



# Prestwick Academy

## Standards and Quality Report Session 2018-2019



## Head Teacher's Introduction

Dear Parents and Carers,

It is my pleasure to present Prestwick Academy's Standards and Quality Report for 2018-2019.

Each year the Scottish Government and South Ayrshire Council publish information highlighting how well schools and local authorities are improving pupil performance and achievement year on year.



In similar fashion, this report will inform you on how we are progressing in our school and provides an overview of our successes. It is our 'Standards and Quality Report' for 2018-19.

Inside, you will find a brief description of some of our main achievements during the last session. Whilst we do many things in the course of a year, we have focused on what we consider to be the most important areas. I have also outlined the school's main school improvement priorities for next session.

I hope you find this report interesting and useful. If you have any questions about it, please do not hesitate to telephone the school office or use our school e-mail address to contact us for an appointment. I would be pleased to offer any clarification.

Yours faithfully

Mark Anderson  
Acting Head Teacher



## Context of the School

Prestwick Academy is a non-denominational school which serves the town of Prestwick, part of North Ayr and the villages of Symington and Monkton. There are five cluster primary schools: Glenburn, Heathfield, Kingcase, Monkton and Symington Primary Schools.

Prestwick Academy is a first generation PPP school and was officially opened in October 2009. Facilities management is undertaken by MITIE who are charged with overseeing the quality and maintenance of the accommodation.

At the beginning of session 2018-19 our roll was 1177 which is a year on year increase over the previous two years. Furthermore, our roll is expected to rise further in session 2019-20. The number of teaching staff at census day in September 2018 was 80.6 (full time equivalent). During the session there were a considerable number of changes to both the Senior Leadership and Principal Teachers of Guidance teams. This included our substantive Head Teacher, Mr Bone, who took up a 23 month secondment with Education Scotland from September 2019. As a result, a number of staff in the Senior Leadership and Guidance staff were in 'acting' positions throughout the session. Subsequently, several of these positions have now been filled on a permanent basis. However, in session 2019-20 we will continue with the 'acting' posts of Head Teacher and one of the Depute Head Teacher positions.

The percentage of pupils in receipt of free school meals was 6.9% (SAC 10.9%, 2017/18 data). 6% of our pupils live in the 20% most deprived areas (SIMD 1-2), 13% live in the 20% least deprived areas (SIMD 9-10) and 81% in the middle 60% (SIMD 3-8). 33 young people were 'care experienced' in 2017/18. Our attendance at the end of Term 3 (29<sup>th</sup> March 2019) was 89.6%, which was lower than the local authority figure of 90.2% and there is a small negative trend in attendance over the last five years. Our exclusion figure at the end of Term 3 (29<sup>th</sup> March 2019) was 33.8 per 1000 pupils which was a slight decrease from 35 per 1000 pupils in 2017/18 but higher than the 2018/19 local authority figure of 27.5 per 1000 pupils. When our positive destination data for 2017/18 was captured in October 2018, our figure was 94.2%. This is a small decrease from 97.52% in the previous year and represents 12 young people. From further analysis, this drop can be accounted for by a small cohort of S4 leavers who disengaged from education during S4 and a small number of S6 leavers. However, when the data was updated in March 2019, only 4 young people were described as unemployed at this snapshot in time.

Our attendance and exclusion data can in part be explained by the whole scale changes to our Senior Leadership and Guidance staff. Relationships and stability in these key areas play a significant role in keeping attendance high and exclusions low. These measures do however identify 'hidden' social issues that are evident in our community, such as the impact of mental health and poverty on our young people and on their ability to achieve, despite most of our young people residing in relatively higher SIMD areas. These two areas for improvements, increased attendance and reduced exclusions, set the improvement agenda for next session, with a clear focus on both in the School Improvement Plan and the allocation of Pupil Equity Funding for session 2019/20.

## Our Vision & Values

### HONESTY - EQUALITY - AMBITION

#### **Our Vision Statement**

The Prestwick Academy vision is to equip all of our young people with the skills, knowledge and positive attitudes to be the best they can be!



#### **Values:**

- **H**onesty
- **E**quality
- **A**mbition
- **R**espect & **R**esponsibility
- **T**rust

#### **Pupil aims:**

- Remember, honesty is the best policy.
- Treat everyone as an equal.
- Achieve your own goals.
- Have respect for yourself, others and your surroundings.
- Trust should be kept, never lost.

### RESPECT & RESPONSIBILITY - TRUST

## Successes, achievements & wider life of the school

Our school's twitter account is an excellent source of information highlighting our successes, achievements and the wider life of the school. It can be viewed in the Twitter app by following @pwkacademy or the twitter news feed on the school website. We currently have over 2200 followers and it is an excellent way in which to communicate to our parents, pupils, community and beyond, the good work that is going on. The school website and use of 'Groupcall' are the other key ways in which we communicate with stakeholders.

