

Session
2020/21

Girvan Academy Standards & Quality Report



Head Teacher Introduction

The COVID-19 Global Pandemic continued to disrupt learning during session 2020/21. However, young people, their families and staff continued to demonstrate resilience and dedication to education to ensure young people were able to attain and achieve within Girvan Academy. Following the announcement of further lockdown, learning, once again, moved from the school building into the homes of young people and remote learning was again introduced. The use of digital learning platforms further developed in the continuation of learning 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 2020/21.

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 2020/21 was 509 and 23 percent of young people accessed free school meals. 56% of our young people are in SIMD 1-3; the remaining 44% are in SIMD 4-6 with no children in SIMD 7-10. Attendance was disrupted this year due to the nature of the pandemic and young people had period of school based, remote learning blended learning for periods throughout the session.

Vision, Values and Aims of the School

During session 2020/21, 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

Girvan Academy has developed a robust set of values based on consultation with all stakeholders. These values are embedded within our school community.

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.

	2018	2019	2020
% of leavers achieving level 4 literacy and numeracy	94	92	94
% of leavers achieving level 5 literacy and numeracy	74	81	74

Attainment over Time - S3 Broad General Education

Due to COVID-19, final data for S3 BGE was not collected in June 2021. However, staff have monitored engagement and performance throughout the session. They have tracked attainment and appropriate interventions have been put in place for young people to ensure they have had the opportunity to recover from missed learning.

SQA Attainment Data

This year SQA arrangements differed greatly due to the COVID-19 pandemic. Again, this year, young people did not sit traditional exams and provisional awards were communicated to SQA based on robust demonstrated evidence.

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)	90	92	92
5+ awards @ Level 4 (end S4)	84	85	87
5+ awards @ Level 5 (end S4)	38	35	59
1+ awards @ Level 6 (end S5)	58	63	51
3+ awards @ Level 6 (end S5)	37	33	32
5+ awards @ Level 6 (end S5)	20	12	22
1+ awards @ Level 7 (end S6)	10	14	15

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, NPA 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 2020 99% of our young people, almost all, moved on to positive destinations post school. This figure was in line with the authority average for South Ayrshire and well above our virtual comparator.

2. Overall Quality of Learners' Achievements

Although the session was again disrupted, throughout 2020/21 young people enhanced their learning experience by taking part in a range of events/opportunities.

Young people returned to school as a part of a phased return. This allowed us to ensure all safety mitigations were in place to all a safe, respectful and responsible return to the school building. They were introduced to a number of new key staff that included an Education Welfare Officer and 2 funded Place2Be counsellors. This addition to staffing allowing young and their families enhanced support on their return.

Young people had to the opportunity to take part in a range of exciting curricular events. These included developing skills in music technology, the use of alternative musical instruments, including digital chanters. Outdoor learning featured highly during this session and young people enjoyed learning within our local community. A group of S2 girls finished 3rd in the Scottish final of the Cyber First Girls Competition 2021, organised by the National Cyber Security Centre.

Young people took part in a range of leadership opportunities throughout the session. Our school captains were instrumental in the promotion of a safe and calm return to the school building. The led young people to ensure compliance with COVID-19 mitigations, building a strong sense of school community. Numeracy and literacy prefects continued to promote and develop numeracy and literacy across learning by supporting young people across year groups as part of peer support. House captains promoted a sense of team across their house groups, leading a range of inter-house challenges. A number of young people successfully completed awards at both bronze and silver level as part of The Duke of Edinburgh's award programme. Digital literacy featured highly throughout the session and young people developed and enhanced a range of skills. The became adept at the use of technology as a learning tool, growing in confidence and continuing it's use on our return from lockdown. Experiences for young people changed as a number of partners provided online provision as opposed to face-to-face. Skills Development Scotland staff met regularly online with young people to discuss next steps and future plans. Department collaborated with a range of partner to deliver a range of online experience such as participation in competitions and lectures. Although the delivery model changed the experience remained.

3. What Key Outcomes have we Achieved?

School Priority 1: Improving Attainment for All
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Progress and Impact

We continued to track attainment at all levels using school tracking systems. Identification of those at risk of missing out and young people with conditional offers in the senior phase was a key priority. Within the BGE, COVID recovery teachers delivered sessions and supported young people to re-focus their learning. 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

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| <ul style="list-style-type: none"> • Identify gaps in learning as impact of COVID-19. • Plan school based and digital interventions. • Allocate resource in relation to COVID closing the 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. |
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School Priority 2: Closing the Poverty Related Attainment Gap
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Progress and Impact

Throughout the course of the session, we continued to use the risk matrix to identify the range of factors impacting young people and from this planned appropriate interventions in relation to closing the gap. These interventions included: targeted literacy and numeracy
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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. Identified young people benefited from the provision of Chrome Books issued by South Ayrshire Council.

Next Steps

- The Education Welfare Office will continue to support the young people and their families.
- 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, Place2Be delivered a range of counselling interventions to targeted young people and small groups. We continued to monitor the wellbeing of our young people using the SHANARRI indicators and delivered planned programmes of learning to enable young people to reflect their current wellbeing. Learners full engaged with meaningful opportunities to contribute to and influence aspects of their learning within wellbeing. The Worries, Wellbeing and Welfare (WWW) initiative continued throughout the session and young people and their families were supported at times of crisis.

Next Steps

- Continue to implement delivery model for Place2Be counselling provision in new capacity.
- 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

Young people continued to experience a range of opportunities within a virtual environment. Skill Development Scotland career advisors worked with them to ensure appropriate planning, career education and 1:1 sessions took place. Young people benefited from engagement with external organisation such as Live'N'Learn, developing strategy to cope with their return to school post lockdown. College/school links continued and young people again benefited from the Nail bar college delivery programme. School based staff continued to deliver skills for work courses within the classroom 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

- 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>

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5. Overall Capacity for Improvement – Priorities Session 2021/22

Girvan Academy continues to demonstrate a strong commitment to improvement. Our continuous drive for consistency across learning and pace/challenge within the classroom is key priority for session 2021/22 as we continue in our recovery plan and steps towards closing the gap. 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 – key focus on closing the gap and 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.
- Continue with contingency plans to ensure creative and engaging lessons for young people via digital format are available.

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 2021/22 moving forward with agreed funded councillor from Place2Be.
- Implement MVP Programme

Further details on each of these priorities can be found in our Improvement Plan for Session 2021-22 on our school website – www.girvanacademy.sayr.sch.uk