



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Greenwood Academy



STANDARDS AND QUALITY REPORT

June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

Katy Hegarty

Head Teacher

OUR SCHOOL

Greenwood Academy is a non-denominational school that serves the towns of Irvine, Dreghorn and Springside in North Ayrshire. We have 5 Cluster Primary schools - Elderbank, Dreghorn, Glebe, Lawthorn and Springside.



At the beginning of the session 2022-2023, our school roll was 1367 pupils, which included several placing requests from nearby towns and out with North Ayrshire. Last session S1 pupils came from 18 different primary schools to start with us in August.

The number of teaching staff declared on the census day in September 2022 was 101.6 full time equivalent (FTE). The Senior Leadership Team comprises the Head Teacher and 4 Depute Head Teachers. There are currently 8 Principal Teachers of Guidance, a Principal Teacher of Support for Learning and 8 Faculty Leaders each of whom manages a group of subjects. The teaching staff are supported by a full complement of Administrative, Technician, Librarian and Classroom Assistant staff.

Attendance throughout this session was similar to all North Ayrshire secondary schools at 88.15%. Staff are working with families to ensure attendance is above the 90% for session 2023-2024. The school only uses exclusions a when all other support strategies have been exhausted.

In September 2021, 33% of pupils lived in the 20% most deprived data zones in Scotland.

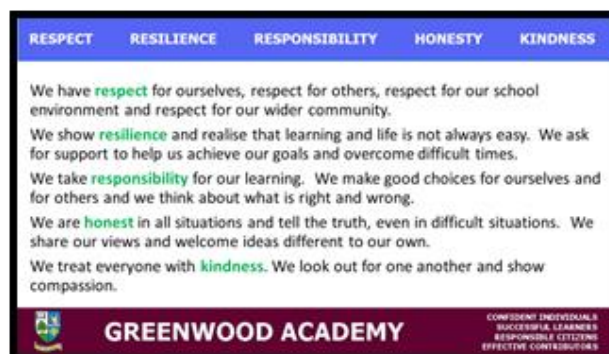
In September 2021, 31% of pupils were recorded as having additional support needs.

OUR VISION, VALUES AND AIMS

Our Vision

We aim to deliver a sustainable curriculum that enables pupils to attain and achieve. Underpinned by the experiences and outcomes in Literacy, Numeracy and Health and Wellbeing, the curriculum delivers provision for all and reflects the needs of the Greenwood Academy community. We aim to support young people to fulfil their potential and through creativity, enterprise and citizenship. Strong partnership working with parents, local organisations and businesses supports innovation, ensuring that all our young people are motivated to achieve positive destinations after school and pursue life-long learning.

Our Values



ATTAINMENT & ACHIEVEMENT

Broad General Education

Positive progress continues to be made with regard to the Broad General Education (BGE). All pupils from S1-3 engage with the Experiences and Outcomes in the 8 curricular areas. Young people experience learning in either French or Spanish in their primary school and the Modern Languages staff build on this prior learning, providing one period of an additional language to all young people in the BGE. This is in line with the Government's 1 + 2 language learning policy. All young people in S1-3 receive two periods of physical education (PE). Religious Education is delivered on a rotational basis in S1 and learners in S2 and S3 receive one period per week.

Staff are confident in their delivery of the BGE and significant progress is being made with regard to assessment and moderation. Senior Leaders, Faculty Heads and teaching staff have a strong focus on improving attainment in both literacy and numeracy across the BGE. An additional period of Literacy and Numeracy has been introduced into the curriculum in the BGE and in S4 to support improvement. In 2022/23, an S1 interdisciplinary project on Scottish poems helped to promote literacy and learning across English, art, music and computing.

Greenwood Academy progress through a Level data

At Greenwood Academy, we monitor and track levels of attainment in all curricular areas and report on progress 3 times per year via SEEMiS Progress & Achievement reports. We also offer a face-to-face meeting with parents to discuss progress and next steps.

Greenwood Academy Achievement of a Level Data at the end of S3 2022/23

Due to the pandemic, in 2019/20 and 2020/21 there were no national levels of literacy or numeracy submitted to Scottish Government at the end of S3, this was a national decision based on lockdown arrangements. However, attainment levels were submitted in June 2022 and June 2023. Most young people achieved Curriculum for Excellence third level or better in literacy by the end of S3, with most young people achieving the same level in numeracy. A significant minority of young people achieved CfE fourth level or better in literacy by the end of S3, with a majority of young people achieving the same level in numeracy.

Writing Trends

	2022/23	2021/22	2021/22	2018/19	2018/19	2017/18	2017/18	2016/17	2016/17
	Initial Data from Progress and Achievement	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC
Level 3+	86.0	77.6	86.0	98.6	93.7	99.1	98.9	93.1	87.9
Level 4	49.6	24.1	50.4	83.3	52.5	87.5	53.7	57.3	48.8

Reading Trends

	2022/23	2021/22	2021/22	2018/19	2018/19	2017/18	2017/18	2016/17	2016/17
	Initial Data from Progress and Achievement	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC
Level 3+	86.1	79.7	86.8	99.5	94.2	99.6	92.2	92.3	88.8
Level 4	51.2	23.6	53.4	81.9	54.7	86.2	56.2	52.0	50.5

Listening & Talking Trends

	2022/23	2021/22	2021/22	2018/19	2018/19	2017/18	2017/18	2016/17	2016/17
	Initial Data from Progress and Achievement	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC
Level 3+	83.3	81.4	88.4	99.5	94.7	99.6	92.8	92.7	88.5
Level 4	46.9	22.8	55.2	84.2	58.8	87.1	58.8	50.0	50.7

Numeracy Trends

	2022/23	2021/22	2021/22	2018/19	2018/19	2017/18	2017/18	2016/17	2016/17
	Initial Data from Progress and Achievement	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC	Greenwood	NAC
Level 3+	87.2	85.1	82.1	90.2	90.0	96.9	91.7	69.5	81.0
Level 4	60.8	63.0	56.9	80.0	63.9	82.6	57.2	49.2	54.7

The school continues to identify targets for improvement and makes effective use of detailed target setting. Our bespoke BGE tracking system continues to be used to track Learners' progress and attainment. Our Principal Teacher of Data oversees the system and liaises with Senior and Middle Leaders to identify areas for improvement. Staff use the information to support Learner conversations about next steps.

