

Our school plan for Session 2008 – 2009 had seven broad aims.

1. To improve the quality of the Curriculum
2. To improve Attainment
3. To improve the quality of Learning and Teaching
4. To Improve Support for Pupils
5. To improve the School Ethos
6. To improve Resources
7. To improve Management, Leadership and Quality Assurance

Between them these aims incorporate all the relevant quality indicators from “How Good is our School?” as well as the range of National Priorities.

## **1. The Curriculum**

Within this broad area there were five main priorities.

◆ S1 – S6 Curriculum Development	Q.Is.	1.1 / 2.1 / 5.1 / 5.3	NP 1 / 5
◆ Information Technology	Q.Is.	1.1 / 2.1 / 5.2 / 5.3	NP 1 / 2 / 5
◆ Health Education	Q.Is.	2.1 / 5.1	NP 2 / 4 / 5
◆ Enterprise in Education	Q.Is.	2.1 / 4.1 / 5.1 / 8.1	NP 2 / 5
◆ Citizenship and Values	Q.Is.	2.1 / 2.2 / 4.1 / 4.2 / 5.1	NP 4

### **S1 – S6 Curriculum Development**

#### **What we have achieved in 2008 - 2009**

##### **◆ A Curriculum for Excellence**

Literacy, Health & Wellbeing and Numeracy Audits have been completed by all departments.

Working Groups have been established in these areas.

A timeline has been produced covering the next 5 years with targets and key implementation dates within the school noted.

An Interdisciplinary Calendar of events has been created with Departments signed up to one or more of a range of such activities.

An interdisciplinary transition project has been developed meeting CfE Outcomes & Experiences. This is used both in class on induction days and continued when pupils move to the Academy.

Resources publicising CfE have been produced for each classroom.

All outcomes in cross curricular areas have been ‘unpacked’ and shared with staff.

Interesting practice has been shared across Departments

Staff CPD is ongoing.

Staff have engaged at Department and school level in national CfE consultations.

All improvement plans incorporate clear targets on when CfE compliant courses will be developed and who is responsible.

#### ◆ **S5 / 6 Course Enhancement**

Some new courses and levels were provided in S5 / 6 to meet the needs of pupils of all abilities. The curriculum, however, still requires to be expanded to cater for increasing numbers of pupils returning with lower level qualifications from S4. A survey of pupil satisfaction with option choices was undertaken during the S5 Options interview process.

#### ◆ **Cluster Development Plan**

The Cluster Improvement had two main priorities, Anti-Sectarianism and developments within CfE, specifically in Numeracy. The main aim of the former was to involve the pupils of St Anthony's more in the life of the cluster and community. As part of the anti-sectarianism initiative pupils from all cluster schools visited and discussed the project with the Cardinal and the Moderator of the General Assembly of the Church of Scotland. The Academy also had inputs into both priorities via a cluster Art Exhibition, the Peace 1 Day initiative and the Holocaust assemblies as well as participation in a cross sectoral in-service on Numeracy. Discussion of the latter has also played a prominent part in the discussions at Cluster HT Meetings and the cluster took part in an ACE Showcase event in March. The school is represented on the cluster ACE group and there has been liaison with our associated primaries on English, Literacy, Modern Languages and Numeracy. In Sports, our Community Sports Leaders helped to run the Primary Sports at the Gala Day whilst pupils from certificate PE classes helped to run individual Primary Sports Days.

The Pastoral Support Manager has undertaken transition work with all Primary 7 classes and provides a drop-in facility for referred pupils in Primary 6 and 7.

The Cluster Resources Group continues to operate successfully and is seen by the authority as an example of good practice.

## **Information Technology**

### **What we have achieved in 2008- 2009**

#### **◆ Expansion of Best Practice / Staff Development**

Expansion of Best Practice has taken place with in school sharing within and between departments on e.g. Smart Boards, Use of web sites, Glow, Reporting and Departmental databases.

Staff development in Smart Boards has taken place in school as noted and a whole school staff development event took place on the May IS Day. Staff development in the use of Glow was undertaken on one of the February IS afternoons. Pupil and staff access to Glow will mean less use of the school website by these groups and so staff development in the possible uses of this web site was not progressed.

