

Session
2018/19

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 2018/19.

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.
- Analysis of SNSA data, BGE data and feedback from authority moderation events.
- Annual surveys of the views of students, 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

Context of the School

Girvan Academy is a non-denominational school which serves the town of Girvan and surrounding area; our feeder primary schools are: Girvan, Dailly, Barr, Barrhill, Ballantrae and Colmonell. The school roll for 2018-2019 was 466 and the percentage of young people entitled to free school meals was 21%. 52% of our young people are in SIMD 1-3, the remaining 48% are in SIMD 4-6, no children are in SIMD 7-10. Attendance figures as of 29 March 2019 were 89.5% and have improved slightly from the previous year; the number of exclusion incidents has reduced. The school has experienced challenges in relation to staffing during the session, however, we have been creative in our approach to minimise the impact on our young people.

Vision, Values and Aims of the School

During session 2018/19 our vision was to continue to grow as a LEARNING COMMUNITY:



Values

The school values during session 2018/19 were:

AMBITION RESPECT RESPONSIBILITY HONESTY TRUST

The school values during session 2018/19 were:

- 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 students aware of their place in the world and to give them an understanding of how they relate to others and to their environment

Consultation with all stakeholders has taken place during May/June 2019 and our updated vision, values and aims will be finalised and launched in August 2019.

Successes and Achievements

Raising Attainment and Achievement

Improvements in Literacy and Numeracy

Performance in attainment in Literacy and Numeracy for young people by the time they leave school has shown a positive 3 year trend in SCQF level 5, with young people consistently performing above the virtual comparator. In relation SCQF level 4, a drop below virtual comparator in session 2017 can be seen, however, this has improved in session 2018.



	2016	2017	2018
% of leavers achieving level 4 literacy and numeracy	92	86	94
% of leavers achieving level 5 literacy and numeracy	80	76	74

Attainment over Time - S3 Broad General Education

Literacy - Percentage of young people in S3:

	2016-17			2017-18			2018-19		
	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking	Reading	Writing	Listening and Talking
Level 3 or above	90	90	90	91	91	91	91	92	91
Level 4	49	44	45	54	53	55	54	48	50

Numeracy - Percentage of young people in S3:

	2016/17	2017/18	2018/19
Level 3 or above	78	79	81
Level 4	35	35	31

SQA Attainment Data

All young people 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 young people 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 young people will study some subjects at National 3 level and some young people may be studying at Higher level in S4 and Advanced Higher in S5.

The results achieved by young people in Girvan Academy are compared to the results of a virtual comparator school. 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 young people from across Scotland with a similar background to one of our young people. This enables a fair comparison with similar young people nationally. The following table details attainment over time in key measures.

Performance Measure	2016	2017	2018
5+ awards @ Level 3 (end S4)	89	93	88
5+ awards @ Level 4 (end S4)	83	86	82
5+ awards @ Level 5 (end S4)	35	34	29
1+ awards @ Level 6 (end S5)	63	67	58
3+ awards @ Level 6 (end S5)	36	31	22
5+ awards @ Level 6 (end S5)	15	12	7
1+ awards @ Level 7 (end S6)	12	17	9

A number of young people sit SCQF courses as part of their senior phase pathway. Alternative courses delivered within Girvan Academy include: NPA Level 4-6 Games Development, NAP L4-6 Cyber Security, SCQF Leadership Awards, NPA Bakery, SCQF L4 Automotive Skills, SCQF Nail Design and City & Guilds Barista.

In session 2019/20, additional qualifications that will be on offer are: N5 Sport and Recreation, as well as N4/5 Music Technology. The inclusion of additional qualifications allows us to offer an enhanced experienced pathway to our young people.

Leaver Destinations

The school consistently performs above the virtual comparator in relation to positive destinations for our young people. The school works closely with, and has excellent support from the Skills Development Scotland team to ensure positive outcomes for our young people. In 2018 over 95% of our young people, almost all, moved on to positive destinations post school. This figure was above the authority average for South Ayrshire.

Overall Quality of Learners' Achievements

Young people represented Girvan Academy in a range of competitions in Football, Rugby, Handball, Table Tennis, Netball, Athletics, Futsal and Volleyball. Girvan Academy organised and hosted the South Ayrshire Futsal tournament which was a huge success and is now an annual event. During session 2018/19, 6 of our S6 young people completed an SCQF Level 6 Award in Leadership in relation to Sport. Within this leadership award young people participated in a range of sporting activities delivered by National Governing Bodies eg: Rugby, Football, Badminton, Volleyball and Short Tennis.

