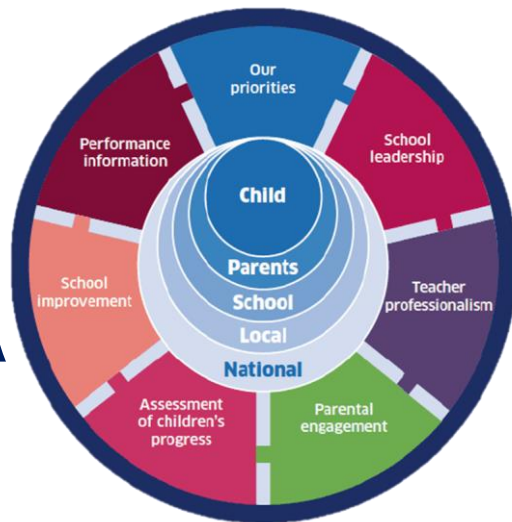


Largs Academy: Standards & Quality Report Session 2021/22

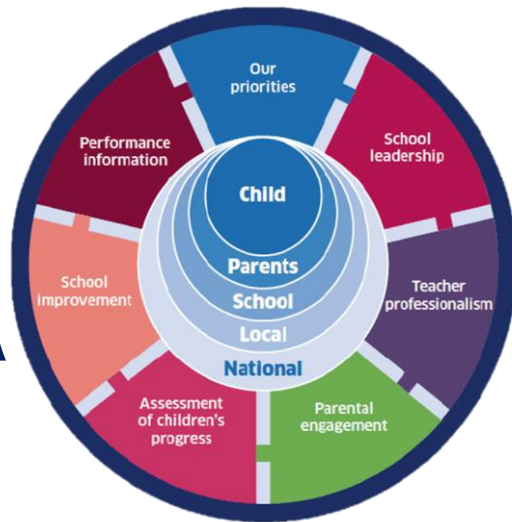


Welcome to our Standards and Quality Report for session 2021/22.

During session 21/22 we slowly began to return to a school life that was less disrupted by the impact of the pandemic. SQA examinations returned in their traditional format and we reopened our doors to host whole school events. Despite the on-going challenges, we are proud of what we achieved.

We have evaluated our school against the key drivers in the National Improvement Framework and highlighted a number of areas where we made considerable progress. The work of an excellent school is never done. For this reason, we have also highlighted for you our exciting future plans. As always, thank you to everyone in our school community for their continued support.

John Doherty (Head Teacher)



What's working well?

Throughout session 2021/22 we updated our school Vision which we have distilled into three distinct priorities: to build strong relationships; to ensure the delivery of high-quality learning and teaching and to develop the skills young people require for life and work.

In August 2021, we restructured our Guidance and Pupil Support staff into Year Teams in order to better support pupil wellbeing and raise attainment. To manage this we introduced three new Year Heads (S1 – Mrs McTaggart, S2 – Mrs Gilmour and S3 – Miss Gall) and a new PT Pastoral (Miss Griffiths).

We developed pupil leadership and participation through our class reps structure who we met with termly to discuss school improvement.

Our staff engaged with high quality professional learning on leadership in association with the University of Stirling and as part of our in-house programme of learning activities.

What are you going to do now?



We have appointed a PT with responsibility for Pupil Participation and Leadership which remains a whole school priority this session. We plan to implement a pupil leadership programme that will allow pupils to develop leadership from the BGE into Senior Phase. We also plan to increase the scope of pupil voice, particularly in relation to school improvement where we will create a pupil improvement plan.

We have created teacher leadership opportunities in English and Modern Languages to support the work of our Year Heads. These lead teachers have additional strategic and operational responsibilities.

We will accredit PSE in S6 with a Level 6 Pupil Leadership Qualification.



Ambition

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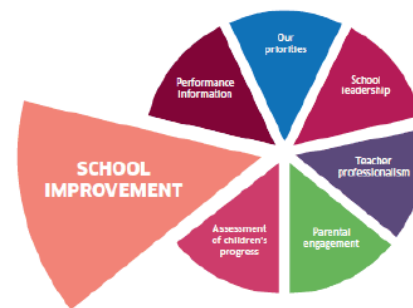


What's working well?

In session 2021/22 we identified five whole school priorities based on self-evaluation to improve pupil experience. Staff worked in teams focused on bringing about improvements in curriculum; wellbeing; learning & teaching; leadership; and relationships. The work of these groups informed our revised school vision.

We re-introduced our Feedback Fridays to take account of staff, pupil and parent views on each priority and used this to inform future improvement. Parent and pupil evaluations showed high levels of satisfaction with the on-going work of our school. Over 90% of parents felt that there was someone in the school that they could speak to if they needed help with someone. Similarly, 92% of pupils felt that the school was helping them to be more understanding and respectful of others.

