



LORNSHILL ACADEMY

STANDARDS & QUALITIES



MAY 2024 / PREPARED BY LORNSHILL ACADEMY

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"Many a false step was made by standing still."



2023-2024



ANNUAL REPORT

This report summarises the attainment and achievements of the young people attending Lornshill Academy over the course of the year from May 2023 until May 2024.

The report is written mainly for learners, families and the wider community. Lornshill Academy has many success stories and our young people are very well served by teachers and support staff who are highly experienced and highly skilled. We have much to be proud of and our excellent facilities sets a tone of high expectation in all other areas.

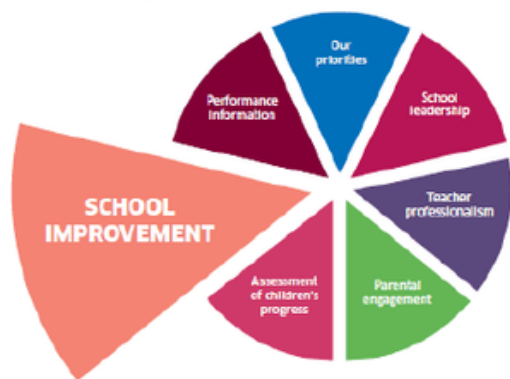
I hope you enjoy reading about our great year in our review of 2023/24; successes on which we aim to build in the next academic session.

Tom Black
Headteacher
Lornshill Academy

**"If you set your goals ridiculously high and it's a failure,
You will fail above everyone else's success."**

WHEN THE ADULTS CHANGE EVERYTHING

PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



'Learn more, know less'



Year in Review

POSITIVE LEARNING BEHAVIOURS

In session 2023/24, we have worked to achieve greater consistency in terms of staff routines, approaches and languages to shift the focus onto recognising and promoting positive behaviour for learning.

By doing this, our staff have been creating more inclusive environments focused on learning, not behaviour. This has also enabled us to have an increased focus on learning in lessons.

Why?

Our quality assurance and self-evaluation activities highlighted that learning time was not always maximised and that we could improve consistency in approaching this. The response to drive forward and make improvements is now inkeeping with our desire to keep positive relationships at the heart of the actions staff take on a daily basis.

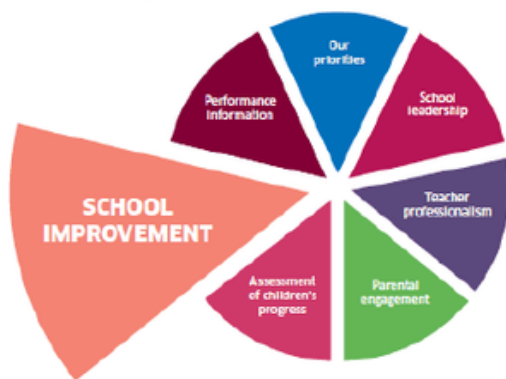
What are these?

At Lornshill Academy we use the term **Promoting Positive Behaviour for Learning** to reflect our emphasis on promoting behavioural habits that help our young people to manage their own behaviour. **Promoting Positive Behaviour for Learning** enables young people to engage in learning, make good academic progress and sustain good relationships with both adults and peers.

HOW GOOD IS OUR SCHOOL?4 2.3 LEARNING, TEACHING AND ASSESSMENT

WHEN THE ADULTS CHANGE EVERYTHING CHANGES

PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR



'Learn more, know less'



Year in Review

POSITIVE LEARNING BEHAVIOURS: IMPACT

In our most recent school review, the majority of our faculties received the highest rating when looking at calm learning environments and consistent routines. This was graded against an "Excellent" requirement for national inspections. These calm learning environments and consistent routines allow for greater learning time and a greater awareness of all students in our school of what these positive learning behaviours are.

HOW GOOD IS OUR SCHOOL?4 2.3 LEARNING, TEACHING AND ASSESSMENT

Feedback from students and staff focus groups has highlighted the extra learning time gained from implementing these approaches but there is still some work ahead to ensure that this is embedded across all areas of the school.

In March 2023, 68% of students questioned agreed that they were always encouraged to do the best they can.

In March 2024, this number had increased to 81%.

Year in Review

LEARNING AND TEACHING



In session 2023/24, we have worked on strengthening existing questioning strategies in class with a focus on cold calling, as well as introducing modelling and more effective feedback strategies.

This has allowed us to ensure that the attention of students is more focused on their learning, leading to more students being able to work confidently and evaluate their own learning.



Why?

