

Report To: Education & Communities Committee
Date: 05 May 2015

Report By: Corporate Director Education, Communities and Organisational Development
Report No: EDUCOM/54/15/PC

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Subject: Education Scotland Report on Clydeview Academy

1.0 PURPOSE

- 1.1 The purpose of this report is to inform the Education & Communities Committee of an Education Scotland external evaluation of Clydeview Academy.

2.0 SUMMARY

- 2.1 Clydeview Academy has received a very good report from Education Scotland. Members should note that in the indicators of quality, three aspects of the school were judged to be 'very good', and two aspects as 'good'. The report was produced on 05 May 2015.

3.0 RECOMMENDATION

- 3.1 It is recommended that the Education & Communities Committee approve the report on Clydeview Academy.

Patricia Cassidy
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Clydeview Academy was inspected by Education Scotland in February 2015. The inspection covered key aspects of the work of the school and nursery at all stages, identified key strengths and main points for action using the following six-point scale:

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|---|---|--|
| 6 | - | Excellent – outstanding, sector leading |
| 5 | - | Very Good – major strengths |
| 4 | - | Good – important strengths with some areas for improvement |
| 3 | - | Satisfactory – strengths just outweigh weaknesses |
| 2 | - | Weak – important weaknesses |
| 1 | - | Unsatisfactory – major weaknesses |

4.2 Education Scotland assessed and reported on the views of parents, pupils and staff, the quality of learning in teaching, how well the school was raising achievement for all pupils, achievement in national examinations, the school's processes for self-evaluation and innovation, the school's capacity for improvement.

4.3 The report was published on 05 May 2015. It has been issued to staff, parents, local elected members and the Convener and Vice-Conveners for Education & Communities.

4.4 Clydeview Academy is inspected under the evaluation frameworks "How Good Is Our School?" and "Child at the Centre".

4.5 In assessing the indicators of quality, Education Scotland found three aspects of the school to be 'very good' and two aspects to be 'good'.

4.6 The report lists six particular strengths of the school:

- The welcoming, inclusive environment created by staff and articulate, polite young people
- Young people's enthusiasm for music and the impact this has on the ethos of the school
- Approaches to engage parents in improving young people's learning
- The well co-ordinated approaches involving staff and partners working to improve outcomes for young people who require additional support
- Consistently high levels of attainment from S4 to S6
- The strong leadership for learning and management of change provided by the headteacher

4.7 The reports lists two areas for improvement:

- Further develop self-evaluation to ensure staff at all levels take appropriate responsibility for consistently high quality teaching, learning and assessment
- Continue to develop the curriculum so that it meets the needs of all young people and includes a clearer focus on skills progression

5 May 2015

Dear Parent/Carer

**Clydeview Academy
Inverclyde Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including how the school involves parents in young people's learning and the partnership project aimed at improving numeracy. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

The young people of Clydeview Academy are proud of their school and enthusiastic about their learning experiences. They are articulate and confident when talking about their learning and achievements. Almost all enjoy positive relationships with staff and their peers. They feel safe, respected and encouraged to achieve their best. Deaf young people are confident in their use of British Sign Language which a few staff and hearing young people are also able to use. The school's inclusive ethos and values of success, friendship, equality and respect are very evident throughout the school. In most lessons, young people are clear about what they are learning. They respond well to teachers' questions and demonstrate good teamwork when given collaborative tasks and activities. In a few lessons there is scope for teachers to encourage deeper thinking through more challenging questioning. Senior young people are developing effectively their leadership skills through for example, the student council, the eco and enterprise committees and in their roles as buddies, prefects and senior leaders. The school is aware of the need to extend these opportunities further so that young people develop such skills from S1 through to S6. Young people across the school would like more clarity around the roles and achievements of the various groups representing their views. For example, many are not aware of the different roles of the student council and the year group pupil councils.

From S1 to S6 young people achieve success in learning beyond the classroom. They often take responsibility for organising events and activities across the school. The school's international partnership with a school in Malawi helps them to be active and engaged as global citizens. Young people in S2 are responsible for a recycling project as part of the school's efforts to gain Green Flag status. They are furthering their

understanding of sustainability. Increasing numbers are achieving accreditation for their achievements through the Duke of Edinburgh's Award scheme, John Muir Award and ASDAN. Young people have raised significant sums of money for local and international charities which they themselves decide on through the student council. A small group of young people in S2 organised a well-attended summer fayre and achieved the prestigious *Spirit of Clydeview Award* for their enterprise, citizenship and teamwork. Young people proudly represent their school and community with success at local and national level in a range of sports including swimming, athletics, football, golf, curling and rugby. Many others improve their wellbeing and teamwork skills through participating in a variety of sports clubs and school teams. Young people's enjoyment of, and success in, music and drama are an important feature of the school. During the weekly *Friday Fringe* staff, young people and visitors to the school come together to provide performances that demonstrate their skills and hard work in the expressive arts. Over one hundred young people entered the recent Inverclyde Music Festival and many young people were highly placed. A few young people are extending their skills through working at a local arts centre to find out more about stage management. The school clearly supports young people to achieve success in many different aspects. The next step is to improve the monitoring of young people's engagement and progress in these wider achievements to ensure all young people benefit from the opportunities on offer.

