



Strathaven Academy

Standards and Quality Report 21/22

Context of the school:

Our 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 six 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 has a current roll of 1003 pupils, of whom approximately 6.8% receive free school meals. The staffing complement stands at 72.7 FTE teaching staff, including the Headteacher, 4 FTE Depute Head Teachers, 8 FTE Faculty Heads and 5 Principal Teachers of Pastoral Support, 1 Principal Teacher of Support for Learning and 2 Acting Principal Teachers of Equity.

In June 2022, Strathaven Academy was crowned 'Scotland's Most Enterprising School' and, to add to our achievements, we were also proud to receive 'Reading Schools' silver status award.

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 reflect 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 four capacities encapsulating the purpose of the curriculum.

What we do:

In order to support that transition, young people's learning is structured, directed and validated, and their positive engagement with opportunities for attainment and achievement lead to success. Their development and growth are 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 and caring environment which fosters a culture of belonging and aspiration, where everyone's rights are respected.

Our learning community values:

- Responsible
- Respectful
- Resilient

"Together We Thrive"



Strathaven Academy - Highlights of Session 2021-22

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Review of progress for session August 2021- June 2022

School priority 1: Continuity of Learning (Curriculum)	
<p><u>NIF Priority</u> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Driver</u> Teacher and practitioner professionalism Curriculum and assessment</p>	<p><u>HGIOS?4 QIs</u> 2.2 Curriculum</p>
<p>Strategy What did we set out to do?</p> <ul style="list-style-type: none"> • Undertake a full analysis of leavers' data and other information to understand whether our curriculum is meeting the needs of learners, both in terms of applying for employment and further study. • Review our existing Senior Phase courses to ensure that identified learning pathways are flexible enough to support all learners to achieve skills and qualifications. • Increase numbers, where appropriate, engaging with GradU8 programmes, Foundation Apprenticeships, Engineering Academy and YASS programmes. • Ensure the BGE curriculum provides all young people with breadth and depth in their learning, including experiences which develop skills in a range of contexts and environments. • Increase the number of business and industry partnerships delivering engaging and meaningful learning in real-life contexts. • Deliver training and information to develop staff understanding and commitment to careers education across all subjects, courses and stages. <p>Progress and Impact</p> <p>What difference did we see? What did we achieve?</p> <p>We carried out a review of uptake, SQA results and Insight data for our Senior Phase courses to ensure we were delivering appropriate and high-quality courses that provided qualifications for our pupils. We refreshed our offer to include additional courses (Higher Applications of Mathematics, Level 6 Exercise and Fitness, Level 6 Musical Theatre, National 5 Biology in S5/6, National 5 Laboratory Skills, National 5 Skills for Work: Hospitality and SCQF Level 5 Mental Health and Wellbeing Award) and removed any course that was not in demand or delivering the standard of qualifications expected. Some other courses were delivered at a higher level than previously (Cyber Security, Scottish Studies and Leadership in Sport), meaning that pupils were able to achieve a Level 6 qualification in these courses.</p> <p>Thirty-three of our S4 pupils enrolled in the GradU8 programme and attended South Lanarkshire and Glasgow City colleges to achieve a range of vocational courses at Level 5. Achievement of these vocational qualifications supported seven S4 and four S5 pupils in enrolling in college courses or gaining Modern Apprenticeships in their chosen pathway, starting in August 2022. Nine pupils embarked on a two-year Foundation Apprenticeship programme or completed a one-year programme at a range of colleges and businesses across Glasgow and Lanarkshire.</p>	

Faculty Heads and their staff continued to review and refresh the BGE curriculum to ensure pupils in S1-3 were able to engage in learning experiences that were meaningful and incorporated real-life contexts. The STEM course in S2 was refreshed to ensure up-to-date learning and skill development was a key focus. An increased number of staff developed units of work with strong links to sustainability, building on the COP26 event in November 2021.

The wider curriculum on offer developed throughout the session as restrictions eased and many lunch and after-school clubs were resurrected in sport, music, drama, art and science.

