

Session
2019/20

Girvan Academy Standards & Quality Report



Head Teacher Introduction

The arrival of a Global Pandemic cut short the school year in March 2020 however, prior to this time, young people experienced a number of rich and varied opportunities to attain and achieve within Girvan Academy. Following the announcement of lockdown, learning moved from the school building into the homes of young people and the educational experience of young people changed. The use of digital learning platforms became pivotal in continuing education and young people, their families and school staff adapted admirably.

I am delighted to present to you this report which provides an overview of our achievements over the course of the session 2019/20.

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 2019-2020 was 494 and 22 percent of young people accessed free school meals. 52% of our young people are in SIMD 1-3; the remaining 48% are in SIMD 4-6 with no children in SIMD 7-10. Attendance figures, as of March 2020, were 89.5% and the number of exclusion incidents has reduced.

Vision, Values and Aims of the School

During session 2019/20, our vision was to continue to grow as a LEARNING COMMUNITY and:

- To motivate and inspire all of our young people.
- To equip young people with the attributes, capabilities and experiences to be successful in life and to reach their true potential.
- To inspire all of our young people to be healthy, happy and achieving.

Values

Consultation with all stakeholders took place during May and June 2019 and our updated vision, values and aims were finalised and launched in August 2019. Our updated values are:

AMBITION RESPECT RESPONSIBILITY COMMUNITY

Our Aim:

- To provide the highest quality learning experiences for all of our young people in an inspirational environment.
- To promote an ethos where young people are listened to, respected and supported to reach their potential.
- To promote learners who lead and take an active role in their learning, life and community.
- To enable each of our young people to become:
 - successful learners
 - confident individuals
 - responsible citizens
 - an effective contributors



Successes and Achievements

As mentioned previously, it should be noted that on 20 March 2020 we closed our school building due to COVID-19 global pandemic. Young people continued their education working from home with staff providing online learning resources for the remainder of the school term.

1. 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 improved by session 2018 and maintained for session 2019.

	2017	2018	2019
% of leavers achieving level 4 literacy and numeracy	86	94	92
% of leavers achieving level 5 literacy and numeracy	76	74	81

Attainment over Time - S3 Broad General Education

Due to COVID-19, final data for S3 BGE was not collected in June 2020. Challenges in relation to engagement meant that completion of assessment material was not available. On our return to the school building, a focus on recovery and attainment at BGE level will take place.

SQA Attainment Data

This year SQA arrangements differed greatly due to the COVID-19 pandemic. Young people did not sit traditional exams and final grades/passes were based on available evidence and teacher professional judgement.

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 are 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 %	2018	2019	2020
5+ awards @ Level 3 (end S4)	88	92	91
5+ awards @ Level 4 (end S4)	82	88	86
5+ awards @ Level 5 (end S4)	29	33	46
1+ awards @ Level 6 (end S5)	58	53	48
3+ awards @ Level 6 (end S5)	22	24	27
5+ awards @ Level 6 (end S5)	7	10	19
1+ awards @ Level 7 (end S6)	9	7	13

This year, again we continued with a number SCQF courses as part of the senior phase pathway experience. Alternative courses delivered within Girvan Academy included: 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. Additional qualifications for this session included N5 Sport and Recreation, as well as N4/5 Music Technology.

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 2019 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.

2. Overall Quality of Learners' Achievements

Although the session was cut short, throughout 2019/20 young people enhanced their learning experience by taking part in a range of events/opportunities.

This year, the Eco Committee were successful in the South Ayrshire Youth Forum awards where they were winners of the Sustainability category and one of our S6 young people also received the Ann Shaw Award for her work in the local community. As part of our work with the community, a group of young people supported local partners to deliver a 'Carers Day' to celebrate the work of all carer and provide them with a pamper day and introduce them to a range of support organisations available. The school were also delighted to develop a partnership with the Kunyani Secondary school in Malawi. Young people and staff within the school prepared and sent a number of resources to the children of the school via a local charity group.

Young people also competed in a range of competitions and challenges such as: UKMT Maths Challenge, South Ayrshire Enterprising Maths Qualifier. Numeracy prefects continued this session promoting and running the S1 monthly numeracy challenge. Young people in S5 also took part in the Mathematiques Sans Frontieres competition, achieving 3rd place in the Scottish Maths competition. Our S6 charity team hosted a range of events and as a school we supported both local and national charity events and organisations. We were successful this session in achieving the Bronze Rights Respecting School Award and young people and staff are now working towards achieving the Silver Award in session 2020/21. Young people in Expressive Arts took part in a DYW experience in relation to pathway planning in Music, hosted by UWS and lecturer, Jim Prime, keyboard player with Deacon Blue. A group of Higher Chemistry students visited William Grant Distillery as part of DYW, touring the plant and bringing their learning to a real life context. Young people within the HE department worked with local employers Trump Turnberry and hosted a fabulous 5 course meal via a pop up kitchen in school. This was a tremendous success and one we would hope to repeat in the future. This year, we again continued our mock interviews for S4-S6. Interview panels were made up of partners from a number of local organisations and it was a great success. Young people also took part in a range of community volunteering projects linked to their skills and pathway planning post school.

