

Summarised inspection findings

Greenwood Academy

North Ayrshire Council

25 April 2023

Key contextual information

School name: Greenwood Academy
Council: North Ayrshire
SEED number: 8215030
Roll: 1356

Greenwood Academy is situated in the Dreghorn area of North Ayrshire. The school links with five associated primary schools. These are Glebe PS, Dreghorn PS, Elderbank PS, Lawthorn PS and Springside PS. The headteacher has been in post for approximately four years. She is supported by a four depute headteachers and a middle leadership team.

Attendance in Greenwood Academy is generally below the national average.

Exclusions are generally above the national average. They have increased between 2019/20 and 2021/22.

In February 2022, 20 % of pupils were registered for free school meals.

In September 2021, 33 % of pupils lived in the 20% most deprived datazones in Scotland.

In September 2021, the school reported that 31 % of pupils had additional support needs.

The school provides a range of additional support for groups of young people, including those who are hearing impaired, those who require enhanced transitions and those who require particular support to access school.

The Secondary Support Resource (SSR) is accessed by S1 to S3 learners identified through the referral system which is open to North Ayrshire secondary schools. The SSR was first piloted in 2021/2022 before its implementation in August 2022.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community.
- strategic planning for continuous improvement
- implementing improvement and change

- In Greenwood Academy, senior leaders and staff are working together to establish a strong sense of community in a nurturing, inclusive and supportive learning environment. The recently launched core values were co-created by stakeholders and underpin the work of the school. Most staff feel valued and indicate that the school's vision and refreshed values are beginning to underpin their work more consistently in classes.
- There is some confusion for young people with the language of earlier values-driven initiatives. The school should continue to work on embedding the new refreshed values, supporting young people to further develop their understanding of what the values mean in practice. Young people, with this support, will be more equipped to reflect on how these values relate to their responsibilities as learners and help shape their interactions with others. Further exploration and discussion of the school values involving all stakeholders will further emphasise how consistent routines and approaches will support young people to improve. This will help to reaffirm with young people a school vision of achievement that is based on high expectations and standards.
- The headteacher (HT) sets high expectations for Greenwood Academy and is supported well by her senior leadership team. Under the direction of the HT, senior leaders and staff are bringing greater clarity and a sharper focus to the processes underpinning improvement. They have a clear focus on improving attainment, attendance and the wellbeing of young people and staff. The headteacher works successfully to develop leadership at all levels, promoting empowerment and collaboration. This has led to a climate of collegiality across staff teams. The majority of staff express confidence in the leadership and management of the school.
- Middle leaders recognise their key role in school improvement and in improving outcomes for young people. They welcome the opportunities afforded to them and work together highly effectively, supporting and challenging each other.
- Senior leaders and staff draw effectively on a range of data to inform school improvement priorities. Faculty improvement planning accurately combines the delivery of school priorities with more targeted points for action. The alignment of school and faculty improvement plans brings coherence to the improvement agenda and is enabling staff to have a sharper focus on their role in improvement. Staff appreciate and understand the relevance of the school and local authority priorities to their contexts. Senior and middle leaders need to manage carefully the culture and pace of change to allow time to consolidate and embed practices. This will ensure that changes are not overshadowed by new developments.
- Programmes of professional learning are led and planned well, reflecting agreed priorities and professional expectations. Teachers are provided with a range of opportunities to share

insights, expertise and practice. For example, through school-improvement-plan working groups and learning trios. Teachers are encouraged to reflect on research materials to develop their pedagogy and refine their approaches to learning and teaching. Planned whole school professional learning enhances staff's awareness of factors impacting young people's learning and development. Most staff view the programme of professional learning positively and, in particular, welcome and value working collaboratively with colleagues.

