



Standards and Qualities Report 2021/2022



- Irvine Royal Academy Believes in Better -

- As we reflect on last session and the re-introduction of formal examinations, I would like to take this opportunity to thank our pupils, staff, parents and partners. I continue to be immensely proud of the opportunity to lead this school and thus I am delighted with the attainment and achievements of our community last session – this was despite the continued challenges pertaining to COVID-19.
- We have made significant strides forward in a number of key areas and I have every confidence that we will continue to make the required improvements that we have set out to undertake. We are a school who prioritises the importance of connection and thus we will continue to ensure that nurturing, inclusive, trauma responsive approaches are at the heart of our practice across all areas of the school.

Mrs Linzie Sloan – Head Teacher



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Vision



As a school, we believe that there is always room for further improvement, we can always do better in order to ensure improved outcomes for all members of our school community.



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values

We try everyday to model and promote the values of respect, responsibility and ambition.



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Aims

- *We aim to:*
- have structures in place to ensure that all young people are safeguarded
- ensure teachers are able to teach as freely as possible within a flexible timetable and dynamic curriculum
- lead by example to develop and support first class teaching and learning in every lesson
- bring real life into the classroom, inspiring all to take the learning beyond the four walls
- make learning challenging to meet the needs of all learners, ensuring that no one is left behind
- promote a 'can do' approach to continuous school improvement
- empower all learners to contribute fully to the life of the school and to exercise their responsibilities as global citizens.



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Context



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- School roll - 762

Year	Number
S1	148
S2	136
S3	136
S4	152
S5	141
S6	46
S9 - Adult Learners	3



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Context Data

SIMD - 1-3	SIMD - 4-6	SIMD - 7-9
82%	14%	4%

- 50% of pupils are currently on Staged Intervention and in receipt of varying degrees of enhanced supports.
- 52% of the current pupil population have an identified Additional Support Need.
- 8% of the current pupil population are Care Experienced.
- 33% of the current pupil population are in receipt of Free School Meals.





Context

- **Cluster Primaries:** Annick, Castlepark, Loudoun Montgomery and Woodlands
- **Staffing allocation:** 58.05
- **Classroom Assistant allocation:** 9



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Attendance

Year	School Average	NAC Average	UNAs	NAC UNAs
21/22	88.69	87.10	2.45%	5.40

EXCLUSIONS

- In session 21/22, we had the fewest exclusions on the mainland (8 Secondary Schools...).
- 8 pupils were excluded – just below our own 3 year average.
- We are committed to utilising internal and external supports as an alternative to exclusion – this continues to be a key priority!



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2021/2022 SIP

IRVINE ROYAL ACADEMY STRATEGIC PLAN 2021-22

LEARNING AND TEACHING

We will continue the momentum in our use of **digital technology** to support **high quality learning and teaching**. We will work towards achieving the '**Digital Schools Scotland Award**'.

We will aim to create **high quality outdoor learning experiences** and **environments that are fit for purpose**.

We will develop our approaches towards **learning for sustainability** to ensure that all young people are experiencing **coherent, rewarding, transformative learning experiences**.

PARTICIPATION

We will develop a **communication strategy** including the creation of a **new school website**.

Parents in Partnership (PIP) will be developed in conjunction with **community partners**.

Mentors in Violence Prevention will be launched and a **sustainable training model developed** across the school community.



HEALTH AND WELLBEING

First Line Support will be introduced in identified **registration classes**.

'**The Promise**' recommendations from '**The Care Review**' will be implemented.

The **SHINE mental health and wellbeing survey toolkit** will be utilised across all stages to inform **future planning and intervention**.

A **health and wellbeing strategy** will be developed and will include a **focus on Growth Mindset and Metacognitive skills**.

An **Anti-Bullying strategy** will be devised and implemented.

INCLUSION AND EQUITY

We will develop our approaches towards the creation of a **virtual school** to **support** those learners with identified barriers.

We will expand our skills based offering through the **creation of a Skills Academy**.

We will host **NAC's Secondary Inclusion Support Resource**.

We will devise an **in-house strategy (to compliment 'Royal Resources')** in order to ensure that the **cost of the school day** is kept to a **minimum**.

IRVINE ROYAL CLUSTER SHARED PRIORITY

All schools in the **Irvine Royal Cluster** will aim to implement components of the **National STEM Strategy** through engagement in the **STEM Nation Award**.

