



LORNSHILL ACADEMY

STANDARDS & QUALITIES



MAY 2025 / PREPARED BY LORNSHILL ACADEMY

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





2024-2025

ANNUAL REPORT

Standards & Qualities Report: Introduction

It is with considerable pleasure that I present to you our Standards and Qualities report for the academic session 2024-2025. This document provides a comprehensive overview of our school's performance, highlighting key achievements, areas of strength, and our ongoing commitment to continuous improvement for all our young people here at Lornshill Academy.

Within these pages, you will find detailed information regarding our progress across a range of key indicators, reflecting the hard work and dedication of our pupils, the unwavering support of our staff, and the positive partnerships we foster with parents, carers, and the wider community. We have endeavoured to present a balanced and transparent account of our school's journey, acknowledging both our successes and the areas where we are actively pursuing further development in line with national guidance and our own ambitious targets.

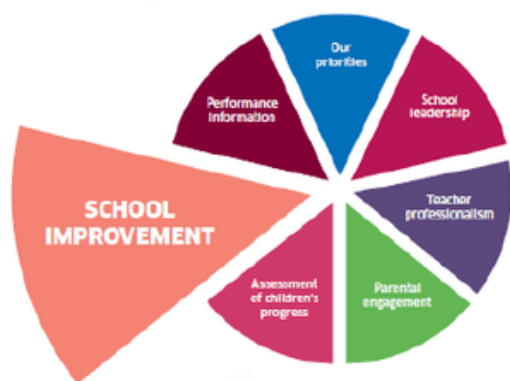
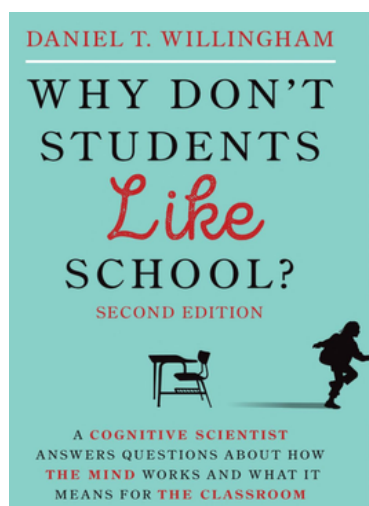
This report is not simply a record of the past year; it serves as a crucial tool in shaping our future direction. The insights contained within will inform our strategic planning and ensure that we remain focused on providing the highest quality learning experiences that empower our students to achieve their full potential and become successful learners, confident individuals, responsible citizens, and effective contributors.

I encourage you to take the time to read through this report carefully. We value your engagement and welcome any feedback as we continue to work collaboratively to ensure the best possible outcomes for all our young people.

Yours sincerely,

Mr Black
Headteacher

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



'Learn more, know less'



Year in Review

POSITIVE LEARNING BEHAVIOURS

In session 2024/25, we have worked to achieve greater consistency in terms of staff routines, approaches and language to shift the focus onto recognising and promoting positive behaviour for learning.

This session, our focus areas have been on consistent approaches to teachers asking for student attention, working with students to help them be responsible for their own behaviour and ensuring that students are treated fairly and with respect.

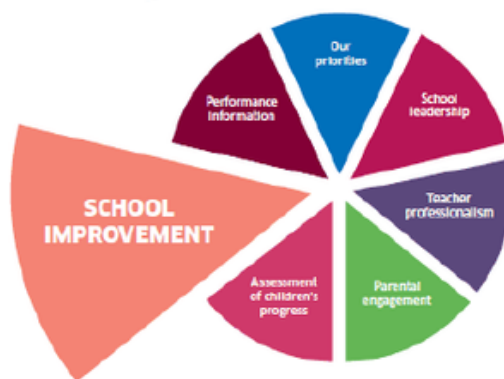
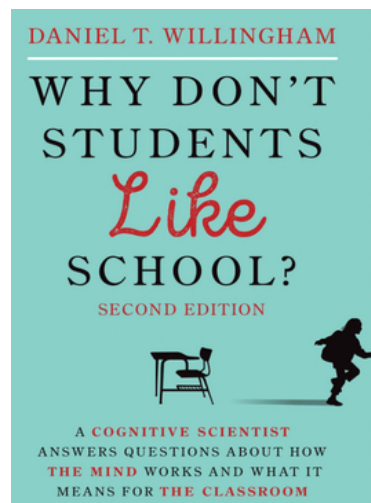
Why?

