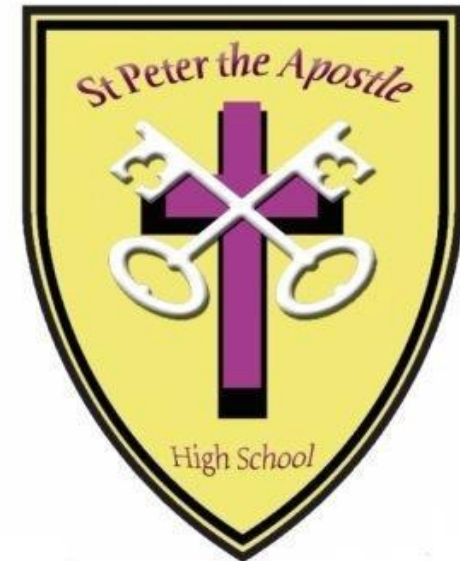




St. Peter the Apostle
High School
Standards and
Quality Report

2017 / 2018



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About our School: Vision, Values and Aims

AIM, VALUES & VISION

We **aim** to help all students to achieve their full potential in each aspect of their development – academic, spiritual, physical, personal, social and emotional.

Our **values** are placed firmly in the Gospel Values of our faith. The Catholic school is where children experience, live and enjoy their faith: the Catholic school loses its purpose without constant reference to the Gospels and a frequent encounter with Christ. We must provide pupils with a living relationship with Christ. Teachers must reveal the Christian method not only by word, but also by every gesture of their behaviour: the example we set in our behaviour should have the capacity to transform lives.

“Teaching has an extraordinary moral depth and is one of humanity’s excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings.”

[John Paul II]

Our school motto of ‘**Compassion and Hope**’ comes from a passage by John Bosco and is as good a summary of our values as any :

“...it is so much easier to get angry than to be patient, to threaten a child than to persuade him...so much more convenient for our own impatience and pride to punish children than to correct them patiently with firmness and gentleness...there must be no angry outbursts, no look of contempt, no hurtful words. Instead, like true fathers intent on correction and improvement, show them compassion at the present moment and hold out hope for the future...it is better to ask God’s help in humble prayer, than to make a long speech that wounds those who hear it and does no good at all....”

Our **vision** is of a school that is –

(i) a **community**

- of faith : working with parents and parishes

- of learning : a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth promoting way - acting as a collective enterprise : learning and teaching should be at the heart of everything we do
- of partnership & participation ; shared values that focus on learning & teaching ; collective responsibility for the learning of all pupils ; partnership with pupils, parents, staff and external agencies

a school that is –

(ii) **comprehensive and inclusive**

- where all pupils / all needs catered for ; where we increase opportunities for all and decrease barriers ; where we give every pupil the right help at the right time
- where all children are treated equally and where inclusion is an active, positive aspect of the school
- where we develop fully the potential of staff, pupils and parents

a school that is -

(iii) **ambitious and responsible**

- where there is rigour and demand - constantly striving for excellence in all aspects : where high standards are set for all - staff, pupils and parents : this applies to behaviour, uniform, attendance etc
- where there is a drive to improve, change, initiate, develop, innovate
- dedicated to continuous improvement for all, pursuing the highest standards in every aspect of education - academic, social, physical and spiritual
- where we take our own decisions that suit our school and define its direction : and where we exercise our professional judgement and accept the consequences

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a school that is –

(iv) **accountable**

- where we diagnose our own needs, priorities, targets and performance and accept responsibility for this performance
- where there is rigorous self-evaluation : where, within the national and local framework, and in co-operation with WDC Directorate, actions and policies are pursued and implemented which meet our needs and requirements
- where we review own performance against these stated objectives through reflection, critical enquiry and review

a school that is –

(v) **collegiate**

- where there is a collective commitment to continuous development and improvement
- where leadership is distributed and devolved
- where staff, pupils and parents are valued and empowered
- where staff exercise freedom, choice, autonomy in a responsible manner

About our School: Context

Saint Peter the Apostle is a Roman Catholic High School that takes in the town of Clydebank and covers stages from S1-S6. The school opened in August 2009 and the current roll is just over 1500 pupils.

CONTACT INFORMATION

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Parent Council

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Email - stpetertheapostleparents@goolemail.com

Year/SIMD	1	2	3	4	5	6	7	8	9	10	Total
S1	99	73	40	21	27	6	12	6	3	0	287
S2	102	65	46	25	18	11	15	2	3	1	288
S3	89	60	41	29	21	10	9	10	4	0	273
S4	78	51	38	20	27	5	16	5	0	0	241

S5	91	48	38	26	24	9	14	6	3	0	259
S6	68	52	23	18	21	11	12	6	5	0	216
Total	527	349	226	139	138	52	78	35	18	1	1564

What evidence have we used to evaluate our work?

The Improvement Plan (2017 – 2018) will closely follow the advice given in “How Good Is Our School 4? The Journey to Excellence - Part 4 Planning for Excellence”. According to this paper, planning for excellence involves four key activities:

1 how good is our school? - agree the vision through exploring our aims, values and vision for the school

- Our vision will complement the Standards in Scotland’s Schools etc. Act 2000 which states that the purpose of school education is -
“to encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential”.
- It will also follow on from WDC Education Department Statement of Commitment -
“Every person has the right to be educated in a climate in which everyone feels valued. We are committed to working in partnership with you to provide education of the highest quality”
- It will obviously be based on our Catholic values of love and respect for all -
“We are not some casual and meaningless product of evolution. Each of us is the result of a thought of God. Each of us is willed; each of us is loved; each of us is necessary” (Pope Benedict)

2 how good can we be? - identify our priorities and specify key outcomes which we aim to achieve for all learners

- We will attempt to select a manageable number of improvement priorities and statements which will be expressed as outcomes for learners (as opposed to the completion of documentation, reports, courses etc.).
- We will need to be rich in data (through audits, reviews etc.): only then will we be able to know how far we have travelled. We need to respond to the views of all partners and stakeholders and involve them whenever possible.
- The priorities will arise from our school vision and will have named, responsible individuals, clear deadlines and specified measures of success
- Our Improvement Plan is, in a sense, a map of our school’s improvement journey over the next few years - and not just one session

3 how do we get there? - take action to implement our vision for all learners

- We need to ensure all staff are involved in self-evaluation and improvement
- Action needs to be focused on learning and teaching
- We must know, understand and be able to explain how our classroom practices and the wider environment for learning relate to what learners achieve - this is crucial to the entire process
- We may need to develop individual action plans for specific projects and teams: this will include Curriculum Area Improvement Plans

4 what have we achieved? - ensure the impact of the action we have taken

- Outcomes evaluated will be outcomes for pupils - not simply related to the writing of policies or the production of teaching materials

- What evidence do we have for improvement in progress / attainment?
- What evidence do we have for improvements in the quality of learning and teaching?

