



# **Rothesay Academy**



## **Area Committee Report December 2016**



## **School Profile 2016/2017**

**School Name**

Rothesay Academy

**School Address**

Rothesay Joint Campus, High Street, Rothesay, Isle of Bute PA20 9JH

**Head Teacher**

Julie Fisher

Rothesay Joint Campus has a vibrant and caring learning environment where the needs and aspirations of our young people are at the heart of our planning and practice. We have the highest standards and expectations for all members of our school community and we work hard to help them achieve their full potential. Our staff are dedicated, supportive and focused on achieving positive outcomes for all young people. We provide a wide range of opportunities for our young people to gain experience and achieve success.

Our aim is to provide a learning environment that gives all young people the opportunity to become:

### **Successful Learners**

***We encourage our young people to be successful learners by:***

Offering a wide range of courses that challenge and support our young people to achieve their potential

Offering an extensive supported study programme.

### **Confident Individuals**

***We encourage our young people to be confident individuals by:***

Participating in a wide range of extra-curricular activities

Using pupils as hosts and guides for school events

### **Effective Contributors**

***We encourage our young people to be effective contributors by:***

Involvement in decision making

Leading extra-curricular activities

### **Responsible Citizens**

***We encourage our young people to be responsible citizens by:***

Involvement in eco-school and community projects

Organisation and participation in memorial events such as Remembrance Sunday.

## **Rothesay Joint Campus Improvement Priorities 2016-17**

### **Strengthen leadership and management by overtaking the following objective:**

- Improve approaches to quality assurance at all levels.

### **Strengthen our learning provision by overtaking the following objectives:**

- Strengthen the curriculum.
- Improve our approach to planned assessment in the Broad General Education.
- Develop skills based learning.
- Improve support at key points of transition
- Improve approaches to personalised support.
- Develop partnerships to support pupils in securing and sustaining a positive destination.
- Strengthen partnership with parents.

### **Improve levels of achievement by overtaking the following objectives:**

- Narrow the attainment gap
- Improve Literacy at all levels
- Improve Numeracy at all levels
- Develop approaches to moderation

### **Rothesay Academy Curriculum**

In 2015-16 we reviewed our curriculum. Further to extensive consultation, improvements were made to both the broad General Education and Senior Phase. Exciting new additions included: the introduction of a health and well-being course in S2; the introduction of *Personal Support Time* (PST) for all pupils; an increase of time allocation in S4-6, S4 pupils now have 4 periods for each of their courses and S5/6 have 6; the introduction of enhancement courses ranging from recreational fitness to Business Support and Administration.

We continue to promote interdisciplinary learning at RJC. This year to mark National Maths/Science Week, S3 pupils took part in a combined Wind Power Challenge. Whilst learning about the Circle and associated properties in Maths and then Eco-Energy in Physics, pupils were challenged to design and make a working mini wind turbine which would produce enough energy to lift coins.

Other examples of interdisciplinary learning included our Reduce, Reuse, Recycle event. The day involved all S1 pupils working together to explore and tackle waste management issues in school and encourage everyone to think about the environment and how to be more eco-friendly. It was a non-stop day of litter picking races, distributing new recycling bins across the campus and minimising food waste in Home Economics by learning how to make samosas from leftovers.

Learning experiences like this continue to be enjoyable way to apply learning in a real context.



Wind Power Challenge



Reduce, reuse, recycle



Pop-up opera

Pupils are regularly given opportunities to be creative. This year they participated in Mount Stuart Trust Shakespeare workshops. Around 40 pupils viewed the newly authenticated Bute First Folio and then participated in drama workshops, staging short scenes from Shakespeare's plays.

Pupils who studied National 4/5, Higher and Advanced Higher Music got the opportunity to visit a pop-up opera performance of 'The Marriage of Figaro', performed by Scottish Opera in a converted articulated lorry which became a theatre on wheels with a stage, a chandelier and even the original carpet from the Theatre Royal in Glasgow.

## **Recognising Wider Achievement**

Rothsay Joint Campus provides a wide range of additional skills-based learning experiences for young people. Participation in these activities allows pupils to grow in confidence as they develop skills for learning, life and work.

