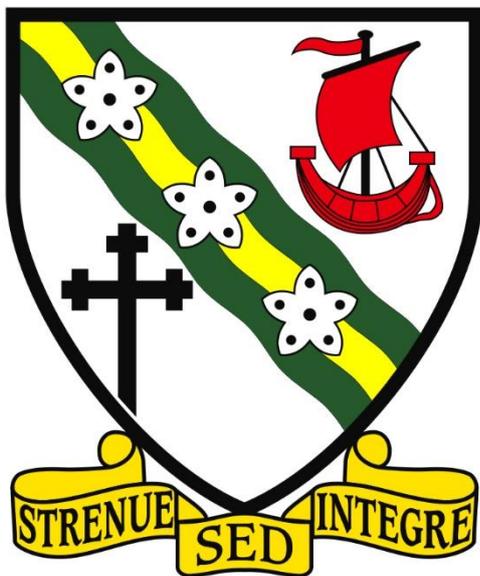


Session
2017/18

Girvan Academy Standards & Quality Report



Head Teacher Introduction

I am pleased to present to you this report which provides an overview of our achievements over the course of the session 2017/18.

The evaluations in the document are based on a range of evidence including:

- Analysis of pupil performance in SQA examinations, other forms of accreditation, and other statistical data relating to young people's achievements.
- Annual surveys of the views of pupils, parents, staff and partners, at whole school and departmental levels.
- Senior Leadership Team and Principal Teacher observations and evaluation of teaching and learning in lessons.
- Peer observation by individuals and teams of teachers from within the school.
- Self-evaluation using Education Scotland's evaluation tool 'How Good is Our School 4th Edition' and other Education Scotland publications to support self-evaluation.

I hope you find this report helpful and informative and as always, if you have any comments on it, or our school, then please do not hesitate to contact us.

Elaine Harrigan
Head Teacher

Our Values and Context

Girvan Academy is a non-denominational school which serves the town of Girvan and surrounding area. The school roll for 2017-2018 was 495. The percentage of young people entitled to free school meals was 16%. This has risen slightly since the previous year. Pupil absence rates are 11%, which is above the local authority average (10%). 97% of our young people move on to positive destinations.

In August 2011, the follow-through inspection by HMIE concluded there are clear signs of significant improvement since the initial inspection of 2009. The school has continued to improve, by increasing performance in attainment, increasing opportunities for wider achievement and offering greater choice within the curriculum. The school now performs much better overall. The school has shown a strong capacity for sustained improvement since these inspection findings.

Our vision is to grow as a LEARNING COMMUNITY:



Values

The curriculum must be inclusive, to be a stimulus for personal achievement and encourage pupils towards informed and responsible citizenship. The following are the existing values which have been identified by staff, pupils and Parent Council members as being the ones which should direct the work of the whole school community:-

AMBITION RESPECT RESPONSIBILITY HONESTY TRUST

Aims

- To maximise attainment and achievement by promoting effective teaching and learning
- To form partnerships with parents and the community to help and support learning
- To use resources as efficiently as possible to enhance teaching and learning
- To ensure equality of opportunity through inclusive education
- To make pupils aware of their place in the world and to give them an understanding of how they relate to others and to their environment

Successes and Achievements

All pupils in the senior phase choose up to six subjects to study in order to gain qualifications at the level appropriate to their ability and progress. The majority of pupils will be presented for course awards at National 4 (SCQF 4) or National 5 level (SCQF 5) in S4 and progress accordingly through S5 and S6. A small number of pupils will study some subjects at National 3 level and some young people may be studying at Higher level in S4.