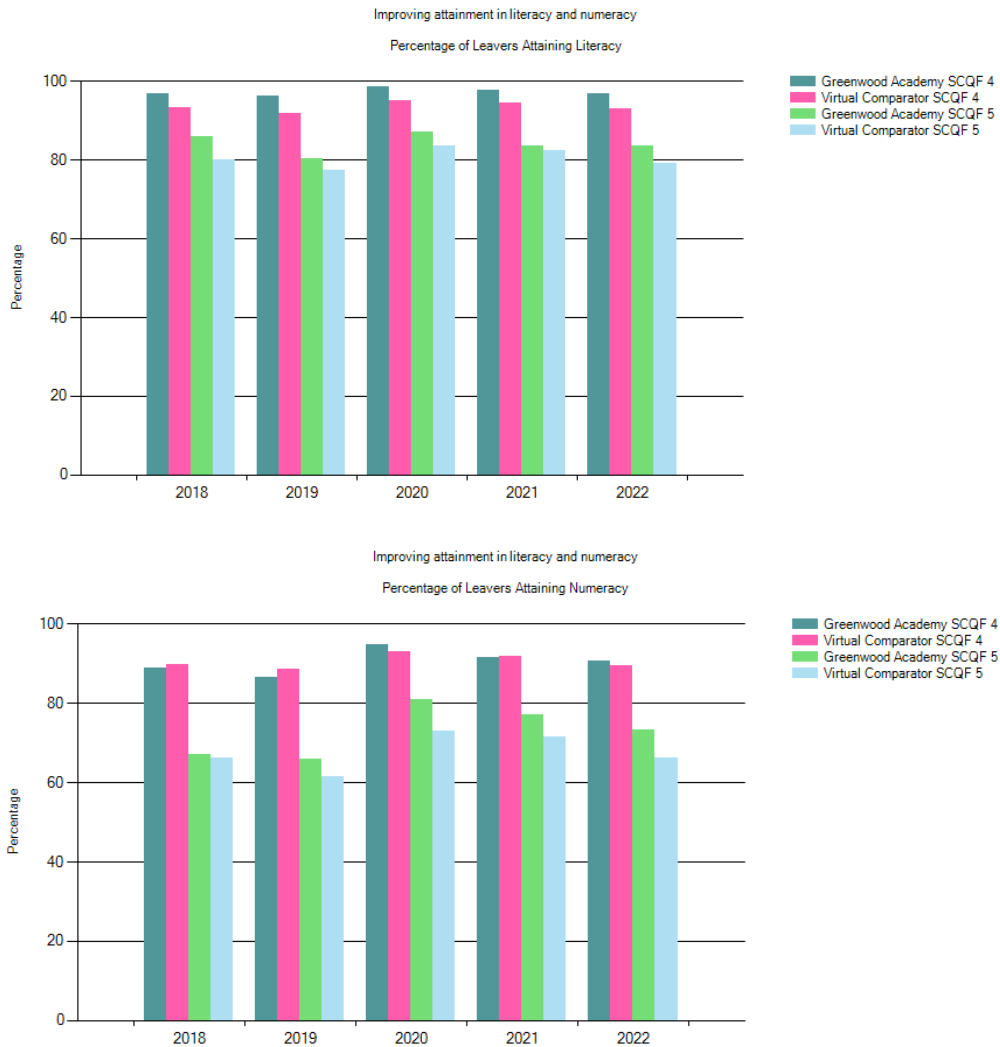
Leavers Literacy and Numeracy Data (Updated Feb 2022)

Literacy and Numeracy levels remain positive Greenwood Academy pupils in the Senior Phase.

In S4, almost all young people achieve SCQF level 4 or better in literacy. This is significantly higher than the Virtual Comparator from 2018/19 to 2021/22. By S5, based on the S4 roll, most young people achieve SCQF level 5 or better in literacy. This is significantly much higher than the Virtual Comparator between 2018/19 to 2021/22.

In S4, most young people attain numeracy at SCQF level 4 or better from 2020/21 to 2021/22, which is in line with the Virtual Comparator. The majority of young people attain SCQF level 5 or better in numeracy between 2018/19 and 2022/23. This is significantly higher than the Virtual Comparator during this period.

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Greenwood Academy	2022	96.86	90.59	83.53	73.33
Virtual Comparator	2022	93.06	89.37	79.14	66.24
Greenwood Academy	2021	97.66	91.59	83.64	77.1
Virtual Comparator	2021	94.58	91.87	82.48	71.5
Greenwood Academy	2020	98.6	94.88	86.98	80.93
Virtual Comparator	2020	94.93	93.07	83.58	72.98
Greenwood Academy	2019	96.17	86.38	80.43	65.96
Virtual Comparator	2019	91.91	88.55	77.32	61.53
Greenwood Academy	2018	96.85	88.98	85.83	66.93
Virtual Comparator	2018	93.43	89.61	80.12	66.3



Next session, we will look to reinstate the capturing of evidence across curricular areas in order to demonstrate achievement of a level. This will involve staff from across the school working together to assess and verify evidence.

Senior Phase

In the Senior Phase, Scottish Government produces data using the 'Insight Benchmarking Tool' to identify trends and areas for improvement. There are 4 main areas - attainment in literacy and numeracy, attainment overall, attainment in relation to deprivation and leaver destinations. The data quoted above for Literacy and Numeracy and below is from the February 2022 update (School Leavers data).

*The number in the brackets is the number of leavers the previous year.

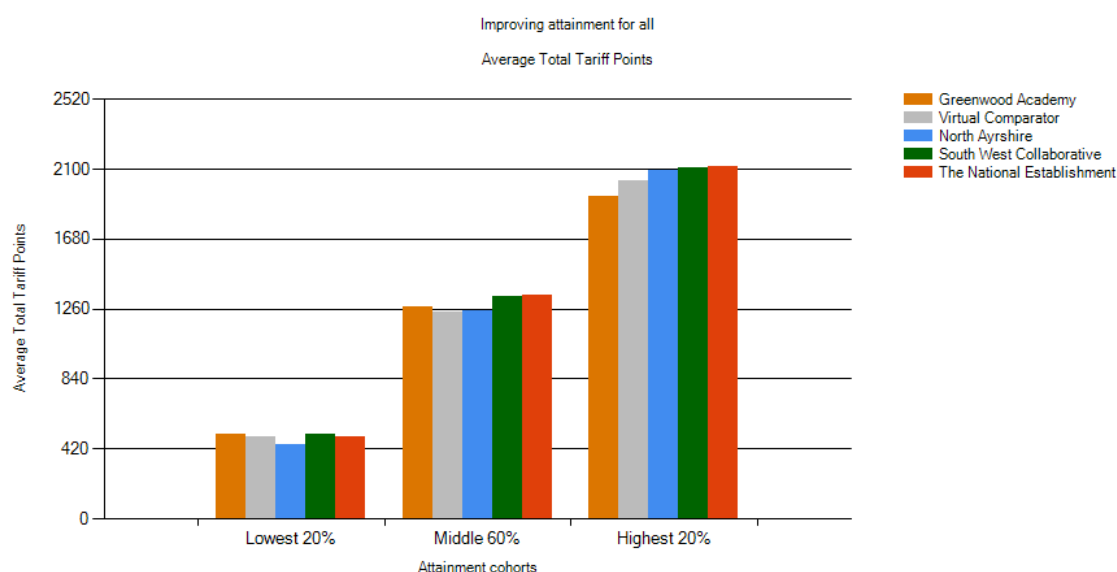
Year Group	S4	S5	S6
Number of Leavers	37 (25)	83 (58)	135 (131)

Attainment for All

Lowest 20% - our school continues to ensure that pupils in our lowest 20% are given opportunities to be successful and are fully tracked to ensure that they achieve a positive set of qualifications and experiences. Pupils in this cohort do better at Greenwood Academy than the Virtual Comparator, North Ayrshire and Nationally.