From S1 to S3 young people are developing their knowledge and understanding across the curriculum. Almost all are building well on their prior learning. In a few subjects the highest attaining young people require more challenging tasks and activities through for example, opportunities to apply their skills in unfamiliar contexts. Staff have embarked on work to improve how they use assessment information to track and monitor young people's progress from P7 to S3. The school's current partnership project with another secondary school, is improving skills in numeracy for a targeted group of young people in S3. In many classes young people reflect on mistakes in a supportive environment and work out how to improve their performance. As such, they are developing resilience and a deeper understanding of the importance of mental wellbeing. They would benefit from more varied learning and teaching in a few subjects and increased opportunities to work independently. Deaf young people cope very well in mainstream classes with support from highly skilled specialist staff. They engage positively with teachers and classmates, enjoy lessons and make very good progress in their learning. From S4 to S6, the school supports young people very well through rigorous tracking and monitoring of their progress. Young people in S4 to S6 have consistently attained very well in national qualifications. The school has demonstrated year on year improvements in many aspects of attainment with notable improvement in the performance of the lowest attaining young people. By S6, young people's attainment is consistently much better than that of other young people with similar needs and backgrounds in schools across Scotland. Almost all young people leave school with appropriate qualifications in literacy and numeracy and move onto a positive post-school destination. More than half gain entry to higher education. In these respects the school's performance is much better than both the local authority and national figures.

How well does the school support young people to develop and learn?

Almost all young people feel their teachers care about them and do their best to help them succeed. Across the school, many teachers effectively make adjustments during lessons and willingly give of their own time to help meet young people's needs. In most lessons, tasks and activities meet the needs of almost all young people very well. In a few lessons, the pace of learning could be more brisk for most young people and a few young people would benefit from increased challenge across the curriculum. The pastoral support and support for learning teams are very proactive in their support of young people. They ensure factors such as learning difficulties, family circumstances, health needs or social and emotional issues are not barriers to young people's learning and success in school. A very well co-ordinated, highly effective group of partners from agencies such as the *Inverclyde Autism Spectrum Condition Outreach Team*, the *Corporate Parenting Team* and *Skills Development Scotland* also provide valuable support for young people. Such support and shared expertise has increased the skills and confidence of school staff to support young people who for example, experience dyslexia or sensory impairment. This exemplary partnership working together with a wide-range of support deployed across the school ensures young people get the right sort of help and at the right time.

Young people in S1 to S3 experience a curriculum which provides breadth of learning across all curriculum areas. In S3, young people benefit from opportunities to choose some subjects of particular interest for deeper learning. This supports young people to continue to enjoy learning while extending their knowledge and skills before moving into the senior phase. Opportunities for achievement such as the John Muir Award in S2, enterprise activities, charity and eco projects further enhance young people's curriculum at this stage. All teachers are increasingly aware of their responsibility to support young people's progression in literacy, numeracy and health and wellbeing. We have however asked teachers to improve how they plan this. At key points young people have opportunities to make connections across their learning through whole year group work such as the Scottish studies theme in S1 and the *State of Emergency* challenge in S2. The school is aware of the need to increase young people's understanding of the skills they are developing and improve progression in these skills from S1 to S3. From S4 to S6, young people have good opportunities to build on their prior learning through courses available in school, at West College Scotland and at other Inverclyde schools as a result of consortium arrangements. A few young people benefit from personalised learning pathways which suit their needs well. From session 2015/2016, the school plans to bring young people from S4 to S6 together as a single group of senior pupils. As this develops the school should continue to work more closely with its partners to plan and implement an increased range of options to ensure the curriculum meets the needs of all learners better.

How well does the school improve the quality of its work?

The community of Clydeview Academy has achieved a great deal since the school was established in August 2011. Young people respond very well to the high expectations set by the headteacher and staff. Many aspects of young people's attainment in S4 to S6 are outstanding. The school's innovative approaches to engage parents have greatly increased parental and community confidence in the school. Opportunities for Parent Council members to spend a day with staff and pupils

going about their daily routines have complemented the well-attended open events and increased parental understanding of modern learning experiences. Young people have a range of avenues through which to share their views and influence change in the school for example, working alongside staff on the development group, making financial decisions and monitoring the school improvement plan. All teachers and many other staff participate in school improvement through a range of working groups and professional learning activities. However, the overall impact of these groups varies and there is scope to reconsider to create a reduced and more focused school improvement plan moving ahead. Greater involvement of principal teachers in developing approaches to identifying and sharing good practice at class teacher and departmental level is required. There is no doubt that the headteacher, ably supported by his senior management team, has provided significant leadership and direction to get the school established and to continue to secure high levels of success for young people. A strong and unique community of learning is now firmly in place. The next step is for all staff, young people and partners to have increased responsibility to create consistently challenging and motivating learning experiences and to develop personalised learning pathways for all young people. This can be achieved through engaging in a more structured approach to sharing what works well in the school and learning from the best examples elsewhere.

This inspection found the following key strengths.

- The welcoming, inclusive environment created by staff and articulate, polite young people.
- Young people's enthusiasm for music and the impact this has on the ethos of the school.
- Approaches to engage parents in improving young people's learning.
- The well-co-ordinated approaches involving staff and partners working together to improve outcomes for young people who require additional support.
- Consistently high levels of attainment from S4 to S6.
- The strong leadership for learning and management of change provided by the headteacher.

We discussed with staff and Inverclyde Council how they might continue to improve the school. This is what we agreed with them.

- Further develop self-evaluation to ensure staff at all levels take appropriate responsibility for consistently high quality teaching, learning and assessment.
- Continue to develop the curriculum so that it meets the needs of all young people and includes a clearer focus on skills progression.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, Inverclyde Council will inform parents about the school's progress.

Patricia Watson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ClydeviewAcademyGourock.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Clydeview Academy.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/ClydeviewAcademyGourock.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".