Throughout this session there have been a wide range of opportunities for young people to engage in wider achievement and the life of the school. These include:

- Hosting the launch of the anti-bullying campaign for the charity 'Respect Me'. The Deputy First Minister and Education Minister, John Swinney, visited the school to launch this national campaign. We were chosen for the launch as a result of our work with the charity, who helped support us with our revised anti-bullying policy. This was a significant piece of work undertaken by our Pupil Council. In addition, 12 young people were trained as anti-bullying ambassadors to offer peer support through the charity, The Diana Award.
- Prestwick Academy became the first local authority school in Ayrshire and one of only nine secondary schools across Scotland to be awarded a prestigious silver LGBT Charter Mark Award. LGBT Youth Scotland awarded the Charter Mark to the school in recognition of our push to include LGBT issues in the curriculum and for their engagement with staff, parents, carers and young people to challenge discrimination while promoting a more inclusive society.
- The tireless work of carers who put the lives of others before their own was celebrated in early October. Carers Day was held at Prestwick Academy, with the event recognising carers and the contribution they make to their families and communities. For the first time event organisers invited carers outside of Prestwick, with the group of 60 VIP guests including people from North Ayr and Troon. Carers and cared-for people were entertained by our young people and staff to an afternoon themed around the 100th anniversary of the end the First World War.
- Our mock trial teams competed in regional heats before competing in the national finals in Edinburgh. The Defenders team were the overall winners of the National School Mock Court Project competition. This is the first time in six years that a Defenders team have won the award and it is a significant and prestigious achievement. In addition, the teams also won the following area awards: Best Pursuing Solicitors, Best Defending Solicitors and Best written defences in the Ayr Region.
- Our Modern Studies department and Higher Politics pupils organised a very successful Question Time event in Prestwick Academy. Five MSPs from the different political parties debated a range of topics including Brexit, a second independence referendum and 16/17 year olds paying adult travel prices which earning less than the living wage. Other SAC secondary schools attended along with local elected members and other invited guests in what was a very interesting and lively afternoon.

- 14 Higher Modern Studies students were joined by 5 members of staff to sleep out in Kelvingrove Park in December, to support the efforts to tackle homelessness in Scotland. The money raised from Sleep in The Park was targeting the removal of 800 rough sleepers off the streets and support them into work. We raised over £2,000, much of it as a result of Mr McCabe agreeing to get his hair coloured silver!
- At the South Ayrshire Youth Awards the school was very well represented and the following pupils and staff receiving awards:
  - Personal Achievement in Sport – Cerys (S5)
  - Community Involvement – Erin & Kirsty (S6)
  - Sustainability – Eve & Caitlin (former S6)
  - Little Stars Light Up Ayr (Fundraising) – Lucy (S6)
  - Paid Staff Award – our very own Mr Ross, who was nominated for supporting a young person with mental health issues
  - Gemma (S6) was also nominated for the ‘Unsung Hero award’
- The first week in January saw the start of the Prestwick Academy breakfast club, the HUB (Healthy Unlimited Breakfast) organised and run by our School Assistant Mrs Stevenson. This had an immediate impact with approximately 20 young people attending the HUB each day from 8am to enjoy some breakfast and a chat, in a relaxed and supported environment. Next session we are looking at expanding this service further.
- In January we also welcomed a film crew and colleagues from South Ayrshire Council to spend the day interviewing staff and young people on our relationships and partnerships with catering staff in Prestwick Academy. Our catering staff are recognised as demonstrating best practice and as a result were selected for filming to support the launch of ‘A Nurturing Lunch’ in South Ayrshire secondary schools. The aim of this programme is to align nurture principles with the key messages of the [South Ayrshire Way](#) to deliver bespoke customer service and support for young people.
- Our Mental Health week this year had workshops and presentations delivered by various partners. Pupils were given additional information during personal support time and took part in Mental Health lessons during PSE. There were curricular inputs from departments with a mental health focus both as part of regular lessons as well as during extra-curricular clubs and groups. Staff training was given through peer support by our own staff trained in counselling. We held a well-received parents’ information evening looking at how social media can impact on mental health, led by campus police officer PC McCreadie and supported by the community safety team. The week finished with a dress down day with raised funds being donated to The Samaritans.
- Our Duke of Edinburgh scheme continues to maintain a high level of pupil uptake. Last session, 44 pupils achieved Bronze, 6 Silver and 4 young people gaining their Gold award.
- To increase the interest of STEM subjects amongst our S2 pupils, the Design & Technology department held a ‘STEP into STEM’ event. A range of companies engaged with pupils in an activity related to their industry. One of the main aims was to highlight to pupils the skills required in a variety of STEM careers. This year we welcomed Scottish Racing, ThermoFisher Scientific, GE, NHS, Woodward and Peter Brett.