Our quality assurance and self-evaluation activities indicated that our students should develop stronger independent learning skills and we are working to ensure that learning is not too focused on teacher-led lessons. This was also reflected in our attainment data with slower growth in student numbers reaching level 6 and 7 qualifications where there is a greater requirement for independent learning skills.

HOW GOOD IS OUR SCHOOL?4

2.3 LEARNING, TEACHING AND ASSESSMENT

What are these?

Cold calling - teachers ask questions, allow thinking time and then select students from across the class, not rely on volunteers

Modelling - showing and verbalising thought processes to students before they do them for themselves

Feedback - information provided to students to further their learning

Year in Review

LEARNING AND TEACHING: IMPACT



It is clear that students are experiencing more consistent and frequent use of cold calling techniques and this encourages them to consider their learning before sharing responses with teachers and peers. This has led to more opportunities for students to actively engage in their lessons and our school review data demonstrates that the majority of faculties are using cold calling in most lessons.



For our wider school community, our staff and students have developed a deeper understanding of how learning happens and this has helped to create calmer and more productive learning environments. This has been evidenced throughout the year through faculty meeting minutes, ongoing quality assurance activities and year group assemblies.



In March 2023, 76% of students questioned agreed that staff helped them to understand how to make progress in their subject.

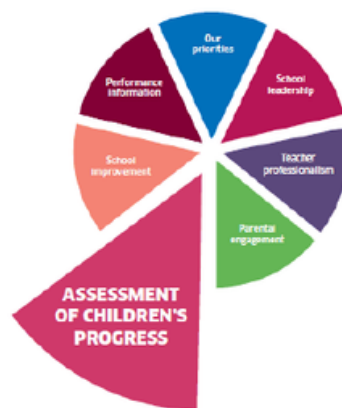
In March 2024, this number had increased to 80%.

In addition to this, March 2024 data showed us that 87% of families questioned agreed that their child was making good progress in their learning.

**HOW GOOD IS OUR SCHOOL?4
2.3 LEARNING, TEACHING AND ASSESSMENT**

Year in Review

INCLUSIVE EDUCATION



Through session 2023/24, our plan was to ensure that our school is accessible for all young people who attend by simplifying and adapting our learning environments. A key focus area has been on making areas communication friendly.

Support for young people through visual aids in classrooms and corridors was a key priority alongside a more streamlined approach to sharing key student information to staff around specific individual needs.



Why?

Within our school building there are a large number of areas where pupils require to have strong literacy skills in order to access communal areas of the school. For example, direction signage for faculty areas, reading school dinner menus and door signage for classrooms. Simplifying this allows areas to be accessed by all through introducing visuals and symbols that make it clearer.

Our Pen Portraits, that share information about pupil needs in class, can sometimes contain large amounts of information for staff. Reducing the size of these documents allows us the opportunity to ensure clear strategies with the greatest impact are more focussed for each teacher to deliver.

What is this?

Communication friendly - ensuring that any signage in corridors and classes can be accessed by all students.

Pen Portraits - documents that are shared with staff that identify needs and strategies of individual students

HOW GOOD IS OUR SCHOOL?4

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Year in Review

INCLUSIVE EDUCATION: IMPACT

The new direction signage has been installed along with frames for each classroom door to standardise the information with text and graphics that are clear and easy to understand. The new school menus have been created with photographs of each item helping pupils to understand the menus regardless of any potential literacy or language barrier. Our student working group have commented favourably on all signage, commenting how much easier it is to find their way around the school.

Our Pen Portraits have been redeveloped for S1 and S2 with work continuing on other year groups, allowing staff to clearly identify the key strategies needed for each individual in each lesson. Feedback from staff has been very positive about the new Pen Portrait format and the same format has been used as part of the P7 transition to ensure we continue to gather information in a simpler and more concise way.

