

Carrick Academy



Standards and Quality Report

June 2023

Introduction

The purpose of this report is to provide a summary of the educational provision in Carrick Academy throughout session 2022-2023. All staff within Carrick Academy are fully committed to providing a high quality, ambitious learning experience for our young people underpinned by our school vision and values. In preparation for the move to a new campus, we consulted the whole school community on the vision, values and aims for the school throughout session 2022-23. The collective response resulted in the following:

Carrick Academy Vision: Be ambitious; discover your talents; strive for success. The vision statements have remained consistent and still relevant to our school community.

The school **Values** consultation is ongoing. These will be updated following our consultation process with new S1 and our partnership agencies.

The **Aims** of the school are:

- To provide a safe and welcoming environment where learning can be enjoyed and positive relationships fostered.
- To promote an ethos where young people are listened to, respected and supported.
- To provide the best quality learning experiences which encourage our young people to set and achieve aspirational goals and prepare them for life beyond school.
- To work closely with partners and create opportunities for all that will foster pride in our local community.

Our vision, values and aims are displayed in every classroom and across the school community. They are discussed through school assemblies, promoted regularly within the school through conversations with learners and are used to direct the work that we do. We engaged a creative team with pupils from Art, Design and Technical to design a shared visual to display school values within the shared campus. For the session ahead, we will be reviewing our House system and creating new branding.

Context of the School

Carrick Academy is a non-denominational, comprehensive, six year secondary school. We serve the community of Maybole and the surrounding area; our cluster primary schools are Culzean, Crosshill, Fisherton, Kirkmichael, Maidens, Minishant and Straiton. We also have a number of young people from Dalrymple PS in East Ayrshire and some from Dailly PS. The school roll in May 2023 was 373 and 22% of pupils are claiming free school meals. 6% of our young people are in Quintile 1, 33% in Quintile 2, 52% in Quintile 3, 8% in Quintiles 4 and 5. There has been a significant increase in the uptake of free school meals in recent years. We provide free uniform and additional resources as required using funding gifted to the school from the William Grant Foundation. The ethos of the school is characterised by positive relationships at all levels. We set high expectations for our young people across the school. We treat all young people with respect and are consistent and fair in our approach. A new school is planned for August 2023; it will be a 3-18 campus. Currently, we are planning our move to the new building.

Strategic planning for continuous improvement:

To identify areas for improvement, we use a range of data which includes teacher judgements on CfE levels in the BGE, SNSA aggregate reports, feedback from the authority assessment and moderation events and SQA attainment on Insight including literacy and numeracy. We use the information gathered during observed lessons to identify good practice and areas for improvement in teaching and learning. Throughout the year, we consult young people and parents and identify areas for improvement based on their feedback. Meetings were held in May of session 2022-23 with HT and Curriculum PTs. These meeting allowed us to identify areas of strength in departments and areas for improvement for the session ahead. We use staff PRD to identify any whole school staff training that may be required and use the information when identifying CLPL requirements when allocating the school budget. This

session, we have introduced a more research-driven, individualized approach to staff training which will allow staff to access professional reading and collegiate support around their own areas for development. Time is allocated to support the implementation of the School Improvement Plan at monthly staff meetings and the 35 hour CLPL is used to support the implementation of Department Improvement Plans as well as individually identified staff needs. We ensure that our improvement agenda dovetails with the Educational Services Plan and the National Improvement Framework. We share and discuss our School Improvement Plan and Standards and Quality Report through Parent Council meetings and it is shared on the school website. Once published on the website, the link is shared with parents. Previously this has been through text message; this session, we have introduced a whole school newsletter to communicate what has been happening in school with parents and the link was included in this. For next session, we intend to develop the role of the newsletter to become more pupil-led.

Raising Attainment and Closing the Gap

Broad General Education (BGE):

By the end of S3	Percentage achieving 3 rd Level or better					Percentage achieving 4th Level or better				
	2017	2018	2019	2022	2023	2017	2018	2019	2022	2023
Reading	85.7	89.6	97	81	97	44.6	66.7	66	65	74
Writing	89.1	91.7	95	75	96	44.6	67.7	65	58	67
L&T	92.4	96.9	97	85	96	44.6	68.8	74	65	78
Numeracy	89.1	99	94	89	94	30.4	42.7	41	44	49

Attainment in Literacy and Numeracy:

All of the data is based on the S4 school roll and is the 'local benchmarking' measure.

