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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>10 March 2020</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/15/20/MR</b>
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<b>Subject:</b>	<b>Education Scotland Report on Lomond View Academy</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to inform the Education & Communities Committee of the recent follow up visit of Lomond View Academy. The visit focused on progress being made within Lomond View Academy in improving learning and teaching and raising attainment as identified in Education Scotland Inspection in January 2019 (committee report EDUCOM/18/19/SP).

## **2.0 SUMMARY**

- 2.1 Lomond View Academy was inspected in January 2019, under the Education Scotland's short model. The inspection focused on progress being made within the school to improve learning and teaching, raising attainment and closing the poverty-related attainment gap.
- 2.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school.
- 2.3 Education Scotland highlighted areas for improvement to improve learning and teaching, raise attainment and close the poverty related attainment gap.
- 2.4 Lomond View Academy had an authority follow-up visit in December 2019. The visit focused on progress being made within Lomond View Academy in improving learning and teaching and raising attainment as identified in Education Scotland's Inspection in January 2019.
- 2.5 The senior leadership team (SLT) has taken steps to improve the consistency of learning and teaching to ensure that young people engage fully with their learning and achieve as well as possible. Lomond View has started to develop planning and assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people.
- 2.6 Key areas for improvement remain. The development of knowledge of learning and assessment in the Broad General Education (BGE) and a more formalised approach to tracking and monitoring with a focus on raising attainment and achievement remain a priority for the SLT. Further work to agree boundaries and acceptable behaviour will continue, supported by the implementation of the new health and wellbeing programme.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Education & Communities Committee notes the current provision with Lomond View Academy.

**Michael Roach**  
**Head of Education**

## **4.0 BACKGROUND**

- 4.1 As part of Education Scotland's inspection framework, Lomond View Academy was inspected in January 2019. Education Scotland staff and associates assessors from education authorities evaluated the education provision provided within the school.

The inspection covered key aspects of the work of the school at all stages, identified key strengths and areas for improvement.

The framework for this inspection included reviewing quality indicators which enabled Education Scotland to evaluate aspects of:

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

- 4.2 The report published in March 2019 outlines the positive practices and interventions that are having an impact on improving outcomes for learners within the school. The report noted the respectful relationships, the priority that the school places on working with a range of partners and that parents and carers are positive about the work of the school.
- 4.3 Education Scotland highlighted areas for improvement which include improving consistency of learning and teaching, developing assessment approaches and a health and wellbeing programme which will better meet learning, social and emotional needs and ensure that planning, tracking and monitoring provide clear information about the progress young people are making.
- 4.4 Lomond View was visited by the authority in December 2019 to evaluate progress towards areas for improvement within the school community.

## **5.0 CURRENT POSITION**

- 5.1 Young people are learning within a supportive environment where staff treat them with respect. Staff across the school are strongly committed to supporting young people to achieve and attain qualifications.
- 5.2 The senior leadership team and staff have a good understanding about young people's needs and barriers to learning as a result of their social and emotional needs and that staff adapt their teaching approaches accordingly.
- 5.3 The senior leadership team (SLT) has taken steps to improve the consistency of learning and teaching to ensure that all young people engage fully with their learning and achieve as well as possible.

Timetabling arrangements have been altered to increase learning and teaching time and attendance is accurately recorded.

SLT and teaching staff have engaged in moderation of the Broad General Education (BGE) through attendance at professional learning activities and authority events.

Identified staff are leading the development of planning to improve the language of learning, helping young people better understand the purpose of their learning and engaging young people in contexts which are relevant and interesting.

There are strategies in place to increase the use of technology to capture individual development needs and next steps.

Staffing issues around mathematics have been resolved and young people have a range of opportunities to consider and follow, including use of digital technology to support engagement with maths programmes.

- 5.4 Key areas for improvement remain. The development of a more formalised approach to tracking and monitoring with a focus on raising attainment and achievement remain a priority

for the SLT.

Staff have received training from literacy, numeracy, health and wellbeing coaching and modelling officers and hope to implement learning more fully over the coming session.

Staff will continue to develop knowledge of learning and assessment in the BGE through cluster working and moderation.

- 5.5 Lomond View has started to develop planning and assessment approaches and a health and wellbeing programme that will better identify and meet the learning, social and emotional needs of young people. Following on from input to the school on the Coping With Adversity agenda, via the Scottish Attainment Challenge, Lomond View has created the following framework for induction of new staff and assessment and planning for pupils:

An assessment process that is built on background aspects of adversity and trauma based around an adapted version of the My World Triangle.

This process focuses on the needs of individual pupils in the school context and their wider contextualised needs, looking at aspects such as Fight/Flight/Freeze and the Window of Tolerance. The process also examines how the Crisis Curve from the pre-existing Promoting Positive Behaviour programme in the school can be integrated into assessment and planning.

- 5.6 Further work to agree boundaries and acceptable behaviour will continue, supported by the implementation of the new health and wellbeing programme.

Tracking of wider achievements and participation in different clubs and activities would ensure greater equality of opportunity.

Adding to the certificated award programme and building on the already strong partnership and community working will further develop young people's skills for life and work.

## 6.0 IMPLICATIONS

### 6.1 Finance

#### Financial Implications:

##### One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

##### Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

### 6.2 Legal

N/A.

### 6.3 Human Resources

N/A.

## 6.4 Equalities

### Equalities

(a) Has an Equality Impact Assessment been carried out?

	YES
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic decision:-

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO

(c) Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
x	NO

## 6.5 Repopulation

N/A.

## 7.0 CONSULTATION

N/A.

## 8.0 BACKGROUND PAPERS

Summarised Inspection findings document from Education Scotland March 2019.

<https://education.gov.scot/media/21ndxaxe/lomondviewacademysif050319.pdf>