Focusing on change and improvement is not optional: it is central to our vocation. The challenge is to make change meaningful and to bring about positive differences to children's lives. Our capacity to change and improve requires a global judgement based on all the evaluations made and data collected.

Evidence will be gathered in the following ways:

- Audits and reviews of School Improvement Plan and Curriculum Area Improvement Plans
- Curriculum Leader meetings and review
- Standard & Quality reports
- Insight / SQA analysis
- Target Setting and Tracking
- Staff Development e.g. Professional Up-date & CPD
- Curricular Area Meetings and Minutes
- Monitoring Calendar
- Learning visits and reviews
- Pupil / staff / parental evaluation & feedback

In judging our capacity to improve our school we should be able to express confidence that we have evidence and evaluations to indicate that:

- overall improvements have been made to key outcomes for learners
- leadership and management are effective
- quality improvement arrangements are effective

Finally, will we be able to answer the following key questions?

- how did we arrive at our vision and values: why are they appropriate?
- how well do we meet WDC improvement objectives?
- how do our priorities improve learning / meet the needs of all learners?
- how do they focus on achievement and outcomes for all?
- how have stakeholders been involved?
- how is the plan driven forward by leaders at all levels?
- how is staff learning and understanding of learning and teaching being extended?
- how can we demonstrate the improvements achieved?

What were our priorities for session 2017/18?

Priority Area	Establishment / Local Learning Community / Area / Local Authority / National
1. Improving Literacy	LA /LLC
2. Improving Numeracy	LA /LLC
3. Improving Health & Wellbeing	LA /Establishment
4. Improving Achievement and Recognition Opportunities	Establishment
5. Improving Creativity and Employability	National/LA/Establishment
6. Developing the Young Workforce	National/LA/Establishment
7. Improving Support Provision including Nurture and Improving Attendance	Establishment
8. Improving Parental Engagement and Family Learning	LA/ Establishment
9. Developing Leadership across SPTA Community	Establishment
10. Improving Approaches to Assessment, Moderation and Tracking in the BGE	LA/LLC/Establishment
11. Improving Approaches to Enhanced Transition in the BGE	LLC
12. Developing a Bespoke Curriculum in the BGE for Targeted Interventions	LA/Establishment

School Priority 1: Improving Literacy

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To raise attainment in Literacy. To develop staff knowledge, expertise and confidence in developing and assessing progress in literacy skills across the curriculum. To identify target groups of learners across all stages at risk of missing attainment milestones in literacy with a specific focus on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages to improve attainment in literacy with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving literacy including development of a SPTA	Performance Information Assessment of children's progress Teacher professionalism Parental Engagement	1.3 Leadership of change 1.5 Management of Resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Improved performance in literacy across the stages. Increased learner confidence in applying literacy skills in a range of contexts. Improved parental participation in literacy workshops / events / access to SPTA Literacy website Improved staff confidence in developing and assessing literacy skills across the curriculum.	To continue to raise attainment in Literacy. Undertake impact analysis of interventions in place during session 2017-2018. To further develop staff knowledge, expertise and confidence in developing and assessing progress in literacy skills across the curriculum. To continue to implement a range of interventions targeted at supporting identified groups of learners across all stages to improve attainment in literacy with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving literacy including further development of our SPTA Literacy Website and a range of Family Learning Opportunities

Literacy Website.				
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School Priority 2: Improving Numeracy

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To raise attainment in Numeracy. To develop staff knowledge, expertise and confidence in developing and assessing numeracy skills across the curriculum. To identify target groups of learners across all stages at risk of missing attainment milestones in numeracy with a specific focus on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages to improve attainment in numeracy with a specific focus on learners in SIMD 1 + 2.	Performance Information Assessment of children's progress Teacher professionalis m Parental Engagement	1.3 Leadership of change 1.5 Management of Resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 3.1 Improving wellbeing, equality and inclusion	Improved performance in numeracy across the stages. Increased learner confidence in applying numeracy skills in a range of contexts. Improved parental participation in numeracy workshops / events / access to SPTA Numeracy website Improved staff confidence in developing and assessing numeracy skills across the curriculum.	To continue to raise attainment in Numeracy. Undertake impact analysis of interventions in place during session 2017-2018. To further develop staff knowledge, expertise and confidence in developing and assessing progress in numeracy skills across the curriculum. To continue to implement a range of interventions targeted at supporting identified groups of learners across all stages to improve attainment in with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving numeracy including further development of our SPTA Numeracy Website and a range of Family Learning Opportunities

To improve parental engagement in improving numeracy including development of a SPTA Numeracy Website.		3.2 Raising attainment and achievement		
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School Priority 3: Improving Health & Wellbeing

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To raise attainment in Health & Wellbeing .	Performance Information	1.3 Leadership of change	Improved health and wellbeing outcomes for targeted learners across the stages with specific focus on learners in SIMD 1 +2.	To improve Health & Wellbeing outcomes for learners.
To develop staff knowledge, expertise and confidence in developing HWB across the curriculum.	Assessment of children's progress	1.5 Management of Resources to promote equity	Increased learner confidence in understanding of healthy life choices in a range of contexts.	To continue to develop staff knowledge, expertise and confidence in developing HWB across the curriculum.
To identify target groups of vulnerable learners in relation to HWB across all stages with a specific focus on learners in SIMD 1 + 2.	Teacher professionalism	2.1 Safeguarding and child protection	Improved parental participation in HWB workshops and events.	To identify target groups of vulnerable learners in relation to HWB across all stages with a specific focus on learners in SIMD 1 + 2.
To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages to improve	Parental Engagement	2.2 Curriculum	Improved staff confidence in developing health and wellbeing across the curriculum.	To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages to improve HWB outcomes with a specific focus on learners in SIMD 1 + 2.
		2.3 Learning, teaching and assessment		
		2.4 Personalised support		To improve parental engagement and family

HWB outcomes with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving HWB outcomes.		2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement		learning in improving HWB outcomes.
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School Priority 4: Improving Achievement & Recognition Opportunities

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To improve scope for learners across the stages to participate in achievement opportunities with a specific focus on learners in SIMD 1 + 2. To improve approaches to recognising and celebrating learner achievement across the stages with a specific focus on learners in SIMD 1	Performance Information Assessment of children's progress Leadership Parental Engagement	1.3 Leadership of change 1.5 Management of Resources to promote equity 2.2 Curriculum 2.4 Personalised support	Improved range of achievement opportunities across the stages. Improved approaches to recognising and celebrating learner achievement across the stages with a specific focus on learners in SIMD 1 + 2. Improved partnership working including HIM, FE, employers and 3rd sector organisations.	To improve scope for learners across the stages to participate in achievement focusing on learners in SIMD 1 + 2. To improve approaches to recognising and celebrating learner achievement focusing on learners in SIMD 1 + 2. To further develop partnership working including HIM, FE, employers and 3rd sector organisations.

