



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Greenwood Academy



STANDARDS AND QUALITY REPORT

June 2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

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 2023/24, our school roll was 1401 pupils, which included several placing requests from nearby towns and out with North Ayrshire.

The number of teaching staff declared on the census day in September 2023 was 105.5 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. Last session, through Pupil Equity Funding, we also recruited 2 Principal Teachers of Inclusion and 1 Principal Teacher of Learning and Teaching to drive forward our whole school improvement agenda. The teaching staff are supported by a full complement of Administrative, Technician, Librarian and Pupil Support Assistants.

Attendance throughout this session was similar to all North Ayrshire secondary schools at 85.93%. Staff are working with families to ensure attendance is above the 90% for session 2024-25. The school only uses exclusions a when all other support strategies have been exhausted.

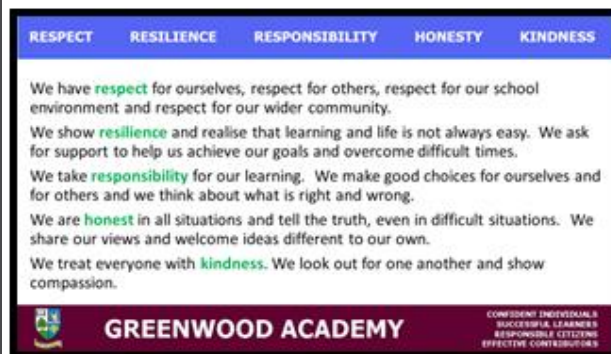
In September 2023, 37% of pupils lived in deciles 1 and 2, the 20% most deprived data zones in Scotland. In September 2023, 36% of pupils were recorded as having additional support needs. , We have seen a reduction in exclusion data over the last 3 years. Exclusions have reduced from 60.06 incidents per 1000 in 2021/22 to 49.09 in 2022/23 to 35.33 in 2023/24.

OUR VISION, VALUES AND AIMS

Our Vision

We aim to deliver a sustainable curriculum that enables pupils to attain and achieve. Under pinned 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 and Drama 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 2023/24, 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 2023/24

Due to the pandemic, in 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 onwards. 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.

3 rd Level or Better		2018	2019	2020	2021	2022	2023	Greenwood ACEL Data 2024
Reading	Greenwood	99%	99%			80%	86%	90%
	NAC	92%	94%			87%	86%	
Writing	Greenwood	99%	98%			78%	86%	90%
	NAC	92%	94%			86%	86%	
List / Talk	Greenwood	99%	99%			81%	83%	91%

	NAC	93%	95%			88%	86%	
Literacy	Greenwood	99%	98%			76%	80%	88%
	NAC	91%	93%			85%	84%	
Numeracy	Greenwood	97%	90%			85%	87%	80%
	NAC	92%	90%			82%	84%	

4th Level or Better		2018	2019	2020	2021	2022	2023	Greenwood ACEL Data 2024
Reading	Greenwood	86%	82%			24%	56%	70%
	NAC	56%	55%			53%	54%	
Writing	Greenwood	88%	83%			24%	54%	69%
	NAC	54%	53%			50%	52%	
List / Talk	Greenwood	87%	84%			23%	49%	70%
	NAC	59%	59%			55%	53%	
Literacy	Greenwood	84%	81%			22%	41%	62.5%
	NAC	47%	50%			48%	49%	
Numeracy	Greenwood	82%	80%			63%	61%	64%
	NAC	57%	64%			57%	58%	

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.

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 2024 update (School Leavers data). In 2023, we had 239 pupils leave Greenwood Academy across S4-6.

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

Year Group	S4	S5	S6
Number of Leavers	33 (37)	83 (83)	123 (135)

