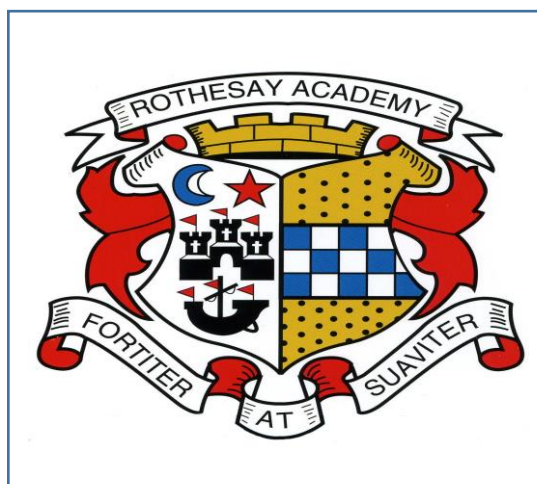




ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Rothesay Joint Campus

4th June 2024

School information/school context – include SIMD etc.

Rothsay 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 Rothsay, was opened in 2007 and is made up of Rothsay Pre 5 Early Years Unit, Rothsay Primary School and Rothsay Academy. Other primary schools in the cluster who feed into Rothsay Academy are North Bute Primary School and St Andrew's (RC) Primary School.

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: In addition, the percentage of young people accessing Free Meal Entitlement (FME) is 27.9% for Rothsay Academy.

Since 2018 our community has experienced a great deal of trauma and in recent years we have played a major role in the resettlement of Syrian, Sudanese and Ukrainian refugee families who themselves have experienced the trauma of war. This has been a very successful and rewarding initiative for our school community. The school has been at the centre of recovery and support for our families. As a result we place a great deal of emphasis on nurturing approaches.

SIMD Range	Percentage of Pupils
Deciles 1 - 4	70.3%
Deciles 5 –8	21.9%
Deciles 9 - 10	7.9%

Section 1 S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved				
		Reading	Writing	L&T	Literacy	Numeracy
Rothesay Academy	Third Level or better	78.4	78.4	80.4	78.4	94.2
Argyll & Bute	Third Level or better	88.5	86.9	89.0	83.9	86.0
Rothesay Academy	Fourth Level	33.3	25.5	35.3	25.5	56.9
Argyll & Bute	Fourth Level	54.4	51.4	53.8	45.9	56.4

S3 ACEL – Gaelic (if applicable)

School	Level	% Achieved				
		Gaelic Reading	Gaelic Writing	Gaelic L&T		
	Third Level or better					
	Fourth Level					

Evaluative Comment – Areas of Strength in BGE Attainment:

73% of year group is SIMD 1-3

37% of year group has ASN

Evaluative Comment – Areas for Development in BGE Attainment:

Level 3 Numeracy above authority average

Level 4 Numeracy in line with authority average.

- much more focus on introducing more challenging work in S3 as well as earlier assessment for numeracy award in S3 in order to focus learners on strengths and areas for development.
- SEAL Training (Recovery programme)

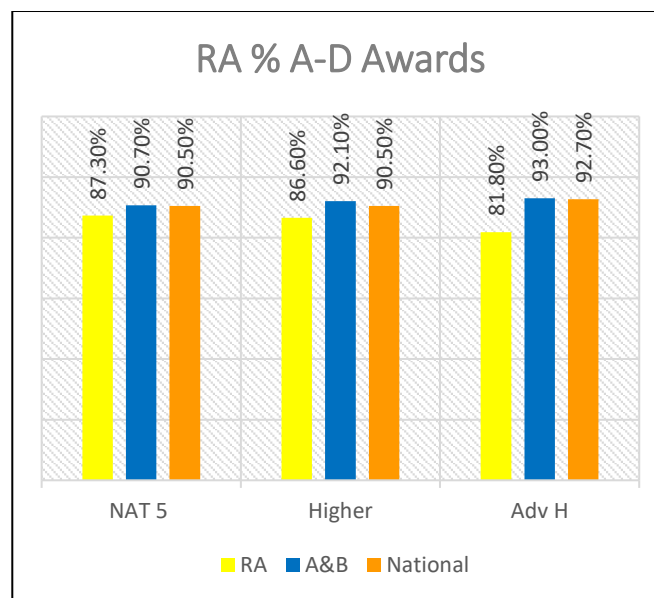
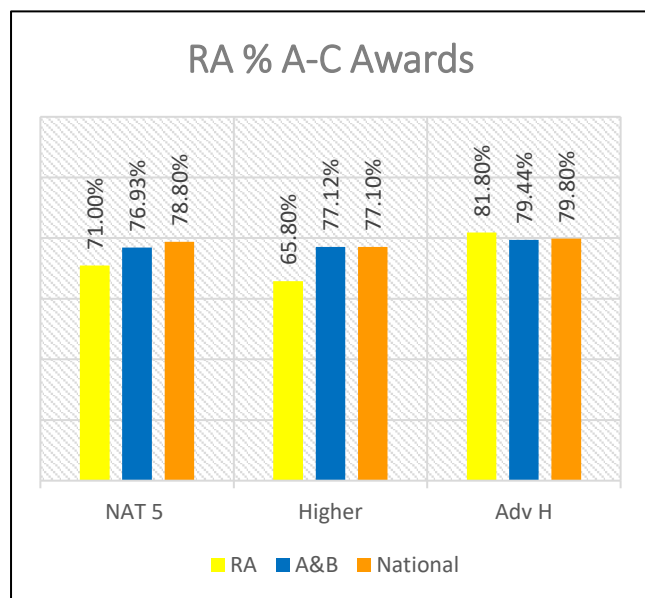
Evaluative Comment – Areas for Development in BGE Attainment:

All aspects of literacy below authority average

- Moderation
- Tracking & monitoring
- More focus on interventions in BGE
- Discrete literacy periods in S1&2

More focus on whole school literacy

Section 2 National Qualifications 2023 – Percentage of Awards – A-C and A-D



Evaluative Comment – Areas of Strength

- N5 A-D pass rate is only marginally lower than the authority and national average
- Advanced Higher A-C pass rate is higher than the authority and national average
- Higher number of learners being presented for one or more Highers in S4 (75% achieved a grade A) this shows that we are challenging our highly able learners

Evaluative Comment – Areas for Development

- Improved rigour in tracking and monitoring
- High number of D awards in S5 & S6 reflects positive presentation policy

- Improving picture with less no awards in S6
- Discrete study skills classes for S4

Section 3 Insight Data

What is Insight Scotland?

Insight is a professional tool, aimed at teachers and other staff. It is used to help secondary schools and local authorities identify areas of success and where improvements can be made for pupils in the senior phase. The dashboard has four measures:

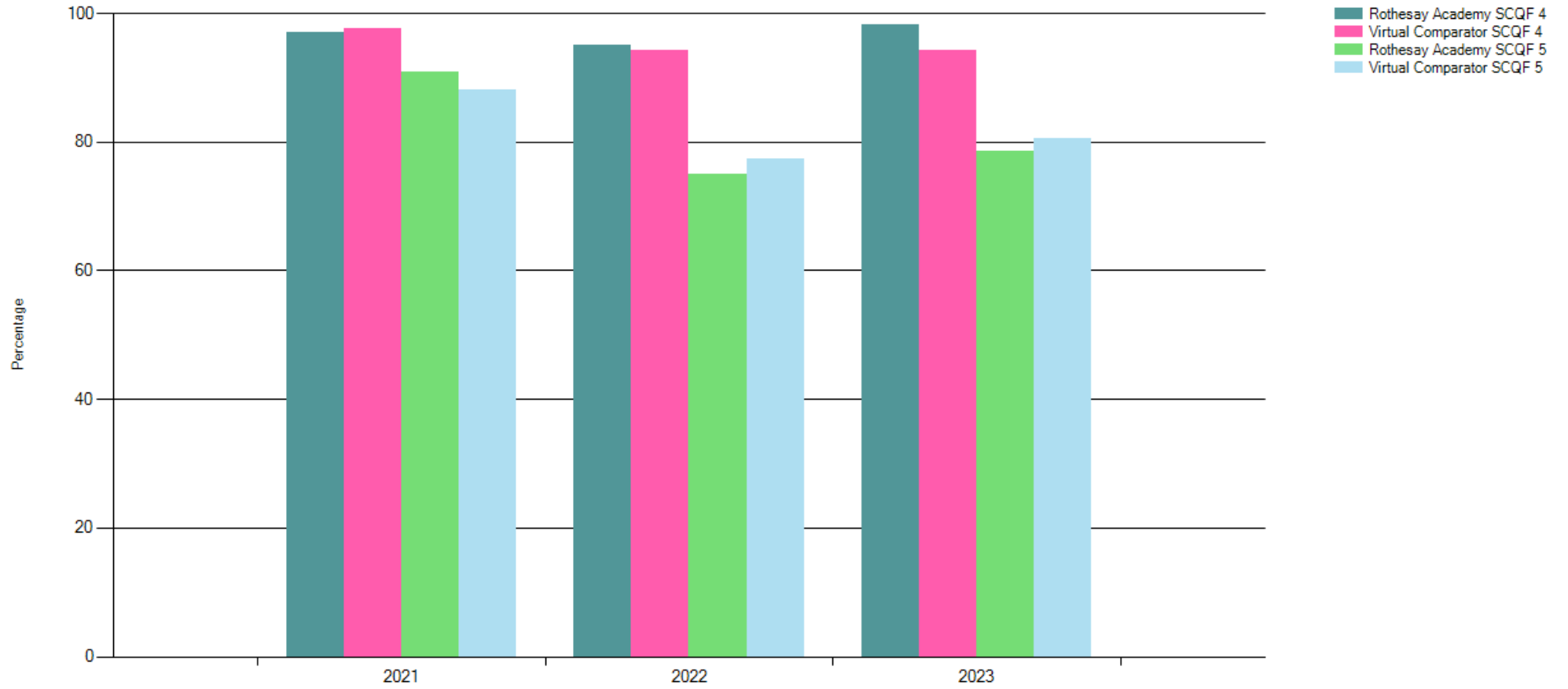
- Improving Attainment in Literacy and Numeracy (presented below as separate Literacy and Numeracy graphs)
- Increasing Post-School Participation
- Improving Attainment for All
- Attainment Versus Deprivation

The school's data below is compared to what is termed *The Virtual Comparator*. The virtual comparator consists of a sample group of school leavers from schools in other local authorities who have similar characteristics to the school leavers from the school in question. This allows the most accurate and meaningful comparison of attainment data.

3a Improving Attainment in Literacy and Numeracy

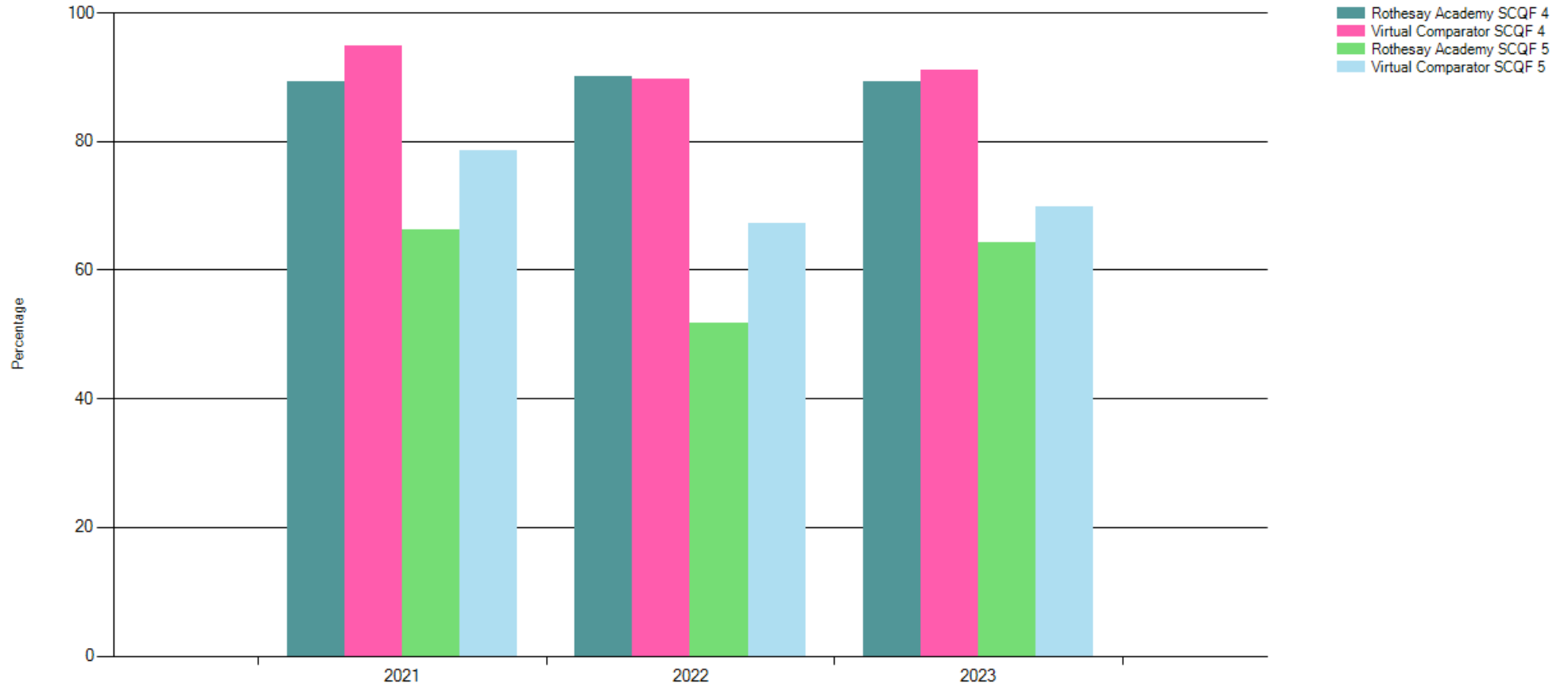
Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy



Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Numeracy



Evaluative Comment – Areas of Strength

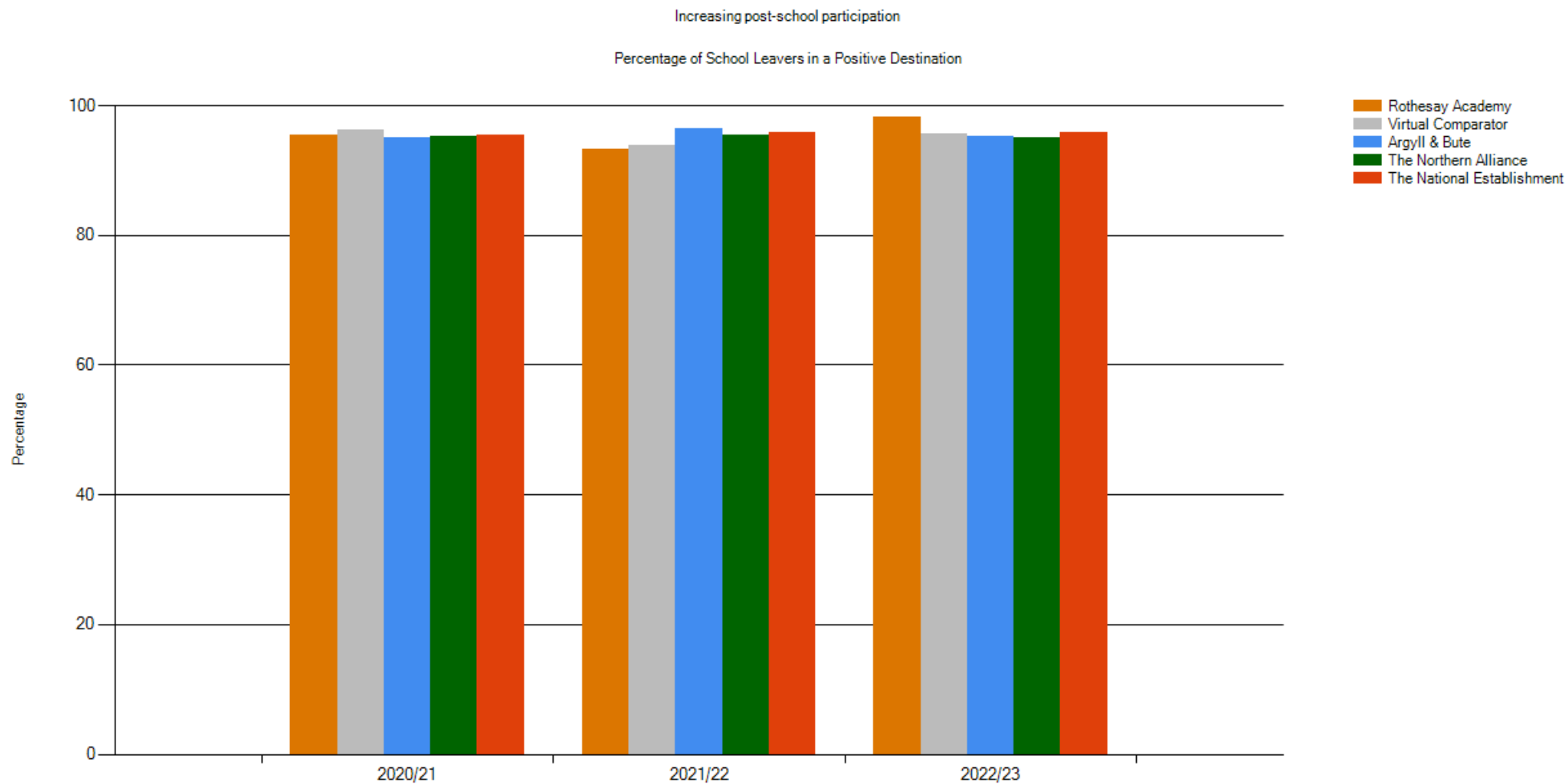
At SCQF level 4 we are above the VC in literacy and broadly in line with the VC in numeracy

- At SCQF level 5 we are broadly in line with the VC in literacy
- At SCQF Level 5 we have improved on 2022 performance in both literacy and numeracy

Evaluative Comment – Areas for Development

- At SCQF level 5 in numeracy we are below the VC but the gap is closing compared with previous years.
- Continued rigorous monitoring and tracking
- Introduction of targeted interventions further down school
- Introduction of numeracy period S4-6 with new curriculum structure which will increase focus on numeracy for those learners who drop Maths after S4

3b Increased post-school participation



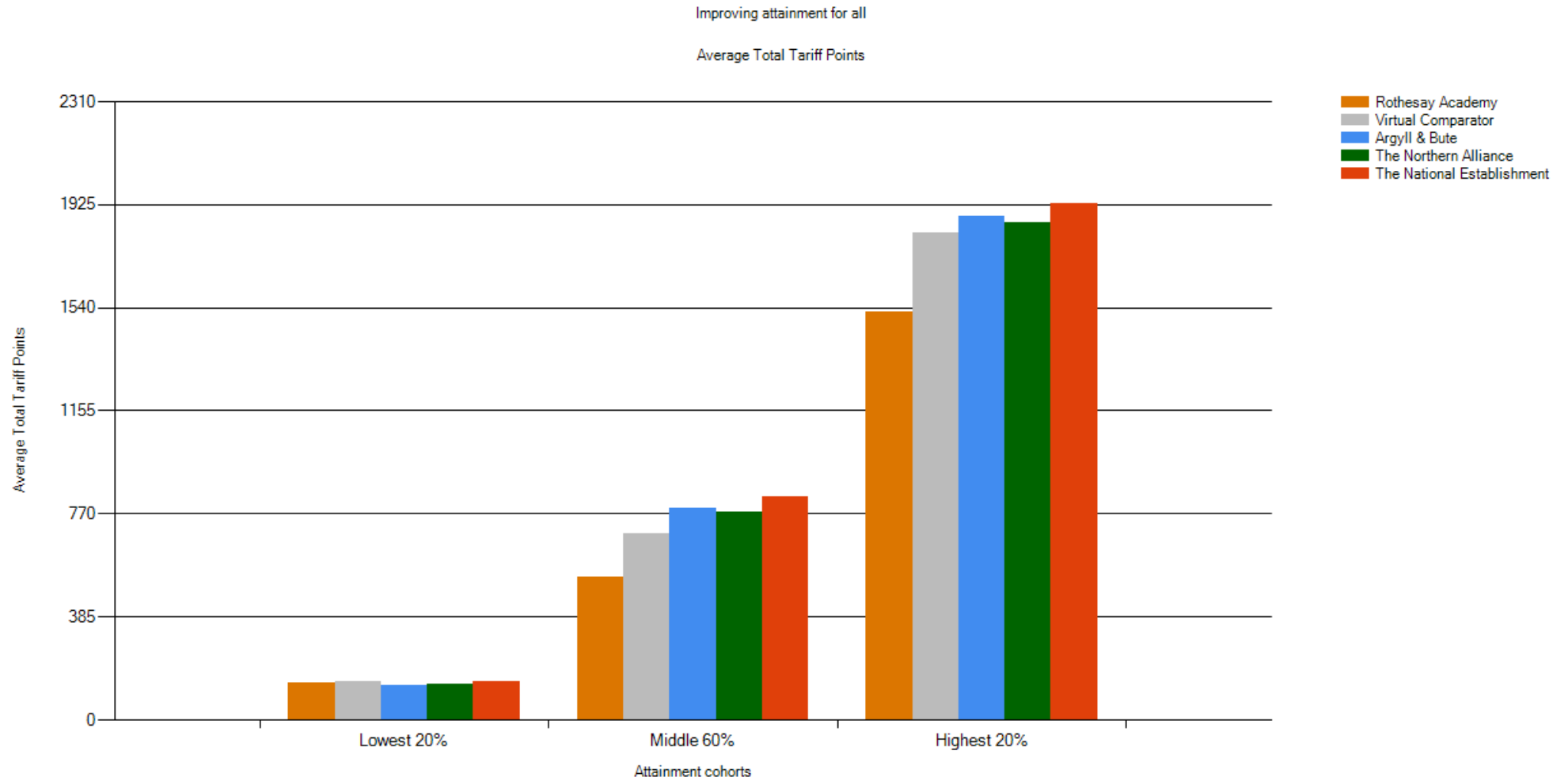
Evaluative Comment – Areas of Strength

- Over the past 5 years we have been consistently in line with or above the virtual comparator for positive destinations.
- This year we have a higher level of positive destinations than VC, Argyll & Bute and National Comparator

Evaluative Comment – Areas for Development

- We will continue to build positive partnerships with local and regional employers.
- We will continue to build on the success of our current Flexible Learning Plans
- We will continue to offer increasingly varied pathways to our learners.

3c Improving attainment for all



Evaluative Comment – Areas of Strength

- Attainment of lowest 20% is in line with virtual comparator and is marginally higher than the Argyll & Bute comparator.

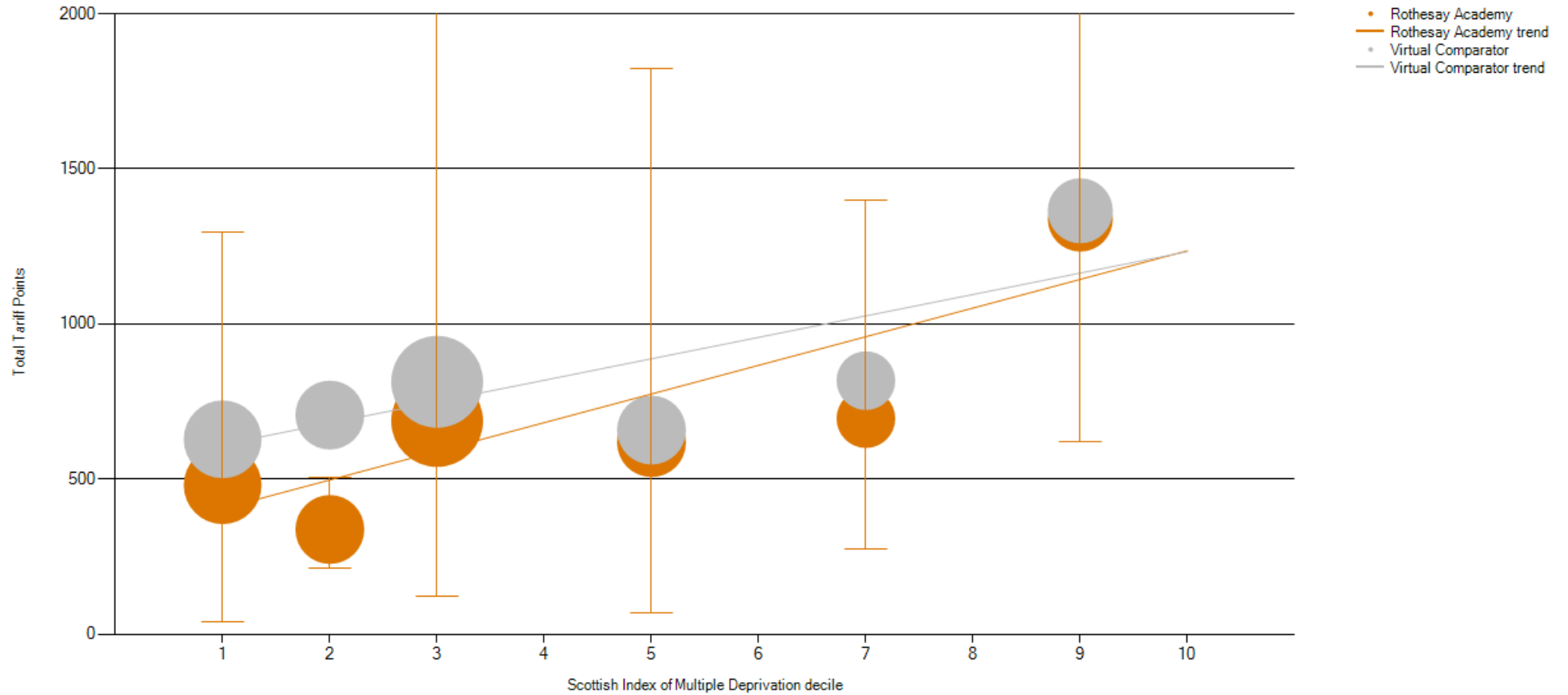
Evaluative Comment – Areas for Development

- A high percentage of our leavers in this cohort had experienced a high number of adverse childhood experiences and we need to continue to target supportive interventions and nurture.
- Our new curriculum structure will lead to higher levels of personal achievement in future cohorts.
- Targeting of the top 20% and Middle 60% through mentoring is having a positive impact.
- Continued rigorous tracking, monitoring and intervention will also enable all learners to achieve their full potential.

3d Attainment versus Deprivation

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

Attainment versus Deprivation



Evaluative Comment – Areas of Strength

Learners in SIMD 1, 3, 5, 7 and 9 are generally in line with or slightly above the national average.

Evaluative Comment – Areas for Development

Learners in SIMD 2 are below the national average

We are targeting the following areas to improve: enhanced coursing, curriculum changes and more rigorous attendance monitoring

Section 4 Wider Achievement Qualifications

National Certificates; Higher National Certificates; Scottish Vocational Qualifications; National Progression Awards; Skills for Work qualifications; Foundation Apprenticeships; Scottish Baccalaureate

Overall evaluative comment/narrative on Wider Achievement Qualifications in your school:

WE continue to make increased use of the SQA's diet of awards and qualifications. Please see below for a summary of the many awards we are utilising in school and are being delivered by our own staff:

Travel & Tourism: Level 4 – 1pass, Level 5 – 2 passes

Religion, Belief & Values: Level 5 – 4 passes

NPA Beauty: Level 4 – 6 passes

NPA Computer Games Development: Level 5 – 6 passes, Level 6 – 2 passes

Leadership: Level 6 – 2 passes

Mental Health & Wellbeing: Level 5 – 5 passes

Employability: Level 4 – 1 pass

Personal Finance: Level 4 – 3 passes, Level 5 - 5 passes

Scottish Studies: Level 5 – 4 passes

Hospitality Skills For Work: Level 5 – 7 passes

YASS Intermediate Spanish: Level 7 – 1 pass

Scottish Baccalaureate (Science): Level 7 – 1 pass (with distinction)

We are using the refresh of our curriculum structure to offer more opportunities for wider achievement and expect the numbers of awards achieved to rise substantially this year.

Section 5 Equity and Attainment – Evaluation of Key Factors

Factor in attainment	
Attendance	<p>School Ave. Att. 22-23: 85.81%</p> <p>We have a growing number of pupils with emotional based school avoidance. With a number pertaining to the family dynamic and some social/personal factors. The ongoing impact of Covid is reflected in the attendance of a number of pupils.</p> <p>Development areas:</p> <ul style="list-style-type: none"> • Implementation of Managing Attendance Policy is ongoing and rigorous monitoring of attendance is ongoing. We work with families regularly and try to put bespoke arrangements in place and to remove possible barriers to pupils attending. • Participation in Addressing Non-attendance (ANA). Staff training earlier in session. • Member of SLT is a member of Argyll and Bute Managing Attendance working group. • We have re-structured our curriculum and have employed a Teacher of Outdoor Learning to focus on wellbeing and to target specific groups.
Exclusion	<p>No. of Exclusion Incidents 22-23: 0 No. of Exclusion Openings 22-23: 0</p> <p>We continue to work with our families to avoid disruption of exclusions for our learners and to put appropriate alternatives in place. Our focus is on nurture and support.</p> <p>Development areas:</p> <ul style="list-style-type: none"> • Ongoing work with Educational Psychologist and other agencies. • Continue OCTNE journey. • Working with ADHD Foundation to enhance staff awareness, knowledge and strategies for supporting neuro-divergent learners.
Additional Support Needs	<p>We have a significant number of pupils 32.3% with additional support needs, particularly social, emotional and behavioural.</p>

	<p>Development areas</p> <ul style="list-style-type: none"> • Ongoing work with Educational Psychologist and other agencies. • Continue OCTNE journey. • Working with ADHD Foundation to enhance staff awareness, knowledge and strategies for supporting neuro-divergent learners. • Appointment of secondary Nurture Assistant
SIMD	<p>We have a significant number of pupils in deciles 1-3 (70.3% of school roll).</p> <p>Development areas:</p> <ul style="list-style-type: none"> • Continue to offer support from The Hub. • Target group SIMD 1-2 from S1-6 (PT Equity)
Free School Meal Entitlement	<p>We have a significant number of pupils in receipt of FSM with potentially more who could be receiving it (27.9%). The percentage of pupils in receipt of FSM has increased by 9% over the past 2 years.</p> <p>Development areas:</p> <ul style="list-style-type: none"> • Continue breakfast club • Have fruit available all day for pupils to access. • Equity information to continue to be released to parents and carers including what we can support families with via The Hub and also information about government financial supports and available support agencies (local and national).
English as Additional Language	<p>We continue to welcome the re-settlement of families from Syria, Sudan and Ukraine Many of our families suffer from trauma and require longer-term support to settle into school and island life.</p> <p>Development areas:</p> <ul style="list-style-type: none"> • Continued work with EAL staff and pastoral staff to support learning and recovery from trauma.
Care Experienced (and previously)	<p>Trauma that requires longer term support impacting on their attainment.</p> <ul style="list-style-type: none"> • Continue working with Virtual HT Care Experienced – regular meetings.

Care Experienced)	<ul style="list-style-type: none">• Continue to develop nurturing approaches
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Pupil Equity Funding

<p>We have used PEF Equity funding to fund the following:</p> <p>Principal Teacher of Equity</p> <p>0.2FTE Health & Wellbeing, Family Liaison Officer</p> <p>Breakfast Club</p> <p>Study Skills & Homework supplies</p> <p>Seasons for Growth (Bereavement Support)</p> <p>Fresh Start Reading (Literacy Support)</p> <p>Man On! Inverclyde</p>

Section 6 Other information

We are continuing to make progress towards Our Children Their Nurturing Education (OCTNE) Gold Award and our Rights Respecting School Silver Award. We have also achieved our SCQF Bronze Award in light of the work we have done to broaden out our pathways.

We are working with the ADHD Foundation to ensure that we are well placed to support neuro-divergent learners and are working towards accreditation in this area.

- We continue to work with our Community Partners:

Mountstuart & The Yard
Bute Produce
Bute Sailing Club
Bute Community Forest
The local farming community
Police Scotland
Young Carers
Man On! Inverclyde

- We have been selected by Education Scotland as one of only four schools in Scotland to pilot the Screen Education Curriculum & Award. We are looking forward to embracing the opportunities that this will bring to enable our young people to develop their skills and knowledge of a cutting edge industry within Scotland and beyond.
- We continue to work with our National Partners: The Wood Foundation, Scottish Mental Health Association (SAMH) & Quality Meat Scotland.
- Our Scottish Evening was a massive success and brought together our community to celebrate all things Scottish on 25th January (Burns Day)
- Football – we have now established Junior & Senior Boys' Football teams and a Girls Team. They have been competing against teams from the mainland and this has been important in broadening horizons and experiences. As a result of their new found confidence a number of our boys are now playing with teams in our community and in Inverclyde.
- We have introduced a number of extra-curricular activities in badminton, football, basketball and music
- Our school show "*Sunshine on Leith*" was a great success and received a great deal of positive praise from the local community. This year we are staging another school show and our learners and staff are working hard to produce another three performances of the highest quality. Our school show for 2024 is *Oliver*.

