



Driving Equity and Excellence

Improvement Report

Session 2022-23

School:	AIRDRIE ACADEMY
Cluster:	AIRDRIE
PEF Allocation	£140,000

Section 1: Establishment Details

School Improvement Report

Context of the school:

This section should be used to give brief background information in relation to the type of establishment, its size, location, its management structure and staffing, the school community, SIMD, FME, school roll etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; Scottish Attainment Challenge involvement; the Pupil Equity Fund allocation; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

Overview / context

Airdrie Academy is a non-denominational secondary school in the North Airdrie area catering for young people from 7 associated primary schools and pupils from non-associated primary schools. The school has a proud history of 173 years of excellent service to the community. School roll is 1040 approx. – the roll has remained around that figure for the last 2 sessions.

The school is served by a well-qualified and highly motivated staff. This comprises 71 FTE (2021/22) teachers who are supported by a large team of support staff which includes office staff, technicians, additional support needs assistants, music instructors, a Chartered Librarian (0.6fte), home/school partnership officer (0.5fte) a community police officer (0.4fte) and a team of facilities support colleagues.

The Senior Management Team currently comprises the Head Teacher and 4 Depute Head Teachers. Additional leadership posts have been introduced via Pupil Equity Funding.

Secondary Management Restructuring A team of 6 Pupil Support (reduced by 2.0 fte in 2020) Teachers look after the academic and social wellbeing of our pupils within a continuing vertical system made up of 3 new Houses. Retaining family groupings with our current 6.0 fte Pupil Support Team has been put into action as far as is possible. This will provide continuity for pupil's families and partner agencies.

Management posts have been further reduced by another 2.0 fte, two Primary Teacher Curriculum posts were lost (in 2020) resulting in the creation of larger faculties;

- ✓ Technologies (Technical and Home Economics) and Computing have been combined to form the single faculty of Creative and Digital Technologies Faculty (technical Home economics and Computing)
- ✓ Performing arts (Music and Drama) and Art & Design have been combined to form the single faculty of Expressive Arts (Music Drama and Art & Design)
- ✓ Social subjects has been expanded to include Business Studies – the faculty now comprises (History, Geography, Modern studies and Business). Business was formerly in the ICT faculty with computing

In addition to the Senior Management and Principal Teacher posts listed above, our current structure also includes a Principal Teacher for each of; PE, Modern Languages / RMPS, Mathematics, English, Learning Support and Science.

Staff savings

In addition to the savings in management posts above a further 2.25 fte of teaching post savings had to be found. This was achieved via retirement(s), reducing fte as required and from the use of budget(s)

Librarian

The librarian post is being removed – this is pending

We work in close collaboration with our cluster colleagues, EFM and CIIL. The post of family engagement worker has not yet been appointed – this will be a key resource to support our attendance strategies for vulnerable pupils. The secondary / primary cluster work very cohesively and are always collegiate in planning and delivery – this involves pupils and staff. Frequent collaborations take place with Airdrie Academy staff delivering supporting and planning with our associated primary colleagues.

- 42% of our catchment live in SIMD 1-2, 61% of our catchment live in SIMD 1-4
- FME for last session was 21% and clothing grant applications were made by 25% of the school roll.

Other information

The school moved into new, purpose-built accommodation in October 2006. The school has been designed and built to a very high standard, has all teaching departments and administrative areas under the one roof, providing easy access throughout, with passenger lifts available for those who require to use them. Facilities include 34 classrooms, 33 practical rooms, a construction trades area, pupil support rooms, sixth year common room, library resource centre and careers area. Practical rooms include specialist accommodation such as a kiln room and photography room in Art & Design, practice rooms and a recording studio in Music, a Business Education room with integral reception area and drama studios that can become the stage area for public performances.

