

# Belmont Academy

## Standards and Quality Report 2017/18



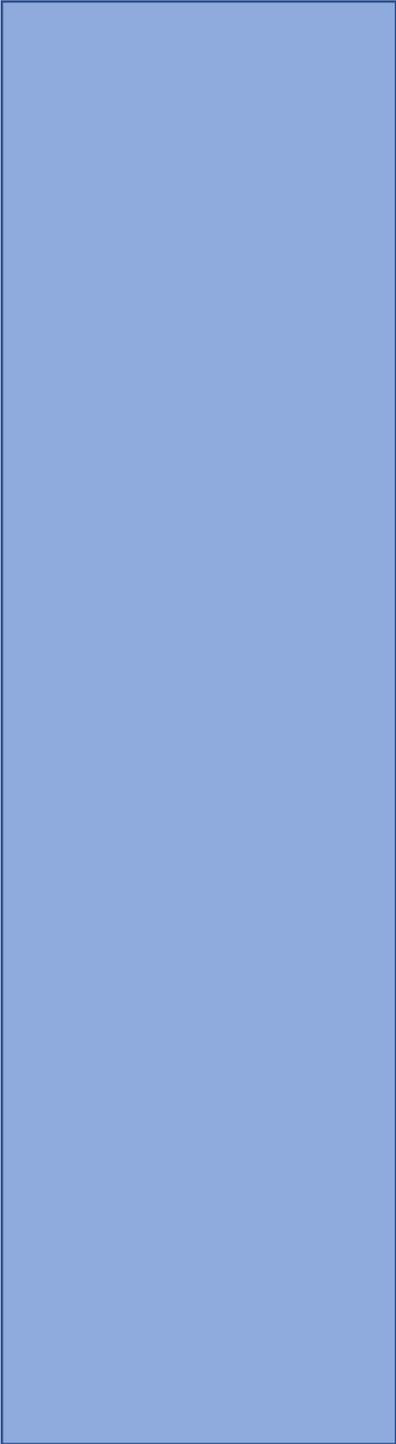
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**POSITIVE**



**YOURSELF**



## **Our Vision**

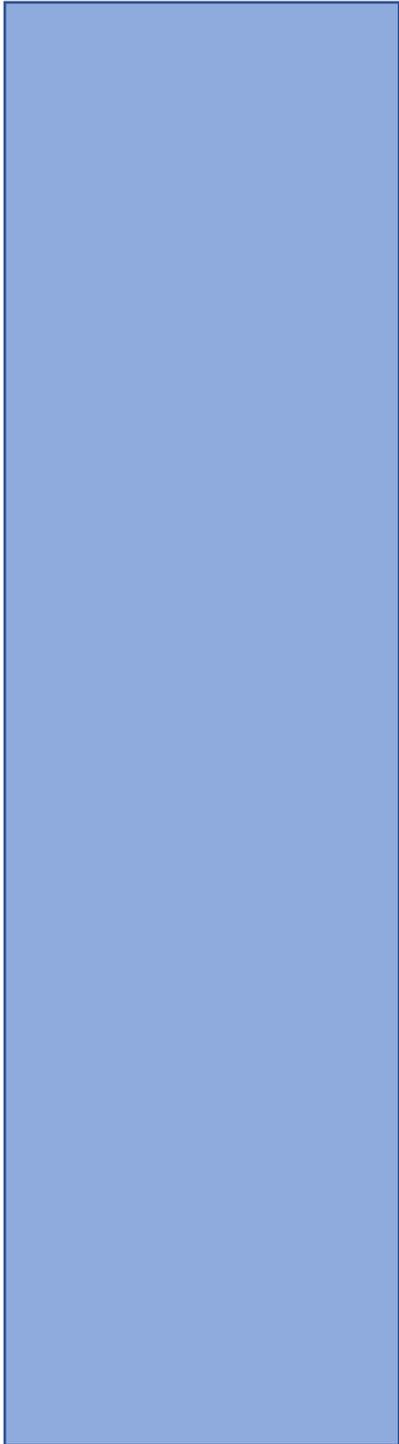
**Belmont Academy is a nurturing learning environment which inspires every child to reach their full potential.**

This vision was created after extensive consultation during the 2016/17 session. We will continue to endeavour to bring this vision alive through the key values of Respect and Responsibility and the following aims, which we hope to achieve within the 2017 – 2019 improvement timeline:

- To promote an ethos of achievement, where there are high expectations for all pupils and their successes are celebrated.
- To establish a positive inspiring learning environment in which all pupils have the opportunity to fulfil their potential in all areas of their development.
- To deliver a curriculum that is relevant, challenging and appropriate to abilities and aspirations of our pupils, and which prepares them for life after school.
- To provide the highest quality of teaching and learning in a stimulating environment that meets the needs of all learners.