#### **◆ Improving Pupil Access**

Specific departmental initiatives, to improve pupil access, have mainly occurred through Glow with subject materials, homework etc being placed on this site by several departments. The use of digitalized exam papers and the WYNN programme in SfL, as well as access to Scholar by some pupils and staff, are also worth noting. An in school development opportunity on Scholar was provided to senior pupils in June. There was increased uptake by classes in several subjects of computer suites.

## **Health Education**

### **What we have achieved in 2008 – 2009**

#### **◆ Achievement of Health Promoting Status**

The school has been awarded Health Promoting School status at Level 2. Current Health initiatives and activities have been maintained and expanded e.g. by the Health Fair. The school is now operating within the new Healthy Schools + framework.

The core ACE theme of Health and Wellbeing has been audited and minor deficits noted. PSD staff have been trained in SHARE 2 and CEOP. One member of staff has been trained as a Share 2 trainer.

## **Enterprise in Education**

### **What we have achieved in 2008 – 2009**

- ◆ **Maintenance of Curricular / Extra Curricular Activities**
- ◆ **Development of SVS Enterprise Intermediate 1 Unit**
- ◆ **Progression towards Platinum Award**

Curricular and extra-curricular enterprise activities have been maintained at a high level. An audit, for the authority, of the enterprise activities taking place in November 2008 showed such activities in all year groups.

The SVS Enterprise Unit at Intermediate 1 had not been progressed due to the cutback in funding for SQA presentations.

The school has gained its third Gold Enterprise Award and is progressing towards the West Lothian Platinum Award.

## **Citizenship and Values**

### **What we have achieved in 2008 – 2009**

#### **Citizenship and Values – Curricular targets**

Departmental initiatives in relation to local and global citizenship are extensive and include: History – Fair Trade and Time Capsule, World Maths Day, European Day of Languages, Biology – Tree Planting and School Garden, SfL – Kigale Nursery and Modern Languages – Sponsorship of Bolivian child. Several departments had also contributed to the Peace 1 Day initiative.

Participation in the Rights Respecting Schools initiative had not been taken forward. The principles of this initiative are being followed by the school but it was felt that the programme did not suit itself to a secondary school model. This has, therefore, been dropped as a target.

## 2. Attainment

Within this area there are two linked priorities.

- ◆ Raising of Attainment Standards in S1 / 2 English and Maths Q.Is. 1.1 / 2.1 NP 1
- ◆ Raising of Whole School Attainment Standards Q.Is. 1.1 / 2.1 NP 1
  
- ◆ **Raising of Attainment Standards in S1 / 2 English and Maths**

### What we have achieved in 2008 – 2009

#### English – Progress towards new Targets / Further Improvement in Writing

The targets below are those set for **2008**

	<b>School Target</b>	<b>Actual</b>
<b>Reading</b>	<b>76%</b>	<b>67%</b>
<b>Writing</b>	<b>60%</b>	<b>57%</b>

There are no longer any national figures published to facilitate comparison. The percentage of those achieving Level E or above in **Reading** at the end of S2 fell slightly by 2% to 67% **but this is still above previously published national average figures.** The percentage of those achieving Level E or above in **Writing** at the end of S2 rose by 7% to 57%. **This is slightly above previously published national average figures.** All pupils were tested using National Test materials but sampling may be used in future in line with authority guidelines. These figures and targets relate to the percentage of S2 achieving or exceeding Level E by the end of S2.

#### Maths - Progress towards new Targets / Maintenance of Level E Attainment

	<b>School Target</b>	<b>Actual</b>
<b>Maths</b>	<b>75%</b>	<b>69%</b>

There are no longer any national figures published to facilitate comparison. The percentage of those achieving Level E or above in **Maths** at the end of S2 dropped by 4% to 69% **but this is still above previously published national average figures.** All pupils were tested using National Test materials but sampling will be used in future in line with authority requirements.

The 2008 targets set by the authority are well above previously published national figures and are seen as aspirational!

