



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



IRVINE ROYAL ACADEMY  
Ambition • Respect • Responsibility



## Irvine Royal Academy



# STANDARDS AND QUALITY REPORT

**June 2023**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2023-2024.

I hope that you find it helpful and informative.

*Lizzie Sloan*

Head Teacher

## OUR SCHOOL

### 2022/2023 School Roll

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

### SIMD

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

- Over 50% of pupils are currently on Staged Intervention and are in receipt of varying degrees of enhanced support.
- 52% of our pupil population have an identified additional support need (ASN).
- 8% of our pupils are Care Experienced.
- 33% of pupils are in receipt of free school meals (FSM).

## Attendance

| Year        | School Average | NAC Average | IRA Unauthorised Absence | NAC Unauthorised Absence | IRA Authorised Absence | IRA Unauthorised Absence |
|-------------|----------------|-------------|--------------------------|--------------------------|------------------------|--------------------------|
| 2022 / 2023 | 86%            | 86%         | 4%                       | 5%                       | 10%                    | 7%                       |

## Exclusions

| Year       | Openings | NAC Average | Number of pupils involved | NAC Average | Number of Exclusions | NAC Average |
|------------|----------|-------------|---------------------------|-------------|----------------------|-------------|
| 2022/ 2023 | 64       | 101         | 16                        | 22          | 21                   | 33          |

- We continue to remain below the NAC average for unauthorised absences. This has been a key priority over the recent period and will continue to be so for next session.
- We are an inclusive school. We are fully committed towards utilising internal and external supports as an alternative to exclusion – the data is illustrative of this. The promotion of positive relationships sits at the heart of our work. We are restorative in our approach and at all times, try to foster and embed a sense of belonging across our school community.

## Cluster Schools

Annick Primary, Castlepark Primary, Loudoun Montgomery Primary and Woodlands Primary

**Staffing allocation** : 58.05

**Classroom Assistant allocation**: 9



OUR VISION, VALUES AND AIMS

## - Irvine Royal Academy Believes in Better -

- 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.
- We try every day to model and promote the values of **respect**, **responsibility** and **ambition**.

### 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



## ATTAINMENT & ACHIEVEMENT

### BGE Literacy and Numeracy

#### S3

|          |                       |     |                       |     |
|----------|-----------------------|-----|-----------------------|-----|
| Literacy | 4 <sup>th</sup> Level | 35% | 3 <sup>rd</sup> Level | 23% |
| Numeracy | 4 <sup>th</sup> Level | 35% | 3 <sup>rd</sup> Level | 20% |

#### S4

| Number of Level 5 Awards | 2023 – Exam % | 2022 - Exam % | 2021 – No Exam % |
|--------------------------|---------------|---------------|------------------|
| 3                        | 43            | 57            | 56               |
| 4                        | 34            | 47            | 43               |
| 5                        | 30            | 36            | 33               |
| 6                        | 22            | 30            | 19               |
| 7                        | 18            | 20            | 9                |
| 8                        | 9             | 13            | 0                |

#### S5

| Number of Level 5 Awards | 2023 – Exam % | 2022 - Exam % | 2021 – No Exam % |
|--------------------------|---------------|---------------|------------------|
| 1                        | 59            | 61            | 69               |
| 2                        | 50            | 47            | 55               |
| 3                        | 43            | 38            | 45               |
| 4                        | 31            | 27            | 29               |
| 5                        | 17            | 16            | 11               |
| Number of Level 6 Awards | 2023 – Exam % | 2022 - Exam % | 2021 – No Exam % |
| 1                        | 50            | 57            | 59               |
| 2                        | 42            | 44            | 46               |
| 3                        | 29            | 36            | 38               |
| 4                        | 20            | 22            | 24               |
| 5                        | 8             | 13            | 9                |