- A group of S1/2 Maths students again successfully competed in the UKMT Junior Maths Challenge, with a special mention to Luke (S2) who qualified for the next level called “The Kangaroo”. Not only did Luke qualify but he scored 112/135, significantly higher than the mean mark of 75, earning himself a certificate of merit.
- Eve & Emily (S5) have both been selected to be part of the SportsScotland Young Ambassador Conference delivery team for 2019/20. The girls will form the group of Young Ambassadors from across Scotland who will shape & deliver the next set of conferences to new Young Ambassadors in September.
- At the Ayrshire Music Festival a healthy number of our musicians were successful in winning in both the string and woodwind categories, and in both solo and duet performances. In addition, our Secondary Show Choir won the Saville Choir Trophy for their rendition of Don’t Stop Believin’ from Rock of Ages and our Junior Choir won the prestigious McRae Trophy for the 2<sup>nd</sup> year running for the best overall choir at the festival!
- Our Eco group, supported by Miss Irvine and Mrs Clark, won The Provost’s Footprint Challenge. This is a competition between all secondary schools in South Ayrshire to encourage young people to look after the environment and reduce carbon emissions. The pupils gave an excellent presentation on their work and were voted the best.
- A group of historians, led by Mrs McClymont, won the South Ayrshire History Challenge competition. They researched a local war hero Squadron Leader Wallylashbrook and gave an account of his life. The winning presentation was displayed at the Carnegie library in Ayr as part of an Ayrshire history exhibition.
- In addition, also on display, was the Kingcase Primary 7 project on Prestwick Found Photos which looked back at old photos of Prestwick and how the town looks today. The P7 pupils worked in partnership with Prestwick Academy Library and our English department. Our librarian, Miss Milne, secured funding for this project and worked closely with our primary colleagues.
- For a second year the Geography department has continued to work with National Air Traffic Services to deliver workshops and lessons to S3 pupils. This involved lessons around specialist mapping techniques and learning about the roles and responsibilities of an Air Traffic Controller. Pupils found the six week block of lessons very interesting and enjoyed using their Geography knowledge in a real life work setting.
- The Scottish Association of Geography Teachers World Wise Quiz is a national event for S1-S3 Geography pupils. In May the Prestwick Academy quiz team qualified in the regional heat and went on to compete in the national final in June. The quiz team, supported by Miss Andrews, worked very hard showcasing their Geography knowledge and placed 6<sup>th</sup> overall in Scotland.
- Our annual school show which this year was ‘Rock of Ages’ continued to be one of the highlights of the year, enjoyed by all and evident by a standing ovations on each of the three evenings. It showcases the wonderful talent of those performing in the show. If you have not taken the opportunity to see a show previously then please do so, you will not be disappointed and next year’s show is already being planned.

- Our fundraising achievements are led by our S6 and supported throughout the session by staff. We have supported various charities including the Poppy Appeal, Children In Need, LGBT Scotland, MacMillan Coffee Morning, Social Bite, Comic Relief and The Samaritans. This has seen us raise over £6500 for these worthy causes. In addition, the major focus of our charity fundraising in the last two years has been directed towards supporting The Teenage Cancer Trust charity. This charity has supported two young people in our S6 and our school presented a cheque to the Teenage Cancer Trust for the sum of £10863.18. A sum which was in the top three donations in the whole of the UK in the last year. Much of the determination and drive to raise this money came from Mrs Marr, our former Guidance Teacher, ably supported by fellow staff and a very motivated group of senior pupils led by Emily, Alex and others.
- Wider experiences for our pupils also include a number of educational trips. This session these included our annual ski trip to Italy, in May 10 young people were given the opportunity to spend 5 days sailing around the west coast of Scotland with the Ocean Youth Trust, learning new skills and gaining qualifications. In addition, the Geography department organised trips to Loch Eil, Grassmere and Dolphin House to experience outdoor learning. The History department also led a Battlefield and trenches trip to France and Belgium. All these trips were all highly successful and provide lasting memories and experiences for our young people.

## Learning provision

Prestwick Academy is a welcoming environment, with a strong ethos, underpinned by our updated school values. Most young people are engaged and enthusiastic about their learning and the school. Teachers plan and deliver lessons using a range of approaches to engage learners. Digital learning is becoming more frequent as the number of digital technologies in school increases, such as the expanding number of promethean boards and iPads.

At the beginning of this session 10 minutes of Personal Support time was introduced at the start of each day. In addition to the basic administration of attendance and school bulletin, a calendar of themed weeks was planned to support young people in their learning. In addition to this, a greater emphasis was placed on House ethos and the time was also used to promote the school values through House and year group assemblies.

