The Waid Academy



Standards and Quality Report

Session 2021 - 2022

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| ***The Waid Academy***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |
| **Context**  **School Roll: 718**  **FME:**  **Attendance: 94.15% (Authorised 3.47%, Unauthorised 2.38%)**  **Exclusion: 0**  **Attainment Scotland Fund Allocation (PEF and SAC): £46522** |

The Waid Academy is a non-denominational, comprehensive secondary school with a role of c.717 for Session 20/21. The Waid Academy serves the coastal villages of the East Neuk of Fife and Largo and the community is proud of the school and its traditions. We also benefit from a significant number of placing requests into the school. We have very good attendance at our Parent Council meetings and our Parent Council is proactive and highly supportive. We have very strong partnerships with local employers and community partners which supports us to progress our Developing the Young Workforce Strategy. Positive destinations have been consistently strong. Due to our geographic location, connectivity is recognised as an issue for our broader community impacting on families in many ways. For our school community, it is an additional barrier to extending the school/college partnership and disadvantages our learners. We will continue to work with the colleges to try to find sustainable solutions. We have a nurturing, inclusive ethos in school and aim to foster a sense of belonging and well-being while maintaining our focus on maximising attainment and achievement for all. We work hard to meet the needs of all learners and have had no exclusions for the last 8 years. The Waid Academy is a school rooted in its community and we have a clear understanding of the social, economic and cultural context of our community. Our shared values are; Excellence, Respect, Ambition, Pride and Achievement. These values will be reviewed in 2021/2022. This awareness informs both our curricular planning and our planning for improvement. Within an inclusive, nurturing community we have high aspirations for all and this informs decisions at whole school and individual learner level. We have a well-developed continuum of support in school and benefit from a Department of additional Support. We have a culture of dispersed leadership across staff and learners.

