



WILLIAMWOOD HIGH SCHOOL

# STANDARDS AND QUALITY REPORT FOR 2017/18







## STANDARDS & QUALITY REPORT 2017-18

### CONTEXT OF THE SCHOOL

Williamwood High School is a non-denominational school serving the areas of Clarkston, Busby and Netherlee. The new school building opened in 2006 and is equipped to the highest specification throughout.

Williamwood High School has three associated primary schools, namely Carolside Primary School, Busby Primary School and Netherlee Primary School. The current roll of the school is 1678 and the staffing allocation is 119.6FTE.

The school is supported by an active Parent Council and Parent Teacher Association.

The school achieves exceptional academic outcomes for pupils and pupils' aspirations are high. 96% of school leavers enter a positive destination, with 84% opting to enter Further or Higher Education.

The ethos of the school is inclusive and aspirational. It is characterised by both challenge and enjoyment and by exceptionally positive relationships which are underpinned by the school's values of respect, responsibility, fairness, integrity and ambition.

### IMPROVEMENT PLAN PRIORITIES

The school's improvement priorities for session 2017-18 included the following broad targets:

- To further develop the skills of teachers by engaging with the principles of Visible Learning and to evaluate the impact of this work.
- To promote learning for sustainability.
- To widen opportunities for engagement with the wider community.
- To continue to develop DYW, specifically building on vocational education and developing partnerships.
- To support understanding of careers education and deliver CLPL to staff on the career education standard.
- To work with cluster colleagues, improvement partners and colleagues outwith ERC to improve approaches to moderation.
- To engage more widely in the sharing of practice with colleagues across the West Partnership.
- To implement changes to National Qualifications, ensuring high levels of attainment are maintained.
- To improve the ability of pupils to articulate their progress and next steps in learning in the BGE.
- To improve the ability of staff to use attainment data to identify improvement priorities.
- To introduce a formal nurture programme for our most vulnerable pupils.
- To introduce a focus on Growth Mindset approaches.
- To make best use of Pupil Equity Funding to maximise the attainment of pupils in SIMD1-3 and in receipt of free school meals through the appointment of staff to leadership roles.
- To introduce recovery programmes in reading and mathematics for pupils identified as part of the equity group.
- To work closely with SDS to improve pupil participation measures.
- To make use of tracking data in the BGE to improve attainment.
- To work with educational psychologists to increase strategies to support pupils with anxiety and mental health problems.

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## METHOD OF GATHERING EVIDENCE

A range of evidence was gathered to evaluate the success of the school in meeting these targets, including:

- staff peer evaluation;
- learners' evaluations of their learning experiences;
- the analysis of quantitative data, including SQA data, Standardised Test results and CfE judgements;
- monitoring of learning and teaching, attainment and achievement throughout the year;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation at school, cluster, authority and inter-authority/national levels;
- surveys carried out with staff and pupils;
- whole school/departmental evaluation through audit;
- themed audits focusing on a particular aspect of the work of the school;
- observation of practices with learners and staff, and by managers through, for example learning visits where the focus is on the experiences of the users;
- focus group discussions with learners, teaching and support staff; and
- information from partners such as educational psychologists, Skills Development Scotland, social workers, campus police officers, Children's Reporter, CAMHS etc.

## HOW GOOD IS OUR LEADERSHIP AND APPROACH TO IMPROVEMENT?

**NIF Priority**  
Improvement in attainment

**School Priorities**

**NIF Driver(s)**  
School leadership  
Teacher professionalism  
School improvement

**Local Improvement Plan - Expected Outcome / Impact**

### ***Progress, Impact and Outcomes***

- In session 2017-18 staff continued to engage with leadership opportunities, ensuring a dynamic and ambitious teaching force.
- 31 members of staff participated in the head teacher's leadership development programme and many took on leadership responsibilities across the school as part of this commitment.
- A number of staff undertook masters level learning provided through ERC during session 2017-18, as well as other forms of professional learning and research. Many more have applied to take forward masters level learning next session. The school benefits from the impact of the projects undertaken by staff and from the sharing of practice. During session 2017-18, pupils have benefitted from work undertaken by staff on learner conversations and Visible Learning as part of their professional learning. Notably, learners when questioned reported increased confidence in articulating their progress and next steps.
- Staff leaders at all levels continued to play a very strong role in leading improvement and innovation in learning and teaching. All had clear roles and responsibilities in quality improvement. Evidence of this approach is to be found in the impressive work undertaken by the school's Leaders of Learning and Teaching Matters groups, ably led



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by a dynamic group of principal teachers of development. These groups involved significant numbers of staff, many of whom presented CPD sessions to colleagues at whole-school collegiate sessions during 2017-18, including 12 members of staff who took part in self-reflection training from OLEVI.