These opportunities include:

- Skills for Work courses provided by Argyll College and West College:
  - Early Education and Childcare
  - Hospitality
  - Sport and Recreation
- Work experience and extended work placements
- Saltire Award
- Princes Trust Achieve Award
- Sports Leader
- Heart Start Qualification
- First aid at work (With sport injuries)
- Scottish Fencing (Ready steady fence) Qualification
- Positive Coaching Scotland (PCS) Course
- Scottish Young Ambassador Training
- Fyne Future Employability Award
- Enhancement courses delivered by employers



Princes Trust Community Impact Award Winners

We regularly celebrate the successes of our pupils in their additional learning experiences which help to develop their self-esteem and confidence.

We also encourage young people to contribute to society through taking part in fund-raising events and community projects. We appreciate that our school forms a vital part in the life of a community, which is why we work for the benefit of our community. To that end some of our young people participated in a number of community initiatives which formed part of their Princes Trust Achieve Award. This work was recognised by the trust as they won a coveted Community Impact Award and also had the honour of being invited to meet the Duke of Rothesay in Glasgow.

## SQA Results

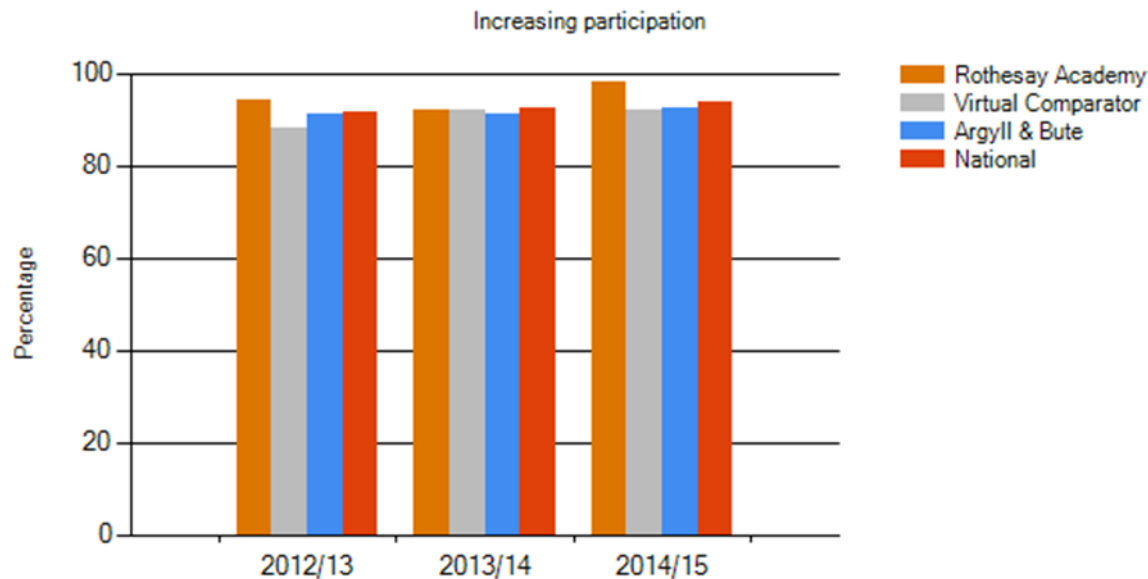
### National Benchmarking Tool: Insight

Insight focuses on the leavers cohort in any given year by measuring best achievement at point of exit, providing a consistent benchmark and stressing that S4 to S6 is the Senior *Phase* and that attainment and achievement are cumulative.

It provides data on four national benchmarking measures aimed at:

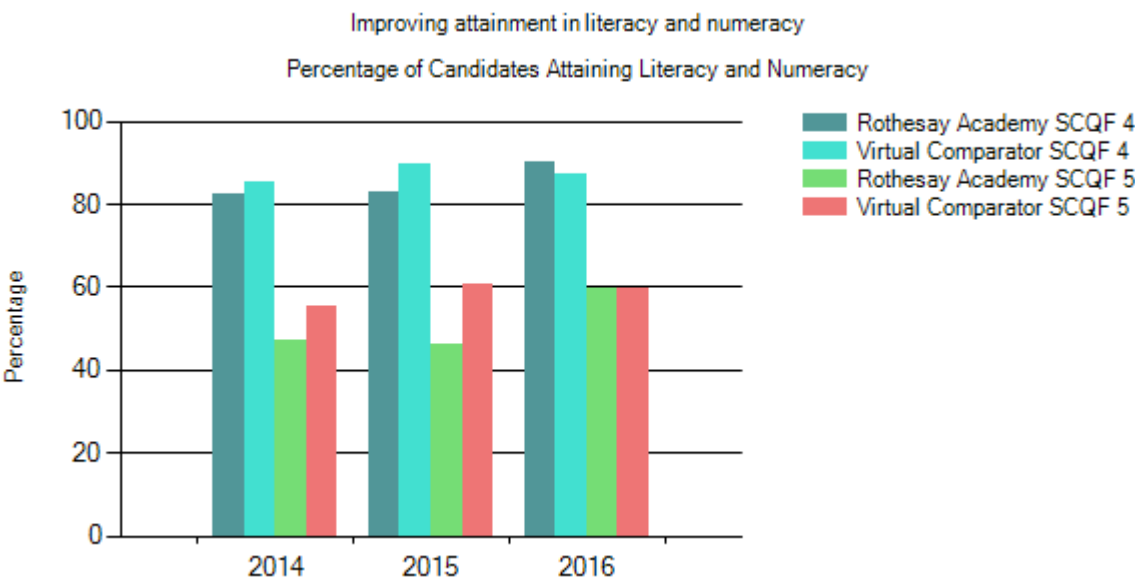
- increasing post-school participation
- improving attainment in literacy and numeracy
- improving attainment for all
- tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

### Increasing positive destinations



The number of people who enter in to a positive post-school destination is extremely encouraging. Moving forward we will work with our partners to ensure that every support is put in place to enable them to sustain their destination.

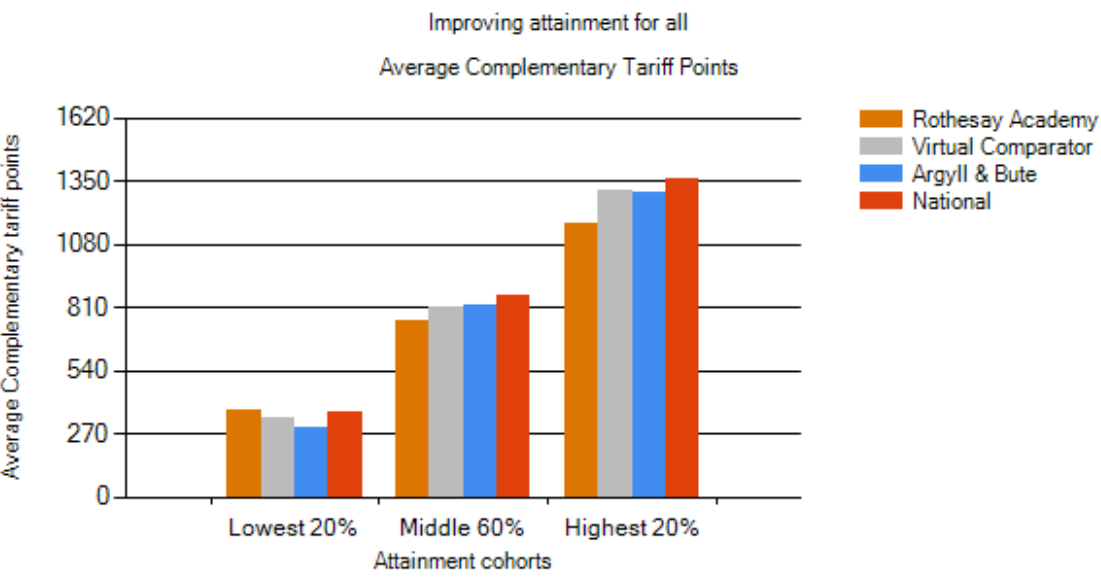
Improving Literacy and Numeracy



This is a positive picture in improving attainment Literacy and Numeracy.