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021** | | |
| **NIF Priority**  Improvement in Attainment  **NIF Driver**  Assessment of Children’s progress | **HGIOS 4 Quality Indicators**  1.2, 2.3, 3.2, 3.1 | |
| **Focussed Priority**:  Ensure that our assessments of learners’ progress in face to face teaching and online learning is reliable and that learners therefore experience appropriately differentiated challenge and appropriate interventions to maximise attainment  **Actions:**   1. Embed robust ongoing assessment of learners’ progress in face to face and online learning to ensure that all learners entered for SQA awards maximise their attainment 2. At faculty level agree consistent approaches to feedback to ensure learner understanding of progress and next steps 3. Implement a calendar of moderation within each subject to ensure assessment of progress is valid, reliable and supports appropriate interventions. 4. Develop professional learning opportunities to support blended learning   **Progress:**  **Embed robust ongoing assessment of learners’ progress in face to face and online learning to ensure that all learners entered for SQA awards maximise their attainment**  At faculty level teachers developed a range of methods of assessment during the online learning period of the school closure. Professional dialogue sessions in faculty meetings were led by PTCs and these provided opportunities for collaborative development of practice to support this priority. The school had a forensic focus on tracking learner progress and created 2 additional tracking points to ensure regular focussed communication with learner and parent. Additional tracking meetings (TAMS) were created and used to plan collaboratively to plan learning and teaching interventions where progress was concerning. Tracking of “At Risk” learners was reviewed on a weekly basis.  **At faculty level agree consistent approaches to feedback to ensure learner understanding of progress and next steps**  At subject level, teachers worked together to develop their practice to ensure regular learning conversations focussed on current working grade and next steps to improve attainment were consistently implemented.  **Implement a calendar of moderation within each subject to ensure assessment of progress is valid, reliable and supports appropriate interventions***.*  A cycle of moderation was planned and implemented at subject level from August 2020. This was supported by cross school moderation. Staff developed additional opportunities to engage in moderation beyond the school and local context seeking specialist feedback to meet identified needs  **Develop professional learning opportunities to support blended learning**  From August and December faculty joint working and whole school professional learning was focussed on developing approaches to Blended learning. While blended learning was not implemented, the work undertaken contributed to a significant improvement in the quality of learner experience in the second period of school closure form January 2021 to March 2021. Evidence from parents and learners indicate that the quality of online learning offered in the second lockdown was of a high quality. | | |
| **Impact:**  **Embed robust ongoing assessment of learners’ progress in face to face and online learning to ensure that all learners entered for SQA awards maximise their attainment**  There is evidence of a range of interventions being implemented in response to progress concerns which have resulted in significant increased attainment for individual learners and groups of learners**.** Learners’ voice was sampled and this indicates that most learners had a good understanding of progress and could identify next steps in learning. Almost all “At Risk” learners in S4 achieved 5 qualification with the exception being a young person with complex additional support needs  **At faculty level agree consistent approaches to feedback to ensure learner understanding of progress and next steps**  Feedback from learners indicate that, in most subjects, learners found the approach to learning conversations useful in supporting them to identify areas of weakness and to improve. Quality assurance of learner conversations indicated an inconsistency in quality of feedback both within and across faculties. Building capacity to improve the quality of feedback informing learner conversations is a key priority for session 21/22.  **Implement a calendar of moderation within each subject to ensure assessment of progress is valid, reliable and supports appropriate interventions.**  All Staff indicate that their understanding of and ability to apply the National Standard has been further developed. There is a high confidence across the school that moderation has been effective and resulted in robust judgements. Each subject has a robust narrative outlining the moderation process and the impact of it on teacher learning and on areas of focus for learners  **Develop professional learning opportunities to support blended learning**  Feedback was sought from parents, learners and staff which provided strong evidence that the school’s structure for online learning and teacher’s approaches supported progression in learning for almost all learners who engaged. There was increased engagement in online learning in the second period of closure with the majority of learners engaging in online learning. | | |
| **Next Steps:**   * Used planned professional learning time to work collaboratively to improve teacher understanding of feedback methodology and how to close the feedback loop to support learner progress * Build on learning conversation to ensure that these are consistently implemented and provide feedback which leads to demonstrable improvement in learning. * Build on the learning from this session to ensure that moderation is embedded in our assessment practice and is built into the faculty QA calendar in all subjects. * Develop an ICT course in S1 to ensure learners have appropriate skills to fully engage with online learning. | | |
| **Outcomes for Young People** | | |
| Our positive destinations continue to be an area of strength. Session 19/20 –95.2% of leavers achieved a positive destination. This is a decrease of 2.2%, however there was a National dip reflecting the impact of the global pandemic. Our positive destination figure is the highest of Fife schools and sits above, National, SEIC and our virtual comparator. 44.8% of Leavers progressed to Higher Education which is our highest figure for the last three years. We had equal number of leavers progressing to Further Education (22.6%) and Employment (22.6%)  We would like to achieve 100% Positive Destinations and continuing to develop our work in this area is a priority for next session.  Literacy and numeracy outcomes remain strong. 97.58% of our leavers attained a Level 4 Literacy and Numeracy Award which is above Fife, SEIC, National and Virtual. 71.7% achieved Literacy and Numeracy at level 5 which sits above Fife, SEIC and National and is in line with our virtual comparator. Our 20% most deprived learners perform better in Waid in both measures than in our virtual comparator. Performance in literacy at level 5 has dropped slightly and improvements in literacy is an identified focus for improvement planning next session.  S5 annual tariff points for the lowest achieving 20% was an area identified for improvement last session and this has seen improvement. This session the average annual tariff points for this cohort sits above Fife, National and Virtual and is the highest for 3 years.  Analysis of course award for year groups indicates positive attainment. In s4, 5@ Level 3 sits at 97% and is above our virtual. 5 @ Level 4 is 91.04% and is above virtual. For S4 5@5 we are at 55.22% which sits just below virtual.  In S5, 1@ Level 6 sits at 70.49% which is above our virtual comparator. 3@ Level 6 sits at 46.72%. This is slightly below VC. 5 @ Level 6 is 22% which is slightly below our virtual. Continuing to improve attainment at 3 and 5 Highers in S5 is an area for focus.  By S6, 1,3 and 5 Highers all sit above our virtual comparator. In S6, 1 @level 7 ADVH is at 25.58% and above virtual comparator. | | |