## **Attainment**

### **◆ Raising of Whole School Attainment Standards**

**What we have achieved in 2008 – 2009**

#### **Achievement of School and Local Improvement Plan Targets**

Local Improvement targets are set for **2008** for various areas of SQA performance. The school **current** figures relate to the **average for the last 3 SQA exam diets**.

<b>Area</b>	<b>School Target</b>	<b>School Current</b>
% attaining English Grades 1 – 6	98	98
% attaining Maths Grades 1 – 6	98	99
% attaining English and Maths Grades 1 – 6	96	97

**We are currently above the targets set for achievement by 2008.**

<b>Area</b>	<b>School Target</b>	<b>School Current</b>
% attaining 5+ Grades 1 – 6	95	93
% attaining 5+ Grades 1 – 4	77	78
% attaining 5+ Grades 1 – 2	31	32

In these areas the school attains well considering its catchment and, indeed, **performs above the median percentages for comparator schools**. In terms of school targets the school performs at or above on 2 of the 3 targets. **In terms of overall school performance at S1 – S4 the school is considered by the authority to be “punching above its weight”.**

<b>Area</b>	<b>School Target</b>	<b>School Current</b>
% attaining 1+ Highers	31	25
% attaining 3+ Highers	16	14
% attaining 5+ Highers	07	5

In these areas the school attains below Authority and school targets **but is in line with the median percentages for comparator schools**.

**The percentages achieving at these levels in 2008 were much improved.**

<b>Area</b>	<b>School Target</b>	<b>School 2008</b>
% attaining 1+ Highers	31	32
% attaining 3+ Highers	16	18
% attaining 5+ Highers	07	6

**As can be seen 2 of the three targets were achieved in 2008**

### ◆ **Lowest 20% Ability Cohort**

#### **What we have achieved in 2008 – 2009**

Departments identify the lowest 20% ability cohort from the CAT and NFER score summaries. The school supports these pupils through setting and additional staffing in lower sets in English and Maths as well as by individual support through the SfL Base.

Other initiatives which benefit these pupils include the Accelerated Reading Programme and the increasing use of digitalised exam papers in S3 / 4.

Whole school initiatives which benefit all pupils, including the lowest 20%, relate to the development of AifL procedures and the use of CAT scores and other predictors to ensure appropriate course choice placement.

Curricular flexibility in some departments has also encouraged these pupils to succeed. Continued differentiation of materials and teaching approaches within subjects has also been undertaken over the years by most departments.

The development of effective teaching and learning for all pupils (q.v.) is the best way to support the lowest ability cohort. The school's success in this can be quantified in the high levels of pupils achieving awards at Grade 1 – 6 at Standard Grade, above average levels of attendance and decreasing numbers of exclusions.

### ◆ **TMR as an Evaluative Tool**

There have been no real developments in this with work focusing on solving basic practical issues. The system has evaluative potential and this will be utilised as and when developments permit.

## **Attainment      Improvement Plan Targets**

- ◆ Early SQA presentation of S3 pupils in English, Maths and French.
- ◆ The introduction of a 2 year Higher course in English, Maths and French starting in S4.
- ◆ Appropriate coursing to Higher and Intermediate courses with identification of appropriate level changes timeously.
- ◆ The provision of courses for pupils of all abilities in S5/6 to ensure that they are challenged at an appropriate level

**What we have achieved in 2008 – 2009**

Early Presentation in S3 has continued in English, French, Maths and P.E. Although the Fourth Year sitting in 2008 had the lowest CAT percentage on or above 100 (29%) of any year since CAT Testing began they achieved 30% 5 + Credits. On the basis of CAT scores 20% 5+ Credits would have been expected. **This was the highest value added since comparisons began in 2001.** The cohort achieved better 5+ Credit scores than 4 other cohorts (in the 8 cohort time frame) with higher 100+ CAT percentages. They also achieved 80% 5+ Grades 1 – 4, the second highest figure in the same time frame. Credit 1s, as a percentage of total presentations, were also at their highest in the time frame with this figure benefiting from equivalent awards in S4 Intermediate 2 presentations.

