Alva Academy

Standards and Quality Report, 2014-2015

Designed by Eilidh
Self Evaluation Process

At the heart of the Self Evaluation process are three questions:-

1. How are we doing?
2. How do we know?
3. What are we going to do now?

The processes in the school ensure that we take a very comprehensive look at self evaluation.
This standards and quality report summarises our self evaluation of the work of Alva Academy for session 2013-2014.

Its purpose is to share improvements in experiences that have been achieved for our young people under three main headings:

- **How well do young people learn and achieve?**
- **How well does the school support young people to develop and learn?**
- **How well does the school improve the quality of its work?**

And to highlight both our strengths and our areas in need of further development so that we continually improve.
Structure of Report

It centres on the three questions with each section highlighting strengths and areas for further development

- How well do young people learn and achieve?
- How well does the school support young people to develop and learn?
- How well does the school improve the quality of its work?
- How well does the school work with partners?

Evidence for the report is based on a wide range of formal and informal feedback / observations through our quality assurance procedures e.g.

Formal Feedback
- SQA examination results and wider achievement accreditation
- Attendance data
- Monitoring and tracking data
- College course results
- Exclusion data
- School leaver’s destination report provided by SDS (Skills Development Scotland)
- School and Faculty improvement plans

Meetings
- Staff / SMT / Faculty/ Pupil Support/ Pupil Parliament/ Parent Council/ Pupil focus group
Teaching and Learning Group/ School Working Groups/ Monthly link meetings/Faculty SQA reviews (twice yearly)
Community and partnership SQA reviews/ All staff discussions

Quality Assurance procedures
- Learning visits to faculties & across school
- Pupil discussions
- Questionnaires to pupils and parents
- Improvement plan interim progress checks and updating
- Tracking and target setting discussions

I hope that you will find this report informative. We welcome any form of parental or pupil response to this report. Please do not hesitate to contact us if you require any further information.
Vision

‘Our vision is that we are a self improving school known for the value we place on high quality learning; whose inclusive learning environment supports all young people to continuously engage and be the best they can be. A school that is inward, outward and forward looking and enriches the community we serve and the lives of learners and families’
School Aims (under review)

- To offer a broad, balanced curriculum that is flexible enough to ensure an appropriate challenge for each individual.

- To provide a stimulating and safe learning environment.

- To promote the development of self-discipline and challenge all pupils to achieve their full potential.

- To recognise and celebrate the achievements of all within the school community.

- To promote good citizenship by developing pupils’ personal and social skills to enable them to take their place as responsible, caring and confident members of society.

These are the pillars upon which we build our educational experience
# Improvements in Performance

## Percentage of S4 roll attaining by the end of S4

<table>
<thead>
<tr>
<th>5+ @ SCQF level 3 or better</th>
<th>5+ @ SCQF level 4 or better</th>
<th>5+ @ SCQF level 5 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>100</td>
<td>90(84)</td>
</tr>
</tbody>
</table>

- Virtual comparator data in brackets

## Percentage of S4 roll attaining by the end of S5

<table>
<thead>
<tr>
<th>1+ @ SCQF level 6 or better</th>
<th>3+ @ SCQF level 6 or better</th>
<th>5+ @ SCQF level 6 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>53</td>
<td>61(56)</td>
</tr>
</tbody>
</table>

- Virtual comparator data in brackets

## Percentage of S4 roll attaining by the end of S6

<table>
<thead>
<tr>
<th>3+ @ level 6 or better</th>
<th>5+ @ level 6 or better</th>
<th>1+ @ level 7 or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>44</td>
<td>46(45)</td>
</tr>
</tbody>
</table>

- Virtual comparator data in brackets
Pupils with Additional Support Needs – SQA results

<table>
<thead>
<tr>
<th>Advanced Higher</th>
<th>Higher</th>
<th>Intermediate 2</th>
<th>Intermediate 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pass – 1</td>
<td>A pass – 12</td>
<td>A pass – 23</td>
<td>A pass – 6</td>
</tr>
<tr>
<td>B pass – 2</td>
<td>B pass – 14</td>
<td>B pass – 30</td>
<td>B pass – 12</td>
</tr>
<tr>
<td>C pass – 2</td>
<td>C pass – 12</td>
<td>C pass – 11</td>
<td>C pass – 11</td>
</tr>
</tbody>
</table>