Our vision, values and aims articulate with South Ayrshire Council Education Services vision and Education Outcomes and Actions for 2014/17 which can be accessed via

<https://www.south-ayrshire.gov.uk/schools/education-aims.aspx>



**Section 1**  
**Leadership and Management**

### 1.3 Leadership and Management – Evaluation Good

Our school team of pupils, staff, parent and partners have worked hard to ensure the best possible provision for all our young people. We have a shared vision where we want our young people to be **nurtured** and **inspired** to be the best that they can be. We have invested in staff development to ensure that they have the skills and experience to deliver our vision. We are always striving to improve, and we have rigorous self-evaluation to ensure that our improvement agenda is centred on our learners – **our job for session 2018/19 is to ensure that these self-evaluation tools are being used consistently by all staff to ensure that the school vision comes to life.** We have highly committed staff who are keen to take on leadership roles at all levels and our pupils confidently undertake leadership responsibilities. Together they are drivers of change and improvement.

#### Pupil Leadership

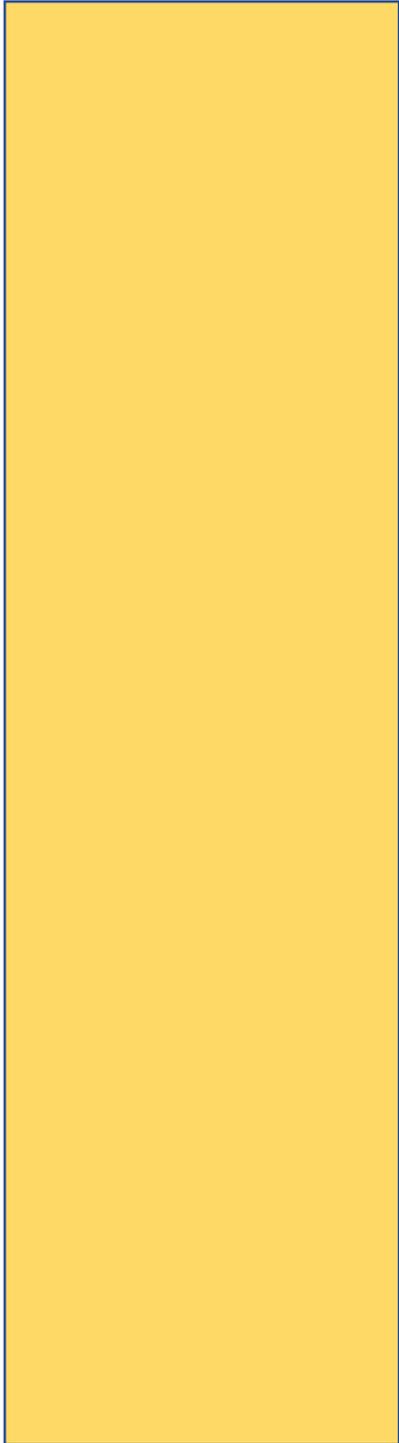
- ✚ Our Learning Councils (all stages) have increased participation and provide pupils with more responsibility and accountability to make a positive contribution to the school community. They have increased pupil voice and have played an active role in discussions around improvements to the learning environment and they also led, for the pupil community, the consultation on the working week.
- ✚ Our pupils seek positions of responsibility with many of them undertaking the Duke of Edinburgh Award Scheme from S3 to S6. They lead extra-curricular activities, adopt mentoring roles (S3 CoolHeads and Sleep Ambassadors) and buddies (S6 Personal Support). The Sports Leaders are a particularly hard-working group as they not only support within Belmont Academy, but they also lead activities and coach younger pupils from our local Primaries and beyond. The S6 are key to planning the events that make the “S6 Experience” special and they actively fund raise to support local and national charities along with raising funds to lower the cost of events such as Prom.

