

POSITIVE DESTINATIONS FOR YOUNG PEOPLE



Alloa Academy is a modern six year comprehensive school serving the town of Alloa in Clackmannanshire. Over 40% of the school's population are young people living in the most deprived areas of Scotland. 30% have additional support needs. The school set an aim that 95% of school leavers will find a 'positive destination' by moving into learning, training or work by the end of Oct 2018.



PROCESS



Research into the last 5 years statistics, Force Field Analyses and PDSAs were used to understand the system. Partnership working supported the collection of quantitative & qualitative data helping to recognise emerging themes and values and supporting us to recognise barriers to positive outcomes for young people and develop a theory of change.



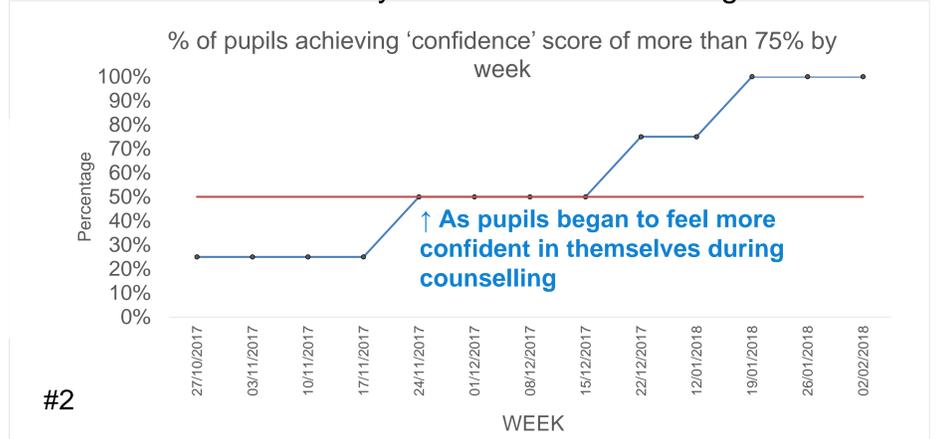
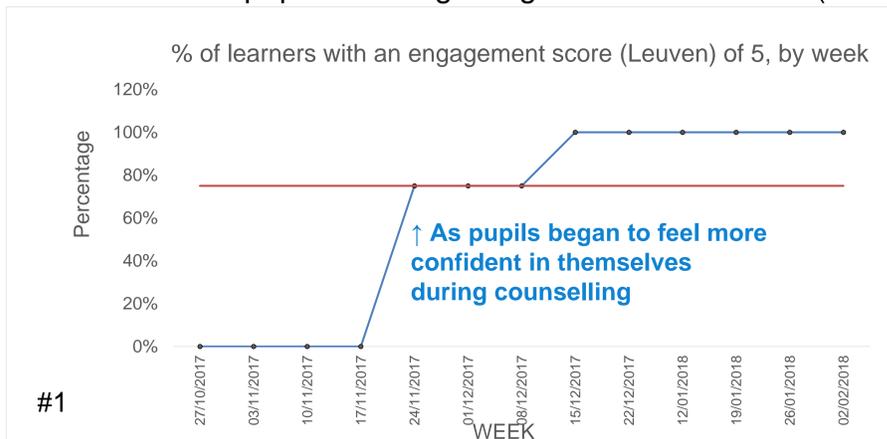
CHALLENGES AND RISKS

Our **greatest challenge** was developing an understanding of the value of equity and equality in the classroom, in order to remove the barriers faced by young people. Our **greatest risk** was to test new 'destination' programme in the authority with only one young person achieving a positive destination.

WHAT THE DATA TELLS US...

Chart #1: Developed measures using the Leuven Scales (1 to 5) to determine Engagement in learning in numeracy lessons

Chart #2: Levels of pupil wellbeing using the Leuven Scales (1 to 5) to determine 'Confidence' in numeracy lessons and counselling sessions



WHAT HAPPENED NEXT...

- ✓ Face to face meetings and home visits with pupils & parents.
- ✓ Contact with pupils through their choice of media e.g. texts / emails.
- ✓ Weekly contact with all partners in the system.
- ✓ Risk factors tested and communicated timeously with all parties.
- ✓ Data used to test learners ready to leave in 2018.

ACHIEVEMENTS / KEY LEARNING

- 🏆 94% of pupils achieved a positive destination
- 🏆 Greater partnership working / effective feedback loop
- 🏆 Awareness of how risk factors have an impact e.g. mental health
- 🏆 Key workers provide support to pupils in interviews
- 🏆 Developed a definition of positive destinations for pupils with significant complex additional needs

RECORDING SUCCESS - FEEDBACK



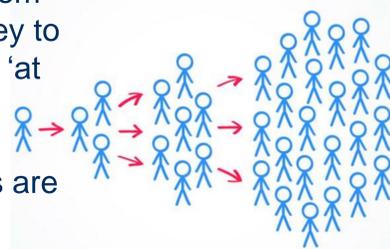
"Working with the wellbeing worker made me feel more confident in class and I felt able to apply to uni and I got an unconditional. I would have never applied, as I didn't think I was good enough." *Pupil*



"I love that the staff at the school keep in touch over the year my son left school. He really struggled to get a job, as he had Asperger's. The staff in school worked with staff in youth services and they set up a programme for him to start volunteering. He then had the confidence to apply to college and he starts in August 2019." *Parent*

SPREAD / SUSTAINABILITY

Understanding the psychology of the system and what is required to enable equity is key to our success. Our new system for tracking 'at risk' pupils will record our successes and processes and will ensure clarity and accountability and our measurement aims are shared across the school community. In addition, we will further embed our continuous and quality improvement approach by protecting time for the improvement team to meet, test new ideas and foster the development of new interventions which drive improvement and continue to build capacity across the system.



NEXT STEPS...

- We will continue to aim for at least 95% of our young people gaining a positive destination in October 2019.
- We will build on our understanding of qualitative data to support the reduction of pupils 'at risk' of not achieving a positive destination.
- The data tracker we use to measure improvements in young peoples' mental health will be used as an 'intervention tracker' across the school in the academic year 2019-2020.
- A Collaborative Network has been set up with other Secondary Deputes to begin to build a spread plan over the academic year 2019-2020 and to build an improvement package for the Regional Improvement Collaborative.