S6

| Number of Level 5 Awards | 2023 – Exam % | 2022 – Exam % | 2021 – No Exam % |
|--------------------------|---------------|---------------|------------------|
| 1                        | 29            | 34            | 41               |
| 2                        | 21            | 25            | 37               |
| 3                        | 17            | 18            | 31               |
| 4                        | 5             | 10            | 19               |
| 5                        | -             | 2             | 4                |
| Number of Level 6 Awards | 2023 – Exam % | 2022 - Exam % | 2021 – No Exam % |
| 1                        | 22            | 31            | 38               |
| 2                        | 17            | 23            | 30               |
| 3                        | 11            | 11            | 22               |

| Number of Level 7 Awards | 2023 – Exam % | 2022 - Exam % | 2021 – No Exam % |
|--------------------------|---------------|---------------|------------------|
| 1                        | 11            | 30            | 24               |
| 2                        | 4             | 16            | 7                |
| 3                        | -             | 6             | 2                |



## WIDER ACHIEVEMENT

- In addition to our Senior Pupil Leadership Team, we introduced a BGE Pupil Parliament. 20 young people elected to become members of the Parliament. The group met at regular intervals and were instrumental in setting up the Homework and Games Club. They have been highly proactive and supported the school with key events such as Transition and Family Engagement.
- In our quest to promote leadership at all levels, we developed an S1-S5 Prefect programme – over 50 young people have been involved in the model. All prefects have been involved in leadership development sessions with CANI Coaching.
- We successfully achieved our Rights Respecting Schools Bronze Award.
- Added value opportunities continue to go from strength to strength – The Creative Arts Showcase and the Cabaret are two such examples.
- Our external partnerships continue to flourish – we have over 100 partnerships across the school.
- Year two of our Mentors in Violence Prevention programme was a great success – as we enter year three, the aim is to have MVP fully embedded in the school.
- High quality engagement with our families has continued to exceed all expectations. Parents/Carers are now involved in the life of the school in a multiplicity of ways: Parents in Partnership, Adult Learning and Volunteering. Our termly Family Engagement events have been well attended, we have had over 100 participants at each session.
- Our partnership working with YPI continues to go from strength to strength – this year, the winning team decided on Irvine and Troon Cancer care.
- We had great success in the Strathclyde University Mother Tongue poetry competition.
- The launch of our Eco Passport during Learning for Sustainability week was a hit with the pupils.
- We had our highest number of pupils involved in the NAC Athletics and the Ayrshire Athletics Championships – we had great success in a number of categories.

- The 2023 Ski Trip to Italy afforded a number of young people the opportunity to not only go abroad, but to ski for the first time. The feedback on our pupils was excellent!
- Our dancers were victorious in the NAC Team Dance Showcase. We also had solo successes.
- A number of young people participated in Walk Leaders training. This year, those trained, will be mentoring younger pupils.
- We participated in the Lessons from Auschwitz project and the pupils involved successfully achieved ASDAN awards as a result of excellent engagement.
- Our DYW team continues to provide opportunities to support young people in their post-school choices. Recently, we had a visit from the BBC as part of their Centenary Celebrations.
- Our Duke of Edinburgh numbers continue to grow. Pupils achieved both Bronze and Silver awards this year.
- MCR Pathways continue to be a vital source of support to many young people across our school. The impact of the programme has been significant for all those involved.
- Our Transition and Enhanced Transition offering continues to evolve. High levels of support are offered to pupils in advance of the move from Primary and Secondary. This year, we had our first ever Transition concert.
- Our SSR and SIR have played a critical role in improving educational outcomes for the young people they serve.
- The IRA Parent Council has been a fantastic support to the school this year. Their extensive fundraising has made a massive difference across the school.





## HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?

### Priority 1 – Improvements in attainment and achievement

- All pupils in the SIR achieved a minimum of 5 qualifications.
- Enhanced partnership working has resulted in further added value experiences for our young people.
- Revised AAA process to ensure that assessment barriers are removed for identified learners.
- Increased number of “in-house” interventions introduced to support attainment and achievement – the Numeracy Nurture groups are one such example.
- Learning reviews implemented for high achievers to promote a culture of high expectations.
- Enhanced staff levels of engagements in CLPL to support learners’ needs, with a particular focus on differentiation.
- Expansion in the use of assistive technology in order to remove barriers to success.
- EAL resources developed to support targeted learners.
- Primary/Secondary literacy/numeracy links set up.
- TRT delivered to targeted P7 pupils.
- Enhanced levels of engagement with the NAC professional Learning Academy.