#### Staff Leadership

- ✚ All staff take part in the annual Professional Development and Review with line managers who are well trained to offer support and guidance – this has resulted in more effective identification of areas of professional development. The staff development coordinator reviews the development needs of the staff and directs training resources appropriately.
- ✚ We are able to draw upon the knowledge and skills of our staff throughout the year to offer learning opportunities for staff.
- ✚ A number of staff are working on or have completed accredited professional enquiries and or Masters level study. Expertise has been shared amongst the staff, leadership capacity has been further developed and pupils have benefited from innovative approaches. This has been particularly evident in lesson use of MTV approaches. The staff that have led this initiative have been used to train staff around the authority and beyond.

## Improvements for 2018/19

- ✚ Our school improvement culture reflects an inward, outward and forward-looking approach. For the 2018/19 session all departments will be given the opportunity to engage with a Looking Outwards day during the In-Service programme (FEB). They will be encouraged to research into best and innovative practice from a wide range of schools/departments/further education establishments across the country in order to add value to their department's improvement journey. This will help us to continue to improve our techniques and will provide the departments with an opportunity to focus on subject priorities in the context of the whole school improvement agenda.
- ✚ We are creating a School Improvement Group which will oversee our School Improvement Plan. These staff will play a vital part in shaping Belmont Academy's future plans and have the dual purpose of developing leadership capacity and improving self-evaluation techniques to robustly measure impact of interventions/improvement activities.
- ✚ We will have a more formal approach to sharing the skills and attributes of staff through a planned programme of activities which will include additional support for the mental health agenda within the school.



# Section 2

## Learning Provision

### 2.3 Teaching, Learning and Assessment - Evaluation Good

The ethos of our school reflects a commitment to children's rights and positive relationships. In most classrooms our young people present as being eager and engaged in lessons and highly motivated to learn. In most classrooms our learners are experiencing lessons which are challenging and enjoyable and well matched to their needs. Feedback from the Learning Councils has indicated that in the school there are some really excellent examples where young people are exercising choice, developing resilience, taking responsibility and leading their learning with the teacher facilitating the learning around them however, this is not consistent. The classroom environment in these departments have been described as inspiring and nurturing. Our learning observation programme shows that the majority of lessons are well planned and follow the agreed standard.

Our S6 contribute effectively to the life of the school and wider community. There are new programmes being put in place to improve leadership of pupils in younger years such as the S3 Mentoring Programme – CoolHeads. The Learning Council know that their views are sought, valued and acted upon however, we need to improve the capturing of pupil voice within departments and across the whole school.

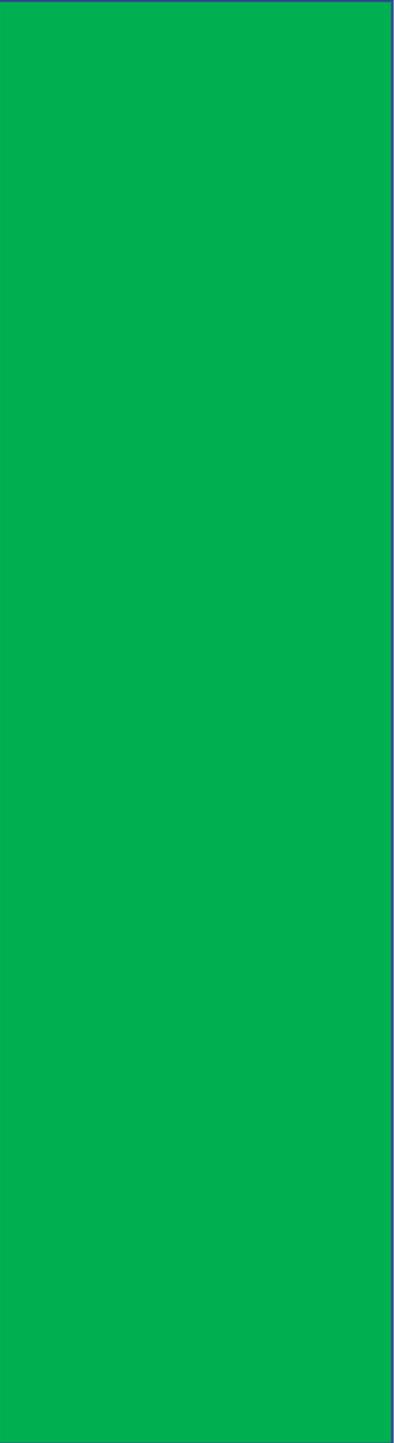
Most teachers use a wide range of learning environments and creative teaching approaches. Staff members have taken part in a number of courses to improve creativity in their classroom. Learning at times is enriched and supported by effective use of digital technologies however, the resources in the school are improving but at the moment they continue to be a challenge. Our teachers are highly trained in the skills of differentiation/use of feedback/learning intentions/use of success criteria and meeting learners need and over half of all staff have been trained on using cooperative teaching strategies. This training will enable us to ensure that in all our lessons that our school vision and values will be brought to life and that positive relationships will be common place.

