



Standards and Quality Report Session 2018-19

Strathaven Academy



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Strathaven Academy

Context of the school

Strathaven Academy is a non-denominational secondary school situated in the South Lanarkshire town of Strathaven. The school is part of the Strathaven Learning Community, comprising Strathaven Academy and 6 partner primaries: Wester Overton, Kirklandpark, Chapelton, Glassford, Sandford and Gilmourton.

The current building was opened in 2009 and occupies the same site as the original building.

The school roll has increased steadily over the past several years and in 2018-19 is approximately 985. The staffing complement stands at 66.1 FTE teaching staff, including the Headteacher, 4 Depute Head Teachers, 9 Faculty Heads and 6 Principal Teachers of Pastoral Support.

Why we are here:

All young people who leave Strathaven Academy do so with a sense of confidence, purpose and optimism and with qualifications and accreditation that reflects their achievement and attainment. They move on to positive destinations and participate in the world beyond school in a positive and meaningful way, demonstrating the attributes and capabilities of the 4 capacities encapsulating the purpose of the curriculum.

What we do:

In order to support that transition, their learning is structured, directed and validated and their positive engagement with opportunities for attainment and achievement lead to success. Their development and growth is positively influenced and nurtured by the culture, ethos and opportunities that exist in the school community.

How we do it:

This is achieved by a skilled team working together to deliver experiences and activities which support effective learning in the context of Curriculum for Excellence in a safe, caring environment which fosters a culture of belonging and of aspiration, where everyone's rights are respected.

The National Context for Education

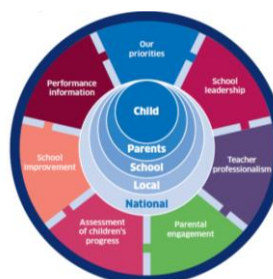
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:

"Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities"

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start.
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP).

Assessment of children's progress throughout the Broad General Education (to end of S3)

As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

Assessment of children's progress throughout the Senior Phase (S4-S6) including success of securing Positive Destinations beyond school

The senior phase, which takes place from S4 to S6 in schools and includes ages 16 to 18 out of school, is the phase when the young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

The senior phase enables young people to extend and deepen their learning and continue to develop skills for learning, life and work, through qualifications and also through a range of opportunities for personal development (for example work experience, volunteering etc.).

This stage supports young people in moving on to their post-school destination– whether that is college, university, training or employment.

Teachers will assess senior phase courses and units at **National 1 (SCQF level 1)** to **National 4 (SCQF level 4)**. SQA will verify the assessments to make sure they meet national standards. Courses at **National 5 (SCQF level 5)**, **Higher (SCQF level 6)** and **Advanced Higher (SCQF level 7)** levels will still include work that is assessed by teachers and lecturers, but learners will also have to pass a Course assessment for these qualifications – usually a question paper and/or coursework that will be marked by the Scottish Qualifications Authority (SQA).

What follows is our school's data showing levels of achievement within both the broad general education (using teacher judgement information) and senior phase (using results of National Qualifications).

Review of SIP progress session 2018-19

Priority 1: Improving the Health and Wellbeing of young people

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.1, 2.4, 2.5, 3.1, 3.2

Progress and Impact:

- Successful promotion of young people's physical HWB resulting in a 10% increase in the overall number of pupils participating in lunchtime/after school programme
- The number of physical activity sessions delivered to pupils has increased by 81%
- HWB improvement team supported the delivery of S1 Mindset Morning
- S6 Health Ambassadors/ Elective team and two teachers trained in Mental Health First Aid
- 10 week (opt-in) mindfulness course attended by 30 S1-S6 pupils
- S4-5 exam stress group facilitated by Educational Psychologist
- 4 week girls' group to improve self-esteem and anxiety management (supported by YFCL)
- New anti-bullying policy developed using SLC 'Treat Me Well' guidelines/ Respect Me
- 4 staff members completed nurture training
- Educational coaching and business mentoring programmes extended

Next Steps:

- Continue to support the physical/mental health of young people and promote healthy eating
- Utilise new online tool to monitor and track individual pupil HWB
- Launch and implement the new anti-bullying policy
- Further develop a whole school approach to Nurture
- Monitor young peoples' progress (S4 – S6) to increase positive destinations
- Develop 'Cost of the School Day' policy to ensure equity for all young people
- Review and update attendance procedures

Priority 2: Curriculum Development

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.5, 2.2, 2.3, 2.7, 3.2, 3.3

Progress and Impact:

- Implementation and review of Skills for Work Energy and Environmental Science (SCQF 5)
- Successful implementation of new Higher courses
- STEM provision enhanced eg. S1 STEM club, S2 curriculum, STEM family challenge, FunSTEM, Go4SET, Engineering Development Trust, various partners, STEM Ambassadors
- IDL improvement team focus in Technologies and Science eg. CSI Strathaven
- Tracking system developed to monitor young peoples' progress with GradU8 programme (25 pupils) and Foundation Apprenticeships (5 pupils)
- Work placements provided for a targeted group of young people (S4/5 Leavers & S6)
- Presentation to all staff on Future Skills from SDS
- Clear whole school focus on 8 core skills (Literacy, Numeracy, HWB, Digital literacy, Thinking skills, Employability, Working with others and Leadership)

