

- 'Fair for All' event – raised awareness of supports and strategies for sustaining and promoting good physical and mental well-being for pupils are aware what supports there are in the school for them
- 'Turn Your Life Around' – for S4 in danger of risk taking behaviour. A powerful strategy to let youngsters see and hear from an ex-offender and is a strategy shown to have an immediate impact on pupils.
- 'The Teenage Brain' – training for parents delivered for 3rd time, extremely popular and well received. Parents feel better equipped to deal with their teenagers' behaviours.

There is a shared understanding of well-being for all & children's rights. We have highlighted and provided parent/carer support around effective pupil learning and parent/carer support around children's emotional wellbeing. Learners are regularly assessed for learning needs. Strategies and resources, including access to ICT, are put in place to address barriers to learning. Our suite of Health and Wellbeing courses remain popular with pupils and provide an essential input to pupil's H&WB in the senior phase. Specialist support staff are deployed effectively and the school works with parents and many partner agencies to ensure learners' needs are met. Getting it Right for Every Child, a national framework designed to ensure the needs of all children are met now informs all aspects of learner support.

**As a school we believe we are performing in this area at a Very Good level.**

#### B) Improvement Plan for session 2017/18 - What will we do next?

- Extend 'Turn Your Life Around' programme into other year groups
- Implement new HWB and study programme in S5 including Mindfulness to support pupil HWB
- Core PE introduced into S5 as a result of parental requests to further support pupil HWB
- Use of Validated Self Evaluation (VSE) in appraising our GIRFEC model

**NIF Priority 4 – Improvement in employability skills and sustained, positive school leaver destinations for all young people**

#### A) Standards and Quality 2016/17 - How did we do?

- Increased input to pupils from Skills Development Scotland. Pupil awareness of employability skills much increased.
- Successful parental 'Engage' events organised by parent council highlighting employability skills - by employers
- Bring your parents to work days – including highlighting skill sets of parents and their employment journey
- Departments increased use of My World of Work, introduction of a Careers Blog and whole school STEM and IDL events.

We introduced new courses / pathways to provide a curriculum to further meet the needs of learners. We provided opportunities to enhance the curriculum and develop skills for learning, life & work to ensure an appropriate positive destination for all our young people.

Enhanced learning opportunities exist in the Junior Phase with pupils opting into a number of elective courses to enhance both the Expressive Arts and Technologies. Recent additions to the senior curriculum, such as Steps to Work, Personal Finance and Community Sports Leadership were further embedded. Through partnership working with James Gillespie's High School and George Watson's College we have introduced Mandarin to the curriculum as an option in S1 and also as a National qualification course in S3 and as 'taster' courses in S5 and S6. College courses and Career Ready continues to support some S5 and S6 pupils. Our parent body via our parent council provide immense support in career education through a series of programmes and supports including the innovative 'Engage' career education forums.

**As a school we believe we are performing in this area at a Good level.**

#### B) Improvement Plan for session 2017/18 - What will we do next?

- Creation of new Developing Young Workforce / employability skills staff working group.
- Mapping skills areas across the BGE in context of all subject areas and highlight IDL links
- Raising staff awareness and confidence in using My World of Work (MWW) & appoint 8 MWW pupil ambassadors
- Create alternative new pathways to meet needs of some pupils
- Developing skills in digital literacy in S1/S2/S5 via whole school programmes.
- New partnership with local business partner to provide input and support in employability agenda (Dentsu Aegis)
- Explore implementation of Youth Philanthropic Initiative (YPI) into junior and/or senior school
- Engage in Education Scotland /CEC review of Career Education Standard / Work Placement Standard (CES/WPS)
- Implement Programme of Parental volunteers to provide careers information

#### **Local Priority 5 - Additional Local School Priorities**

As a school we are committed to improvement through self-evaluation. Data is regularly and rigorously monitored; views of stakeholders are sought through surveys and focus groups. Classroom observation takes place regularly. The staff within the school are part of a very active Professional Learning community and good practice and staff development is shared through in-house CPD sessions as well as through a professional enquiry group and a hugely active learning and teaching group. All these groups have informed and developed a range of improvement strategies and targeted support across the school. We are also committed to tackling bureaucracy and ensuring that both staff and pupils work is effective and efficient and focussed on what matters and makes a difference. The commissioning of our new school in session 2017/18 is of course a major priority and one that will demand huge input from our whole school community.

**As a school we believe we are performing in this area at a Good level.**

**We hope you find this publication useful. The full Standards and Quality report for 2017/18 is available on our school website.**

# Standards and Quality Report 2016-17 & Improvement plan for 2017-18

**Our vision:**

*To ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.*



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## Summary for Parents

All schools are required to write an annual Standards and Quality Report along with a School Improvement Plan for the coming year. This document reflects on progress made with priorities over the course of the previous session and makes evaluative comments on each area. It also sets out our priorities for development over the course of the next session.