The authority has invested in a common approach to planning and moderating assessment in the BGE and the school has taken part in many courses to improve how we use assessment. The aim is that assessment becomes integral to the planning of learning and teaching. The feedback received from the moderation events have been positive for almost all departments. The aim of the common methods laid out by the authority is to ensure that across our learning communities that we have shared expectations for standards to be achieved for each level in the Broad General Education. This will help with ensuring progression from primary school into S1 and because there are robust arrangements for moderation we can be more confident at knowing where young people are with their learning.

Tracking and monitoring in the senior phase is well developed however, there is no robust tracking of progress in the BGE and so this is an area for development within the school and the local authority.

## Improvements for 2018/19

- ✚ The purpose and quality of learning conversations will be closely monitored to ensure that learners receive high-quality feedback and that they have an accurate understanding of their progress in learning and more importantly, they know what they need to do to improve. This will be sampled by class teacher/Principal Teacher and SLT and good practice will be shared through regular updates from the school improvement group.
- ✚ The Learning Council will also work on how we teach pupils to give effective feedback to their peers. There are some very good examples of this in some departments and so we will be sharing what works with the other departments to bring rigour to this process.
- ✚ The purpose and use of assessment will be discussed regularly at department meetings and at link department meetings as we need to ensure that assessment is an integral part of learning. There will be more training on offer for staff to access around research into lesson planning and use of assessment in order for them to improve the use of assessment. We also be looking to improve parent/carers understanding of assessment by having a family event focussing on Senior Phase and a separate one for Broad General Education.
- ✚ A new process for classroom observation will be developed to promote a consistent approach to teaching and learning and move away from the one-off lesson review.
- ✚ Staff will continue to be able to access high quality training in learning and teaching. The aim will be to have almost all staff trained in cooperative learning by the end of the session.
- ✚ We will continue to engage with the authorities drive to improve assessment in the BGE and in particular with the introduction of holistic assessments. This will prepare our young people better for the demands of the senior phase as it will test the application of new knowledge in unfamiliar settings.
- ✚ Data coaches will develop enhanced data analysis skills which focus on improvements in the BGE and these people will be used to support department analysis.



## Section 3

# Successes and Achievements

### 3.2 Raising Attainment and Achievement – Evaluation Good

#### Attainment in literacy and numeracy

Improvements continue to be made to ensure that all learners make very good progress from prior levels of attainment in literacy and numeracy. In the 2017/18 session, the percentage of school leavers achieving level 4 or level 5 numeracy and literacy is higher than the authority, regional collaborative and national average. The percentage of school leavers achieving a level 4 award in numeracy and literacy is showing an improving picture from 2015 with over 10% improvement. However, the percentage of school leavers achieving a level 5 award in literacy and numeracy has decreased slightly compared to 2016 but is significantly higher than 2015 results.