### Priority 2 – Closing the attainment gap between the most and the least disadvantaged young people

- High levels of data support given to ensure a more targeted approach to underachievement.
- Home learning supported for targeted pupils through on-line provision, including Google Classroom.
- SIR Ambassadors introduced in all curricular areas.
- Re-launch of L and T policy, ‘Our way of being at Irvine Royal Academy’ to ensure a consistency of approach across all subject areas.
- Alternative certification opportunities introduced across many curricular areas.

### Priority 3 – Improvement in skills and sustained positive school leaver destinations

- Wider Achievement and participation tracker introduced.
- New partnership introduced with National Galleries, Scotland.
- Employability qualifications introduced.

- Curricular market set up to support the options process.
- Outdoor gardening introduced into the curriculum.
- Saltire Award accreditation in S2.

#### Priority 4 – Improvement in children and young people’s health and wellbeing

- Progress made towards the achievement of the Eco Schools Scotland award.
- Termly wellbeing focus launched.
- New wellbeing policy launched with stakeholders.
- Enhanced profile of Mental Health Ambassadors.
- First Line Support expansion.
- Staff Wellbeing steering group formed and policy launched.
- PSHE provision re-design to ensure a consistency of approach.
- Opportunities for all promoted via the Daily Pupil Bulletin and the School Website.
- Mental Health and Well-being Award launched in PSHE.
- Key staff trained in Building Positive Relationships.
- Modifications made to the PPR Policy and shared with all stakeholders.
- Fortnightly PPR Focus launched.
- Pupil Leadership opportunities introduced at all stages.

#### Priority 5 – Placing human rights and needs of every child and young person at the centre of education

- Rights Respecting Schools Bronze Award achieved.
- Progress made towards the achievement of the LGBT Youth Scotland Gold Award.
- Pupil Parliament introduced in S1-S3.
- Pupil Voice captured via the S1-S5 Prefects.
- Confidential Pupil information spreadsheets developed to ensure greater levels of accessibility.
- Royal Resources expansion and re-launch.



## QUALITY INDICATORS

Provide your evaluation & brief summary statement for each of the 4 core QIs

### QI 1.3 Leadership of Change

Evaluation - 4

- The vision of the school is clear and can be articulated by most stakeholders.
- The school values sit at the heart of the school's work.
- School priorities reflect national and local priorities.
- Strategic planning for whole school improvement is a strength.
- Collaborative approaches towards school improvement planning includes learners, parents, staff and partners.
- On-going quality assurance and self-evaluation provides rational to the agreed priorities.
- Most Departmental and Faculty improvement plans are expressed as measurable and achievable outcomes for learners.
- Senior Leaders are involved in Local Authority steering groups in order to influence change and decision making.
- The Senior Leadership team have clear strategic remits and lead working groups in order to impact positive change.
- Staff at all levels of the system engage in self-evaluation activities on an on-going basis.
- Young people have a voice in shaping the school's priorities – the Pupil Parliament, Prefects and the Senior Pupil Leaderships Team, play a critical role.
- Parents are involved in making decision relating to school improvement – the Parent Council is vital in this area.
- The school has well established links with a wide range of community partners who contribute to the life of the school.
- The school successfully implemented the LA Participatory Budgeting approach to engage with young people on how to prioritise funds.

### QI 2.3 Learning, Teaching & Assessment

Evaluation - 4

- Staff provide a welcoming, safe environment which supports positive engagement in learning and teaching.
- We are making strides towards a consistency of approach in all lessons.