	Level 4					Level 5				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
S4	89.13	95.74	97.44	92.31	96	50	75.53	67.95	47.69	74.69
VC	85.22	86.60	88.46	83.23	85.73	50.8	52.23	56.79	48.77	53.07
Gap	+3.91	+9.14	+8.98	+9.08	+10.27	-0.98	+23.3	+11.16	-1.08	+21.6
S5	100	95	96.2	97.3	94.44	61.8	72.5	88.61	72.97	66.67
VC	91.91	91.13	91.52	94.32	91.3	71.91	66.13	71.9	75	65
Gap	+8.09	+3.87	+4.68	+2.98	+3.14	-10.11	+6.37	+16.71	-2.03	+1.67
S6	100	100	97.67	100	100	85.42	80.60	86.05	92.16	87.50
VC	98.75	97.46	97.44	98.04	96.25	86.46	85.97	86.98	88.82	88.33
Gap	+1.24	+2.54	+0.23	+1.96	+3.75	-1.04	-5.37	-0.93	+3.34	-0.83

SQA Attainment Data:

		2017	2018	2019	2020	2021	2022	2023
		%	%	%	%	%	%	%
S4	5+ @ Level 3	98	96	98	94	91	97	96
	5+ @ Level 4	96	84	97	94	97	96	94
	5+ @ Level 5	34	36	38	47	35	49	47
S5	1+ @ Level 6	49	63	54	56	77	48	59
	3+ @ Level 6	33	29	32	38	39	34	36
	5+ @ Level 6	11	11	13	11	13	9	19
S6	1+ @ Level 7	17	8	19	11	15	18	14

*All figures are percentages based on the relevant S4 roll

Session 2021-22 saw a return to the SQA examination diet. Session 2020 attainment was based on estimated attainment with 2021 based on demonstrated attainment. In session 2021-2022, we have demonstrated significant improvement in attainment in most areas of S4. Attainment at Level 5 has increased by 14% from the previous year. This is due to the school improvement focus on learning & teaching as well as enhanced tracking and monitoring model in the senior phase. Attainment at 1@ Level 6 dropped in 2022. There was a significant increase in 2021 due to a record number of young people choosing Higher PE where the success rate was high. 3@6 and 5@6 were more comparable to pre-pandemic levels which is, in part, expected as young people sat Higher examinations as their first experience of formal exams. We have also reviewed our senior phase offer to ensure that young people are encouraged to study their 'best' subjects at the higher level; this targeted approach has resulted in improved outcomes for our young people with a significant increase in our predicted data for session 2022-23.

Over session 2021-22, a number of new courses were planned for introduction in session 2022-23. These courses were added to our senior phase and BGE options offers and are now running in this academic session. New courses in the senior phase include:

- Application of Mathematics
- Early Education & Childcare
- Journalism
- Lab Skills
- Travel & Tourism

Additionally, Sports and Recreation has now been added to our senior phase offer for session 2023-2024.

Leaver Destinations:

96.2% of our young people were noted to be in a 'positive destination'; this is just under the SAC average of 98.6%. 25.6% of young people went onto further education; this is down from the previous session, Young people are able to study up to HND level and stay at home reducing the financial burden of continued study. 35.9% of young people moved to higher education which is an increase on figure from last session. Due to our location, Higher Education tends to mean young people staying away from home and, for many, the cost is prohibitive. 28.2% of young people moved onto employment and 6.4% moved into training.

Overall Quality of Learners' Achievements:

The school's twitter account is an excellent source of information highlighting our successes, achievements and the wider life of the school. A strength of the school is the wide range of opportunities for personal achievement across the four contexts for learning and the uptake in activities tends to be high. Young people are achieving well across a range of sporting and cultural activities and benefit from the opportunity to develop their own leadership skills. The Heads of Houses motivate and encourage young people to get involved in the wider life of the school; participation and success in wider achievement is recognised by pupils achieving House points for their house.

- Through the work of the Music Department, three of our young people won local and national awards. Over 20 young people have participated in Music showcase events outside of school such as the Christmas light switch on in Ayr and RCS Glasgow. Four young people passed musical performance examinations. The Young Performer Competition was held in school with 32 young people taking part; our school winner progressed to the South Ayrshire competition. Additionally, a school excursion took place to Grease – The Musical and allowed a number of young people the opportunity to see a high quality production on stage. Of particular note, 20 young people collaborated with songwriter Scott Nichol to write a song about the closure of the old Carrick building and the move to the new build.
- A group of young people secured first place in the annual Provost Footprint Challenge, designed to support young people to consider practical ways to improve sustainability within education.
- Young people in S3 took part in the Youth Philanthropy Initiative which involved all learners researching local charity groups, meeting representatives and learning about the significant impact of the third sector on

our local community. Groups chose to represent different charity organisations and competed to win £3,000 to donate to the charity they represented. The winning group donated this prize money to Aoife’s Sensory Bus.