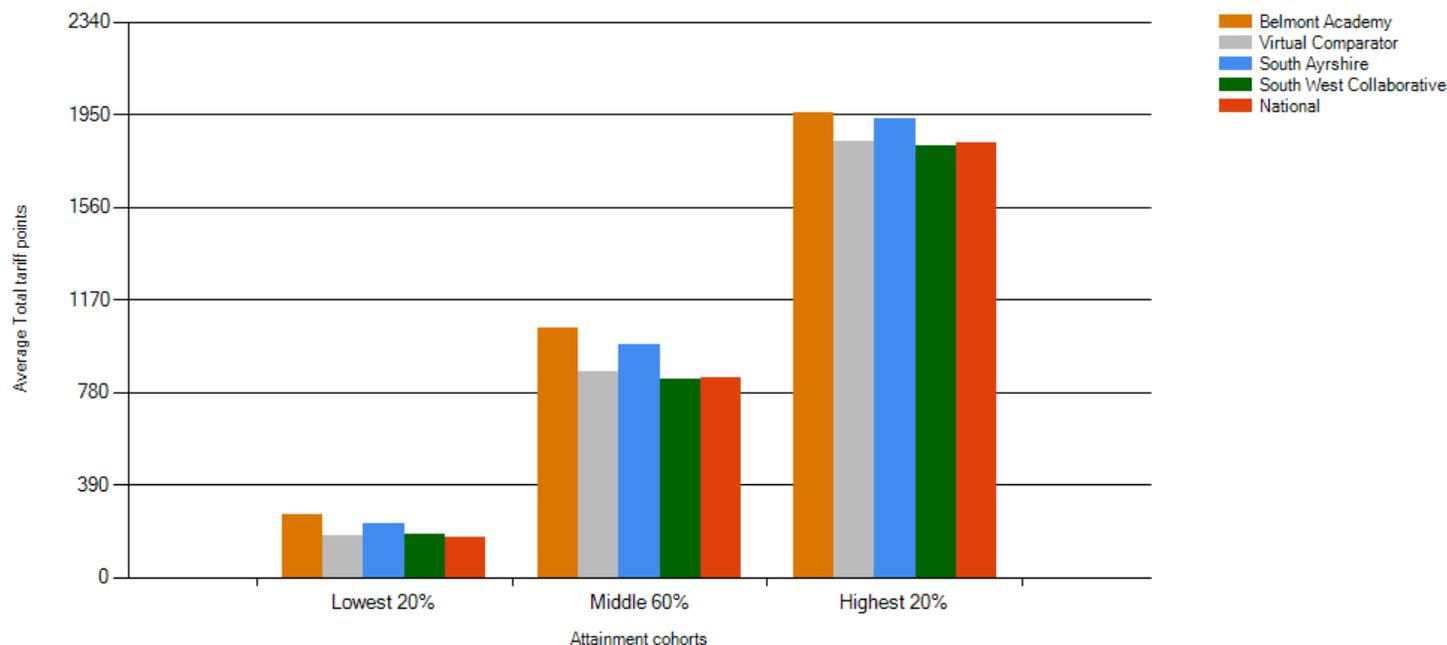
DisplayName	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy
Belmont Academy	2015	84.47	53.88
Virtual Comparator	2015	83.38	57.08
South Ayrshire	2015	89	63.03
South West Collaborative	2015	85.73	60.39
National	2015	85.76	58.62
Belmont Academy	2016	93.94	72.29
Virtual Comparator	2016	88.44	66.1
South Ayrshire	2016	91.61	71.18
South West Collaborative	2016	87.88	65.88
National	2016	88.06	64.21
Belmont Academy	2017	95.13	69.91
Virtual Comparator	2017	88.89	67.26
South Ayrshire	2017	92.12	71.92
South West Collaborative	2017	89.69	67.55
National	2017	89.15	66.45

#### Highlights

The English department has made significant improvements to their Broad General Education courses and to their National courses meaning that in 2017 almost 100% of school leavers achieved level 4 in literacy. The improvements have also led to an increase in the number of leavers achieving level 5, 90% achieved level 5 compared to 80% in 2015. Both results are above the virtual comparator school.

There is a terrific ethos of achievement in the department and they promote a “can do” attitude. Pupil feedback indicates that they feel very motivated and supported in this department.

## Improving Attainment for All – Average Tariff Points



Our overall school attainment continues to be higher than the local, regional and national average. Our learners are making very good progress from their prior levels of attainment. There are several high attaining departments within the school where staff make effective use of assessments and have a shared understanding of standards to make confident professional judgements. In the 2017/18 session there was significant investment in staff training through the Understanding Standards programme delivered by SQA. There are also a high number of colleagues trained as SQA markers/team leaders/assessors etc. and they use their experience to ensure that our learners are prepared well for SQA examinations. They also ensure that their knowledge is disseminated to all staff members within the departments to ensure there is a consistency in approach to assessment/course delivery.

We have a tracking system in place where we report to parents/carers three times throughout the year – how this is being used by departments will be a firm focus of the DHT with responsibility for S4/5/6 attainment. We also have one parent/carer event where an appointment can be made with the class teacher to discuss progress and next steps. The focus for the event was to offer parent/carer advice on how they could help their child with course work etc. Feedback from these events was very positive.