- Staff have benefitted from professional learning that is helping to confirm a shared understanding of the features of high-quality learning and teaching. They are also supported by a North Ayrshire Council policy on learning and teaching. This offers a compilation of key strategies and the emerging work of a learning and teaching improvement group. All teachers are members of enquiry-based research groups that lead to staff working collaboratively across different faculties. These collective approaches are beginning to improve learners' experiences.
- In a majority of faculties, staff engage young people in activities to help them reflect on their learning experiences as part of faculty self-evaluation. This consultation with young people aims to take their views on board in relation to enhancing their learning experiences. A next step for staff will be to ensure that such feedback from learners influences changes in the learning process demonstrably.
- The majority of staff identify opportunities to undertake leadership roles, with staff feeling empowered particularly within their curriculum areas. Staff value opportunities to influence the curriculum. Teachers appreciate the support they receive from local subject networks and partners, particularly regarding moderation. They welcome having opportunities to look outwards and learn from others. At a school level, senior leaders should continue to ensure that staff are provided with equal opportunities to contribute meaningfully to decision-making processes.
- Well-defined quality assurance (QA) arrangements are in place, supported by an effective QA calendar. Senior leaders liaise with faculty heads to review performance data for the senior phase and the Broad General Education (BGE). They also review any learners that are in danger of "missing out." Detailed discussions of learners' progress identify strengths and areas of focus. There is scope to increase the emphasis on evaluating the quality of young people's learning. Overall, school leaders need to ensure that robust self-evaluation is informing decision making and securing intended outcomes.
- As the school takes forward its improvement agenda, all staff must ensure that, within their areas of responsibility, routines are in line with agreed school principles and expectations. They also need to ensure that these practices meet consistently the learning and wellbeing needs of all learners.
- The majority of young people recognise the opportunities they have to express their views. They are less sure of the extent to which their views are considered. Staff should build on the good practice evident within some curriculum areas to capture systematically the views of young people across their learning. Young people would welcome the opportunity to be more involved in school decision making. Senior leaders and all staff should look to further extend opportunities for young people, in the senior phase and in the BGE, to take on leadership roles. This would help them to become agents for change.

- The school has in place clear plans for the allocation of Pupil Equity Funding (PEF) to promote equity for learners. Enhanced staffing is targeting the needs of identified groups. More robust evidence gathered of young people's progress over time will support staff in evaluating the impact of all interventions and developing further support strategies.
- A wide range of partners work effectively with staff to support young people and widen their skills. Staff engage well with a range of public and third-sector community planning partners. During the pandemic, the school continued to engage well through the resilience hub and partnership working was particularly strong.
- Partners also work individually with staff to plan and evaluate their work. Strong informal networking is effective at providing solutions to address challenges. However, there is a need for more systematic joint planning and joint self-evaluation with community partners to ensure the best use of resources and expertise moving forwards.
- The supportive and welcoming ethos shown by staff in the SSR reflects the school values. Staff work together to foster positive relationships and understand young people's individual circumstances. Led effectively by the deputy headteacher, there is a culture of collaboration between staff in the pupil support base, the Nurture base, the Youth worker and the Faculty of Performance and design to remove barriers to learning.
- The SSR is embedded within the school's universal approaches to supporting young people. All young people are assigned to a mainstream registration class, guidance teacher and year head who monitor young people's progress in line with whole school approaches. There is a clear vision to increase young people's access to mainstream classes. However, there is a need to clarify staff remits ensuring that clear lines of accountability lead to continuity in learning, improved attendance and progress through the curriculum. In doing so, there is a need to reinstate curriculum planning for each young person across their learning. In addition, as planned, there is a need to monitor the range and impact of interventions in place and track each young person's progress more effectively.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- In most lessons positive relationships exist between staff and young people. Most young people agree that they are treated fairly and with respect. While the recently revised school values underpin a mutually respectful learning environment in most classes, they are yet to have a significant impact on the overall ethos across the school.
- Most young people enjoy and participate well with their learning. They are supported by teachers that know them well. However, a few young people and staff report that too often learning is compromised by distracting behaviour. A next step for the school is to ensure a wider respect for learning and a more consistent application of agreed aspirational expectations.
- Young people are motivated by opportunities to work collaboratively which helps them to be more eager participants in their learning. When young people are involved actively in leading aspects of their learning they participate enthusiastically. In a significant minority of lessons when learning is overly led by teachers, the learning experience is rather passive. Senior leaders are aware of the need to extend the range of contexts that allow young people to work more independently.
- In a minority of lessons, teachers demonstrate highly effective practice. Overall, however, the quality of teaching is too variable. Most lessons are well-structured. In almost all lessons teachers outline the purpose of learning clearly as well as how young people can be successful in their learning. In the minority of lessons teachers use plenaries well to encourage young people to reflect on their learning. Most teachers use starter tasks to help create a settled atmosphere to start lessons. In a few lessons these tasks reference and build successfully on prior learning. In a minority of classes effective questioning by teachers assists in deepening how young people reflect on their learning.
- In most lessons, teachers explain tasks clearly and link these to the purpose of learning. However, these tasks often lack appropriate challenge and do not engage young people consistently well. Young people would benefit from activities that are more closely matched to their individual needs. Learning support teachers and pupil support assistants are effective in intervening to support young people with specific needs and who face barriers to learning.
- Most young people agree that teachers help them to understand how to make progress in their schoolwork. Young people's awareness of their learning is enhanced in faculties where approaches include the use of learning logs, personal learning plans or other resources that clearly identify learners' strengths and areas for improvement. A minority of teachers provide feedback that identifies effectively young people's progress in learning and the next steps they

