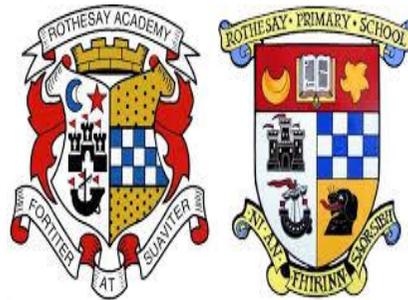# School Profile 2019/20

Rothesay Academy
Area Committee Report November 2020

<u>**School Profile 2019/20**</u>

School Name   Rothesay Academy
School Address   Rothesay Joint Campus, High Street, Rothesay, Isle of Bute PA20 9JH
Head Teacher   Louise Nicol

CONTEXT OF THE SCHOOL

Rothesay Joint Campus is a fully comprehensive, non-denominational 3-18 learning establishment which serves the local communities on the Isle of Bute. The campus, which is located in the town of Rothesay, was opened in 2007 and is made up of Rothesay Pre 5 Early Years Unit, Rothesay Primary School and Rothesay Academy. Other primary schools in the cluster who feed into Rothesay Academy are North Bute Primary School and St Andrew's (RC) Primary School.

In recent years we have played a major role in the resettlement of Syrian refugee families. This has been a very successful and rewarding initiative for our school community.

The social/economic demographic of the communities which we serve is mixed and the table below indicates the range of Scottish Index of Multiple Deprivation (SIMD) deciles of our young people:

SIMD Range	Percentage of Pupils
Deciles 1 - 4	69.9%
Deciles 5 - 7	22.8%
Deciles 8 - 10	7.3%

 In addition, the percentage of young people accessing Free Meal Entitlement **(FME) is 20.4%** which is above the national and authority average.

Our current staffing allocation across the campus for session 2017-18 is **40.0 FTE** (13.3 FTE in Primary and 26.7 FTE in the Secondary).

Recognising Wider Achievement

Qualifications

| Qualification & Level	Provider	Number of pupils achieving awards
Wellbeing Nat 5	Rothesay Academy/SQA	56
Leadership Level 6	Rothesay Academy/SQA	3
ACHIEVE	Rothesay Academy/Prince's Trust	25
Hairdressing Nat 5	Argyll College/SQA	7
Sport & Recreation Nat 5	Argyll College/SQA	6
Early Education & Childcare Nat 5	Argyll College/SQA	17
Creative Digital Media Nat 4	Argyll College/SQA	5
NPA Children & Young People (1st year of Foundation Apprenticeship)	Argyll & Bute Council/SQA	9

Experiences

The above qualifications and awards account for a total of 128 qualifications that our pupils achieve in areas which build their skills and are often relevant to their future career. Traditional academic qualifications are not always relevant to all pupils, even pupils who are aiming to go to university and the good partnerships we enjoy across the authority are improving our young people's attainment, achievement and life chances.
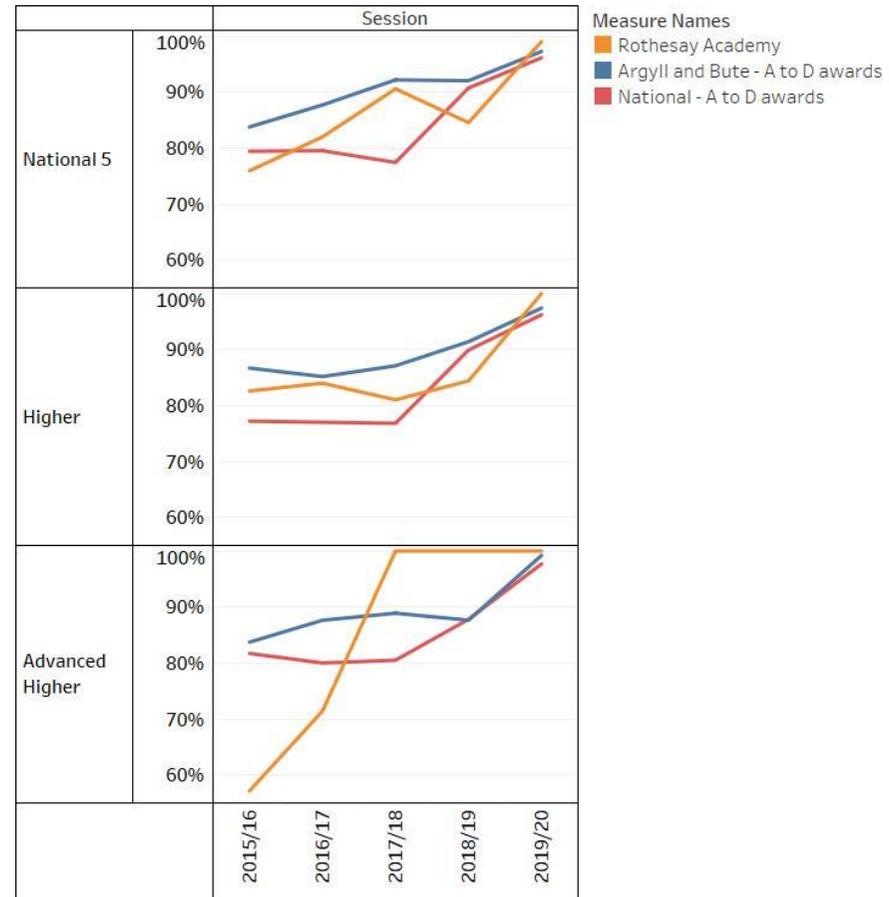
School Roll