The use of 'Making Thinking Visible' routines continues to be embedded in teaching and learning. Time was set aside at whole staff meetings to share new thinking routines and encourage colleagues to re-visit existing routines in lessons. Almost all teaching staff contributed towards an 'MTV Gallery of Learning' which will be shared and further developed next session.

All teaching staff undertook peer observations where good practice was noted and discussed. In addition the Senior Leadership Team and Principal Teachers undertook joint 'learning walks' in departments. A whole department report was then written highlighting strengths and areas for further development. These reports were collated and the areas for further development were included in next session's improvement plan. Next session Principal Teachers will expand 'learner walks' further by visiting departments in pairs to support improvement.

To measure progress within a level in the Broad General Education, we piloted the authority led '4

Stages of Progress', which replaced the previous use of 'Developing, Consolidating & Secure'. Significant time was set aside for staff training throughout the session and, together with the continuing moderation activities, there was an increase in teacher confidence in pupils' progress through, and achievement of, CfE levels.

## Raising attainment and closing the gap

Targets were set for achievement of a level in Literacy and Numeracy by the end of S3. Actual figures are below the targets set. All departments contributed to the Education Services Assessment and Moderation event held on the October in-service day to gain an understanding of the expectations for 3<sup>rd</sup> Level assessments. All departments worked on collating evidence to demonstrate achievement of 3<sup>rd</sup> Level. In addition, all departments undertook internal moderation prior to submission of evidence.

The table below indicates the percentage of pupils who achieved 3<sup>rd</sup> and 4<sup>th</sup> levels by the end of their Broad General Education. Although the percentages for all levels has decreased in this data, which at this stage is still experimental, confidence in teachers' professional judgements is increasing due to the continuing focus in assessment and moderation in school and across schools at local authority level.

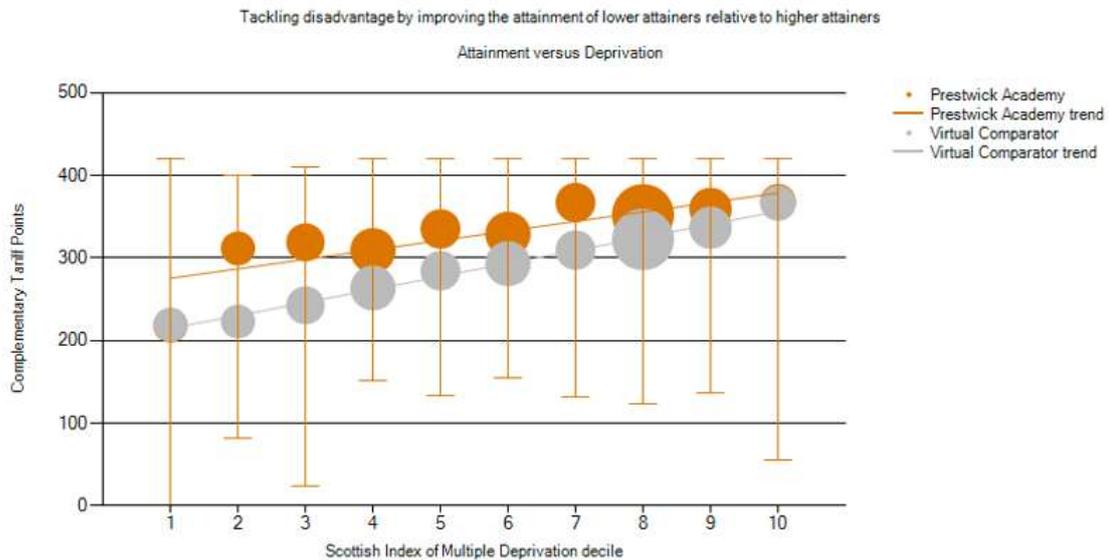
Prestwick Academy BGE 3 <sup>rd</sup> & 4 <sup>th</sup> Level Data		Reading 16/17	Reading 17/18	Reading 18/19	Writing 16/17	Writing 17/18	Writing 18/19	Listening & Talking 16/17	Listening & Talking 17/18	Listening & Talking 18/19	Numeracy 16/17	Numeracy 17/18	Numeracy 18/19
3 <sup>rd</sup> level Achieved	S3	86.6	92.6	88.1	83.5	92.1	87.6	89.6	92.6	88.5	100.0	97.5	92.6
Local Authority	S3	91.7	86.2		90.9	86.7		92.6	89.1		90.5	90.5	
4 <sup>th</sup> level Achieved	S3	59.1	58.6	47.7	56.1	58.6	46.8	56.7	58.6	47.3	67.1	65	63.1
Local Authority	S3	58.5	55.8		56.7	54.2		57.5	54		50.2	48	

In addition to CfE teacher judgements of progress through the Broad General Education, S3 have completed the new Scottish National Standardised Assessments. Staff are starting to use the information to inform their judgements about young people at their transition into the senior phase.