+ 2. To further develop partnership working including HE, FE, employers and 3rd sector organisations. To identify target groups of learners across all stages at risk of exclusion from achievement opportunities with a specific focus on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages at risk of exclusion from achievement opportunities with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving learner participation in achievement opportunities with a specific focus on learners in SIMD 1 + 2.	School Improvement	2.5 Family Learning 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Increased learner confidence in participating in achievement opportunities and developing the 4 capacities. Improved parental engagement in supporting learner participation in achievement opportunities with a specific focus on learners in SIMD 1 + 2. Improved staff confidence in developing and tracking participation in achievement opportunities.	To identify target groups of learners at risk of exclusion from achievement opportunities focusing on learners in SIMD 1 + 2. Continue a range of interventions targeted and families at supporting identified groups of learners at risk of exclusion from achievement opportunities with a specific focus on learners in SIMD 1 + 2
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School Priority 5: Improving Creativity & Employability

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To enhance opportunities for learners across the stages to improve creativity and employability skills with a specific focus on learners in SIMD 1 + 2. To further develop partnership working including HIM, FE, employers, creative industries and cultural sectors. To identify target groups of learners across all stages at risk of not achieving a sustained positive destination with a specific focus on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of	Performance Information	1.3 Leadership of change	Improved positive, sustained destinations with a specific focus on learners in SIMD 1 + 2.	To enhance opportunities for learners to improve creativity and employability skill focusing on learners in SIMD1/2
	Assessment of children's progress	1.5 Management of resources to promote equity	Improved range of creativity and employability opportunities across the stages.	To further develop partnership working including HE, FE, employers, creative industries and cultural sectors.
	Leadership	2.2 Curriculum	Improved partnership working including HE, FE, employers, creative industries and cultural sectors.	To identify target groups of learners at risk of not achieving a sustained positive destination focusing on learners in SIMD 1 + 2.
	Parental Engagement	2.4 Personalised support	Increased learner confidence in developing creativity and employability skills.	To devise and implement a range of interventions targeted at supporting identified groups of learners across at risk of not achieving a sustained positive destination focusing on learners in SIMD 1 + 2.
		2.5 Family Learning	Improved parental engagement in supporting learner participation in creativity and employability opportunities with a specific focus on learners in SIMD 1 + 2.	To improve parental engagement in in creativity and employability opportunities focusing on learners in SIMD 1 + 2.
		3.1 Improving wellbeing, equality and inclusion	Improved staff confidence in developing and tracking participation in creativity and	
		3.2 Raising attainment and achievement		
		3.3 Increasing creativity and employability		

learners across all stages at risk of not achieving a sustained positive destination with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving learner participation in creativity and employability opportunities with a specific focus on learners in SIMD 1 + 2			employability opportunities.	
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School Priority 6: Developing the Young Workforce

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To enhance opportunities for learners across the stages to improve skills for work with a specific focus on learners in SIMD 1 + 2. To further develop partnership working	Performance Information Assessment of children's progress Leadership	1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum	Improved positive, sustained destinations with a specific focus on learners in SIMD 1 + 2. Improved range of skills for work opportunities across the stages. Improved partnership working	To enhance opportunities for learners to improve skills for work with a specific focus on learners in SIMD 1 + 2. To further develop partnership working including HE, FE, employers, creative industries and cultural sectors. To identify target groups of learners at

including HE, FE, employers, creative industries and cultural sectors. To identify target groups of learners across all stages at risk of not achieving a sustained positive destination with a specific focus on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of learners across all stages at risk of not achieving a sustained positive destination with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in improving learner participation in skills for work opportunities with a specific focus on learners in SIMD 1 + 2.	Parental Engagement	2.4 Personalised support 2.5 Family Learning 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	including HE, FE, employers, creative industries and cultural sectors. Increased learner confidence in developing skills for work. Improved parental engagement in supporting learner participation in skills for work opportunities with a specific focus on learners in SIMD 1 + 2. Improved staff confidence in developing and tracking participation in skills for work opportunities.	risk of not achieving a sustained positive destination focusing on learners in SIMD 1 + 2. To devise and implement a range of interventions targeted at supporting identified groups of learners at risk of not achieving a sustained positive destination focusing on learners in SIMD 1 + 2. To improve parental engagement in improving learner participation in skills for work opportunities
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School Priority 7: Improving Support Provision Including Nurture & Alternative to Exclusion

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To promote the six principles of nurture through a targeted provision offering a range of holistic support strategies. To deliver staff training on the six principles of nurture and firmly embed these principles into the life of the school. To further develop partnership working including health, social work, psychological services and 3rd sector organisations to enhance approaches to nurture and supporting learners. To identify target groups of learners across all stages who would benefit from an enhanced nurture	Performance Information Assessment of children's progress Leadership Parental Engagement	1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum 2.4 Personalised support 2.5 Family Learning 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Improved staff confidence in developing a nurturing approach to supporting learners. Improved attendance and punctuality data for target groups. Reduction in exclusion data. Improved well-being outcomes for target groups with a specific focus on learners in SIMD 1 + 2. Improved partnership working including health, social work, psychological services and 3rd sector organisations to enhance approaches to nurture and supporting learners. Improved parental engagement in supporting learner participation in supporting nurture opportunities with a	To continue to promote the six principles of nurture through a targeted provision offering a range of holistic support strategies. To deliver staff training on the six principles of nurture and firmly embed these principles into the life of the school. To further develop partnership working including health, social work, psychological services and 3rd sector organisations to enhance approaches to nurture and supporting learners. To identify target groups of learners across all stages who would benefit from an enhanced nurture experience with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in supporting nurture opportunities with a specific focus on learners in SIMD 1 + 2.

experience with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in supporting nurture opportunities with a specific focus on learners in SIMD 1 + 2. To develop and implement alternatives to exclusion focusing on creative approaches to supporting learner health and wellbeing, literacy and numeracy development.			specific focus on learners in SIMD 1 + 2	To develop and implement strategy for improving attendance.
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School Priority 8: Improving Parental Partnership