**Despite the drop in the raw percentage of S4 5+ Credits, current levels of S4 SQA performance have been maintained or, indeed, improved in certain aspects.**

The two year Higher course has been implemented in English, Maths and French but the results of this will not be evident until the 2009 exam diet. Passes at A - C at S4 Intermediate 2 levels in 2008 have been maintained in English at about 90% on a similar number of presentations (28). In French 24 pupils (of 24) had gained A – C passes. In Maths 47 pupils were presented with 30 passing at A – C. These figures, hopefully, bode well for the 2009 Higher exam diet.

The failure rate in Higher in S5 decreased from 23% of those presented to 14%. 44 were presented in 1 or more Highers in 2007 (31% of S4 roll) with 10 gaining no Highers. 57 were presented in 1 or more Highers in 2008 (37% of S4 roll) with 8 gaining no Highers. Fewer presentations were made at Intermediate 2 in S5 in 2008 (127) compared with 2007 (146) with the failure rate dropping from 23% of presentations to 21%. This area requires further improvement.

Some new courses and levels were provided in S5 / 6 to meet the needs of pupils of all abilities. The curriculum, however, still requires to be expanded to cater for increasing numbers of pupils returning with lower level qualifications from S4.

There was a significant increase in the numbers of Higher presentations from 127 in 2007 to 190 in 2008. Overall there was an improvement in the percentage of S5 pupils gaining 3+ Highers from an average of 12% in the previous 3 years to 18% in 2008. Results compared with comparator schools had similarly improved.

### 3. Learning and Teaching

Within this broad area there were three main ongoing priorities.

◆ Further Development of Effective Practice.	Q.Is 1.1 / 2.1 / 5.2 – 5.5	NP 1
◆ Development of Strategies re Pupil Needs	Q.Is 1.1 / 2.1 / 5.3 / 5.6	NP 1
◆ Out of Hours Learning.	Q.Is 1.1 / 2.1 / 5.3	NP 2
◆ Tracking / Monitoring / Reporting Procedures.	Q.Is 1.1 / 2.1 / 5.4 / 5.7	NP 2 / 5

**The first two of these form part of the Improvement Plan.**

#### ◆ **Further Development of Effective Practice**

##### **What we have achieved in 2008 – 2009**

New **teaching** and **learning** approaches have been implemented in many subject areas and year groups and have been evidenced by inclusion in departmental improvement plans, by classroom observation, peer and self evaluation, through departmental minutes and policies and through quality assurance procedures. The **teaching** focus this session has been on improved questioning techniques. The **learning** focus in some departments has been on further development of pupil target setting / next step procedures to increase pupil involvement in their learning. Other departments felt that there had also been developments in relation to group activities and collaborative working opportunities which also link to the development of pupils' skills as independent learners.

**Consistency between departments is an area for development. An evaluation of progress in this area will be a priority in the next improvement plan and evidence of working practices in these areas will be required from departments.**

Staff development has mainly taken place through sharing of good practice within departments through peer observation and discussion at departmental meetings as evidenced by minutes.

Policies have been revised in Effective Teaching and Learning to incorporate Assessment is for Learning approaches. The policies on Assessment and Reporting have still to be reviewed and revised.

Integration of Library / Curricular provision continued with Science this session undertaking some projects in the Library. The departments using the library either as a book or IT resource include English, Maths, Modern Languages, PSD, Social Subjects and Science. Some library computers have also had WYNN installed on them and have also been used by pupils trialling digitalised exam papers. It is felt that the library in the new school, with computers as an integral part of the area, will facilitate further departmental use. The new library will also have a Smart board and projector. The demands of ACfE in relation to cross-curricular projects will also increase subject demand for library time.

### ◆ Meeting Pupils' Needs

#### **What we have achieved in 2008 – 2009**

##### **Effective differentiation of classroom materials**

Some effective differentiation in materials has been seen in classroom observation by SMT in some classes but consistency in this area is not a strength. Differentiation is sometimes achieved through differential support or by output. The need for differentiation can be reduced by setting. Appropriate use of AifL techniques is differentiation in action.

This target appears in most departmental improvement plans and a rolling programme of curriculum development involving SfL staff is ongoing with work being undertaken this year in Biology and Social Subjects with Chemistry to follow. Some departments have, however, not yet asked for SfL support in differentiating materials. A bidding system for SfL support is in place and Joint Action Plans for each support teacher or assistant have been completed with input by the class teacher.