A significant number of departments used on-line learning opportunities and, as the year progressed, some in-school and out-of-school visits, to enhance their course outcomes. The Technologies Faculty worked collaboratively with local businesses (Martec, Fower, Gin Gin Tidy and Strathaven Hotel) to provide real-life contexts in business and industry. In collaboration with Martec, pupils in National 5 Metalwork designed, manufactured and installed benches and plaques at St Andrew's Hospice, Kilbride Hospice and in the school grounds. The S4 Enterprise and Employability class established their own manufacturing business and made a profit of over £1000, paying a healthy dividend to their shareholders. Using Participatory Budgeting, a Barista machine was purchased and training provided for staff and pupils in S3-S6 in its use. Pupils in Hospitality learned on-site at the Strathaven Hotel, and Photography students were challenged and encouraged by local photographers. Students of Leadership in Sport delivered activities to our primary partners and local clubs, further extending our wider achievement programme.

Recognition by Young Enterprise Scotland as Scotland's Most Enterprising School 2022 was a proud moment for the school community. This was celebrated by a showcase of the work in which our pupils had been involved - not only the projects outlined above, but many other small projects and events that encouraged young people to develop skills, confidence and an understanding of the world of work.

Support for young people in career-planning was given a renewed focus after two very challenging years. Our SDS partner, Pupil Support Team and DYW Team reviewed the careers support on offer to ensure pupils and parents were able to make confident decisions on subjects of study and routes post-school. Google Classrooms and the school's communication platforms were used to share advice, work experience opportunities, apprenticeships, jobs, college options and university courses.

Staff in all faculties delivered information sessions on pathways and progression in their subject to pupils in S2-S5 to support the subject choice process.

The newly-formed Developing Young Workforce Team established a tracking system that allowed those with an anticipated leaving date of winter 2021 and summer 2022 to be fully supported in achieving a positive post-school destination. Our Initial Positive Destination data for 2020/2021 showed a positive destination of 98.4%, which is above all comparators (three pupils not in a positive destination).

Next steps to inform SIP for 2022/2023:

- Further review and refresh the curriculum to meet the needs and aspirations of learners.
- Share the refreshed curriculum rationale with the school community to ensure a shared understanding.

- Across the school, implement the new SLC Skills Framework to develop skills for learning, life and work.
- Support faculties in further reviewing the BGE curriculum to ensure delivery of work-related learning experiences and development of work-related skills in all courses.
- Support staff to deliver high-quality work-related learning experiences in all faculties.
- Ensure all young people are provided with opportunities to develop work-related skills and engage in wider achievement programmes.
- Collaborate with partners to plan a careers programme that reflects the CES outcomes and support all young people to achieve a sustained and positive post-school destination.

School priority 2: Continuity of Learning (Learning, Teaching and Assessment)

NIF Priority

Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

Teacher and practitioner professionalism
Performance information

HGIOS?4 QIs

2.3 Learning, teaching and assessment

Strategy

What did we set out to do?

- Develop a shared understanding of high-quality learning, teaching and assessment through establishing Learning & Teaching Collaboratives for all teaching staff to explore all aspects of learning and teaching.
- Introduce a Learning and Teaching Collaboratives professional learning programme for all staff, with a focus this session on Tapestry, including completion of practitioner enquiry by all teaching staff.
- Review the use of Google Classroom and digital pedagogies to enhance face-to-face and online learning and teaching.
- Continue to develop digital pedagogies through CLPL and encourage staff to share their practice and build capacity through the PL@SA programme.
- Review BGE assessment plans across all subjects to ensure assessment is robust and meaningful, providing evidence that teaching staff can use to report on achievement of a level and progress within a level.
- Continue to work with SLC colleagues collaboratively on assessment and moderation.
- Launch reporting policy and updated information to support staff with achievement of a level.

Progress and Impact

What difference did we see? What did we achieve?

Our Learning and Teaching Collaboratives were set up and led by our six Tapestry teachers. All staff engaged in professional reading and dialogue to help them strengthen their understanding of high-quality learning and teaching. The Tapestry staff supported class teachers in reflecting on their own practice and implementing new strategies related to five key areas:

1. Learning intentions and success criteria
2. Questioning
3. Feedback
4. Students helping other students to become better learners
5. Learners as leaders

As part of the work of the collaboratives, 23 members of staff worked through the Practitioner Enquiry process. Tapestry and Practitioner Enquiry will be part of our school-based professional learning programme next session. The success of this collaborative approach is reflected in our School Improvement Collaboratives programme for next session, which will include a Learning, Teaching and Assessment Collaborative.