Throughout session 2018/19 young people enhanced their learning experience by taking part in a range of events/opportunities. These included:

- An annual Geography fieldtrip to Culzean Castle to gather data on coastal features for various assignments.
- A group of S5/6 pupils participated in a 'Question Time' event at Prestwick Academy where they debated current political issues in Scotland.
- A visit to Carrick Academy was organised to take part in a presentation and Q+A session from a Holocaust survivor.
- S3 pupils visited Summerlee where they experienced a 'hands-on' approach to the conditions experienced in the coal mines.
- Young people from the N5 Early Education and Childcare course further developed links with Girvan Primary and Girvan Nursery. They took part in an event where they created a safe working area for children and worked on their language play skills by arranging story telling sessions.
- Young people took part in a host of leadership opportunities within Maths, including Numeracy Prefects. They facilitated the monthly S1 Numeracy Challenge and supported a range of numeracy related activities, such as: Maths Week Scotland, Pi Day celebrations and UKMT Challenges. Our young people were also successful in national competitions: Maths Wi Nae Borders and Mathematiques Sans Frontieres Competitions.

In relation to Developing the Young Workforce, young people had the opportunity to take part in 'This Ayrshire Girl Can' event at Ayrshire College. A group of S2 girls were able to explore careers within the construction trades. A group of young people in S5 visited Dumfries House to take part in a Traditional Crafts Stonemasons Workshop.

The S3 Science Fayre introduced young people to the career opportunities linked to STEM subjects. Young people in S2 took part in a forensic workshop, introducing them to the exciting world of forensics.

What Key Outcomes have we Achieved?

School Priority 1: Improving Attainment for All

Progress and Impact

Staff worked in collaboration to update the school Learning, Teaching and Assessment strategy. Making thinking visible featured highly throughout the course of the year. Two members of staff participated in the MTV ambassador programme, delivering training not only to Girvan Academy staff but also to wider South Ayrshire staff. Thinking routes were highlighted on a fortnightly basis and the impact on practice was evident via lesson observations. MTV planning guide for staff and MTV study guides for young people were developed to support teaching and learning within the class. Sharing good practice files were created to further support staff. Classroom observation policy and accompanying paperwork has been updated in line with HGIOS 4 to streamline practice and improve consistency, pace and challenge of within classes.

Updated tracking & monitoring systems for session 2019/20 have now been developed and are ready for implementation. Greater depth in tracking across senior phase, linked to point of exit, will allow for further targeted intervention. Mentoring of young people within the senior phase focused on key strengths and next steps.

Next Steps

- Further develop and embed tracking system for young people in broad general education stage S1-S3 in line with updated SEEMIS system.
- Tracking of threshold groups at key measures.
- Digital Schools Award will be led by PT Technologies
- Further develop self-evaluation in relation to attainment and tracking data at all levels using CFE Machine and Insight data

School Priority 2: Closing the Poverty Related Attainment Gap

Progress and Impact

The introduction of PT Achievement during Session 2018/19 allowed achievement data to be collected on all young people across the school. This in turn led to targeted achievement opportunities for young people. These opportunities ranged from outdoor learning, sporting and cultural inputs to further develop confidence and increase engagement in learning. A number of young people benefited from targeted supported study in preparation for national qualifications. Additional supported study events ran throughout the course of the session, as well as additional Easter School activities. Workshops in relation to motivation and achievement were delivered to targeted young people within S4 and S5.

Literacy and numeracy interventions in S1 and S2 were targeted to young people based on identified levels of attainment within the broad general education. Identified young people were supported on an individual basis or within small groups.

The use of resources such as Accelerated Reader was successful in supporting young people in their learning. Cohorts of identified young people were tracked to ensure appropriate attainment and high expectations for all.

Next Steps

- Further develop cohort tracking via GIRFEC groups
- Further develop supported opportunities for young people within the S1-S3
- Further developed targeted support strategies

School Priority 3: Improving Health & Wellbeing

Progress and Impact

During this session universal pastoral support was increased. The inclusion of an additional PT Guidance within the staffing compliment returned the team to three members of staff. This in turn reduced caseload from approx 250 young people per Guidance teacher to 160, offering greater pastoral support to our young people. In conjunction with stakeholders an updated promoting positive behaviour strategy was implemented. This strategy was based on clear expectations and maximising learning strategies. The introduction of an inclusion hub for 'back to class' approach for young people disengaged in their learning or returning from exclusion has been implemented to support young people to re-engage in a supportive environment.