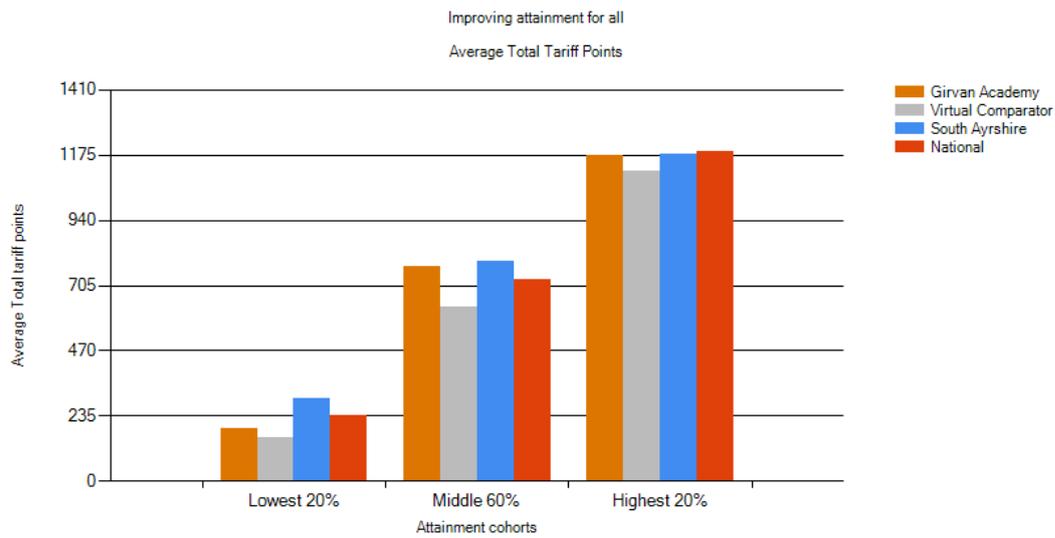
Progress in secondary schools in Scotland is now measured using four National Benchmarking Measures and is based on information related to school leavers rather than cohorts. These four measures are:

1. Improving attainment in literacy and numeracy
2. Leaver initial destinations: Increasing post-school participation
3. Improving attainment for all: The Average Tariff Score
4. Attainment versus deprivation: Tackling disadvantage by improving the attainment of low attainers compared to high attainers.

The results achieved by pupils in Girvan Academy are compared to the results of a virtual comparator. Some results are also shown against an average of all South Ayrshire schools as well as results nationally. A virtual comparator is determined by the Scottish Government selecting at random 10 pupils from across Scotland with a similar background to one of our pupils. This is done for every pupil in S4 -S6 in Girvan Academy. This enables a fair comparison with similar pupils nationally.

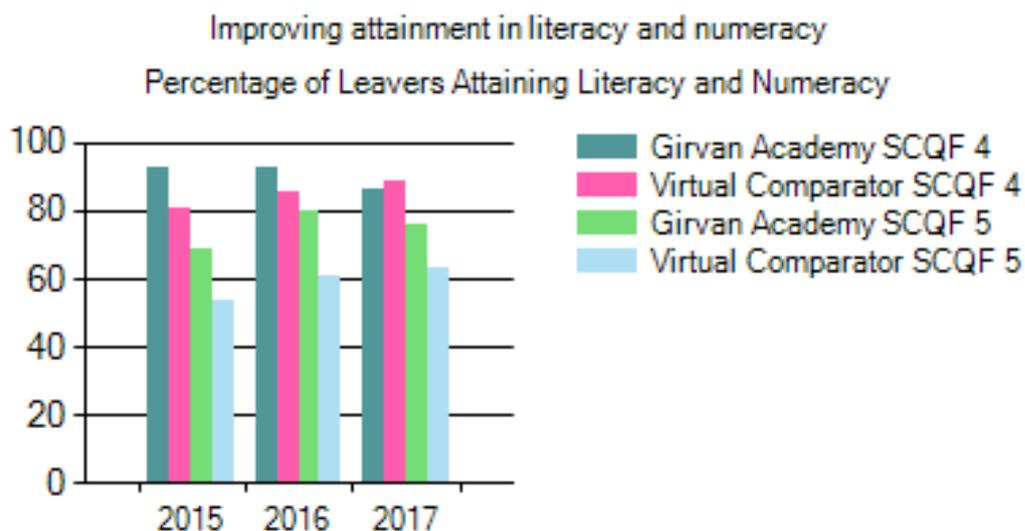
Raising Attainment and Achievement

During the Senior Phase, pupils are presented for National course awards or units from courses in subjects of their choice. When pupils pass a National course or complete units, they are awarded points which, when added together, become their tariff score. The higher the level of course they sit, the more points they are awarded. The charts below show the average tariff scores achieved by our pupils in 2017.