We have developed our support services by introducing an Inclusion Room and Virtual School to enhance our on-going work in Nurture into the Senior Phase.



What are you going to do now?

We have streamlined our school improvement priorities for session 2022/23. They are:

WELLBEING: Use targeted interventions to close the attainment gap between the most and least disadvantaged young people.

CURRICULUM: Launch our skills framework to support all learners in developing their skills for learning, life and work.

LEARNING and TEACHING: Improve attainment through embedding our learning and teaching framework and promoting study skills for learners.

LEADERSHIP: Achieve our Bronze Rights Respecting School accreditation and plan towards the Silver award.

RELATIONSHIPS: Embed our revised relationships policy with an emphasis of celebrating success.

Alongside our work on Rights Respecting Schools we aim to achieve our LGBT Youth Charter from LGBT Youth Scotland.



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What's working well?

In session 2021/22, our Senior Phase pupils achieved very good qualifications from SQA. The number of S4 pupils achieving 5 or more level 5 qualifications (National 5 or equivalent) is 63% (+5% from our virtual comparator VC) and the number of S5 pupils achieving 5 or more Highers was 31% (+1% from VC). These increases are reflected across all attainment groups and particularly pleasing in the % of pupils achieving at least 1 Higher which sits at 79%. In S4, we are beginning to see improvements in our commitment to reducing the poverty-related attainment gap with learners in deciles 1-3 attaining very good results that put them ahead of the virtual comparator.

The overwhelming majority of our pupils transitioned successfully from school. 99% of our school leavers moved into a positive and sustained destination of Further Education, Higher Education or Employment.

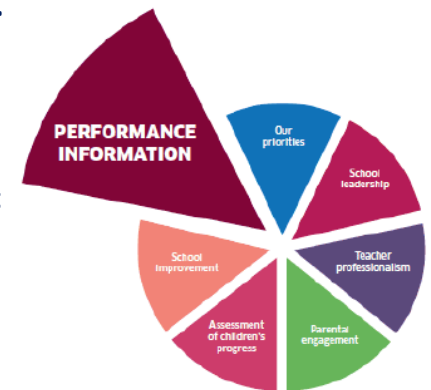
We have reduced the number of school exclusions due to our commitment to our relationships policy and restorative approaches.

What are you going to do now?

In session 2022/23, we want to retain and improve upon the excellent attainment achieved in 21/22. The % of pupils achieving S4 Numeracy at levels 3, 4 and 5 is a priority and we are enhancing our curricular experiences in the Senior Phase to ensure that our top 20% of attainers gain qualifications and awards in-line with the virtual comparator.

Despite the uncertainty in the national landscape re post-school employment, we aim to ensure that we maintain our record in ensuring our young people move into positive destinations. Our aspirational aim is to see 100% of our leavers transition into a positive destination.

We strive to improve our daily attendance. We will monitor attendance and timekeeping rigorously and have employed a Youth Worker to oversee a target group of pupils on improving attendance.



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What's working well?

As part of our updated Vision and Values we invested collegiate time in streamlining our approaches to Building Positive Relationships. 100% of our staff engaged in professional development in this area with the aim of developing a better understanding of neurodiversity, trauma and promoting positive relationships. 100% of staff reported that following the workshops they felt confident in managing relationships within this framework.

Our Learning & Teaching improvement group piloted the use of enquiry in order to improve classroom practice. Furthermore, we launched our Learning and Teaching Virtual Classroom to promote and support our commitment to high quality learning and teaching with a particular focus on both questioning and feedback. Our Skills improvement group developed a Skills Framework identifying the six key skills that we aim to develop through our curriculum and wider experiences.

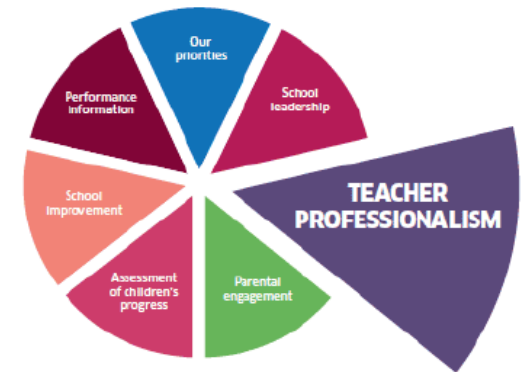
We supported four Probationers throughout the session in Maths, Modern Studies, Home Economics and Science. All secured permanent posts.

What are you going to do now?

This session we are working on an enquiry-based approach to school improvement with all teaching staff engaging in this form of professional development. Furthermore, we are using a professional coach to train our Faculty Leaders in order to improve the quality of our Professional Review and Development process.

We will introduce Faculty and whole school learning and teaching reviews involving all staff at all levels. We will use this to explore pupil engagement and inform future approaches to pedagogy.