In the SQA exams last year (2018) 54% of S4 students achieved 5+ @ N5/L5. This is our highest ever figure, the third year in a row of increasing results and the performance of our S4 at this measure was highest in South Ayrshire. Our S4 this session are predicted to continue this high standard and we hope to report further improvement in August. In S5, 64% achieved 1+ @H/L6, 40% 3+ @H/L6 and 18% 5+ @H/L6 last session. Again, these measurements were either the highest or second highest percentages we have achieved in the history of the school. I am pleased to report that our predictions for this session continue to improve, for example, at least 71% of S5 are predicted to achieve at one Higher or more. This is very pleasing as more young people are achieving higher qualifications and therefore improving their life chances in a very competitive world.

Data for S4/5/6 highlights that the attainment of the SIMD 1 cohort is significantly below other SIMD cohorts. This is highlighted with the Local Benchmarking Measure: Attainment v Deprivation for the S4 cohort below:

S4 Average Complementary Tariff Points by Deprivation



SIMD 1 = 218 tariff points

SIMD 2 = 312 tariff points

In addition, using the National Benchmarking Measure: Improving Attainment for All, with S4 leavers, highlights that although the number of leavers is small, 12 pupils, the attainment of 9 of these pupils could be improved against other comparators.

## Evaluation Summary

Quality Indicator	School Self Evaluation
<b>1.3 Leadership of change</b>	<p>This session we reviewed and updated our vision, values and aims in collaboration with pupils, parents, staff and partners/carers. As a result our new vision and values were launched in November to coincide with the flying of our new values flag, 'The HEART of Prestwick Academy', emphasising our values of Honesty, Equality, Ambition, Respect &amp; Responsibility and Trust, in addition to our place in the centre of the Prestwick community.</p> <p>Our school priorities are identified from our self-evaluation and are in line with the local and national priorities. The process of managing change and school improvement involves almost all staff being part of 'Improvement Teams', with</p>

	<p>the majority of the teams having a good impact on learners and led by unpromoted members of staff. Time is agreed through the Working Time Agreement and time is given over, where relevant, to the teams presenting to colleagues on in-service days and twilight sessions. Staff engage with a range of CLPL opportunities including Masters level studies, the SAC Leadership Development Programme 1 &amp; 2, school staff counselling course with Glasgow University, mental health training, attendance monitoring, sleep training, attachment theory, suicide awareness, assessment &amp; moderation, MTV and anti-bullying training. Individual CLPL opportunities are identified from the Personal Review &amp; Development process (PRD) undertaken by every staff member each year and the GTCS Professional Update as required. Almost all teaching staff (91%) responded that they are supported to engage in professional learning.</p> <p>Overall the leadership and management of change at all levels is <u>good</u>. However there is room for further improvement and greater pace of change next session, particularly with a period of stability within the Senior Leadership and Guidance teams. Staff at all levels are encouraged to lead the improvement agenda and drive change, for example, school assistants led the introduction of a breakfast club, the HUB (Healthy Unlimited Breakfast) and also bid for, and secured funding, to start the process of building a sensory garden to support young people with additional support needs and promote outdoor learning. Classroom teachers led whole staff training in MTV, counselling skills and improving the school ethos through Personal Support Time and Inter-house competitions. In addition, class teachers actively take responsibility for change and improvement in their own departments. Recently, a range of class teachers and promoted staff have undertaken professional enquiry to review the use of mobile phones in and around the school. The data collected has informed a new set of guidelines which has had an immediate impact on learning &amp; teaching, as well as relationships in the school. Furthermore, this has led to the next stage of reviewing the school code of conduct and next session the focus will be on promoting positive behaviour.</p> <p><b>Overall grade for this section – Good</b></p>
<p><b>2.3 Learning, teaching and assessment</b></p>	<p>The quality of learning and teaching is very good. The structure and technical aspects of lessons are consistent with learning intentions and success criteria embedded and, in some cases, co-created with learners. This is demonstrated through learning walks, peer observations and quality assurance procedures at department level. Most pupils enjoy their learning some or all of the time and most (88%) are eager to learn and are engaged in their learning. Learning experiences are challenging and enjoyable, and almost all staff agree that they meet the needs of learners.</p> <p>Most young people are happy with the quality of teaching in the school. The learners experience consistently high expectations and a variety of pedagogy underpinned by applying learning to real life contexts and the skills framework. Next session we will continue to develop our strategies towards differentiation, pupils leading the learning and digital technology. Relationships between staff and young people are very positive and are built upon our school values, with almost all stakeholders encouraging and supporting respect to others. There is an</p>