A group of young people from the Eco Committee had the opportunity to take part in 'An Audience with Sir David Attenborough' in Edinburgh, hosted by Sir Tom Hunter. This was an evening to remember and young people were able to cascade their experience to others via morning personal support time. As part of the RRSA training and our commitment to the LGBTQ+ charter, all staff took part in training delivered by LGBT Scotland. This session we formed a Diversity Group to provide an opportunity for young people to work with staff to progress towards LGBT charter status. Young people from Girvan Academy experienced a range of cultural opportunities that ranged from musical theatre, plays and visit to galleries. A group of young people involved in the Girvan Youth Pipe Band schools took part in National Competitions and played at a number of events to support our community and South Ayrshire Council.

This year we experienced a range of sporting successes and a number of young people took part in our Sports Leaders Academy, completing an SCQF Level 6 Award in Leadership. In S6, 13 young people completed a variety of leadership awards in a range of activities from National Governing Bodies eg Rugby, Football, Badminton, Volleyball, Short Tennis, as well as completing Level 1 First Aid training. The school also had a number of school teams play competitively in football, rugby, handball, volleyball, futsal and netball. Young people from our Sport Academy worked in partnership with Girvan Youth Trust and the Community Sports Hub to deliver a Friday night sports club. This is the fifth year of the initiative and young people supported children from local primary schools and Girvan Academy to get active and participate in a range of sporting activities each Friday night. This session, S3 Sports Leaders present/previous and young people from the Sports Academy now deliver discreet sporting night time clubs within the community. Examples are Volleyball club and a Girls Football club, again in partnership with Active Schools and Girvan Community Sports Hub.

This year two young people in S4 had the opportunity to become Sports Young Ambassadors. They attended a number of conferences and promoted, supported and delivered numerous events throughout the year. This year one of our young ambassadors was also nominated and became a finalist for the South Ayrshire Young Ambassador of the year. Young people in S1 had the opportunity in their local community to take part in Golf lessons hosted at the local golf course at Turnberry. We are delighted to report that the school received a Silver School Sport Award and we work towards achieving Gold in session 2020/21. During lockdown, the PE department as part of an inter-house challenge set young people the task to 'Get Going Girvan'. The activity motivated and inspired young people to stay active and, as a school, the virtual destination reached was Russia.

3. What Key Outcomes have we Achieved?

School Priority 1: Improving Attainment for All

Progress and Impact

This year, we developed and embedded an updated tracking system for young people in broad general education stage (S1-S3) in line with updated SEEMIS system. Young people were tracked at all stages and levels and attention was paid to particular threshold groups and key measures. The use of self-evaluation software in relation to attainment and tracking of attainment data at all levels allowed staff to interrogate performance and develop appropriate interventions.

Next Steps

- Identify gaps in learning as impact of COVID-19.
- Plan school based and digital interventions.
- Allocate resource in relation to COVID recovery teacher allocation.
- Continue to track at all levels.
- Increase sampling of lesson experience linked to teacher learning and teaching toolkit.
- Focus on pace of lesson during recovery period.

School Priority 2: Closing the Poverty Related Attainment Gap

Progress and Impact

Throughout the course of the session, using the risk matrix, young people were successfully identified in relation to a range of factors to implement appropriate interventions in relation to closing the gap. These interventions included: targeted literacy and numeracy catch-up, targeted supported study, motivation and study workshops and mentoring of young people. The introduction of additional tracking reports allowed the attainment of young people to be closely monitored to ensure they were not at risk of missing out. During lockdown, young people with limited access to resources were identified and provided with ICT and paper-based resources to allow them to progress in their learning at this time.

Next Steps

- For session 2020/21, the appointment of an Education Welfare Office will support the return of young people to the school building.
- Key data in relation to attendance and attainment will be used to identify a cohort of young people and their families who will benefit from the intervention of the EWO.
- Literacy/numeracy/health & Wellbeing intervention will be planned, following appropriate assessment.

School Priority 3: Improving Health & Wellbeing

Progress and Impact

This session we included the implemented of South Ayrshire Wellbeing assessment to complement existing SHANARRI wellbeing assessments that were already taking place. We continued to work with CLD to secure additional funding to enhance the existing counselling provision within the Girvan cluster. This resulted in the funding and appointment of Place2Be to deliver counselling to targeted young people and small groups. Mr Scott and Mr Muir presented information on the Girvan wellbeing model at the Scottish Learning festival and the model was well received. Weekly care and wellbeing team meetings and monthly meetings with middle leaders to share information relating to young people's wellbeing and monitor interventions. Across the school, the wellbeing indicators are publicised and modelled by staff at GIRFEC time and the wellbeing quality assurance calendar. Through personal contact, planned programmes of learning, individual & group discussion and year group assemblies, young people are encouraged to reflect on and take responsibility for their wellbeing. Learners engage with meaningful opportunities to contribute to and influence aspects of their learning within wellbeing.