Pupils Positive destinations

(Initial Destination Percentages)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Total Leavers</th>
<th>HE</th>
<th>FE %</th>
<th>Training %</th>
<th>Employment %</th>
<th>WK %</th>
<th>Vol Agreement %</th>
<th>Unemp %</th>
<th>Unemp Not Seeking %</th>
<th>Not Known</th>
<th>% Pos</th>
<th>% Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>163</td>
<td>39.3</td>
<td>25.2</td>
<td>3.7</td>
<td>19.0</td>
<td>0.6</td>
<td>1.8</td>
<td>8.0</td>
<td>2.5</td>
<td>89.6</td>
<td>10.4</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>174</td>
<td>37.9</td>
<td>22.4</td>
<td>C</td>
<td>24.1</td>
<td>1.1</td>
<td>1.1</td>
<td>7.5</td>
<td>0.6</td>
<td>92.0</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>146</td>
<td>34.9</td>
<td>28.1</td>
<td>4.8</td>
<td>24.0</td>
<td>1.4</td>
<td>0.7</td>
<td>5.5</td>
<td>0.7</td>
<td>93.8</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td>180</td>
<td>32.2</td>
<td>22.8</td>
<td>5.6</td>
<td>29.4</td>
<td>2.2</td>
<td>0.6</td>
<td>5.0</td>
<td>2.2</td>
<td>92.8</td>
<td>7.2</td>
<td></td>
</tr>
</tbody>
</table>

Strengths

- The proportion of young people progressing to positive destinations, taken as a 3-year average is in line with virtual comparator

Areas for further development

- Build on School Improvement Partnership to agree a Clackmannanshire approach to supporting young people to make informed decisions re destinations
- Identify pupils at risk of negative destinations and provide targeted support into further destinations such as college
- Review cases of young people where positive destinations have not been achieved to track back to contributing factors
Comment on 2014-2015 results

As in previous years all faculties met with the Head Teacher for a detailed analysis of SQA results. A new tool called “Insight” has replaced the way we compare our results with other schools.

Using this new tool you can see from the tables above that attainment compared to our virtual comparator is strong for senior pupils in S5/S6 across all indicators but lower for some indicators in S4

Strengths

- There was an increase in S4 pupils studying at college with the exception of two pupils all attained a destination

- S4 for literacy and numeracy at level 4 and level 5 was in line with our virtual comparator, as was the average total tariff points indicator, one measure used to show how well we are tackling disadvantage.

- We have shown improvements in the percentage of young people gaining 5 Highers by the end of S5 (5+ Level 6 is above our virtual comparator)

- By the end of S5 attainment for pupils achieving both 3+ Highers and 1+ Highers is above our virtual comparator.

- Conversion rate from National 5 at grade A/B (credit at SG in old money) to 3+ and 5+ Highers has increased

- Impressive haul of band As at Higher in S5/S6

- Positive picture with tariff points score for S5 and S6. Note the new tariff points score is a measure which includes every result so captures the performance of all

- Young people on additional support programmes continue to make strong progress towards their identified targets
• By the end of S6 attainment for 1+ Advanced Higher is well above our virtual comparator and has been strong for the past 5 years

• By the end of S6 attainment for 5+ Highers is above the virtual comparator and the best results the school has achieved

• By the end of S6 attainment for 3+ Highers is in line with virtual comparators

• **Impressive** haul of band As at Advanced Higher

### Areas for further development

• More close monitor and track pupils in the senior phase against their potential to ensure pupils are presented at the appropriate level
• Continue to review departments’ attainment performande and implement action plans as appropriate
• Continue to intervene to support pupils who are at risk of underachievement
• Improve opportunities for pupils to accredit their personal achievement within the formal curriculum
• Continue to guide pupils appropriately so that all pupils are placed at the appropriate level of course and on a pathway that meets their long term aspirations
• Update presentation policy
• Continue to develop verification and moderation procedures in preparation for new Higher presentations in 2015-2016
• Further develop more effective quality assurance systems and examination reviews with faculty principal teachers that embed teacher self evaluation
How well do young people learn and achieve?

There is a strong focus on improving our learners’ experiences and good progress has been made in this area. The quality of learning and teaching continues to improve. Our self-evaluation processes of triangulated evidence which includes discussions with young people, teaching and non-teaching staff tell us:

**Strengths**

- Most young people are engaged and work well in their learning environment.
- Almost all young people are well-behaved; they have strong positive relationships with teaching and non-teaching staff.
- When working in groups, relationships between learners are also positive. Young people work with, share ideas and support each other. This not only helps build independent learning capacity, but creates a calm and purposeful environment.
- A good work ethic is encouraged by staff across the school with regular attendance by senior pupils at supported study in evidence.
- Through a variety of mechanisms, young people have provided feedback that they are happy with their learning experiences and feel supported. Most believe they benefit from being active participants in their learning.
- Most young people with additional support needs are succeeding with their learning and attaining.
- Increased literacy support in a nurturing environment is having a positive impact on pupils’ motivation and their feedback suggests that it has increased their enjoyment and self-esteem.
• There is some evidence of a positive impact from classroom learning conversations as more pupils appear aware of their progress and next steps to achieve targets.
• The quality of learning is good in the senior phase, and as the new qualifications bed in, this is helping inform and develop the approaches needed to strengthen the broad general education.
• Learning through technology using IPADs and glow is increasing. Pupils further their research skills, share ideas through use of mediums that can be accessed at anytime, thus encouraging their independent learning abilities.
• Pupils are benefitting from more interdisciplinary learning experiences.

Areas for further development

• Ensure high quality learning that enables all young people to become successful and confident learners – continued focus on challenge/ differentiation/ literacy.
• Ensure a range of evidence of significant aspects of learning are being used to assess pupils progress through the BGE.
• Continue to support pupils to develop their capabilities in assessing themselves and taking responsibility for their learning.
• Ensure high quality reflective learning conversations take place during SQUAD time (personal support).
• Continue development of Interdisciplinary learning experiences.
• Continue discussion of assessments with a focus on standards in literacy and numeracy, so that staff in primary and secondary understand and apply the achievement levels in the same way.
• Further develop opportunities that focus or widen career pathways through developing young workforce plan.
• Further develop a nurturing learning environment that builds resilience and a growth mind set and closes gaps in learning.
How well does the school support young people to develop and learn?

Meeting learners’ need

Strengths

- Staff across the school know the young people very well and have a sound understanding of their learning needs. They are highly committed to the young people.
- The pastoral care across the school has been further strengthened through the introduction of SQUAD time.
- The leadership roles of PTPS is more clearly defined, leading to better support for pupils and their parents.
- Strengthened leadership capacity through implementation of stage 1 and 2 of the extended pupil support team review.
- Tailored literacy approaches are impacting positively on the progress of individuals.
- Young people are well supported in school through special exam arrangements for prelims and national exams and attain well.
- Work with our Hillfoots learning community is good and supports young people making the transition from primary to secondary school.
- The extended pupil support team uses the Staged Intervention system effectively and engages well with an increasing range of agencies and partners to support the needs of young people.
- Some staff have engaged in a professional learning activities to further develop approaches to differentiation, so that tasks, activities and materials more closely match the needs of pupils.
**Areas for further development**

- Continue programme of professional learning on the use of differentiated approaches to learning (including collaborative learning)
- Prioritise professional learning re: quality of learner conversations and feedback
- Review the implementation of SQUAD time and use findings to further develop universal support through learning conversations
- Continue to improve extended pupil support team’s capacity (teachers and non teachers) to address young people’s learning needs through professional development and remit review
- Widen the use of the literacy base and increase the integration of the ASD provision
- Support pupils on SIMD index of multiple deprivation, identify factors that contribute to not achieving positive outcomes. Devise and implement a programme and support packages that address the issues
- Ensure the further development of the DYW strategy plan
- Investigate a ‘learning hub’ to widen the nurturing approach
- Implement changes to ensure successful implementation of named person

**Development of the curriculum**

**Strengths**

- Young people are well supported in making progress across the curriculum through personalised pathways and targeted programmes of work.
- A strategy is now in place developed with the Hillfoots learning community to ensure that staff focus on continuity in learning at transition
- The curriculum now meets pupil entitlement.
- Staff have developed a good understanding of the new qualifications
- New courses developed are providing relevant and meaningful learning
- There is a good range of pathways which ensures that progress to courses at National 5, Higher and Advanced Higher are available

**Areas for further development**

- Further discussions with staff, parents and partners regarding curriculum development to ensure that all have a shared understanding of the rationale for continued changes
- Build more opportunities for personal achievement and the development of skills for learning, life and work into S1 to S3 (e.g. internet safety aware, religion beliefs and values award, wellbeing award, personal finance award, DoE, YAS etc)
- Increase CPD opportunities for staff to facilitate development in IDL approaches.
- Further partnership working to provide personal learning pathways for young people who have particular needs
- Review and evaluate the impact of the PSE programme
- Review the effectiveness of the new House Structure
- Review our curriculum against the June 2014 Education Scotland guidelines with a particular focus on universal support and literacy/numeracy at transition
- Further develop interdisciplinary learning
- Continue to promote the school values
- Produce a clear action plan for numeracy development across the school
- Continued development of learning through technology strategy
How well does the school improve the quality of its work?