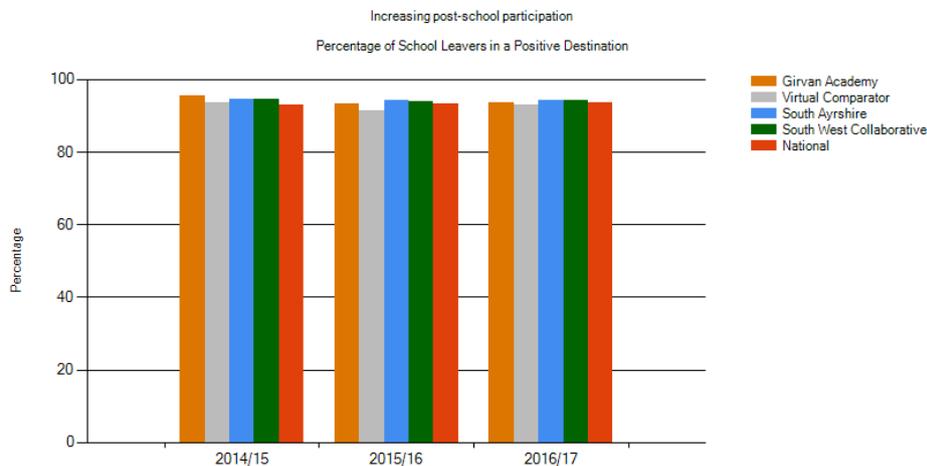
Improvements in Literacy and Numeracy

This chart shows the percentage of leavers achieving SCQF level 4 and 5 in Literacy and Numeracy. This is delivered within Girvan Academy through the English and Maths departments. The percentage of leavers achieving level 5 Literacy and Numeracy is consistently higher than the virtual comparator.



Leaver Destinations

The school consistently performs above the virtual comparator in relation to positive destinations for young people. The school work closely with Skills Development Scotland to ensure positive outcome for young people.



Opportunities for Personal Achievement

All young people have extensive opportunities to accredit their personal achievements through a range of learning experiences both within and beyond the classroom. Young people also have opportunities to take part in a very wide range of extra-curricular activities, some of which result in accredited achievement awards. Examples achieved so far this session include: Duke of Edinburgh's Award, Learning Council and Volunteering opportunities

Within sport 14 of our S6 pupils completed SCQF Level 6 Award in Leadership and completed a variety of leadership awards in a range of activities from National Governing Bodies eg Rugby, Football, Badminton, Volleyball and Short Tennis. In S3, 51 young people completed the S3 Junior Sport Academy. Young people continue to benefit from a number of extra-curricular activities offered before, during and after school with upwards of 200 pupils attending each week. In conjunction with partners, Girvan Youth Trust and Active Schools, our S3 Sports Leaders and Sports academy pupils delivered a range of Easter school sports. This is now the 5th year of this programme running and now also extends into a summer programme.



To further enhance their academic performance, this year, 7 young people were successful in securing a place at a range of summer programs across the UK. These included:

- University College London to study Modern Languages
- Cambridge University to study Geography
- Cyber First at the Paisley campus of University West of Scotland.
- St Andrews University for Medicine
- NASA space school

This year a group of S4 young people won the 'Maths Wi Nae Borders' national competition, receiving their award during a visit to Edinburgh. The team then went on to win their category in the Mathematiques San Frontiere competition this year.



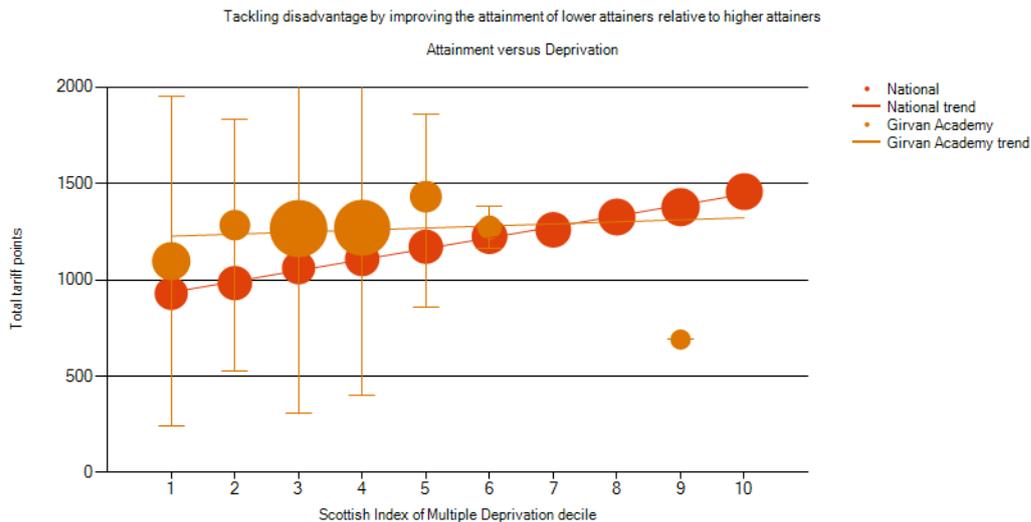
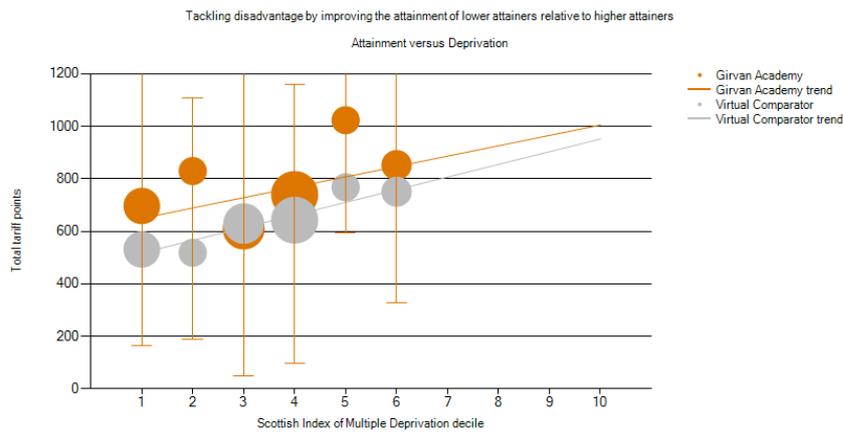
Young people in the senior phase continue to promote alcohol and drugs awareness as well as internet safety as part of the peer education programme. They work in partnership with Girvan Youth Trust, Community Learning and Development to deliver a comprehensive programme as part of core Health and Wellbeing Inputs.