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
The parent empowerment programme is a 5-day experience that aims to: Provide the tools for everyday living through a principle	Parent Engagement School Improvement	2.1 Safeguarding and Child Protection 2.5 Family Learning	Participants will have an Improved view of themselves as parents. Ability to reflect and improve their role in the family.	The parent empowerment programme aims to: Provide the tools for everyday living through a principle centred approach and to create the conditions for change and awareness of own

centred approach and to create the conditions for change and awareness of own potential. • Actively engage participants in activities and discussions to raise their self-awareness, and to allow them to question who they are, where they are in their life and how that is in service of their children. • Support participants to find purpose in their lives, unlock the potential in them and, through heightened awareness, effect change around them and to take control of their lives in whatever form is required. • To take time out to re-engage with life and provide participants the opportunity to increase their impact on their personal, social and life skills to create a clearer direction for their future lives and the lives of their			Greater ability to consider the impact of their attitude and behaviour on their children's values and aspirations. Improved communication and relationship with the school. Greater awareness of their child's needs. Recognition of self-worth and the need to take care of themselves to benefit their family. Positive long term for planning for their families. Clearer role or place within their local community. Clearer identification of their own needs and making more time for themselves thereby bringing benefit to their families.	potential. • Actively engage in activities and discussions to raise self-awareness • Support participants to find purpose in their lives, unlock the potential in them and, through heightened awareness, effect change around them and to take control of their lives in whatever form is required. • To take time out to re-engage with life and provide participants the opportunity to increase their impact on their personal, social and life skills to create a clearer direction for their future lives and the lives of their children.
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children.				
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School Priority 9: Developing Leadership - Columba 1400 Project

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
Leadership development opportunity targeting S2/3 pupils and teaching staff. The main aims are to: - Develop leadership capacity. - Increase motivation and aspirations of pupils in SIMD 1 + 2. - Develop a programme of activities to engage those at most risk of a negative destination. - To establish pupil voice within this particular group. - To improve the chances of pupils moving	School Leadership Teacher Professionalism School Improvement	1.2 Leadership of Learning 1.3 Leadership of Change 2.7 Partnerships 3.2 Ensuring Wellbeing, equality & Inclusion 3.2 Raising Attainment and Achievement	Analysis of pre and post questionnaires by pupils, staff and parents. Analysis of success of projects/initiatives delivered by staff and pupil graduates. Improvements made to: - attitude and behaviour - punctuality and attendance - confidence and motivation - ability to create, develop and sustain positive relationships - clearer sense of purpose - higher self esteem - greater interdependence and resilience Manageable behaviours	Leadership development opportunity targeting range of pupils and teaching staff. The main aims are to: - Develop leadership capacity. - Increase motivation and aspirations of pupils in SIMD 1 + 2. - Develop a programme of activities to engage those at most risk of a negative destination. - To establish pupil voice within this particular group. - To improve the chances of pupils moving into a positive destination. - To develop staff leadership capacity

into a positive destination.			displayed. Greater pupil involvement in life of school. Promoting and role modelling positive behaviours. Increased achievement/attainment.	
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School Priority 10: Developing Leadership - Leadership Academy (Ardoch Foundation Programme)

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
Develop leadership capacity through the delivery of a staff and pupil led leadership academy based on the Columba 1400 model. The main aims are to: - Develop leadership capacity. - Increase motivation and aspirations of pupils in the lowest SIMD.	School Leadership Teacher Professionalism School Improvement	1.2 Leadership of Learning 1.3 Leadership of Change 2.7 Partnerships 3.2 Ensuring Wellbeing, equality & Inclusion 3.2 Raising	The delivery of the first SPTA Leadership Academy. Analysis of pre and post questionnaires by pupils, staff and parents. Analysis of success of projects/initiatives delivered by staff and pupil graduates. Improvements made to: attitude and behaviour	Leadership development opportunity targeting range of pupils and teaching staff. The main aims are to: - Develop leadership capacity. - Increase motivation and aspirations of pupils in SIMD 1 + 2. - Develop a programme of activities to engage those at most risk of a negative destination.

- Develop a programme of activities to engage those at most risk of a negative destination. - To establish pupil voice within this particular group. - To improve the chances of pupils moving into a positive destination.		Attainment and Achievement	- punctuality and attendance - confidence and motivation - Ability to create, develop and sustain positive relationships - Clearer sense of purpose - Higher self esteem - Greater interdependence and resilience Manageable behaviours displayed. Greater pupil involvement in life of school. Promoting and role modelling positive behaviours.	- To establish pupil voice within this particular group. - To improve the chances of pupils moving into a positive destination. - To develop staff leadership capacity
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School Priority 11: Developing Approaches to Assessment, Moderation & Tracking in the BGE

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To develop approaches to assessment, moderation and tracking in the BGE with a specific focus on	Performance Information Assessment	1.3 Leadership of change 2.2 Curriculum	Improved staff confidence in assessing and tracking pupil progress in literacy and numeracy across the BGE.	To consolidate approaches to assessment, moderation and tracking in the BGE including: Planning for progression in

tracking progression in literacy, numeracy and HWB. To build teacher confidence in assessing progression in literacy, numeracy and HWB across the curriculum.	of children's progress	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Improved systematic approach to tracking and monitoring in the BGE	learning using benchmarks across S1,S2 and S3 - Identification of key summative assessments in subject specific benchmarks across the BGE - Identification of key summative assessments in literacy and numeracy benchmarks across the BGE - Calendar of moderation activities agreed for all curriculum areas - Develop approaches to data analysis of CFE achievement of a level and SNSA data Developing and piloting whole school approach to tracking in BGE
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School Priority 12: Developing Approaches to Enhanced Transition in the BGE (LLC Project)

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To develop approaches to enhanced transition in the BGE with a focus on partnership working including health, social work, psychological services and 3rd sector organisations.	Performance Information Assessment of children's progress Leadership	1.3 Leadership of change 1.5 Management of resources to promote equity 2.2 Curriculum	Improved staff confidence in developing innovative approaches to supporting learners. Improved attendance and punctuality data for target groups.	To review and further develop approaches to enhanced transition in the BGE with a focus on partnership working including health, social work, psychological services and 3rd sector organisations. To identify new target groups of learners at the end of P6 who would benefit from

To identify target groups of learners at the end of P6 who would benefit from an enhanced transition experience with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in supporting enhanced transition opportunities with a specific focus on learners in SIMD 1 + 2.	Parental Engagement	2.4 Personalised support 2.5 Family Learning 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Reduction in exclusion data. Improved well-being outcomes for target groups with a specific focus on learners in SIMD 1 + 2. Improved partnership working including health, social work, psychological services and 3rd sector organisations to enhance approaches to transition and supporting learners. Improved parental engagement in supporting learner participation in enhanced transition opportunities with a specific focus on learners in SIMD 1 + 2.	an enhanced transition experience with a specific focus on learners in SIMD 1 + 2. To improve parental engagement in supporting enhanced transition opportunities with a specific focus on learners in SIMD 1 + 2.
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School Priority 13: Developing a Bespoke Curriculum in the BGE