The Improvement Plan cycle covers the 3year period 2016 – 2019. All of our improvements in this period lie within the Scottish Governments National Improvement Framework (NIF) and the 4 national priorities, namely:- **1.** Improvement in attainment, particularly in literacy and numeracy; **2.** Closing the attainment gap between the most and least disadvantaged children; **3.** Improvement in children and young people's health and wellbeing; **4.** Improvement in employability skills and sustained, positive school leaver destinations for all young people

Schools measure their success on a 6 point scale. This is also used by the Inspectorate (HMIe)

|         |                |  |
|---------|----------------|--|
| Level 6 | Excellent      | Outstanding or sector leading                  |
| Level 5 | Very Good      | Major strengths                                |
| Level 4 | Good           | Important strengths with areas for improvement |
| Level 3 | Satisfactory   | Strengths just outweigh weaknesses             |
| Level 2 | Weak           | Important weaknesses                           |
| Level 1 | Unsatisfactory | Major weaknesses                               |

## NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy

### A) Standards and Quality 2016/17 - How did we do?

- Pupils and staff working towards clearer understanding of numeracy and literacy across curriculum
- Use of ICONS in all classes to highlight literacy, numeracy, HWB to pupils
- Attainment across school is high inc. in literacy and numeracy. Nearly all pupils are attaining at an appropriate or better level

|                       | S3  |         |
|-----------------------|---|---------|
|                       | % Achieved (3 <sup>rd</sup> Secure or better) |         |
| Boroughmuir HS        | 2015/16                                       | 2016/17 |
| Numeracy              | 100.0%  | 100.0%  |
| Listening and Talking | 99.0%   | 99.5%   |
| Reading               | 99.0%   | 99.5%   |
| Writing               | 99.0%   | 99.0%   |

3<sup>rd</sup> Secure – expectation of pupil attainment by the end of S3

## S4 – S6 - The Senior Phase - Key points from SQA National Qualification results 2017

|                         | 2014 | 2015 | 2016 | 2017 | City Ave |
|-------------------------|------|------|------|------|----------|
| <b>By the end of S4</b> |      |      |      |      |          |
| 5@ Level 3+             | 96   | 95   | 96   | 94   | 78       |
| 5@ Level 4+             | 93   | 94   | 96   | 94   | 71       |
| 5@ Level 5+             | 70   | 75   | 80   | 80   | 44       |
| <b>By the end of S5</b> |      |      |      |      |          |
| 1@ Level 6+             | 76   | 81   | 86   | 89   | 59       |
| 3@ Level 6+             | 61   | 66   | 67   | 74   | 38       |
| 5@ Level 6+             | 34   | 36   | 37   | 50   | 19       |
| <b>By the end of S6</b> |      |      |      |      |          |
| 1@ Level 6+             | 86   | 84   | 88   | 93   | 66       |
| 3@ Level 6+             | 71   | 70   | 75   | 75   | 47       |
| 5@ Level 6+             | 55   | 59   | 60   | 64   | 33       |
| 1@ Level 7+             | 46   | 38   | 45   | 53   | 24       |

**Level 3: National 3 pass; Level 4: National 4 pass; Level 5: National 5 grades 1-6; Level 6: Higher at A-C; Level 7: Advanced Higher A-C**

Wider achievement also continued to be an area of strength with pupils gaining SALTIRE awards, JASS (Junior Awards Scheme for Schools) awards as well as engaging programmes such as JET (Jobs, Education & Training) and the Career Ready programme. Opportunities to perform, participate and compete in a wide range of activities, including sports, clubs and committees were many and varied.

**As a school we believe we are performing in this area at an Excellent level.**

### B) Improvement Plan for session 2017/18 - What will we do next?

- Whole school approach to use of benchmarks in numeracy literacy, HWB via use of One Note – pilot group 17/18
- Implementation of new National Testing for benchmarking
- Use of Registration periods for S1 and 2 to allow time for personal reading Mon-Thurs
- Further use of Validated Self Evaluation (VSE) in classroom practice to further improve teacher practice and pupil attainment and devolved use of VSE to departments for self-use.

## NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children.

### A) Standards and Quality 2016/17 - How did we do?

- All pupils in SIMD 1- 3 (Scottish Index of Multiple Deprivation) are known to all staff and are being tracked across a number of indicators. Attainment and achievement is high for most pupils in this category.
- All departments are aware of their bottom 20% and have strategies in place to address under achievement. These strategies are being further developed and shared.

Staff are using a wide range of performance information and strategies to reduce the attainment and achievement gap.

The vast majority of learners are motivated and actively engaged in their learning. There is a very positive ethos and culture of high aspirations and expectation within the school which is prevalent across all SIMD deciles. Active learning methodologies are well embedded in classroom practice. Teachers and pupils regularly review their approaches to teaching and learning in a bid to improve the learners' experience. Extensive curricular and extra-curricular programmes, along with many opportunities for excursions out of school, provide a range of experiences to challenge and engage pupils, increasing confidence and broadening horizons. Vocational courses were available, delivered through school or in partnership with other providers. The school has an excellent record of supporting pupils into positive destinations, including further and higher education. Learners are encouraged to demonstrate leadership at all levels and achievement is celebrated at every opportunity, through the bulletin, newsletters, the website, assemblies, notice boards, performances and at two awards ceremonies every year.

**As a school we believe we are performing in this area at a Very Good level.**

### B) Improvement Plan for session 2017/18 - What will we do next?

- Appointment of Pupil Equity Fund coordinator and champion in closing attainment gap for all groups of underachievers
- Assertive Mentoring of identified groups of pupils in SIMD 1-3 and lowest 20% of attainers
- Further develop whole staff awareness, involvement and expertise in improving the attainment and achievement of all pupils inc. those in SIMD 1-3.

## NIF Priority 3 – Improvement in children and young people's health and wellbeing; (inc. autism training for staff)

### A) Standards and Quality 2016/17 - How did we do?

- Dedicated HWB 1ppw in S1, HWB rota in S3/4 supporting HWB across the school. HWB is seen as central in all that we do in Boroughmuir.
- All staff underwent Autism Training to upskill on strategies to meet needs of autistic children