To further support the peer education programme, young people assist in the delivery of S1-S3 SHANARRI days. The purpose of SHANARRI wellbeing days is to promote health and wellbeing with young people and allow them the opportunity to evaluate and further understand the importance of their own wellbeing as a life strategy.

Equality, Inclusion and Wellbeing

Attainment versus deprivation

This measures the performance of pupils from various backgrounds and compares their attainment with pupils nationally, (the first graph), and with a virtual comparator, (the second graph). The data is based on the Scottish index of Multiple Deprivation where decile 1 would be the most deprived and decile 10 the least deprived. The larger the dot, the greater the number of children living in that decile.



During session 2017/18 the Pupil Support department moved to a more central location within the school. The department was re-branded, resulting in a new-look/new-feel open access area to support all pupils within the school. Part of this re-branding saw the re-naming of Pupil Support to that of Support and Wellbeing. As the range of needs within the Support and Wellbeing department becomes more complex, particularly amongst the high proportion of stage 4 care experienced pupils, it was agreed that dedicated time, and a more structured approach was required to reduce the negative impact of reduced social, emotional and mental health on learning and to better meet the needs of all pupils. All stage 4 pupils have timetabled HWB classes across the week with 2 key adults. Adopting a nurturing approaches (incl. group breakfast), groups work together to develop emotional literacy in the following areas: social skills, empathy, motivation, self-regulation and self-awareness.

Throughout the session the Support and Wellbeing department has supported the mental health of pupils across the school by offering 1:1 sessions aimed at supporting young people with a range of issues such as low self-esteem, anxiety and depression. In addition, small group interventions have been put in place to help pupils struggling with social and emotional issues, such as friendships, relationships and school anxiety. The department has invested in developing staff skills to meet the increasing range of mental health supports required with staff participating in training in the following areas: DDP, COSCA counselling, Seasons for Growth and PG Cert Mental Health in Education.

Pupil Equity Funding

Pupil Equity Funding is received by the school from Scottish Government to help provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. Funding was used to introduce and embed growth mindset strategies as both universal and targeted intervention. The overall aim was to raise aspiration and develop confidence in our young people. As part of this program two member of staff completed an online training course and delivered CLPL to all school staff. This resulted in an additional 15 members of staff undergoing online training to become growth mindset mentors and the introduction of a school steering group. Key actions of the group:

- Identified a group of senior pupils to become growth mindset peer mentors linked to S1/2 pupils who have identified a wellbeing concern in their SHANARRI self-evaluation
- Identified S6 pupils are linked with S4 students who underperforming in subject areas. Each peer mentor group is linked to a member of staff for guidance and support.
- Adopted a universal approach to introducing growth mindset strategies to S1. A six week programme has been introduced to our PSL periods to allow S1 pupils to learn about growth mindset and how to apply approaches to challenging situations.
- Pilot project underway in relation to the language of growth mindset in reporting to engage with parents.