As part of our work on BGE assessment approaches, the BGE Collaborative was re-established, allowing staff to work with colleagues from schools across the East Kilbride/Strathaven locality. Planning has started for an event for all teaching staff in May 2023 with a focus on BGE learning, teaching and assessment, including moderation of achievement of a level. Staff continued to engage with virtual and face-to-face activities to support Senior Phase moderation with several staff leading moderation activities across the authority. This collaborative approach supported staff in helping to ensure a shared understanding of assessment standards, and supporting our robust moderation process as part of the wider quality assurance process.

Google Classroom is established as our online learning platform and was utilised by all staff to share resources and deliver virtual lessons for learners who could not attend school for a variety of reasons. In addition, Google Classroom was used to support homework and guardian emails set up to support parental engagement. We have started the process of working towards recognition from Digital Schools Awards Scotland.

Following on from a review of our PRD process, changes were made to reflect feedback from staff and to ensure our professional learning activities were related to learning and teaching, making this a clear focus for all staff.

Our school-based professional learning programme (PL@SA) offered our staff opportunities to enhance their own practice. Next session, we will continue to build on our successes in professional learning with the introduction of our Leadership Academy to support our aspiring future leaders.

Next steps to inform SIP for 2022/2023:

- Develop high-quality learning experiences for all learners through professional learning for all staff to ensure learning is motivating and meaningful.
- Deliver professional learning for all staff on differentiation and Tapestry (practitioner enquiry).
- Create opportunities for staff to participate in individual and collective professional learning which improves outcomes for learners.
- Support staff in engaging regularly in professional dialogue to develop a shared understanding of standards, pedagogy, assessment and strategies for raising attainment.
- Work with the local authority on VSE and implement our own faculty VSE programme and learning walks to evaluate learning and teaching.
- Develop new Learning and Teaching policy including the 'Strathaven Academy Lesson'.
- Review BGE assessment approaches to ensure assessment is integral to our planning of learning and teaching with a variety of assessment approaches.
- Achieve a Digital Schools Award and review our digital learning strategy, working collaboratively with our digital learning leaders and Technology Ambassadors.

School priority 3: Promote the positive health and wellbeing of children and young people, parents/carers and staff

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Parent/carer involvement and engagement

Assessment of children's progress

HGIOS?4 QIs

3.1 Ensuring wellbeing, equality and inclusion

Strategy

What did we set out to do?

- Use 'Whole-School Approach Framework' (Scot Gov, 2021) to carry out an audit and create a new HWB policy to establish a clear approach to supporting mental health across all aspects of the school environment.
- Work with Youth Family Community Learning (YFCL)/Educational Psychologist to deliver targeted approaches and S4 Blues Programme.
- Increase partnership working with Specialist Support staff: English as an Additional Language (EAL) and Care-Experienced.
- Launch of Thrive room to support young people outwith the traditional classroom environment.
- Implement robust attendance procedures, including Red Alert system.
- Review Promoting Positive Behaviour (PPB) policy to incorporate United Nations Convention on the Rights of the Child (UNCRC), inclusion and equalities.

Progress and Impact

What difference did we see? What did we achieve?

A risk matrix was devised to identify vulnerable young people which recorded risks, protective factors and interventions. This was shared during monthly meeting with CAMHS and Psychological Services, and enabled us to work together to plan appropriate action to support, track and monitor mental health concerns.

Pupil Support worked with our link Educational Psychologist to begin the process of auditing our current approach to promoting and supporting mental wellbeing across the school, looking at universal, targeted and intensive support. Examples of approaches last session included sixty S4 pupils participating in the Blues Programme, which was positively evaluated by young people and the facilitators. This was an early intervention to help pupils manage low-level anxiety and feelings of depression. Last session our School Counselling Service provision increased from two to four days per week, and 64 young people accessed this service. Small wellbeing/nurture-style groups provided space for S1-S3 pupils to develop confidence and social skills, and build relationships. Eight S3-S4 pupils participated in the YFCL Platform Programme – one activity on wellbeing and the other on avoiding risk-taking behaviour.