Next Steps:

- Review and develop a clear curriculum rationale
- Continue to review and amend the curriculum in the BGE and SP to ensure appropriate learning pathways are available for all pupils
- Continue to improve the STEM provision across the Learning Community
- Further develop interdisciplinary learning across the school and Learning Community
- Continue to monitor young peoples' progress with GradU8 and Foundation Apprenticeship programmes to ensure success both in school and in college
- Plan strategically for an appropriate work placement for all learners
- Develop and implement strategies to support skills development and profiling

Priority 3: Leadership

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.2, 1.3, 2.7

Progress and Impact:

- Shared Learning Community vision and values agreed through consultation and collaboration with all stakeholders ("Together We Thrive": Respectful, Responsible, Resilient)
- Representation on SLC's Teacher Professionalism group, leading CLPL across SLC
- Professional development of NQTs - CLPL programme in place for NQTs along with work at SLC for practitioner enquiry
- Pupil Leadership Team opportunities extended for S6 pupils
- Review of anti-bullying guidelines led by pupils
- Teacher leadership developed through the introduction of Practitioner Enquiry with a small group of teachers
- Middle leaders sharing their learning with others in the Strathaven and East Kilbride Collaborative - building capacity and capability in other schools

Next Steps:

- Launch and implement the shared vision, values and aims for our Learning Community
- Develop the role of the Pupil Council through engagement with HGIOS4? to improve learner participation in key areas of school improvement
- Further develop teacher leadership through Practitioner Enquiry
- Continue to support and influence SLC/ RIC led professional learning activities

Priority 4: Learning

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.2, 1.3, 2.3, 2.5, 3.2

Progress and Impact:

- Almost all staff involved in peer learning visits with a focus on questioning techniques
- Tapestry teacher group established to lead learning and improve pedagogy for equity
- Strathaven and East Kilbride Collaborative established to develop a shared understanding of standards and expectations in the BGE
- Middle leaders empowered and working collaboratively to lead learning and take responsibility for interpreting national guidance relating to the BGE
- Draft whole school reporting policy created
- Introduction of more S1-3 leadership opportunities eg. S1 Loaves and fishes project

Next Steps:

- To review learning and teaching to develop and share best practice and ensure consistency across faculties
- Introduction of Learning Walks to support improvements in learning and teaching and improve outcomes for young people
- Tapestry Group will continue to lead learning and further develop approaches to improve learning, teaching and assessment
- Staff continue to work collegiately across the Strathaven and East Kilbride Collaborative to improve learning, teaching, assessment and attainment in the BGE
- Review strategies for parental engagement to support learners and promote higher levels of parental involvement and meaningful engagement
- Review and further develop the whole school Communication Strategy
- Implement new SEEMIS Progress and Achievement program for BGE tracking and reporting
- Implement whole school reporting policy to provide a transparent and consistent approach to reporting to parents/carers across all stages
- Implement a whole school approach to improving standards in numeracy across the school
- Implement a whole school approach to improving standards in literacy across the school

Priority 5: Self-evaluation

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.2

Progress and Impact:

- INSIGHT training delivered by Education Scotland for separate teacher groups – Senior Leadership Team (SLT), Extended Leadership Team (ELT) and the INSIGHT Improvement team
- All staff participated in self-evaluation work in relation to assessment and moderation
- Monthly Faculty/SLT link meetings with QA calendar the focus of discussions

Next Steps:

- Review whole school systems and approaches to self-evaluation for self-improvement
- Review whole school systems and faculty approaches to quality assurance
- Insight team to support revised approaches to self-evaluation in order to deliver improved outcomes for all young people

Interventions and progress towards closing the poverty-related attainment gap 2018-19

Intervention 1: Raising Attainment in Numeracy

S3 Achievement of a level:

Numeracy

95% of students in SIMD 1/2 + FME are on track to achieve level 3 in Numeracy by the end of S3, compared to 90% in SIMD 3 to 10 without FME. This is a change from -19.74 in 2017/18 to 17.55 and indicates that there is no poverty related attainment gap in Numeracy in S3.

S1 pupils (SIMD 1/2 + FME) on track to achieve level 3 in Numeracy by end of S3: 19/20.

S2 pupils (SIMD 1/2 + FME) on track to achieve level 3 in Numeracy by end of S3: 11/17.

S1/2 Numeracy progression (Sumdog)

Data shows that on average pupils in the targeted group have made more progression than those in non-targeted group, particularly those who are working at levels 1 and 2. Sumdog also identifies individual focus skills, such as fluency with multiplication, that are used as part of target setting.