As part of funding the creation of three Principal Teacher posts with specific remits were identified. Key roles were as follows:

PEF PT1 - Attainment

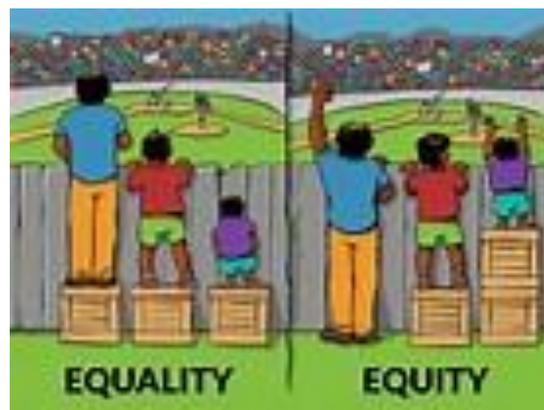
- Developed PEF tracking and monitoring system to monitor the progress of identified young people from S1-S6.
 - System identifies which pupils have qualified for PEF status
 - Tracking of key areas: attainment, attendance, exclusion
 - System records the pupils literacy and numeracy levels– taken from InCAS data, identifying pupils with attainment gaps in relation to literacy (11 S1 pupils, 5 S2 pupils, 9 S3 pupils, 10 S4 pupils, 4 S5 pupils and 5 S6 pupils) and numeracy issues (17 S1 pupils, 4 S2 pupils, 8 S3 pupils, 9 S4 pupils, 4 S5 pupils and 5 S6 pupils)
 - PEF plus department T&M systems indicate gap and determine intervention
- Update of existing literacy and numeracy programmes in S1.
- Identification of future intervention groups in relation to literacy and numeracy.
- Learning and teaching strategies – MTV to engage disengaged learners.
- Increased tracking interviews for off-track pupils.

PEF PT2 - Wellbeing

- Used relevant data to plan intervention groups to enable young people to access specific support in order to raise attainment.
- Contacted outside agencies, including CAMHS about how we can better support young people and families.
- Collaborated with staff from across South Ayrshire to share resources and good practice.
- Compiled data from SHANARRI wheels and conducted follow up interviews. Organised 2nd/3rd scores on one document so differences in scores were easy to highlight and show improvement following interventions.
- Conducted tracking and monitoring interviews with S3 pupils with a view to raise attainment and HWB.
- Supporting guidance with pastoral care of pupils to improve attendance, attainment and HWB.
- Investigated and planned activities to raise awareness of mental health issues to reduce stigma and better support young people and families.
- Wellbeing Project-13 S3 pupils. Identified pupils to take part in group, organised sessions and gathered evidence on the lasting impact this will have on pupils. All pupils involved in the group have had difficulties with anxiety and 75% of them have stated the breathing techniques covered have/will help when faced with stressful situation eg: exams. Four pupils also went on say that they were able to better control panic attacks as a result of the sessions.
- Dyadic Development Psychotherapy – two members of staff undertook training in relation Dyadic development, the impact on young people and strategies that could be employed to support young people at a time of crisis.

PEF PT3 - Family Engagement & Learning

- Liaising with parents and carers to establish interventions that they would want to take part in that they feel would enhance their understanding of barriers that young people are experiencing that are impacting on their health and wellbeing.
- Engaging with CLD with a view to working together in the wider community to deliver interactive workshop experiences for families
- Tracking and monitoring S3 pupils with a view to engage parents and carers in a targeted approach to improving attainment and health and wellbeing in our young people.
- Supporting role in Guidance and working to establish effective home/school partnerships which are essential to ensure that our young people get the most out of their school and their education.
- Working in co-operation with parents and carers to ensure that we allow potential difficulties and opportunities to be identified at an early stage.
- Creating successful parent partnership through informal face to face contact at parent information evenings and Open Nights, and using other forms of contact including telephone calls, letters, e-mails, text messaging, school websites, twitter, facebook and drop-in surgeries.
- Working to deliver targeted interventions that will be embedded in the timetable to enable our young people to access specific and relevant supports for individual pupils.
- Creating promotional materials about the interventions that are in place in Girvan Academy to support all pupils and engaging with parents and carers to give an overview of the work taking place.
- The introduction of 'Show my Homework' online homework management tool to increase parent/carer participation in homework.



Learning Provision

Young people experience good quality learning and teaching. In session 2017/18 revised classroom expectations were co-created with young people and parent/carers. Young people know what is expected of them and this is linked to our core school values. Staff continue to develop their expertise in relation to assessment and moderation within the broad general education. As part of the South Ayrshire moderation programme, staff are confident in their application of assessment and teacher professional judgement. The school continued to implement 'Making Thinking Visible' strategies across classes during this session and staff are becoming more skilled in their use. Young people now benefit from thinking routines as they start to become embedded in lessons.