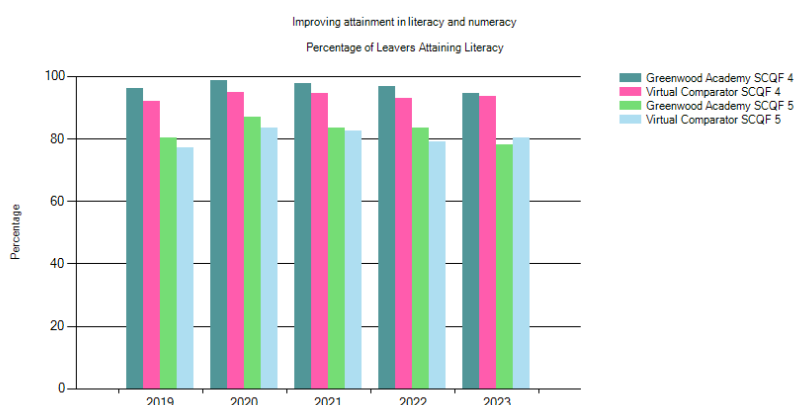
Leavers Literacy and Numeracy Data (Updated Feb 2024)

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

Almost all young people achieve SCQF level 4 or better in literacy by the time they leave Greenwood Academy. This figure has been higher than the Virtual Comparator since 2019. Most young people achieve Level 4 or better in numeracy. This figure dipped just below the virtual comparator in 2023 but has been above it from 2018/19 to 2021/22.

Most young people attain literacy and numeracy at SCQF level 5 or better by the time they leave Greenwood Academy. The Level 5 numeracy has been above the virtual comparator since 2019.

Establishment	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
Greenwood Academy	2023	94.56	88.7	78.24	75.31	239
Virtual Comparator	2023	93.72	90.84	80.42	68.54	2390
Greenwood Academy	2022	96.86	90.59	83.53	73.33	255
Virtual Comparator	2022	93.06	89.41	79.14	66.27	2550
Greenwood Academy	2021	97.66	91.59	83.64	77.1	214
Virtual Comparator	2021	94.58	91.96	82.52	71.5	2140
Greenwood Academy	2020	98.6	94.88	86.98	80.93	215
Virtual Comparator	2020	94.93	93.12	83.58	73.02	2150
Greenwood Academy	2019	96.17	86.38	80.43	65.96	235
Virtual Comparator	2019	91.91	88.55	77.32	61.53	2350





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.

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. This session our Townend provision has proved to be very successful for identified pupils.

Middle 60% - We will continue to support pupils to achieve full qualifications.

Highest 20% - attainment for 2023 leavers was one tariff point below the Virtual Comparator. There has been a steady increase in tariff points over the last 3 years. We will continue to strive to ensure that pupils achieve the highest qualifications possible. There will be a focus in 2024/25 on improving the quality of passes and reducing the number of no awards.

	Year	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
Greenwood Academy	2023	107	728	1848	239
Virtual Comparator	2023	141	751	1849	2390
North Ayrshire	2023	133	744	1869	1468
Greenwood Academy	2022	135	772	1773	255
Virtual Comparator	2022	130	743	1810	2550
North Ayrshire	2022	155	812	1907	1520
Greenwood Academy	2021	162	785	1812	214
Virtual Comparator	2021	162	879	1886	2140
North Ayrshire	2021	160	840	1860	1373

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 2023, the total tariff points achieved were higher than the previous 5 years rising from 1664 tariff points to 1848.