Pupil feedback on impact of Learning Registration/Individual Support (Survey Monkey) showed all pupils felt their numeracy skills had improved and most felt their confidence had increased when using numbers

Catch Up Numeracy – 1 teacher & 2 Support Assistants trained Feb 2019. 8 S1 pupils have been identified and will begin programme in May 2019.

Development of Learning Community numeracy strategy to be completed by June 2019
BGE Assessment & Moderation CLPL (EK/Strathaven) – collegiate working to implement the Moderation Cycle to develop a shared understanding of standards and expectations in the BGE.

Parental numeracy workshops (afternoon and evening) in May 2019.

Intervention 2: Raising Attainment in Literacy

S3 Achievement of a level:

Reading

74% of students in SIMD 1/2 + FME are on track to achieve level 3 in Reading by the end of S3, compared to 88% in SIMD 3 to 10 without FME. This is a decrease from -7.24 in 2017/18 to -13.82. This indicates that there is an attainment gap of 14.47 in Reading in S3, which equates to 5 pupils.

Writing

94% of students in SIMD 1/2 + FME and 94% in SIMD 3 to 10 without FME are on track to achieve level 3 in Writing. This indicates that there is no attainment gap in Writing.

Listening & Talking

95% of students in SIMD 1/2 + FME are on track to achieve level 3 in Listening and Talking by end of S3, compared to 100% in SIMD 3 to 10 without FME. This indicates that there is an attainment gap of 10.53, which equates to 2 pupils and is due to poor attendance. They will be re-assessed in the summer term and are expected to achieve level 3, thus eliminating any attainment gap in this element.

S1 pupils (SIMD 1/2 + FME) on track to achieve level 3 by end on S3:

Reading – 11/14

Writing – 11/14

Talking and Listening – 12/14

S2 pupils (SIMD 1/2 + FME) on track to achieve level 3 by end on S3:

Reading – 12/17

Writing – 14/17

Talking and Listening – 13/17

S1/2 Literacy progression (Sumdog – Reading & Spelling)

Data shows that there is very little difference between the average progress being made by S1 pupils in the targeted group compared to the non-targeted group. It is notable that no pupils in the targeted group have achieved level 3. In S2 the average progression rate and numbers achieving a specific level for the targeted and non-targeted group are almost equal.

Support for Learning offer targeted support through Reciprocal Reading and Fresh Start Literacy groups. Pupils completed baseline reading age assessment in August 2018 and will be reassessed in June 2019 to formally assess impact. Formative assessment conveys that pupils are growing in confidence and more confident at reading aloud. Reading/writing assessments in English show that all pupils are making progress.

BGE Assessment & Moderation CLPL (EK/Strathaven) – collegiate working to implement the Moderation Cycle to develop a shared understanding of standards and expectations in the BGE.

Parental literacy workshops (afternoon and evening) in May 2019.

Intervention 3: Improving Health and Wellbeing

Attendance, latecoming, merits, demerits and referrals are tracked monthly through Seemis. Pupil Support staff call parents/carers to discuss concerns, set up meetings with pupils and families, and involve external agencies where appropriate. We are then able to work collegiately to support the individual needs of pupils.

HWB groups – 5 groups, each group 1 weekly session for 8 weeks, boys and girls from S1-S4. One-to-one follow ups were then carried out to ascertain required further interventions (2 pupils were referred back into counselling services, 4 were referred onto Pupil Support, parents were contacted and provided with information as to how their child was struggling and what they could do to help us support them). 46 pupils were invited to attend (a further 7 asked to join of which they were permitted). Out of the initial 46, 40 pupils regularly attended.

Data collected from pupils through questionnaire. The same questionnaire was issued pre and post intervention to measure change and improvement.

Out of 36 completed questionnaires available for analysis, 30 pupils showed improvement. Written evaluations from pupils showed that out of a possible 36, 30 felt the group had helped, 2 were not sure and 4 felt it was not helpful. Pupil feedback on impact of HWB Groups/Individual Support showed pupils felt they had learned coping strategies to help them deal with difficult situations.

Taster sessions of drama therapy and art therapy are being organised for the same pupils.

Youth Family Community Learning (YFCL) S2/3 girls' group – 14 pupils participated in 4 week programme to look at anxiety management and improving confidence. Positively evaluated by pupils. Individual feedback given to parents.

UWS nurses delivered 2 workshops on nutrition (focussing primarily on sugar intake) to 18 pupils across S1-S3. They spoke to pupils about different types of sugar, hidden sugars and healthy alternatives. Pupils were surprised at what they learned but felt they could take it forward to make healthier choices.

External counsellor employed 1 day per week to support children experiencing emotional difficulties. This has included: anxiety, adverse childhood experiences, bereavement etc. This has improved pupils' ability to attend school/classes and 1 pupil has been referred to CAMHS Tier 3 as result.