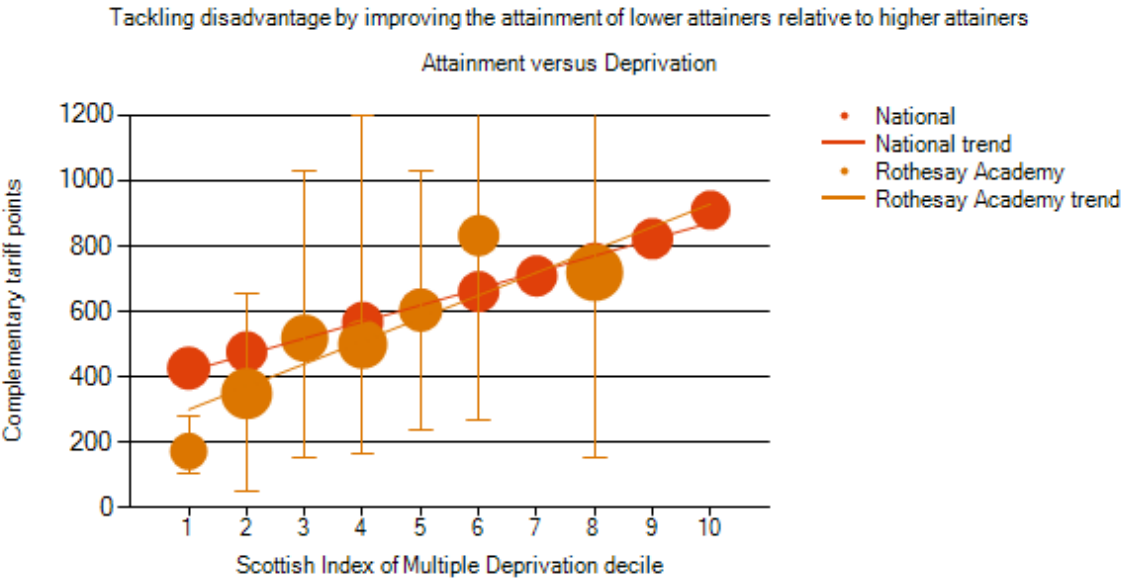
Our curriculum is now structured to maximise the number of pupils who achieve at least a SCQF 5 award in both literacy and Numeracy.

Improving attainment for all



It is very encouraging that pupils in the lowest 20 % have achieved well when compared to Argyll and Bute and our comparator school. Moving forward, the school improvement process is firmly focused on ensuring that this success is emulated across all groups.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.



It is very encouraging that pupils perform broadly in line with the National trend. The attainment gap and reducing this gap remains a challenge for every school in Scotland and is a key focus of our improvement journey.



## School Leaver Destination Returns (SLDR)<sup>1</sup>

| Measure  | 11/12 | 12/13 | 13/14 | 14/15 | 15/16                 |
|--|-------|-------|-------|-------|-----------------------|
| Number of Total Leavers  | 80    | 48    | 71    | 77    | Data not yet collated |
| Number of Young People entering Higher Education (%)                         | 42.5% | 35.4% | 35.2% | 27.3% |                       |
| Number of Young People entering Further Education (%)                        | 22.5% | 29.2% | 36.6% | 35.1% |                       |
| Number of Young People entering Training (%)                                 | 7.5%  | 8.3%  | 4.2%  | 3.9%  |                       |
| Number of Young People gaining Employment (%)                                | 7.5%  | 16.7% | 12.7% | 27.3% |                       |
| Number of Young People gaining Voluntary Work (%)                            | 0.0%  | 2.1%  | 0.0%  | 1.3%  |                       |
| Number of Young People entering Activity Agreements (%)                      | 2.5%  | 2.1%  | 1.4%  | 1.3%  |                       |
| Number of Young People - Unemployed Seeking (%)                              | 6.3%  | 6.3%  | 8.5%  | 3.9%  |                       |
| Number of Young People - Unemployed Not Seeking (%)                          | 10.0% | 0.0%  | 1.4%  |       |                       |
| Number of Young People - Unconfirmed (%)                                     | 1.3%  | 0.0%  | 0.0%  |       |                       |
| Total number of young people in a Positive Destination (%)                   | 82.5% | 93.8% | 90.1% | 96.1% |                       |
| Total number of young people in Other Destination (%)                        | 17.5% | 6.3%  | 9.9%  | 3.9%  |                       |
| Total number of young people in a Positive Destination (%) Authority Average | 90.1% | 92.5% | 91.0% | 93.1% |                       |
| Total number of young people in Other Destination (%) Authority Average      | 9.9%  | 7.6%  | 9.0%  | 6.9%  |                       |
| Total number of young people in a Positive Destination (%) National Average  | 89.9% | 91.4% | 92.3% | 92.9% |                       |
| Total number of young people in Other Destination (%) National Average       | 10.1% | 8.6%  | 7.7%  | 7.1%  |                       |