##### **Strategies for learning and teaching**

Developments in this area have been noted previously.

##### **Raising of staff awareness of pupils with ASN**

Information on pupils with additional support needs is updated on an annual basis and this year the format was amended to make it more user friendly with Registration classes noted and a guide included to abbreviations and nomenclature. This has been further updated since the S4 prelims. Some staff development has occurred through involvement in specific pupils' case conferences.

## **Liaison with Support for Learning**

Many departments have accessed a curricular development input from SfL over the past few sessions but not all, as previously noted. A review will be undertaken next session by the PTC Equality and Inclusion to evaluate effectiveness in the use of differentiated materials across the school. The use of digitalised exam papers is also being encouraged to support pupils with additional support needs.

Each department now has a designated link person to SfL. Some DMs have been attended by SfL staff and 1:1 meetings have also taken place with identified departmental link staff.

### **◆ Out of Hours Learning**

#### **What we have achieved in 2008 – 2009**

**The S1 – S6 After School Clubs** were run in both the October to December and January to Easter terms. Funds were allocated to departments to facilitate after school **Study Support**.

The viability and effectiveness of the **Easter Revision School** was evaluated in the light of financial constraints and a scaled down programme was provided.

Pupils participated in **Authority Master Classes** in English, Maths, Modern Languages, History and all three Sciences.

**Library / Study Support integration continued.** The Librarian has bought in resources for use in Study Support at all levels and for all departments. There is a direct input into the S3 – 6 After School Club and effective liaison with several departments.

### **◆ Development of Tracking / Monitoring / Reporting Procedures**

#### **What we have achieved in 2008 – 2009**

Mr Glencorse continued as a member of the authority's working group which has been influential in bringing about a significant improvement in the TMR System. The system now contains most, if not all, of the improvements that the school had requested. The TMR System has also developed as a powerful evaluative tool. Some staff development on the use of TMR as an evaluative tool will be included in next session's In Service programme.

#### **4. Student Support**

Within this area there was one main priority.

##### **Development of Student Support Structures / Procedures**

Q.Is 2.1 / 5.3 / 5.7 / 5.8 / 8.1 / 9.3 NP 2 / 3

##### **◆ Development of Student Support Structures / Procedures**

###### **What we have achieved in 2008 – 2009**

Coordinated Support Plans had not proved to be necessary for any of our pupils. None of them had met the criteria for the opening of such a plan.

Multi Agency Support Plans (MASPs) had been replaced by Individualised Educational Programmes (IEPs). Approximately 14 of these had been opened targeting learning and / or behavioural concerns.

The Team around the Child (TAC) meetings had been replaced by Integrated Assessment Meetings (IAMs). A number of these have already taken place as precursors to referral to the Cluster Resource Group (CRG) or the Senior Officer Resource Group (SORG).

Improved communication with the Children and Young People's team has been facilitated by a weekly minuted meeting between Mrs Birrell, Mrs McInulty and a member of the team. There is a monthly meeting involving the Team Leader.

Pastoral Support procedures have been revised in the light of period by period registration and this is reflected in the new draft Attendance Policy. The new procedures, after initial problems, are seen to be more effective.

Closing the Gap strategies continued with the roll out of digitalised exam papers. Sfl support continues to be targeted in the lower sets in English, Maths and French. Work is undertaken in the Sfl Base with some pupils to ensure certification in English and Maths. The Breakfast Club and outreach teaching are also seen as strategies in this context.

Flexible curricular packages continue to be developed tailored to the needs of individual MC<sup>2</sup> pupils. In addition to the normal agencies, use has been made this year of West Lothian College provision, Burnhouse facilities and RUTS.

Problems had continued in accessing the C-Me Information Sharing system although it was in use and further training had been provided.