Mindfulness sessions positively impacted pupils. They reported having tools to manage their own stress, improved sleep and less anxiety about attending class.

Intervention 4: Pupil engagement and participation

Staff met one-to-one with all REACH pupils who were not currently participating in any clubs (October 2018). These meetings allowed pupils to discuss why they were not involved in anything and if we needed to provide further support (e.g. financial support, equipment, etc.). Pupils were also provided with details of all school activities and information on how to access external clubs.

Target setting exercises carried out with all S2-3 REACH pupils. This consisted of classroom based sessions on the benefits of setting goals and the SMART process. Pupils were then asked to set themselves 2 targets (1 for school and 1 outwith school) for Term 1. One-to-one follow ups were carried out with all pupils to monitor progress and provide any necessary support.

Parental letters sent home (September 2019) to encourage all stakeholders to notify the school of any achievements pupils may have. The letter outlined the process for doing so (Google form-link on school website). Termly group call messages have been sent as a reminder. This has increased the number of responses we have had.

Team Building event run by Morrisons Construction focused on developing communication, team work and problem-solving skills. Pupil feedback showed all pupils found this to be a positive experience.

Funding used for pupils to participate in extra-curricular activities. e.g. art, football, music, S1 camp etc.

S3 Pathways/DYW/Employability – visits to the following employers:

- Motorola (STEM)
- Robertson Housing
- Apprenticeship Show
- Whitelees Windfarm
- EK + District Engineering Group Training Association Ltd.

Intervention 5: Nurture

Boxall profiles showed an improvement in developmental strands for all pupils e.g. purposeful attention, participation, accepts constraints.

Staff reported that pupils were more engaged and willing to talk about personal experiences and concerns.

All pupils said they felt safe and supported as a result of being in the nurture group. They said they had made new friends and liked the small, calm environment the room provided.

Teaching staff reported that most pupils in class were well behaved and engaged. One pupil said “she was more confident to answer questions in class.”

Intervention 6: Parental engagement

Attendance at consultation evenings:

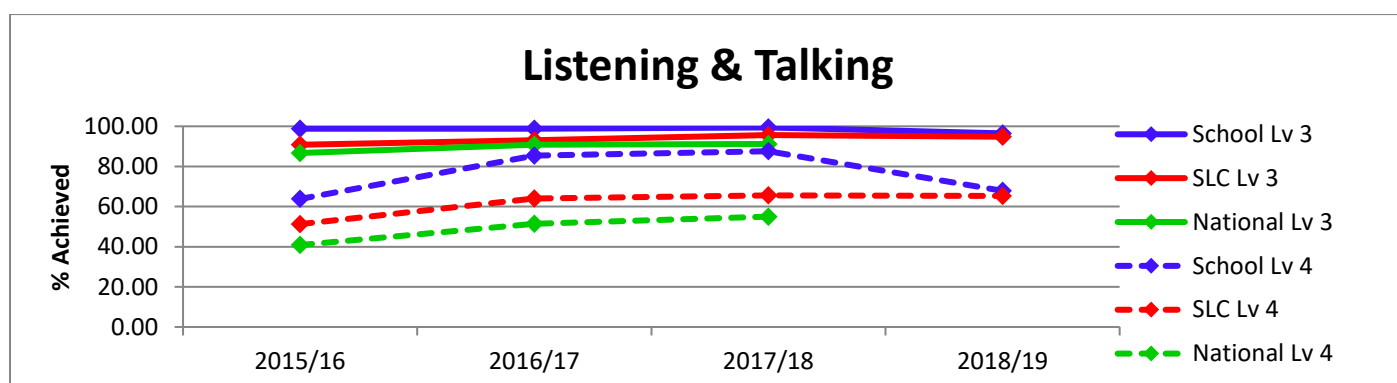
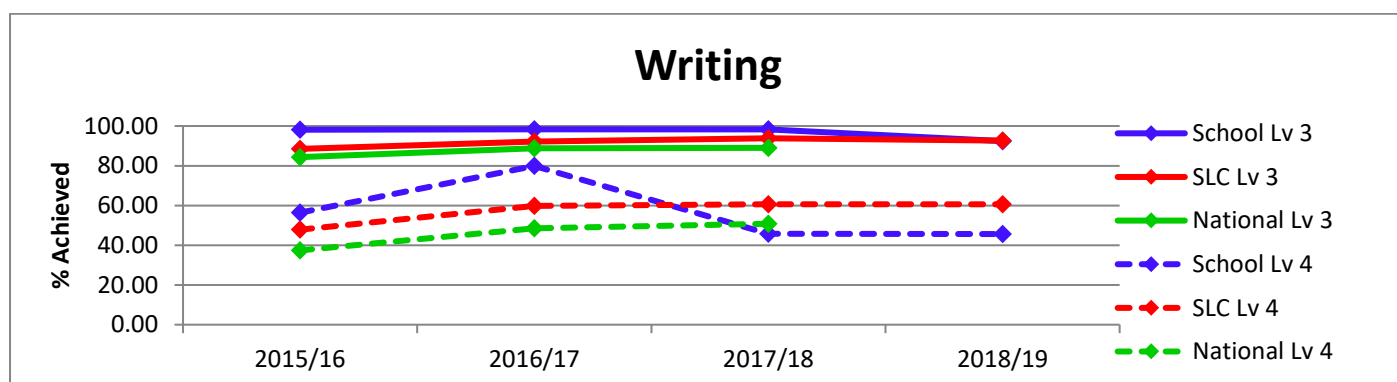
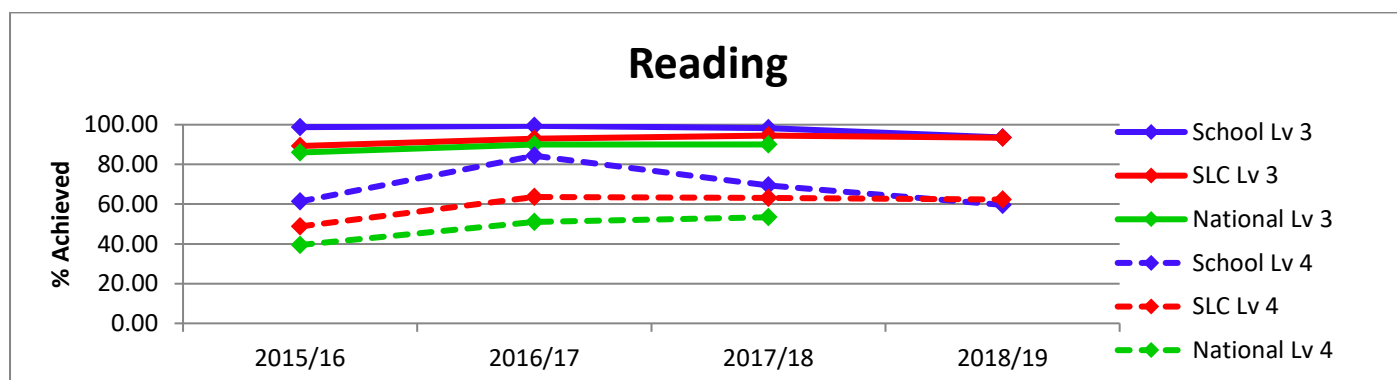
	Non-targeted group	Targeted group
S1	80%	64%
S2	73%	59 %
S3	67%	45%