Middle 60% - attainment for 2022 leavers was above the Virtual Comparator and North Ayrshire figure. We will continue to support pupils to achieve full qualifications.

Highest 20% - attainment for 2022 leavers was below all comparators. We will continue to strive To ensure that pupils achieve the highest qualifications possible. There will be a focus in 2023/24 on improving the quality of passes.



Changes in Senior Phase curriculum offer has improved attainment in S4 Local data, particularly in the highest performing 20%. 2020 S4 pupils selected 7 qualifications instead of 6. This has affected the attainment of the highest performing 20% and will show in future leavers data. In 2022, the total tariff points achieved were higher than the previous 5 years, above VC, NAC and National. 10 pupils achieved 8 National 5 'A' qualifications and a further 5 achieved 7 National 5 'A' qualifications. All 2022 measures 3+ A-C to 7+ A-C at SCQF Level 5 were above the 2019 measures. 8+ A-C was 11.8% for the first time ever.

Breadth Vs Depth

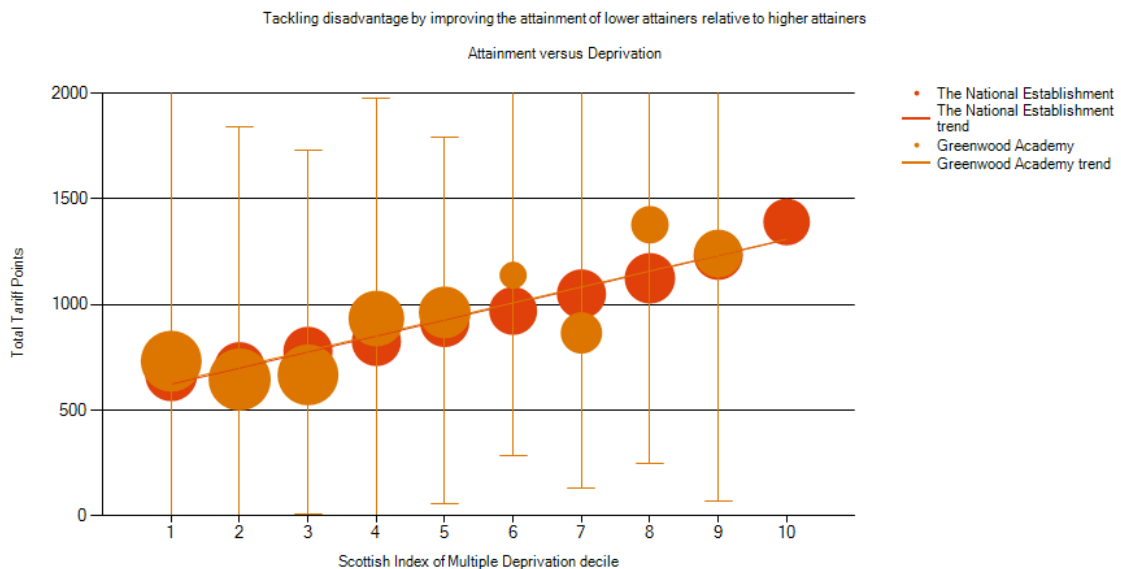
This section breaks attainment down into the number of qualifications achieved (A to D as shown on the Benchmarking tool - Insight) by leavers compared to the Virtual Comparator school. Those cells shaded green are above our virtual comparator school.

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
1 or more	98.82%	98.82%	98.43%	96.86%	90.59%	62.75%	22.35%
2 or more	97.25%	97.25%	97.25%	93.73%	82.75%	51.37%	11.76%

3 or more	93.33%	93.33%	93.33%	89.80%	79.61%	46.67%	4.31%
4 or more	90.59%	90.59%	90.59%	87.84%	75.29%	41.18%	0.39%
5 or more	87.84%	87.84%	87.45%	83.14%	66.67%	33.73%	0.00%
6 or more	81.96%	81.96%	81.96%	78.82%	58.82%	22.75%	0.00%
7 or more	69.02%	69.02%	68.24%	65.88%	46.67%	9.80%	0.00%
8 or more	49.41%	49.41%	49.41%	47.45%	31.76%	2.35%	0.00%
9 or more	31.37%	31.37%	30.98%	30.20%	16.86%	0.39%	0.00%
10 or more	15.69%	15.69%	15.29%	13.73%	5.10%	0.00%	0.00%

Attainment Vs Deprivation

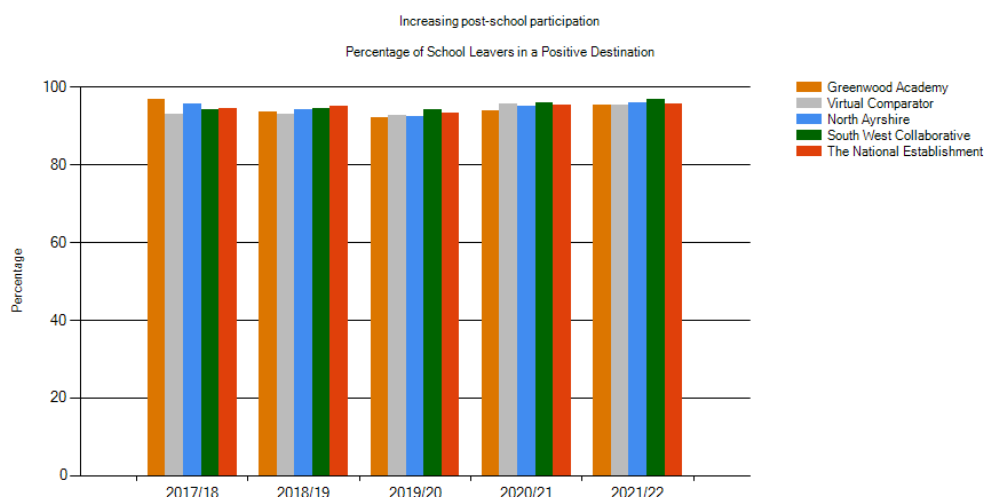
The chart below shows the attainment of all leavers in S4-S6 divided into 'bubbles'. The numbers 1-10 along the bottom indicate the level of deprivation (in deciles) with 1 being most deprived and 10 being least deprived. This session we did not have any leavers from decile 10. The light orange bubbles are groups of Greenwood Academy young people and the darker orange bubbles are groups of pupils nationally. Where the light orange bubbles are higher than the darker orange we are doing better. This chart shows that in deciles 1, 4, 5, 6, 8 and 9 we are doing better than the national figures.