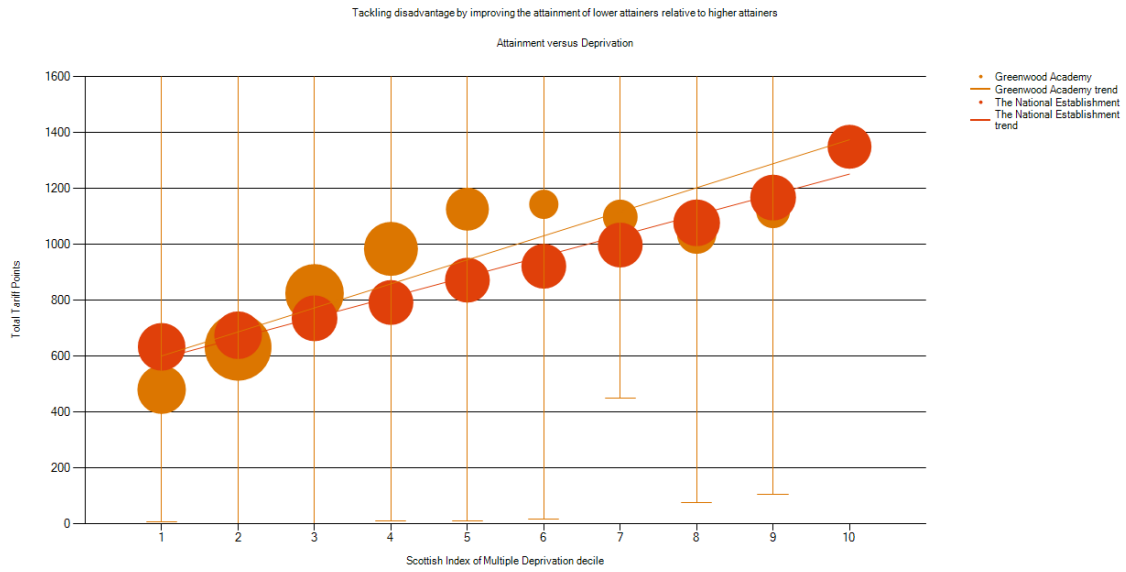
Breadth Vs Depth

This section breaks attainment down into the percentage of qualifications achieved by leavers

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.33%	98.33%	98.33%	95.40%	88.70%	62.34%	18.41%	239
2 or more	95.40%	95.40%	95.40%	91.21%	81.59%	55.65%	8.79%	239
3 or more	92.47%	92.47%	92.05%	87.45%	75.31%	46.86%	4.60%	239
4 or more	87.45%	87.45%	87.03%	84.10%	69.04%	37.66%	0.84%	239
5 or more	84.10%	84.10%	84.10%	81.59%	64.02%	28.45%	0.00%	239
6 or more	77.41%	77.41%	76.15%	74.06%	59.00%	20.92%	0.00%	239
7 or more	67.78%	67.78%	67.36%	66.11%	50.63%	12.97%	0.00%	239
8 or more	60.25%	60.25%	59.83%	57.74%	42.68%	5.44%	0.00%	239
9 or more	43.93%	43.93%	43.93%	41.84%	23.01%	2.51%	0.00%	239
10 or more	28.87%	28.87%	28.03%	25.10%	12.55%	0.42%	0.00%	239

Attainment Vs Deprivation

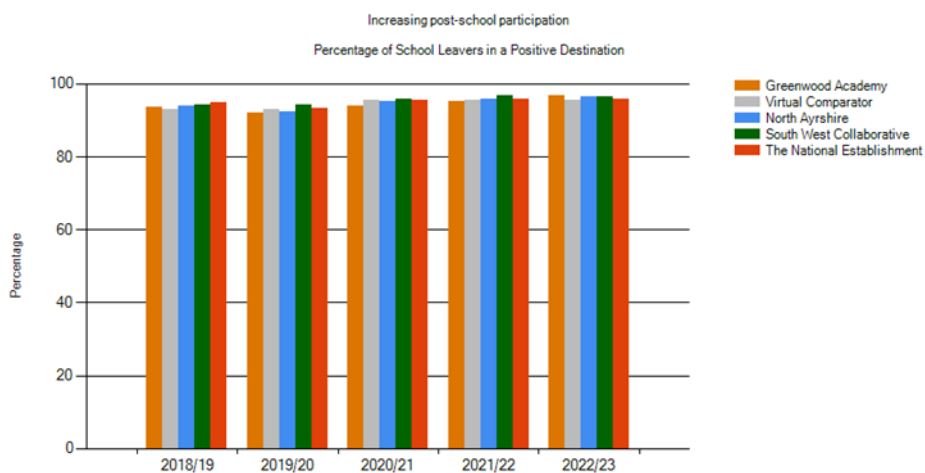
The chart below shows the attainment of all leavers in S4-S6 divided into 'bubbles'. The numbers 1-10 along the bottom indicate the level of deprivation (in deciles) with 1 being most deprived and 10 being least deprived. This session we did not have any leavers from decile 10. The light orange bubbles 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 3, 4, 5, 6 and 7 we are doing better than the national figures.



Initial Leavers Destinations

The bar chart below shows that in session 2022/23, 96.65% of our school leavers achieved a positive destination. This is the highest figure in the last 5 years. We continue to support those young people not yet in a positive destination through partnership working with Skills Development Scotland.

Positive destinations are above the virtual comparator for S4 leavers and S5 leavers, 97.0% and 95.2% respectively.



