

Session 2024/25

Alloa Academy Standards and Quality Report



Alloa Academy is a place where every member of our community is valued, included and respected on our journey to excellence.

RESPECT • AMBITION • RESILIENCE

School Context:

Alloa Academy is a modern six-year comprehensive school serving the town of Alloa in Clackmannanshire. We are part of a thriving Learning Community and work very closely with our cluster partners — Park Primary, Sunnyside Primary, Redwell Primary, Lochies School (Extended Additional Support Needs), St Mungo's RC Primary and the Secondary School Support Service.

Central to the success of any educational setting are its highly skilled teachers and support staff who play a pivotal role in shaping the minds of pupils and fostering a positive learning environment here at Alloa Academy.

A large number of staff lead whole school improvement priorities through our School Improvement Groups, which can be viewed within our School Improvement Plan (SIP) on our website. We have used these priorities to structure the information within this report and we hope it provides you the opportunity to appreciate the vast amount of work that goes into making Alloa Academy a successful and thriving learning environment at the heart of our community.

In session 2024/25 we had over 750 students, 55 teaching staff and 34 support staff including our team of Learning Assistants and our School Support Administrators. Our school is truly comprehensive and reflects the picture of Scotland as a whole.

The Extended Additional Support Needs (EASN) faculty in Alloa Academy supports 30 young people with complex additional support needs. EASN is supported by four teachers, a Principal Teacher and an intensive support team around each child.

In August 2018, St Mungo's RC Primary moved into the Alloa Academy campus. This move was as a result of damp within the St Mungo's building. St Mungo's RC Primary make use of the campus, whilst maintaining their own identity.

Currently the demographic of the pupil population within the Social Index of Multiple Deprivation (SIMD), Free School Meal Entitlement (FME) and average attendance across the year are illustrated in the tables below:

SIMD	1	2	3	4	5	6	7	8	9	10	TOTAL
NUMBER	206	58	83	108	46	80	37	12	74	2	706

FME	27.20%
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Attendance	Overall	S1	S2	S3	S4	S5/6
%	90.64%	91.51%	89.28%	89.45%	90.79%	91.04%

School Improvement Plan Priorities for 2024/25 were taken directly from our three-year School Improvement Plan:

- Promote and develop the variety of learner journeys and SCQF pathways to support our DYW agenda.
- Ensure consistently high-quality learning and teaching experiences are embedded across all areas of the curriculum.
- Deepen staff knowledge and understanding of all our young people with a focus on targeted interventions for those who face the 'toughest realities'.
- Develop our BGE tracking that ensures high quality moderation and effective feedback of strengths and next steps for young people.



Pupil Equity Fund:

- We also continued to utilise Pupil Equity Funding (PEF) to support our young people and families who face the toughest realities. We have looked to build capacity and sustainability by investing in the development of people and wellbeing, with a focus on supporting with the cost of the school day. We receive £110,250 this year to support our planning, below are some of the highlights from the past year.
- The Preloved Shop is a school uniform shop within Alloa Academy which supports the cost of the school day initiative. The preloved shop provides washed and ironed preloved and new school uniform items, as well as stationery and toiletries to anyone who needs them and is free to all young people. It removes stigma and ensures all pupils have equity of appearance and belonging.
- In the first two days of Term 1 in 2023, Over 500 items of new and preloved clothing items have been given to young people and their families. This has become an important part of our uniform ethos in making sure every pupil can feel equally part of Alloa Academy as well as helping with sustainability.
- All young people working with Virtual Headteacher receiving offers from SDS that is individualised.
- Virtual HT providing Clackmannanshire Active Learning Academy, (CALA) offers for leavers' who have become "negative" (not sustained) to ensure we get them re-focused into a sustained destination through Volunteering, Online Learning or 3rd Sector training – aiming to support closing the gap between initial and sustained. 100% of young people from Alloa Academy referred to this bespoke offer are now re-engaged in a Sustained Positive Destination
- National 3, 5@3 (as part of a 7@3) suite to support young people to achieve entry level qualifications to support next steps in collaboration with the Engagement Hub
- Strategic delivery with CEO, HTs and DHTs of Level 6 Emergency First Aid for Senior Phase – planning to open to all CECYP in S4 to aim towards Core Plus 6+ SCQF Stretch Aim
- Improved attendance – Identified cohort of S4/S4 boys at Alloa Academy have improved attendance around 10% at school following CMS Leadership Academy
- Virtual HT Support worker supporting 10 Care Experienced Young People with an identified need to improve attendance
- Osiris Teacher Intervention programme. Participants engage meaningfully in structured, research-informed professional learning. Participants demonstrate a shift in practice as a result of their engagement in the programme. Pedagogical approaches from the programme are shared across faculties.
- To improve the quality of learner engagement, challenge, and feedback across the school, a targeted investment is being made in the OSIRIS Teacher Intervention Professional Learning Programme, with ten members of teaching staff participating in each year. This programme aims to build pedagogical expertise through coaching, structured collaboration, and research-informed approaches. The focus is on transforming classroom practice in ways that directly impact learner experience and outcomes. Crucially, this professional learning will enhance the quality of teaching for learners who face barriers to learning, particularly those targeted through Pupil Equity Funding. By ensuring these young people receive consistently high-quality engagement, appropriate

challenge, and effective feedback, the programme contributes to closing the attainment gap and promoting equity in educational outcomes across the school.

- All participants (100%) stated that the OTI Programme enhanced their ability to plan and deliver effective lessons.
- All participants (100%) stated as a result of the OTI Programme they had gained practical strategies which they could directly apply within their classroom.
- All participants (100%) stated that the programme has encouraged them to reflect on and improve their teaching methods.
- All participants (100%) stated that the programme had increased their confidence in trying new approaches to teaching and learning.
- All participants (100%) stated that they felt better equipped to address challenges in their teaching practice as a result of the programme.
- B. Robertson Day and a Half PL Power Up Your Pedagogy Programme To support the ongoing professional learning and development of staff—building their capacity to deliver high-quality learning and teaching grounded in evidence-based pedagogy—there is a strong rationale for investing in '*Power Up Your Pedagogy*', a high-quality professional learning programme delivered by Bruce Robertson. This input will enhance staff understanding of effective classroom practice and support a consistent, research-informed approach to pedagogy across the school.
- All teaching staff (100%) rated the Power Up Your Pedagogy Session as either Excellent or Very Good.
- All teaching staff (100%) indicated that the content of the session was relevant and useful to their teaching practice.
- All teaching staff (100%) evaluated the programme as being engaging and thought-provoking.
- All teaching staff (100%) indicated that ideas and strategies shared in the session were practical and applicable in their classroom.
- All teaching staff (100%) indicated that the session had encouraged them to reflect on and improve their pedagogy.

Progress towards School Priorities

Improvement Priority 1: Ensure consistently high-quality learning and teaching experiences are embedded across all areas of the curriculum

NIF Priorities:

- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in attainment, particularly in literacy and numeracy.

How Good Is Our School (HGIOS?4) Quality Indicators:

1.1 Self-Evaluation for Self-Improvement

1.2 Leadership of Learning

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

3.2 Raising Attainment and Achievement

Progress:

All professional learning sessions delivered this session, where it be during collegiate sessions or INSETs has been well received. Evaluations were conducted after every session which evidence this. The B. Robertson Feb INSET Programme was especially effective. Please see evaluative data below:

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- All teaching staff (100%) indicated that the session had encouraged them to reflect on and improve their pedagogy.
- The PT 'Looking Outwards' visits to Larbert High School were highly effective in supporting PTs understanding of what high quality learning and teaching looks like, specifically in terms of engagement, pace and challenge

Next Steps:

- Improved quality assurance model regarding faculty Learning Visits leading to greater evidence base and understanding of strengths and development needs of faculties in relation to four main areas of the Alloa Academy L & T Standard: Connections, Daily Review, Checking for Understanding and Review.
- Increased individual teacher reflection and identification of strengths and development needs as a result of engagement with ONVU Learning Video Lesson Capture. In addition to this, increased sharing of in-house best practice
- Increased teacher focus on learner engagement, challenge and feedback through their participation in the OSIRIS Teacher Intervention Professional Learning Programme – ten teachers each session over the next three years starting May 2024.

Improvement Priority 2: Promote and develop the variety of learner journeys and SCQF pathways to support our DYW agenda.

NIF Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Closing the gap between the most and least disadvantaged pupils.

How Good Is Our School (HGIOS?4) Quality Indicators:

2.2 Curriculum

2.7 Partnerships

3.2 Raising attainment and Achievement

3.3 Increasing Creativity and Employability

Progress:

- The School Improvement Planning group for 2.2 Curriculum has reviewed and standardised course descriptors across departments to ensure consistency in format, language, and alignment with Curriculum for Excellence (CfE) benchmarks
- Descriptors have been revised to enhance accessibility for pupils and parents by using clear, plain language and clearly outlining learning intentions, assessment methods, and progression routes.

Next Steps:

- The group will look to broaden the range of SCQF-accredited courses offered, including SCQF and skills-based qualifications, to better meet the diverse needs and aspirations of learners.
- It will work to improve staff, pupil, and parent understanding of the SCQF framework to support informed choices and highlight the value of alternative pathways.
- The group will focus on ensuring equitable access to SCQF opportunities by identifying and addressing barriers faced by disadvantaged learners, thereby promoting inclusion and supporting the school's wider attainment and DYW goals.

Improvement Priority 3: Develop our BGE tracking that ensures high quality moderation and effective feedback of strengths and next steps for young people.

NIF Priorities:

- Closing the gap between the most and least disadvantaged pupils.
- Assessment of children's progress
- Teacher professionalism

How Good Is Our School (HGIOS?4) Quality Indicators:

3.2 Raising Attainment and Achievement

2.2 Curriculum

1.1 Self- Evaluation for Self-Improvement

2.6 Transitions

Progress:

During a recent parent and carer survey about engagement with the system the following was found.

- 92% of parents and carers engaged with the system after every reporting window.
- 86% found the new RAG system helpful at identifying their young person's progress
- 88% found the next steps section helpful in targeting the learning for the young people
- 80% found engaging with Progress helped them have a better understanding of their young person's academic progress in school

Learning conversations are becoming more standardised where;

- There is a consistent approach so that every pupil in S1-S6 has a learning conversation related to their progress report
- High quality learning conversations happen consistently where next steps are specific and enhance pupil progress
- Pupils have received feedback and know their current level

Next Steps:

- Most staff are having learning conversations with S1-S6 pupils. This has been evidenced through recent Improvement Plan review meetings with all Faculty PTs. We collectively as an ELT need to establish what '*High Quality*' looks like.
- Next session there needs to be a more consistent approach with learning conversations so that all pupils receive a learning conversation related to their progress report.
- Almost all pupil should know their current working level next session at all stages of the academic year, not just after reporting windows.

Improvement Priority 4: Deepen staff knowledge and understanding of all our young people with a focus on targeted interventions for those who face the ‘toughest realities’.

NIF Priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the gap between the most and least disadvantaged children and young people.

How Good Is Our School (HGIOS?4) Quality Indicators:

2.4 Personalised Support

2.5 Family Learning

2.7 Partnerships

3.1 Ensuring, Wellbeing, Equality and Inclusion

Progress:

- All staff within faculties had to give a copy of their smart seating plans to their faculty head by the end of August 2024. These were checked, and found to present within almost all faculties by SIP members.
- Pass data from last year, 2023, has been reviewed for all young people with ASN and for specifically how they feel about school. This will be compared with data for the same group from this year’s pass run (currently underway) to chart the difference about how they feel about school, their learning, their teachers, the support they receive.

Next Steps:

- Streamline the process to monitor timekeeping and attendance
- Devise a further inclusive approach to include all young people in decision making across all areas of the school
- Devise a clear single approach to monitor all alternative timetables

S3 Curriculum for Excellence – Achievement of a Level

Level	English- Listening and Talking	English- Reading	English - Writing	Numeracy
Early	3	3	3	5
First	3	3	3	5
Second	3	2	2	5
Third	28	30	39	29
Fourth	63	62	53	56
Total %	100	100	100	100

Our achievement of a level data, along with our National Standardised Assessment data is used to inform targeted literacy and numeracy intervention programmes for our pupils in the Broad General Education (S1-S3). From the data, there are overall 90-92% of our S3 pupils achieving Level 3 or above in all literacy measures and 85% in numeracy.

S3 National Standardised Assessments

National Standardised Assessments (NSA) is a diagnostic assessment to measure pupils' ability within a level. This assessment forms part of a holistic judgement for staff to make decisions on achievement of a level. It is used to understand the gaps in learning for our cohorts and staff to use this to inform the teaching required to improve attainment. The higher the NSA band number the higher the score a pupil achieved in this area.

NSA S3 2024-25

NSA Band	Reading	Writing	Numeracy
	%	%	%
12	8	11	10
11	19	19	16
10	23	20	28
9	13	22	24
8	16	10	15
7 and below	21	18	8

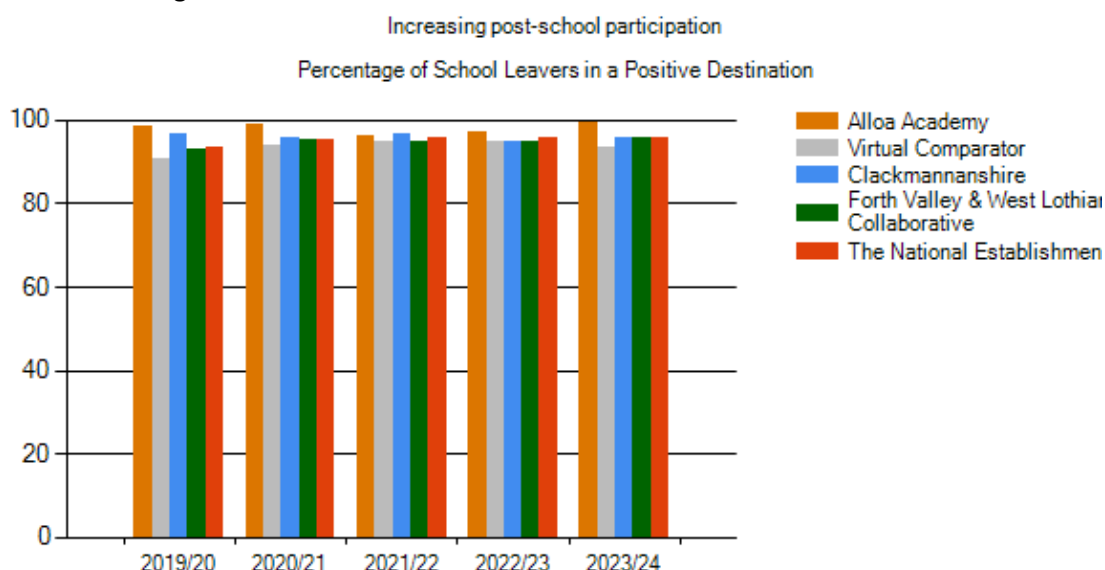
NSA P7 2021-22

NSA Band	Reading	Writing	Numeracy
	%	%	%
12	-	-	-
11	6	5	6
10	18	20	15
9	40	28	20
8	23	23	40
7 and below	13	24	19

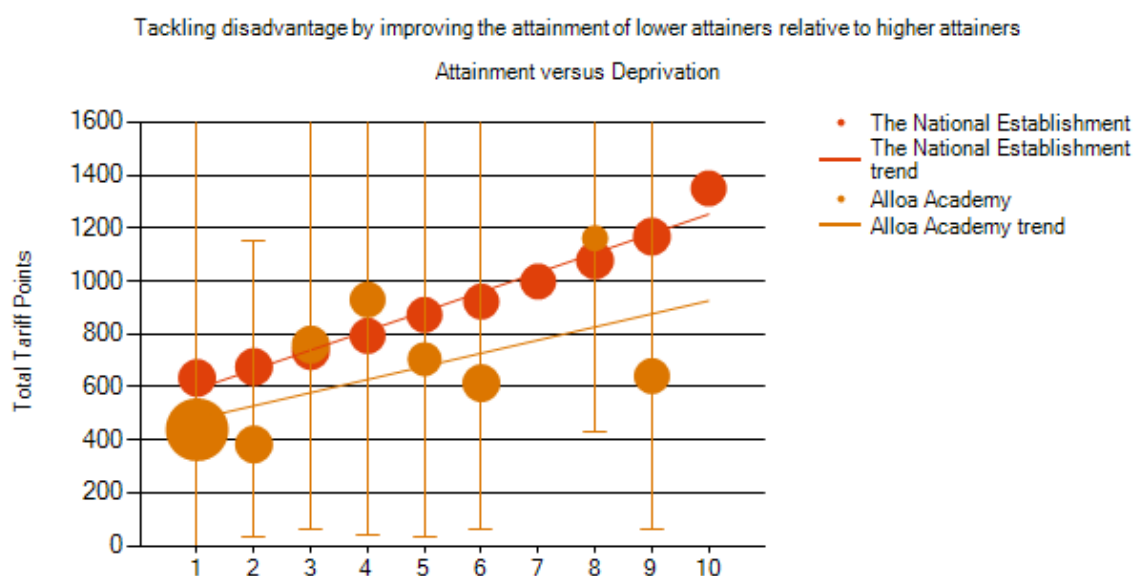
It is clear young people in the S3 cohort have improved in Reading, particularly in the upper bandings, since P7. There is also evidence of improvement in attainment for pupils in Writing and Numeracy. Using the information from NSA to inform targeted interventions for Reading and Writing, young people have improved attainment to achieve Level 3 or more in Curriculum for Excellence.

Positive Destination Data

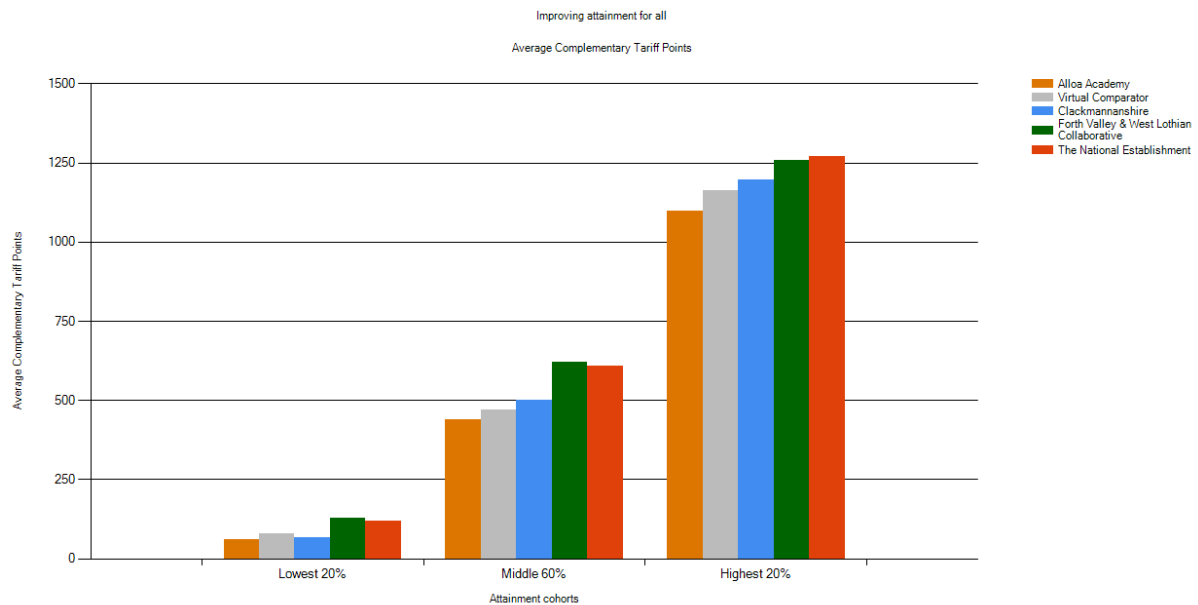
99.29% of Alloa Academy young people gained a positive destination. This percentage is above the Scottish National average.



SQA Results



We have narrowed the gap in attainment in SIMD 1 and 2 compared to last session. However, deciles 1 and 2 still sit below our National Comparator and will continue to be a focus for next session across all faculty areas. With a more robust approach to monitoring and tracking we will look to target these deciles with early interventions to make improvements.



Breadth and Depth: Leavers

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	140	138	137	127	117	71	29	141
2 or more	139	136	134	111	103	64	6	141
3 or more	132	128	125	107	98	49	0	141
4 or more	128	123	121	103	91	42	0	141
5 or more	122	116	115	101	82	33	0	141
6 or more	112	106	105	91	69	25	0	141

NIF QI Evaluations

Quality Indicator	2024/25
1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Satisfactory