## 5. School Ethos

There were three priorities within the development plan

- |  |                                  |      |
|--|----------------------------------|------|
| ◆ Further Development of Communication and Consultation Procedures | Q.Is 5.7 / 6.2 / 7.2             | NP 4 |
| ◆ Citizenship and Values   | Q.Is 4.1 / 4.2 / 9.3             | NP 4 |
| ◆ PPP3   | Q.Is 4.1 / 5.7 / 6.2 / 6.3 / 8.3 | NP 2 |

### ◆ **Communication and Consultation procedures**

#### **What we have achieved in 2008 – 2009**

Discussion with School reps groups was ongoing and has covered issues such as Health, Charter Mark standards, the School Plan, ACfE and the New School.

Consultation with stakeholders re Charter Mark and Customer Standards was also ongoing with questionnaires distributed at Parents' Evenings. This will allow a year on year comparison. Feedback from these and other customer standards are published on the school web site.

The Cluster Pupil Council only met once in the session.

Armada pupils in S4 – S6 had contributed to Authority and Community consultation groups including the Youth Issues Group.

The school web site was further improved, updated and promoted in Newsletters. A complete restructuring of the site was recently completed.

### ◆ **Citizenship and Values**

#### **What we have achieved in 2008 – 2009**

Green Flag had been achieved thanks to considerable efforts on the part of staff, notably Mr Letham and Mr Speedie, and pupils.

The Rights Respecting Schools initiative has been dropped from the School Plan.

House, Charity and Pupil Involvement initiatives have been maintained at a high level. There is a need to publicise some of these initiatives more effectively through the web site and local media. More emphasis is to be given to the House aspect of many of these initiatives and the move to the new school will be used to re-emphasise House identity.

International Education has been progressed through whole school initiatives such as the Mercy Corps and Holocaust Assemblies as well as the Peace 1 Day and World Maths initiatives.

Work with the local community has been maintained and further initiatives include the Rock, Rave, Misbehave concert, a community Ceilidh, Old School event, Over 50s club visit, an NRG event being organized by our pupils in Bathgate and liaison with the Community Centre on reduced rates for pupils and free fitness induction.

### ◆ **The New School**

There has been ongoing consultation mainly with staff, but pupils and the Parent Council have also been kept abreast of developments. Site visits by departments and other staff as well as pupils and Cluster HTs are ongoing. Participation in the Client User Forum should also be noted.

There were increasing problems with heating in the last few months and the swimming pool was closed but, in general, the fabric of the building has been maintained and school ethos has not been affected in any significant way. It was also noted that the refurbishment and redecoration of the school had resulted in fewer issues such as graffiti and vandalism.

Departments have undertaken the necessary “housework” to facilitate the move to the new school and packing will be completed on time.

## 6. Resources

Within this area there were two main priorities.

- |   |                      |      |
|---|----------------------|------|
| ◆ Development of Non-Teaching Support teams | Q.I 7.2              | NP 2 |
| ◆ I.C.T.                                    | Q Is 5.4 / 7.3 / 8.3 | NP 2 |

### ◆ **Development of Non-Teaching Support teams**

#### **What we have achieved in 2008 – 2009**

Approximately 60 – 70 customised reports have been built up within the SEEMIS system by the Admin Assistant. Other office staff have been given in house training on these reports. The reports can be exported as an Excel file as required.

Improved financial reporting is now available using a commitment accounting system (CEDAR) and a monitoring system (Crystal). These will allow for more regular and more accurate reports on budget to departments.

Improved Customer Service by front line staff has contributed to the award of Charter Mark but obviously this level of service has to be maintained and improved where necessary. One member of office staff has been on a Customer Service course but the cost is considerable and, in the current climate, not viable. Customer service target have been included in office staff reviews.

Staff Development has taken place on some of the systems, procedures and programmes noted. Admin Support has been supplied by Mrs White and office staff to SMT, Art, Business Education, English, Maths, French and Social Subjects.

Generic Risk assessments have been placed on the school intranet and Health and Safety folders have been distributed to specific departments. ISIS on Health and Safety had been postponed. It was felt that the new school would present different problems and risks for staff and pupils and that perhaps ISIS will be more effective if it relates to the new school environment.