Young people also continue to benefit from a diverse range of progression pathways within Girvan Academy. In session 2017/18 young people achieved not only in traditional subject areas but also qualifications in:

- Rural Skills
- Early Education and Child Care
- Construction Crafts
- Automotive Skills
- Cyber Security
- Nail Skills
- City & Guilds Qualifications in Barista



Girvan Academy continues to develop strong partnerships with employers in relation to developing Scotland's young work force. This session young people took part in a range of experiences such as the South Ayrshire Work-out programme. Within school young people had the opportunity to meet with a range of employers as well as colleges and universities as part of our employer engagement programme. This gave young people insight into a range of career and further study options available to them.

The introduction of 'Show my Homework' as a system to track and monitor homework as well as engage parents/carers in the work of their child was implemented during this session. Staff are able to target and direct appropriate learning opportunities that parents/carers can take part in to support the learning of their child.

1. What is our Capacity for Continuous Improvement?

Quality Indicator	School Evaluation
1.3 Leadership of Change	<p>4 – Good</p> <p>Staff have high expectations of all learners and stakeholders have been involved in the creation of whole school expectations. Professional learning is embedded in our practice and staff learn for opportunities provided. Staff at all levels take responsibility for implementing change and promote equality within our school.</p>
2.3 Learning, Teaching & Assessment	<p>4 – Good</p> <p>Young people are active in their learning. Most young people are engaged in their learning and motivated to do well. Lessons are suitably challenging for most learners and staff use a variety of approaches to engage, enthuse and motivate young people to do their best. Staff use a variety of approaches to assess, track and monitor progress and report to parents/carers.</p>
3.1 Ensuring Wellbeing, Equality & Inclusion	<p>4 – Good</p> <p>Improving outcomes for young people and their families is our key priority. All staff are aware of their roles and responsibilities in relation to fulfilling their statutory duties. Inclusion is at the heart of our practice and we ensure inclusion and equity leads to improved outcomes.</p>
3.2 Raising Attainment & Achievement	<p>4 – Good</p> <p>Literacy and numeracy is consistently above our virtual comparator and learners make good progress from their prior attainment. Tracking systems are continuing to be developed to ensure the progress of all young people within the senior phase. Strategies for targeted interventions are applied throughout the broad general education. Opportunities for achievement have increased and young people have opportunities to lead within the community.</p>

Overall Capacity for Improvement – Priorities Session 2018/19

Girvan Academy is very much an improving school, with a strong commitment from all staff to continue to make progress for the benefit of all our learners. Young people are engaged in learning and provided with opportunities to experience learning in a range of contexts. We are ambitious for learners and our school, knowing that what we do in school as a community makes a difference to the lives of young people. The direction of the school is clear and the values of Ambition, Respect and Responsibility underpin all work within school and our wider community.

Our Priorities – What are we going to do next?

Priority: 1	Priority: 2	Priority: 3	Priority: 4
NIF: Improving Attainment for All	NIF: Closing the Poverty Related Attainment Gap	NIF: Improving Health & Wellbeing	NIF: Improving Employability Skills & Positive Destinations
<ul style="list-style-type: none"> • Quality of learning, teaching and assessment <ul style="list-style-type: none"> ➢ Embed MTV ➢ Pace, challenge and consistency ➢ Moderation strategy ➢ Literacy, numeracy & HWB responsibility of all strategy ➢ Digital Schools Award • Update tracking & monitoring systems – BGE/Senior Phase • Embed mentoring programme linked to high aspiration for all • Develop and embed family learning 	<ul style="list-style-type: none"> • Targeted opportunities for achievement • Targeted supported study/ homework clubs • Targeted literacy/numeracy interventions • Targeted tracking & monitoring of identified cohorts • Targeted mentoring via GIRFEC Groups 	<ul style="list-style-type: none"> • Increased universal pastoral support • Promoting positive behaviour • Introduce inclusion hub for 'back to class' approach for disengaged young people • Embed Growth Mindset Strategies • Develop and embed resilience progression pathways 	<ul style="list-style-type: none"> • Embed skills framework • Further develop Girvan Skills Academy • Career pathway strategy S1-S6

Further details on each of these priorities can be found in our Improvement Plan for Session 2018-19 on our school website – www.girvanacademy.sayr.sch.uk