All schools in the **Irvine Royal Cluster** will engage in the **Young Stem Leaders programme**.

The **John Muir Award** will be delivered to young people and their families through the support of the **NAC Family Learning Team**.

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2021/2022 SIP Progress



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Learning and Teaching

- The enhanced use of digital technology was integral to the delivery of high quality learning and teaching (both remotely and in person) – all pupils were equipped with a Chromebook for home use.
- Outdoor learning inserts were introduced and garden area three utilised to support wider accreditation through the John Muir Award.
- A multiplicity of learning for sustainability initiatives were utilised, thus resulting in WWF recognition.

Participation

- The creation, development and maintenance of a new school website helped to raise the profile of the school and all it has to offer – the increased number of interactions with the site was illustrative of this.
- The Parents in Partnership programme resulted in some parents being presented for National Qualifications.
- S5/S6 pupils engaged in Mentors in Violence Prevention training – our newly trained Mentors then delivered a series of workshops across BGE classes.



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2021/2022 SIP Progress

Health and Wellbeing

- The introduction of First Line Support served to provide an additional layer of support for our S1 pupils – it also helped to develop leadership capacity amongst our first line staff.
- Staff have engaged in professional learning to enhance their understanding of The Promise and the associated recommendations.
- Targeted interventions were introduced across the Integrated Support team based on the SHINE data (pupil health and wellbeing survey).
- Pupils and staff co-designed and launched our new 'Mental Health and Wellbeing' policy.
- Pupils and staff co-designed and launched our new 'Anti-Bullying' policy.

Inclusion and Equity

- Our DYW offering, through our Skills Academy, continues to develop – said skills based courses were delivered in partnership with Ayrshire College. An increased number of young people signed up to the courses and achieved high levels of success.
- Our Secondary Support Resource had a very successful year one. All pupils involved have been able to transition into mainstream classes.
- We have continued to ensure that all actions, initiatives and supports, have the 'cost of the school day' at the very heart. Royal Resources has continued to expand – no pupil at Irvine Royal needs to do without any form of uniform or toiletries. All are readily available.





Successes and Achievements

- Introduction of new courses/wider achievement across the curriculum: Music Technology, Applications of Maths, Mental Health and Wellbeing, Employability, Sport and Recreation, Dance, First Aid, Wellbeing, Performance, Leadership, Cake Craft, Lab Skills, Practical Electronics...
- The re-introduction of school trips to enhance pupil experience: Theatre visit, Arran Outdoors, Pantomime, Bounce Station, Premier League Football visit, Dumfries House – Future Textiles, Gordon Black at Learning Hydro...
- The expansion of partnerships to enrich the curriculum offering: The National Galleries, Author visits, Medics Against Violence, Better U Fitness, The Scottish Racing Academy, Coastwatch, Impact Arts, Holocaust Education Trust, University of Strathclyde...
- Cop 26 – Interdisciplinary learning workshops at Eglinton Park.
- The introduction of Mentors in Violence Prevention.
- School Athletics Championships (highest participation in last 4 years)





Successes and Achievements

- NAC Dance Showcase – BGE winners
- Fare, Share & Go project – Friday Lunches
- Creative Arts Showcase
- The IET Faraday Challenge
- The Bebras Challenge
- Halloween Ghost Tour
- Merck Curiosity Cube
- Classroom to Care Home
- WWF Recognition for Sustainability
- Christmas concert including staff choir
- Youth Parliament – we continue to build links to allow for political participation
- Keep Scotland Beautiful – workshops on climate change and sustainability, global citizenship.