Focus Area	NIF Driver	HGIOS4 QI's	Progress & Impact	Next Steps
To evaluate impact of S1 Project 2017-2018. To plan bespoke S2 curriculum for target	Equity & Excellence Co-ordinator Principal	1.3 Leadership of change 1.5 Management of Resources to promote equity	Improved performance and outcomes in literacy, numeracy and health and wellbeing. Increased learner confidence in applying literacy, numeracy and	To evaluate impact of S1 Project 2017-2018. To plan bespoke S2 curriculum for target group.

group. To support the overall attainment of 60 pupils from SIMD 1 & 2 in new S1 by focusing on targeted support for literacy, numeracy and health and wellbeing. To develop staff knowledge, expertise and confidence in developing and assessing progress in literacy, numeracy and health and wellbeing skills across the curriculum. To improve parental engagement in improving literacy, numeracy and health and wellbeing.	Teacher Raising attainment Literacy Principal Teacher Raising attainment Numeracy Principal Teacher Raising attainment Health & Wellbeing	2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement	health and wellbeing skills in a range of contexts. Improved parental participation in literacy, numeracy and health and wellbeing workshops/events. Improved staff confidence in developing and assessing literacy, numeracy and health and wellbeing skills across the curriculum.	To support the overall attainment of 60 pupils from SIMD 1 & 2 in new S1 by focusing on targeted support for literacy, numeracy and health and wellbeing. To develop staff knowledge, expertise and confidence in developing and assessing progress in literacy, numeracy and health and wellbeing skills across the curriculum. To improve parental engagement in improving literacy, numeracy and health and wellbeing.
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What is our capacity for continuous improvement?

[NOTE: This section of the report gives you the opportunity to provide a self evaluation of your school relating to both core and additional quality indicators. If you have had a visit from HMle, a VSE or an Improvement Visit during the session, you will be able to add in that evaluation too. If you haven't had an external visit, then simply remove the column.

A short introductory paragraph provided here about the role and approach to quality assurance in your establishment would help the reader]

1.3 - Leadership of Change

Quality Indicator 1.3 - Leadership of Change	Level:	5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Developing a shared vision, values and aims relevant to the school and its community	• A culture of high expectation permeates the school community. • Our Vision and Values clearly articulate that we aim for a school that is accountable for its actions through rigorous self – evaluation. • Vision & values revisited in session 2017-2018 including young people, parents, staff and • School motto – “Compassion and Hope” well embedded in school community. • Vision, values and aims frequently promoted through the four contexts for learning. • Our school chaplain and Chaplaincy Team very proactively promote the faith development of our community. Staff are knowledgeable regarding the social, economic and cultural context of young people, share educational values regarding equity and are committed to maintaining the highest professional standards to	Thematic Review of Health & Wellbeing – Education Scotland (March 2018) Thematic Review of Success in Narrowing the Poverty Related Attainment Gap – West Dunbartonshire Council (June 2018)

	ensure the best outcomes for all. • Staff are abreast of national and local policy pertaining to educational delivery and are committed to ensuring that the school community operates within the parameters of policy. • Strong commitment to improved communication across the school community through “Focus for the Week”, Weekly Staff and Parent Bulletin, Website, Twitter, Facebook, SPT Digital, Ourcloud and local media to maintain focus on shared ownership of improvement and celebration of achievement.	
Strategic planning for continuous improvement	• The school has well embedded approaches to self-evaluation including data analysis, evaluating the quality of learning and teaching and seeking the views of stakeholders which ensures well informed change. • Whole school improvement planning is a collegiate activity facilitated through a range of working groups aligned to key school priorities. • Senior leaders ensure that through very effective governance arrangements resources including staffing, ICT, curriculum materials, improved learning environments,	

	extensive professional learning opportunities and very strong partnership working support the pace of change. • Progress with the SIP is reviewed regularly and a strategic overview of progress made is maintained by SLT. • Departmental improvement planning is clearly aligned to the SIP. • Whole school and Departmental Raising Attainment / PEF Plans ensure that interventions are appropriately targeted at improving outcomes for young people. • SLT are linked to curricular areas and attend meetings, facilitate discussion relating to progress with DIPs, participate in self-evaluation discussions and provide support to departmental /curricular colleagues. • Reporting on standards and quality is a well-established aspect of the improvement cycle and directly informs future improvement planning.	
Implementing improvement and change	• A very strong commitment to leadership development is evident in staff leadership of improvement groups, a wide range of leadership roles via SAC/PEF, staff engagement in Masters Level Learning and staff secondment to WDC leadership roles.	

	• Scrutiny of data including attendance, exclusions, examination performance, achievement and post school destinations has ensured a targeted focus on ensuring maximum impact through a range of interventions. • Self-evaluation processes ensure that staff are familiar with whole school Insight data and departmental performance pertaining to specific cohorts, groups and individuals with specific focus on learners in SIMD 1 + 2. • The school has a comprehensive approach for tracking the progress of young people from S4– S6. Aspirational grades are negotiated with young people for each course that they undertake. A range of evidence is used by subject specialists to support the discussion and the use of electronic tracking enables teachers to highlight concerns regarding progress at an early stage. Pupil Support staff regularly discuss progress with young people and take appropriate steps to address concerns regarding performance. • Working groups collaborate to develop improvement priorities that focus on ensuring equity of	
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	opportunity. • Evaluating the quality of learning and teaching is pivotal to the school's continuous improvement agenda with a wide range of approaches deployed. Recent learning visits have focused on how well Health & Wellbeing and Personal and Social Education is delivered. Young people were actively engaged in the process including designing the evaluation tools and describing their experiences via pupil forums and questionnaires. • Self-evaluation evidence directly informs planning for CPL opportunities to ensure that staff reflect upon and improve their pedagogy. • Across the school staff are very reflective practitioners and are very highly committed to improving the quality of their work. • There is a very strong commitment to engaging with stakeholders including pupils, parents, staff and partners in order to secure continuous improvement. • Very strong partnership with our associated primary schools has ensured good progress in taking forward moderation activities in relation to literacy and English.	
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	• Very good progress has been made to improve transition work in relation to numeracy with staff across the sectors enthusiastically engaging in joint curriculum planning and approaches to assessment. • A range of SAC / PEF projects including “Step – Up”, the S1 Bespoke Curriculum and the Enhance Transition Project are securing very positive outcomes for young people. • The school enjoys excellent relationships with parents. Parental partnership is well developed including the Parent Council contributing to the school improvement plan, parents working in partnership with the school to allocate funds designed to raise attainment and a range of learning opportunities for parents relating to Insight, Curriculum for Excellence and Developing the Young Workforce. • A range of SAC/PEF projects have successfully improved parental engagement and family learning including “Beyond the Bell”, Enhanced Transition Project, S1 Bespoke Curriculum and the Parental Empowerment Programme • Pupils are very effectively involved in leading school change and	
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	improvement. via wide range of forums.	
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2.3 - Learning, Teaching and Assessment