### ◆ **I.C.T.**

#### **What we have achieved in 2008 – 2009**

Software has been installed on 270 current computers which indicated the “age” of each computer. 70 of these were 5 years or older. This information will be used by the authority to determine how many computers require to be replaced under the conditions of their Hardware Replacement Strategy. However this strategy seems, at present, to be in some difficulty!

An audit of hardware for the new school estimates that approximately 100 new machines might be required to cover additional classrooms, the technology room and as replacements for older Macs.

Staff Development has taken place and is planned to take place as previously. In addition, staff development has been undertaken with all staff in respect of Period Registration and with Student Support staff and EMT on Referral procedures.

Home use of TMR has been implemented and staff have been given advice and training to facilitate this application.

## 7. Management, Leadership and Quality Assurance

There were five main priorities within this area.

◆ Monitoring and Evaluation.	Q.Is 5.9 / 6.3 / 7.3 / 9.2 / 9.4	NP 1
◆ Review of School Policies.	Q.Is 6.1 / 6.2 / 6.3	NP 2 / 4
◆ Evaluation of Departmental Improvement Plans.	Q.Is 6.1 / 6.2 / 6.3 / 9.4	NP 1
◆ Development of Leadership Capacity	Q.Is 9.3 / 9.4	NP 2
◆ Implementation of McCrone Agreement.	Q.Is 3.1 / 6.2	NP 2

### ◆ **Monitoring and Evaluation**

#### **What we have achieved in 2008 – 2009**

Classroom observation has been undertaken this session by all PTCs Curriculum and Senior Managers. Teachers on the Induction Scheme have also been observed as part of the Initial Teacher Education programme.

Departmental Improvement plans were produced by all departments. Their concordance with the whole school plan was checked.

Staff Review continued, although the large numbers undertaken the previous session, meant relatively few were required on the school's 18 month cycle.

Headteacher SQA reviews have taken place with all departments and strategies to improve attainment have been discussed with specific departments.

### ◆ **Review of Current Policies**

#### **What we have achieved in 2008 – 2009**

A revised school policy on **Attendance** has been produced in line with the new Authority policy in this area.. No revised school policy has yet been produced in relation to the **Curriculum** in the course of the session. It was felt that information was required on the new exam structure prior to this review and this was not forthcoming until late in the session. This will be addressed in Session 2009 - 2010.

## **Management, Leadership and Quality Assurance**

### **◆ Departmental Improvement Plans**

#### **What we have achieved in 2008 – 2009**

**Evaluation** of departmental plans by HT and Line Managers took place. This annual evaluation and the involvement of Line Managers have both helped to **disseminate good practice** in this area to all departments. There is now less variation in the quality of departmental development plans.

Many departments undertook an **interim review** of their Improvement Plan in the Easter term. All departments completed a **final review** of these in May resulting in new departmental plans for next session.

### **◆ Development of Leadership Capacity**

#### **What we have achieved in 2008 – 2009**

A new Depute Head Curriculum was appointed and a PTC was seconded to the Authority as an Education Officer. Only one PTC post remains to be appointed but this will be further delayed by the current financial climate. Two members of EMT are undertaking courses in different aspects of **Leadership and Management**.

### **◆ McCrone Agreement**

#### **What we have achieved in 2008 – 2009**

A revised **35 hour week agreement** was agreed with the school's McCrone Group and will be distributed to staff for consultation and agreement on ISIS Day 1 next session. Staff have been advised of the need to **record CPD activities** and that a review of this will form part of the normal staff review procedures.

## Evaluation of School Development Plan

Scale of 1 - 6

### Improving the Curriculum

S1 - S6 Curriculum Development	5
Information and Communication Technology	5
Health Education	5
Enterprise in Education	5
Citizenship and Values – Curricular	5

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved in each of these areas.

- ◆ The school is in an excellent position to implement Curriculum for Excellence changes in the coming session.
- ◆ There have been improvements in the upper school curriculum to better meet the needs of the S5 / 6 cohort
- ◆ Cluster Curricular Liaison is considered to be effective.
- ◆ Some improvement is still required in the area of improving pupil access to ICT although significant advances have been made this session in relation to the use of Smart Boards and Glow.
- ◆ Health Education and Enterprise activities have been embedded.
- ◆ A coherent curricular programme of Citizenship has developed and will contribute significantly to next year's interdisciplinary initiative.