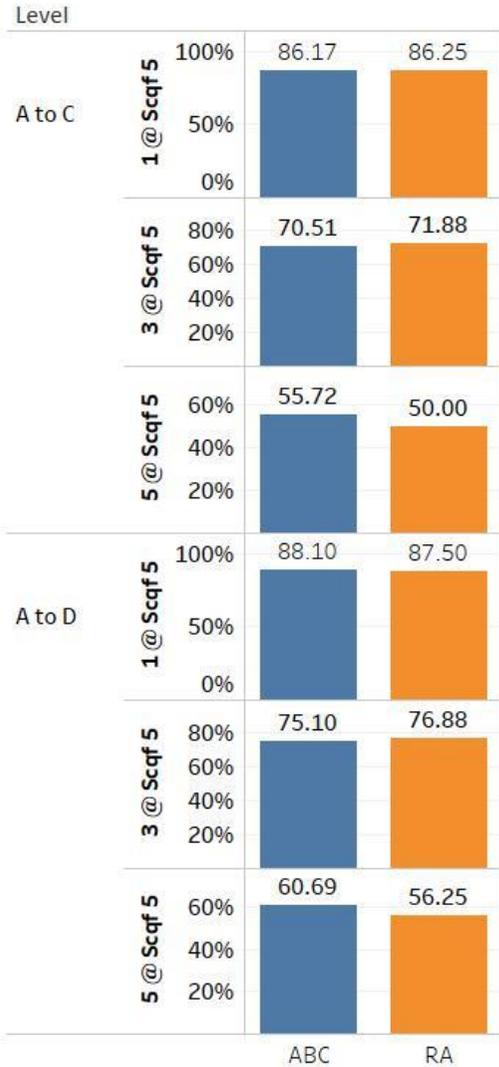| School roll as at Census	S4	S5	S6
2019/20	57	55	22