By maximising learning time, evidence shows that we will create the best conditions for learning to flourish. Focus group feedback showed that supporting students to take responsibility for their behaviour could yield positive results.

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



'Learn more, know less'

Year in Review

POSITIVE LEARNING BEHAVIOURS: IMPACT

In our most recent school review, almost all of our faculties were consistent in their expectations around posture and demanding attention. By ensuring that students are focused on their learning throughout lessons, better quality learning is occurring.

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

In the most recent round of school reviews, most faculties are making consistent use of punctuated countdowns. These countdowns have resulted in more lesson time being dedicated to learning activities.

In April 2025, 65% of students questioned agreed that staff help them to become responsible for their behaviour.

In March 2024, this figure was 60%.

Year in Review

LEARNING AND TEACHING



In session 2024/25, our focus has been on the ongoing development of learning and teaching. A significant amount of this time has been spent on starting to embed instructional coaching. The intended outcome of this is to improve outcomes for learners by providing the highest quality learning experiences for all.



Why?

Our quality assurance and self-evaluation activities indicated that our students should continue to develop stronger independent learning skills and we are working to ensure that learning is not too focused on teacher-led lessons. Furthermore, staff identified that there may be ways to improve the current lesson observation process and the feedback given in response to this process.

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

HOW GOOD IS OUR SCHOOL?4

2.3 LEARNING, TEACHING AND ASSESSMENT

Year in Review

LEARNING AND TEACHING: IMPACT



"Coach the coach" sessions have been running throughout this year, comprised of staff from across different positions and departments. These sessions have enabled staff to practice their coaching skills and feedback, leading to increased confidence in this type of activity.

All teaching staff are now trained on instructional coaching and the initial feedback has been very positive. Most staff found this training useful and are keen to move forward with this.

When looking at classroom impact, there have been improvements in almost all faculties with regards to embedding of cold calling, modelling and feedback techniques. All faculties have improved in terms of the frequency of using these approaches this session.



In March 2024, 80% of students questioned agreed that staff helped them to understand how to make progress in their subject.

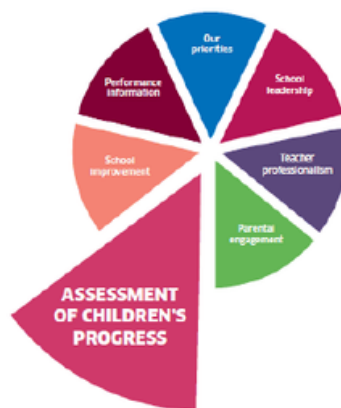
In April 2025, this number had increased to 86%, showing year upon year improvements.

In addition to this, April 2025 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 2024/25, our plan was to continue working on ways 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. This builds upon our visual work from last session.

The application of inclusive classroom principles has been a key area alongside thoughtful consideration of seating arrangements throughout the school.

Why?

Whilst the work from session 2023/24 shows us that we are already on our journey to becoming a truly inclusive school, the next steps were to enhance levels of understanding across all of our staff.

The specific area of focus around classroom arrangements was chosen as research shows us that there is a considerable benefit to the focus and attention of young people when seated in rows as opposed to group settings. Feedback from the trial group investigating this reported considerable benefits, leading to an improved learning experience in those classes.



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

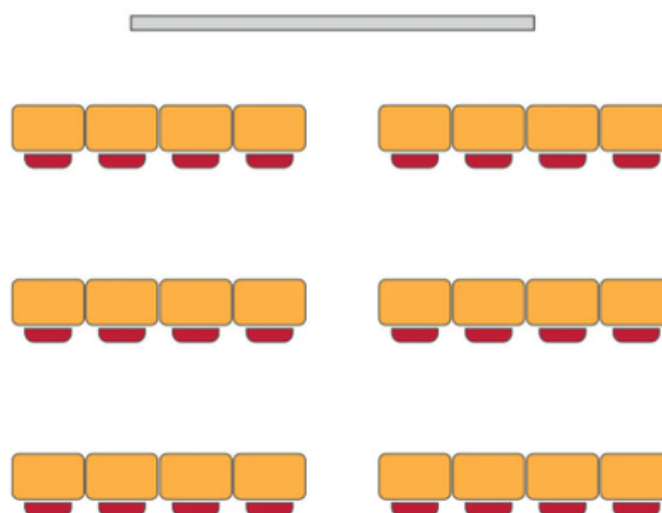
3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Year in Review