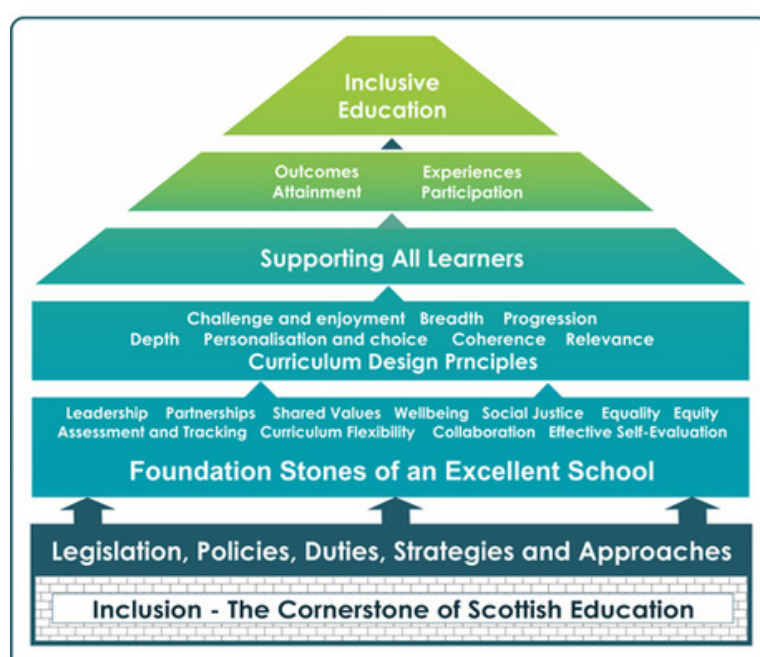
HOW GOOD IS OUR SCHOOL?4

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION



WEEK 2 LUNCH MENU	
MONDAY Week 2 Chicken Tikka Masala	TUESDAY Week 2 Steak Pie
Chicken Tikka Masala, Savoury Rice/Sweetcorn/Salad £1.25 Chicken Tikka pastie £1.25 Pasta with Tomato & Basil Sauce £1.25 Baked Potato with Assorted Fillings £1.25 Assorted Sandwiches from £1.15 Soup - Lentil / Cauliflower & Broccoli 60p	Steak Pie, Mash Potato, Carrots/Salad/Green Beans £1.35 Southern Fried Burger in Mayo Broll £1.25 Pasta with Tomato & Mascarpone Sauce £1.25 Baked Potato with Assorted Fillings £1.25 Assorted Sandwiches from £1.15 Soup - Lentil 60p
WEDNESDAY Week 2 PIZZA	THURSDAY Week 2 Chicken Fajita Wrap
Pizza £1.25 Pasta with Tomato & Mascarpone Sauce £1.25 Baked Potato with Assorted Fillings £1.25 Assorted Sandwiches from £1.15 Soup - Lentil / Spicy Tomato 60p	Chicken Fajita Wrap, Wedges, Salad £1.35 Breaded Chicken Wrap £1.35 Pasta with Tomato & Arrabbiata Sauce £1.25 Baked Potato with Assorted Fillings £1.25 Assorted Sandwiches from £1.15 Soup - Lentil 60p
	FRIDAY Week 2 Fish & Chips
	Breaded Fish, Chips/Beans/Peanut Salad £1.35 Pizzini £1.35 Pasta with Tomato & Mascarpone Sauce £1.25 Baked Potato with Assorted Fillings £1.25 Assorted Sandwiches from £1.15 Soup - Lentil 60p

The new school menus have been created with photographs of each item helping students to understand the menu better. The majority of feedback from students has been really positive in terms of reducing confusion and making things clearer.



Year in Review

OUR CURRICULUM

In this academic year, we wanted to ensure that our S1 Curriculum for Excellence delivered all curricular entitlements as outlined in educational guidance. We have worked to ensure that our S1 students had the opportunity to experience inter-disciplinary learning across several faculties in order to deepen their understanding of learning for sustainability. Using this as our focus, we ensured that we built in opportunities for students to develop meta-skills.

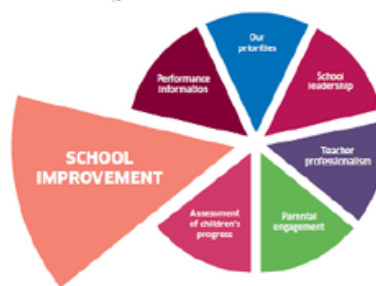
Why?

Following a curriculum mapping exercise of our BGE curriculum we found some curricular entitlements could be strengthened in our BGE curriculum – namely more opportunities for interdisciplinary learning and Learning for Sustainability.

Recent educational reports such as The Muir report and the Hayward Report have provided a clear message our young people need to have the opportunity to develop and be able to reflect and evaluate their skills. This work is starting in our BGE curriculum as we track and monitor skills development for our young people, helping them to be prepared for their senior phase Skills profile.

HOW GOOD IS OUR SCHOOL?4

2.2 CURRICULUM



What is this?

Inter-disciplinary learning (IDL) - this allows learners to make connections across learning through exploring links between different areas to deepen understanding.