should take to make further progress. Staff should share this effective practice to influence practice more widely across the school.

- Almost all teachers use digital learning contexts as part of learning experiences. In most cases, this is limited to sharing learning intentions, success criteria, resources and the detail of tasks. A few teachers use digital platforms well to support active learning and to encourage young people to reflect on their progress. In some areas of the school, connectivity issues and limited access to devices lessen the potential impact of digital learning. Senior leaders should now confirm a forward-looking strategic approach to confirm how digital learning can be used to support effectively the progress of all young people.
- Staff use the National Benchmarks to assess young people's progress within the BGE. In a minority of faculties, young people's learning is enhanced through their participation in self-assessment and peer-assessment activities. There is scope to extend the range of assessment activities within the BGE. Teachers have engaged in well-planned and extensive moderation activities. This has led to improved reliability when staff confirm levels of attainment and supports staff to evaluate the effectiveness of approaches to learning and teaching. Teachers collaborate with associated primary school staff to agree on assessment standards within literacy and numeracy. This is supporting continuity of learning when young people make the transition to Greenwood Academy.
- Staff also understand and apply relevant examination criteria within assessment activities in the senior phase. A significant number of staff are engaged in assessment roles with the Scottish Qualifications Authority. As a result, staff are increasingly confident when making judgements regarding young people's progress within certificated courses.
- A majority of teachers use attainment data to inform young people of their progress in learning. They should now further develop processes that confirm consistently to young people the level at which they are working and identify their aspirational targets. Attainment data is also used to produce reports that provide parents with an outline of young people's progress. Staff are currently implementing actions to ensure reports can provide more consistently the detail of next steps young people should take to accelerate their learning.
- All faculties use tracking and monitoring systems that indicate the progress of young people. They use tracking and monitoring data to evaluate, revise and plan appropriate learning programmes both in the BGE and in the Senior phase. All faculty heads analyse data thoroughly and within a planned programme of review meetings to reflect on how young people perform in the BGE and in externally assessed certificated courses. They need to ensure that planning for learning within all classrooms reflects better the needs of all individual learners.
- Young people within the SSR are supported well to reflect on their experiences and develop strategies to explain how they are feeling in a range of circumstances that they find challenging. Staff use positive language to support young people to express their feelings and engage in restorative discussions. Teachers in mainstream classes access timely support from staff to support young people facing social and emotional challenges engage in restorative strategies. These well-targeted approaches support young people build their resistance and understand their response to situations. When accessing mainstream classes, young people know that they can access the SSR when they need a 'safe space.'
- Staff know young people who access the SSR very well and respond to their emotional needs. Interactions between staff and young people are positive and views are valued. Staff consider both their approaches and the learning environment to engage young people in their learning.

They observe young people closely on an ongoing basis to encourage them to learn and develop. However, the quality of experiences for young people across their timetable is too variable. There is a need to improve information shared by all staff across classes in relation to young people who access SSR support. Planned learning through the curriculum and strategies to support learning are not clearly defined or monitored. As a result, assessment information reporting on individual's progress and achievement is not reliable.