- Many teachers attended SQA Understanding Standards events and large numbers of staff are engaged by SQA not only as markers, but also as setters, team leaders, assistant principal examiners and principal examiners. Consequently, staff have a very good knowledge of courses and examination standards.
- Many teachers continued to work with colleagues in other ERC schools and in national forums to develop high quality resources to support the introduction of the new Higher and Advanced Higher courses.
- Increasing numbers of staff became involved in the work of the school and cluster committees, in providing extra-curricular activities to pupils and in supervising pupils around the school.
- Staff involved in cluster working led CLPL sessions and cluster forums to ensure consistency of approach and the sharing of good practice. In session 2017-18 staff on Cluster Standing Committees supported improvement in literacy through its extensive work on reading, the outcomes of which were shared in a cluster forum. A second cluster forum allowed staff to share pedagogy. CLPL sessions were offered in mathematics and were very positively evaluated by staff.
- Many staff, both promoted and unpromoted, enjoyed opportunities to lead aspects of curriculum development in their departments during session 2017-18. Staff also took up opportunities to lead self-evaluation activities in the school.
- All subject departments, the pupil support team, the development team, the school librarian and the chaplaincy team produced a calendar of self-evaluation activities for 2017-18 and a report on the outcome and impact of those activities. As a result of the self-evaluation activities undertaken, all departments were able to identify both strengths and areas for development, and these areas for development have been clearly reflected in the improvement priorities of departmental improvement plans for session 2018-19.
- All subject departments undertook a detailed evaluation of attainment in SQA examinations. Departments also formally reviewed the progress of senior pupils at key points in the session and identified any pupils who were underachieving. Interventions were coordinated by the PT Development (Excellence & Equity) and the impact of those interventions evaluated, showing significant improvements in attainment.
- In session 2017-18 principal teachers again led all staff in engaging with Insight data to evaluate their own performance data, establish priorities for further improvement and identify excellent practice in other schools.
- All departments, as part of their programme of self-evaluation activities, engaged with some of the new quality indicators of HGIOS4.
- Large numbers of staff offered supported study sessions throughout the year and a full programme of Easter School sessions was available to pupils, who benefited from the support offered. Over 300 Easter School sessions were offered. Analysis of attendance showed high participation levels and pupil feedback on the format and usefulness of sessions was very positive.
- Once again, increasing numbers of staff took on supervision duties to support the school's commitment to improving the school environment. The resulting reduction in litter at lunchtimes has been maintained.
- Many staff volunteered to lead trips, excursions and outdoor learning events to enhance the pupil experience outwith the classroom. Large numbers of staff also volunteered to deliver masterclass sessions for pupils as a part of the S3 experience.
- Once again, regular social events were organised by the staff social committee to maintain staff morale and teamwork and these continue to be well supported by staff.
- In session 2017-18 large numbers of pupils again benefited from leadership opportunities. Almost 200 pupils had the opportunity to represent the school as class representatives, members of the pupil council and as eco representatives. Pupils contributed to fundraising for charities and organised and participated in the Pupil Conference which in session 2017-18 focused on Global Sustainable Goals.

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- The S6 committee of management afforded 40 senior pupils the opportunity to lead teams of prefects in supporting various aspects of the life and work of the school, including leadership of the Pupil Conference.
- Over 40 senior pupils undertook sports leadership or dance leadership qualifications within the PE department, leading younger pupils in the development of their sports skills.
- The Duke of Edinburgh's Awards Scheme provided almost 200 pupils with excellent opportunities to develop their leadership capacities.
- The Malawi group worked tirelessly to raise an astonishing £35,000 to support the education of children in Ekwendeni and visited the area to undertake renovation of school buildings and to engage local school children in sports activities.
- Large numbers of S6 students continued to take on peer tutoring and peer mentoring roles.
- Community involvement also continued to increase, with a particular focus on our intergenerational projects Tea in The Street and Knitting Mania. The Pupil Council once again worked with the Parent Council to organise a Burns Lunch and an afternoon tea party for local senior citizens. Initial discussions have begun to develop an initiative to support adult numeracy skills for work within the local community.
- Pupils in S2 undertook the John Muir Award at Lochgoilhead Outdoor Centre, gaining important skills in self-confidence and independence.
- Pupils' awareness of charities was raised through presentations at assemblies, charities week, Malawi week, and a number of events organised by pupils throughout the session. Once again, all pupils were involved in contributing to the very successful penny mile event to raise funds for our partnership with Ekwendeni, Malawi.
- The school's commitment to equality was further strengthened during session 2017-18. Under the leadership of a principal teacher of pupil support, plays and workshops were devised and delivered, accompanied by high profile presentations at assemblies. The number of staff and pupils involved in equalities and LGBT+ work continues to support the positive and inclusive ethos of the school.