This year we have continued to up-skill staff to deliver mental health inputs to identified young people, using counselling approaches. This has been extremely successful with targeted 1:1 and group sessions. The enhance provision of school assistant continues to complement pastoral support and work with targeted young people. Throughout the session there has been work undertaken in conjunction with Community Learning and Development to secure funding for an additional counselling provision within the Girvan cluster.

Tracking of Wellbeing is a strength within Girvan Academy. Robust tracking systems are now in place to allow young people to track their own wellbeing using SHANARRI indicators. Wellbeing assessments are tracked and monitored by pastoral staff and targeted interventions are identified.

The school was successful in securing a Bronze Rights Respecting Schools Award.

Next Steps

- Implementation of South Ayrshire Wellbeing assessment to complement SHANARRI wellbeing assessments.
- Continue work with CLD to secure additional funding and enhanced counselling provision within the Girvan cluster.
- Award Action Plan to be collated by Learning Council to support Rights Respecting School Silver Award.

School Priority 4: Improving Employability Skills & Positive Destinations

Post-school positive destinations remain a key priority in our school. Young people across the school have the opportunity to experience a range of inputs that allow them to plan their steps towards their career aspirations. Young people are introduced in S1 to Skills Development Scotland staff and our careers advisor works with young people to start pathway planning at an early stage. Profiling within S3 focuses on the SDS online My World of Work resource. Key features of our employability and skills programme are:

- S4-S6 Interview days with key partners.
- CV workshop and interview skills day facilitated by staff and partners.
- S3 Careers Fair and career convention events
- Staff Self-evaluation CES I can statements/CES part of departmental improvement plan
- My WOW embedded in PSE program
- Pathway interviews S2/S3/S4/S5
- Vocational Bursts College Link
- College-school links
- Adult Learner program (Nails/barista) with CLD/Ayrshire college
- SCQF 5 Nail Customer Care Course S4-S6 DYW Prince's Trust
- Barista training with DYW Prince Trust/Z1
- Work Out Program
- Community volunteering local business
- Skills for work- Automotive, Construction crafts, Early Education Child Care, Travel tourism, Laboratory skills, Sports and Recreation
- PDA- Cyber security, Games development.

Next Steps

- S3 profiles and evaluation of data.
- Further develop inputs at departmental level.
- Update PSE curriculum plans.
- Update DYW Strategy document.
- DYW audit from departments

Leadership Opportunities

Young people and staff have various opportunities to lead within Girvan Academy. For the past 8 years the school has worked with Columba 1400. Young people have taken their experience gained to lead a number of projects. In session 2018/19 the Columba 1400 leadership group trained in the NHS Cool heads programme and delivered mental health inputs to the S1 cohort. Young people have volunteered tirelessly within the community in Sports Leadership events and after school activities.

During session 2018/20 core working groups were: Learning, Teaching & Assessment, Health & Wellbeing, Literacy, Numeracy, STEAM and Rights Respecting School.

Pupil Equity Funding

During session 2018/19 Pupil Equity Funding was directed in a number of ways to support young people. Key priorities were:

1. Increased Pastoral Support

In session 2018/19 we were able to increase our Pastoral Support from two Guidance PTs to three. This allowed a decrease in caseload and provided additional universal support to our young people. The reduction in Guidance staff had become a barrier to the overall effectiveness of pastoral support. By increasing pastoral support using PEF funding we were able to return to a structure that was more supportive to young people. Following the success of re-structure we have been able to continue to maintain increased pastoral support by alternative funding means for future years to come.

2. Targeted Opportunities for Achievement - PT Achievement

The appointment of a PT Achievement during this session allowed us to gather data and track the achievements of young people both within and out-with the school. We were aware that a number of young people were not involved in activities and looked to provide positive childhood experiences for them. These included targeted sessions such as outdoor learning, skiing, boxing and rural skills. Opportunities were supported by a range of local partners.

3. Targeted Supported Study/Targeted Interventions

Increased supported study was offered to young people in relation to preparation for national qualifications. The use of intervention strategies for literacy, numeracy and health & wellbeing were developed and implemented across year groups. This investment saw an increase in attainment at both 5@5 and 5@6 measures.

4. Targeted Mental Health Strategy

A targeted approach to mental health planning was implemented during session 2018/19. A number of young people benefited from a range of targeted interventions including one-to-one counselling and group counselling approaches. Mr Muir, Teacher of Support & Wellbeing, completed year 1 of the COSCA Diploma in Counselling. Health and wellbeing continues as an on-going priority within Girvan Academy.