2.2 Curriculum: Learning pathways

- The curriculum rationale reflects the local context of the school and is reviewed with stakeholders on an annual basis to ensure it meets the needs of the community. Staff make good use of labour market intelligence in their planning. This is helping to inform the curriculum options provided for young people in the senior phase, for example the introduction of construction and childcare in 2021/22.
- Young people experience learning in either French or Spanish in their primary school. The modern languages staff build on this prior learning and provide one period of an additional language to all young people in the BGE. This is in line with the Government's 1 + 2 language learning policy.
- All young people in S1-3 receive two periods of physical education (PE), whereas young people in S4 only receive one period. Consequently, young people do not receive the national recommendation for physical education.
- Religious education is delivered on a rotational basis in S1 and learners in S2 and S3 receive one period per week. In the senior phase, young people in S4-S6 only receive religious education if they select it as a course choice. The provision of religious and moral education and religious observance is therefore not in line with statutory and national guidance.
- In the BGE all young people experience all curricular areas. At S3, young people personalise their curriculum by selecting five subjects in addition to the required core courses in English and Maths, with the intention of continuing these in S4.
- Options in the senior phase are determined on an individual basis, and not constrained by a more traditional 'columns' approach. The majority of young people confirm that the guidance staff, and careers staff spend time with them and their parents to fully consider appropriate options with a wide range of subjects and levels on offer.
- The Skills Academy provides a structured suite of vocational programmes aimed at developing employability skills. All these courses offer certificated programmes from SCQF level 4 to SCQF level 6. The programmes include a nail bar, cycle maintenance, events management, barista and upcycling. These courses have a 'branding' such as 'Gear Up' for bike maintenance. These programmes have helped to motivate and engage a significant number of young people in Greenwood Academy. In addition, a suite of enrichment opportunities is available for S6 learners, such as STEM (Science, Technology, Engineering and Maths) ambassadors, mental health ambassadors and peer tutors. Young people can gain a useful blend of vocational and employability opportunities to develop skills for learning, life, and work.
- Senior staff have a clear understanding of Developing the Young Workforce (DYW) and the development of employability skills. Staff have developed useful interventions and initiatives to ensure young people have access to appropriate careers advice and the world of work. Senior staff reflect carefully on the range of DYW interventions, and recognise the progress made. In successful projects, the range or levels of qualifications have been extended.
- Staff work particularly well the local college, and school link programmes are offered to a substantial number of young people. Stakeholders and partners are regularly invited to provide feedback on their provision and share any insights for improvement. This partnership arrangement works well and provides extensive options for young people.

- The librarian contributes to the ongoing work of the school by working closely with staff from the English department delivering the accelerated-reader programme and inputs to the 'learning 2 learn' programme.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are encouraged to participate in the Parent Council (PC) and the majority of parents report that they are kept informed of the work of the PC. Senior leaders share the improvement plan with the PC and seek its views on school improvement proactively. The PC is involved actively in supporting the wider life of the school. The school should continue to focus on broadening the membership of the PC, thereby extending the influence and impact of its activity on school life.
- All parents are kept informed of their child's progress through annual reports and parents' evenings. The majority of parents agree that these reports provide them with helpful feedback about their child's learning. They are confident that they understand their child's progress. Parents would welcome more advice on how to support their child's learning at home.
- The majority of parents report that they feel comfortable approaching the school with suggestions or concerns. The school uses a commercial application (App.) as its main method of communicating with parents. A minority of parents feel that communication through the App. can result in a delayed response from the school. Parents would welcome improved communications between home and school.
- Senior leaders, in liaison with parents and carers, should evaluate the effectiveness of current channels of communication. Extending the ways in which the school shares information will ensure that all key stakeholders, including parents, have access to school information in ways which meets their needs.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Almost all staff understand the importance of the wellbeing indicators and are responsive to the wellbeing needs of most young people across the school. Staff should continue to develop the planned professional learning programme relating to wellbeing to further support their work with young people in this area.
- Young people's understanding of the wellbeing indicators is variable. Young people would benefit from additional opportunities to self-assess and reflect on their own sense of wellbeing over time. Gathering this information would support staff in reviewing the progress and emotional wellbeing of all young people. Staff should draw on a whole-school evaluation of wellbeing when determining improvement priorities. This should also assist in evaluating the impact of whole-school initiatives and targeted interventions.
- Young people's wellbeing needs are met well through their participation in clubs, activities and school trips. An extensive range of partner agencies also make a significant impact on the activities for young people within the community. Young people develop leadership skills through buddying younger pupils, being mentors and sports leaders. The work of school improvement groups, Health and Wellbeing and Mental Health, have the potential to support young people to take greater personal responsibility in areas such as managing their own behaviour.
- Most young people are polite and considerate of their peers. The majority of young people feel that staff support them, through their learning, to understand and respect other people. A few young people do not demonstrate positive behaviour in class, corridors or social areas. Young people report that incidents of misbehaviour are not always dealt with consistently. Senior leaders should collaborate closely with staff to ensure all young people are supported more effectively in managing their behaviours to ensure that all young people experience learning in a respectful and calm environment.
- Most young people feel safe in school, with the majority reporting that the school helps them to feel safe. For example, young people value the safe, nurturing environments provided by a few staff during breaks. Staff offer these areas as a direct response to young people reporting that large open areas can increase their feelings of anxiety. While young people know where to go for support when things go wrong, a minority of young people do not feel that the school always resolves bullying issues effectively. It is important that senior leaders address this issue in order to gain a better understanding of perceived bullying issues. This should also help them to analyse any patterns or trends in bullying to support young people more effectively.