## **Next Steps**

- To encourage further masters level learning, as well as small-scale professional inquiry at departmental level, and to make best use of the professional learning undertaken by staff for the benefit of learners.
- To focus on self-reflection using the principles of coaching.
- To provide opportunities for staff to take part in moderation activity within the cluster, ERC and the West Partnership.
- To encourage staff to work with our improvement partners and with schools outwith ERC in pursuit of continuous improvement.
- To encourage distributive leadership across the school and, in particular, to provide meaningful leadership opportunities for our middle managers to build capacity.
- To ensure that all staff engage in depth with the quality indicators of HGIOS?4.
- To work towards the second level of the Rights Respecting Schools Award.
- To develop and celebrate the work of the equalities group and to promote further the equality agenda in the school, notably through promoting our LGBT+ group and through the Williamwood Pledge.
- To evaluate the impact of staff development in Visible Learning through a planned programme of observations and pupil focus groups.
- To review pupil leadership opportunities through the Pupil Council.
- To re-establish the Youth and Philanthropy Initiative through the S2 social subjects curriculum.
- To introduce a community numeracy project to support the development of employability skills within the local community.



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## HOW GOOD IS THE QUALITY OF CARE AND EDUCATION WE OFFER?

### NIF Priority

Improvement in attainment  
Closing the attainment gap  
Improvement in children's HWB

### School Priorities

### NIF Driver(s)

Parental engagement  
Assessment of children's progress

### Local Improvement Plan - Expected Outcome / Impact

### *Progress, Impact and Outcomes*

- The school has a clear curriculum rationale. During session 2017-18 further work took place to ensure that all staff and members of our Parent Council had the opportunity to engage with the curriculum rationale.
- Significant work was done during session 2017-18 by the principal teacher of development with responsibility for DWY to raise the profile of the full range of pathways with pupils through assemblies, pupil bulletins, PSHE, the school website and Twitter. This was also a focus at our Parent Conference. Once again, almost all school leavers moved into positive destinations. These destinations are tracked in partnership with SDS to ensure that they are sustained.
- The school's S5/6 options booklet for session 2017-18 was a single-offer document, ensuring parity of esteem between vocational education and traditional school-based courses. This session, a significant number of students in S5 took up Foundation Apprenticeship opportunities as part of their S5 curriculum.
- A programme of CLPL on the career education standard was devised and delivered by two principal teachers. Sessions were attended not only by Williamwood staff but also by cluster primary colleagues.
- The school continued to prioritise improvement and innovation in learning and teaching during session 2017-18. The school's Leaders of Learning and Teaching Matters groups, led by our principal teachers of development, were supported by significant numbers of staff, many of whom presented CLPL sessions to colleagues at whole-school collegiate sessions. This session, four of our six whole-school collegiate activity sessions were devoted to the discussion and sharing of good practice in learning and teaching including Growth Mindset and Visible Learning. Whole-school observations focussing on the impact of work undertaken on Visible Learning found high levels of pupil engagement in lessons and high levels of pupil confidence in their learning. Learning intentions are consistently clear and staff are skilled in the use of formative assessment. This was further confirmed by the views of pupils in focus groups.
- All departments have developed and embedded suitable approaches to learner conversations. Evaluation of the impact of this work has shown an improvement in pupils' ability to articulate their progress and next steps in learning.
- Cluster work was again very successful and notable progress was made in building the skills of staff in moderation. In addition to cluster work on moderation, staff took part in moderation events in literacy within the local authority, the West Partnership and nationally.
- Further progress was made during session 2017-18 in developing systems for tracking pupil progress in the BGE to complement the well-established and successful tracking processes already used in the senior phase. Staff confidence in their judgements of BGE levels continued to improve this session, with increased consistency in judgements across curricular areas.
- Staff undertaking professional research and masters level learning had opportunities to share their learning with colleagues. This has included work on Visible Learning which was led by the principal teacher of development (Excellence and Equity).