- Pupil Support staff work well with subject colleagues in order to remove barriers to learning.
- Staff are developing their confidence through professional learning in order to meet the needs of all learners.
- Strong links have been formed between SSR/SIR staff and subject specialists.
- Staff are aware of the many barriers to learning that our young people face.
- In most lessons, young people engage well in their learning.
- Targeted support groups are effective, where introduced.
- Assistive technology is utilised to support attainment and achievement.
- The views of young people are sought at regular intervals, in most lessons.
- Both formative and summative approaches to assessment are utilised in most classes.
- Learning conversations are effective in most classes.
- In the Senior Phase, teachers, supported by the SQA appointees, have a strong understanding of the assessment standards in national qualifications.
- Personalised planning is in place for young people in both the SSR and SIR.
- School tracking data is inclusive of young people in both the SSR and SIR.

#### QI 3.1 Ensuring Wellbeing, Equality & Inclusion

Evaluation - 4

- Most staff across the school are highly responsive to the wellbeing needs of learners.
- Most young people feel that there are members of staff who know them well and to whom they can go with any concerns.
- MH Ambassadors are fully trained in SeeMe practices and promote wellbeing across the school for pupils and staff alike.
- Mentors in Violence Prevention are trained to support junior pupils.
- Integrated Support Team & Partnership working – we have a large variety of partners that we work with both within and out with the school building to support YP. MCR Pathways, Barnardo's, EAL Support, Ayrshire College, Irvine Youth Forum, School Counsellor, YPST, SW,

Health, CAMHs and the Police are actively involved in supporting the wellbeing of our young people.

- Pupils Support Ambassadors support the wellbeing of young people with identified barriers.
- Our PTACs focus on the wellbeing indicators and barriers that are hindering the development of a young person.
- The PPR policy and procedures ensure that staff model behaviour which promotes and supports wellbeing for all. Our approaches towards PPR are becoming increasingly more consistent.
- Our exclusion data is lower than most other NAC mainland Secondary schools.
- Pupil prefects support the rigorous transition and enhanced transitional events.
- Theme of the month continues to evolve and is shared across the school community.
- Royal Rewards continues to be values based and has a tiered approach within the school with successes shared at classroom, faculty and whole school level.
- Information sharing – house updates, confidential information, confidential memos & extended intervals. This allows for personalised and directed in-class support to be put in place for our young people and ensures that their wellbeing is prioritised.
- SLT regularly explore good practice from across NAC and nationally to ensure that codes of practice and procedures within IRAC are of the highest standard.
- IST Interventions support the needs of our young people. Health and Wellbeing groups operate within the Pupil Support Department. AIW groups and 1-1 sessions aim to support the multiple wellbeing needs of our pupils.
- Young Carer information is shared with staff and appropriate supports put in place.
- Care Experienced – MCR Pathways involvement supports young people to achieve their potential.
- The SIR and SSR support young people to transition into mainstream classes. Flexible, success driven plans are developed and reviewed on an on-going basis.
- The Staff wellbeing group ensure that staff wellbeing and associated supports continues to be a key priority. The work of the group is on-going.

- Our PSHE programmes continue to evolve – plans and themes are under constant review in order to ensure that the areas of focus relate to local need.
- We have achieved our Rights Respecting Schools Bronze Award.
- We have achieved our LGBT youth Scotland Bronze Award.

#### QI 3.2 Raising Attainment & Achievement

Evaluation - 4

- Flexible approaches are utilised in order to support the attainment and achievements of all young people.
- Literacy and numeracy interventions are utilised to good effect.
- Most young people achieved 3<sup>rd</sup>/4<sup>th</sup> CfE level or better in all literacy and numeracy measures by the end of S3.
- Further engagement with the SCQF Framework across most curricular areas has opened up more progressive pathways for groups of learners.
- Whole school approaches towards tracking and monitoring allow for more targeted approaches to early and effective intervention.
- A culture of attainment and achievement continues to grow across the school community. Celebration of success continues to evolve in order to change ethos and culture.
- We have a very clear focus on ensuring equity by supporting young people and their families to address the impact of poverty – Royal Resources is one such example.
- Our positive destination data has been above our VC in two out of the last three years.
- The percentage of leavers achieving 4<sup>th</sup> level literacy and numeracy combined, has increased from 70.25% in 2021 to 81.62% in 2022.
- The percentage of leavers achieving 5<sup>th</sup> level literacy and numeracy combined, has increased from 34.71% in 2021 to 47.79% in 2022.
- The percentage of leavers attaining literacy at 5<sup>th</sup> level has been above the VC in 2020, 2021 and 2022.
- The percentage of leavers attaining numeracy at 4<sup>th</sup> level has improved from 73.55% in 2021 to 86.76% in 2022.
- The percentage of leavers attaining numeracy at 5<sup>th</sup> level has improved from 34.71% in 2021 to 49.26% in 2022.