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. In March 2023 we launched our new community café at Townend in partnership with NAC Community Learning and Development.



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.

In 2022/23 45% of our school roll took part in extracurricular sports clubs, this is the highest we have ever had and an increase from 36% the previous year.

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 2023/24, 62 pupils were on track to achieve a qualification in working with young people through sport.

In addition, with the support of Active Schools -

- 42 young people took part in 6 weeks of training with our Active Schools Coordinator as Sports Leaders. They then completed 6 hours volunteering in primaries for clubs. 10 of last year's NASA pupils also volunteered, still delivering in the primaries.
- 25 young people completed NGB qualifications by continuing to volunteer in primaries for clubs.
- 23 young people volunteered as Young Sports Ambassadors from S1-6, to promote sport, 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.
- 4 of our S6 pupils were on the Team Inspire programme.
- 2 of our S6 pupils became National Young Ambassadors.
- 12 S5/6 pupils graduated from North Ayrshire Sports Academy 23-24 (NASA).
- 2 of our S5 females were part of the NAC Active Girls Leadership Committee.
- 2 of our S4 pupils were part of the Active Outdoor Leadership programme.
- 3 S5 pupils and 1 S6 pupil completed the Active Fitness Programme

Our S1 Girls football team and our S1 Boys football team won the NAC Active Schools Euro football tournament in 2023/24. Many of our other teams performed really well throughout 2023/24 in cups and in the league just missing out on winners medals.

Numbers continue to increase in our volleyball teams supported by our Youth Worker and other key staff. In 2023/24, both the boys and the girls U16 teams reached the Scottish Cup Final, a fantastic achievement.

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. In 2023/24, we had several pupils complete their Gold expedition.

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 2023/24, 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 won £3000 for their charity - Irvine and Troon Cancer Care.

Young Enterprise Competition

Our school team made the Young Enterprise final. The pupils won best presentation and delivered confidently.

Donald Dewar Memorial Debating Tournament

In November 2023, Greenwood Academy hosted the Donal Dewar Debate Competition. Teams from secondary schools across the area took part in the first round of the annual competition. One of our pupils won the best floor speaker award during the debate.

Maths Challenge Competition

One of our pupils achieved a merit (top 25% in the country) in the Junior Maths challenge. In the past 17 years, it is the best any pupil from Greenwood has ever achieved. There were other fantastic results from the 48 pupils taking part – 1 Gold, 4 Silver, 16 Bronze and 27 Participation certificates.

30 pupils also took part in the Senior Maths Challenge – 1 Gold, 4 Silver, 12 Bronze and 13 Participation certificates.

Chess

The Greenwood Chess Club continues after 50 years. Many pupils enjoy playing at lunchtime and after school. In 2023/24 the club hosted evening chess events with 99 entries from across the cluster. Our pupils continue to perform well in the chess league too.

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 attended the Youth Forum and contribute their views.

Anti-Litter Project

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 2023/24.

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 2023/24 and involved 8 pupils. It will continue into 2024/25.

Staff have been pro-active in applying for additional funding during 2023/24: Education Scotland grants, DYW funding, participatory budgeting funding and supports, Cycling Scotland, LOOC. In 2023/24, we were also successful in achieving part funding for a new school minibus. We are hoping to have our new bus by October 2024.

Community Links

In session 2023/24, 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 'Sister Act Junior' in November 2023 with the support of staff from across the school and community partners. 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 –

- Strengthened learning and teaching, 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.

- Identified Greenwood Academy staff worked alongside 2 staff members from the Professional Learning Academy for 9 weeks to strengthen their approach to teaching young people at Early and First level literacy and numeracy. The introduction of concrete materials and frameworks has strengthened our approach.
- Launched our new School Vision, Values and Aims in Jan 2023 and reinforced them via HWB/Registration.
- 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.
- Launched a whole school ASN tracking spreadsheet based on the new Staged Intervention Guidance.
- We further developed curricular pathways to help support personalisation and choice.
- 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.
- Further embedded our approach to Health and Wellbeing/Registration, delivering a weekly programme of inputs 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.
- All Faculties shared their moderation work/approach at a whole staff meeting. Faculty Leaders met with Largs Academy FLs to engage with a self-evaluation tool to identify next steps.
- We formed a trio with Kilwinning Academy and Irvine Royal Academy staff to quality assure our approach to learning, teaching and assessment. We engaged in professional dialogue and next steps for improvement.
- We developed our approach to supporting interrupted learners. This included the development of our Townend project.
- We launched the new NAC Deaf Unit and recruited 2 Teachers of the Deaf to support pupils. They have worked closely with our existing Pupil Support Assistants (For the Deaf) to provide training for staff. Our PSAs also offer breakfast club, BSL training for pupil/staff, helping us to be deaf aware.