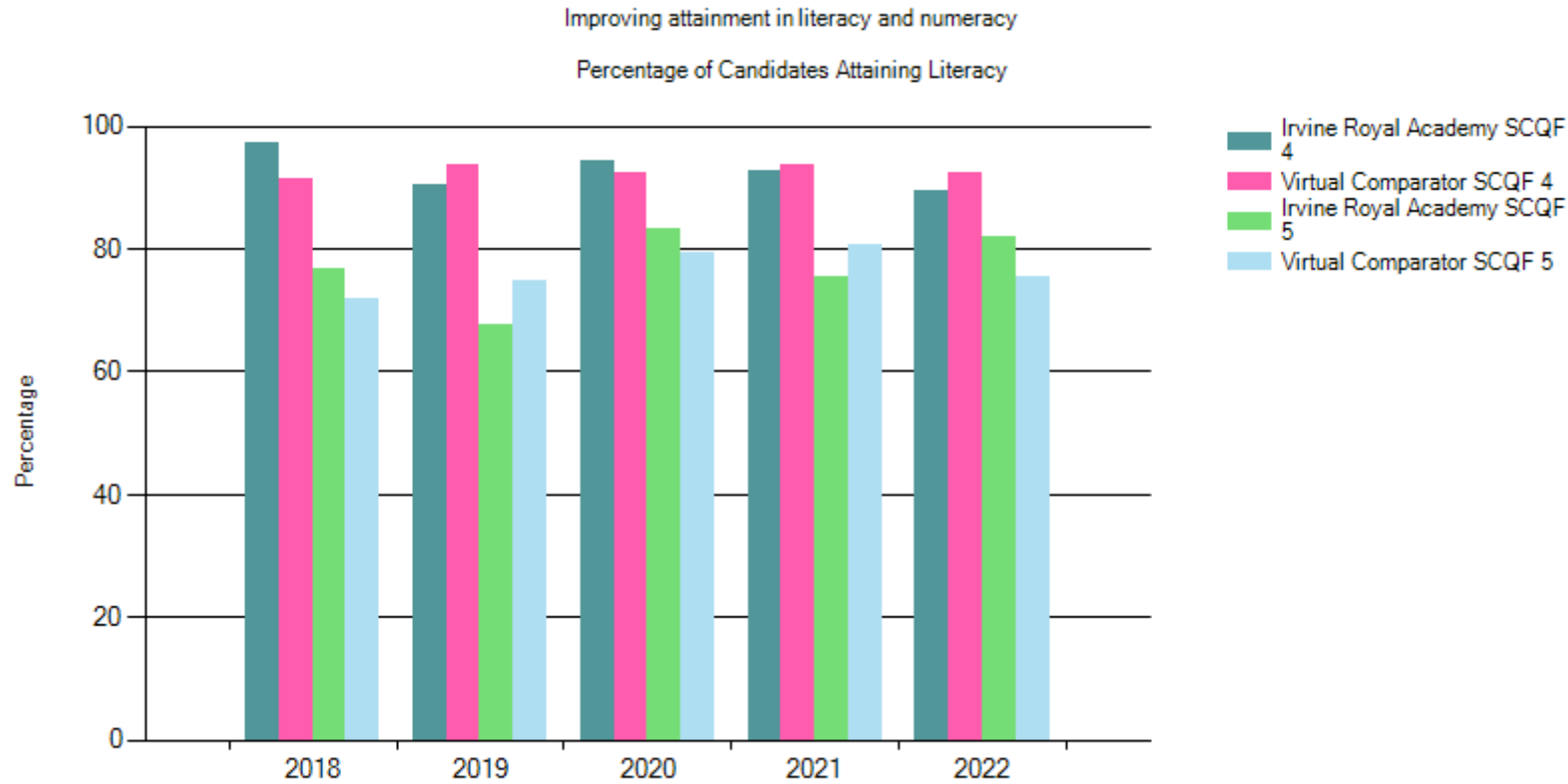
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Local Benchmarking - Literacy