- Staff seek young people's views on some aspects of health and wellbeing, such as mental wellbeing. Staff should work to develop more systematic approach to seeking the views of young people about all aspects of their wellbeing.
- The pupil support and guidance teams have a well-developed understanding of wellbeing. The pupil support team understands the needs of young people and their families well. Supported effectively by a range of partners, this improves outcomes for targeted individuals and other young people who require support.
- Guidance staff deliver a personal and social education (PSE) programme to young people in their caseload, helping young people to develop strong relationships with a key adult. It provides young people with greater opportunities to learn about key areas of health and wellbeing. PSE is not delivered to young people in S6. Staff should continue to review the PSE programme, considering national guidance and young people's views.
- The majority of staff have an appropriate level of awareness, knowledge and understanding of current legislation, guidance and codes of practice relating to inclusion. All pupil support and guidance staff have a deep knowledge and understanding of supporting young people who have barriers to their learning. Information relating to young people's additional support needs is appropriately recorded. Staff have systems and processes in place for sharing information relating to young people's barriers to learning, and strategies to support young people. These are not yet used effectively by all staff. As planned, senior leaders should continue to review and evaluate these systems to ensure that staff across the school understand fully their roles and responsibilities with regard to meeting young people's needs. Senior leaders should also ensure that all information recorded reflects accurately the additional support needs of young people.
- Most staff recognise their role in promoting an ethos and culture of inclusion, participation and positive relationships across the whole learning community. Staff worked together recently to develop a 'Promoting positive relationships policy.' Through this, staff are developing a greater awareness and understanding of inclusive practices and their role in supporting all young people to succeed. This is not yet fully embedded across the school. As a result, young people experience inconsistencies in expectations of them across the school. Senior leaders should, as planned, ensure that all staff, young people, and their parents participate in a further review of the 'Promoting positive relationships' policy. This should lead to a greater understanding of the purpose of the policy and more positive, fair, and just experiences for all stakeholders.
- The majority of young people are supported to learn in the mainstream environment. A minority attend different areas, for example the 'Brain Bunker' or the 'Zone' for additional support at specific times throughout the week. As planned, senior leaders should develop clearer systems to track and monitor who is supported in these different areas, as well as the impact of the wide range of supports available. This would also enable senior leaders and middle leaders to track and monitor the progress of individuals and cohorts of young people more accurately.
- Most young people who require them have targeted support plans in place. Staff should ensure that these plans reflect accurately the needs of young people and contain appropriate individual learning targets. These should be informed by the views of the young person and their parents. The targets should be reviewed and evaluated regularly to improve outcomes for young people. All care-experienced young people should be considered for a coordinated support plan.