Initial Leavers Destinations

The bar chart below shows that in session 2021/22, 95.29% of our school leavers achieved a positive destination. We continue to support those young people not yet in a positive destination through working with our partners in Skills Development Scotland.

Positive destinations are above the virtual comparator for S4 leavers and S5 leavers, 92% and 94.8% respectively. Our S4 positive destinations were a focus in session 2021/22. The S5 positive destinations have been above the virtual comparator for the last 2 years.



Greenwood Academy continue to have success in ensuring that our young people move onto positive destinations when they decide to leave school. We have a DYW Coordinator who works closely with Skills Development Scotland, Ayrshire College and other partners to ensure that our learners receive appropriate advice and valued experiences. Supporting sustained positive destinations continues to be a key priority for all within the school.

We continue to benefit from our MCR Pathways Co-ordinator in partnership with North Ayrshire Council and the MCR Pathways national charity. Through this post, we seek to ensure that every care-experience young person achieves the same educational outcomes, career opportunities and life chances as every other student.

Greenwood Academy has developed a strong programme around the DYW agenda, offering young people substantial support in vocational education.

Greenwood Academy has a well-developed programme of activities in S1-3, including introducing young people to My World of Work (MyWOW) and discussing the world of work. 'Vocational Bursts' are offered by Ayrshire College to provide pupils with taster sessions. These experiences are delivered two periods a week over six weeks in S2 to allow young people to get a sense of work in areas such as hospitality or care.

As young people progress in the school they have a wide range of vocational options on offer, and the staff coordinate individualised timetables for young people in the senior phase. The options include projects within an umbrella of the 'Skills Academy.' The projects include the awarding of appropriate vocational and personal development qualifications at SCQF levels 4-6. The projects include a nail bar, cycle maintenance, events management, barista work and recycling.



WIDER ACHIEVEMENT

Young people are gaining a variety of skills, including improved confidence and teamwork, through participation in clubs, activities and leadership roles at Greenwood Academy.

Young people are developing their leadership skills through organising and supervising lunchtime and after-school clubs, being involved as school and house captains and vice-captains, prefects, sports leaders and young sports ambassadors. The majority of clubs, which meet the needs and interests of young people, are sports focused, and others include the arts and science.

For term 1/2 this year we had 23% of our school roll take part in extracurricular sports clubs, this is the highest we have ever had. 217 males and 95 females in total.

Clubs on offer – football, badminton, basketball, dance, gymnastics, dodgeball, fitness, netball, table tennis, ultimate Frisbee, volleyball, chess, acoustic group, signing choir, music makers, vocal ensemble, computer, creative writing, debating, STEM, dungeons and dragons, Art, Lego Mindstorm Robotics and homework club.

The Prism club was established to support LGBT pupils and their allies. Pupils helped the school achieve the LGBT Silver Charter via the Prism Group.

North Ayrshire Sports Academy (S5/6 Sport leadership programme)

Pupils involved in the North Ayrshire Sports Academy (NASA) are presented for Level 6 Leadership Award. Scottish Sports Future also support pupils to achieve additional accreditation. In 2022/23, 71 pupils were on track to achieve a qualification in working with young people through sport.

In addition -

- 33 young people took part in 6 weeks of training with our Active Schools Coordinator. They then completed 6 hours volunteering in primaries for clubs.

- 25 young people completed NGB qualifications by continuing to volunteer in primaries for clubs.
- 18 young people volunteered as Young Sports Ambassadors to promote sport, and motivate and inspire other young people to get involved in sport in a wide range of settings within their local communities, including schools, clubs and community organisations.

Duke of Edinburgh Award

Participation in The Duke of Edinburgh's Award is increasing, building back towards pre-COVID-19 / pandemic levels. Young people are progressing successfully through the award levels and completion rates are high.

Volunteering

Young people are also gaining Saltire Awards to recognise their volunteering in school and the wider community. They are developing citizenship skills as a result.

Mentors in Violence Prevention (MVP)

In 2022/23, volunteer S5 pupils completed Mentors in Violence Prevention (MVP) training. The programme was introduced 2022/23 and trained S5 Mentors linked with S1 in throughout the session.

Youth Philanthropy Initiative (YPI)

All S3 pupils were involvement in YPI, raising awareness of local charities. Winning pupil group wins £3000 for their charity.

Ambassadors & Pupil Representatives

- HWB Ambassadors have been fully trained. They will led lessons and supported pupils.
- Boosting Reading Mentors introduced to support BGE pupils.
- My WoW Ambassadors led learning and P7 engagement events.
- PSE inputs from House Captains
- Eco Group
- STEM Ambassadors
- Digital Ambassadors
- Fair Trade Ambassadors
- Pupils contributed to the NAC Cost of the School Day Conference and they met with a local Councillor to suggest further ideas.
- 2 pupils attended the Youth Forum and contribute their views.

Anti-Litter Project

In 2022, the school took part in an Anti-litter campaign 'Obliterate' in partnership with NAC and a local litter group, leading to a reduction in litter following the 6-week campaign. All pupils benefitted from Assembly inputs and litter picks.

Our Youth Worker and pupils from school have helped with community clean ups in various locations at weekends with Irvine Clean Up Crew.

Other Projects

Greenwood Academy staff work well with partners to support individuals facing barriers to learning, including poverty. Pupils have benefitted from the following projects in 2022/23.

Partnership working with Children's 1st in confidence building

- Bereavement support.
- The pupils have made and produced a short film to support other pupils and families.
- Project with Police Scotland engaging pupils at risk of entering the criminal justice system.
- Financial support for families is in place via the Hub.

Partnership working with Barnardos

- Support for SSR pupils and their families

Partnership working with Impact Arts

- Pupils take part in creative activities aimed at improving confidence and self-esteem. This has been put in place with the support of PTG.