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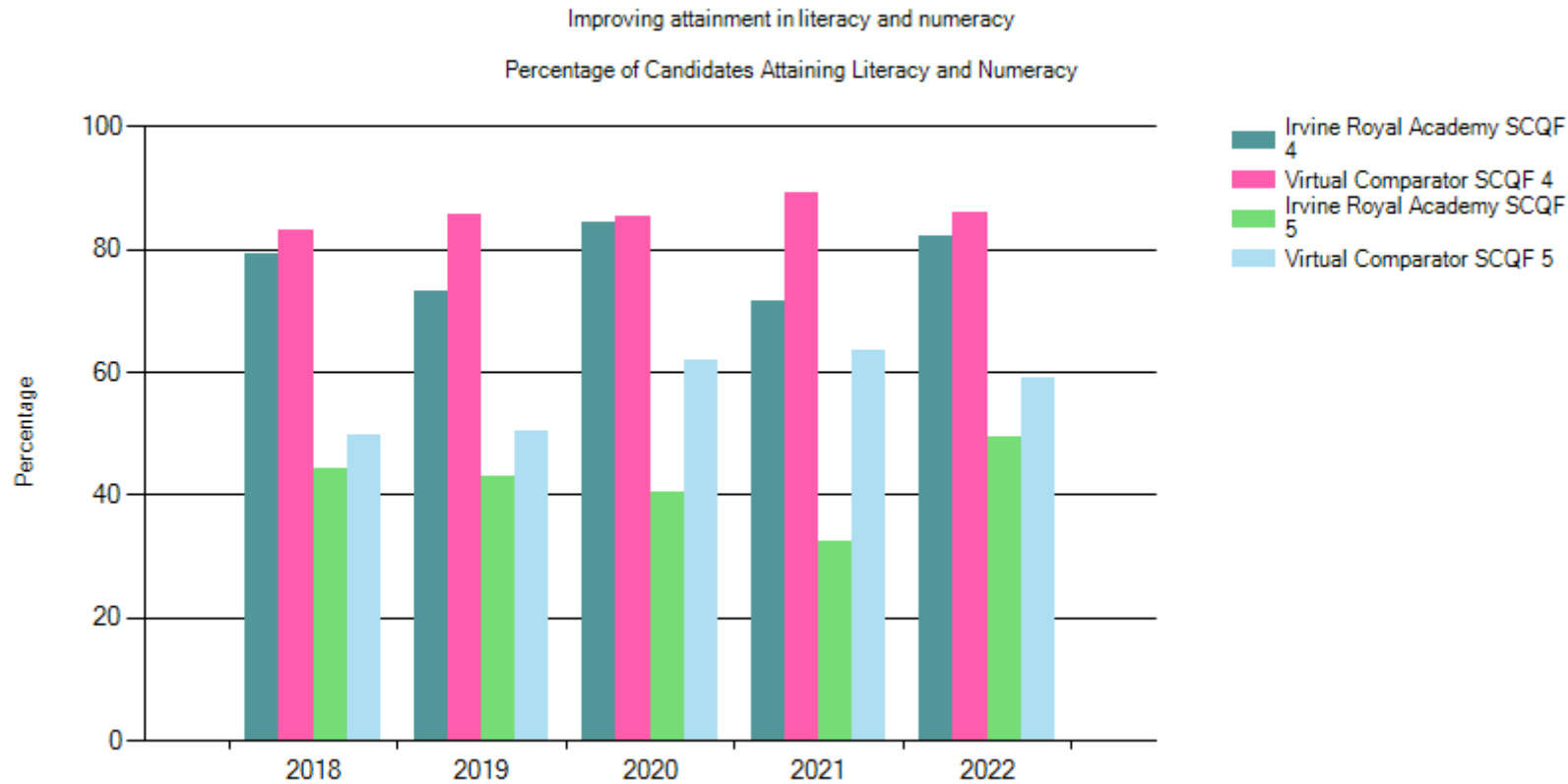
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Local Benchmarking - Numeracy