- Staff offer a significant number of useful support activities aimed at easing the transition into further and higher education and employment. Mentoring, to help all care-experienced young people be prepared for the next steps in learning or work, is offered to young people in S3 and above. Most young people accept this offer which supports their attendance, engagement and progression in learning effectively.
- Productive relationships with college and university partners ensure that young people are well informed regarding applications, and what to plan for in college or university life. Staff promote apprenticeships well and have many useful links with major local employers who attend school events and at times contribute to the curriculum. Police Scotland work closely with the school, and in partnership with Children 1st, to reduce low-level offending behaviours through fostering trusting relationships and using restorative approaches. This is leading to improved outcomes for young people overcoming individual challenges.
- Young people's attendance has not yet returned to the level of attendance before COVID-19 mitigations were in place. Staff are proactive in seeking alternative ways to re-engage young people in learning including alternative curricular provision where appropriate. This should ensure that more young people feel included and successful at school, improving their attendance and outcomes.
- Young people, together with staff, are working to promote a more inclusive approach across the school. Almost all deaf and physically disabled young people are supported very well and included in mainstream activities appropriately. Young people from all year groups, as members of the Lesbian, Gay, Bisexual and Transgender (LGBT) and allies' group, meet regularly and have successfully achieved the LGBT silver charter. However, young people do not have enough well-planned opportunities across the curriculum to allow them to discuss issues relating to equalities. As a result, young people are not yet confident to challenge discrimination, prejudice and intolerance when they come across it.
- Staff work well with young people to understand individual needs and improve planned learning experiences within the SSR. They promote the school's positive relationships policy and are clear about their expectations of young people's social and emotional wellbeing. Strategies in place support each young person's communication needs sensitively. Young people engage well with staff and most engage in their learning. A few young people are beginning to increase their access to mainstream classes with their peers.
- Staff use a range of information to identify and respond to young people who access the SSR who have wellbeing concerns. A process is in place, supported by the wellbeing indicators, for young people to engage in focused discussions about their wellbeing. This approach links well to the language of wellbeing used by each young person's guidance teacher. Senior leaders are at the early stages of developing a strategic approach to collating, tracking and monitoring the wellbeing of young people accessing the SSR taking greater account of each young person's experience in different learning situations. Improved opportunities for regular information sharing between staff is needed to support young people identify both their learning and wellbeing concerns.
- A few young people attend the SSR on part-time placements and are being supported by individual staff members to return to school. Internal review meetings led by school staff are held to discuss the attendance of all young people with issues and interventions highlighted. However, individual patterns of attendance are not accurate or reflected within the whole school monitoring process. In addition, it is not clear how timetabling for individual young

people in mainstream and the SSR is reviewed. There is a need to ensure that part-time timetables are in place once all interventions and supports have been explored.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

Literacy and numeracy

- Senior leaders, faculty heads and teaching staff have a strong focus on improving attainment in both literacy and numeracy across the BGE and the senior phase. This includes, for example, an additional period of literacy and numeracy in the BGE and collaborative work between the English department and other curricular areas to develop their literacy inputs within their courses. An S1 interdisciplinary project on Scottish poems promotes literacy and learning across English, art, music and computing.

Broad General Education (BGE)

- In 2021/22, most young people achieved Curriculum for Excellence (CfE) third level or better in literacy by the end of S3, with most young people achieving the same level in numeracy. A minority of young people achieved CfE fourth level or better in literacy by the end of S3, with a majority of young people achieving the same level in numeracy. The most recent data provided by the school supports a picture of improvement in literacy and numeracy in the current session (2022/23). Revised moderation processes are now in place across faculties, which have led to increased confidence in teacher judgements in the BGE and more reliable and robust data.

Literacy (leavers)

- Almost all young people left school with literacy at Scottish Credit and Qualifications Framework (SCQF) level 4 or better between 2017/18 and 2020/21, This is significantly higher than the virtual comparator (VC) for four of the past five years. Most young people left with literacy at SCQF level 5 or better between 2017/18 and 2020/21 which is in line with the VC from 2018/19 until 2020/21. Around half of young people left with SCQF level 6 in 2019/20 and 2020/21 in literacy which was in line with the VC. There is a steady and sustained picture of attainment at these SCQF levels.

Numeracy (leavers)

- Almost all young people leaving school between 2019/20 and 2020/21 attained SCQF level 4 or better in numeracy which is in line with the VC. Most young people leaving school between 2019/20 and 2020/21 attained SCQF level 5 or better in numeracy. A minority of young people achieved SCQF level 6 in numeracy between 2016/17 and 2020/21. This is in line with the VC. At SCQF level 5 or better. There is a notable difference between the success young people have in achieving numeracy through units when compared to the percentage who achieve numeracy through a course award. Young people perform more favourably through units.

- For young people who have additional support needs, there has been an improvement in attainment from SCQF level 3 or better to SCQF level 6 between 2016/17 to 2020/21. This is in line with the VC.