Partnership working with Police Scotland

- Campus Police Officer input for all pupils and targeted groups.
- Support for Guidance Teachers via PSE lessons.
- Police Scotland work experience offered.
- Support with community issues – litter campaign. Links with Streetscene.
- Weekly mentoring for boys who are involved in community issues as a direct result of data. There has been a reduction in community issues for those pupils involved.

MCR Pathways

- MCR Pathway Coordinator works with mentors to provide support to care experienced pupils.

LOOC

- Additional funding for gardening project for pupils with low attendance sought. The project started at the end of 2022/23 and involved 6 pupils. It will continue into 2023/24.

Staff have been pro-active in applying for additional funding during 2022/23: Education Scotland grants, DYW funding, participatory budgeting funding and supports, Cycling Scotland, LOOC.

Community Links

In session 2022/23, young people were involved in projects and community events with - Marymass and the Carters, Irvine Burns Club, Irvine Trades and Dreghorn Gala Committee.

Pupils have worked in partnership with Park Rangers at Eglington Community Gardens to learn different skills for gardening such as weeding, laying paths, planting trees and how to plant different flowers and vegetables.

Young people and staff delivered food packages and presents before the holidays to 65 families. Presents donated by charities – The Night Before Christmas.

We produced a very successful school show 'Matilda' in November 2022 with the support of staff from across the school and community partners, our first school show since 2007. Many pupils performed and supported backstage and front of house.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1

Improvement in attainment, particularly in literacy and numeracy

This year we –

- Built upon the 5-week learning and teaching focus at the end of session 2021-22, looking at pedagogy, routines, effective practice based on educational research. We explored Adaptive Teaching during in-service days and staff worked collaboratively in trios. They engaged in research, professional dialogue and shared experiences in delivering a specific strategy within their classroom.
- Delivered professional learning sessions and facilitated professional discussion at Faculty meetings to identify the key ingredients of an effective lesson. Discussions focused on meeting pupil needs and inclusive pedagogy. The Learning and Teaching School Improvement Plan group took a lead role.
- Shared expertise during Faculty meetings and in-service days – SQA markers, moderation leads, assisted technology etc.
- Developed a new lesson observation evaluation document, based on the agreed pedagogy, routines and effective practice from the 5-week focus was developed and implemented.
- Ran a full consultation, with all stakeholders, took place on the School Vision, Values and Aims from Oct-Dec 2022. The new Values and Vision were launched in Jan 2023.
- Participated in high quality professional learning opportunities on universal and targeted support to maximise success for all in the classroom – Hearing impairment, Dyslexia, effective pedagogy etc.
- Developed a whole school ASN tracking spreadsheet. This will be launched during session 2023/24.
- Evaluated the impact of curricular changes made in 2020, taking account of pupil, staff and parent/carer voice. We further developed curricular pathways to help support personalisation and choice. Drama was introduced into the curriculum in 2022/23.
- Expanded the Secondary Support Resource to meet the needs of a targeted group of pupils. We developed an appropriate curriculum for targeted young people in partnership with Barnardo's, Campus Police Officer, Children 1st etc. Staff across the school worked with SSR staff to provide an appropriate curriculum.
- Introduced Health and Wellbeing/Registration in June 2022 and a programme of inputs were developed to allow staff and pupils to discuss key issues.
- Engaged in professional learning opportunities to build confidence in handling and using data to inform change. The Data School Improvement Plan group provided opportunities for staff to engage in professional dialogue.

- Further developed Target setting to ensure clearer links between long & short-term targets. We quality assured SMART targets to ensure consistency.
- Revisited the moderation cycle with staff and the Faculty self-evaluation tool to identify next steps. 3 staff members became part of the North Ayrshire Council Moderation group and became school moderation leads. Staff engaged in moderation activities in all subject areas to strengthen professional judgement of a level in the BGE. All Faculties implemented a moderation calendar for the BGE.

Priority 2

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

This year we –

- Identified the pupils at risk of underachieving via the whole school tracking. Senior and Faculty Leaders monitored progress after each tracking period supported by Data Coach.
- Supported identified pupils with targeted interventions for literacy and numeracy across all year groups. We used Accelerated Reader and the Boosting Reading programme to support improvement.
- Worked closely with identified partners to support learners who were experiencing significant barriers to their learning. Children's 1st, Barnardos, LOOC, Sporting Futures and Police Scotland were among the partners.
- Worked collegiately with the MCR Pathway lead at Greenwood Academy, Guidance Team and Senior Leaders to provide group work and one-to-one mentoring.
- Collaborated with Health and Social Care Partnership Team to provide timely support for pupils and their families.
- Supported targeted pupils in the BGE to access mainstream classes via the Secondary Support Resource.
- Provided after school lessons for pupils at risk of achieving no qualifications. 25 S4 pupils benefited from targeted support resulting in qualifications.
- Reviewed homework at Greenwood Academy across all year groups to ensure that the work being set was accessible to all.
- Removed any IT barriers with the support of North Ayrshire Council, the Parent Council and school resources. Pupils in need were offered access to a device.
- Continued to monitor the cost of the school day and support families via the Greenwood Appeal. We supported families with uniform and other equipment. We delivered food parcels to identified families.
- Monitored participation via EV5 forms to identify pupils not participating in extra-curricular or leadership opportunities. We then linked with families to ascertain barriers to participation.
- Reviewed the changes made to the tracking of attendance made during session 2021-22. This will be further updated in 2023/24. Guidance Teachers and House Teams spoke to pupils about the importance of attendance at school.

Priority 3

Improvement in skills and sustained, positive school-leaver destinations for all young people.

This year we -

- Further developed courses in partnership with Princes Trust, DYW & Ayrshire College. Construction was introduced, the 100th Innovative School Project. We further developed our current Innovative School projects and Skills Academy by looking at curriculum pathways. We utilised our Awards Aware status to explore wider achievement opportunities to develop skills and increase accreditation. In 2022/23, our pupils have achieved 276 qualifications via the 8 DYW courses.

- Developed work placement opportunities as part of flexible pathway in senior school based on labour market information. Work placements were accredited to reflect pupil involvement.
- Organised career and positive destination activities and events, supported by a range of partners.
- Further developed the role of the My World of Work Ambassadors to provide leadership opportunities and peer learning. Pupils delivered inputs for P7s and S1 pupils.
- Offered a range of workshops that introduce career education and explore its benefits – career management skills, labour market, skills. We worked with partners such as Skills Development Scotland MCR Pathways to provide support to pupils to ensure positive destinations.
- Offered projects to refocus pupil aspirations - 12 pupils completed 'The Chance to Be' project.

Priority 4

Improvement in children and young people's health and wellbeing.