In addition there are interview rooms, a conference room, a medical room and rest room, a senior management and administration suite, a large assembly hall, central social and dining areas, a central staff room and staff work bases. We have excellent sports facilities, including a games hall, three gyms, a dance and fitness studio and changing rooms. In terms of outdoor facilities, there are two full size grass sports pitches together with an all-weather 2G floodlit pitch - which is in much need of being upgraded to a better standard for use by the school and the local community.

We continue to invest in our I.T provision across the school estate and continue to provide learning resources online for pupils via “Show my homework” and the use of Microsoft teams



Our values were decided after consultations throughout session 2018/19 with pupils, staff and parents.

We regularly reinforce our values with pupils as part of our approaches to promoting and recognising positive behaviour.

We operate senior phase pathway utilising our; our teaching capacity , the additional supports we have made available to us in the consortium and college sector and within the operational guidance set out by North Lanarkshire Council.

Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

Whole school attendance is 87% - accurate at time of writing. We have targeted plans in place to support all S4 pupils <60% attendance to maximise their attainment in achieving 5@N3 / 5@N4 by the end of this academic year.

Nurture remains an ongoing aspect of our work and we continue to employ appropriate strategies to support the needs of our pupils. We are consulting with colleagues on creating a new nurture base to support targeted vulnerable pupils with their social and emotional needs. This will be in addition to our "HUB" which supports vulnerable pupils with their learning needs.

Exclusions – openings lost, currently 37 accurate at time of writing. At this same point in 2021 we had 87 openings lost due to exclusions. Our Overall Target is 132 openings – maximum- over the school session. This would represent a 25% reduction in school exclusions from the previous 5-year average of 176 opening lost to exclusion. The school improvement plan has a 3-year target to reduce school exclusions 25% per year over the next 3 academic sessions.

Details of consultation: Pupils/Parents/carers/staff/stakeholders

Top 10 pupil meetings take place every 2 weeks – 10 pupils across year groups and various SIMD profiles meet with Headteacher to discuss school improvements. This information is collated and shared with all staff. The overall summary of these meetings supports the planning of the school improvement plan. HMle type survey will be issued to all pupils early in the new year.

Every parent evening- parents are surveyed on the school provision – similar questionnaire to HMle – from the results received to date – feedback is very positive.

Pupil Parliament has been established this year – this forum is new to the school and will support greater opportunities for pupil voice to support school improvements.

Staff surveys and collaboration sessions support school improvements. HMle type survey will be issued to all staff early in the new year. **PEF surveys** support us to plan the spending of this budget in consultation with colleagues.

HMle type survey will be issued to a selection of partners early in the new year – we plan and collaborate with a range of partners as part of our work – all teaching departments have business links as a target in this year's improvement plan.

Section 2: What progress have you made in closing any poverty related attainment gap?

Equity Plan

Please write a brief summary of your approach to ensuring equity and the progress you have made.

The following key questions could be considered:

Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty? What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process?

SQA results are analysed with a focus on SIMD – we can demonstrate an equity in the outcomes for our learners when looking at that data.

All staff have SIMD FME information on all pupils. Staff analyse pupil performance with this background data in mind. Our performance of deprivation versus attainment stands up well over time – see QI 3.2 analysis. INSIGHT data has been analysed and this supports positive attainment. Our continued challenge continues to be attendance – especially in S3 and S4.

We have interventions in place for targeted pupils in the BGE – Maths Balance, RWI, RTIC, Cluster inputs, Virtual School, CLD.

Positive leaver destinations – again see QI 3.2 analysis are in line with or above virtual comparator over last 5 years

Our PT Mental Health and Families targets supports for our most vulnerable pupils and their families, and we work with a range of partners to support across our school community.

We are developing our Interdisciplinary Learning Course in S3 to be a universal offer – by introducing the SCQF level 3 /4 “Climate change and sustainability “course in 2023-24. This course incorporates co-delivery between Social Subjects and Science colleagues. We continue to explore the ways in which we can incorporate NPA’s / SCQF courses into our curriculum.