INCLUSIVE EDUCATION: IMPACT



Our first area of impact is around the layout of classrooms. Where appropriate, almost all classrooms are set up to be accessible to all and sensory friendly. This includes being set up in rows. This was an evidenced based judgement reinforced by our trial group. Whilst our own early research shows the benefits of this, studies by Inner Drive have shown that where students' desks were arranged in rows, their "on-task" behaviours increased from 35% to 70%. We look forward to sharing further evidence of progress in this area next session.



Staff have an increased awareness of inclusive approaches due to participating in professional learning linked to this. This has allowed us to build upon the physical changes already made to faculty areas and classrooms in respect of signage and displays. A focus this year has been on the creation of teaching walls, with these distraction-free walls making it more straightforward for students to focus on staff members during lessons.

A final area of impact around inclusive education can be shown in it's embedding into our Lesson Evaluation Toolkit. The Lesson Evaluation Toolkit is used as a reflective tool by staff across the school that aims to incorporate and develop upon existing good practice around highly effective learning and teaching approaches.

Key strategies such as classroom formation and teaching walls are helping to ensure we create calm, focused learning environments for our students.

HOW GOOD IS OUR SCHOOL?4

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Year in Review

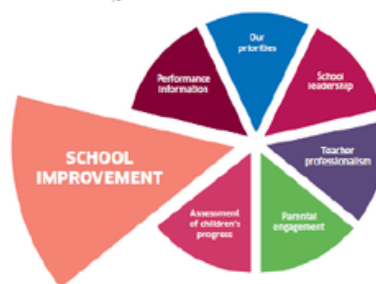
OUR CURRICULUM

In this academic year, we wanted to ensure that our S1 Curriculum for Excellence delivered all curricular entitlements as outlined in educational guidance. Another aspect of our work for the session was on ensuring that all curricular areas looked at the wider achievement opportunities they could offer to students and identified how they could increase the breadth of courses and experiences available to students.

Why?

The Hayward Report (2023) has highlighted key areas to be developed across Scottish education, including a strong focus on Inter-Disciplinary Learning (IDL) to support skills development. Our local evidence showed us that there were further opportunities to strengthen our S1-3 curriculum, namely by offering more opportunities for IDL and Learning for Sustainability in these years of secondary school.

Throughout session 2024-25, a change of direction was made after further announcements from Education Scotland and our school self evaluation feedback. This resulted in a strong focus on curriculum organisers as the main priority in this area.



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

Curriculum organisers - departmental documents that outline the key knowledge to be delivered as well as the teaching approaches that would best support this.

HOW GOOD IS OUR SCHOOL?4

2.2 CURRICULUM

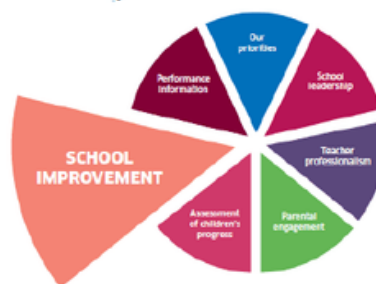
Year in Review

OUR CURRICULUM: IMPACT

Through the incorporation of Gen+ into our S1/2 courses, students have been able to develop key meta skills such as active listening. Across both year groups, most students are on track to pass either the Trailblazer or Gamechanger unit, showing their successful completion of skills related activities and challenges.

In terms of looking at widening opportunities across the curriculum, all faculties have identified and are planning for the implementation of a new offering. As we move into session 2025/26, staff will continue to development plans and pedagogy to ensure the highest quality learning occurs.

All faculties now have curricular organisers developed for implementation next session. This significant development has ensured greater consistency in experience with these being moderated and agreed upon by staff teams. The longer term impact of this will be evaluated throughout our learning review weeks that take place for each curricular area throughout next session.

