

**CLACKMANNANSHIRE COUNCIL**

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**Report to Scrutiny Committee of 20 November 2008**

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**Subject: Lornshill Academy – progress in responding to inspection**

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**Prepared by: Jim Goodall, Head of Education & Community Services**

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**1.0 SUMMARY**

- 1.1. This report outlines the actions which Lornshill Academy has taken to address the main points for action which were identified by Her Majesty's Inspectorate of Education (HMIE) in its report on its inspection of the school last year. It indicates the impact which these actions are having on the achievements and attainments of its pupils.
- 1.2 The report indicates that the school is making good progress in addressing the main points of action but that there is still work to be done in relation to all of these.

**2.0 RECOMMENDATIONS**

- 2.1 Members of the Scrutiny Committee are asked to note the contents of this report.

**3.0 BACKGROUND**

- 3.1 In August 2007 Her Majesty's Inspectorate of Education (HMIE) published its report on the inspection of Lornshill Academy.
- 3.2 The report's main points for action were that the school supported by the education authority should:
1. Make learning and teaching and meeting pupils' learning need more consistently effective
  2. Improve attainment for all pupils at each stage
  3. Implement training in child protection and racial equality for all staff
  4. Improve leadership of learning at all levels in the school.

- 3.3 The school prepared an action plan in relation to the above main points for action. The action plan was approved at this time last year and began to be implemented.
- 3.4 The remainder of this report indicates what the school has done regarding the above main points for action and indicates the impact which its actions have had and will have on the achievements and attainments of the school's pupils.

### **Main Point for Action (1)**

- A. Half of the school's staff has taken part in the authority's 3-day co-operative learning training programme. The school has set up a Learning and Teaching Working Group of staff who are supporting the school's staff in implementing co-operative learning in their classrooms. The appropriate use of this important technique is being seen across the full range of the school's work with young people. It is leading to more effective learning and teaching, meeting a broader range of pupil needs. Work in this regard will continue over the coming years to extend further the use of this and related techniques.
- B. Classroom visits to monitor the quality of learning and teaching in classrooms by Principal Teachers and other promoted staff have increased. These visits are intended to provide classroom teachers with feedback on how they can improve their teaching and their pupils' learning. They are generally well-received. The frequency of visits needs to be maintained. Some training in giving and receiving feedback is required to enhance the impact of the classroom visits. All faculties produce a Standards & Quality Report.
- C. All faculties and departments have devised and are implementing strategies to promote the use of ICT in support of teaching and learning. The implementation of these strategies is leading to more effective learning. The full implementation of these strategies will take place when the school moves into its new premises.
- D. The school's teachers are providing more differentiated experiences for pupils but much more needs to be done to make this aspect of their work more consistent across the full range of the school's work. Pupil planners, which are used to help them organise and reflect on their learning, have been used in S1 and S2, are being rolled out into S3. Pupils have indicated that they thought the planners helped them to understand more what it was they were expected to learn; they also helped staff to make learning intentions more explicit to their pupils.
- E. Better and more targeted Individual Education Plans (IEPs) are now in place. Those which are being drawn up are now more practical, useable plans which have more prospect of having a direct influence on the work done by teachers and support staff with the pupils who have IEPs.
- F. The range of course provision has been extended to better accommodate the needs of vulnerable and disengaged young people.

- G. The school is taking forward its work on Restorative Practice; this approach is being used to resolve pupil/pupil and pupil/teacher disputes. A number of young people have had training as peer mediators.
- H. During a recent visit to the school the District Inspector (HMIE) for Clackmannanshire reported that she and her colleagues are seeing the kinds of improvements they would be looking for. They have advised the school that more needs to be done to fully embed these improvements and they have suggested ways in which this might be done. The school is acting on this feedback.

**Main Point for Action (2);** Pupil attainment in the 2008 Scottish Qualifications Authority (SQA) examinations is summarised below.

- A. In 2008, 93% of pupils obtained 5 or more awards at SCQF Level 3 or better; in 2007 90% of pupils achieved this level of attainment.
- B. 73-74% of pupils obtained 5 or more awards at SCQF Level 4 or better; in 2007 71% of pupils achieved this level of attainment.
- C. 19% of pupils obtained 5 or more awards at SCQF Level 5 or better; 4.5 points lower than in 2007. The reason for this fall is attributable to an un-anticipated decline in the attainment of relatively high attaining girls. The reasons for this are being investigated in detail.
- D. The UPS\* average for the lowest performing 20% of pupils in the school rose again to 61 - the equivalent of more than 7 Standard Grade awards at Level 3 (Foundation). The overall average UPS\* was greater than 150, the equivalent of around 5 Standard Grade awards at level 5 (Credit), a significant increase from 2007.
- E. The S4 results for 2008 will remain below national averages.
- F. The school's performance will compare favourably with its peers. It will be in the top quartile for SCQF Levels 3 and 4 and in the top half for Level 5. It will be in the top quartile for UPS averages
- G. 32 % of pupils obtained 1 or more awards at SCQF Level 6 or better; 6 points higher than in 2007.
- H. 14% of pupils obtained 3 or more awards at SCQF Level 6 or better; the same as in 2007.
- I. The school's performance will compare favourably with its peers. It will be in the top quartile for the above measures
- J. Pupils have obtained a number of other/alternative qualifications. 60 ASDAN awards were achieved by the school's pupils. Significant numbers of pupils obtained unit and course awards in college-based programmes of work, particularly *Skills for Work* programmes
- K. The percentage of school leavers going into higher and further education, training or employment improved greatly in 2008.