Parents of targeted group were contacted individually to discuss their child's progress, address issues and answer concerns.

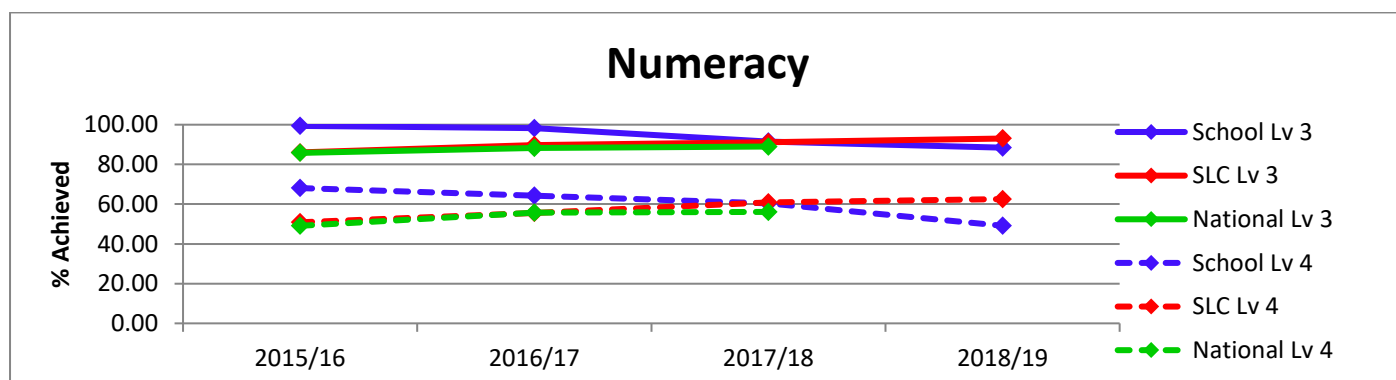
2 families attended Healthy Cooking workshop (Nov 2019). This was disappointing as 20 had been invited.

Parental workshop on stress management (afternoon and evening) in May 2019.

1.1 Attainment data - Attainment of Literacy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



1.2 Attainment data - Attainment of Numeracy Curriculum for Excellence levels 2015/16, 2016/17 and 2017/18 (teacher judgement – confirmed levels – 3 year trend).