Quality Indicator 2.3 - Learning, Teaching and Assessment	Level:	4/5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Learning and engagement	• All staff are committed to our school motto of “Compassion and Hope” and this is reflected in the excellent relationships and extremely positive, inclusive ethos permeating the school community • Across the school pupils are consistently treated with respect, fairness, compassion and equality. The rights of all young people are firmly rooted in the culture of the school. • High quality self-evaluation processes including learning visits, audits, reviews, pupil self-assessment and parental feedback indicate that most pupils are motivated, enthusiastic, engaged and keen to take responsibility for their learning	Thematic Review of Health & Wellbeing – Education Scotland (March 2018) Thematic Review of Success in Narrowing the Poverty Related Attainment Gap – West Dunbartonshire Council (June 2018)

	• Most lessons create a positive balance between independent and collaborative learning. • Most lessons engage and motivate learners with a variety of activities and strategies including reciprocal teaching, co-operative strategies, use of digital technologies and use of higher order thinking skills to promote independent learning. • Most curriculum experiences are varied and relevant to pupils' lives. • The revision of the WOW curriculum has very effectively enhanced the development of skills for learning, life and work. • Departments operate their own reward systems recognising the achievements of pupils beyond academic learning. A range of strategies including verbal feedback, star of the week, praise stamps and postcards to parents ensure that young people are recognised for their achievements. • A whole school approach to recognising and celebrating achievement was piloted in session	
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	2017 – 2018 and will be implemented during the forthcoming session. • Almost all learners understand the purpose of learning. • Learners experience a wide range of opportunities for learning beyond the classroom and have opportunities to access a flexible curriculum suited to their needs. • Pupils feel confident about expressing their opinions and their views are captured through departmental evaluations and, more formally, through the Pupil Forums and Council. These views and opinions are used to identify strengths and areas for development which in turn influence future planning. Recent examples include pupil involvement in designing tools for evaluating the quality of Personal and Social Education and the promotion of Health & Wellbeing, focus groups to discuss learning, teaching and assessment and engagement with an on-line questionnaire to evaluate the quality of provision and learners' experiences across the curriculum. • Learning experiences are regularly enhanced through outside contributions	
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	including visiting entrepreneurs, STEM Ambassadors, motivational speakers, pupils attending Chemistry Camp, visits and a wide array of educational trips (from Scottish Parliament to Morocco to New York) which all add to enriching learning experiences. • Senior staff, middle leaders and young people have engaged very positively with Columba 1400 enabling the development of values based leadership • Our commitment to outdoor learning is evident through our S1 Orienteering Programme and our growing engagement with the Duke of Edinburgh Award. • Young people are continuously encouraged to become involved, and take a leading role, in the numerous charitable activities organised by the school including partner schools in Tanzania, pilgrimages to Lourdes, Glasgow Homeless Shelter, local nursing homes, fund raising for Saint Margaret's Hospice, SSVP Group, SCIAF and a wide range of other charities. • Our S6 "Soup Kitchen Volunteers" were recognised for their contribution to society at the Provost Awards, the National Young Scot Awards and have	
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	recently been awarded the Queen's Award for Volunteering. • This variety of learning experiences enables our pupils to take a more global view of their community and the important part they can play in it as responsible citizens. • Most learners' achievements out of school are recorded and recognised. • Tracking and monitoring processes are well embedded in the Senior Phase and are used effectively to secure improved outcomes for learners. • Almost all school leavers are successful in gaining a positive and sustained post school destination.	
Quality of Teaching	• The school recognises that high quality learning experiences are at the heart of meeting the needs of all pupils. • Self-evaluation evidence including external HMIe and WDC Reviews confirm that the most lessons are engaging with staff providing clear instructions and explanations. • Pupils have many opportunities to be	

	actively involved in their learning. • AifL approaches are well embedded and the majority of staff are highly skilled at employing formative assessment strategies to ensure young people experience clear progression in learning. • Staff recognise that high quality feedback to individual learners is vital in ensuring appropriate pace and challenge. • Most lessons are varied and achieve a good balance between knowledge, understanding and skills development. • A wide variety of approaches / methodologies is employed. • Resources are used effectively and imaginatively including a growing recognition of the opportunities presented by learning through technologies. The Digital Technologies Group has provided a sharp focus on how technology can enhance the learning experiences of young people. • A very strong focus on sharing good	
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	pedagogical practice has built capacity and improved learners' experiences across the curriculum • The newly revised Wellbeing, Opportunities and Work (WOW) curriculum focuses on developing skills for learning, life and work including literacy, numeracy, health and wellbeing, thinking skills, growth mind-set, enterprise and employability. • Through the WOW curriculum learners develop transferable skills and remain focused on learning in real life contexts which are regularly reviewed and up-dated. • Pupils' awareness of literacy and numeracy across the curriculum is being developed through a more focused and deliberate approach to developing these skills. • An active learning numeracy period in S1 and S2 has enhanced pupil confidence and skill level in numeracy	
Effective use of assessment	• In the Senior Phase, the tracking, monitoring and assessment calendar	

	has ensured that key milestones are overtaken and a range of interventions are in place to support learner progress • Curriculum plans incorporate a variety of assessment approaches including Aifl strategies and summative assessment. • Work is continuing within the LLC continue to work collaboratively to establish shared expectations and measures of achievement as well as planning for further enhancing moderation practices in the BGE. • All staff use valid and reliable assessment evidence to report on learners' progress in the Senior Phase and coherence and consistency of approach is developing well in the BGE • The majority of curricular areas have robust arrangements for moderation. • A range of staff are involved as QAMSOS and lead WDC moderation of literacy and numeracy	
Planning, tracking and monitoring	• Our vision and values clearly articulate that we aim for a school that	

	is accountable for its actions through rigorous self – evaluation. • Scrutiny of data including attendance, exclusions, examination performance, achievement and post school destinations has ensured a targeted focus on ensuring maximum impact through a range of interventions. • Very good baseline data has been established for targeted cohorts of young people benefitting from SAC/PEF interventions. Rigorous systems for monitoring progress over time are in place. • The above approaches increasingly focus on learners experiencing specific barriers to progress including those living in poverty • There is a strong commitment to engaging with stakeholders including pupils, parents, staff and partners in order to secure continuous improvement. • There is a rigorous and thorough approach to reviewing the results from SQA examinations with a clear	
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	focus on raising attainment. . ● Focusing on the BGE benchmarks, approaches to assessment, tracking and monitoring progress in all 8 curriculum areas are progressing well ● Approaches to tracking progress in literacy and numeracy across the BGE are currently being developed in line with WDC approaches. ● Significant progress has been made in scrutiny of data in order to identify poverty related attainment gaps and facilitate appropriate interventions ● DYW and Raising Attainment Teams are addressing wider achievement and incorporating skill development into profiling and curriculum personalisation in S3	
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3.1 - Ensuring wellbeing, equality and inclusion

Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion	Level:	5
Theme:	School Evaluation	External Evaluation (HMIE, VSE, IV)
Wellbeing	• The school places considerable emphasis on meeting the needs and abilities of every pupil. The school vision highlights our aim for a school where all children are treated equally and where inclusion is an active, positive aspect of everything we do. • Various reviews, audits and reports including recent HMIE and WDC Reviews have indicated that a very strong culture of inclusion, support and challenge permeates the school. • The school's Health & Wellbeing Strategy is underpinned by very strong partnership working and parental engagement. • A Health & Wellbeing Evening aimed at young people and parents /	Thematic Review of Health & Wellbeing – Education Scotland (March 2018) Thematic Review of Success in Narrowing the Poverty Related Attainment Gap – West Dunbartonshire Council (June 2018)

	carers involving a wide range of partners was very positively evaluated by all participants. • All staff recognise that the GIRFEC wellbeing outcomes are pivotal to ensuring that young all young people are safe, happy, active, nurtured, achieving, respected and included in SPTA • Tasks, activities and a wide range of resources are all designed to provide opportunities for every child to maximise his/her potential. • Differentiated material, varied approaches and styles, support from Learning Assistants, advice from the Support for Learning Department and liaison with primaries have all resulted in individual needs being identified and programmes of work being produced that are designed to meet the varying needs of all learners. • Very well-conceived interventions for learners targeted via SAC/PEF projects are very effectively promoting the wellbeing of young	
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	people and their families living in deprivation. • · Collaboration within the SPTA Learning Community has developed confidence in teachers' judgements regarding pupil learning in literacy and numeracy. • · Staff understand that meeting the needs of learners is the responsibility of all. Across departments, staff have gained expertise in this field through CLCP and membership of relevant groups. • · Many staff have experience of working in Pastoral Care and/or Learning Support. • · Many staff have trained in Solutions Oriented Schools, Restorative Practices and Nurture Training. • · Staff know how to support young people who face often complex barriers to learning and they are supported in doing so by the wider Pupil Support Team. • · Staff are aware of possible	
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	barriers to learning and overcome these by positive, active and imaginative methodologies. • Departmental systems of target setting and tracking enable individual progress to be monitored and reviewed. This has resulted in individual programmes of work with personalised learning targets to be developed as appropriate to the needs of learners. • Work is progressing well to enable parents to support their child's learning through departmental websites and other means of supporting home learning. • The Pupil Support Team provides comprehensive support for the learning needs of our most vulnerable and challenging pupils in accordance with ASL legislation and the GIRFEC principles. • Pupils' additional support needs are addressed effectively using relevant support plans within the staged intervention framework. There	
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	is an integrated support structure with every child having a named pupil support teacher • Pupils are supported in their learning outside of mainstream classes in the Pupil Support Learning Centre. Courses are delivered by Pupil and Family Support staff including Seasons for Growth and Anger Management. • Young people engaged in a range of SAC/PEF projects enjoy considerable curriculum enhancements designed to improve health and wellbeing, literacy and numeracy. • Further to this, pupil and learning support staff deliver a range of additional curricular experiences presenting positive role models, high visibility and accessibility, strong supportive and nurturing relationships, role of year group RA PTs, Buddy Programme, Seasons for Growth, Anger Management, Self Esteem, Attachment & Containment etc. • A range of interventions via partnership working including nurture	
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	specialists, school counsellor, Y Sort It, CEDAR, school nurse, CAMHS, All 4U, SDS, Psychological Services and Youth Engagement Officer ensure that all young people are supported in their learning and progression. ● · Liaison with external partners including West Scotland College enable our MCMC team to deliver a number of curricular enhancements including Youth Achievement, Heads Up, Inspiring Scotland, Fire Reach and Duke of Edinburgh. ● · Very effective systems are in place for information sharing and joint planning with partners to ensure appropriate support for young people including: ● - Primary Transition Arrangements ● - Post-16 Transition Arrangements ● - Electronic Pastoral Notes ● - Year Group Assemblies ● - Registration – 1st line guidance / Pupil Support Team / DHT ● - ASN Booklet ● - Range of links with families ● - Role of Pupil & Family Support Team ● - JAT / TATC / ARC / MAC / Children's	
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	Panel • - Highly effective partnership working including social work, health, police, psychological services, 3rd sector organisations etc. • -Parents' Information Evenings (Options / Vocational Learning / SQA/ Study Skills / Careers Evening etc.) • · The neuro-developmental curriculum is improving outcomes for a small number of pupils who have been withdrawn from some classes due to various barriers. Personalised enhanced timetables have improved attendance, increased inclusion and eliminated truancy. All young people involved in the group are successful and achieving. A key feature is the pupil voice as the basis for their own support strategies and learning targets. Clear criteria and outcomes in each subject link to clear and measured attainment and progress through the use of "passports" • · Relevant ASN information is distributed to all staff via the intranet, CLPL sessions and presentations to	
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	staff. ● Parents are involved in supporting pupils and meeting needs in a variety of ways including review meetings, Parent Information Evenings and specific inputs from partners including psychological services, social work and health representatives.	
Fulfilment of statutory duties	● All staff are trained and comply with statutory requirements and codes of practice pertaining to Equality and Inclusion including Child Protection ● There have been joint training opportunities for all Pupil Support staff with social work and health partners to develop a shared understanding of GRIFEC ● The Pupil Support Team is fully aware of its statutory duties and enhance these as a result of their experience. ● The Pupil Support and ASN Teams offer intensive supports such as in class support, additional time with the PT s and the effective and flexible use of the Pupil Support Learning Centre	

	to include all learners. ● Pupils are supported very well in their learning outside of mainstream classes as appropriate in the Pupil Support Learning Centre. Courses are delivered by ASN and Pupil and Family Support staff including Seasons for Growth and Anger Management ● Further to this, learning support staff deliver a range of additional curricular experiences including Toe by Toe, Readwise, Sumdog and Spellzone. ● Relationships with families have been enhanced as a result of the role of the Pupil & Family Support Team. ● PTs Pupil Support and the PT ASN contribute to ARC/MAC/CP meetings, Case Conferences, multi-agency meetings/ LAAC reviews /SCRA etc. ● Regular JAT meetings are well attended by almost all partner agencies. This enables the school to secure very effective targeted support to young people and their families.	
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	• The school is committed to ensuring wellbeing for all learners and evidence this in communication with parents, staff, families, partners to ensure best outcomes for learners. All paperwork is GIRFEC compliant. • SLT ensures there is an annual update of child protection training. • All staff know their role and responsibilities in communicating with pastoral care relating to the wellbeing for learners. • All pastoral care staff are using pastoral notes well to record wellbeing changes and provide accurate and reflective chronologies for all learners.	
Inclusion and equality	• A planned programme of support and interventions ensures that all learners feel included and well supported to do their best including Top Up, REACH, Focus West, Active Schools, Supported Clubs at social times, counselling Services, Support/nurture classes, Vocational Programme,	