Cohorts

- At S4, almost all young people achieve SCQF level 4 or better in literacy. This is significantly higher than the VC from 2018/19 to 2021/22. The majority of young people achieve SCQF level 5 or better in literacy, in line with the VC. By S5, based on the S4 roll, most young people achieve SCQF level 5 or better in literacy. This is significantly much higher than the VC between 2018/19 to 2020/21 but is in line with the VC in 2021/22. At SCQF level 6, attainment in literacy is in line with the VC, with the majority of young people achieving at this level. By S6, based on the S4 roll, almost all young people attain literacy at SCQF level 5 or better in 2021/22. Just over half of young people attain at SCQF level 6 from 2017/18 to 2021/22 which is in line with the VC.
- At S4, most young people attain numeracy at SCQF level 4 or better from 2020/21 to 2021/22 which is in line with the VC. The majority of young people attain SCQF level 5 or better in numeracy between 2018/19 and 2021/22. This is significantly higher than the VC during this period. By S5, based on the S4 roll, the majority of young people attain SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 between 2017/18 and 2021/22. Both measures show improvement. By S6, based on the S4 roll, most young people attain SCQF level 5 or better in numeracy, with a minority attaining SCQF level 6 or better and a majority in 2021/22. Both measures are significantly higher than the VC in the latest year 2021/22.

Improving attainment for all

- Young people experience learning across all curricular areas in the BGE. Attainment in the BGE is tracked across faculties with a range of moderation activities ensuring that teacher judgements are reliable.
- Young people accessing the SSR make good progress in understanding their wellbeing needs. They are beginning to share their views and feelings and develop strategies to self-regulate and manage their emotions in a range of situations. In literacy and English, numeracy and mathematics, assessment information shows most young people are working towards second level. Young people enjoy and benefit from the recent introduction of art, music and drama.
- As planned, there is a need for SLT to moderate rigorously health and wellbeing, literacy and English, numeracy and mathematics assessment information across the SSR and mainstream classes. Progress is too variable and young people do not experience their entitlement to a BGE or access the range of opportunities for wider achievement. Importantly, young people are not receiving their entitlement to 2 hours high quality physical education.
- Tracking and monitoring data from faculties is collated to create an accurate overview of attainment across the school. Senior leaders have an increasingly accurate picture of whole-school attainment. Staff funded by the PEF are particularly effective in developing expertise in this area. Senior leaders, along with faculty leaders and promoted support staff, use data to identify areas of under-achievement and plan appropriate interventions collaboratively. This includes the identification of gaps in learning caused by the recent pandemic. Resulting action plans are robust and reviewed regularly over the school year.

Leavers

- The attainment of young people leaving school, using average complementary tariff points, shows no consistent pattern. The attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is in line with the VC between 2016/17 and 2020/21.

Cohorts

- In S4, by S5 (based on the S4 roll) and by S6 (based on the S4 roll) the attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people is in line with the VC.
- The attainment of young people in S4, by S5 and by S6 based on the S4 roll, using average complementary tariff points, shows no consistent pattern of improvement. The attainment of the lowest attaining 20%, middle attaining 60% and highest attaining 20% of young people in these year groups is in line with the VC between 2016/17 and 2020/21. The school should continue to improve the quality of A grade passes in S4 and by S5 for SCQF level 5 or better and SCQF level 6.

Breadth and depth

- At S4, the majority of young people achieve six or more awards at SCQF level 4 or better. This is in line with the VC. Performance at SCQF level 5 or better for one or more courses to seven or more courses is generally in line with the VC. Young people's performance in these courses is higher in 2021/22 than five years ago. However, from 2019/20, performance has dipped for three or more to six or more courses. This is also true for performance at awards at SCQF level 5A or better. Senior leaders and staff need to improve the quality of passes in National Qualifications and support more young people to be aspirational and ambitious to achieve qualifications at the highest level. In S4, in 2021/22, young people's performance at grade A or A/B is significantly much lower than the national average in a number of subjects.
- By S5, the school's performance at SCQF level 5C or better for one or more to five or more courses between 2017/18 to 2021/22 is generally in line with the VC with a few exceptions. A minority of young people achieve five or more awards at SCQF level 6C or better. There is no consistent improvement at SCQF level 6C or better or 6A or better over the five-year period.
- By S6, the majority of young people achieve five or more awards at SCQF level 5C or better in 2020/21 and 2021/22 which is in line with the VC. A minority of young people attained three or more to five or more awards at SCQF level 6C over the five-year period 2017/18 to 2021/22. This is in line with the VC. There has been an improvement in young people attaining at SCQF level 6A or better for one or more to five or more courses. This remains in line with the VC. There are a few subjects where young people's performance at grade A or A/B is significantly lower than the national average. These subject areas are working with faculty and senior leaders to track and monitor assessments and appropriate supports for young people. This should improve these grades and maximise the attainment of all young people. Performance at SCQF level 7C or better is also in line with the VC over the last five years.