Next Steps

- Implement delivery model for Place2Be counselling provision.
- MVP Programme – peer delivery model.
- Continue Care Experienced project with the South Ayrshire Champions Board.
- Speech and language development programme – balanced systems approach.
- Evidential link between Wellbeing and attainment with a focus on intervention performance/outcomes.

School Priority 4: Improving Employability Skills & Positive Destinations

During this session, we updated our DYW Strategy document to include information collated from department audits. This included a focus on S3 profiles. The delivery of the updated PSE programme took place, following authority-led curriculum plans with profiling for S1 and S2 young people included in the plans using My World of Work. S4-S6 Interview days continued with key partners and young people benefited from CV workshop. The S3 Careers Fair and career convention events gave young people the opportunity to fully consider their options in relation to pathway planning. Staff self-evaluation of career education standards, including I can statements formed part of departmental improvement plans. Robust college-school links continued and young people and adult learners benefited from the Nail bar college delivery programme. We continued to deliver skills for work courses in: Automotive, Construction crafts, Early Education Child Care, Travel tourism, Laboratory skills, Sports and Recreation and NPA awards in Cyber Security, Games Development. Some young people benefited from the Prince's Trust Achieve Award and 13 young people successfully completed the ASDAN programme.

Next Steps

- Implement Barista training this session.
- Continue progress towards the Digital Schools Award.
- Continue to grow the achieve programme.
- Horticulture programme for young people with ASN.

4. What is our Capacity for Continuous Improvement?

Quality Indicator	School Evaluation
<p>1.3 Leadership of Change</p>	<p>4. Good There is a calm, welcoming and inclusive school ethos that is evident in all aspects of school life. Very positive relationships between staff and young people, and between the young people themselves, underpin almost all aspects of learning in the school. Staff continue to have high expectations of all of our learners. Updated school expectations have been embedded in practice in all classrooms. 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 Almost all young people are keen to learn and feel that they are valued as individuals. Across the school, the pace of young people's learning remains variable. Teachers will continue to improve pace and challenge across learning, especially in the broad general education, to improve the consistency of young people's learning experiences. Learners enjoy taking part in more collaborative approaches within lessons and experience success when they are actively involved in their learning. We will now look to firmly embed this practice across the curriculum.</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. Very Good Wellbeing is a key driver within the school. As a result of the approaches to ensuring the wellbeing of young people, the school can evidence improved outcomes for students. Across the school, the wellbeing indicators are publicised and modelled by staff at personal support time and the wellbeing quality assurance calendar. Through personal contact, planned programmes of learning, individual & group discussion and year group assemblies, young people are encouraged to reflect on and take responsibility for their wellbeing. Learners engage with meaningful opportunities to contribute to and influence aspects of their learning within wellbeing. Young people with additional support needs are effectively monitored and tracked across the school. They are achieving personal targets documented in action plans.</p> <p>There are major strengths in this area.</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 have been 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>

5. Overall Capacity for Improvement – Priorities Session 2020/21

Girvan Academy continues to demonstrate a strong commitment to improvement. Our continuous drive for consistency across learning and pace/challenge within the classroom is a key priority for session 2019/20 as we move into our recovery 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?

1.3 Leadership of Change

- Recovery planning – ready, safe, responsible and respectful return to the school building.
- Strategic planning for continuous improvement, linked to our recovery plan, health and safety and intervention planning for young people.

1.2 Leadership of Learning, 1.1 Self-Evaluation for Self-Improvement and 2.3 Learning, Teaching and Assessment

- Self-evaluation strategies to monitor impact of lockdown learning to inform interventions and monitor and mitigate attainment gap.
- Updated contingency plan to ensure creative and engaging lessons for young people.

3.2 Raising Attainment & Achievement

- Tracking, monitoring, reporting and intervention approaches.
- Pupil/Staff voice to evaluate impact of lockdown.
- Targeted support/resources for identified young people in relation to support study, homework/study groups and masterclass input.

3.1 Ensuring Wellbeing, Equality and Inclusion and 2.4 Personal Support

- Support for young people (attainment, achievement, engagement and attendance) via Education Welfare Officer.
- Targeted counselling Support – session 2020/21 moving forward with funded councillors from Place2Be.
- Implement MVP Programme.

Health & Safety will be a key priority for us as we move forward with a planned return to the school building.

- Employer/Employee roles and responsibilities.
- Student responsibilities.
- Visitor responsibilities.

Further details on each of these priorities can be found in our Improvement Plan for Session 2020-21 on our school website – www.girvanacademy.sayr.sch.uk