SQA Results

Levels A to C
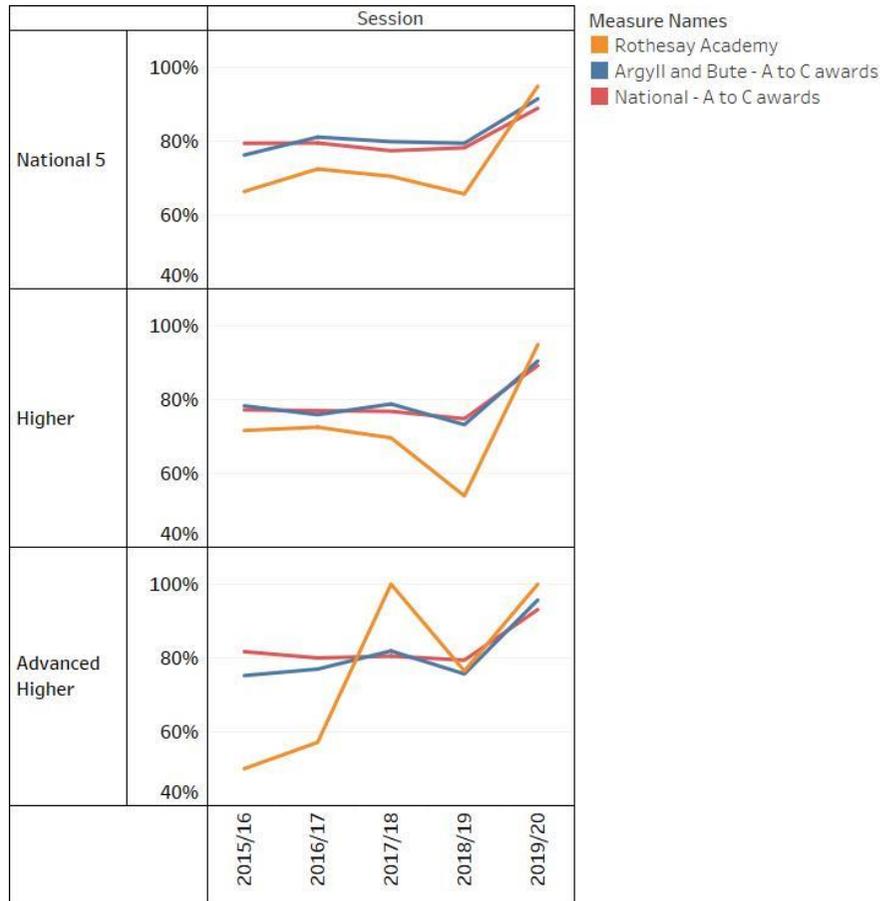
Levels A to D

Breadth & Depth

The chart below shows SQA Breadth and Depth information for S4 to S6 (Acc)

SCQF - Level 5

Level		ABC	RA
A to C	1 @ Scqf 5	86.17	86.25
	3 @ Scqf 5	70.51	71.88
	5 @ Scqf 5	55.72	50.00
A to D	1 @ Scqf 5	88.10	87.50
	3 @ Scqf 5	75.10	76.88
	5 @ Scqf 5	60.69	56.25

SCQF - Level 6

Level		ABC	RA
A to C	1 @ Scqf 6	41.85	38.75
	3 @ Scqf 6	27.69	18.75
	5 @ Scqf 6	27.69	18.75
A to D	1 @ Scqf 6	44.03	42.50
	3 @ Scqf 6	31.04	20.63
	5 @ Scqf 6	31.04	20.63

SCQF - Level 7

Level		ABC	RA
A to C	1 @ Scqf 7	6.56	1.25
	3 @ Scqf 7	1.04	0.00
	5 @ Scqf 7	0.00	0.00
A to D	1 @ Scqf 7	6.81	1.25
	3 @ Scqf 7	1.04	0.00
	5 @ Scqf 7	0.00	0.00
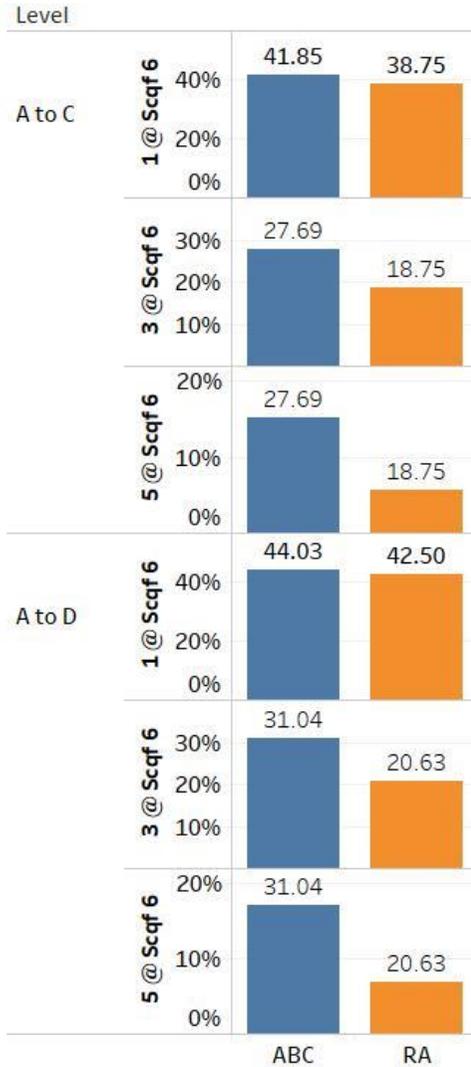
Pupil and staff well-being

- Throughout lockdown we engaged in regular wellbeing calls to our families to ensure that they were coping, accessing food parcels/fme where appropriate and to reassure pupils and parents regarding any issues they may be experiencing.

- Our most vulnerable families would be visited at home if contact by telephone was proving difficult.

- We ensured that our pupils continued to have access to school counsellors by telephone and video call.