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. 37 S4 pupils benefited from targeted support resulting in qualifications.
- 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.
- We reviewed our systems for sharing information relating to ASN and rolled out the Staged Intervention paperwork.

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. A barista community café was introduced. 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.
- We developed the use of the Townend Community Hub in partnership with CLD.
- 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 - 8 pupils completed 'The Chance to Be' project.

Priority 4

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

This year we -

- 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 - 6 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. 22 S5 pupils took part in the See Me training and became 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.
- Rolled out 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 –

- Launched the S6 Leadership Team, 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.
- Launched 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 - Good

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 - Good

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.

With the launch of the new Staged intervention across North Ayrshire Council we have reviewed our school provision to ensure that all information recorded reflects accurately the additional support needs of young people and plans reflect the needs of young people. 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. Staff are proactive in seeking alternative ways to re-engage young people in learning including alternative curricular provision where appropriate. Moving forward, this will be a priority for us in session 2024/25.

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 achieve SCQF level 4 or better in literacy by the time they leave Greenwood Academy. This figure has been higher than the Virtual Comparator since 2019. Most young people achieve Level 4 or better in numeracy. This figure dipped just below the virtual comparator in 2023 but has been above it from 2018/19 to 2021/22.

Most young people attain literacy and numeracy at SCQF level 5 or better by the time they leave Greenwood Academy. The Level 5 numeracy has been above the virtual comparator since 2019.

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 2022/23 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 2022/23 is generally in line with the virtual comparator with a few exceptions.

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 2023/24, 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 2023/24, 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.

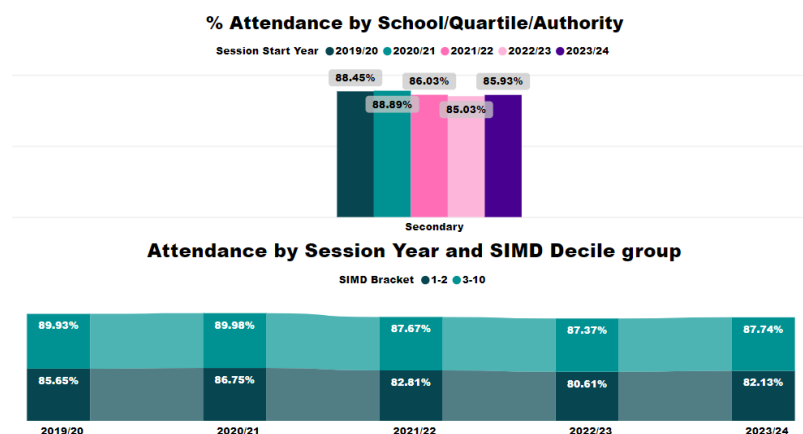
Improve partnerships with 3rd sector to support health and wellbeing. Project work with Children's 1st, Impact Arts, Barnardo's etc to support pupils facing barriers to learning.

Some of the initiatives funded by PEF are listed below –

- Two Principal Teachers of inclusion were appointed through PEF. The Principal Teachers met regularly with a Depute Head Teacher to review the strategic direction of the work and monitor and track the pupil attendance and impact on engagement.

