidence of strong self-evaluation being effectively used throughout the service.   **Key Priorities:**   * Continue to develop data gathering and analysis involving all staff, to support further improvement in the attainment and leadership of change * Review the management structure with the introduction of new services. |

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| **2.3 Learning, teaching and assessment**  **Satisfactory** |
| **Key Strengths:**   * There are clear routines for learning in place across all areas of service, taking into consideration the age, stage of learners and the appropriateness of interventions. * Staff are responsive to pupil needs; lessons are adapted to pupil need in advance with the ability to adapt lessons dependant on emergent need within the classroom.   **Key Priorities:**   * Further development of pupils leading learning. * The secondary stage BGE tracking should be developed to work closely with each pupil’s base school. * Learning spaces within Lomond View Academy should be improved to have more evidence of pupils’ achievements to support a positive social environment. |

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| **3.1 Ensuring wellbeing, equity and inclusion**  **Good** |
| Key Strengths:   * A consistent and nurturing approach by staff ensures a safe and welcoming learning environment. * Young people contribute to pupil profiles, and these are effectively communicated with staff. * Staff regularly engage in CLPL with a focus on wellbeing and inclusion. * Use of the Glasgow Motivation Wellbeing Profile effectively informs progress in wellbeing and identifies next steps in supporting best outcomes.   Key Priorities:   * Continue to develop a transition policy for young people who have been referred to Lomond View from their Base School. * Continue to develop a PSE curriculum that promotes wellbeing, equality and inclusion. Moderation of the offer should take place via the Personal and Social Education (PSE) Curriculum Leads Working group/Consortium. * Develop relationships with establishments across the local authority to share good practice, support attainment and communicate support needs for young people. |

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| **3.2 Raising attainment and achievement/Securing children’s progress**  **Satisfactory** |
| **Key Strengths:**   * The school has clear plans for raising attainment over time, based on emerging data. * The data available is a direct result of improved data gathering procedures. * Improvement in the senior phase is already evident in predicted attainment levels. * Strong partnerships who are supporting attainment.     **Key Priorities:**   * Develop consistent channels of communication between base schools and Lomond View to support improvements in attainment. * Develop closer tracking of interventions to support attainment and achievement. * Increase the use of play pedagogy across all settings. |

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| **Key Achievements of the Establishment** |
| The biggest achievement this year has been the success of the service re-design and change in environment at Lomond View Academy. There is some significant evidence to show that we have improved outcomes for almost all learners.  Some of the areas highlighted from our recent school review were:   * The highly effective Head Teacher who has brought together all staff to create a strong sense of community across the school. She supports them very effectively to take forward the school’s priorities for improvement. * The committed Leadership Team, who have been effective in developing a supportive school culture that ensures young people’s rights are upheld and respected. This has been developed through the strong vision and related values and aims. * The successful introduction of the primary Enhanced Nurture Provision has had a positive impact on the wellbeing of all learners and families who attend it, due to the dedication and drive of staff. * The hardworking staff within Lomond View Academy who have created a calm, caring and nurturing learning environment. Young people are supported well to engage purposefully in learning activities. Across all provisions, relationships between children and adults are positive. * The tracking of improvements in young people’s wellbeing is evident in all provisions. Young people are improving their regulation and engagement at a pace that is appropriate for them. * A variety of flexible approaches to communicate with parents have been established, including daily diaries, newsletters, texts and phone calls. This supports the positive relationships between parents and staff. |