

# Inverurie Academy



## *Attainment Review 2015-16*

*9 November 2016*



# Introduction

- Some aspects of positive performance but overall against Virtual Comparator , Aberdeenshire and school expectations the school is underperforming. There is inconsistency between and sometimes within faculties.
- Certain locally-set targets were met but a specific concern is National 5 performance within S4.
- More positively the % of leavers securing positive destinations remains very high and the % entering into higher education especially impressive.
- The context within the school of long-term instability within the SLT and the range of staffing gaps in certain subject areas has been challenging.
- The capacity of the school to raise attainment is strong, this re: commitment of all staff , commitment to GIRFEC agenda, increasing awareness and use of assessment data to improve performance.

# Performance Against Targets 2016

	Description	Achieved 2015	Target 2015/16	Achieved 2016
1	% S4 year stage attaining 5 or more awards at SCQF Level 5 or better	46%	49%	<b>43%</b>
2	% S5 year stage attaining 3 or more awards at SCQF Level 6 or better	36%	37%	<b>45%</b>
3	% S6 year stage attaining 5 or more awards at SCQF Level 6 or better	30.0%	32%	<b>33%</b>
4	% S4 year stage attaining an award in Literacy and Numeracy at least SCQF Level 4	87%	91%	<b>91%</b>
5	Average tariff score of the 20% lowest attaining young people in the S4 year group	130	165	<b>141</b>
6	Average tariff score of the 20% highest attaining young people in the S4 year group	490	498	<b>501</b>
7	% Leavers securing a positive post school destination	97%	96%	
8	% Leavers attaining 5 or more awards at SCQF Level 4 or better	84%	91%	<b>91%</b>

# Raising Attainment: Whole-school Plans

Ethos : values, vision and culture	Increased aspiration, commitment to school and learning, building sense of community
Improved learning & teaching	Impact of Tapestry programme - all teachers.
Curriculum review	Pace and challenge in S3, improved curricular progression at transition from primary school, flexible pathways as per GIRFEC/ Closing The Gap agenda.
Middle leadership development	Supporting faculty leaders re planning to raise attainment, applying revised SQA entry procedures, and developing leadership capacity.
Improved use of data	Revised approaches to use of data ex Tracking and Monitoring/MidYIS etc. Use of CFE Machine to assist engagement with all staff. Review of reporting process.
S4 mentoring programme	Targeted engagement with identified group of learners at risk re National 5 success. Parental and business engagement.
Shared approaches to literacy and numeracy	Focus groups established / liaison with Cluster to support common approaches to literacy and numeracy.
Cluster focus on Raising Attainment	Developing shared approaches to raising attainment across the sectors.
Appointment of PT Achievement	Building on successes within provision of opportunities for wider achievement and to include focus on certification where possible/appropriate.
Extend use of SCHOLAR/YASS/ liaison with other schools and providers	Imaginative use of facilities to extend learning opportunities and progression routes for all learners.