Learning for Sustainability - this is an approach that aims to build a fairer, sustainable and equitable society

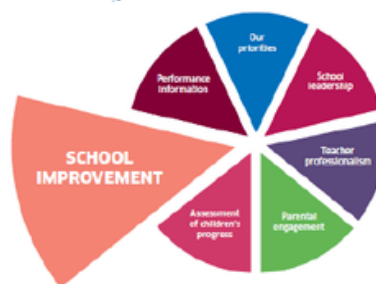
Meta-skills - these are behaviours and abilities that help you adapt and succeed in life, study and work. This includes meta-skills such as focusing, adapting and communicating

Year in Review

OUR CURRICULUM: IMPACT

There has been a tangible impact on learners as all S1 students engaged in inter-disciplinary learning across four faculties (Social Subjects, English, Creative Arts & Enterprise). This IDL was designed to deepen their understanding of sustainability and develop their meta-skills. There has been clear evidence of the success of this in the work produced by S1 students in each faculty. This work was then used during the group-based learning task in May. There was also clear evidence of students starting to reflect on their skills and evidence of this could be seen through the S1 profile development and group presentations.

There has also been an impact on staff through our focus on meta-skills. Staff are now more confident and have greater knowledge regarding sustainability and how best to embed skills into our BGE curriculum. The staff training provided by both Education Scotland and Skills Development Scotland was well received with feedback surveys from both sessions including very positive results from staff.



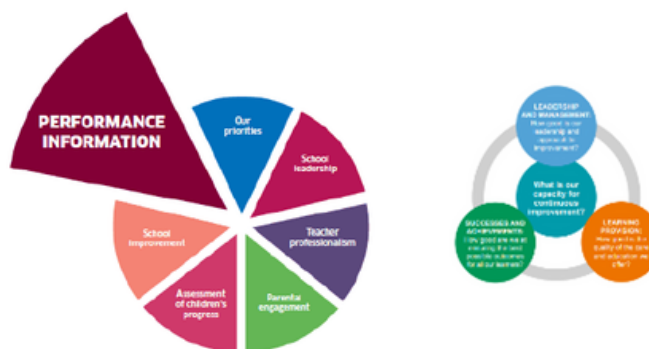
Skills Development Scotland

HOW GOOD IS OUR SCHOOL?4 2.2 CURRICULUM



Year in Review

EQUITY IN LEARNING



In session 2023/24, we have been looking to establish the Success Academy further in it's new approach. This has been focused on the routines and procedures needed to ensure the successful delivery of this service within the school. An effective Success Academy will help us to improve outcomes for young people who struggle with the mainstream setting.

Why?

Our school data shows us that there are a number of students in S1-3 who are challenged by the mainstream setting. By having a dedicated programme to build confidence and increase engagement with young people in this situation, we have been better placed in enabling them to move forward with their education and future pathways. We know that success comes in a variety of ways for our students and our Success Academy provides one such alternative route.



What are these?

BGE - a term used to describe our S1, S2 and S3 year groups

Success Academy - a dedicated area of our school aimed at providing an alternative educational experience to students for a limited period of time

HOW GOOD IS OUR SCHOOL?4

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Year in Review

EQUITY IN LEARNING: IMPACT



The Success Academy has very quickly become an integral part of ensuring all pupils have the opportunity to access education, regardless of the barriers. Students accessing the Success Academy have benefited from targeted support, leading to a greater sense of achievement. Relationships between pupils and teachers have improved with pupils feeling a stronger connection with school through their work in the Success Academy. It is clear that the Success Academy allows an additional pathway for pupils to gain success and our Pupil Support team are seeing this as a valuable resource to utilise.

A number of students who access the Success Academy have performed well in terms of their academic achievements, allowing some to gain entry to college. Feedback from students informs us that almost all are feeling more confident, included and listened to.

Our Pupil Support teachers have recognised a difference in the engagement of some of the students who attend the Success Academy and our faculty heads, particularly in Maths, English and Social Subjects, have benefited from the additional support to achieve qualifications in their subjects.



**HOW GOOD IS OUR SCHOOL?4
3.2 RAISING ATTAINMENT AND
ACHIEVEMENT**

Year in Review

VIRTUAL HEADTEACHER

Our Virtual Headteacher works across three Clackmannanshire Academies with links to Clackmannanshire Secondary School Support Service as well. They are currently working alongside in excess of 50 of our students.

Why?

For some students who are part of our school community, the mainstream offer of a full timetable within school is not possible.

We have worked with our Virtual Headteacher to ensure that for these students, bespoke packages are put in place that offer individualised family support and 1:1 input.