## Improving Attainment

Raising of Attainment Standards in S1 / 2 English and Maths	5
Raising of Whole School Attainment Standards	4

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved to a degree in each of these areas.

- ◆ Attainment standards in S1 / 2 English have improved with a significant improvement in Writing and levels of attainment in both Reading and Writing in line with national levels.
- ◆ Attainment in S1 / 2 Maths has been maintained above national levels.
- ◆ Attainment Standards at a whole school level are good at Fourth Year when the ability of the intake is considered and have improved at Fifth Year level to the school's highest ever level of performance. Seven of nine performance targets have been met with the remaining two only 1 or 2% off target.
- ◆ Such results indicate an improved pupil work ethic.

## Improving the Quality of Learning and Teaching

Further Development of Effective Practice	5
Meeting Pupils' Needs	5
Development of Out of Hours Learning	4
Development of Tracking / Monitoring / Reporting	4

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved in all of these areas.

- ◆ Staff knowledge of ACE outcomes in Literacy, Numeracy, Individual Subjects and Health and Well Being has progressed significantly. The implementation of AifL procedures is also progressing well although more consistency is required across departments. ACE competences are well embedded in the curriculum as a whole.
- ◆ Provision of Out of Hours Learning in all of its forms is very good but uptake can be disappointing.
- ◆ The development of the TMR system is completed although the full potential of the system for evaluation purposes has not yet been fully utilised.
- ◆ Improved pupil attainment and ethos has been objectively and subjectively observed, as noted previously in this review.

## Improving Support for Pupils

Development of Student Support Structures / Procedures **5**

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved in this area.

- ◆ Authority A.L.N. Policy has been successfully implemented in relation to the development of IEPs and the effective management of IAMs, CRG and SORG structures and procedures.
- ◆ Good links are established with our external agency partners. Communication has been improved with the CYPT although difficulties remain in relation to the efficiency and effectiveness of the team in addressing pupil problems.
- ◆ The structure relating to the identification of pupil underachievement and subsequent intervention by Student Support staff is now well developed.
- ◆ Closing the Gap strategies have been implemented with the lowest 20% cohort as noted and with specific high tariff pupils via the school's flexible alternative curriculum

## Improving School Ethos

Further Development of Communication / Consultation **4**  
 Citizenship and Values - Extra-Curricular **5**  
 P.P.P. 3 **5**

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved in this area.

- ◆ There has been increased involvement of pupils in the communication and decision making processes of the school. Links between House Reps and pupils in Register Classes could be improved.
- ◆ A coherent and extensive programme of citizenship activities has been developed.
- ◆ There has been effective communication with all stakeholders regarding PPP3.

## Improving Resources

Development of Non-Teaching Support teams	<b>4</b>
I.C.T.	<b>4</b>

### Comment

The **Criteria for Success** noted in the School Development Plan have been partially achieved in both of these areas

- ◆ New Admin procedures have been effectively adopted.
- ◆ Workload of teaching staff in admin areas has been reduced by direct non-teaching staff support to departments.
- ◆ Developments in relation to Health and Safety are ongoing.
- ◆ Some improvement is still required in the area of improving pupil access to ICT although significant advances have been made this session in relation to Smart Boards and Glow.
- ◆ Staff development in relation to SEEMIS is ongoing.

## Improving Management Effectiveness

### Comment

The **Criteria for Success** noted in the School Development Plan have been achieved in this area.

Monitoring and Evaluation Procedures	<b>5</b>
Review of Policies	<b>5</b>
Evaluation of Departmental Improvement Plans	<b>5</b>
Development of Leadership Capacity	<b>5</b>
Implementation of McCrone Agreement	<b>5</b>

- ◆ Whole school and departmental Quality Assurance procedures are effective
- ◆ Current policies were reviewed as planned.
- ◆ Target setting within departmental plans has improved.
- ◆ Staff development for Leadership is ongoing with uptake of local, area and national courses. The new Management Structure is almost complete with only one post outstanding.
- ◆ A “McCrone” agreement and CPD monitoring are in place in consultation with staff.