



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath



Largs Academy's STANDARDS AND QUALITY REPORT June 2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

John Doherty

OUR SCHOOL

Largs Academy is a non-denominational school of 1021 pupils and 80 teaching staff located in North Ayrshire. The campus incorporates Largs Academy, Largs PS, St Mary's PS and Largs Early Years and was opened in June 2018.

Largs has four associated primary schools within the cluster: Largs PS, Fairlie PS, Skelmorlie PS and Cumbrae PS.

30%-40% of pupils at Largs Academy live in SIMD Q5. 33% of our pupils have a recognised Additional Support Need (ASN).

>20% of our pupils cohort attends school from SIMD Q1 and Q2 with >10% being in receipt of Free School Meals.

OUR VISION, VALUES AND AIMS

Largs Academy has a **vision** for all learners – at all levels – to be safe, happy and for them to achieve their potential. Positive relationships underpin all of the work that we do.

Our mission as a school is straightforward: we **aim** to provide high-quality learning and teaching; support for all aspects of wellbeing and develop the skills young people require to transition into a sustained post-school destination.

Our five school **values** underpin our vision:

Respect– look after yourself and each other

Responsibility– be trustworthy, truthful and self-motivated

Achievement– try your best, even when things are tough

Ambition– look positively to the future to achieve your goals

Community– be kind, open-minded and generous when in school; in your local area and as a global citizen

ATTAINMENT & ACHIEVEMENT

We are proud of our very good attainment in session 22/23. The following headline figures highlight some of our main achievements in this area:

By the end of S4, 94% of learners had achieved a level 4 qualification in literacy and numeracy and 67% of pupils had achieved in level 5 qualification in both.

By the end of S4, 91% of our pupils had achieved 5 qualifications. Furthermore, 68% of learners achieved 5 qualifications at level 5 and 48% of learners achieved 7 qualifications at level 5.

In S5, 71% of pupils achieved at least 1 level 6 qualification with 28% of learners achieving 5 qualifications at level 6 or above. In S6, 33% of learners achieved at least one qualification at level 7.

In almost all attainment measures, Largs Academy is above the virtual comparator.

Average attendance for 22/23 was 88.5% which was in-line with the North Ayrshire average.

Our Exclusions per 1000 pupils are the lowest in the local authority at 8.71 per 1000 pupils.

WIDER ACHIEVEMENT

We have made a video showcasing our wider achievements from session 23/24:

https://youtu.be/NaZtWYM_ghw

Highlights from the year includes:

- 44 of our S4 completed their Duke of Edinburgh Bronze Award.
- 35 pupils and 30 staff were involved in the school show "Beauty and the Beast".
- 170 of our pupils were involved in the YPI initiative
- 180 of our pupils participated in Communities Day where they volunteered in our local area.
- 40 of our S6 signed up to be Leadership Captains where they took responsibility for a series of whole school priorities.
- Our Events Management class led and organised: Staff Strictly Come Dancing; Prom Fashion Show; Staff vs Pupils Bake Off; Christmas Snow Ball and the end of year Prom.

- Over 200 pupils participated in our extra curricular sports clubs.
- In Rugby, our U13s, U14s and U14Gs won their regional Ayrshire qualifier. They qualified for the national SPEN competition at Glasgow Warriors.
- In Netball, the S3/S4 team were joint 1st in the Ayrshire league.
- In Football, the U13s team were Ayrshire finalists.
- In Athletics, our school team placed in the top 3 at the Ayrshire finals with 9 Gold medals.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

Priority 1

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

We have made very good progress at improving the quality of learning and teaching at Largs Academy. This has been achieved through:

- Introducing a whole staff approach to Professional Enquiry where teachers explored an aspect of their L&T that they wanted to improve upon linked to our school L&T framework.

All staff (100%) reported after the process that the school promotes professional learning and almost all staff reported (88%) that the framework and enquiry process had positively impacted on their practice.

- Introducing a quality assurance of learning and teaching process which saw our Extended Leadership Team observe over 200 lessons and complete 20 pupils focus groups.

The quality of learning and teaching in almost all lessons was good, very good or excellent. Where weak teaching was observed or reported via pupil focus groups, this was followed up with return visits and individualised support.

Almost all parents (95%) and almost all pupils (90%) strongly agreed or agreed that "Learning and Teaching is high quality at Largs Academy" in our most recent evaluation (March 23). Almost all parents (90%) and most pupils (88%) strongly agreed or agreed with the statement that they were "supported and challenged in their learning".

Priority 2

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

We have made very good progress at improving relationships at Largs Academy. This has been achieved through:

- Updating our relationships and anti-bullying policies and sharing with staff, pupils and parents.
- Improving communication with home when pupils do not follow our relationships policy. This has been supported by the tracking and monitoring of these incidents.
- Introducing blue token rewards to recognise positive behaviour. Through this over 4000 tokens have been issued to pupils as a gesture of gratitude for following our relationships policy.

