

Summarised inspection findings

Lornshill Academy

Clackmannanshire Council

SEED No: 5702631

13 February 2018

School Name **Lornshill Academy**
Council: **Clackmannanshire Council**
SEED number: **5702631**
Roll (Sep 2016): **987**

In February 2017 17 per cent of pupils were registered for free school meals, which is significantly above the national average of 14 per cent.

In September 2016 30 to 35 per cent of pupils lived in the 20% most deprived data zones in Scotland.

In September 2016 the school reported that 19 per cent of pupils had additional support needs.

Key contextual information

The senior leadership team (SLT) is composed of the headteacher and four depute headteachers. The headteacher has been in post for three years and has appointed three of the four depute headteachers in this time.

Seven primary schools are associated with Lornshill, from Tullibody, Sauchie, Clackmannan, Fishcross and the surrounding rural area.

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

- The school has refreshed its vision, values and beliefs recently, in consultation with young people, staff, parents and partners. School leaders say all within the school community are working hard now to promote the new vision, 'United in effort', as well as the values and beliefs. Staff show commitment to developing a positive, respectful ethos in which all young people are valued and nurtured, and diversity is promoted and celebrated. They demonstrate a good understanding of the school's social, economic and cultural context and seek to provide learning pathways for young people which lead to a variety of positive and sustainable destinations.
- The school has a comprehensive improvement plan which takes good account of national and local priorities. Whilst the drivers of the plan are appropriate, there is scope for the plan to be more strategic and streamlined further. The outcomes should be identified clearly and succinctly. For example, the development of employability skills is identified in various areas of school improvement, however it is not always clear how progress will be measured. It is also not clear how the Career Education Standard (CES) and Work Place Standard (WPS) will be implemented consistently across the school. The school should consider how best to prioritise its focus on raising attainment, and link improvement planning closely to rigorous, well-planned self-evaluation. Faculty improvement plans link well to the school improvement plan, as do recent standards and quality reports. However, these too would benefit from simplification.
- Further work is needed to engage young people, staff, parents and partners in informing and agreeing school priorities. There is also scope for the school to consider how standards and quality information is shared with parents to help them understand how the school is raising and seeks to raise attainment and achievement. Senior leaders should continue to meet regularly with staff to evaluate the impact of improvement work. Current practice regarding coaching conversations, linked to improvement planning, should be developed.
- Most staff are committed to enabling young people to have a stronger voice and more active role in the school. This is evident through the range of activities and opportunities which staff provide for them. Committees, which come together to form the 'Parliament', are a key vehicle for encouraging young people to develop and exercise leadership skills and become more involved in the life of the school community. Enterprise activities, such as the 'Citizenship Café', also allow young people to lead, support one another, and develop key skills for learning, life and work. The school should continue to broaden the provision of leadership opportunities for all young people.

- The headteacher, supported by his senior leadership team, provides strong and inspirational leadership to the school. He has high expectations of all people in the school and is committed to developing a positive and empowering climate for learning. He seeks to build leadership capacity amongst all young people and staff through the provision of opportunities. Young people are benefitting from recent school initiatives which lead to improved experiences and outcomes for them. This includes the newly designed learning hub. Teachers are also benefitting from opportunities and support which enable them to lead whole-school initiatives. They value these opportunities. A few teachers speak positively about the ways in which they have been supported by senior leaders to undertake creative initiatives linked to raising attainment for all and closing the poverty-related attainment gap. These include the establishment of a 'bike academy', provision of brass lessons for specific young people, and team-teaching with primary colleagues through a cluster numeracy project. Curriculum leaders also speak positively about new leadership structures which allow them to work closely together, share practice regularly, and challenge one another. A few staff remain to be convinced about the direction of the school. The headteacher now needs to be proactive in ensuring that the views of all teachers are listened to and considered. He should continue to provide regular opportunities for staff briefings and one-to-one conversations with staff members. This may help all members of staff to feel valued and supported and to engage more consistently with the school's vision for change.
- The school supports a wide range of high-quality professional learning for staff. This includes 'courses' which are delivered internally, the provision of whole-school leadership opportunities, structured networking with colleagues, and support for further studies which include Masters-level learning. There is scope for the school to align improvement planning and professional learning more closely, linked to rigorous self-evaluation, and to ensure that learning opportunities are encouraged which meet both individual and school needs. The school's participation in small 'tests of change' is leading to on-going learning for staff, changed practices and improved outcomes for young people. However, a next step will be to prioritise school improvement areas to ensure that learning is more focused across the school and has a consistent, positive impact on school improvement.