## PUPIL EQUITY FUNDING

| Expenditure                        | Impact  |
|------------------------------------|---|
| <b>Breakfast Provision</b>         | On average, 70 pupils per day attended the club and enjoyed a hot roll/drink. Many of the pupils in attendance were targeted and supported to attend by members of the Integrated Support team.   |
| <b>Royal Resources</b>             | Our free shop has been a real success this year. Young people and their families have accessed the resource on a daily basis. The shop is open every day and is fully stocked with: uniform, jackets, shoes/boots, leisure wear, toiletries and washing products. On average, over 20 young people access the resource each week. Our parent volunteers, along with our SIR Outreach lead, are instrumental in ensuring the smooth running of the shop. |
| <b>Barnardo's</b>                  | Our allocated worker has supported young people in a group set up as well as one-to-one. She has been instrumental in improving outcomes in the following areas: physical health, confidence, self-esteem, relationships and feelings of safety. We have completed a number of case studies in order to evidence the impact of tis intervention.  |
| <b>SIR Pupil Support Teacher</b>   | The introduction of an additional member of staff helped to support our ambition of ensuring that all Senior Phase pupils in the SIR achieved a minimum of five qualifications – this has been achieved and will be evidenced in our 2023 data.   |
| <b>Nurture Teacher</b>             | Having a Nurture Teacher, afforded a number of young people in S1-S3, the opportunity to have a “soft start” in the morning. Nurture groups comprising of 6-8 pupils were operational most periods. In addition, the Sphere was utilised a ‘Safe Space’ at break and lunch.   |
| <b>Nurture Classroom Assistant</b> | Our Nurture Assistant has been instrumental in supporting young people with identified barriers to their learning, within our Sphere. She has been trained in LIAM (anxiety   |

|                                   |  |
|-----------------------------------|--|
|                                   | management) and has delivered said training to a number of pupils.   |
| <b>Better U Fitness</b>           | 45 targeted pupils were identified based on disengagement from PE and learning in general. Low confidence and poor self-esteem were two common themes. Entry and exit questionnaires elucidated the impact – almost all pupils were able to show an increase in their confidence and attitude towards school and physical wellbeing.   |
| <b>IT and Software</b>            | A classroom in a box was purchased for two curricular areas to support learning and teaching. This has helped to removed barriers to learning for many young people who require AAA.   |
| <b>Family Engagement sessions</b> | Termly engagement sessions attracted over 100 Parents/Carers and young people. Themes included arts and crafts, games, quizzes and a summer BBQ. Food was provided for all events. The development of positive relationships   |
| <b>Communications Lead</b>        | The creation of the daily pupil bulletin improved participation levels at the many added value opportunities offered. The consistent publication of what is on offer served to ensure that no young person missed out. The introduction of the monthly school newsletter has played a critical role in improving the narrative around IRA. A change in culture is starting to emerge. Consistently celebrating success and promoting the value of ambition has been well received (Parent/Carer survey data serves to elucidate this). The development of a new school website has had an impact on our ability to ensure high levels of staffing. Applicants for all posts have commented on the website – it is accurate and up-to-date. The website is also a one stop shop for Parents/Carers – all the information that they need is readily available to them (again, Parent/Carers survey data illustrates the positive impact of the new website). |
| <b>Data Coach</b>                 | Our Data coach has been instrumental in improving data literacy across the system. Data is now displayed in an accessible format which allows for a more targeted approach   |