## Overview<sub>2</sub>

| Measure  | 11/12   | 12/13 | 13/14 | 14/15  | 15/16  | % change in<br>Roll over 5<br>years |
|--|---------|-------|-------|--------|--------|-------------------------------------|
| Roll (as at census)  | 370     | 324   | 336   | 300    | 281    | -24.05%                             |
| Clothing and Footwear Grant (number of pupils)                             | 42      | 62    | 64    | 92     | 117    |                                     |
| Clothing and Footwear Grant (% of number of pupils)                        | 11.4%   | 19.1% | 19.0% | 30.7%  | 41.64% |                                     |
| Clothing and Footwear Grant (%) - Authority Average <sup>5</sup>           | 7.56%   | 8.51% | 9.54% | 15.60% | 14.31% |                                     |
| Free School Meals (number of pupils)                                       | no data | 66    | 52    | 68     | 92     |                                     |
| Free School Meals (% of number of pupils)                                  | no data | 20.4% | 15.5% | 22.7%  | 32.74% |                                     |
| Free School Meals (%) - Authority Average                                  | 0.0%    | 13.1% | 12.0% | 10.8%  | 11.20% |                                     |
| Free School Meal - National Average for Secondary Schools (%) <sup>6</sup> | 15.2%   | 15.4% | 15.5% | 15.0%  | 14.2%  |                                     |

### Attendance, Absence and Exclusions<sup>3</sup>

| Measure  | 11/12        | 12/13 | 13/14        | 14/15  | 15/16        | Range of Attendance (%) over 4 years <sup>8</sup> |
|--|--------------|-------|--------------|--------|--------------|---|
| <b>Attendance:</b>   |              |       |              |        |              | 4.29%   |
| Attendance (% of school roll)                                    | 93.5%        | 93.2% | 92.5%        | 95.3%  | 91.01%       |   |
| Authorised Absence (% of school roll) <sup>9</sup>               | 4.7%         | 4.2%  | 4.3%         | 3.3%   | 6.15%        |   |
| Unauthorised Absence (% of school roll)                          | 1.7%         | 2.6%  | 3.1%         | 1.2%   | 2.75%        |   |
| Attendance Number of Pupils (%) - Authority Average              | 93.3%        | 93.1% | 93.1%        | 92.64% | 91.80%       |   |
| Attendance Number of Pupils (%) - National Average <sup>10</sup> | not collated | 93.6% | not collated | 93.7%  | Not collated |   |

| Measure  | 11/12        | 12/13 | 13/14        | 14/15 | 15/16        |
|--|--------------|-------|--------------|-------|--------------|
| <b>Exclusions:</b>   |              |       |              |       |              |
| Exclusion Openings   | 74           | 108   | 82           | 115   | 99           |
| Exclusion Incidents  | 26           | 37    | 24           | 28    | 20           |
| Number of Pupils   | 22           | 26    | 12           | 18    | 15           |
| Exclusion Incidents per 1000 pupils                                  | 70.5         | 114.2 | 71.43        | 92.72 | 71.17        |
| Exclusion Incidents per 1000 pupils - Authority Average              | 51.45        | 51.39 | 52.46        | 39.81 | 31.04        |
| Exclusion Incidents per 1000 pupils - National Average <sup>10</sup> | not collated | 32.8  | not collated | 27.2  | Not collated |

## **Footnotes**

<sup>1</sup> SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. SDS school's year traditionally ran from 1 August to 31 July. However, to bring the cohort data in line with Scottish Government census collation dates, the 2014/15 cohort covers 1<sup>st</sup> August 2014 to 15<sup>th</sup> September 2015. In the future the school leaver cohort will be based on leavers who left school between the third Wednesday of September and the third Tuesday in September the following year.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

<sup>2</sup> Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Figures are based on census roll figures.

<sup>3</sup> National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, No. 5: 2015 Edition.

Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government and is due to be collected in session 2017-2018.

This information is taken from SEEMiS Vision.

Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

National Averages for Attendance and Exclusions for 2012/13 have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014). For session 2014/2015 they have been taken from Summary Statistics for Schools in Scotland, No.6 | 2015 Edition, 9<sup>th</sup> December 2015.