1. What is our Capacity for Continuous Improvement?

Quality Indicator	School Evaluation
<p>1.3 Leadership of Change</p>	<p>4. Good Staff continue to have high expectations of all of our learners. Updated school expectations have been embedded in practice in all classrooms. During session 2018/19 a range of consultation took place with all stakeholders to update the school vision, values and aims. These will be launched during session 2019/20. The school continues to embed professional learning in our practice to enhance leadership at all levels. Staff at all levels take responsibility for implementing change and promoting equity and equality within our school.</p> <p>There are important strengths in this area, however, we continue to take action to address areas for improvement.</p>
<p>2.3 Learning, Teaching & Assessment</p>	<p>4. Good Most young people are active in their learning. They are engaged in their learning and motivated to do well. Most lessons are suitably challenging for 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. Making thinking visible strategies continue to be embedded in practice to allow young people to make connections in their learning.</p> <p>There are important strengths in this area, however, we continue to take action to address areas for improvement.</p>
<p>3.1 Ensuring Wellbeing, Equality & Inclusion</p>	<p>4. Good Improving outcomes for young people and their families is our key priority. The introduction of GIRFEC groups and the tracking of wellbeing have been instrumental in developing practice within our school. Staff have undertaken a range of CLPL opportunities, including ACE awareness to developed trauma informed practice. Young people benefit from universal, targeted and specialist support dependent on their level of need. All staff are aware of their roles and responsibilities in relation to fulfilling their statutory duties. Inclusion remains at the heart of our practice and we ensure inclusion and equity leads to improved outcomes for all of our learners.</p> <p>There are important strengths in this area, however, we continue to take action to address areas for improvement.</p>
<p>3.2 Raising Attainment & Achievement</p>	<p>4. Good Attainment in measures of Literacy and Numeracy are consistently above our virtual comparator and learners make good progress from their prior attainment in these areas. Tracking systems are continuing to be developed to ensure the progress of all young people within the senior phase and broad general education. Strategies for targeted interventions are in place to support young people in their learning. Opportunities for achievement within the curriculum continue to increase and young people have opportunities to lead within their local community. Attainment at some key measures are below our virtual comparator, however, the school has implemented a number of additional SCQF level courses to enhance the achievement and attainment of our young people.</p> <p>There are important strengths in this area, however, we continue to take action to address areas for improvement.</p>

Overall Capacity for Improvement – Priorities Session 2019/20

Girvan Academy continues to demonstrate a strong commitment to improvement. Our continuous drive for consistency across learning and pace/challenge within classroom is a key priority for session 2019/20 as we move into Year 2 of our improvement plan. Young people are provided with opportunities to experience learning in a range of contexts. We continue to be ambitious for all of our learners and our school, knowing that what we do in school as a community makes a difference to the lives of young people.

Our Priorities – What are we going to do next?

Priority: 1	Priority: 2	Priority: 3	Priority: 4
Improving Attainment for All	Closing the Poverty Related Attainment Gap	Improving Health & Wellbeing	Improving Employability Skills & Positive Destinations
<ul style="list-style-type: none"> We want to improve consistency in the quality of learning, teaching and assessment across departments and faculties. We want to improve tracking and monitoring procedures to allow greater opportunity for intervention and increased attainment for young people. We want to embed a mentoring programme linked to high aspiration for all. We want to further develop and update self-evaluation processes in line with HGIOS 4 part 2. 	<ul style="list-style-type: none"> We want to provide targeted young people with additional opportunities to support their achievement and attainment. We want to increase attainment for targeted young people in literacy/numeracy. We want to embed tracking and monitoring procedures that track progress for targeted young people and allow for planned interventions and support. 	<ul style="list-style-type: none"> We want to ensure all young people feel valued and part of the school community We want our young people to develop a can do attitude to learning life and work by promoting a 'Growth Mindset' approach. We want to embed tracking and monitoring procedures that track progress for targeted young people and allow for planned interventions and support. We want our young people to be able to cope with the demands of modern life and develop practices that ensure mental toughness and resilience. 	<ul style="list-style-type: none"> We want to embed a skills framework for our learners to ensure they leave Girvan Academy with a skill set need for life, learning and work. We want to further develop Girvan Skills Academy to offer young people diverse and flexible learning pathways to suit their needs and career aspirations. We want to help young people plan for their future by further developing career planning and preparation for life, post Girvan Academy.

Further details on each of these priorities can be found in our Improvement Plan for Session 2019-20 on our school website – www.girvanacademy.sayr.sch.uk