- Through our work with local businesses we ensured that our work in tackling period poverty continued

- Counselling sessions are now fully up and running in school to ensure pupil mental health & wellbeing is being supported

- We have recently conducted an in-depth wellbeing survey and are following up on any matters of concern with pupils

- Staff have been encouraged to participate in mindfulness sessions through our partners Do Be Mindful and are using their experiences to lead pupil mindfulness sessions

- Pupils have been losing out on opportunities for social interaction and we have recently re-instated after school sports clubs (adhering to restrictions) to try to counteract this

- Routines are well established with regard to handwashing and the wearing of facemasks. Our approaches are always supportive with regard to these routines.

- Our Hub continues to offer a safe space for our pupils, particularly those struggling with mental health

Blended and home Learning

Should the school be in the position where we require to revert to home learning or blended learning our plans are as follows:

- S1-3 will attend school on Mondays, Tuesdays and Wednesday mornings

- S4-6 will attend on Wednesday afternoons, Thursdays and Fridays

- We have a blended learning timetable ready to implement immediately

- Pupils requiring electronic devices have been identified and these are being distributed

- Pupils requiring access to wifi have been identified and Argyll & Bute Council's ICT department have worked with us to ensure that access to wifi for all families is being achieved.

- We have an engagement database which we will use to monitor and track pupil engagement and progress with their learning. We use a red, amber, green alert system to ensure that where engagement is an issue this is followed up by welfare calls to check on pupils and support them and their families with their learning.

- We are continuing the use of Google Classroom in school and for homework so that pupils continue to develop and retain skills to ensure that they can use it both in the event of a system of blended learning being introduced or if they are self-isolating (this is an ongoing situation with regard to self-isolation for individual pupils).

- Pupils are engaging with online providers such as e-sgoil and in the event of blended or completely online learning we can use these resources to a greater extent.

- Staff are continuing to develop and refine their use of ICT as a tool for teaching and the use of Google Meet will ensure that pupils can be supported more effectively as well as supporting pupils to have more contact with their peers should we go into lockdown again in the future.

- Working Time Agreement has been developed with staff welfare during Covid in mind

- School Improvement Plan priorities have been developed to ensure staff wellbeing is taken into consideration.

Contingency Plan

Our contingency plans are in line with Argyll & Bute Council and Scottish Government contingency planning. These plans are regularly reviewed to meet the demands of a regularly changing situation.

Argyll and Bute Council – Education
Covid-19 Contingency Planning – Staffing Levels

Level	Description	Actions / Support / Solutions
1	**SCHOOL FULLY OPERATIONAL** • School fully operational within normal staffing capacity.	a) Ongoing support from central team staff as required b) School support team actively refresh supply list on a regular basis c) HT shares approved advanced contingency plans with parents/carers (eg explain how schools would utilise blended learning – for example by class/year group/house group) d) HT continues to submit weekly response detailing staff absence and current contingency level
2	**SCHOOL FULLY OPERATIONAL – WITH REDUCED STAFF CAPACITY** • School fully open for all pupils and is managing to operate on a reduced staffing capacity.	a) HT arranges appropriate supply cover b) Help available with supply list from central school support staff – argyllhousereception@argyll-bute.gov.uk c) HT seeks permission from D Morgan (EM) for use of code 73 to cover Covid related absence cost – douglas.morgan2@argyll-bute.gov.uk
3	**SCHOOL FULLY OPERATIONAL REDUCED STAFF CAPACITY – POTENTIAL RISK OF LIMITING PUPIL NUMBERS** • HT has identified the potential need to limit the number of pupils attending school due to reduced staffing capacity. • Notify risk to EO/EM.	a) HT revisits all options at level 2 b) HT makes contact with EO/EM to discuss staffing situation and identify year group/stages that would learn from home if necessary c) HTs identify issues relating to pupil access to digital devices and connectivity at home d) HT/EO/EM explore short term redeployment of staff from other establishments/teams. HOS consulted e) HT/EO/EM explore possibility of pupils attending alternative establishment in the short term. HOS consulted f) Director and Comms Team alerted to potential risk.
4	**SCHOOL UNABLE TO OPEN FULLY -REDUCED STAFF CAPACITY – PUPIL NUMBERS LIMITED** • Identify and initiate rotational blended learning model maximising pupil face to face learning. • Staff absent but who are able to work from home - support online learning (refer to blended learning guidance).	a) HT revisits all options at levels 1-3. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of partial school closure and move to rotational blended learning (refer to previously shared contingency plan at 1c) e) Blended learning model maximising pupil face to face learning established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity
5	**SCHOOL UNABLE TO OPEN FULLY - FURTHER REDUCTION IN PUPIL NUMBERS REQUIRED** • Requirement to limit pupil numbers further due to reduction in staffing capacity or updated national guidance on social distancing. • Revised rotational blended learning model maximising pupil face to face learning identified. • Staff absent but who are able to work from home - support online learning using blended learning guidance.	a) HT revisits all options from levels 1-4. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of increased partial school closure and move to updated rotational blended learning model e) Blended learning model that maximises pupil face to face learning and meets updated local and national guidance on Covid-19 established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity as appropriate
6	**SCHOOL CLOSED TO ALL PUPILS AND STAFF** • School closed to all pupils and staff due to further reduction in staffing capacity or updated National Guidance. • Home learning for all young people supported by school staff using blended learning guidance. • Welfare contact between school staff and families. Priority given to those identified as vulnerable. • Welfare contact between school and staff that are at home. • Potential hub support for key worker children re-established.	a) HT has explored all options from levels 2-5. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of full school closure e) HTs/EO/EM/HOS continue to work in partnership to ensure that home learning provision is in place and monitored effectively f) HT/EO/EM/HOS actively revisit levels 1-3 in an attempt to increase staff capacity g) All parents / carers sent contact details for support services including the Educational Psychology Service h) In the event of return to lockdown: Covid Recovery workstreams fully re-established to support schools and respond efficiently to updated national and local guidance. i) Ongoing partnership planning in preparation for return to school