|                          |  |
|--------------------------|--|
|                          | towards early and effective intervention. We are clear about the gaps and where additional resource is needed.   |
| <b>CANI Coaching</b>     | Coaching and mentoring sessions were launched with the Pupil Parliament and Prefects. Goal mapping and action plan developed.  |
| <b>Royal Recognition</b> | Termly recognition events introduced to support consistent demonstration of the school values of: ambition, respect and responsibility.  |
| <b>Uniform Battle</b>    | Termly recognition events introduced to support high standards in uniform and the promotion a sense of belonging to the school.  |
| <b>Arran Outdoors</b>    | Groups of learners were targeted on the back of Tracking data. Arran Outdoors was utilised to promote and nurture a sense of ambition and aspiration. Post visit data demonstrates that the intended outcomes were achieved. |



## IMPROVEMENT PLAN PRIORITIES 2023-2024



# IRVINE ROYAL ACADEMY IMPROVEMENT PLAN 2023/2024

### IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY

- Lesson structure framework introduced to ensure consistency of experience/Pace and challenge
- Skills framework embedded into all lessons - "Survive and Thrive" model
- Digital Learning strategy implemented
- Monthly Pedagogy Spotlight programme
- Learning Study model introduced
- Cluster Moderation plan devised and implemented
- Strategic approach to the usage of P7/S3 SNSA data
- P7 Transition Profiles developed
- BGF Review/Moderation model launched
- Partnership working with Curriculum Innovation Team to support IDL model
- BGF Showcase introduced
- PSHC strategy to support Wider Achievement
- "Beyond Irvine Royal" Skills Programme
- Attainment Reviews at all levels of the system
- Curricular Support days introduced post tracking and Monitoring periods
- External Partnership Interventions to include: Arran Outdoors, CANI Coaching and Inverclyde Sports Centre...
- Flipped Intervention model

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

- Bespoke SIR Curriculum model supported by subject specialist Interventions
- Revised referral process for Pupil Support to ensure on-going review and appropriateness of resource allocation
- Dynamic and responsive EAL package of support developed
- Expansion of Partnership Links, including, Barnardo's...
- Tracking of Wider Achievement and Participation
- Audit of Pupil Support strategies and interventions to ensure suitability of provision

### IMPROVEMENT IN SKILLS AND SUSTAINED POSITIVE SCHOOL LEAVER DESTINATIONS

- Increased number of external partnerships to enhance learner experiences within each curricular area
- Primary/Secondary Transition programme to include P6 Cluster learners
- Whole School Transition programme introduced prior to timetable change – this is inclusive of SSR/SIR...
- Enhanced focus in ensuring positive attainment and achievement of winter leavers
- Audit of self-found employment to ensure appropriate work experience accreditation

### IMPROVEMENT IN CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING

- Implementation of 'Project Restore' to support improvements in attendance
- Revised attendance strategy including collaborative working with cluster primaries
- Collaboration with the PLA to develop a whole school MH & WB strategy & Tracker
- Strategic use of PASS/I and WB Census and I and WB Tracker to inform PSHC provision & to inform resource allocation
- Engagement in 'Your Resilience' Workshops
- Whole School 'Key Adult' programme introduced
- Neuro Support strategy launched and implemented
- Introduction of school of rugby in partnership with the SRU

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

- Learner/Parent involvement in School Improvement Steering Groups
- Parent Council Improvement Plan devised
- Pupil Parliament Charter introduced in conjunction with community teams
- House Family Time introduced
- Expansion of Parental Engagement programme to include the introduction of a Parent Support Group, monthly Conversation Cafes & STEM related Family Learning activities...
- Revised PPR Strategy inclusive of Children's Rights
- Application of revised NAC Staged Intervention model to support planning for effective I&I
- Accredited Adult Learning Programme introduced
- Subject Ambassadors in all curricular areas

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