	<p>emphasis on building relationships that will be continued into next session with our journey to achieve our Rights Respecting School Silver status.</p> <p>All staff have undertaken professional learning in holistic assessments and have engaged in moderation activities within and beyond the school to create a shared understanding of benchmarks and achievement of a level. All curricular staff have participated in the SAC moderation events and used department meeting time to improve the accuracy of teacher professional judgement and develop a shared understanding of the standard with which they assess learners' progress and attainment, in particular in the Third Level. Next session the SAC moderation event will focus on the assessment of Fourth level work.</p> <p>The use of departmental summative assessment feedback proforma allowed learners to track their progress throughout the Broad General Education during Personal Support Time. This will be continued next session also using PSE time with Guidance staff to help support the consistency and quality of the information.</p> <p>Learners in S3 completed the Scottish National Standardised Assessments for the second year. These assessments are beginning to show more detailed data and further training will be sought to inform our judgements about young people at their transition into the senior phase.</p> <p>Young people who are at risk of missing out are tracked and monitored at whole school level, in House teams and in departments. The Excellence in Equity cohort are identified and shared with staff. This group includes young people who are in SIMD 1-3, free school meals, care experienced, young carers, attendance issues, Staged Intervention or any health and wellbeing concerns including those identified with significant adverse childhood experiences.</p> <p>This session we piloted the new Seemis Progress &amp; Achievement module to monitor and track learners' progress in the BGE and use the reporting facility to report to parents/carers. This pilot was in partnership with the Prestwick Cluster and 19 South Ayrshire schools in total. The tracking aspect of the module proved useful by providing data which identified learners who were underachieving. This allowed interventions to be planned at House and department levels. However, the reporting functionality proved to be especially difficult throughout the session and did not have the desired effect of providing quality information to parents which was easy to interpret. As a result of this pilot, changes to the reporting structure will be implemented next session to ensure parents have a clearer and more robust tracking and full report.</p> <p><b>Overall grade for this section – Very Good</b></p>
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p>	<p>All staff have a clear understanding of their responsibility to support the wellbeing of young people and stakeholders promote a climate where almost all young people feel safe and secure. A nurturing approach is taken and targeted support will be increased next session to include cohorts from S1 to S4. School based counsellors are available to support young people and this service will be increased from 2 to 3 days next session. In addition, we will be employing a mental health nurse in partnership with the Marr cluster to support targeted vulnerable young people. We employed a Barnardo's Worker on a part time basis this session who worked with 7 young people and families to support the young</p>

people's social and emotional development. In addition they provided group work sessions on bereavement and therapeutic interventions. Staff received training from Barnardo's on attachment theory and all completed an additional training module. Staff training is ongoing throughout the year and has included child protection, child sexual exploitation, wellbeing, adverse childhood experiences, GIRFEC, data protection, mental health, anti-bullying and LGBT issues. Promoting positive behaviour has been a focus and new mobile phone guidelines were developed based on simple, consistent messages built on positive and non-confrontational behaviours and relationships. This will be further developed next session in addition to a focus on the Rights Respecting School agenda, increasing our pupil voice and implementing the new code of conduct, revised in line with our new vision and values.

Almost all young people engage well in their learning and engage well with our behaviour policy. A few of our young people need additional support. This targeted group will be a focus next session where our aim is to reduce exclusions and increase attendance. To support these aims we will be employing an Education Support Officer from our Pupil Equity Funding (PEF). Staff are aware of the barriers to learning young people face and are fully aware of the social context within and out with the school that these pupils, including care experienced young people, face. Interventions are planned to support those at risk.

We comply with the statutory duties and requirements to ensure young people are protected and safe guarding measures are in place. Additional Support Needs (ASN) information and plans are in place for those learners who require them and are easily accessible and well used by all staff. Pupils are involved in decisions that affect them through Team Around the Child (TAC) meetings. Care experienced young people are identified and supported through the Staged Intervention processes with Stage 4 plans. All staff participate in child protection training on the first day of the new session, with catch up sessions arranged for other partners such as catering staff and janitorial staff, as well as new staff.

All young people received at least the recommended 2 periods of quality physical education. Next session we will be reviewing our curriculum to investigate the entitlement to one period of RE per week for all cohorts.

Our PSE programme is continuously being adapted and updated to provide stimulating, relevant and progressive courses in line with the local context. Next session S1 will have an additional period with their Guidance Teacher to build strong relationships, with an emphasis on the health & well-being of the young people.

Our Support Staff work with young people in and out classes to reduce the barriers to learning. This includes the use of the nurture principles with individuals and groups, mindfulness sessions, outdoor learning and use of sport and fitness. School Assistants lead these activities to support young people. Next session we will continue to investigate how this support can be utilised further using School Assistants areas of interest and expertise.