## Positive Destinations

South Ayrshire Council has a very good track record of ensuring that pupils leave school into a positive destination. Here at Belmont Academy, we work hard with pupils and parents to ensure that pupils leave us and move onto the appropriate destination for them. As a result, our positive destination data is always above the national average. The breakdown of where our pupils leave to is shown in the table below with higher education being the top destination for our pupils. UCAS preparation is built into our senior school Personal and Social Education courses and ensures that pupils are well prepared for applying for university.

Establishment	Year	% Activity Agreement	% Employed	% Further Education	% Higher Education	% Not known	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Belmont Academy	2014/15	1.37	15.07	35.16	41.55		0.91	0.46	5.02	0.46
Virtual Comparator	2014/15	1.1	22.33	26.12	37.35	0.91	4.7	1.1	6.03	0.37
South Ayrshire	2014/15	1.18	15.57	33.84	42.05		1.52	0.76	4.74	0.34
South West Collaborative	2014/15	0.99	18.59	34.27	37.87	0.34	2.42	0.88	4.35	0.29
National	2014/15	0.91	21.44	27.62	38.84	0.52	3.76	1.1	5.36	0.44
Belmont Academy	2015/16	1.73	14.72	26.84	50.65		1.73	1.3	2.6	0.43
Virtual Comparator	2015/16	0.91	21.65	24.94	42.68	0.26	2.86	1.13	5.28	0.3
South Ayrshire	2015/16	1.83	17.77	26.08	46.26	0.25	1.99	1.16	4.32	0.33
South West Collaborative	2015/16	1.12	19.19	31.71	39.64	0.17	2.01	1.04	4.89	0.23
National	2015/16	1.02	22.3	26.59	40.34	0.24	2.58	1.33	5.1	0.51
Belmont Academy	2016/17	1.77	11.5	33.19	46.02		0.88	0.44	5.31	0.88
Virtual Comparator	2016/17	1.46	21.06	25.66	41.55	0.4	2.79	1.59	4.6	0.88
South Ayrshire	2016/17	1.27	17.93	28.8	44.29	0.27	1.45	1	4.53	0.45
South West Collaborative	2016/17	1.12	19.46	32.41	38.9	0.22	1.83	1.23	4.44	0.39
National	2016/17	1.22	21.97	26.83	40.71	0.37	2.43	1.45	4.47	0.55

We are looking at how we can encourage pupils to stay on at school for as long as possible by talking about the senior phase as programme of study and not an S4, S5 or S6. It is important that we ensure that our pupils leave with the highest levels of numeracy and literacy as possible and we have set ourselves the following targets for our 2018/19 session:

- ✚ 98%+ of all learners will achieve level 4 or better in numeracy and literacy on point of exit from school.
- ✚ Specifically - 80% of all learners will achieve level 5 literacy on point of exit from school.
- ✚ Specifically - 70% of all learners will achieve level 5 numeracy on point of exit from school.

This means that for the 2018/19 we have identified pupils who are at risk of not achieving level 4 or level 5 in literacy or numeracy and we will be targeting support to ensure that they have every opportunity to achieve this award. Pupils can achieve these awards through a variety of pathways/subject areas and it is not always necessary for these qualifications to be solely delivered by the Mathematics and English departments.

## Improvements for 2018/19 Session

- ✚ Although the process of tracking is robust, there needs to have a greater focus on how well we use evidence from a variety of sources to measure progress over time and in particular at important points in the year, such as transition. More work needs to be done by the data coaches to improve the use of data for school improvement.
- ✚ For this year there will be a greater focus on the use of the Year Group Head to oversee the attainment of year groups in S4/5/6.
- ✚ To improve equity of provision and increase attainment for pupils who fall within the Pupil Equity Fund category there will be the introduction of Broad General Education Coaches and Senior Phase Mentors. This will be a targeted intervention where a member of staff will be identified through conversation with the pupil as someone who will act as a supporter/champion for the child. These staff members then will meet regularly with the pupil and will advise them on homework completion, study skills, stress management amongst etc. It will be a completely bespoke service offered to the pupil to help them to identify and overcome/remove barriers to their success.