- In PE, 32 young people attended the South Ayrshire secondary netball tournament. 38 young people took part in the South Ayrshire Athletics Championships with 9 young people going on to compete in the Ayrshire Athletics Championships where gold and silver medals were won by two of our competitors. With support from Active Schools, young people also participated in the Sports Leader training events to gain qualifications and support younger children in the community to participate in sporting activities.
- In February 2023, S4-6 young people took part in workshops delivered by Live-N-Learn to promote study skills techniques such as time management, revision techniques, resilience, marginal gains and personal responsibility.
- In March 2023, a group of young people in S1/2 were give the opportunity to attend an outdoor education and short residential course at Dolphin House. They focused on learning about their local area as well as developing leadership and communication skills.
- Our annual Activities Day was re-introduced in June 2022 and continued into 2023 with young people being given the opportunity to participate in a range of activities such as Blair Drummond Safari Park visit, paintballing and footgolf.
- Carrick Academy Library group introduced a range of activities across the session including quizzes and games at lunch times as well as whole school competitions. We have been working hard to secure our Silver Reading Schools accreditation and would hope to have secured this very soon.
- All S6 young people were trained in Mentors in Violence Prevention in June 2023 to support younger year groups in school.

What key outcomes have we achieved?

<p>School Priority 1: Learning, Teaching and Assessment.</p>
<p>Progress and Impact:</p> <p>Our visit week model was effectively used to bring leadership conversations in school back to learning and teaching and create a shared understanding of the vision for learning and teaching in Carrick Academy. A Learning & Teaching Toolkit was created through consultation with staff and young people. This has been successfully implemented to support staff in their understanding of what features would be used to create an excellent lesson and promote individual reflection.</p> <p>Following of from the features of an excellent lesson, staff meeting time has been dedicated to self-directed professional learning and peer support on quality learning and teaching. The Making Thinking Visible model has been used with staff through CLPL to create greater exposure to MTV and allow for easy transference to classroom practice.</p> <p>Planning, assessment and reporting are clearly linked. In terms of assessment, staff know young people as individuals and cater to needs. Learner conversations are effectively embedded into our senior phase classes and allow staff to engage young people in robust self-evaluation and target setting discussions. These learner conversations support the planning of appropriate learning and system interventions. Senior leaders quality assure this process through regular pupil voice focus groups and departmental meetings.</p>
<p>Next Steps:</p> <p>To continue to year two plan for our Learning, Teaching & Assessment model and bring in more subject-specialised learning to the programme.</p> <p>To fully embed Learning & Teaching Toolkit to ensure consistency of practice across the school.</p> <p>To continue to deliver CLPL through MTV to increase familiarity with a wider range of routines.</p> <p>To introduce the robust tracking processes from senior phase to S3.</p>

School Priority 2: Ensuring Wellbeing, Equity and Inclusion.**Progress and Impact:**

We offered 'Nuture sessions for pupils in the junior school. We ran a 'Seasons for Growth' workshop to help young people to cope with bereavement and loss. 'Draw and Talk Therapy' was also successfully used to support our young people in crisis. The 'Dyslexia Inclusive Practice' group continue to meet and support as guided by our young people.

We have continued with 'Let's Introduce Anxiety Management' (LIAM) sessions for pupils suffering with anxiety in order to discuss progress and difficulties and a number of staff have undertaken training this session to support young people.

Wider achievements groups were fully re-introduced. The school offer was collated and shared with young people and staff to offer a range of activities designed to develop talents of our young people. This was previously limited due to Covid-19 but we have now returned to our full offer.

Las session, we introduced Wellbeing Days to allow young people to reflect on where they are in terms of the SHANARRI indicators. This information is collated and used to inform early intervention strategies. Information on pupils is shared with all staff at staff meetings and during case conferences where appropriate. Next session, we intend to roll this out more fully. The ASN folder on the staff shared area contains relevant information on young people and the strategies that staff can use to remove barriers to learning. Monthly 'Team around the child' meetings are held for children who require additional support took place online. Partnership working continues to be a strength within the school especially around the support provided to young people who may be at risk of missing out. CLD, SDS, Community Safety, the Campus Police Officer and the College all attend monthly meetings online to plan learning and provide support to our most vulnerable children. The Pupil Support Coordinator attends the North Carrick Learning Community Partnership meetings; these are 3rd sector partners who offer support to our young people and families at times of crisis.