All stakeholders understand, value and celebrate diversity and challenge discrimination. A significant focus of our work in the last few years has been providing support and training for LGBT, anti-bullying and mental health issues.

We are addressing the gender imbalance in a few subjects and across Developing the Young Workforce projects by continuing to challenge gender stereotypes and

	<p>the promotion of career aspirations, for example, by encouraging initiatives such as Woman into Engineering.</p> <p><b>Overall grade for this section – Good</b></p>																																																																																																			
<p><b>3.2 Raising attainment and achievement</b></p>	<p>Almost all (93.7%) young people are leaving Prestwick Academy at their point of exit (S4/5 or 6) with Scottish Credit &amp; Qualifications Framework (SCQF) Level 5 Literacy and most (85%) achieving SCQF level 5 Numeracy. Both these figures are considerably above the virtual comparators (VC) and show 4 year and 3 year positive trends respectively.</p> <p>National Benchmarking Measure: Literacy &amp; Numeracy - All Leavers</p> <table border="1" data-bbox="395 723 1388 1198"> <thead> <tr> <th></th> <th>Year</th> <th>% L3 Lit</th> <th>% L3 Num</th> <th>% L4 Lit</th> <th>% L4 Num</th> <th>% L5 Lit</th> <th>% L5 Num</th> <th>Cohort</th> </tr> </thead> <tbody> <tr> <td>Prestwick</td> <td>2014</td> <td>100</td> <td>99.55</td> <td>98.65</td> <td>92.79</td> <td>75.23</td> <td>69.37</td> <td>222</td> </tr> <tr> <td>VC</td> <td>2014</td> <td>98.15</td> <td>96.71</td> <td>96.67</td> <td>88.11</td> <td>78.56</td> <td>68.15</td> <td>2220</td> </tr> <tr> <td>Prestwick</td> <td>2015</td> <td>98.99</td> <td>98.99</td> <td>97.47</td> <td>92.42</td> <td>75.76</td> <td>64.14</td> <td>198</td> </tr> <tr> <td>VC</td> <td>2015</td> <td>96.97</td> <td>95.35</td> <td>95.3</td> <td>89.55</td> <td>76.82</td> <td>65.56</td> <td>1980</td> </tr> <tr> <td>Prestwick</td> <td>2016</td> <td>99.15</td> <td>99.58</td> <td>97.88</td> <td>93.22</td> <td>85.17</td> <td>67.8</td> <td>236</td> </tr> <tr> <td>VC</td> <td>2016</td> <td>97.25</td> <td>96.23</td> <td>95.25</td> <td>91.95</td> <td>81.14</td> <td>69.28</td> <td>2360</td> </tr> <tr> <td>Prestwick</td> <td>2017</td> <td>99.5</td> <td>99.01</td> <td>98.51</td> <td>96.04</td> <td>90.59</td> <td>74.75</td> <td>202</td> </tr> <tr> <td>VC</td> <td>2017</td> <td>98.07</td> <td>97.77</td> <td>97.38</td> <td>95.54</td> <td>88.81</td> <td>77.92</td> <td>2020</td> </tr> <tr> <td>Prestwick</td> <td>2018</td> <td>99.52</td> <td>98.55</td> <td>99.03</td> <td>94.69</td> <td>93.72</td> <td>85.02</td> <td>207</td> </tr> <tr> <td>VC</td> <td>2018</td> <td>96.86</td> <td>95.99</td> <td>95.6</td> <td>92.9</td> <td>85.8</td> <td>75.99</td> <td>2070</td> </tr> </tbody> </table> <p>We have high aspirations of all of our young people and encourage them to stay on for S5 and S6. Our analysis highlights that young people achieve highly in literacy and numeracy when they remain and last session, those who did not, were from the S4 cohort of leavers. It is our intention to focus on this group of young people to ensure they leave with a minimum SCQF Level 4 in both literacy and numeracy. We will do this by focusing on positive relationships and improving the attendance, both in school and in classrooms, with the introduction of an Education Support Officer.</p> <p>Our staff in their curricular areas continue to review the broad general curriculum to ensure there is a coherent, progressive pathway into the senior phase, with appropriate pace, challenge and development of skills to allow the best possible progression and pathways.</p> <p>We use a range of assessment data and CfE benchmarks to plan and deliver learning, teaching and assessment. This is allowing us to monitor the progress of our young people in the BGE and target interventions where required. This session we piloted the new Seemis module Progress &amp; Achievement where we introduced the SAC 'Four Stages of Progress within a Level' model.</p> <p>Our Pupil Equity Funding allowed us to employ a counsellor for two days per week who worked with identified vulnerable young people for one to one support. This</p>		Year	% L3 Lit	% L3 Num	% L4 Lit	% L4 Num	% L5 Lit	% L5 Num	Cohort	Prestwick	2014	100	99.55	98.65	92.79	75.23	69.37	222	VC	2014	98.15	96.71	96.67	88.11	78.56	68.15	2220	Prestwick	2015	98.99	98.99	97.47	92.42	75.76	64.14	198	VC	2015	96.97	95.35	95.3	89.55	76.82	65.56	1980	Prestwick	2016	99.15	99.58	97.88	93.22	85.17	67.8	236	VC	2016	97.25	96.23	95.25	91.95	81.14	69.28	2360	Prestwick	2017	99.5	99.01	98.51	96.04	90.59	74.75	202	VC	2017	98.07	97.77	97.38	95.54	88.81	77.92	2020	Prestwick	2018	99.52	98.55	99.03	94.69	93.72	85.02	207	VC	2018	96.86	95.99	95.6	92.9	85.8	75.99	2070
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intervention is having a positive impact and will be increased to three days next session.