2.3 Learning, teaching and assessment

good

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

- The school has a purposeful learning environment. Most young people engage well with their learning and have positive relationships with staff. Staff are well aware of young people's needs and circumstances and create a supportive and caring environment, in line with the school's vision and values. Young people respond well to this and are proud of their inclusive school.
- In most classes, staff are skilled in managing behaviour and they support young people to participate in planned learning activities. Lessons can be overly teacher-led at times, resulting in young people being passive for too long. As a result, a few young people, mainly in the broad general education (BGE) phase, can be distracted easily and cause low-level disruption. Teachers need to ensure that all learning activities have appropriate pace and challenge and are sufficiently motivating to sustain young people's engagement. Staff should continue to provide opportunities for young people at all stages to work collaboratively, lead their own learning and develop and apply their skills as independent learners. They should also ensure that lessons are planned well to take full account of young people's prior knowledge so they can progress well in their learning.
- Increasingly, young people have opportunities to contribute their views and suggestions for improving the school, including through the 'Parliament' and its wide range of committees. These are beginning to enhance young people's opportunities to affect change. The environment at the 'Citizenship Café' also provides informal opportunities for senior pupils to share their views with staff. The school should further develop its approaches to involving young people across all year groups in similar activities.
- Young people appreciate the range of opportunities which exist for them to lead and contribute to the wider life of the school and community. These opportunities are building their confidence and motivation. Several groups are working to increase inclusion and positivity within school. Alongside staff and partners, the Diversity Group and the Diversity Committee, which has 48 members, have been instrumental in developing LGBT+ whole-school work. This has resulted in an increased awareness and understanding of the issues some people face. Young people at S2 and S3 have been leading work to reduce cyber bullying and increase acts of kindness through 'Kind On Line' within their English class. Young people would benefit from the school widening such opportunities so they can contribute more fully to enriching the school culture and developments.
- Teachers demonstrate good practice in a range of aspects of learning and teaching, in individual lessons and in specific subject departments across the school. Most teachers

provide well-structured lessons. They support young people to settle quickly in lessons and they make the purpose of learning clear by using learning intentions successfully and providing appropriate task outlines. A greater focus on how lessons build on previous learning is required. In most classes, explanations and instructions are clear. Teachers use timed activities well to keep young people focused on their learning. In a few lessons, plenaries or end-of-lesson evaluations are used well to help to ensure clarity or identify next steps in learning for young people. Extending this good practice would help to develop better consistency of high-quality learning experiences across the school.

- Teachers' use of questioning varies in quality across the school. Teachers should now build on existing good practice by developing a more consistent use of open-ended questioning. This would help young people to provide more evaluative responses and develop their higher-order thinking skills. The quality of feedback provided to young people is also too variable in quality. Teachers should improve the quality of the feedback they provide to help young people to identify and take the next steps in their learning.
- Learning conversations have been introduced between teachers and young people to support young people's progress in learning. A recent focus on developing teachers' coaching skills has supported this. Helpful next steps would be to assist young people to reflect more on their learning and to develop a better understanding of standards and expectations.
- In most lessons, teachers are using digital technology well through the use of interactive boards, computers and tablets. In response to young people's views, the school has developed a policy on the use of mobile phones in lessons. Some departments are using this effectively to enhance young people's digital skills in an on-going way. A few departments are using the school website effectively to share learning resources. A helpful next step would be to build on effective practice in this area to support young people to develop independent learning skills.
- To improve engagement, the school is developing a 'Learning and Teaching Framework' to support teachers' understanding of, and practices in, pedagogy. Staff learning groups are taking forward small tests of change and some targeted professional learning linked to the framework. As this work continues it will be important for staff to include assessment in the framework and maintain a focus on using quality feedback.
- Across the school, various assessment approaches are used effectively. Teachers have also agreed that key pieces of assessment evidence will be used to determine young people's progress in learning. Young people's progress and achievements are tracked at departmental level. Assessment is not yet being used to drive progress in learning in the BGE and to engage young people. Learners would benefit from having more opportunities to self and peer assess their work using agreed criteria.
- Teachers across the school have engaged in moderation activities to share their understanding of standards in literacy and numeracy. They are moderating the quality of learners' work in all departments and are increasingly using the benchmarks to inform this work. To date, this has focused mainly on cross-marking samples of young people's work. Further work is required to ensure moderation activities include a focus on planning and designing a variety of valid and reliable assessment tasks.