Our Place2B Counsellor has made a significant impact in supporting young people and staff with their wellbeing, reducing the number referring to Guidance for support. NCCBC and the William Grant Foundation have kindly agreed to support us in funding this service.

We recommenced our Rights Respecting School journey this session and are submitting evidence for a Silver accreditation.

Next Steps:

- To identify any gaps in learning and support young people in removing barriers to achieve.
- To gain our Rights Respecting School Silver Award and begin our action plan process for Gold.
- To further promote Health and Wellbeing supports for young people, staff and our families.
- To create a more systematic approach to wellbeing for all young people and staff.

School Priority 3: Leadership of Learning**Progress and Impact:**

All Principal Teachers (and aspiring PTs) were guided through 4 key principles from 'Leadership Matters'. All promoted staff have open access to this support website and a reflective journal to support consideration of their own development targets. Principal Teachers (subject) were supported throughout the session to identify the

strengths and next steps for their departments. Visit week feedback was used to identify areas of pedagogical practice which could be shared as with other departments as examples of good practice or further developed.

To enhance engagement in learning and ensure young people assume responsibility for their own learning, a new Carrick Credits initiative was launched. Young people were rewarded for meeting school expectations consistently. This was successful in ensuring a more consistent approach in dealing with incidents of low-level misbehaviour. Data suggests that the number of referrals to SMT has been reduced for the majority of young people. The referrals generated now tend to be from a smaller pool of individuals.

Next Steps:

To review departmental progress towards specific goals re quality learning and teaching practice.
To monitor and evaluate effectiveness of Carrick Credits initiative through feedback from staff, pupils and parents and to build in a more sustained model of staff training around the principles of behaviour management.

Evaluation summary:

Quality Indicator	School Self-Evaluation
<p>1.3 Leadership of change:</p>	<p>Good</p> <p>There has been recent change in the senior leadership team through the appointment of a new HT and DHT. A refreshed vision centred around improving teaching and learning and CLPL opportunities for staff has been well led and well received by colleagues, as evidenced by our recent local authority visit which highlighted school leadership as a strength of the school.</p> <p>Our school community has a shared vision, values and aims which underpins our work. Across the school, young people benefit from a culture of ambition and a positive ethos in classrooms. In the majority of lessons, young people are actively engaged, motivated and can discuss their next steps in learning; the pace and challenge of learning is appropriate in most classes and young people participate in a range of class based learning activities.</p> <p>There is a strong focus on improving the capacity of teaching staff through high quality professional learning. An evidence-based approach, using resources such as Bruce Robertson’s Teaching Delusion and Rosenshine’s Principles, is showing to be effective. Staff collegiate time is being used effectively to support improvements in learning, teaching and assessment. An open and collegiate culture is being developed as a result of the approaches taken.</p> <p>During our recent local authority visit, the strong and coherent leadership from the head teacher and senior management team were highlighted as a key strength of the school. By streamlining school priorities and committing to key priorities, staff have fully engaged in professional learning that is positively impacting on pupils’ experiences.</p>
<p>2.3 Learning and teaching:</p>	<p>Good</p> <p>Relationships across the school are characterised by positivity. Young people enjoy nurturing relationships where staff challenge and support them to achieve their best. Young people report to feeling safe and respected by the adults in the school community. The implementation of a visit week programme allowing senior leaders to visit departments to evaluate the quality of practice. The dialogue around ‘Visit Weeks’ has helped create a shared understanding of good quality learning and teaching within the senior leadership team and wider middle leader group. This will be extended over the next session to support class teachers to be consistent in their</p>