This year we -

- Introduced Broomlands House into the Guidance structure to reduce the number of pupils in Guidance Teacher's caseloads. This increased the amount of time available for pupil and family support.
- Further developed staff skills in restorative approaches and offered opportunities for staff training. 3 members of staff shared what they had learned at Building Positive Relationships (BPR) training.
- Engaged in training - 7 staff completed trauma informed practice and CALM training.
- Participated in Assist, SMHFA and Liam training. Staff were trained to support young people with suicidal thoughts and those on the Suicide Pathway. 18 S5 pupils took part in the See Me training and will become our new Health & Wellbeing Ambassadors for 2023/24.
- Delivered 2 parental workshops on the topic of promoting positive mental health.
- Continued to develop the awareness of strategies and interventions in place for specific pupils via Case Studies and ELT/SLT communication. Our Educational Psychologist offered advice to staff.
- Reviewed our approach to Staged Intervention in line with changes in the Local Authority. Key staff engaged in training in preparation for 2023/24.
- Further developed our joint working with the Health and Social Care partnership team.
- Launched the Mentors in Violence Prevention programme across the school community. Volunteer S5/6 pupils delivered inputs to S1 pupils. We also continued Police Scotland mentoring for targeted pupils.
- Reviewed PSE provision, taking account of the national thematic report.

Priority 5

Placing the human rights and needs of every child and young person at the centre of education.

This year we –

- Achieved formal accreditation of LGBT Charter Silver Award.
- Reviewed the format of the School Pupil Council and relaunched, developing a calendar of meetings and ensure pupil voice influences change and improvements.
- Increased the number of opportunities for pupils to share their views at Faculty level.
- Reviewed and updated the school Merit/De-Merit system.
- Developed pupil leadership opportunities across the House groups to promote community and responsibility.
- Increased participation in sport through opportunities in PE, NASA, Active Schools Coordinator, extra-curricular clubs.
- Increased participation in outdoor learning, including Duke of Edinburgh Award, LOOC, and Eglinton Park.

- Further developed Family Learning to provide opportunities for Parents/Carers to engage in the life of the school. The DIY programme was introduced and we continued with Community Cooking. Targeted and universal programmes were offered across the school community.

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Evaluation - Good

In Greenwood Academy staff are working together to establish a strong sense of community in a nurturing, inclusive and supportive learning environment. The recently launched core values were co-created by stakeholders and underpin the work of the school. We will continue to work on embedding the new refreshed values, supporting young people to further develop their understanding of what the values mean in practice.

Staff draw effectively on a range of data to inform school improvement priorities. Faculty improvement planning accurately combines the delivery of school priorities and the alignment of school and faculty improvement plans brings coherence to the improvement agenda, enabling staff to have a sharper focus on their role in improvement. Moving forward, we need to manage carefully the culture and pace of change to allow time to consolidate and embed practices.

Programmes of professional learning are led and planned well, reflecting agreed priorities and professional expectations. Teachers are provided with a range of opportunities to share insights, expertise and practice. The majority of staff identify opportunities to undertake leadership roles, with staff feeling empowered particularly within their curriculum areas.

In a majority of faculties, staff engage young people in activities to help them reflect on their learning experiences as part of faculty self-evaluation. A next step for staff will be to ensure that such feedback from learners influences changes in the learning process demonstrably.

Well-defined quality assurance (QA) arrangements are in place, supported by an effective QA calendar. Senior leaders liaise with faculty heads to review performance data for the senior phase and the Broad General Education (BGE). They also review any learners that are in danger of "missing out." A wide range of partners work effectively with staff to support young people and widen their skills. Staff engage well with a range of public and third-sector community planning partners to support pupils and families.

Greenwood Academy has in place, clear plans for the allocation of Pupil Equity Funding (PEF) to promote equity for learners.

QI 2.3 Learning, Teaching & Assessment

Evaluation - Satisfactory

In most lessons, positive relationships exist between staff and young people. Most young people enjoy and participate well with their learning and are supported by teachers that know them well. However, there is a need to ensure that all pupils are engaged in learning. Moving forward, we will ensure a wider respect for learning and a more consistent application of agreed aspirational expectations.

In most lessons, teachers explain tasks clearly and link these to the purpose of learning. However, there is a need to ensure that there is appropriate challenge and closely matched activities to meet individual needs in all lessons. Young people are motivated by opportunities to work collaboratively which helps them to be more eager participants in their learning. There is a need to ensure that we further develop a range of contexts that allow young people to work more independently.

Teachers engage in well-planned and extensive moderation activities. This has led to improved reliability when staff confirm levels of attainment and supports staff to evaluate the effectiveness of approaches to learning and teaching. Staff also understand and apply relevant examination criteria within assessment activities in the senior phase. A significant number of staff are engaged in assessment roles with the Scottish Qualifications Authority. As a result, staff are increasingly confident when making judgements regarding young people's progress within certificated courses.

The majority of teachers use attainment data to inform young people of their progress in learning. Moving forward, we will ensure the data is used across all classes to engage pupils in learning conversations, ensuring young people know the level at which they are working and can identify their aspirational targets. This will also support teacher planning for individual needs.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation - Satisfactory

Almost all staff understand the importance of the wellbeing indicators and are responsive to the wellbeing needs of most young people across the school. We will continue to develop the planned professional learning programme relating to wellbeing to further support our work with young people in this area.

Young people's understanding of the wellbeing indicators is variable. Moving forward, we will provide pupils with additional opportunities to self-assess and reflect on their own sense of wellbeing over time.

Participation in clubs, activities and school trips is ensuring that young people's wellbeing needs are being met. An extensive range of partner agencies also make a significant impact on the activities for young people within the community. Young people develop leadership skills through buddying younger pupils, being mentors and sports leaders.

Most young people are polite and considerate of their peers. The majority of young people feel that staff support them, through their learning, to understand and respect other people. A few young people struggle to self-regulate. Moving forward, we will work with staff via the Promoting

Positive Relationships group to ensure that all young people are supported more effectively in managing their behaviours.

Most young people feel safe in school, with the majority reporting that the school helps them to feel safe. However, we want all young people to feel safe and so we will revisit the anti-bullying policy and engage with young people about perceived bullying to better understand their views.

The pupil support and guidance teams have a well-developed understanding of wellbeing. The pupil support team understands the needs of young people and their families well.

The majority of young people are supported to learn in the mainstream environment. A minority attend different areas for additional support at specific times throughout the week. Moving forward, we will review our SSR, STR, Nurture and Deaf provision.

Guidance staff deliver a personal and social education (PSE) programme to young people in their caseload, helping young people to develop strong relationships with a key adult. It provides young people with greater opportunities to learn about key areas of health and wellbeing. PSE is delivered in S1-6.