*\* The UPS is a system which is used to include awards at different levels. Access, Standard Grade and Intermediate awards are allocated a pointage which can then be added up to give an individual total for a school, subject or an individual. The UPS is seen increasingly as being a strong measure of a school's overall attainment, more inclusive than the levels based measures still in most common use.*

Young people in the school are involved in a wide range of sporting and other activities, e.g. the school's *Fusion* dance group is well-known. The school has been advised that it should maintain better records of pupils' wider achievements so that the work which it does with its pupils can be properly reflected.

### **Main point for action (3)**

This main point for action is yet to be fully overtaken. Almost all staff have had child protection training; around 50 % have had racial equality training. The objective that all staff will have received training or, in some cases, further training in child protection and racial equality will be overtaken within the next year. All staff have been reminded of the need for them to submit RAHMAS pro formae when they encounter any racist or possibly racist incidents. Race equality issues are being addressed with pupils in their PSE classes and will be addressed also through topics delivered in relevant subject contexts and through tutor group discussions and activities.

### **Main Point for Action (4)**

- A. New remits have been prepared for the members of the school's senior management team. These remits all have a strong focus on teaching and learning. The school's Depute Head Teachers have been allocated additional non-teaching time for the prosecution of their remits and for them to take more proactive roles in leading learning in the school.
- B. A number of new Principal Teachers have been appointed. These staff are having a positive impact on the work of their faculties/departments. The Support for Learning and Behaviour Support 'departments' have been amalgamated; supervisory assistants are being deployed more effectively now to better support young people with additional support needs.
- C. HMIE noted a number of positive trends and that the climate in relation to 'leadership for learning' was improved. This has led to improvements in pupils' learning.

## **4.0 CONCLUSIONS**

- 4.1 The school is making good progress in addressing the main points for action set out in the HMIE report on its inspection of Lornshill Academy.

There remains headroom for improvement in relation to all of the main points of action. The school recognises this and has identified appropriate further action which it will require to take to address these. It has done this with the support of the Council's Quality Improvement Officers and HMIE.

## 5.0 SUSTAINABILITY IMPLICATIONS

- 5.1. The school's improvement following its HMIE Inspection will contribute directly and indirectly to the on-going development of the communities it serves in relation to citizenship, employability and well-being generally.

## 6.0 FINANCIAL IMPLICATIONS

- 6.1. None

### 6.2. Declarations

- (1) The recommendations contained within this report support or implement Corporate Priorities, Council Policies and/or the Community Plan:

- **Corporate Priorities (Key Themes)** (Please tick ☒)

Achieving Potential	<input type="checkbox"/>
Maximising Quality of Life	<input type="checkbox"/>
Securing Prosperity	<input type="checkbox"/>
Enhancing the Environment	<input type="checkbox"/>
Maintaining an Effective Organisation	<input type="checkbox"/>

- **Council Policies** (Please detail)

- **Community Plan (Themes)** (Please tick ☒)

Community Safety	<input type="checkbox"/>
Economic Development	<input type="checkbox"/>
Environment and Sustainability	<input type="checkbox"/>
Health Improvement	<input type="checkbox"/>

- (2) In adopting the recommendations contained in this report, the Council is acting within its legal powers. (Please tick ☒)

- (3) The full financial implications of the recommendations contained in this report are set out in the report. This includes a reference to full life cycle costs where appropriate. (Please tick ☒) ☐

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Head of Service

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Director



## Report to Scrutiny Committee

To accompany all Reports to Scrutiny Committee

To: Head of Administration And Legal Services

Author: Jim Goodall

Date: 28 October 2008

Service: Services to People - Education

Date of Meeting: 20 November 2008

Title of Report: Lornshill Academy – progress in responding to inspection

Recommendation that the attached report be:

1. Given unrestricted circulation

☒

(tick appropriate box)

2. Taken in private

☐

By virtue of paragraph \_\_\_\_ of schedule 7A, Local Government (Scotland) Act 1973.

Appendices attached to this report (if none, state "none")

1. None
- 2.
- 3.
- 4.

List of Background Papers (if none, state "none")

1. HMIE Inspection Report on Lornshill Academy
2. Lornshill Academy's Action Plan in relation to the above report
- 3.
- 4.

Note: All documents specified must be kept available by the author for public inspection for four years from the date of the meeting at which the report is considered.