- Subject departments have developed a range of processes to track and monitor the progress of individual learners in the BGE. The school has purchased a tracking tool recently, to allow tracking data to be shared with staff across the school. This has the potential to support a more consistent and strategic approach to recording, analysing and using assessment data in the BGE. It will also help staff to monitor young people's progress more effectively, identifying individual and group development needs at departmental and whole-school level, and plan suitable interventions. Systems are in place to track and monitor the progress of young people in the senior phase. Young people discuss their progress with staff, and parents receive tracking reports which inform them about their child's progress. Tracking data is not yet being used as effectively as it could be to ensure progress in raising attainment and inform and evaluate interventions at teacher, departmental and whole school level.

2.2 Curriculum: Learning Pathways

- Senior leaders have developed a brief curriculum rationale which is helping to guide the current review of provision. The recent work on developing the school's vision, values and beliefs now provides a timely opportunity to develop further the rationale for the curriculum. This can then be used to evaluate the effectiveness of the current curriculum in meeting all of its aims and aspirations for young people.
- All young people at S1 and S2 are members of different 'Schools of...' to support them to develop shared interests in school with their peers and engage them in learning. There is a leadership programme at S3 to enable young people to develop their skills in this area. Evaluating the effectiveness of these options regularly would help to ensure they continue to meet intended learning outcomes.
- The school provides young people with choices for deeper study at S3. However, currently young people are able to choose curriculum options which result in significantly reduced learning in particular areas, such as modern languages, sciences and social subjects. As a result, some combinations of options do not enable the necessary breadth in learning across the curriculum for all young people at S3. Senior leaders should carefully review and evaluate this provision to ensure all young people receive their entitlement to a BGE.
- Curriculum options in the senior phase are based predominantly on courses leading to National Qualifications. An increasing variety of possible pathways have been developed to enable young people, including those with additional support needs and protected characteristics, to follow individualised pathways to positive destinations. This includes access to courses at Forth Valley College, such as Skills for Work courses, HNC courses and work experience. Flexible timetabling in the school has facilitated a few learners to access Foundation Apprenticeship (FA) courses at the college. However, the implementation and uptake of FAs is at an early stage. The school should continue to develop a range of pathways for young people to attain and achieve which lead to sustained positive destinations.
- The Developing Young Workforce (DYW) Coordinator and the Skills Development Scotland (SDS) Careers Advisor work together very effectively to support young people to identify pathways which meet their needs. They have strong links with business and employment partners, and promote science, technology, engineering and mathematics (STEM) routes to employment well. The DYW Coordinator uses social media effectively to publicise local employment opportunities for young people. Awareness of this by parents and young people is good. It would be beneficial for the school to consider the sustainability of its current approach. Whilst learning pathways should continue to support young people into positive destinations, they must also be designed to raise young people's attainment. This will help to provide on-going sustainability of employment.
- The majority of young people leaving school enter full time college courses. The number entering employment is higher than the national average but lower than the Clackmannanshire average.
- There are many good examples of how the CES and WPS are being implemented in the school. However, the delivery of the CES and WPS entitlements is not consistent across the curriculum. Young people are not able to understand or articulate clearly the skills they are

developing. School leaders should ensure there is a clear school strategy for the implementation and monitoring of progress across all entitlements.

- **Physical Education (PE):** All young people from S1 to S4 experience at least two periods of high-quality PE in line with national recommendation. At S5 and S6 there is a core programme of activities into which young people can opt. Options are also available for the development of leadership skills through sports leaders programmes. Sports leaders are actively involved in leading sports activities for children in local primary schools.
- **Religious and Moral Education (RME):** Provision is made for all young people from S1 to S6 to have a continuous and progressive learning experience in RME. However, staffing issues at present are reducing the school's capacity to deliver full provision. RME provision should be kept under close review to ensure that young people experience high-quality learning across the school which is meaningful, relevant and linked to learning across all areas of the curriculum.
- **Literacy:** The school is adopting a successful approach to the development of literacy as a whole school responsibility. This is supported by the 'Active Literacy' resource, produced by the school literacy team. This team is made up of representatives from each curriculum area, supported by members of the English department. The staff handbook for 'Active Literacy' provides whole-school strategies to develop reading, writing and listening and talking skills, building on approaches used across the cluster. There has been a focus on a shared language of literacy to support young people's understanding of the development of their literacy skills across all areas of the curriculum. In the current academic session, the focus has changed to assessment and moderation. The school has a calendar of assessment of literacy skills across all areas of the curriculum, for example writing skills in art and talking and listening in PE. Attainment in literacy is updated termly and shared with staff. Young people's attainment in literacy by the end of the BGE is showing signs of improvement.
- **Numeracy:** The school has made progress in implementing its numeracy strategy across the cluster and faculties, although staff are aware of the need to increase the pace of improvements. The numeracy staff group has representatives from each faculty and is taking forward a number of developments to support numeracy across learning. It has carried out an audit of numeracy skills relevant to subjects across the curriculum. Members of the group are now supporting subject teachers with their approaches to numeracy skills development. The school has introduced an additional discrete S2 numeracy period this year to complement this work, delivered by the maths team. This is providing opportunities for young people to reinforce their basic numeracy skills, such as problem solving and mental calculations. The cluster, supported by monies from the Pupil Equity Fund (PEF), has prioritised numeracy development in its improvement plan. Staff across the cluster have been involved in moderation activities to support the development of a shared understanding of standards. These are building the confidence of primary and secondary staff to make professional judgements related to the achievement of a level. The school is developing an interdisciplinary learning (IDL) activity across STEM subjects with a strong emphasis on numeracy skills. This should provide appropriate opportunities to promote challenge, breadth and depth across the S2 curriculum. The school now needs to take forward its plans to ensure young people's numeracy skills are developed progressively across a variety of contexts.