School successes

Due to Covid 19 our main calendar of events has been somewhat curtailed. However, our pupils still managed to organise events, lead fundraising and develop a broader skillset as a result of these experiences.

- Organised a 24 hour swimathon, raising over £4500 to take forward sports within the school and community

- Achieved UNICEF Rights Respecting School Bronze Award

- Raised £1500 during lockdown for two local charities and promoted wellbeing in our community through walking the West Island Way

- Raised over £250 for Pink Saltire Society to promote LGBT rights as well as setting up an LGBTQ+ group within the school to promote tolerance and equality

- Worked with local partners (Fyne Futures) to increase recycling within the school

- Worked with local veterans through The Legion (Scotland) to plan and deliver our Remembrance Service and develop a deeper understanding among our pupils regarding Remembrance and why it is important.

- Collected food and monetary donations that enabled the school to create over 120 Christmas food parcels and distribute them to the most vulnerable in our community

- Pupils are now able to study a wider variety of courses, particularly vocational courses and we are further developing pupil option choices this session

- Wider Achievement Awards are becoming embedded in our curriculum, especially in the areas of Wellbeing and Leadership

- Our encouragement of using the local environment to support mental health and wellbeing as well as fitness has led to many of our pupils setting challenges for themselves and the community that has improved resilience and community spirit at such a difficult time.

Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years[1]
Roll (as at census)	281	288	288	307	297	**5.69%**
Clothing and Footwear Grant (number of pupils)[3]	117	81	68	70	81	
Clothing and Footwear Grant (% of number of pupils)	41.64%	28.13%	23.61%	22.36%	27.09%	
Clothing and Footwear Grant (%) - Authority Average[2]	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils)[3]	92	72	57	57	60	
Free School Meals (% of number of pupils)	32.74%	25.62%	19.79%	18.21%	20.40%	
Free School Meals (%) - Authority Average[2]	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%)[4]	14.2%	14.1%	14.40%	15%	Not available	

Attendance, Absence and Exclusions[8]

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years[8]
Attendance:						
Attendance (% of school roll)	91.01%	89.5%	89.94%	89.34%	89.07%	**-1.94%**
Authorised Absence (% of school roll)[8]	6.15%	6.31%	5.61%	8.01%	9.08%	
Unauthorised Absence (% of school roll)	2.75%	4.17%	4.42%	2.64%	1.82%	
Attendance Number of Pupils (%) - Authority Average[1]	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average[9]	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20[6]
Exclusions:					
Exclusion Openings - number	99	25	33	14	25
Exclusion Incidents - number	20	7	11	4	6
Number of Pupils	15	7	6	*	*

Footnotes

[1] Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

[2] averages based on Secondary only

[3] FSMCG % based on whole school figures for session

[4] National average for FSM taken from School Healthy Living Survey Statistics 2019

[5] Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government.

[6] Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

[7] attendance change figure shows percentage of change and is not an average

[8] 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.

[9] National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.