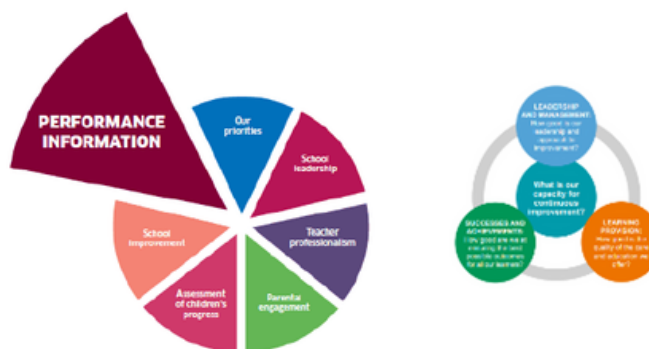


HOW GOOD IS OUR SCHOOL?4 2.2 CURRICULUM



Year in Review

EQUITY IN LEARNING



In session 2024/25, we have been looking to make further strides forward with respect to equity.

Our key areas of focus around this for this session were to increase access to level 6 courses and experiences as well as looking to increase the number of opportunities for students working in the Success Academy to achieve recognition of achievement through more effective partnership working.

Why?

As a school, we have seen our S4 numbers of students achieve 3+ and 5+ Level 5 awards increase but the number of students achieving 3+ and 5+ Level 6 awards in S5/6 has not seen the same improvement.

Separately, our Success Academy has enabled success for many students with fewer leaving with low numbers of tariff points. Work here has also improved engagement for lowers who attend and we therefore want to grow this success further.



What are these?

Level 5 - a qualification at the highest level possible by the end of S4

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



There is a growing number of level 6 courses and experiences now available to students in S5/6. We have achieved the aim of improving the offer of available courses and continue to explore the use of wider courses to allow positive recognition and achievement. We are especially proud of the expansion of Personal Finance and Applications of Maths but also of the introduction of courses such as Empowering Futures in Social Subjects. In addition to this, a number of students also achieved their Level 6 First Aid qualification through our partnership working with Clackmannanshire Council's Health and Safety team. This practical qualification was reported on favourably by all who participated.

In terms of the Success Academy, we continue to see ongoing progress as students reap the rewards of this rich resource. Our intended target was to ensure that students achieved a minimum of 100 tariff points before the end of their time there, we are delighted to report that this was the case for most of our students in the current S4.

The impact of the Success Academy has been huge for our students. This year, one such example can be seen in the case of Pupil B who delighted us by returning to mainstream classes throughout their S4. They readjusted well and are now on course to attain at least four qualifications before going to college next year.



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

Year in Review

2024/25

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:

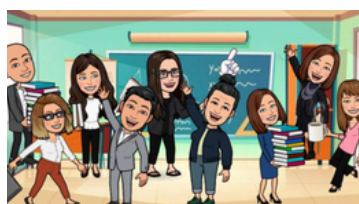
Pupil Support



Over the course of this year, there have been a wide range of activities provided for students to get involved in. From the UCAS discovery event in Stirling to our very own Lornshill Careers event, there have been plenty of opportunities to engage with potential pathway providers.

We were also proud to support the 16 Days of Activism campaign this year with fabulous inputs from students in the form of videos and assemblies. Another student led success story from this year has been the incredible hard work carried out by the Period Warriors. They worked tirelessly throughout the year not only to provide supplies to those who needed them, but also held several workshops and assemblies to promote awareness of menstrual cycles and some issues that can arise from this.

Mathematics and Numeracy



Our Mathematics and Numeracy faculty were happy with their feedback from this year's school review process as this highlighted strengths across several areas such as modelling and using mini-whiteboards. As a team they will be looking at moving forward with trying to increase the effective use of cold calling as a technique to develop the understanding of students.

The Maths week held in September was a great opportunity for students to learn about the wider applications of maths and Pi Day in March provided another chance for students to show off their Maths knowledge. We are still amazed at how S2 student Anna was able to recall the number Pi to over 200 decimal places!

Throughout this year, we have been delighted to see increasing numbers of students participating in the junior and senior Maths challenges. Their enthusiasm and ability to persevere despite difficult challenges is impressive to see.

Year in Review

2024/25

HIGHLIGHTS

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

Science



In Science this year, there has been a strong emphasis on routines for learning to help ensure the best environments exist for students to learn in. Latterly, there has also been a focus upon questioning with a particular emphasis on promoting higher order thinking skills.