In S4, performance in literacy and numeracy at SCQF levels 4 and 5 show a 3 year positive trend. Level 4 is greater than our virtual comparator. For the 'most deprived 30%' most pupils are achieving Literacy and Numeracy at level 4 with a majority achieving level 5

Measure 2017	SCQF level 4	SCQF level 5
Literacy	99%	90%
Numeracy	95%	67%
Measure 2018	SCQF level 4	SCQF level 5
Literacy	99%	94.82%
Numeracy	96%	81.35%

Our final tracking data submitted to SAC in May 2019 indicates improvements in attainment in a number of key areas, particularly at 5+ @ level 5, 1+ @ level 6 and 3+ @ level 6.

Performance Measure	2013	2014	2015	2016	2017	Prelim 2018	2018	Prelim 2019	Final Data
5+ awards @ Level 3 (end S4)	100	98	98	93	95	-	89	-	94
5+ awards @ Level 4 (end S4)	86	92	89	89	92	-	87	-	87
5+ awards @ Level 5 (end S4)	49	50	49	48	51	41	54	46	53
1+ awards @ Level 6 (end S5)	54	52	63	55	59	65	64	66	71
3+ awards @ Level 6 (end S5)	30	34	43	39	38	26	40	36	45
5+ awards @ Level 6 (end S5)	11	16	19	16	17	10	18	16	16
1+ awards @ Level 7 (end S6)	17	17	18	22	19	16	17	17	18

Areas where we will continue to have a focus on improvement include S6 attainment and the highest 20% of all attainers.

Our curriculum rationale provides a coherent, flexible and enriched experience for young people building on their primary school experience and continuing through to working with colleges, universities, employers, partner agencies, youth work and the voluntary sector to prepare young people for positive and sustained destinations beyond secondary school. As a result we offer a range of wider achievement awards including YASS, Duke of Edinburgh, City & Guilds, Sports Leaders & Young Sports Ambassadors, Saltire Awards and VTCT. We are continuing to develop systems to capture and track this information, including what young people achieve out with school to ensure all success and achievements are valued and celebrated. This includes the promotion of our School Colours and our Roll of Honour booklet for celebrating success.

**Overall grade for this section – Very Good**

## **Capacity for Improvement in 2019-20**

The school continues to demonstrate a strong commitment to improvement. The Senior Leadership Team is settled, with everyone expected to be in place for the full 2019/20 session, including the acting positions of Head Teacher and Depute Head Teacher. The new Guidance Teachers appointed this session are now established and are building positive relationships with young people in their House teams. Our extended leadership team of middle leaders are experienced and lead their departments effectively, linking department improvement to the whole school priorities where appropriate. Furthermore, our pupil equity funded Educational Support Officer will be in place to support young people into school, achieve qualifications and move on to positive and sustained destinations.

The working time agreement includes time for all teaching staff to undertake collegiate working. Staff take on leadership roles via Improvement teams, targeting both school improvement priorities and the improved running of the school. Staff at all levels lead improvement, including non-teaching staff leading teams.

Our School Improvement Plan maps our agenda for the year ahead and our strategic priorities for next session include:

- Improving the consistency of high quality learning, teaching and assessment experiences to ensure the best possible outcomes for all young people.
- Supporting and improving young people's health and wellbeing, ensuring they are ready to learn, supported at all stages, including transition, and that every young person feels confident and able to flourish.
- Evaluating our BGE and senior phase curriculum models to ensure we meet the needs of all young people while developing employability skills to support young people move onto positive and sustained post-school destinations.

More details on each of these priorities can be found in our School Improvement Plan for session 2019-20 which can be found on our website, [www.prestwick.sayr.sch](http://www.prestwick.sayr.sch)

Mark Anderson  
Acting Head Teacher