Staged intervention is being reviewed across North Ayrshire Council. A review of our school provision will ensure that all information recorded reflects accurately the additional support needs of young people and plans reflect the needs of young people. It will also ensure that staff across the school understand fully their roles and responsibilities with regard to meeting young people's needs.

Productive relationships with college and university partners ensure that young people are well informed regarding applications, and what to plan for in college or university life. Staff promote apprenticeships well and have many useful links with major local employers who attend school events and contribute to the curriculum.

Young people's attendance has not yet returned to the level of attendance before COVID-19 mitigations were in place. Staff are proactive in seeking alternative ways to re-engage young people in learning including alternative curricular provision where appropriate. Moving forward, our approach will be further reviewed in session 2023/24.

QI 3.2 Raising Attainment & Achievement

Evaluation - Good

Senior Leaders, Faculty Heads and Teaching staff have a strong focus on improving attainment in both literacy and numeracy across the BGE and the senior phase. This includes, for example, introducing an additional period of literacy and numeracy in the BGE and in S4. The most recent Achievement of a Level (ACEL) data submitted to Scottish Government supports a picture of improvement in literacy and numeracy. Most young people achieved Curriculum for Excellence third level or better in literacy by the end of S3, with most young people achieving the same level in numeracy. A significant minority of young people achieved

CfE fourth level or better in literacy by the end of S3, with a majority of young people achieving the same level in numeracy.

Almost all young people left school with literacy at SCQF level 4 or better between 2017/18 and 2021/22. This is significantly higher than the virtual comparator for four of the past five years. Most young people left with literacy at SCQF level 5 or better between 2017/18 and 2021/22 which is in line with the virtual comparator.

Almost all young people leaving school between 2019/20 and 2021/22 attained SCQF level 4 or better in numeracy, which is in line with the virtual comparator. Most young people leaving school between 2019/20 and 2021/22 attained SCQF level 5 or better in numeracy.

The attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is in line with the Virtual comparator between 2016/17 and 2021/22. The attainment of young people leaving school, using average complementary tariff points, shows no consistent pattern.

At S4, the majority of young people achieve six or more awards at SCQF level 4 or better. This is in line with the virtual Comparator. Performance at SCQF level 5 or better for one or more courses to seven or more courses is generally in line with the VC. Young people's performance in these courses is higher in 2021/22 than five years ago. However, we need to improve the quality of passes in National Qualifications and support more young people to be aspirational and ambitious to achieve qualifications at the highest level.

By S5, performance at SCQF level 5C or better for one or more to five or more courses between 2017/18 to 2021/22 is generally in line with the virtual comparator with a few exceptions.

By S6, the majority of young people achieve five or more awards at SCQF level 5C or better in 2020/21 and 2021/22 which is in line with the virtual comparator. There has been an improvement in young people attaining at SCQF level 6A or better for one or more to five or more courses.

Young people are gaining a variety of skills, including improved confidence and teamwork, through participation in clubs, activities and leadership roles. Young people are developing their leadership skills through organising and supervising lunchtime and after-school clubs, being involved as school and house captains and vice-captains, prefects, sports leaders and young sports ambassadors. The welcome return of the school show last year has helped to ignite an interest and enthusiasm in musical theatre. Participation in the performing arts is beginning to increase as a result.

Almost all young people who leave Greenwood Academy go on to a positive destination.

PUPIL EQUITY FUNDING

For the academic session 2022/23, Greenwood Academy was allocated £160,475 as the part of the Scottish Government's Pupil Equity Fund (PEF). The PEF amount was based on the number of learners in receipt of Free School Meals at the time of allocation within the school. Consultations with all stakeholders (pupils, parents, partners and staff) helped to identify key priorities. These priorities have become our 'PEF Priorities' and fall within the broad areas of raising attainment, literacy and numeracy, health and wellbeing, family learning and reducing the cost of the school day.

During session 2022/23, we focused on the priorities below -

Increase pupil participation in the life of the school, wellbeing activities and leadership opportunities by offering lunchtime and after school clubs. Support provided with transport and other costs.

Further support pupils in Literacy and Numeracy through targeted interventions. Targeted support periods provided during and after school, boosted reading, Accelerated Reader, Mathspad all support improvement.

Reduce the cost of the school day for pupils and families. Support with uniform, other clothes, school equipment, contributions towards excursions.

Improve pupil attendance and engagement in school. Targeted interventions introduced to encourage pupils to engage in school. 3rd sector agencies work with pupils and families to promote engagement.

To put interventions in place to reduce learning gaps across subjects. Additional support offered outwith class time.

Further develop family learning programmes to encourage engagement. Community cooking, literacy/numeracy events and online engagement promoted to support families to engage.

Improve partnerships with 3rd sector to support health and wellbeing. Project work with Children's 1st, Impact Arts, Barnardo's etc to support pupils facing barriers to learning.

Some of the initiatives funded by PEF are listed below –

- Additional staffing in Pupil Support, Science and Technical worked with groups of pupils to focus on literacy and numeracy skills in context. Staff offered Numeracy Boosts for identified S2 and S3 pupils. Pupils worked in small groups to address gaps in their knowledge.
- Additional staffing to target Literacy and Numeracy skills in S1-3 via after school sessions. This also supported pupils struggling to attend school. Almost all young people who participated in targeted literacy support improved their spelling and reading ages and almost all of young people who participated in targeted numeracy work improved their skills.
- The Accelerated Reader programme is used with the support of our Librarian and English Department, to motivate and encourage pupils to read for pleasure. This has resulted in pupils reading more. Library books have been categorised to ensure a full range of books for all reading abilities. Additional books were bought from PEF to increase the number of books we have available for those pupils with lower reading ages.
- Our additional Pupil Support Teacher has supported pupils who have not been attending school after school. The post holder has offered one-to-one, group and online sessions to try to re-engage pupils who are suffering from anxiety. This has been managed through Team around the Child meetings and has provided additional support for pupils who find it difficult to enter the school building during the day. Pupils have received support with

Literacy and Numeracy during this time. The post holder also delivered an Easter programme for identified pupils.