We are supporting 7 Probationer teachers through their NQT year.



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What's working well?

We developed our curriculum to better meet the needs of our learners. We introduced curriculum choice in S2 through our BGE Electives. With support from our PEF funding, we introduced 10 new courses in the Senior Phase to improve attainment in targeted groups of learners. We made very good use of our partners and technology to continue to broaden our curricular offering to ensure that we have modern and innovative curriculum choices for our learners.

Despite the continued challenges with Covid, we worked closely within our cluster to ensure a meaningful transition experience for all of our P7. This included Year Team-P7 class visits; a “day in the life at Largs” timetable day; an activities day and a pupil/parent information evening. In addition, we ran an enhanced transition programme for a targeted group of young people and their families.

Our S3 ACCEL data and aspirational targets show that we are making very good progress in literacy and numeracy.

What are you going to do now?



We will create a numeracy strategy aimed at raising attainment in numeracy from S3-S6. Alongside this, we will work as a cluster to explore numeracy from Early Years to S6 to identify where we can support progression.

We will work alongside North Ayrshire's updated moderation strategy by training staff as QAMSOs to lead whole school moderation activities to support the achievement of a level in CfE.

We will create a strategy and team to best support our increasing numbers of young people / families with English as an Additional Language. We aim to accredit all of our Senior Phase EAL pupils with an additional Higher in ESOL.



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What's working well?

In 21/22, we prioritised communication with parents despite the challenges with Covid through increased reporting; daily Twitter updates and regular written communication. We are proud that evaluation shows that 90% of our parents feel that communication in our school is good. We piloted an online and virtual parent night platform (www.parents-booking.com) to re-establish face-to-face contact between teachers and parents when reporting progress and achievement. We also involved our parents in the options process through 121 meetings with the Year Team.

We worked closely with our Parent Council to evaluate our approaches to wellbeing; learning and teaching and the options process. We took their views into account when creating our Skills Framework.

Parent feedback and satisfaction during 2021/22 was consistently very high (92%+ reporting very satisfied or satisfied with the work of the school). We hosted several well attended sessions on UCAS; P7 Transitions; option choices and the SQA changes.

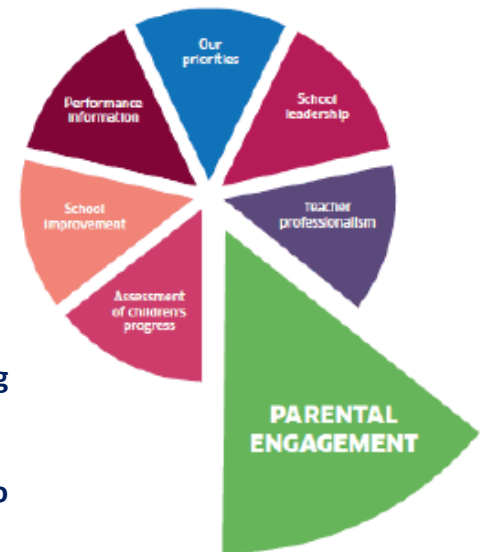
What are you going to do now?

In 22/23, we have increased parent meetings from one per year group to two per year group in order to improve relationships and pupil attainment.

We will broaden the offer of our Family Learning programme to support wellbeing; nurture and support parents to support their children through the curriculum.

Based on parent feedback, we will introduce a early notification for pupils who are not following our relationships policy and celebrate success through our year group tokens.

We will work with our Parent Council on a Christmas Fayre; a School Fund Working Group and to support the re-introduction of the Duke of Edinburgh Award Scheme.



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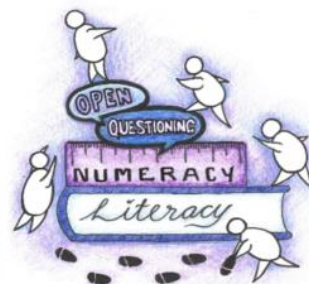
Achievement

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LARGS ACADEMY SCHOOL IMPROVEMENT PLAN 2022/23



WELLBEING

Priority: Use targeted interventions to close the attainment gap between the most and least disadvantaged young people.

CURRICULUM

Priority: Launch our skills framework to support all learners in developing their skills for learning, life and work.



LEARNING AND TEACHING

Priority: Improve attainment through embedding our learning and teaching framework and promoting study skills for learners.



LEADERSHIP

Priority: Achieve our Bronze Rights Respecting School accreditation and plan towards the Silver award.

RELATIONSHIPS

Priority: Embed our revised relationships policy with an emphasis on celebrating success.



QI from How Good is our School 4?

Session 21/22 Rating

1.3 - Leadership of change

Very Good

2.3 - Learning, teaching and assessment

Good

3.2 - Raising attainment and achievement

Very Good

3.1 - Ensuring wellbeing, equality and inclusion

Good



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