## Improvements for 2018/19 Session.... Continued

- ✚ Our Parent Council is a very active and positive group in the school and they took part in a discussion with the Head Teacher about how we improve our parental engagement programme. In 2017/18 session we held one engagement evening with a focus on literacy. This was not well attended and there were several reasons for that. For the 2018/19 we have developed three events following on from the feedback from the Parent Council. These events will be delivered in the first term and will focus on three key areas:

Senior Phase – Support for Parents/Carers who have children in the Senior Phase

This event will include hints and tips for surviving exam time/supporting your child with their learning amongst other presenters such as SQA and Scholar workshops.

Promoting Positive Mental Health – All ages groups

This event will launch our mental health agenda and will include workshops from Sleep Scotland, Young Scot etc. and will focus on issues worrying parents about their child's health.

Broad General Education – Support for Parents/Carers who have children in the Broad General Education Phase

This event will include information about how we track progress, use the SNSA and will give parents/carers hints and tips about how to support your child's learning.

- ✚ We have an improved offer from Skills Development Scotland and a new Careers Advisor has been appointed. There has been a lot of work carried out through last year's improvement planning to implement a common skills programme and links in lessons to where the skills articulate to career pathways. There are already very good examples where lesson inserts have been created to show pupils where they could use the skills that they have learned e.g. the Modern Studies/History department have included career links in all of their BGE topics and encourage pupils to discuss all types of roles. For the 2018/19 session the expectation is that lessons will include links to careers which will help pupils to develop better career management skills and will help with the option process.
- ✚ The option process improved in the 2017/18 session to ensure that pupils focussed on progression and career planning. This new process allowed parents to play a greater part in the decision-making process. Feedback from them was that they really enjoyed getting involved with their child and they increased their understanding of progression and career planning. For the 2018/19 session parental engagement will increase with the inclusion of partners from colleges/universities/workforce prior to the option decisions being made.

## Improvements for 2018/19 Session.... Continued

- ✚ For the 2018/19 we are exploring a wider range of qualifications and aim to become a SCQF ambassador school where pupils, parents and staff work together to widen our provision of accessible courses. We also will be offering alternative pathways for pupils through a number of Developing Scotland's Workforce projects such as the Nail Bar, Bee Keeping and Music technology. We also need to improve the S6 experience by "adding value" to the qualifications that pupils already achieve for example, introduction of Leadership SCQF Level 6, Volunteering Awards etc – this is to ensure that pupils continue to engage with education throughout the year which is proven to help them to sustain university in future years.
- ✚ We need to be better at recording the achievement of our pupils – in 2017/18 session we did celebrate some successes and the newspaper group really did us proud by ensuring we featured in the local press regularly. We need to be more consistent with how we track achievement and the introduction of Personal Support this year will mean that this process should be easier to implement, track and celebrate.

## Ensuring Wellbeing, Equality and Inclusion – Evaluation Good

The Pupil Support Department underwent an authority review at the start of the year and as a result there were significant changes in management, which was streamlined to ensure improvement. There was also a commitment from the authority to stabilise the personnel of the cluster support staff as the constant changing over the years has had an impact on the department. There has also been a more consistent provision from other services and we have had very good input from a regular school nurse and access to an Educational Psychologist.

Through the work of the pupil support department and the house team system we are making improvements in sharing the understanding of wellbeing with the class teacher. There is increasing evidence that our teachers are playing a greater role in ensuring that our children are safe, healthy, active, nurtured, achieving, respected, responsible and included. For example, active participation in school clubs has increased in all year groups. Over half of our staff are trained on the nurture principles and attachment theory and they use their learning to provide pupils with a more nurturing environment. In most departments and classrooms our learners benefit from high quality education where staff are clearly planning lessons taking into consideration wellbeing. Feedback from pupils with regards to bullying has indicated that they are on whole happy with how this is dealt with. Relationships across the school community are positive in the main and for most classrooms is founded on a climate of mutual respect. We have a high number of staff volunteer for supervision of areas at lunchtime and most departments offer extracurricular clubs and supported study.

The targeted support for pupils who need additional support to overcome barriers to learning is improving however, there needs to be increased communication of targets with pupils, parents and classroom teachers.

All our staff understand their statutory role with regards to safe guarding.

Our vision is to become a more inclusive and nurturing learning environment which inspires our young people to be successful. Inclusion is evident in a number of areas of the school and the school will continue to focus on ensuring that all pupils are included fully in lessons and that lessons are planned to meet their needs. During the 2017/18 session there has been significant investment in cooperative learning techniques and differentiation to ensure that teachers have in their teaching tool box the “tools” to ensure that barriers to learning are recognised and reduced or removed.