Almost all measures for Reading, Writing, Listening & Talking and Numeracy are above the SLC average and the National average over the last 4 years.

This session all staff have participated in work relating to assessment and moderation along with colleagues in other schools across the Strathaven and East Kilbride collaborative. This important piece of work will continue to increase staff's confidence in their teacher judgements.

Achieving Excellence: Overall Progress towards National Improvement Framework Priorities

Session 2018-19

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

BGE attainment:

- Almost all measures for S3 Level 3 and Level 4 Reading, Writing and Listening & Talking are above the SLC and National average for the last 4 years

Senior Phase attainment:

- The percentage of leavers achieving SCQF Level 6 Literacy is greater than our Virtual Comparator (VC) for each of the last 5 years (70% of leavers attained Level 6 Literacy in 2018)

Next steps

BGE attainment:

- To increase Reading, Writing and Listening & Talking levels at Level 3 and Level 4

Senior Phase attainment:

- To increase SCQF Level 4 and Level 5 Literacy levels to be above our VC
- To improve systems to monitor and capture Literacy across the school

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

BGE attainment:

- Almost all measures for S3 Level 3 and Level 4 Numeracy are above the SLC and National average for the last 4 years

Senior Phase attainment:

- The percentage of leavers achieving SCQF Level 4 and Level 5 Numeracy is greater than our VC for 4 of the last 5 years
- The percentage of leavers achieving SCQF Level 6 Numeracy is greater than our VC for each of the last 5 years (48% of leavers attained Level 6 Literacy in 2018)

Next steps

BGE attainment:

- To increase Numeracy levels at Level 3 and Level 4

Senior Phase attainment:

- To increase SCQF Level 4 and Level 5 Numeracy levels to be above our VC
- To improve systems to monitor and capture Numeracy across the school

Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- Positive relationships are evident across the school
- Pupil Support team is particularly effective and maintains close links with parents/carers, staff and external agencies to ensure young people are well supported
- First HWB Newsletter (Spring 2019) produced in consultation with lead staff, Parent Council and external partner agencies
- Significant increase in the number of physical health opportunities for young people and staff
- Educational Psychologist and PEF Lead Officer worked with targeted pupils to support anxiety/ stress management
- Health & Wellbeing improvement team supported delivery of S1 Mindset Morning
- S6 Health Ambassadors and 2 teachers trained in Mental Health First Aid
- 10 week optional mindfulness course for S1-S6 (30 pupils attended)
- Girls' group to improve self-esteem and anxiety management (4 week programme supported by colleagues in Youth Family & Community Learning)
- Give us a Break training - 2 new staff members trained

Next steps

- Continue to promote the physical health and mental wellbeing of young people
- Review of current health and wellbeing provision and update our PSE curriculum
- Launch and implement the new anti-bullying policy
- Create a dedicated wellbeing section on our new school website
- Implement Mental Health strategies to support young people and staff
- S6 Health Ambassadors to create a lunchtime 'Wellbeing Hub'
- Termly HWB Newsletters
- Media/poster campaign – key messages about good mental wellbeing
- Implementation of 'Wellbeing Wednesdays' during registration
- Further develop a whole school approach to Nurture
- Develop 'Cost of the School Day' policy to ensure equity for all young people
- Review and update attendance procedures

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
		X	

Strengths

Developing the Young Workforce (DYW):

- Over 75 consultants from a wide range of careers participated in our annual Careers Convention with approximately 100 (mostly S4) pupils attending
- A number of guest speakers worked with targeted groups of young people and pupils visited different companies such as Rolls Royce, QTS, Robertson Housing
- S2/3 pupils visited the Harry Potter Studios and participated in a fantastic graphic design lesson
- S2 pupils participated in the Go4SET programme, working closely with our partners at QTS
- S6 STEM Ambassadors supported P7 pupils to develop their STEM skills as part of our FunSTEM programme, with the support of EDT and our partners EDF energy
- A group of 20 S2 girls attended Lanarkshire's first Big Bang fair at South Lanarkshire College
- Pupils from S3 visited the Rolls Royce Aero Engine Manufacturing and Servicing Plant
- The S3 Enterprise Elective arranged a Christmas party at the Strathaven Hotel for the local Darby and Joan group
- Some S4 pupils visited Robertson Housing to further their knowledge about the different opportunities available within the construction industry
- A group of S4/5 pupils visited the East Kilbride and District Engineering Group Training Association Ltd. This visit was part of a series of events which took place during Scottish Apprenticeship Week
- Higher Business Management pupils visited the Strathaven Hotel
- S5 pupils attended an open day at the Police Scotland College in Jackton
- The Strathaven Echoes continues to work in partnership with the school nurturing our young talented writers and photographers. They publish articles pupils have written and also use our pupils' photographs
- S6 pupils established a Medical Society to support our aspiring medics, vets and dentists
- 25 pupils undertook the GradU8 programme and 5 pupils completed Foundation Apprenticeships