Our Virtual Headteacher has also been working throughout this year with a variety of partners including:

- CMS Leadership Academy
- Education Scotland
- Positive Destinations Support
- Scottish Fire and Rescue Service

HOW GOOD IS OUR SCHOOL?4

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION



IMPACT

This year has already brought some big successes with 100% of students referred from Lornshill to the Virtual Headteacher (VHT) are working with the VHT in a positive destination. Follow up work is in place to ensure that this continues for these young people.

All young people at Lornshill Academy linked to the VHT have an individualised plan to ensure engagement and most are engaging with this.

Evidence from the VHT case studies has also demonstrated improved attendance. These improved attendance patterns can be seen across the cohorts identified to link in with the VHT.

Year in Review

2023/24 HIGHLIGHTS

**'You will always be remembered by
how you made others feel.'**

Along with our planned school improvements our teams and faculties across the school continue to innovate, adapt and develop approaches, processes and plans to benefit our young people and families in their everyday learning experiences. Here are a few examples:

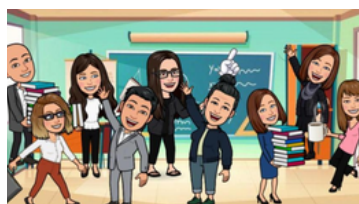
Success Academy



Miss McMahon has built on last year's success by continuing to develop strong relationships with students and their families. The focus of the Success Academy has been on working closely with students who are at risk of disengaging from school and trying to avoid this happening.

Throughout this session, a growing number of students have not only managed to improve their attendance and engagement, but several have been able to secure national qualifications across a range of subjects from Maths and English to History and Personal Development.

Mathematics and Numeracy



Building on from last year, we continue to grow the range of subjects offered in our Mathematics faculty. We have now incorporated traditional Mathematics, Applications of Maths and Personal Finance into our options. This wider range of offer helps us to ensure that all students can make progression on the course that best suits them.

As a team we have been delighted with our increasing levels of attainment as seen through S1-3 data as well as the SQA qualifications achieved by our senior students. Our staff have been working on incorporating the best teaching methods into their lessons. We were delighted to gain the best possible rating in our most recent school review with regards to how we use modelling in our classes.

As we move towards session 2024/25, we will be looking to see how we can make improved use of technology across all of our classes. This has been identified as something that we think could be better and we look forward to seeing how we move forward in this area.

Year in Review

2023/24

HIGHLIGHTS

'It takes zero talent to do the extra work required'



Science

In the Science faculty this year, there has been a substantial focus on relationship building and doing this through building conversation with students. Most staff have committed to meeting all classes at their doors as they enter the faculty and this is something that we will be continuing to move forward with next year. The staff team have also been working on different approaches to improvement, using the works of Tom Sherrington and Simon Breakspear to guide them.

This year's Science Club was launched by Miss Miller at the beginning of the year and has seen increasing uptake. This club has provided another opportunity for students to partake in Science experiments in a nurturing setting.

Design and Technology

In Design & Technology, our team have been working to embed strategies that make learners think more and make learning visible. The most recent review highlighted the high quality feedback we provide to learners to improve.

Outwith the classroom, learners this year have participated in various opportunities to improve their learning and skills. This has included understanding engineering through the Rampaging Chariots group as well as working in partnership with the Weir Wise Project to encourage more female students into Engineering and linked areas.



In addition to this, we were proud to support high quality student entries into national competitions with Engineering for the Future and FIDA with one student winning an architectural based challenge for her fantastic entry.

Enterprise

In Enterprise, there has been a drive forward this session in increasing staff awareness of the positives of recognising those students who attend every day and provide maximum effort. As a faculty, the Enterprise faculty have also been recognising positive behaviour by sending home an increased number of text messages acknowledging those who are making a real effort in their learning. Family feedback on this topic shows that these have a positive impact on our learners.

In addition to this, the faculty have been busy developing strong relationships with several partners as well as relaunching the Breakfast Club and Cooking with Lornshill. Throughout session 2023/24, students have been able to experience activities provided by organisations such as the RAF, Springboard Futurechef and the IDEA Award (Inspiring Digital Enterprise Award).



Year in Review

2023/24

HIGHLIGHTS

'It takes zero talent to do the extra work required'

Social Subjects and RMPS

A key area of focus for our Social Subjects team this session has been on ensuring engagement is high in all lessons. The intention of this is to maximise learning time and accelerate student progress. The recent school review picked up on some good use of questioning techniques such as agree/disagree to encourage students to justify their responses become more involved in their learning.