2.7 Partnerships: Impact on learners - Parental Engagement

- There is a range of ways in which parents are kept informed about their child's progress in learning and school activities. This includes information and engagement evenings and events, the use of social media and the recent introduction of 'Show my homework'. However, not all parents agree they receive helpful, regular feedback about how their child is learning or developing, or that information reaches them at the right time. The school should continue to work closely with parents to ensure effective communication at all times. Currently, parents are working with the school to help develop the school website. They wish to increase its use and effectiveness.
- Opportunities are offered to parents to help them to understand their child's work and be more confident in providing support at home. These opportunities include literacy and numeracy evenings and 'Discovery Evenings' for the BGE. The headteacher and Parent Council should continue to identify ways in which the school can support all parents to help them be more involved in their child's learning. The school works effectively with parents and families on an individual basis to meet specific needs. This is appreciated by parents.
- The school has an active Parent Council. Parents spoken to during the course of the inspection were positive about its role and work. The headteacher and Parent Council should continue to try to engage parents more fully.
- Parents are involved in meeting the careers coach about their child's subject choices. Parents welcome this intervention.

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, children and young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

good

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

- The school's revised vision, values and beliefs both underpin and promote a vibrant culture that celebrates diversity and aspiration. A commitment to inclusion is central to the ethos of Lornshill Academy. It has been, and continues to be, a major driver for change and improvement. Young people, parents, staff and partners all highlight the highly inclusive nature of the school. Young people say they enjoy working alongside teachers on the Parliament committees to improve their school and community.
- All staff are aware of 'Getting it right for every child' and are using the wellbeing indicators to report any concerns to the personal support team. The school should continue to raise young people's awareness and understanding of these indicators. This will further develop young people's understanding of their progress in being safe, healthy, achieving, nurtured, active, respected, responsible, and included. In addition, school staff should continue to develop strategies to address anti-stereotyping and promoting equality and gender balance in subject choices.
- The school is in its second year of a three year revised approach to personal support, including reorganisation of registration and tutor time and the further development of the 'Schools of...' programme. This approach is contributing to the development of positive relationships, and young people's increased participation in school life and sense of belonging. The school now needs to evaluate strategically the effectiveness of this new approach to improving personal support provision for all young people.
- The personal and social development programme is supporting young people to develop the knowledge, understanding and skills they need for their physical, mental, emotional and social wellbeing. As identified by the school, there is a need to continue to revise this programme to ensure it is comprehensive, progressive and relevant to the age and stage of the young people.
- There is a wide variety of activities, programmes and approaches across the school to promote health and wellbeing. However, the school recognises that it is time to adopt a more streamlined and strategic approach to this to help young people to understand the importance of nurturing their health and wellbeing. The school should continue to plan to ensure that all young people have opportunities to speak with a key adult, who has a holistic overview of their development and can discuss wellbeing, learning and achievements on a planned and regular basis.