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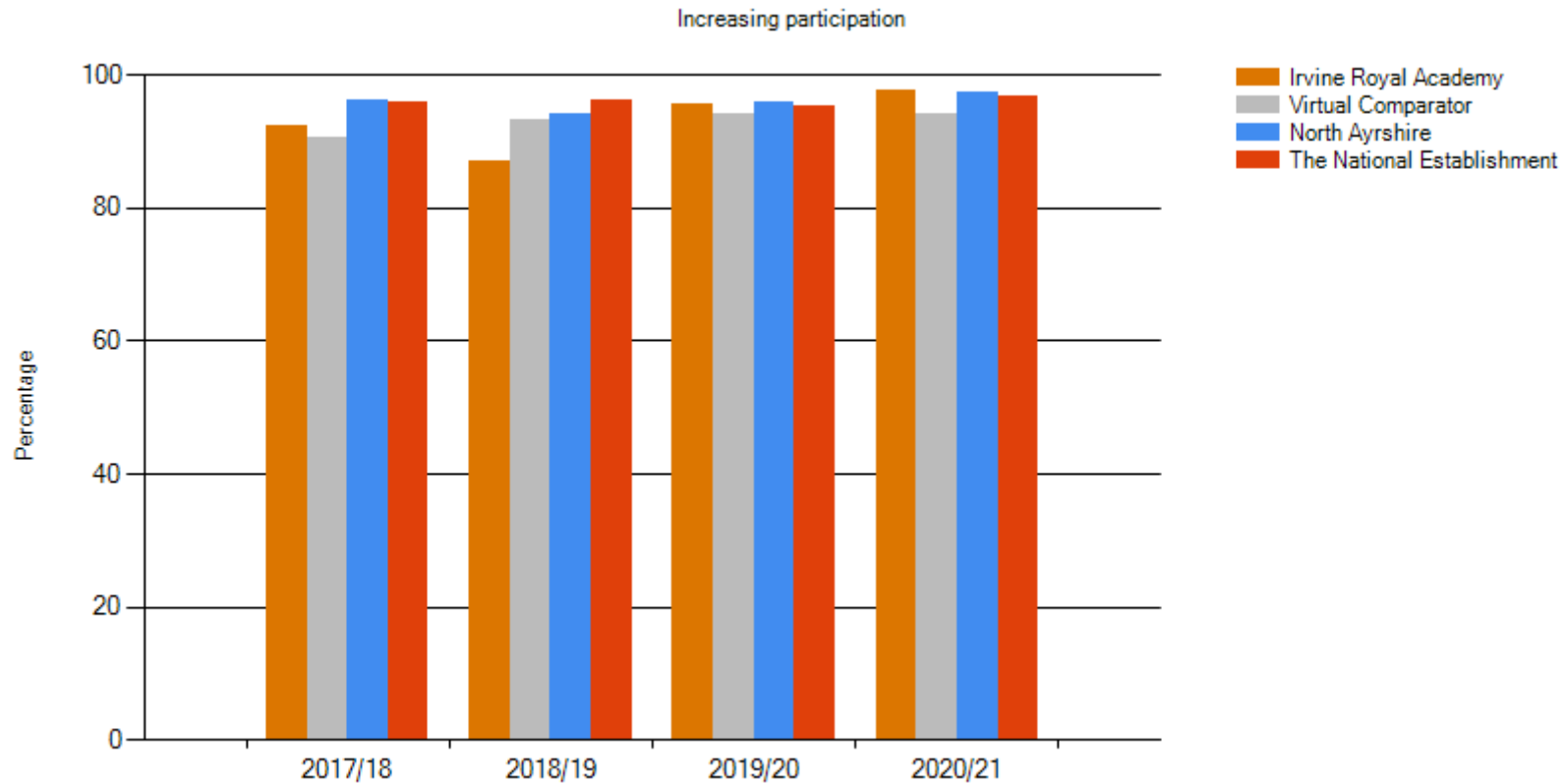
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Local Benchmarking - Initial School Leaver Destinations



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Attainment and Achievement

S4 - L5 - A-D

Number of L5	2022 %	2021 % - ACM	2019% (Last Exam Year)
1	78	74	74
2	66	71	63
3	57	56	49
4	47	43	38
5	36	33	28
6	30	19	11
7	20	9	0
8	13	0	0





Attainment and Achievement

S5 - L6 - A-D

Number of L6	2022 %	2021 % - ACM	2019% (Last Exam Year)
1	57	59	55
2	44	46	37
3	36	38	24
4	22	24	12
5	13	9	4



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Attainment and Achievement

S6 - L7 - A-D



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Number of L7	2022 %	2021 % - ACM	2019% (Last Exam Year)
1	30	24	17
2	16	7	2
3	6	2	0



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Evaluation of Work Related To The Scottish Attainment Challenge

The introduction of additional leadership positions served to drive forward key areas of school improvement:

- Communications
- Outdoor Learning
- Learning for Sustainability
- Raising Attainment
- Learning and Teaching
- Family Learning
- Developing the Young Workforce
- Inclusive Learning
- Data Coach

Ultimately, the improved levels of attainment and achievement across the school, serves to demonstrate the impact of such roles.