A QR code system to enable young people to communicate and access support from their Pupil Support teacher – particularly for those less confident to self-refer in person – was created and launched in June and was utilised by some pupils.

The launch of Thrive provided a safe and purposeful environment where young people who were unable to cope with a full timetable or a traditional classroom setting could be supported with their learning and wellbeing. Thrive was staffed every period and was well-resourced. One pupil

commented: "Thrive has been tremendous for when I am stressed out and need somewhere safe to work." A member of staff commented: "It has been great to see a mixture of pupils working together, supporting each other."

Maximising attendance and promoting good timekeeping was a key recovery priority. Average attendance for the year was 90%. This was lower than the targeted 94%. This was due to a range of factors, including Covid-19, parental holidays, and physical and mental health. A small cohort of young people found it difficult to return to face-to-face full-time learning, and required additional support to overcome barriers. Interventions were bespoke, and included input from PTs Pupil Support, SFL, Specialist Support teachers, the School Counsellor, Psychological Services and other partner agencies as well as part-time timetables, alternative curriculum pathways, and work with parents/carers.

The implementation of a Red Alert System to pick up absence discrepancies allowed pupils missing from class to be tracked and truancy addressed in a timely manner. This was particularly important to ensure the safeguarding of vulnerable young people.

Consultation with stakeholders in relation to Promoting Positive Behaviour took place. A working group was established to create and launch a new whole-school approach based on Responsible, one of our key values. A consistent message of *On Time, Be Ready* and *Electronics Away* was introduced and linked to the demerit system. This was regularly tracked and monitored by SLT and ELT. Effective use of appropriate sanctions and rewards ensured that a consistent and relentless routine was promoted by all staff to improve standards, and allow effective learning and teaching to take place in classrooms.

Next steps to inform SIP for 2022/2023:

- Establish assessment, tracking and monitoring system for HWB.
- Use 'Whole School Approach Framework' to audit and review approaches to mental and physical health, and create a HWB policy.
- Provide opportunities to promote and support the HWB of young people and staff.
- Ensure transition arrangements support wellbeing and raise attainment, with a key focus on P7 to S1.
- Update PSE curriculum through use of Healthy Schools Framework and work with the EK/Strathaven collaborative.
- Create new attendance and latecoming policy.
- Review staged intervention processes, including JAT and liaison with external agencies.
- Develop a clear focus on ensuring wellbeing entitlements and protected characteristics support all learners in maximising their success and achievements.
- Review universal and targeted approaches to support HWB and create a whole-school policy.
- Promote positive behaviour and relationships through the launch of new values-based practice and policy.
- Continue to develop strategies and support for staff through CLPL to ensure greater equity for young people facing challenges.
- Develop a well-planned P7 to S1 transition programme that involves departments across the school.

School priority 4/National priority: How we are ensuring Excellence and Equity	
<p><u>NIF Priority</u> Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Driver</u> School and ELC improvement Assessment of children's progress</p>	<p><u>HGIOS?4 QIs</u> 1.3 Leadership of change 1.5 Management of resources to promote equity 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>
<p>Strategy</p> <p>Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken</p> <p>The school has a current roll of 1003 pupils.</p> <ul style="list-style-type: none"> • Free school meals 6.8% • Care-experienced 1.3% • ASN 24.4% <p>What did we set out to do?</p> <ul style="list-style-type: none"> • Implement effective targeted approaches (in class and outwith) to create increased equity. • Consult all stakeholders to decide on PEF participatory budget spend. • Ensure financial management of PEF monies and budget was spent by 30/4/22. • Provide targeted support with literacy, numeracy and HWB through personalised learning programmes. • Support parents of ASD pupils by training two staff to deliver National Autism Society <i>Teen Life</i> programme. • Appoint Care Experience Champion to track, monitor and support all Care-Experienced pupils alongside Specialist Support teacher. • PTs Equity to track and monitor identified cohort (FME, SIMD 1+2 and other vulnerable pupils) using SDQ profiles, behaviour, observations etc. Appropriate and timely interventions to be put in place as required (Equity Team). • Implement effective systems to promote equity of success and achievement for all our children and young people. • Ensure all learners move into a sustained positive destination. <p>Progress and Impact What difference did we see? What did we achieve?</p> <p>Participatory Budgeting allowed all stakeholders the opportunity to have a say in how 8% of our equity budget was spent. The outcome was the purchase of a Barista machine. This was extremely</p>	