Very good progress has been made this session as we have continued to evolve self evaluation processes in a manner that ensures action points are clear and realistic so that they are acted upon, reviewed and evaluated effectively. Senior managers and Faculty Principal Teachers are giving a stronger lead to achieving better paced change and improvement. Staff are regularly consulted on a wide range of issues to ensure that the strategic direction of the school is jointly owned by all staff (teaching and non-teaching). The staff are committed to professional development and all staff gain professional learning through their involvement in a number of school improvement working groups. Young people benefit from a range of contexts in which they can take on positions of responsibility. Their views and feedback have significantly helped to shape the development of the school and these are systematically collected.

Strengths

- There are systematic and robust approaches to self evaluation being used to identify areas of strength and areas for improvement
- Learning visit programme conducted by SMT is effective in providing faculties with sound evidence of strengths and clear identified points for improvement. Good practice is shared
- SMT seek the views of all pupils through year group interviews at critical times and this feedback is used to inform and review changes that have been implemented.
- Teachers are engaging in professional dialogue as part of their faculty learning and teaching community. They work collegiately and s
- Planned Quality Assurance processes at Faculty level better ensure a more systematic approach to self evaluation
• In addition all Faculty Principal Teachers engage in learning visits to classrooms across the school during a 6 week period.

• Pupils acting as subject ambassadors promote and share the work of the faulty and conduct questionnaires to evaluate the experiences of young people

• Staff are taking ownership of CPD including reflecting on practice as an individual and can talk about the impact of the CPD on their work and the experiences of the learners

• The school continues to evolve its approach to collecting pupils and parents views so that it is systematic and acted upon

• Assessment approaches are being moderated with colleagues within and out with the school

• Staff professional learning is well supported and focused on leadership development at all levels

• School is better planning and evaluating CPD with more focus on its intended impact on young people’s progress and achievements

Areas for further development

• Continue to evolve and embed self evaluation strategies for the school, its learning community and school improvement partnership programme

• Review the new How Good is Our School 4 (HGIOS4), HMIE document to inform further evolution of self evaluation strategies and future curriculum development

• Introduce peer triad staff learning groups

• Further development of pupil and parent input to school self evaluation

• Continued evolution of tracking, monitoring and reporting in the BGE, together with profiling

• Review approaches to and tracking of health and wellbeing across the school
How well is the school working with partners?

Strengths

- Parents are systematically asked for their views
- The Charity committee and RMPS staff have developed strong links with the community and third sector partners. This is supporting the development of enterprise and life skills of young people.
- Effective School Improvement Partnership working is developing well with Alloa Academy and Lornshill Academy. This is providing opportunities for professional dialogue with colleagues across the schools.
- Effective partnership working with college and university is resulting in positive and sustained destinations for individuals.
- The school is working closely with all partners to plan progressive learning experiences at times of transition, i.e. Hillfoots learning community, college and links with university.
- Young people support their community through volunteering and fundraising, having recently raised £31000 for MacMillan.
- Communication with parents has been improved through developing a new website, very active twitter feed and regular blogs as well as faculty news (pupil led).
Areas for further development

- Continue to develop partnership working with parents, in particular, to support the reading focus within literacy learning and further improve communication
- Review the partnership with CLD and develop initiatives that support young people and the community
- Introduce curriculum evenings focused on literacy, numeracy and health and wellbeing
- Further develop business partnerships and college to support a wider range of pathways including STEM subjects
- Review Pupil Parliament and its impact
- Continue to build global citizenship through links with Malawi
- Enhance STEM opportunities in school (science, technology, engineering and technology) through closer partnership working

Our Key Strengths

- Confident young people who show great pride and sense of identity in their school

- Our young peoples’ enthusiasm for learning and the positive, respectful and productive relationships between and among young people and staff.

- The high quality of support which all staff provide for young people, with help from partners who are committed to supporting pupils in contributing to their community

- The personalised and flexible approach to providing a suitable curriculum for young people from S4 to S6.
How will we continue to improve?

- **Ensuring high quality learning** through further development of curriculum and approaches to learning, teaching and assessment thus supporting and challenging all young people to become successful and confident learners who attain, achieve and attain, achieve and develop into lifelong learners (QI 2.1) (QI 5.3) (QI 5.1)

- **Ensuring Deep Support for Pupils with their Learning and Health and Well being** thus promoting an ethos of attainment, achievement and inclusion for our learners.(QI 1.1)

- **Provide high quality leadership at all levels** through further development of leadership capacity and approaches to collaboration and self evaluation to cultivate excellence (QI 5.9)