- The principal teacher of support for learning and the educational psychologist offer career-long professional learning sessions to all staff to improve their practice in providing personalised support and in meeting the needs of all young people. For example, key staff, including tutors and personal support principal teachers, have participated in training linked to the Neurosequential Model. This is leading to a change in focus in the language of wellbeing, moving from terms related to 'behaviour' to terms related to 'promoting positive relationships'. As a result, young people are experiencing strong, caring relationships with staff who understand their needs better and can help them to flourish and achieve in school more effectively.
- The school has established positive partnerships with a range of agencies. These are helping to improve health and wellbeing outcomes for young people. Partners report having very positive interactions with the school, including regular meetings and shared professional learning opportunities. Additional partnership involvement, with the wellbeing worker and the Clackmannanshire Schools' Support Service (CSSS), is funded by the PEF. Young people benefit from this additional, inclusive and collaborative approach to meeting their needs.
- Staff are aware of young people in the school who are Looked After Children. Multi-agency discussion takes place regularly to examine their needs. The school should continue this practice, to ensure that young people's needs are met and recorded consistently and that all options for support, including coordinated support plans are considered. Children's Plans are in place for all young people who are at stages 3 and 4 of the Staged Intervention process. Plans identify desired outcomes which are linked to the health and wellbeing outcomes. The views of young people and their parents should now be written into plans, along with their agreement of targets and support strategies.
- Young carers benefit from effective support and timely interventions made by a range of staff, particularly the Young Carers' Champion, the health and wellbeing worker from Wellbeing Scotland, and the Young Carers' Association. The lunchtime homework club also provides space and resources to support many young people to complete tasks, activities and progress their learning. Young carers themselves are taking a lead in supporting one another through their monthly meetings. Young Carer Ambassadors are growing in confidence and now sharing personal experiences with others in the group. This is helping all of the young carers to understand and manage their roles and responsibilities more effectively. In addition, the group is beginning to raise awareness across the school, plan inserts for the Personal Support programme and house assemblies, and publicise forthcoming events on the Young Carers' noticeboard.
- Effective primary to secondary transition programmes are in place across the cluster. Young people with a range of additional support needs benefit from enhanced transition arrangements delivered in partnership between primary and secondary school staff and outreach workers from CSSS. As a result of involvement in these activities, young people are gaining confidence and feeling safe and more secure in school. Transition arrangements to guide and support young people from school into sustained positive destinations are enhanced by the work of the DYW coordinator who has been employed by the school. The impact of this additional resource can be measured against the growing number of young people who are engaging successfully with local employers and reaching a positive destination.
- The principal teacher of support for learning provides all staff with detailed and helpful information related to young people's strengths, issues, specific learning needs and support

strategies. This is set out in individual pen portraits and easily-accessible Getting it Right For Me (GIRFME) plans. There is scope to evaluate the effectiveness of information which is collated in shared staff areas to ensure it can be and is used by all staff to help them to meet the on-going learning needs of young people.

- The school is proud of its recognition as a Stonewall Champion School. The school community values diversity and is committed to ensuring equality and inclusion for all. Strong examples can be seen through the range of Parliament committees and the opportunities for inclusion, engagement and leadership provided for all young people. For example, the learning centre and diversity committees are empowering young people to be proactive in challenging perceptions across the community, establish strong supportive networks and value and celebrate differences.
- The depute headteacher and principal teacher of support for learning are making good progress in developing a strategic overview of approaches to inclusion and support for learning. Short-term interventions and alternatives to exclusion are proving to be successful for a few young people, keeping them included and engaged in school. Individualised programmes and targeted group work sessions are supporting young people effectively to overcome social, emotional and behavioural difficulties. In turn, this is helping them to break down their barriers to learning, raise their aspirations and maximise their potential for success.
- The rebranding of additional support needs, through the creation of the learning centre and the learning hub, is well underway. Developments have been funded by the PEF. Young people are already benefitting from the welcoming, safe environments which these areas provide, as well as the nurturing approaches taken by teachers and learning assistants. They are enjoying social interaction and building friendships through the breakfast and lunch clubs. In addition, they are gaining valuable skills for learning, life and work through the roles and responsibilities which they are undertaking in the social enterprise shop. Moving forward, a range of accredited courses and programmes should be introduced and developed in these learning areas. This would help young people to attain and achieve in more structured ways and provide them with opportunities to develop their self-confidence and a greater sense of achievement.
- The school is making appropriate provision for RO in line with national guidance.
- The school meals provider is not currently able to demonstrate that statutory nutrient standards are being met. This requires to be addressed. The provider should also ensure that appropriate portion sizes are provided for young people.

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

■ Broad General Education

The data available on attainment in literacy in the broad general education is a positive picture.

In **2016**, the school reports that by the end of S3, most young people achieved third curriculum level in listening and talking, reading and writing. The majority of young people achieved third curriculum level in numeracy.

In **2017**, the school reports that by the end of S3, almost all young people achieved third curriculum level in listening, and most young people achieved third curriculum level in reading, talking and writing. The majority of young people achieved third curriculum level in numeracy.

Staff are continuing to work on 'achievement of a level' information and on moderation to ensure the information on attainment in the BGE is reliable.