	<p>understanding of best practice and how to create the conditions to allow this to thrive in their own classrooms.</p> <p>A nurturing, positive and inclusive ethos is evident within classes and across the school. Staff have high expectations in terms of effort and behaviour. In the majority of lessons, young people are actively engaged, motivated and can discuss their next steps in learning. In the majority of lessons, the pace and challenge of learning is appropriate and young people participate in a range of class based learning activities. Across the school, young people benefit from good use of digital technology in lessons to support learning. Learners have increased opportunities to develop their skills for work and to accredit their achievements via a range of alternative courses and wider achievement awards as part of the curriculum. The curriculum offer in the senior phase has been reviewed and developed to include a wider range of new qualifications. This will help to ensure young people are able to select courses which are well suited to their career pathways and to their ability levels. This is now being extended into the S3 Curriculum to encourage a smoother transition from BGE to senior phase.</p> <p>Strengths are emerging in this aspect of work in the school and this was identified as a main strength of the school during our authority visit in November 2022.</p>
<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Good</p> <p>The school fulfils its statutory requirements. All young people have access to a wide and varied curriculum and are supported in their learning so that they can achieve their full potential. We have promoted a strong culture of ambition which is beginning to embed within the school community and is reflected through an increasing level of challenge in subject choices and retention. Our House system is very effective in ensuring learners' achievements, both in and out of the classroom, are recorded and recognised. Across the school, young people have the opportunity to take part in a range of initiatives that enable them to build their self-esteem and confidence.</p> <p>This session, the introduction of the Carrick Code has benefited young people by offering positive rewards and motivating young people to fully engage in their education. The efforts of almost all young people were positively recognised in the rewards events throughout the session. Each event celebrated success in a different way and gave young people opportunities to try out new experiences as well as bringing fun and joy back to the school experience.</p> <p>Our Pupil Councils continue to give young people a genuine say in the running of their school. Young people create their own improvement agenda and are supported by DHT to action plan and work together to achieve their goals. The continued focus on supporting health and wellbeing of young people through the the introduction of wellbeing days has had a significant positive impact on young people and one we will continue to grow and develop next session.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Good</p> <p>Attainment is showing improvement over time and by point of exit it indicates that our most able young people are challenged in their learning and achieve their full potential. Rigorous tracking systems have been developed and implemented within our senior phase to ensure the progress of all young people in the senior phase. For next session, we aim to roll out the model within the BGE. A number of strategies for targeted interventions are in place to support young people in their learning and these are tracked by DHT / PEF Lead Teacher. We have implemented a number of additional SCQF level courses to enhance the achievement and attainment of our young people. In session 2021-22, our SQA data for S4 learners demonstrated significant improvement. Our focus for session 2022-23 has been to improve S5 attainment in line with this.</p>

A strong picture of attainment goes hand in hand with school attendance. Learners enjoying over 90% attendance are much more likely to perform well in their attainment and achieve more. We currently have the highest attendance figure for secondary schools within South Ayrshire; our systems and processes for tracking attendance, combined with the high level of quality support provided by our wellbeing team, ensures young people are supported to overcome any barriers to school attendance.

The high quality bespoke staff training programme, utilising educational theory and literature, is becoming a prominent feature in the work of the school and is beginning to impact positively on our attainment journey.

Within the BGE, ACEL data has shown tremendous growth from session 2021-22 with every key area improving. Carrick Academy data currently sits above the South Ayrshire average in 7 out of the 8 reported areas. Senior leaders have worked closely with PTs and Faculty Heads to reinforce confidence around standards.

The number of opportunities to enrich experiences and demonstrate achievement has flourished over the past session. Young people at Carrick are widely participating in a range of sporting competitions and representing their school at local and national events. In Music, the opportunities for participation have increased with a number of young people gaining recognition through awarding of prizes at events. Our S3 cohort established wider links with the third sector through YPI and our Eco-committee brought in sustainable change which was recognised through a first place award at the Provost Footprint Challenge.

Overall Capacity for Improvement – Priorities Session 2023-24

The school is in a very strong position to take forward school improvement; the SLT is very experienced and carry out their individual remits to a very high standard. The working time agreement for staff maximises the staff meeting time to enable collegiate working at all levels. Through the refreshed CLPL plan, staff are leading their own learning in groups enhancing their own leadership capacity. Middle managers lead their departments effectively and SLT are linked to departments to provide support as required. Staff within the school are supportive of each other and working very effectively collegiately to share pedagogical approaches. Staff are committed to ensuring that every child achieves their full potential; they demonstrate this through the way they carry out their duties on a daily basis. Staff continue to develop and update resources to support the delivery of the curriculum and to meet learners' needs. There are rigorous systems in place to continually monitor improvement at departmental and whole school level. Parents and the wider community continue to support our school.

Our vision, values and aims will continue to underpin the work that we do within the school; however, we are revisiting these and intend to re-brand and create a new, refreshed vision to coincide with the opening of the new school building in August 2023. Our improvement priorities for session 2023-24 centre around three key areas: improving learning and teaching, promoting health and wellbeing within the whole school community and delivering a high quality curriculum. More details on our school priorities can be found in the School Improvement Plan for session 2023-24 which can be found on the school website.

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