Throughout this year, we have been impressed by the commitment of The Crop Club who have been using the Hydroponic Growth Tower provided by FEL Scotland to grow vegetables. This has evolved into a sustainability project with the produce then being used in Home Economics classes.

In addition to this, there have been a range of partners working with the department this year from Education Scotland to the National Space Academy. We look forward to these partnerships continuing to grow.

Design and Technology

Our Design & Technology team are continuing to encourage students to create brilliant pieces of work as well as learn the theory behind the subjects. Throughout the year there has been a focus on questioning students and staff are continuing to develop their expertise in using approaches such as Think, Pair, Share.



In a wider context, the team have been involved in providing many real life experiences to students, many focused on engineering in the outside world. This has led to a Girls in Engineering site visit to OI Glass, World of Work taster sessions on construction and an education visit to the Forth Bridges with BEAR Scotland.

Enterprise

In Enterprise, staff have been working together to ensure an excellent experience for students across the S1 Digital Technologies. This has resulted in some fabulous opportunities for students to showcase very strong learning. As a department, there has been a keen focus on gauging student understanding through the use of mini whiteboards.

Further to this, there have been some considerable successes in areas outwith the school as well. Miss MacDonald led a squad of S3 students into the Future Assets competition for the first time. This was to huge success with both teams being highly commended for their entries. Additionally, Tala was the national winner of Future Assets' "Reindeer's Den" competition. We are proud of all who took part in this.



Year in Review

2024/25

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 had another packed year full of fantastic learning experiences for students in their classes. They have continued to work across a wide range of subject areas, offering engaging activities that have allowed students to access all areas of the curriculum.

One of the highlights of the year for some of our students using the Learning Centre was their Design & Technology visit - they loved the hands on experience and opportunity to develop different skills. A further highlight was the excellent performances at the Active Clacks Sports Hall Athletics event in January - everyone in attendance was really impressed by the determination and effort shown.



Creative Arts

Creative Arts this year has been the home to some exceptional work that has been showcased by our very talented performers. Our staff in this area have been focusing on the importance of strong routines and looking at how these can support strong relationship building.

This year saw some brilliant student performances across both the Christmas Concert and Lornshill's Got Talent. The Art Exhibition that occurred in March provided students with yet another opportunity to share their work with the wider community.

Furthermore, there has been a considerable amount of partnership working taking place with a group of our senior students working with former student Kyle Blain to complete a Community Art Mural at The Orchard Care Home.



Physical Education and HWB

Despite a change in leadership for this session, our PE team have been able to demonstrate a continued commitment to modelling excellent practice. This continued practice has developed alongside an increased emphasis on providing high quality feedback to learners.

In addition to this, the Fit for Girls group have impressed with their desire to start change in their community and we look forward to supporting their event in the final weeks of term.

Outwith school, our teams continue to show their quality locally, regionally and nationally with our students participating in Larbert High School's annual dance competition amongst many other events as well as our U14 boys football team reaching the East Stirlingshire Cup Final.



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	2021/22	2022/23	2023/24
S4 5+ Awards @ SCQF Level 5	54.02%	57.94%	53.40%
S4 3+ Awards @ SCQF Level 5	70.11%	72.00%	69.42%
S4 1+ Award @ SCQF Level 5	83.91%	85.05%	80.58%
S4 5+ Awards @ SCQF Level 4	79.89%	79.44%	70.39%

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	2021/22	2022/23	2023/24
S5 5+ Awards @ SCQF Level 6	18.50%	18.50%	23.38%
S5 3+ Awards @ SCQF Level 6	40.46%	43.08%	42.86%
S5 1+ Award @ SCQF Level 6	63.58%	70.00%	66.23%
S5 5+ Awards @ SCQF Level 5	57.58%	74.62%	74.03%

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	2021/22	2022/23	2023/24
S6 1+ Awards @ SCQF Level 7	32.11%	43.75%	44.78%
S6 5+ Awards @ SCQF Level 6	41.28%	62.50%	58.21%
S6 3+ Award @ SCQF Level 6	66.06%	82.50%	83.58%
S6 1+ Awards @ SCQF Level 6	87.16%	96.25%	95.52%
S6 5+ Awards @ SCQF Level 5	88.99%	92.50%	89.55%

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