The Social Subjects team also played a significant role in helping the school to secure their Silver Rights Respecting Award from UNICEF. This is a worldwide award distributed to schools who show a commitment to protecting and promoting the rights of children. This year, there has been an increased amount of materials in Social Subjects linked to the United Nations Convention on the Rights of the Child, allowing us to focus on key areas such as human rights and citizenship.



Languages

This session in Languages, we have been working to create a team culture based around working together on common goals. These goals have focused initially on our use of shared starter activities and how we end lessons in a similar fashion. This has led to more meaningful starter activities being used throughout the team.

We are also delighted to see our journey as a Reading School go from strength to strength and we are on track to achieve our Silver Award with regards to this shortly.

We continue to keep working on develop strong relationships with our cluster primary schools to ensure that the transition from primary to secondary is as smooth as possible in terms of their literacy journey. This year, we have worked directly with most of our primaries individually but our staff have also supported the cluster moderation process.



Year in Review

2023/24

HIGHLIGHTS

'The bars you set and reach, both high and low, are connected to the stories you tell yourself.'

Learning Centre



Our Learning Centre team have been working on building strong links with our Maths and English departments to ensure that all of our learners are supported to succeed in those areas.

The work of this team can also be seen through their work on bringing our “Building the ramp” approach to life. The focus has been on developing approaches to labelling and creating the best possible learning environments for all. There will be some exciting updates on this front as we move into session 2024/25.

Creative Arts

Within the Creative Arts faculty this year, there has been a strong focus on delivering effective feedback. During the most recent school review, the department attained the highest rating with regards to this with learner conversations being highlighted as a particular strength.

Outwith the classroom, the faculty continue to provide fantastic community events for our families and students. The Christmas Concert was a sell-out and the Art Exhibition is quickly becoming one of our favourite points in the year.

The Artist of the Month initiative has seen staff vote on their favourite piece of work, with the most popular work being displayed in our foyer. The quality of work on show has been nothing short of brilliant!



Physical Education and HWB



Our PE department continue to showcase elements of excellent practice and recent reviews highlighted particular strengths around their use of modelling and routines around meeting and greeting students.

Our Sports Leaders have been excellent this year and have delivered over 20 sessions to our primary school pupils.

Extra-curricular is always a big part of what PE contributes to our school and this year they have seen growth in the use of the fitness club and badminton club whilst also leading the S1 and S2 boys football teams through marvellous seasons.

Year in Review

PERFORMANCE INFORMATION

'You can't expect above average results with a below average mindset.'

What is this?

SQA information and data we need to get a picture of how well our school is improving. We will gather together and analyse the data collected from each of the other key drivers of improvement.



S4 SQA Attainment

Session	2020/21	2021/22	2022/23
S4 5+ Awards @ SCQF Level 5	47.03%	54.02%	57.94%
S4 3+ Awards @ SCQF Level 5	64.36%	70.11%	72.00%
S4 1+ Award @ SCQF Level 5	83.66%	83.91%	85.05%
S4 5+ Awards @ SCQF Level 4	72.28%	79.89%	79.44%

Year in Review

PERFORMANCE INFORMATION

'You can't expect above average results
with a below average mindset.'

HOW GOOD IS OUR SCHOOL?4 RAISING ATTAINMENT AND ACHIEVEMENT



S5 SQA Attainment

Session	2020/21	2021/22	2022/23
S5 5+ Awards @ SCQF Level 6	17.50%	18.50%	18.50%
S5 3+ Awards @ SCQF Level 6	44.38%	40.46%	43.08%
S5 1+ Award @ SCQF Level 6	74.38%	63.58%	70.00%
S5 5+ Awards @ SCQF Level 5	69.38%	57.58%	74.62%

Year in Review

PERFORMANCE INFORMATION

'You can't expect above average results
with a below average mindset.'

HOW GOOD IS OUR SCHOOL?4 RAISING ATTAINMENT AND ACHIEVEMENT



S6 SQA Attainment

Session	2020/21	2021/22	2022/23
S6 1+ Awards @ SCQF Level 7	35.90%	32.11%	43.75%
S6 5+ Awards @ SCQF Level 6	47.44%	41.28%	62.50%
S6 3+ Award @ SCQF Level 6	73.08%	66.06%	82.50%
S6 1+ Awards @ SCQF Level 6	91.03%	87.16%	96.25%
S6 5+ Awards @ SCQF Level 5	85.90%	88.99%	92.50%

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