Positive Destinations

- Almost all young people leave Strathaven Academy to move on to a positive destination
- 100% of S4 leavers have gone on to positive destinations in 4 of the last 5 years
- In 2018 95% of all leavers went on to a positive destination, this is above the National average but slightly below our VC and the SLC average

Next steps

- To continue developing our strategy for Developing our Young Workforce
- Continue to review and amend the curriculum to ensure appropriate learning pathways are available for all pupils
- Plan strategically for an appropriate work placement for all leavers
- Develop and implement strategies to support skills development and profiling
- Continue to develop our STEM curriculum and provide enhanced opportunities for interdisciplinary learning
- Closely monitor young peoples' progress and increase positive destinations for S5/6 leavers to be above the SLC average and our VC

Overall quality of our learners' achievements

Highlights of session 2018-19

Session 2018-2019 has proven to be another tremendously successful year for the pupils of Strathaven Academy. While we celebrate the academic achievements of our pupils at our award ceremonies, we also wish to celebrate and recognise the amazing skills and talent our pupils demonstrate through a broad range of activities, from sport, music, photography and art to fundraising and volunteering.

Strathaven Academy encourages every young person to become involved in activities that not only develop confidence and self-esteem, but also provide a sense of achievement and enjoyment. We are proud of what every young person achieves, no matter the discipline or the level.

Whether the achievement is in school, the local community, personal, or at a Scottish, national or international level, we understand the commitment, effort and dedication required to achieve such high standards.

We also pay tribute to our parents/carers and acknowledge the time and energy required to support young people participating in these activities and events - their achievements would not be possible without the encouragement and support of family members.

Our 'Achievements 2018-2019' document, 'Latest News' feed and 'School Newsletter' capture many of these successes and triumphs and can be found on our school website ('News' menu – Latest News/ Wider Achievement/ School Newsletter). Our school Twitter feed also shares the many successes of our young people.

A small selection of our learners' achievements is also provided below.



The Creative and Aesthetic Showcase was a brilliant success on 10 October. The Young Musician of the Year 2018 performances formed the main part of the night, with various performers competing for the winning titles.

The Art and Design Department staged an exhibition of photography, which displayed work from the S3 Elective, National Progression Award and Higher courses.

Our visitors also enjoyed a Hospitality showcase run by the Home Economics Department. This provided information on the amazing work our National 5 pupils are producing in the school.

Strathaven Academy Concert Band had an incredible opportunity to spend the day working with members of the BBC Scottish Symphony Orchestra through the BBC's ten-piece coaching scheme. The Concert Band started the day by performing three pieces of music that they had prepared. After this, the Concert Band broke off into the sectionals, where they were taught by the members of the BBC Symphony Orchestra.





On Thursday, 31st January and Friday, 1st February, all S1 pupils were given the opportunity to take part in a period of reflection. This was developed and presented by our school chaplains – Reverend Paterson and Reverend Telfer. Many stations were set up in the school library to record thoughts, feelings and consider who/what is important in young students’ lives. Pupils enjoyed the interactive activities and used the time to reflect on issues and discuss their feelings.

In early February, Higher PE students took part in a trip to the National Centre for Excellence in Inverclyde. The students enjoyed lots of activities at the facility, including football, archery and gymnastics, as well as a variety of team-building exercises. A badminton doubles tournament was also held, with Miss Hamilton and Miss Law winning. Students also took advantage of the conference room in order to do theory revision. It was a fantastic day for all involved.



Pupils went to see ‘Matilda the Musical’ at the Edinburgh Playhouse. Participation in the theatre workshop enhanced their drama and music skills, and then they watched a performance of the highly-acclaimed show.

In May, S1 pupils enjoyed their residential stay at Broomlee Camp, West Linton, near Biggar. They took part in a great range of exciting activities including tug of war, archery, evening quizzes and wide games. Pupils enjoyed team-building exercises with plenty of mud, sweat and tears to create a sense of achievement. This also gave them a chance to get to know their fellow classmates in a totally different outdoor setting.



On the 19th of May, 42 of our new S3s and five teachers headed to France for the Paris/Rouen excursion. When they arrived in France, pupils got the chance to take in some of the sights that Paris has to offer, as they ascended the Eiffel Tower, sailed on the River Seine and enjoyed a day at Disneyland. Not only did pupils discover French culture first-hand, they have also had plenty of opportunities to practise their French as they attended a French class in Rouen to learn from native French speakers.

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

We have positive working relationships with our support agencies, with business and industry, higher/further education, the Local Authority, other schools, community groups and with our parent body. Formal parent representative groups, Parent Council and PTA, are well attended and operate effectively to support the work of the school.

We have very strong partnerships with local partners, including the Rotary Club of Strathaven, who support in the delivery of careers related activities and events. Our S2 and S4 careers events include around 100 local consultants who freely give their time to support our young people. Local businesses also provide work placements for some of our learners.