Senior Phase: Leavers

■ **Literacy:** Overall, young people are attaining well in literacy by the time of leaving school. In 2016, almost all young people leaving school attained literacy at SCQF level 4 or better. The percentage of young people attaining literacy at SCQF level 5 or better has steadily improved over the last 5 years. In 2016, most leavers attained literacy at SCQF level 5 or better, the majority as part of a course award. In the past three years, the school has been mostly in line with the virtual comparator (VC), being significantly higher than the VC at SCQF level 5 or better in 2016.

■ **Numeracy:** There has been a steady improvement over the past five years in the percentage of young people attaining numeracy at SCQF level 4 or better (including as part of a course) by the time of leaving school. In 2016, most leavers attained numeracy at SCQF level 4 or better. The school performs significantly much higher than the VC in this measure, when taken as a course. The percentage attaining numeracy at SCQF level 5 or better has steadily improved over the past five years, with the majority of leavers attaining at this level. This steady improvement is not seen at course level, where there has been a decrease in the percentage of leavers attaining at SCQF level 5 or better. The school performs in line with the VC.

As young people move through the senior phase

■ **Literacy:** In **S4**, the percentage of young people in S4 attaining literacy at SCQF level 4 or better has remained steady over the past three years. Those attaining at this level as part of a course has fallen in the latest year (2017). The percentage of young people in S4

attaining literacy at SCQF level 5 or better has steadily improved over the past five years. There has been a fall in the percentage attaining this as part of a course award in the latest year. At SCQF level 4 or better and SCQF level 5 or better the school is either in line with the VC or significantly higher than the VC over the past 5 years. **By S5**, there is a steady improvement over the past five years in the percentage of young people attaining at SCQF level 5 or better, including as part of a course. There are steady improvements in the percentage of young people in S5 attaining at SCQF level 6. The school's performance is in line with the VC in most years. **By S6**, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 has improved over the past five years and the school performs in line with the VC.

- **Numeracy: In S4**, most young people attain numeracy at SCQF level 4 or better, although only the majority attain this at course level. The school has performed significantly higher than the VC in past years and is in line with the VC in 2017. There has been a steady improvement in the percentage of young people attaining numeracy at SCQF level 5 or better. This is not reflected at course level. Going forward, it will be important to ensure that young people's attainment in numeracy ensures they have the appropriate skills to progress with their learning both in and beyond school. **By S5 and by S6**, there are variations over the past 5 years in the percentage of young people attaining numeracy at SCQF level 5 and level 6 and the school performs broadly in line with the VC.
- As staff continue to work to improve the literacy and numeracy skills of young people, a focus on developing and applying the skills in a range of relevant and work-related contexts will be important.

Attainment over time

- **Broad General Education:** The school is introducing a new monitoring and tracking system to gather evidence of progress across the BGE. Currently, faculties each have their own system to monitor and track progress. In recent years, data has been collected from across the school and entered into a spreadsheet. There is currently no data showing progress over previous years collated at a whole-school level. The new system uses a commercial product and will facilitate the gathering and sharing of progress, along with other relevant information such as Scottish Index of Multiple deprivation (SIMD), additional support needs and standardised-test data. All staff will have access to the data which can be analysed and interrogated. This will support planning of interventions to raise attainment for individual young people. At a strategic level the information will provide useful evidence of several aspects of the BGE, including whether learning pathways are meeting the needs of young people. All staff will have an important role to play in working together to benchmark and agree approaches to describing progress of learners. Staff should continue to develop their use of an appropriate range of assessment evidence along with other relevant information to provide advice about progression and ensure well-informed course choices.
- **Senior phase:** The school has a useful tracking and monitoring system for the senior phase. For each pupil, target and working grades are included for each course leading to a qualification. This information is used to discuss possible interventions for individual learners and any possible changes to their levels of presentation. The school has introduced assertive mentoring recently for around 30 young people, to support them in planning their learning.

- The new tracking systems will provide availability of a range of useful data to support self-evaluation work. This evidence should be analysed and used to evaluate the effectiveness of learning pathways in the curriculum in raising young people's attainment and achievement.
- The average complementary tariff scores for all **leavers**, and for the lowest attaining 20% of leavers, are in line with the VC, with an overall improving trend over the past five years. Average complementary tariff scores for the middle attaining 60% of leavers and for the highest attaining 20% of leavers are often significantly lower than the VC. Average complementary tariff scores for these groups of leavers are improving overall with some variations over recent years.
- In **S4**, the average complementary tariff scores are in line with the VC and show overall improvements over the 5 year period. **By S5**, the average complementary tariff scores are in line with the VC for all pupils and for the lowest attaining 20%. In the middle attaining 60% and highest attaining 20%, average complementary tariff scores are significantly lower than the VC in the latest year. **By S6**, the average complementary tariff scores for all pupils are in line with the VC. In the lowest, middle and highest attaining groups, the average complementary tariff scores are occasionally significantly lower than the VC.