successful and enabled young people from S3-S6 to gain valuable skills for work. Barista training was included in NQ Hospitality and the Elective Programme, where S3 and S6 pupils developed business skills to run a successful enterprise project. Pupils thoroughly enjoyed being involved with the Barista initiative. Pupils in the targeted equity group were included as a priority to enhance opportunities for future employment and a number of pupils commented that it was their favourite class of the week.

Health and Wellbeing Interventions

A wide range of health and wellbeing approaches were used to promote positive physical, mental and emotional wellbeing and support recovery. Targeted initiatives included: BGE wellbeing/nurture groups, Pride club, Samba Band, *Home by Home Economics* food boxes, and Just Giving Christmas gifts. Young people attended and engaged well in these initiatives and feedback from pupils, parents/carers and staff was overwhelmingly positive.

Literacy Interventions

All S1/2 pupils who scored Below Average or Very Low in the NGRT Reading Assessment participated in the Power Up Literacy programme. All pupils in this targeted cohort improved their reading age score by at least four months. Additional targeted support was provided through Fresh Start Literacy and Reciprocal Reading groups to enhance comprehension and develop reading strategies. A wide range of new texts, including dyslexia-friendly and graphic novels, supported the Reading for Enjoyment initiative. Well-stocked class libraries and 'Book Nooks' encouraged young people to read regularly in a comfortable environment.

Numeracy Interventions

Pupils used the online platform *Dr Frost* to support the development of skills and provide practice through sequential and scaffolded learning. Assessment questions, videos and worked examples helped to aid recovery and enable absent pupils to complete home learning. *Maths Monsters* resources were used to support lower ability S1 maths classes. Targeted support was provided via Catch Up Numeracy and small-group work. Calculators and other physical resources were provided as required as part of our Cost of the School Day policy.

All BGE pupils completed a Strengths and Difficulties Questionnaire (SDQ) at the start and end of the 2021/22 session. This tool was used to identify those who needed support with concentration, peer relationships and socialisation; all difficulties that could have been exacerbated as a result of two periods of lockdown. Examples of universal and targeted interventions included PSE lessons, wellbeing groups, school counsellor etc. End of year scores indicated that most students demonstrated an improvement in dealing with the difficulties they experienced.

Two members of staff were trained as facilitators for the National Autistic Society's *Teen Life* programme and will deliver this to parents/carers of young people with ASD during session 2022/23.

Targeted support for our Care-Experienced young people was provided through the appointment of a Care Experience Champion who worked collaboratively with a Specialist Support teacher to provide one-to-one and group interventions. This included Drawing and Talking therapy, trips and a visit from two alpacas. Improved communication with young people, carers and external agencies enabled individual barriers to be addressed e.g. attendance, engagement and emotional wellbeing. Two young people in S6 were supported financially to attend a 7-week programme at Harvard University over the summer.

The Social Mobility Foundation supported four young people through their S5 and S6 with careers guidance and mentoring. All young people on the programme have secured a university placement starting in September 2022. Another six young people have now joined the programme, all aiming towards Higher Education at the end of S6. 98.4% of our leavers last session achieved a positive destination and individualised support is offered to the three who are not currently economically active through targeted programmes delivered by Skills Development Scotland and Aspire Works.

Next steps to inform SIP for 2022/2023:

- Work closely with the Equity Team to lead staff across the school to plan and deliver targeted approaches (in class and outwith) to provide greater equity and reduce barriers to learning.
- Ensure enhanced support to improve outcomes for young people who are Care-Experienced.
- Ensure financial management of PEF monies and consult stakeholders to decide on the participatory budget spend.