- Targeted input provided for identified pupils at risk of not achieving their full potential due to low school engagement and low attendance. In-school and after school inputs to support improvements in their literacy and numeracy levels.
- March 2023, courses have been delivered from a local community centre. Offering opportunities for young people to work in small groups and on a one-to-one basis every day of the week. Core staffing provide specialist inputs daily and the PTs inclusion offer SQA awards and bespoke interventions.
- In partnership with 'Developing the Young Workforce Ayrshire', the school launched a community café, served by the events management pupils. The pupils have been working at Townend Community Centre since August 2023, serving coffee to invited guests and parents while they wait on their child finishing the learning sessions.
- Since the interventions, attendance and engagement has improved although this remains a priority. We have captured impact through both quantitative and qualitative data throughout the year.
- The current targeted group involves pupils from across S1-5. Attendance and engagement are tracked individually for pupils with an ongoing review. A sharper focus on non-attendance from August has allowed a more proactive approach to intervention to improve outcomes for young people.
- The community café has provided skills-based qualifications for the young people, including Barista qualifications, Customer Services qualifications, and Personal Development Award level 5. This can also count towards their Saltire Award as volunteering hours. Targeted young people from S1-3 have been experiencing this to build their social skills.
- The attendance of the pupils at school and engagement in learning is improving. 71% of the targeted group have shown an improvement during 2023/24, compared with the same period in 2022/23.

Attendance in deciles 1/2 have shown improvement this session –



- Additional staffing in Pupil Support 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 2024-2025

Priority 1

Improvement in attainment, particularly in literacy and numeracy

What we plan to do -

- Further embed 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.

- Adaptive teaching techniques will be facilitated through trio collaborative learning and targeted CLPL. Peer lesson observations will be encouraged to support reflective practice.
- Deliver high quality learning and teaching including, plenary tasks as highlighted through our work with Kilwinning and Irvine Royal Academy.
- Continue to look outwards in partnership with Kilwinning, Irvine Royal and Largs Academy in relation to learning, teaching, assessment and moderation.
- 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. This will be supported by working with Largs Academy staff.
- Key teachers engage in the SWEIC Sharing Pedagogies to Enhance Mathematical/Numeracy Practice with cluster colleagues.
- Further, develop a whole school programme of professional learning for Teachers and Pupil Support Assistants. 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.
- New BGE monitoring and tracking levels will be introduced and shared with pupils, parents and staff. Progress and Achievement data will be analysed using the new BGE Assessment Tool to identify trends, strengths and gaps in attainment Literacy, Numeracy and subject areas.
- Launch of meeting pupil needs systems with all staff, incorporating Staged intervention approach.

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 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 inputs to interrupted learners off-site where appropriate.
- Further development of the Townend Community Café.
- Launch our Horticulture course with identified groups of pupils in partnerships with Scottish Fire and Rescue.
- Review our approach to supporting Young Carers and young people for whom English is not their first language.

Priority 3

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

What we plan to do -

- Increase direct links within the curriculum to the Ayrshire Growth Deal and design further opportunities for skills development in a range of contexts.

- Explore the possibility of delivering 'Performing Engineering Operations' at SCQF Level 5. This will have to be supported by learner pathways in the BGE.
- 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. We will incorporate the SDS Meta-skills into our Skills Framework and re-launch with staff.
- Explore accreditation for our Skills Ambassadors.

Priority 4

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

What we plan to do -

- Develop and implement a strategic approach to the use of PASS to measure and analyse levels of wellbeing. We are also going to Trial the use of the Glasgow Wellbeing Model with targeted pupils.
- Targeted interventions implemented to improve wellbeing.
- Young people participate in a review of the 'Promoting positive relationships' and the 'Anti-bullying' policy.
- Development of specific inputs for targeted young people to teach them about effective strategies to regulate their behaviour.
- Re-establish the Health, Safety & Wellbeing committee, with staff wellbeing being part of the remit.
- Implement NAC strategy to raise adult presence and increase adults' and children's sense of safety and confidence in managing conflict.
- Further develop our Building Positive Relationships (BPR) approach via trained staff.
- Offer opportunities for staff engage in CLPL - including neurodiversity, SEBN and language & communication.
- Explore and implement universal supports to ensure improved school attendance for all, including updated processes and guidance for staff regarding their role in improving attendance.
- Implement an attendance campaign with all stakeholders.
- Develop targeted approaches to support improved school attendance for individuals and identified groups of children and young people, including care experienced learners.
- Review our approach to the use of SEEMis codes to track attendance.

Priority 5

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

What we plan to do -

- Work towards the Rights Respecting Silver School Award.
- Take part in Education Scotland's Young Leaders of Learning programme training where young people lead focus groups during Faculty Engagement visits and provide feedback to key staff.