Breadth and depth:

- The school works well to ensure young people requiring individualised pathways have appropriate support to consider their next steps. These pathways include options such as the Clackmannanshire Joint Employment and Training offer, the alternative curriculum experience at Forth Valley College and the Career Academy programme. Young people on these pathways do not always continue with courses leading to SQA awards, and their achievements are not captured on Insight. These courses help young people make their transition from school to a positive destination.
- The school has recently received updated figures for National 4 (N4), through the recognising positive achievement process. A number of candidates across subjects, who failed to gain a course award at National 5 (N5), will now have a course award at N4. These figures are not yet available on Insight.
- **In S4**, the percentage of young people attaining one or more to five or more courses at SCQF level 4 or better shows small variations over the past five years. The S4 cohort in 2014 performed well compared to other S4 cohorts. In 2017, 63% of S4 were presented for seven courses. 23% of S4 achieved seven or more courses at SCQF level 4 or better. The percentage of young people attaining one or more to seven or more courses at SCQF level 5C or better is overall in line with the VC. There are noticeable improvements in the latest year in the percentage of young people attaining 3 or more, 4 or more and 5 or more courses when compared to the previous two years.
- **By S5**, the percentage of young people attaining one or more to five or more courses at SCQF level 5C or better is either in line with the VC or occasionally significantly lower. The percentage of young people attaining one or more to five or more courses at SCQF level 6C or better is often significantly lower than the VC with no consistent improvement over the last five years.
- **By S6**, the percentage of young people attaining one or more to five or more courses at SCQF level 5C or better has been in line with the VC in the latest two years with some

improving trends over the five year period. The percentage of young people attaining one or more to five or more courses at SCQF level 6C or better is in line with the VC over the past two years with the exception of 3 or more courses in 2017 when the performance is significantly lower than the VC. Performance at SCQF level 7C or better is in line with the VC.

- **S4** in 2016/17: the percentage of passes at N4 is significantly lower than the national figure in maths, English, biology, history, art & design, drama and PE. In S4 at N5 the percentage of passes is significantly lower than national figures in maths, English, biology, history, drama and PE.
- **S5/6 at N5** in 2016/17: the percentage of passes at A-C across subjects is in line with national averages apart from physics. At **Higher** in 2016/17, the percentage of passes varies across subjects with most subjects performing in line with national figures. The percentage of no awards in maths and English and PE are significantly higher than national.

Overall quality of learners' achievement

- A large number of young people gain skills and confidence through participation in well-developed sporting opportunities within the school and community. Just over half of the school population participated in at least one Active Schools sports activity in 2016/17. Young people across all year groups take on leadership roles in sport which increase their confidence, organisational skills and capacity to take on responsibility for others. Commendably, fourteen young people achieved their Sports Leader or Dance Leader SCQF level 4 Award in the spring with another 20 currently working towards a level 4 or 5 qualification. The school have 129 Lornshill Leaders leading sporting activities in the local community, school and cluster primary schools. In 2016/17, the majority of Active Schools sessions were led by young people. A number of young people across S4 to S6 also gained SQA Leadership Awards. These awards develop young people's knowledge of leadership styles, skills and qualities.
- The achievements of young people gained in and outwith school are often recognised, praised and celebrated. Participation in some activities, such as sport, is systematically recorded and the information is used to inform planning. There is now a need to work with partners to track the participation and achievements of all young people. This will enable the school and its partners to identify and address gaps in provision and participation. It will also support young people, partners and staff to build on these achievements and recognise skills which are being developed. Whilst some programmes make good use of recognised awards, overall young people would benefit from increased opportunities to gain recognised awards for their achievements.
- There are increasing opportunities for young people to take up leadership roles and contribute to the life of the school. The Parliament committees are popular, with three of these groups having over forty members. The new 'Citizenship Café', run by young people, serves young people in the senior phase, staff and visitors. It adds to the collaborative approach being developed between staff and young people in the senior phase. The social enterprise shop is a useful way to build skills and confidence. In the senior phase, young people can choose to undertake a leadership course, which leads to an SQA Leadership Award. Fifteen young people have gained Saltire awards for the volunteering they do. Such opportunities increase young people's capacity to contribute, lead and work in partnership with staff.

- A small number of young people are increasing their leadership and presentation skills through involvement in the Clackmannanshire Youth Council. The Community Learning and Development (CLD) service and the school are aware of the need to build on this work, as well as the increasing opportunities which young people have to enhance the 'youth voice', both in Lornshill Academy and the wider community.