| **Evidence of significant wider achievements** | |
| S5 annual tariff points for the lowest achieving 20% was an area identified for improvement last session. Collaborative enquiry across stakeholders resulted in an understanding that our curricular offer was not meeting the needs of this cohort. A new Employability Pathway was developed for a targeted cohort in S5 focused on widening their vocational and employability skills set. This has been a highly successful approach and this session the average annual tariff points for this cohort sits above Fife, National and Virtual and is the highest it has been for 3 years. The experience was delivered in partnership with college. Unfortunately, the community-based work experience element planned as part of the programme could not go ahead because of Covid protocols. However, the learners have developed a strong enterprising mindset and have built confidence in their own strengths. They have evidenced employability skill and 100% of those involved in the programme have secured a positive destination. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| The period of school closure from January to March 2021 was difficult for staff, learners and parents. It took a considerable toll on the mental health of many in our community.  In Waid, we chose to use the existing timetable to structure online learning for learners. Feedback for all stakeholders indicated that this was a helpful approach. The majority of staff developed live lessons for learners and almost all staff had live interaction with learners. The planning for high quality lessons and preparing appropriate resources added to workload. In the senior phase, the disruption to the prelim diet reduced opportunities for consistent assessment across learning. The majority of teachers worked together to find ways to provide meaningful feedback for learners. Engagement levels were improved from the first period of lockdown, and the majority of learners engaged. PTCs worked hard to engage with non-engagers in the senior phase and communication home was a strength. The school was open to key worker children and those who were vulnerable. The in-school work undertaken with our vulnerable learners was extremely nurturing and feedback from learners indicated that this allowed them to thrive. We were able to provide key 1:1 online support for a significant number of at-risk learners which supported their social and emotional development. As the school was open, we were able to provide resources for example art material and musical instruments: this was important for supporting learning. We received 25 chrome books and in addition we were able to reconfigure and distribute school devices issuing over 60 devices in total. However, for some learnersconnectivity remained an issue. The period of school closure resulted in an extremely intense period of evidence gathering for senior phase pupils which was stressful for them and resulted in significant workload for staff. However, staff have maintained a focus on supporting learners and have clearly put learners’ needs at the centre of all they have done.  As a school, we have not had a positive Covid case in school and have not had many cases of self-isolation. Attendance has been strong throughout the session for both learners and staff. The Covid mitigations have however had a discernible negative impact on our sense of community as we have not been able to gather together to celebrate or to examine our values. Wider achievement opportunities have been minimal this session. We aim next session to revisit our curriculum rationale with a first step being to work with all stakeholders to re-examine our vision and values. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 25 | | Additionality in staffing | 2 FTE |   We used 1 fte to appoint a temporary teacher of Technology. We had a long-term absence in Technology and this appointment enabled us to maintain subject specific teaching across all SQA classes. Without this additionality, the attainment in Technology would have been negatively affected, the additionality allowed us to mitigate this disadvantage. The SQA results in all Technology subjects are positive against three-year trend data.  In addition, this appointment supported us to design specific targeted interventions for individual “at risk” learners in S4 in Technology subjects. All S4 ”at risk” learners across Technology secured a course award this session.  The further 1fte was used to ensure an additional teacher in school each day. This enabled us to release subject specific staff for targeted raising attainment interventions prior to the school closure period. All interventions resulted in improvements in progress for targeted learners.  During the school closure period, the additional staff delivered a nurturing supportive learning experience for the key worker children attending school. This enabled subject staff to focus on developing the quality of their online lessons. Feedback from the key worker children indicated that almost all of them felt that the support offered to them helped them fully engage in their online learning while in school and all of them recognised the value of the nurture activities planned for them.  Since the return to school from the school closure, the additional staffing has supported the release of subject teachers to support the assessment and moderation processes as part of the ACM. This freed up time for collaborative working which has resulted in high levels of confidence around our moderation processes and our provisional results.  In addition, the additional staff have supported targeted reassessments to support “at risk” learners. This has resulted in almost all (98%) of S4 achieving at least 5 @ Level 3 or above. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)**   * Develop a Positive Mental Health Toolkit to support all learners and increase the range and quality of targeted support available for identified individuals * Identify and resource a structured literacy intervention for targeted S1/2 learners whose reading age is below chronological age by at least 18 months. | |
| **Progress:**  Priority 1:  At universal level, on line resources developed to support learners to reduce stress by RMPS class teacher and issued to all.RMPS teacher offered face to face group sessions prior to closure and 1:1 online support sessions during the closure period on developing and utilising personal coping strategies with learners identified and referred through Pupil Support. Pupil Services officer appointed who is developing a key adult role with identified learners who experience high levels of anxiety. Staff have provided online support and contact with learners whose anxiety is a barrier to attending school. Two PSAs have undertaken OMM training and are offering individual counselling support to learners.  Priority 2:  Hackney Literacy resource purchased and all support Teachers and PSA have undertaken training in delivery. Implementation plan in place for next session 21/22. | |
| **Impact:**  Priority 1:  Feedback from a small number of learners and parents indicate that the online resources developed were of significant value. Further developing our OMM framework at universal level is a priority for next session.  Timetabling the RMPS teacher to enable her to develop group work sessions had a positive impact on wellbeing for all participants. Feedback was gathered each week in each session and learners scaled their responses to sessions: this indicated that all learners felt they had a number of useful strategies they could employ to reduce stress.  Feedback from almost all parents and learners who have been supported by the Pupil Services Officer indicate that they feel more confident in school as they can access the PSO for support as required.  Priority 2:  All staff engaged in the training for the programme indicate that they feel confident in their ability to deliver this next session. The impact on learners will be evaluated throughout session 21/22. | |

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |