School: Knox Academy
Standards and Quality Report
Session: 2021-22

Context of the school

Knox Academy is a comprehensive secondary school situated in the town of Haddington. It currently has 840 pupils at the school and is set to grow significantly in pupil number over the next five years to embrace the many young people moving into the town. Meadowpark, a provision for young people with Additional Support Needs, is an integral part of Knox Academy with many of the young people attending mainstream classes. Knox Academy is the associated secondary of Haddington Primary, St Mary's RC Primary and Yester Primary School, Gifford. It also has a number of out of catchment pupils who elect to come to the school.

Knox Academy's school vision is, "Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners." Our values are Ambition, Respect and Community and we aim to support all of our young people in developing the skills for life, learning and work through our curricular opportunities.

Knox Academy provides an enriching Broad General Education for our S1-S3 pupils, with some personalisation and choice available in S1/S2 and particularly in S3. In Senior Phase, S4-S6, we have a wide ranging curriculum to enable us to provide learner pathways that both interest and stimulate growth in all of our young people. Knox Academy has 95% of pupils leaving for positive destinations in employment, training, college and university.

This session (2021-22) our young people have returned to school following two years of disrupted learning due to the Covid pandemic. These two years saw them learning in school for some of this time, with many months of learning remotely. This session there has been a focus on face to face learning and building back relationships. There has also been a focus on helping many young people re-engage in their learning and supporting all young people, whether this be with subject content and/or their mental health and wellbeing.

For those in the senior phase, extra support sessions were provided after school, during the Easter holidays. along with booster and immersion sessions post Easter to help support them with their exam preparation. Our Pupil Support Base has also extended its work to engage with those young people who were anxious about returning to school post-pandemic, and also those young people who have found returning to school very challenging in terms of relationships or in terms of their mental health.

Vision, Values and Aims

Our school vision is very relevant to our current position in that it focuses first and foremost on kindness and relationships in order to create an ethos/environment where all can fulfil their potential,

 "*Always to choose kindness and create a respectful environment where staff and pupils can inspire each other to achieve their goals and become life-long learners.*"

Our values are **Ambition**, **R**espect and **C**ommunity (**ARC**) and these thread through our daily interactions with young people both in and outside of the classroom. This keeps our relationships focused around these values.

How good is our leadership and our approach to improvement?

1.1 Self-evaluation for self-improvement

- *Collaborative approaches to self-evaluation*
- *Analysis and evaluation of intelligence and data*
- *Ensuring impact on learners' successes and achievements*

How are we doing?

- The majority of pupils enjoy coming to Knox Academy and learning here. Relationships are generally positive between pupils and staff and pupils. The relationships between some pupils have been challenged a bit since returning from the pandemic and some young people have struggled to settle back into the school environment. Parents, pupils and staff think we have worked well to embed our school values and need to continue to focus on this – with respect and ambition being the two we need to focus on most.
- We need to continue to develop our ambitious approaches in the classroom through meeting all learners' needs to ensure they achieve their potential.
- Virtual parents' evenings have worked well during the pandemic and were very accessible to the majority of households and more convenient
- Pupils and staff surveyed about reducing the school bells

- SQA final exams mainly took place in the Assembly Hall

- Staff have developed their digital skills during the pandemic. Since returning to in school learning they are better able to use these to engage learners, particularly in home learning. There is consistency across the school, with staff using the four phase lesson approach.

How do we know?

- Parental, pupils' and staff responses to our self-evaluation questionnaires was high- allowing us to get valid and reliable feedback on a variety of areas for self-improvement which are now guiding our SIP and aspects we have to tackle/improve in our daily school life to help our young people achieve their potential.

- Just over half of pupils and staff voted to reduce the bells after the trial 4 week period. For those with ASD and anxiety, feedback has been very positive and helped them attend as the environment is quieter.

- 75% of staff and parents wish to retain virtual parents' evenings as an approach

- Those young people with anxiety and ASD reported that the removal of the bells had provided a calmer environment for them to feel confident in attending school

- The majority of pupils stated that they generally preferred their prelims in the assembly hall rather than in classrooms (they had a mix of both to see which they preferred) as it made them more formal and helped them take the exams more seriously.

- Lesson observations by SLT and CLs to QA learning and teaching.

- Self-evaluation tools used by subject departments and faculties to get feedback from pupils about learning and teaching and content.
- Moderation of levels from BGE to Senior Phase by cross marking internally and with other schools.

- Staff have used a number of self-evaluative toolkits to improve outcomes for young people; Insight (SLT and CLs effective use at this) - Review of SQA data and SIMD data in Insight to identify GAPS and address these

- All teaching staff trained on the use of Progress and Achievement for use with BGE MTR

- Monitoring, tracking and reporting ensure that pupils are tracked throughout the year and progress and levels of attainment are communicated with pupils and parents

- Staff trained on use of the Risk Matrix and how to better support those in red and amber to close poverty related attainment gap

- Effective use of T&M to identify 'at risk pupils' in senior phase and to identify those unlikely to leave with 5 qualifications (including in literacy and numeracy)

- Identification of young people for partner engagement using data/referrals and wellbeing concerns

- Questionnaire completed and analysed by subject departments to change and adapt their teaching approaches and lesson content

- Effective use of collaboration to cross mark assessments/prelims - particularly for single member departments

- Some departments have effectively used Insight to identify the GAP in their subject area and to make in-roads in closing that GAP through focusing on those in our under-performing SIMD profiles of SIMD 3, 5 and 6. Maths, in particular, has improved attainment in numeracy at levels 4 and 5 over the last three years.

- Smarter tracking of pupils' progress across subject areas and ability to track attainment over time - comparing and contrasting

- Feedback from pupils and parents in regard to our initial reports issued in Term 1 showed an improvement in the quality of feedback.

- S2 Mentoring programme set up to support pupils identified as 'amber' and this has improved attendance for some pupils (but not all) and this will now continue in to S3 for this group

- Interventions put in place to support these young people at both a subject level and whole school level to improve outcomes for these young people - which it has in terms of the most vulnerable who were given small group or 1:1 support by staff and also some received mentoring support from the QMU programme (particularly S4). Careers interviews and HUB meetings show the success rate of our most vulnerable young people moving on to positive destinations at the end of their schooling, through a multi-agency approach.

- The focus on social interaction has helped the majority of young people to bring these skills back into the classroom and help them to work better alongside their peers. For those who have received support with

	their mental health and wellbeing from our School Counsellor, have found this very supportive (verbal feedback).
● Review of attendance, exclusions and bullying data as standing item at SLT and House meetings	● We have tried various strategies to improve attendance and pupils know that we operate a period by period attendance policy and that we have identified pupils who are followed up immediately if missing from class (phone call home as opposed to a text). This has reduced absence rates. We monitor our exclusions, which have been up since returning from lockdown, to also assess the categories of our exclusions (ASN, LAC. Care Experienced) and also to ensure that we put in as many supportive measures as possible to help the young person be successful. For some, this may mean a flexible timetable and partner engagement. This is monitored and reviewed fortnightly with the pupil, parents and any statutory agencies. We continue to record bullying (persistent/sustained targeted bullying).
● Moderation of levels from BGE to Senior Phase by cross marking internally and with other schools.	● Our Faculty Teams have continued to work successfully with our subject teams across ELC (and wider) to engage in moderation and assessment to improve standards for our young people. This collegiate approach has helped professional learning and, in some subject areas, improved teacher confidence and results.
● Use of ACEL and SNSA data to support transitional stages	● This has supported successful transitions at both primary and secondary to support staff in preparing for learning and teaching and ensuring pace and challenge in classes for each learner

What are we going to do next?

Further training of Insight for all staff as it becomes a more useful tool again this year following two years of using estimate data

Further use of Risk Matrix and Progress and Achievement to help close the poverty related attainment gap

Focus on our school values to improve positive relationships across the school - as MHWB has taken a dip during the pandemic and we need to rebuild this to be able to create the ethos we wish for all our young people at the school to achieve their potential

To ensure that by the time a young person leaves Knox Academy that they have literacy and numeracy at as high a level as they can access - following this up in S5 and S6 if they discontinue with English or Maths.

The quality of SMART targets are critical in reports if they are to be of value but it is noted that reports are more for parents than pupils as once written printed they have been surpassed with learning conversations in class in terms of targets therefore the WG and NTG are what are most significant in these, along with E/B/H, which are the biggest predictors of attainment.

Resume walkthroughs and faculty reviews - which we have done in a very limited way over this session and to ensure all staff have high expectations or pupils and be ambitious in these expectations and the work provided for each pupil

From the evaluation of our evidence we feel that the quality of Leadership of Change is: *Good*

1.3 Leadership of Change

- *Developing a shared vision, values and aims relevant to the school and its community*
- *Strategic planning for continuous improvement*
- *Implementing improvement and change*

How are we doing?	How do we know?
● *Our pupils, parents and staff know our school vision and values as we communicate this regularly in our learning and teaching in classrooms and our day to day interactions with our pupils and parents.* We hold regular assemblies with all year groups which focus on our vision and values and covered the feedback from pupils, parents and staff to show that we need to work as a community to ensure everyone achieves their potential. Our vision is ambitious for all learners.	● Parental, pupil and staff questionnaires reflect the work we have done on our values and the need to keep them high profile in all that we do at the school. The feedback shows that stakeholders believe these values to be equally important, with a number also saying a focus on respect being probably the most important as we come through the pandemic.
● Professional learning (CLPL) on MTR and SMART targets to ensure high quality reporting to parents/carers. Use of 'on track' and 'off track' at BGE and, at Senior Phase, WG and NTG, allowed interventions to be put in place to support those not achieving their potential.	● Many parents/carers commented on the improved standard of reports this session, particularly in Term 1. Our one star and two wishes proved a useful overview for parents as learner feedback in classes mean that reports are out of date in terms of comments sent home - the WTG and NTG/E/B/HL is accurate though. Targeted interventions at Subject and whole school levels for those under-achieving made a difference to attainment for a number of pupils, particularly in S4. Using the Pupil Leadership Team to speak to BGE groups who were underachieving in one or more subject areas also proved fruitful.
● UNCRC training took place for all staff and assemblies were held for pupils to help them to understand their rights.	● Our school letters and courses reflect these and list the rights that apply in the content being covered to help put this into context for our young people.
● Attainment meetings, following SQA results and post-prelim, which all staff are involved in preparing for, allow staff to reflect on their teaching and learning, course content and pupils' attainment and using data to inform next steps for development - attainment and courses - and also to identify groups who may be under-performing	● Attainment meetings identify progress of all pupils and specific filters (SIMD/Gender/EAL/ASN etc.)

- Some faculty teams engaged really well with TLCs that had an impact on outcomes for young people e.g. Social Subjects look at a fractional approach to Home Learning that targeted specific areas of weakness with specific groups of young people rather than whole class home learning.

- This allowed for more in- depth feedback, from the teacher, to a smaller group of young people. The aim is that young people would buy into this approach as not en-masse home learning but home learning that would make a specific difference to their performance as they only had to engage with it if they hadn't understood the task or content.

- An S2 mentoring programme helped support young people in this year group whose attendance was poor (for various reasons)

- For most of the S2 pupils who engaged in this programme their confidence has increased and they have either sustained or improved their attendance

- P7 Enhanced Transition has gone well and pupils feel well supported and confident coming up to Knox Academy.]

- Pathfinders programme has gone well and the buddying has been very good at establishing relationships for the Enhanced Transition pupils. S3 linking over the virtual classrooms has been positive for the transition of all of our P7 pupils coming up to Knox Academy.

- All teaching staff worked exceptionally hard to modify and adapt SQA courses throughout the session. An Easter Study programme and booster and immersion sessions were run (Post Easter) to support pupils

- Our senior phase pupils were as prepared as possible for their SQA exams in terms of course content and types of questions likely to be set by SQA in line with what they had shared. The immersion sessions also helped more of our young people complete National Qualifications during this time. Feedback from pupils and parents has been very positive.

- Collaboration with My Tutor and MYPAS counselling services to support young people in their return to school this session

- The QMU/My Tutor academy supported a number of our young people academically by tutoring them in some subject areas (different for each candidate). Feedback from pupil show received support was very positive. The MYPAS counselling service also continues to support a number of our young people for a variety of reasons and, again, has been deemed to be very supportive to them.

- Classroom observations reflect our focus on our vision and values

- Restorative conversations focus on our values which maintain the quality of these

What are we going to do next?

- All staff to have consistently high expectations of learners - all aspects from application/effort to behaviour/positive relationships
- To ensure we are ambitious for all learners through appropriately challenging tasks
- We need to continue to improve the specificity of these reports to reflect each pupil's next steps
- Build on TLCs this session with a focus on learning and teaching - all faculties will do their own TLC and report back on outcomes at the end of next session
- S2 Mentoring Programme will evolve with a programme run to support parents with young people with poor attendance and how to support their mental health and wellbeing to be able to get them to school on a regular basis
- Continue to use our Pupil Leadership Team to mentor our younger pupils post tracking reports - to inspire them to be ambitious
- Run booster and immersion sessions again in Session 2022-23

From the evaluation of our evidence we feel that the quality of Leadership of Change is *: Good*

How good is the quality of care and education we offer?

2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring*

How are we doing?	How do we know?
• The school focuses on ensuring a learning environment based around positive and nurturing and appropriately challenging relationships	• Staff have been trained by Pivotal, in August 2021, in using restorative approaches with our young people. This can mean conversations both support and challenge. The questionnaire responses form pupils and parents reported that relationships were good at the school between pupils and pupils and staff and pupils.
• Pupils get a consistent learning and teaching experience across the school. A good range of AiFL strategies are used across the school to maintain interest and inspire/motivate our young people • Faculties are using their meetings to discuss teaching strategies they have researched and tried with their classes to improve outcomes • Teachers have continued to use online learning to support young people's absences and as an avenue for home learning through Google Classroom. This has been supported through the Scottish Gvts device scheme. • Teachers make use of more digital teaching and learning and have continued to evolve their digital practices as we come out of the pandemic. • Staff have engaged in professional reading and research - CLPL (and some through TLCs) as part of improving their teaching and assessment. This is shared at Faculty Meetings. Our NQTs Practitioner Enquiries have also been shared to allow staff to learn from these. • Data is used effectively to identify interventions (both school data and ELC including early engagement with the Equity Profile, and Progress and Achievement tool).	• Staff use the four phase lesson to structure their lessons so young people know what to expect across the school. Lesson observations highlight the use of a variety of AiFL approaches used to engage young people. • Other members of their faculty are engaging in situational CLPL that is shared by colleagues and tested at Knox Academy and have then tried it out in their classes due to being inspired by their colleagues • Engagement in home learning, online, has improved since its use during the pandemic and this is evident through the numbers engaging through Google Classroom and submitting home learning • Lesson observations show the integrated use of technology as a tool to inspire and engage young people in their learning - including the use of research • Faculty minutes detail presentations by staff on their readings and the application of these in the classroom context and their findings. • The identification of young people who were targeted at a whole school and subject level for interventions is tracked, as are the outcomes from these interventions. Numerous strategies put in to support our young people: group mentoring from Pupil Leadership team (S1-S3); 1:1

- Regular assessments take place from S1-S6. These are diagnostic, formative and summative. This allowed for planning to take place for individual pupils and/or groups and as an integral part of learning and teaching in lessons.

- Learners' achievements are recognised in and out of school through a variety of means.

- Staff have continued to develop their knowledge of tracking and monitoring systems and data analysis (in particular T&M, Progress and Achievement and the Risk Matrix) to improve outcomes for all. A session for all staff was held at the start of the year to support this and this has been ongoing in faculties with Curriculum Leaders re-visiting data on a regular basis, along with DHT Learning, Teaching and Assessment.

meetings with House Teams if off track with 2 or more subjects. If off track in only ones subject intervention directly by subject teacher and Curriculum Leader

- These assessments give information about what the teacher needs to re-teach where it is apparent that a class has not grasped a particular aspect of the course. They also allow teachers to track a pupil's progress in a subject or topic to inform next steps (feedback through short-cycle feedback in class and also in report cards). Learners are also able to identify their learning gaps and where they need intervention and support

- Head Teacher updates detail young people's achievements in and out of school (parents/coaches are very good at keeping the school updated in this way). Our termly diligence awards reward young people who show hard work and commitment on a daily basis and our questionnaire showed that 75% of pupils and parents really value these. Our twice yearly Achievement Ties, that pupils/parents/coaches can apply for are well sought after and 25 applications for the first round this year. These are awarded for representation at school, local and national level in arts, sport, citizenship, enterprise etc. We also have a curricular and community DofE programmes, with pupils presented with these awards at assemblies or awards events. Our annual Evening of Celebration and BGE award ceremonies also recognise achievements in and out of school.

- Mentoring programme run for S2 pupils whose attendance is poorer; Rights of Passage Group as part of PSB to support attendance/anxiety; Literacy and numeracy extract groups for S1-S3 pupils; Small group work or 1:1 to support those in senior phase to try to ensure they get as many qualifications as possible by their exit point (including in literacy and numeracy). Booster and immersion sessions for targeted pupils - subject teachers identified pupils. Evidence of tracking of individuals, classes and year groups in all faculties.

What are we going to do next?

- A focus on Learning, teaching and assessment to raise attainment.
- A focus on meeting the needs of all learners through appropriate differentiation, pace and challenge - use of Circle document
- Engage in the SEIC Research Schools to help support our Teaching for Excellence focus over the coming session and beyond
- Continue to use data to identify our poverty related attainment gap and put interventions to support closing this gap - with a particular focus on literacy and numeracy and our leavers getting at least 5 qualifications at exit point
- Continuation of the S2>S3 mentoring programme to support attendance and accessing learning and teaching
- To ensure that cognitive extensions tasks exist for all pupils.
- Get our paired reading programme up and running at full capacity again

From the evaluation of our evidence we feel that the quality of Learning, Teaching and Assessment is: **Good**

How good are we at improving outcomes for all our learners?

3.2 Raising Attainment and Achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

How are we doing?

● The school's data demonstrates steady progress of attainment throughout the session, with some making very good progress.

● Teacher confidence has grown in terms of benchmarking and the use of an appropriate range of assessments to access progress over time.

● Attainment is tracked robustly through Progress and Achievement for S1-S3 (on track and off track) and using SEEMiS T&M for S4-S6. The use of extended data, such as the Risk Matrix allows us to monitor and track and put in interventions to help close the poverty related attainment gap.

●The majority of young people are moving into sustained and positive destinations beyond school.

●Through focus groups and the pupil learning team the school empowers children and young people to have a say in the quality of their learning experiences and

How do we know?

- Attainment in Literacy and Numeracy at level 4 and level 5 was higher than in 2020. We are aspirational with our young people and aim to get all as high a L&N level as possible by the end of S4, S5 and S6, and continue to target pupils for this in S5/6.

- Our SQA pass rates in 2021 were slightly up on previous years in most subject areas (except sciences). Our estimates usually align very closely with grades our pupils attain in their final SQA results showing our assessment and moderation processes to be accurate.

- The number of interventions made in S1-S3 and from S4-S6 has increased over this session and this has been as result of the effective use of these systems. House Teams, subject teams and the Pupil Leadership team have all been involved in mentoring young people. This has resulted in improved attainment and attendance for some of our young people.

- 92.31% (and now about 95% after further follow up) of pupils move into a positive and sustained destination. Our Employability skills, College and UCAS programmes support young people very well. Our HUB meetings (multi-agency) work very well to monitor and track all of our young people to support them into a positive destination (SDS included here).

- Feedback from pupils about learning, teaching and assessment has been very positive. Of all aspects of feedback some young people would like staff to be more ambitious and stretch them more with extension

how to improve.

● Exclusion rates have risen this session as young people have struggled with settling back to learning as we come out of the pandemic.

● Attendance has decreased this session following a return from lockdown. Some young people have struggled with relationships and some with anxiety, resulting in decreased attendance.

● Approximately half of our young people participate in school clubs and community clubs and societies

● Our termly diligence certificates encourage pupils to apply themselves, in their subjects, on a day to day basis as they are awarded for diligence as opposed to academic excellence

● Identified pupils are supported with their literacy and numeracy in small extract groups - paired reading also takes places to support young people with literacy

activities.

● Extra supports have been put in for young people who have needed this - small group work; PSB support; counselling; Venturing Out; CAMHS; part-time remote learning for some (all agreed through Child Planning Meetings); Rights of Passage; referral to Single Point of Access; Green Angels; Columba 1440 - all programmes accessed to support our pupils' engagement, relationships and attendance. We have also had support from the early Interventions Team who have had a positive impact on engagement and attendance.

● We have done some home visits and arranged meeting points outwith school to aim to re-build relationships and confidence with pupils who have found it difficult to attend school. This has encouraged some young people to re-engage. Where they have still struggled to access school we have ensured a programme of learning remotely with check in points to monitor progress. Child Planning Meetings have been an integral part of this process.

● We have more extra-curricular clubs running this session than we did pre-pandemic. Some new clubs are board games, girls' rugby, robotics, Warhammer etc. The recent pupil questionnaire reported that over 50% of our young people attend an extracurricular club. This is over and above attendance at supported study clubs.

● Our diligence certificates are well received by pupils and parents and they are to help encourage our school value of ambition. 75% of parents and young people enjoy being awarded them and recognising their hard work and commitment throughout the term. It also helps them identify subjects they work hard in and those they need to apply themselves in a little more. This opens up discussions at home and school.

● Data supports the merits of these groups and the improvements the young people make in their attainment of reading and numeracy levels. We also have dyslexia groups running in BGE and these have supported pupils with their organisational skills too.

● Data has shown that the overall gap in literacy is in the aspect of writing. ●There is evidence that our young people are becoming involved in active participation in their local community again post lockdown.	● The ASG has now employed an English teacher who will work across the ASG to improve this aspect and also the moderation of a level, in English, to support transition ● Our YPI event for our S5 pupils saw many engaging with local charities and some starting to volunteer with these charities too - many local (MRT). We also have a number of young people volunteering/coaching for local sports clubs and working in charity shops. We also have young people helping with OCK and the Dementia Cafe.

What are we going to do next?

- To continue to revise our Curriculum Rationale and learner pathways to ensure we offer young people the best opportunities to achieve their potential
- Our focus on Teaching for Excellence will look at driving ambition through pace, challenge and meeting the needs of all learners.
- To increase the number of pupils involved in volunteering in and out of school - at BGE and Senior Phase
- Increase the S3 allocation of English and Maths to 5 ppw - with one period focusing on literacy and the other of numeracy - with aiming of raising attainment in L3.L4 and L5 literacy and numeracy

From the evaluation of our evidence we feel that the quality of Raising Attainment and Achievement is: Good

What is our capacity for continuous improvement?

	What is our capacity for continuous improvement?
	We are building capacity across the school for leadership, particularly with middle leaders, to empower them to lead excellent learning and teaching in their faculties. We are engaging in Research Schools this session looking at improving aspects of learning, teaching and assessment, in various aspects, as part of our Proferssional Learning Communties. We have streamlined monitoring, tracking and reporting, with a focus on more regular reports and one more detailed report with next steps for learning. We are working to build capacity for our young people to be leading improvement. We are engaging our stakeholders more in the forward direction of the school and acting on their feedback.
	Delivery of meaningful CLPL, related to learning, teaching and assessment is also building the school's capacity for imrpovement.

Overall Grading for Quality Indicators

Quality Indicator	1.1 Self-evaluation for self-improvement	1.3 Leadership of change	2.3 Learning, teaching and assessment	3.2 Raising attainment and achievement
HGIOS 4 Grading: 1 Unsatisfactory 2 Weak 3 Satisfactory 4 Good 5 Very Good 6 Excellent	4	4	4	4

- **Self-evaluation grading for 1.2, 2.3 and 3.2 will be submitted to Scottish Government for the annual NIF QI return by the central team.**