Almost all staff, pupils and parents agreed or strongly agreed with the following statements in our most recent evaluation (March 23):

- Largs Academy cares about me / my child.
- I / my child is treated respectfully by my/their peers.
- I / my child is treated respectfully by staff.
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Priority 3

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

We have made very good progress in launching our skills framework in order to develop pupil skills for learning, life and work. This has been achieved through:

- Developing a skills curriculum in the BGE (S1-S2) which explicitly allows pupils to learn about skills.
- Launching our skills framework with all staff to allow them to audit their curriculum in order to explicitly integrate the skills from our framework into their curriculum.
- Continuing to broaden our curriculum offer to include more NPAs, HNCs, FAs and a variety of level 4-level 7 courses.

Almost all parents and most pupils strongly agreed or agreed with the following statements in our most recent evaluation (March 23):

- Largs Academy is preparing me for life after school.

- At Largs Academy, my child(ren) is/are developing skills for life through the curriculum, extra-curricular opportunities and/or wider opportunities.

The new qualifications and courses that we have introduced through the SCQF framework have improved attainment in the following groups:

A 10% increase in the % of pupils achieving 5 x level 5 qualifications in S4.

A 7% increase in the % of pupils achieving 5 x level 6 qualifications in S5.

A 9% increase in the % of pupils achieving 1 x level 7 qualification in S6.

Priority 4

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

We have made very good progress in achieving our Bronze Rights Respecting School (RRS) accreditation and planning towards our Silver award. This has been achieved through:

- Creating a staff and pupil RRS steering group who plan, develop and implement our work in this area.
- Delivering RRS-focused staff training and pupil / parent workshops on “Why Rights Matter”.
- Working across our cluster on a number of RRS-focused initiatives including our Rights Respecting Day in March '23.
- Achieving our Bronze Award from UNICEF, submitting our Silver Action Plan to UNICEF and achieving our LGBT Youth Charter Award.

Almost all staff, pupils and parents agreed or strongly agreed with the following statements in our most recent evaluation (March 23):

- Largs Academy cares about me / my child.
- I / my child is treated respectfully by my/their peers.
- I / my child is treated respectfully by staff

In our most recent Rights Respecting School survey:

- 90% of pupils (of 385 responses) said that the school is helping them to understand their rights

QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

QI 1.3 Leadership of Change

Very Good

Through our Largs Academy Framework we have created an ambitious vision that focuses on improvements for all. Our staff are committed to change and practitioner enquiry and quality assurance or learning and teaching are features of continuous improvement.

Staff, pupils and parents are involved in our process of change and in setting future priorities.

QI 2.3 Learning, Teaching & Assessment

Very Good

Positive relationships underpin everything that we do. Pupils are positive about their school experience and engaged in their learning. The quality of learning and teaching is very good with learners experiencing a wide range of learning environments and approaches. Planning, tracking and monitoring are key features of our daily practice and are used to support, challenge and identify where intervention may be required.

QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Very Good

The whole school community has a shared understanding of wellbeing and the rights of the child. Young people feel safe and cared for in school. Staff engage in regular professional learning affecting the rights, wellbeing and inclusion of all young people. Children are knowledgeable about rights and inclusion.

QI 3.2 Raising Attainment & Achievement

Very Good

Almost all young people are attaining appropriate levels and many are exceeding these. The school's data demonstrates that our current learners are making very good progress. Young people are successful in moving on to a sustained, positive destination. Very good progress is demonstrated through robust tracking of data over time in all curricular areas.

PUPIL EQUITY FUNDING

This year we have made good use of our Pupil Equity Funding (PEF) in order to reduce the poverty related attainment gap.

Highlights of our use of PEF and the impact are as follows:

- 100% of our pupils identified as most deprived left school and moved into a positive destination. Of this group, 37.5% have progressed into Higher Education. Both of these figures are significantly above both the virtual comparator (VC) and North Ayrshire Council average.
- We have reduced exclusions by almost 100% from 17 incidents in 21/22 to 9 incidents in 22/23. This has been achieved through investment in our pastoral support team.

Our most deprived pupils currently outperform the virtual comparator in the following key measures:

- 56% of our most deprived pupils leave school with 7 or more level 5 qualifications (VC at 48%)
- 25% of our most deprived pupils leave school with 6 or more level 6 qualifications (VC at 23%)

IMPROVEMENT PLAN PRIORITIES 2023-2024

Priority 1

Strengthen the quality of learning and teaching across the school.

Priority 2

Revisit Largs Academy's BGE Moderation Cycle to improve the quality of experience and quality of data from S1-S3,

Priority 3

Embed our skills framework across the curriculum.

Priority 4

Achieve our Silver Rights Respecting School Award through an increased focus on pupil and parent participation.