Section 3: Summary of Impact of Annual Improvement Plan Priorities

Cluster Priority(Long Term Outcome):	
<small>(Please insert the relevant information below)</small>	
NIF Priority:	NIF Driver:
NLC Priority:	QI:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)	
Next Steps: (What are we going to do now?)	
Priority 1 (Long Term Outcome): Please see attached "RAG" School Improvement Plan	
<small>(Please insert the relevant information below)</small>	
NIF Priority:	NIF Driver:
NLC Priority:	QI
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)	
Ongoing	
Next Steps: (What are we going to do now?)	
Priority 2 (Long Term Outcome): Please see attached "RAG" School	
<small>(Please insert the relevant information below)</small>	
NIF Priority:	NIF Driver:
NLC Priority:	QI
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)	
Ongoing	

Next Steps: (What are we going to do now?)	
Priority 3 (Long Term Outcome): Please see attached "RAG" School	
(Please insert the relevant information below)	
NIF Priority:	NIF Driver:
NLC Priority:	QI:
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.	
RATIONALE:	
OUTCOMES:	
EXPECTED IMPACT:	
Summary of Progress and Impact: (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)	
Ongoing	
Next Steps: (What are we going to do now?)	

Section 4: Key strengths/successes linked to Quality Indicators

(Please note: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered during through ongoing self-evaluation processes, including discussions in attainment trios, please outline briefly key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.) When making specific reference to a NIF driver please highlight this is bold for example:
Teacher Professionalism: CLPL has impacted positively on staff confidence levels and understanding of best pedagogical practice, in writing. ACEL data (P4 and P7) has increased by 5% and 10 % respectively. (QI: 1.3, 2.3 and 3.2)

How good is our leadership and approach to improvement? PLEASE SEE ATTACHED SCOPING PAPER WHICH PROVIDES DETAILS OF QI's 1.3, 2.2, 2.3, 3.1 and 3.2

QI 1.3 Leadership of change		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.		
NIF Priority:		
NIF Driver:		
UNCRC:		
RECR (if appropriate)		

Linked SIP/PEF Priority:

How well are you doing? What's working well for your learners?

-

How do you know? What evidence do you have of positive impact on learners?

-

What are you going to do now? What are your improvement priorities in this area?

-

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority:			
NIF Driver:			
UNCRC:			
RECR (if appropriate)			
Linked SIP/PEF Priority:			
How well are you doing? What's working well for your learners?			
•			
How do you know? What evidence do you have of positive impact on learners?			
•			
What are you going to do now? What are your improvement priorities in this area?			
•			

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.		
NIF Priority:		
NIF Driver:		
UNCRC:		
RECR (if appropriate)		
Linked SIP/PEF Priority:		
How well are you doing? What's working well for your learners?		
•		
How do you know? What evidence do you have of positive impact on learners?		
•		
What are you going to do now? What are your improvement priorities in this area?		
•		

How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority:			
NIF Driver:			
UNCRC:			
RECR (if appropriate)			
Linked SIP/PEF Priority:			
How well are you doing? What's working well for your learners?			
•			
How do you know? What evidence do you have of positive impact on learners?			
•			
What are you going to do now? What are your improvement priorities in this area?			

Section 5: NIF Quality Indicators: Summary

Assigning levels using quality indicators		
<i>School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.</i>		
Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	
Additional Quality Indicator		
<i>It is anticipated that schools will follow the advice of How good is our school? 4th edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.</i>		
Quality indicator	Self-evaluation	
2.2 Curriculum	Good	

Key priorities for improvement planning next session
<i>This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).</i>
<p>Please see attached “RAG” School Improvement Plan. The current school plan has targets which will continue into next session and beyond:</p> <ul style="list-style-type: none"> • Improving attendance • Reducing exclusions • Developing our approaches to Nurture • UNCRC towards GOLD level • Investments in learning and teaching pedagogy – such as “Making Thinking Visible” • Developing Curriculum pathways / SCQF