	Careers Education Programme including Apprenticeship Programme etc. ● Learning assistants lead individual support e.g. Spellzone and in-class targeted support. ● Literature review of recent national policy and guidance pertaining to PSE/HWB completed. ● Contribution to development of WDC Health Strategy, including HWB progression pathways and leading professional learning sessions for Head Teachers (3-18). ● Principles of curriculum design and response to local data and intelligence shape PSE/HWB curriculum. Systematic approaches to self-evaluation of PSE/HWB curriculum including young people, staff, parents and partners. ● Audit of departmental use of HWB Benchmarks and SHANARRI wellbeing indicators to map HWB provision across the curriculum. ● Progressive courses developed which will be strengthened by implementing the recently introduced Progression Pathways from WDC (SPTA staff on	
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	authority working group). Context-specific curricular design created in consultation with our partners within the authority with regular opportunities for class discussion and evidence through worksheets, reflective writing and responding to external visitors. ● Physical Education and Home Economics departments have conducted a review of the BGE curriculum to meet the newly published benchmarks. ● Clear evidence in number of referrals that staff confidence is high in monitoring and reporting to Pupil Support & SLT concerns relating to the health and wellbeing of young people. ● Regular Review / Refresh of PSE/HWB Curriculum including young people, staff, parents and partners. ● Wellbeing, Opportunities and Work (WOW) curriculum developed with partners and implemented session 2017-2018. ● RE curriculum refreshed and implemented session 2017-2018. ● Senior Phase Curriculum Plan	
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	refreshed and implemented 2017-2018. • <i>Focus for the Week</i> flexible and very effectively reflects current local context. • On-going review / refresh of WOW curriculum in response to local data and intelligence e.g. On-line Safety, Domestic Abuse, Seasons for Growth etc. • Courses and programmes are very effectively reinforced by <i>Focus for the Week</i>, Year Group Assemblies, HWB website, external speakers including regular input from our Youth Engagement Officer, The Samaritans, WDC Road Safety, Show Racism the Red Card, The Holocaust Education Trust, The Teenage Cancer Trust and the Baldy Bane Theatre Company Full review of WOW to be completed April/May 2018. • The WOW curriculum, RE curriculum and cross curricular approaches to promoting wellbeing ensures very effective coverage of HWB benchmarks and systematic delivery of equality agenda including clear and shared understanding that age, disability, race, religion or sexual orientation are not barriers to participation or achievement. For example, six-week Senior Phase	
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	HWB course on racism and the Holocaust, external workshops from Show Racism the Red Card delivered to S1 pupils, S2 Islam Learning Day led by the Alwaleed Centre from the University of Edinburgh and a range of activities during Inter Faith week. ● International links have been made with a partnership schools in Tanzania, Nigeria, Poland and Denmark. ● SLT and the Pupil Support Team monitor the attendance of all pupils and link with partners where appropriate and meet with families to improve outcomes for learners e.g. issues with: housing, anti-social behaviour, parental/child wellbeing impacting on learning. ● Strong partnership with the Youth Engagement Officer has enhanced support for vulnerable young people ● The Pupil Support Team liaises with partners in SW and Health (by using RFA GIRFEC paperwork) to request targeted support for young people and their families. ● Partnerships with third sector organisations such as Y sort it Working 4U are providing support for young people in relation to emotional wellbeing/self-esteem/ community based	
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	issues such as drugs and alcohol. • The Enhanced Transition Programme provides very good support for all young people with additional support needs. • The Pupil Support Team employ restorative practices and continue to be solution focused with parents and families to ensure a sensitive and responsive support to families.	
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3.2 - Raising Attainment and Achievement

Quality Indicator 3.2 - Raising Attainment and Achievement	Level:	[NOTE: Add in your 6 point scale evaluation here]
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Attainment in Literacy and Numeracy		
Attainment over time		
Overall quality of learners' achievement		
Equity for all learners		

Next Steps: Priorities for session 2018/19

Leadership & Management

- Re-launch Self-Evaluation Group with specific focus on raising attainment, improving learning and narrowing the poverty related attainment gap
- Evaluate impact of SAC/PEF Projects to inform future planning and sustainability
- Continue to enhance professional learning opportunities to further develop leadership e.g. Columba 1400 / CANI coaching
- Further raise staff awareness of, and engagement in, practitioner enquiry
- Further develop collegiate approaches to strategic improvement including enhancing pupil voice and young people leading learning
- Evaluate SAC/PEF Governance arrangements to ensure strong financial management, clearly aligned staff teams and positive sustainable outcomes for young people.

Learning Provision

- Relaunch Learning & Teaching Group with specific focus on securing consistently high quality learning experiences for all young people
- Support staff, pupils and parents in adopting changes to Level 6 National Qualifications from August 2018
- Further develop approaches to curriculum planning, assessment, tracking and monitoring with a specific focus on literacy, numeracy and HWB and learning across all curriculum areas in the BGE
- Support colleagues in using the new benchmarking documentation for each curricular area to strengthen assessment and moderation procedures in the BGE
- Introduce system for tracking and celebrating learners' achievements in S1
- Further develop opportunities for pupil leadership with a specific focus on the BGE
- Develop a whole school approach to Nurture with specific focus on narrowing the poverty related attainment gap
- Continue to develop and implement creative alternatives to improving attendance and reducing exclusion rates
- Further develop the use of Digital Technologies to enhance support for learners

- Further develop parental engagement and family learning via a range of strategies including the S1 SAC Project, Step-Up, P7 Enhanced Transition Project, Parental Engagement Project (CAN I Coaching) and other interventions as appropriate
- Further develop Pupil Voice across the school community
- Continue the development and review of the Wellbeing, Opportunities and Work (WOW) curriculum to ensure that young people experience well planned and progressive opportunities to explore diversity, multi-faith issues and to challenge racism, discrimination and religious intolerance

Planning for Successes and Achievements

- Continue to promote SPTA Health and Wellbeing strategy
- Develop SPTA Literacy and Numeracy Strategies
- Increase the number of learners attaining level 3, level 4 and level 5 Literacy and Numeracy in the following areas:
 - All Leavers
 - Focus on SIMD 1 + 2
 - Focus on ASN Pupils
 - Focus on EAL Pupils
- Target strategies to further improve attainment of pupils in SIMD 1, 2 and 3 across all stages
- Further develop approaches to developing the creativity of young people and helping prepare them for the world of work