Whilst it is clear that our school is in a very strong place right now – pupils numbers are high, attendance levels are high, stay-on rates are high, exclusion rates are low, exam performance is strong and improving, leavers' destinations are strong etc – there is no room for complacency. The improvements we've already secured have come about through a shared commitment to doing the very best we can to ensure that each and every child gets the best opportunities we can provide.

We reflect critically on our practice and on the outcomes we achieve; we look outward to build partnerships, to seek out best practice, to gain labour market intelligence and to identify further opportunities for our pupils; we look forward to try to anticipate, plan and prepare for developments as a result of social, political, technological, educational and economic change. We have established a clear aspiration for our school and we are committed to continually trying to improve what we do in order to meet that aspiration.

We have worked collaboratively with colleagues to design an extensive in-house professional learning programme which supports staff by building on current skills and strengths, to allow teachers the opportunity to capitalise on their own learning and development, as well as to meet the needs of learners.

Across the school we have an ethos of professional engagement which is evident through feedback and observation during 'peer observations'. Staff undertake lead roles to motivate and inspire other through professional learning sessions including Teacher/Middle Leadership, Support for Learning Strategies, Technology, Numeracy, Literacy, Pupil Voice and Feedback. This has ultimately empowered staff to develop teaching resources and methodologies to improve the quality of our learners' achievements.

We also listen to the views of our pupils and our parents in relation to what we do and how we do it. We actively seek out the views of pupils through focus groups, questionnaires and reviews as well as through school councils. We take the views of parents at consultation evenings, information events and through our formal representative groups, the PTA and Parent Council. Their feedback, views and comments are a vital part of the consultative and collegiate approach we have to school improvement.

Our approach to school improvement recognises the benefits of collegiate working to build confidence, capacity and consistency in a positive and supportive environment. We support and encourage leadership from all areas of the school: we recognise that leadership, good ideas and a willingness to 'step up' are not the sole preserve of the senior or promoted staff.

Quality Indicator	How are we doing?	How do we know?	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	Collegiate self-evaluation systems formally embedded to ensure consistent and rigorous approaches to deliver school improvement.	Continue to develop highly effective approaches to self-evaluation in order to 'do the right things well' and deliver improved outcomes for all young people.	4
1.3 Leadership of Change	The school is well led by the SLT and Faculty Heads. Staff and pupil leadership is evident across the whole school.	Continue to demonstrate very high levels of strategic leadership. Continue to promote and develop collegiality and a culture of purposeful leadership at all levels.	5
2.3 Learning, teaching and assessment	High-quality learning and teaching is evident across the school. High levels of staff engagement in our 'PL@SA' professional learning programme. Peer observations and our teacher Tapestry group is leading to continuous improvement in learning and teaching.	Continue to develop our highly skilled team through our 'PL@SA' professional learning programme. Support and contribute to SLC and National professional learning activities. Further develop learning, teaching and assessment through the work of the Strathaven and East Kilbride Collaborative.	4
3.1 Ensuring wellbeing, equity and inclusion	Positive school ethos, expectations of high standards and a strong sense that 'we are all in it together'. Particularly effective staff team.	Clear strategy developed to improve Health and Wellbeing for all young people. Effective use of PEF funding.	4
3.2 Raising attainment and achievement	Five year positive trend in SQA exam performance at almost all levels. Strong Senior Phase attainment over the last 3 years. Pupils develop positive skills and attributes as a result of their participation in the many opportunities for achievement.	Maintain existing positive trends to ensure continued improvements and comparisons with National, Local and Virtual comparisons. Continue to review our curriculum to ensure pupils' interest and needs are met. Use of PEF to implement Acting PT Equity roles in raising attainment and promoting wider achievement and leadership.	5

Overall evaluation of establishment's capacity for continuous improvement

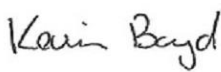
We have an unusual, if not unique, approach to organising and managing school improvement in a collegiate way in Strathaven Academy: our approach recognises the benefits of collegiate working to build confidence, capacity and consistency in a positive and supportive environment. We also support and encourage leadership from all areas of the school: we recognise that leadership, good ideas and a willingness to 'step up' are not the sole preserve of the senior or promoted staff. As a result we are confident that the school has the capacity to continue to improve.

Our School Improvement Plan maps out our agenda for the session ahead and our strategic priorities are:

1. Improving the Health and Wellbeing of young people
2. Curriculum Development
3. Leadership
4. Learning
5. Self-evaluation

More details on each of these priorities can be found in our School Improvement Plan for session 2019-20, which can be found on our website.

Despite the ongoing pressures and demands of the work that we do – pupils, parents/carers, teachers and partners - there is a strong sense that we are 'all in it together' to do the very best that we can. On that basis, we can be just as confident looking ahead as we can be rightly proud of what we have already achieved.

Signed: 

Date: 23-08-19