Equity for all learners

- Attainment vs deprivation: 34.1% of pupils on the school roll in September 2016 live in SIMD deciles 1 and 2 with a further 28.2% living in SIMD decile 3. Average complementary tariff scores for leavers living in deciles 1 and 2 have either been in line with or significantly lower than those living in similar deciles elsewhere nationally over the past five years.
- Average complementary tariff scores in S4 are overall in line with those living in similar deciles elsewhere nationally, with the exception of decile 1 where the scores are significantly lower or much lower than those living in similar deciles elsewhere nationally in three of the past four years. In S5, average complementary tariff scores are in line with those living in similar deciles elsewhere nationally over the past three years with the exception of decile 1 where the figures are significantly lower or much lower than those living in similar deciles elsewhere nationally in two of the past three years. In S6, average complementary tariff scores are in line with those living in similar deciles elsewhere nationally over the past three years with a few exceptions including decile 1 where the figures are significantly lower than those living in similar deciles elsewhere nationally in 2017.
- Destinations: Over the past three years, almost all young people have entered a positive destination on leaving Lornshill Academy. The percentage of young people going to higher education on leaving school is significantly much lower than the VC in each of the past four years. The percentage leaving school and entering employment is in line with the VC in the past 3 years. Over the past five years, most of the S4 cohort has returned to school for S5. The majority of those staying on for S5 return for S6. Young people are well-informed about a range of pathways available on leaving school.
- The school provided evidence that in the past two years young people requiring additional support are attaining well in qualifications.
- Attendance is improving. Figures provided by the schools show attendance over the past five years is consistently above 90%, with 93% attendance in 2017. Cases of exclusion have fallen over the five year period.

School choice of QI : 1.1 Self-evaluation for self-improvement

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasises the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

Collaborative approaches to self-evaluation

- Senior leaders and other promoted staff provide strong role models for reflective practice, supporting and encouraging staff and establishing the expectation that self-evaluation is embedded in their practice. The majority of teachers reflect routinely on the quality of their work and are becoming increasingly skilled at more formal evaluative practices. At times, young people in some areas of the curriculum are involved in providing feedback on their learning experiences, for example using strategies such as 'traffic lighting' the quality of the lesson. There is scope for this practice to be used more widely.
- Within faculties, there are strong examples of effective self-evaluation activity taking place. In particular, faculty leaders' professional skills are being developed well through 'challenge' meetings which they have with their peers. These meetings, conducted in an atmosphere of mutual respect, enable faculty leaders to have their practice and self-evaluation challenged by colleagues on an on-going basis. This helps to develop more consistent practice and standards in the school.
- Non-promoted teaching staff feel closely involved in the school's approaches to self-evaluation. They believe that the school's structures are encouraging and effective in helping individual staff to reflect on their own practice and the wider school agenda. For example, some staff believe that the focus on improvement methodologies, including the concept of tests of change, is providing them with practical approaches to implementing changes and measuring their impact. Staff can give examples of how these approaches have advanced their professional practice and improved young people's learning experiences.
- The school's work on moderation, including work with cluster primary school partners, encourages further development of staff's skills in self-evaluation.
- Questionnaire responses indicate there is scope for involving stakeholders more effectively in school self-evaluation and improvement planning. The school has identified this as a target for improvement.
- The school has recently introduced a governance committee to engage key partners in contributing to the evaluation and planning of curriculum content. This is a positive development.

Analysis and evaluation of intelligence and data

- Staff gather a range of information about the school's performance, in the form of views and opinions of stakeholders, evidence from observations of young people's learning and a range of quantitative data. Some of this evidence provides the school with helpful information to identify its strengths and aspects for development, however its quality is too variable across curricular areas. The school should continue to seek ways of improving the quality and consistency of assessment data in the BGE.
- The school has a comprehensive quality assurance calendar which outlines on-going self-evaluation activities clearly.

Impact on learners' successes and achievements

- Staff can identify some worthwhile improvements achieved through effective self-evaluation. These range from changed aspects of classroom practice, for example minimising the time young people take to settle to their tasks, to the development of the learning centre, the revision of the personal support programme, and changes to the ways in which the school promotes diversity. This has led to the school being recognised as a Stonewall Champion School.
- Young people's involvement in self-evaluation has contributed to the development of a school policy on pupils' use of mobile technologies. Commendably, a display illustrating the 'you said, we did' approach is prominent in the school's main social area.
- The school should ensure that self-evaluation is used increasingly as a planned, coherent strategy to address key priorities.

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.

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