We have been commended for our work on removing gender bias in teaching and we are also improving how we recognise and care for pupils who fall into minority group categories such as LGBTQ.

Pupil Equity Fund has been used to improve outcomes for learners. Year one focussed on improvements in literacy and numeracy and although there were some successes to report on the overwhelming outcome was that we need to get our most vulnerable pupils ready to learn before we do any curriculum intervention. The appointment of the Pupil Welfare Officer has improved invaluable in supporting reluctant attenders. The personality of this person is such that she offers support and guidance to parents and she is approachable to all pupils. She has built up a case load of families to work with and she is meticulous in recording improvements. Her input at Team Around the Child meeting has been invaluable in improving outcomes for the young people. The fund has also allowed us to appoint a school-based councillor and he has provided targeted pupils with one to one confidential support.

The Pupil Equity Fund was also used very creatively by several departments to set up learning stations which hold resources for pupils to overcome any barrier they may have in the classroom. There has also been investment in nurture training and this was followed on by the creation of a safe space for young people who need support in the morning or at lunchtime to cope better with the demands of the day. This club is thriving and the young people who are attending it benefit greatly from the staff volunteers that run it.

### Improvements for 2018/19 Session

- ✚ The improvement priority Wellbeing and Mental Health is the school's number one priority for session 2018/19 and it encompasses everything from getting ready to learn, the learning environment and attainment/achievement.
- ✚ Nurture will continue to be a priority and will be promoted in every classroom in the school. The nurture room – soon to be known as the Bee Hive will continue to offer young people who need it a safe space. The vision for nurture is for it not to be about excluding pupils from classrooms and building confidence in one area but for it to be an inclusive part of every classroom. A nurture lead will be appointed whose remit will be to provide training/advice and promote nurture throughout the school community. They will also train the senior school on how to provide support to young people through the Personal Support programme.
- ✚ Personal Support has been introduced to all year groups and this will provide a vehicle to improve communication and to show our young people through activities such as Theme for the Week how to be considerate of others and demonstrate positive behaviour and relationships. Personal support also provides a soft start where all of young people will be seen by the same member of staff every day who will get to know them well and who will take a real interest in their overall wellbeing and presentation.
- ✚ We will improve our pupil council/learning council to ensure that we create an environment where children and young people feel listened to. We have also introduced a new system of contacting a guidance Principal Teacher for pupils as we want them to feel secure in their ability to discuss personal and sensitive issues that are affecting their lives. The previous model meant that pupils who needed Guidance didn't feel they could go and see their person as there were always other young people standing around or interrupting them. This new method has already shown early signs of the PTG reaching out to more pupils.

## Improvements for 2018/19 Session ....continued

- ✚ The majority of staff have positive relationships with all pupils. For the 2018/19 session we will be wanting almost all staff to form positive relationships with all pupils. We have invested in the calm; consistent adult approach and all staff have taken part in the initial training. This training dovetails with the previous work of the school with restorative approaches. There will be two members of staff trained on how to train others on the calm, consistent adult approach and they will then model the behaviour that we want all staff to exhibit when dealing with distressed young people. We will strive to become a school that is Adverse Childhood Experience (ACE) aware and trauma informed through training.
- ✚ We are mapping out our S1 to S6 approach to mental health programme to ensure that we offer a first-class experience.
- ✚ Five members of staff are trained as Mental Health First Aiders and we will be adding to this. These people will be highly visible in the school and pupils and staff will be encouraged to speak to them if they are concerned. We are also investing in LIAM (Let's Introduce Anxiety Management) training through the NHS to ensure our staff are highly skilled at dealing with young people and their families when they find themselves in stressful situations. Our mental health awareness campaign will begin with a branding advertising campaign to raise awareness and will bring improvements to the support team within the school.
- ✚ Our care experienced young people will have their own in school champion who will work with them to ensure that they are accessing the curriculum and who will help them with identifying and overcoming any possible barriers to wellbeing and success. This person will also link with the Pupil Support DHT and Head Teacher who are working with CELCIS to improve outcomes for care experienced children and young people from P5 to S2.
- ✚ Team Around the Child meetings will improve to ensure that it is clear who is the lead professional and what the targets are to improve outcomes for our young people. These targets will be shared with staff and parents and reviewed more regularly.