Overall quality of learners' achievement

- Young people are gaining a variety of skills, including improved confidence and teamwork, through participation in clubs, activities and leadership roles. Young people are developing their leadership skills through organising and supervising lunchtime and after-school clubs, being involved as school and house captains and vice-captains, prefects, sports leaders and young sports ambassadors. The majority of clubs, which meet the needs and interests of young people, are sports focused, and others include the arts and science. The welcome

return of the school show last year has helped to ignite an interest and enthusiasm in musical theatre. Participation in the performing arts is beginning to increase as a result. The school is at an early stage of tracking young people's participation, skills development and engagement in wider achievements.

- Participation in The Duke of Edinburgh's Award is increasing, building back towards pre-COVID-19 / pandemic levels. Young people are progressing successfully through the award levels and completion rates are high. A few young people are also gaining Saltire Awards to recognise their volunteering in school and the wider community. They are developing citizenship skills as a result. Impactful enterprise and employability opportunities are providing accreditation and resulting in young people progressing to positive destinations post school. There is scope to develop further the use of youth awards alongside the wider range of accreditation.
- Staff recognise and celebrate well young people's achievements in and beyond school. This includes them using social media, school noticeboards, prize giving events and assemblies effectively. The current house and rewards system should be reviewed to ensure that it is valued by young people across the school and motivates them to achieve success.

Equity for all learners

- PEF is being used to improve the literacy and numeracy skills of learners and the engagement of young people and to support family engagement. Senior leaders demonstrate the impact of this work through monitoring targeted groups of young people. The success of interventions is shared through the school's standards and quality report and with the Parent Council. Senior staff / leaders would benefit from tracking more closely the impact of the interventions for individual learners and cohorts.
- Successes include increased participation of young people in the life of the school and improvements in literacy and numeracy for targeted young people. Almost all young people who participated in targeted literacy support improved their spelling and reading ages and almost all of young people who participated in targeted numeracy work improved their skills.
- Almost all young people who leave Greenwood Academy go on to a positive destination. Almost 70% of young people progressed to further and higher education in 2020/21, and 21% progressed into employment.
- Targeted funding enables young people to access clubs, trips and events. This enables young people to feel more included and involved in the life of the school. A successful breakfast and homework club is encouraging young people to attend school and supports additional learning through the provision of an area to complete home learning.
- The staff support families in a variety of ways including distribution of food parcels and provision of uniforms. Family-learning activities support family engagement and develops further the positive parental relationships with school staff. The school should build on the success of the virtual community cooking.

Practice worth sharing more widely.

Greenwood Academy has, over time, developed a strong programme around the DYW agenda, offering young people substantial support in vocational education. This is built on useful guidance, good partnerships with external organisations, and a number of internal initiatives to promote an understanding of the world of work.

The school has a well-developed programme of activities in the BGE including introducing young people to My World of Work (MyWOW) and discussing the world of work. It also offers, in partnership with the local college, 'vocational boosts. These experiences are delivered two periods a week over six weeks in S2 to allow young people to get a sense of work in areas such as hospitality or care. As young people progress in the school they have a wide range of vocational options on offer, and the staff coordinate individualized timetables for young people in the senior phase. The options include projects within an umbrella of the 'Skills Academy.' These projects are accessed by learners who may be disaffected with school, or learners who want the experience of a vocational environment. The projects include the awarding of appropriate vocational and personal development qualifications at SCQF levels 4-6. The projects include a nail bar, cycle maintenance, events management, barista work and recycling.

Young people confirm they are highly motivated by these opportunities. They also recognise the interpersonal, communication and employability skills they have developed. Almost all young people confirm that these projects have improved their motivation, attendance and achievement. They have also helped them to reflect on their next steps in learning or work. School staff have developed a number of case studies which help to highlight the value of these programmes.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.