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Self Evaluation Ratings

September 22

- Quality Indicator 1.3 - Leadership of Change - 4 - Good
- Developing a shared vision, values and aims, strategic planning for continuous improvement, implementing improvement and change
- Quality Indicator 2.3 - Learning, Teaching and Assessment - 3 - Satisfactory
- Learning and engagement, quality of teaching, effective use of assessment, planning, tracking and monitoring
- Quality Indicator 3.1 - Wellbeing, Equality and Inclusion - 4 - Good
- Wellbeing, fulfilment of statutory duties, inclusion and equality
- Quality Indicator 3.2 - Attainment and Achievement - 4 - Good
- Attainment in Literacy and Numeracy, Attainment over time, overall quality of learners' achievement, equity for all learners





Priorities 2022/2023

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IRVINE ROYAL ACADEMY IMPROVEMENT PLAN 2022/2023

IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY

- The Creation of a Secondary Inclusion Resource (BGE and Senior Phase)
- Expansion of targeted interventions supported by robust tracking data
- Literacy and Numeracy across the curriculum strategy
- Enhanced Pupil Support/Departmental collaboration with a clear focus on differentiation
- Curricular transition to include all Faculty areas with a focus on skills development/moderation
- AAA identified and implemented in S1
- All pupils to achieve at least third level literacy/numeracy by the end of S3
- All S4 leavers to achieve a minimum of fourth level literacy/numeracy
- Fifth level literacy/numeracy data to be more closely aligned with the Virtual Comparator
- Enhanced engagement with the Professional Learning Academy to further develop staff confidence and capacity

PLACING HUMAN RIGHTS AND THE NEEDS OF EVERY YOUNG PERSON AT THE CENTRE OF EDUCATION

- Introduction of Pupil Parliament
- Enactment of the revised GTCS standards
- Implementation of the key recommendations from the Morgan Review
- Enhanced engagement with How good is OUR school? (pupil version) to promote learner participation in self-evaluation and school improvement
- Introduction of 'Parent Voice' strategy to shape school improvement
- Achievement of Rights Respecting Schools Award
- Achievement of LGBT youth Scotland Gold Award

CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND THE LEAST DISADVANTAGED YOUNG PEOPLE

- Improved data literacy at all levels of the system supported by Data lead
- Exploration of blended learning opportunities to better meet pupil need
- Home learning valued and supported through an "In-house outreach approach"
- Faculty/SIR links developed to support attainment/achievement of all pupils
- Curricular expansion across all Faculty areas to ensure progressive pathways
- Additional units/awards introduced to compliment National Qualifications in one sitting
- A refined focus on learning and teaching to ensure greater consistency across the system

IMPROVEMENT IN SKILLS AND SUSTAINED POSITIVE SCHOOL LEAVER DESTINATIONS

- Wider achievement and participation tracker introduced
- Wider achievement and participation recognition
- All curricular areas to develop a minimum of two partnerships to enrich and add value to the curricular experience
- Bespoke work experience certification/strategy
- DYW expansion
- Introduction of S1/S2 outdoor learning inserts across ALL curricular areas
- Introduction of outdoor learning/learning for sustainability qualifications
- Exploration of creativity awards/units
- Employability qualification introduced in PSHE
- Curricular market place aligned to the options process
- Expansion of leadership awards as part of the S6 options process (designated community column)

IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

- Achievement of the Eco Schools Scotland Award
- Strategic approach to 'Wellbeing Wednesday'
- Expansion of First Line support
- Staff Wellbeing policy embedded and adapted as appropriate
- Revised PSHE curriculum to include pupil voice
- Mental Health and Wellbeing award introduced in PSHE
- Implementation of the revised RSHP resource in PSHE
- Implementation of the NAC Building on Positive Relationships (BPR) approach
- Creativity garden expansion
- Pupil Ambassador action plan (MVP/Anti-bullying/Mental Health...)
- Nurture "non-negotiables" visible in all classrooms



Our Capacity for Improvement...

- Our capacity for improvement at Irvine Royal Academy is very high. Our approach is collegiate, collaborative in nature. Staff and pupil voice helps to shape the direction of travel and on-going self-evaluation provides a sound rationale for next steps. Staff working groups, the Senior Pupil Leadership Team, alongside the newly formed Pupil Parliament, ensures leadership at all levels of the system, and beyond solely, the Extended Leadership Team.
- Despite the recovery from COVID-19 and the on-going pressures and demands placed on schools, the school community (pupils, staff, parents, partners...), "Believes in Better" and in that regard, we will continue to give our all- in order to ensure improved outcomes for our young people!



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Photo Gallery

...A flavour of some of the things that have been going on - check out the Irvine Royal Academy Twitter to see so much more!



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