- Targeted funding enables young people to access clubs, trips and events. This enables young people to feel more included and involved in the life of the school.
- Key staff offered bespoke transition packages for pupils/families who were likely to disengage. Pupil learning and participation in the life of the school were a key focus. As part of the transition experience, a P7 Volleyball Summer Camp with Senior Scotland Women's volleyball coach was organised by our Youth Worker. A Tuesday after school volleyball club was set up at Greenwood Academy that provided the opportunity for Greenwood Academy pupils and P7 pupils to mix on a weekly basis.
- PT Data Coach employed to strengthen our shared vision and collaborative approach to sharing information and effectively using it to reduce the attainment gap.
- A successful breakfast and homework club is encouraging young people to attend school and supports additional learning through the provision of an area to complete home learning.
- Accelerated Reader
- Family-learning activities support family engagement and develops further the positive parental relationships with school staff. In 2022/23, we delivered community cooking and added Home DIY and Creative workshops to our offer.
- Additional Classroom Assistant and Admin support
- Support with cost of the school day. The staff support families in a variety of ways including distribution of food parcels and provision of uniforms. Additional funding has also been given to Home Economics and other practical subjects to ensure that pupils have the ingredients/equipment to fully participate.

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1

Improvement in attainment, particularly in literacy and numeracy

What we plan to do -

- Relaunch our Core Standards and HWB/Reg Expectations at the beginning of term. Walk throughs will be used to ensure consistency.
- Explore the school values with the pupils in HWB/Reg to support them to relate the values to their responsibilities as learners and help shape their interactions with others.
- The Promoting Positive Relationships group will support staff to promote the school values across all classrooms.
- Adaptive teaching techniques will be facilitated through trio collaborative learning and targeted CLPL.
- Deliver high quality learning and teaching including, starter tasks that build successfully on prior learning, tasks matched to pupil needs, effective plenaries and highly effective questioning. Young people engage in learning conversations across the BGE/Senior Phase to identify their aspirational targets and confirm consistently the level at which they are working. We are going to better use the skills framework in lessons to identify transferable skills.
- Develop a subject and whole school effective lessons template.
- Develop a new Greenwood Learning & Teaching Policy in line with NAC L&T Policy.

- Participate in the Professional Learning Academy programme (Block 2) to support and model effective teaching strategies.
- Digital learning leads will share approaches to using digital platforms to support active learning and to encourage young people to reflect on their progress. We are going to review of Satchel One as a way of communicating homework and information to parents/carers.
- Provide opportunities for pupils take part in focus groups at whole school and Faculty level to give feedback on their experience and their views influence change.
- Support staff to develop a range of high quality assessment approaches to improve the reliability of levels of attainment and evaluations of the effectiveness of approaches to learning and teaching.
- Further, develop a whole school programme of professional learning. Staff from across the school will contribute to the delivery of CLPL and work collaboratively via trios, SIP Groups, etc. Encourage staff to reflect on research materials to develop their pedagogy and refine their approaches to learning and teaching via trios and professional reading groups.
- Develop a suite of leadership programmes, such as aspiring DHT and Faculty Leader.

Priority 2

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

What we plan to do -

- Review our curriculum rationale to reflect the local context of the school. This will also be reviewed with targeted parents/carers to ensure it meets the needs of their child and bespoke curriculum.
- Develop bespoke BGE/Senior Phase pathways to meet the needs of targeted pupils. Wider achievement qualifications will be used to develop social skills and provide a framework for young people. This includes using outdoor settings.
- Review our systems in place to share information relating to ASN, ensuring that staff effectively use systems and processes for sharing information relating to young people's barriers to learning, and strategies to support young people to access the curriculum when planning for lessons.
- Review Staged Intervention across the school, ensuring that all staff are confident in planning universal and targeted support. Update pupil plans in line with the Staged Intervention Review to ensure that these reflect accurately the needs of young people and contain appropriate individual learning targets.
- Review of Inclusion supports - Nurture, Pupil Support, SSR and STR to ensure clarity of who is supported in these different areas, as well as the impact of the wide range of supports available.
- Deliver Case Studies supported by our Educational Psychologist, partners and parents/carers, where appropriate to encourage staff to discuss strategies to meet pupil needs.
- Further review of the 'Promoting positive relationships' policy.
- Review our approach to supporting Young Carers.

Priority 3

Improvement in skills and sustained, positive school-leaver destinations for all young people.

What we plan to do -

- Exploration of the use of the Townend Community Hub in partnership with CLD.
- Deliver inputs to interrupted learners off-site where appropriate.

- Further development the Skills Academy courses.
- Monitoring and tracking attainment data to identify pupils at risk of not achieving 100 tariff points in S4. These pupils will take part in a targeted programme.
- Offer targeted interventions in literacy, numeracy and HWB.
- Collect pupil evidence across all Faculties to maximise attainment in literacy, numeracy and other curricular areas.
- Promote the use of the Skills framework in lessons to highlight the transferable skills. Develop an action plan for whole school skills development in partnership with staff.
- Promote the use of the Career Education Standard in planning lessons.

Priority 4

Improvement in children and young people's health and wellbeing.

What we plan to do -

- Encourage staff to celebrate success by contacting home, celebrating achievements online and by displaying pupil work. This includes successes achieved via Accelerated Reader programme.
- Review the House and rewards system to ensure that young people value it across the school, motivating them to achieve success.
- Launch the new rewards system with pupils, parents and staff.
- Develop of specific inputs for targeted young people to teach them about effective strategies to regulate their behaviour and deliver CLPL for staff to help develop co-regulation strategies.
- Provide training for staff relating to Trauma-informed practice and ACEs.
- Revisit the school Anti-bullying policy, seeking young people's views regarding perceived bullying issues. PSE and programmes such as MVP will support this work.
- Continue to promote the work of the Prism group (LGBT community and allies).
- Review the Greenwood Attendance Policy and develop an online platform for interrupted learners and non-attenders.
- Proactively seek alternative ways to re-engage young people in learning including alternative curricular provision after school and off-site.
- Offer Family learning inputs support young people and families.
- Offer staff training in Project Restore.
- Offer mental health inputs to parents/carers.
- Continue our partnership working with bespoke inputs from partners including Children's 1st, Let's LOOC etc.

Priority 5

Placing the human rights and needs of every child and young person at the centre of education.

What we plan to do -

- Establish an S6 Pupil Leadership Team that meet fortnightly to discuss school improvement ideas.
- Provide opportunities for House Captains lead House and Inter-House events throughout the session.
- Work towards the Rights Respecting School Award.
- Further, develop whole school participation tracking to support the identification of young people who are not involved in school leadership opportunities. Offer meaningful leadership opportunities across the school to those pupils who are not participating. Establish opportunities such as buddying younger pupils, mentors and sports leaders.
- Communicate with parents/carers through digital channels and school events to broaden the membership of the Parent Council and extending the impact of its activity on school life.

- Through PSE, young people are given the opportunity to self-assess and reflect on their own sense of wellbeing over time using a digital platform. This will provide a whole-school evaluation of wellbeing to identify improvement priorities for the 2023/24 and 2024/25.
- Reinforce the Core Standards and outline expectations for all of Greenwood Community.