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- The school is committed to providing pupils with an extensive range of opportunities for involvement in extra-curricular activities and opportunities for wider achievement. Pupils took up these opportunities in large numbers.
- Last session again saw healthy participation rates in extra-curricular activities. Freshers' Day, to promote the uptake of extra-curricular activities in S1, again proved very successful. Thanks to the commitment of staff, over 90 extra-curricular clubs were provided for pupils last session, contributing to the very high levels of pupil achievement across the contexts for learning.
- Opportunities for pupils to benefit from the Duke of Edinburgh's Award Scheme continued to be a significant feature of pupil achievement in session 2017-18 with almost 200 pupils undertaking the scheme successfully.
- Pupils in S2 undertook the John Muir Award at Lochgoilhead Outdoor Centre, gaining important skills in self-confidence and independence.
- Pupils showcased their talents at our annual art exhibition and at the many concerts and shows organised by the performing arts department, including the Young Singer of the Year competition, Christmas concert, Young Musician of the Year competition, spring concert, Williamwood Music Festival, drama shows and our exceptional School Show, Beauty and the Beast. The parental response to these events was outstanding.
- Pupils are encouraged to engage in a wide variety of sporting activities and benefit from a vast range of opportunities to join sports clubs, take part in school sports events and represent the school at local, regional, national and international competitions. During session 2017-18, pupils enjoyed huge success in their sporting endeavour, with the successes of almost 60 pupils formally recognised at the senior awards ceremony and over 30 pupils at the junior awards ceremonies.
- The school continued to offer a great many trips and excursions for pupils, associated with their learning in all curricular areas, including field trips and Advanced Higher residential study weekends for biology and art & design. Pupils also had the opportunity to take part in almost 30 domestic and overseas trips, including our Malawi partnership. Details of some of these opportunities are contained later in this report.
- A great many senior students undertook voluntary work within the community, for example working with pupils from the communication support service, local primary schools and nursery schools and Isobel Mair School.
- Parents are highly engaged in their children's learning and large numbers of parents attend the many events organised by the school to help parents to support their children's progress.
- The school organised information evenings for parents of P7 pupils, S1 pupils and S6 pupils, as well as options information evenings for the parents of pupils in S2, S4 and S5. All of these events were attended in very large numbers.
- Parents' reporting evenings continue to be well evaluated by parents and attendance at parents' evenings averaged nearly 90%.
- In November 2017, very large numbers of parents and pupils attended our annual careers fair, sponsored by the Parent Council.
- The school organised a number of information events for parents. In particular, a study skills evening was organised for the parents of junior pupils and two information evenings were organised for the parents of pupils studying the new National 5 qualifications and the parents of pupils studying Highers. At these events, parents had the opportunity to learn more about the content of SQA examinations and ways in which they can help their children to prepare for these examinations. Parents found these events very useful and evaluations were extremely positive.
- This session, our mathematics department hosted common methodology session for parents to allow them to support pupils in their mathematics learning at home. Feedback was exceptionally positive and parents felt better equipped to support their children's learning.



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- The principal teacher of learning support provided excellent support to the parents of children requiring additional support for learning, and has begun work on introducing a nurture curriculum for our most vulnerable pupils. The principal teacher of learning support (CSS) and CSS staff continue provided a broad range of excellent educational and social experiences for those who attend the Communication Support Service. Some of these experiences are detailed later in this document. The principal teacher of behaviour support also gave exceptional support to the families of some of our most vulnerable children. In all three cases, the parents and children expressed very high levels of satisfaction with the support that they received.
- In October 2017 we hosted our annual Parent Conference. Workshops focused on pathways and on strategies to support pupils in their learning, in transitions and in resilience.
- The Parent Council continued to develop its Flying Start initiative to secure opportunities for pupils seeking work experience and to provide valuable help with interviews to pupils seeking entry to high tariff university courses.
- The Parent Council worked on a collaborative project with the Pupil Council to organise two social events for local senior citizens and supported out Rights Respecting Schools group in securing the award.
- The school website continues to attract a weekly average of approximately 3,000 visits and over 3000 parents and pupils follow the school's Twitter account. The parents' calendar of school events has proved popular with parents and helps to keep them informed of events taking place in Williamwood.
- All subject departments have a 'live' page on the school website, offering a valuable source of information for parents wishing to support pupils in home learning.
- The school benefits from a very active PTA which enjoyed another successful year, organising events which raised over £3,000 for the school. These included a busy quiz night and a very successful online Advent raffle.
- The PTA is represented at all parents' nights and information evenings, supporting the school by providing refreshments at these events.
- Partnership working is a strength of the school. The school benefits from an impressive range of partnerships associated with all departments. These total almost 100 separate partners.
- In order to meet the growing demand for the Duke of Edinburgh's Award Scheme, the school maintained its very productive and successful partnership with ERC's Young Persons' Services. This allowed the school to include almost 200 pupils in S3 to S6 who wished to be involved in the scheme in session 2017-18. The completion rate is among the highest in the country.
- Very large numbers of our pupils engage with the local community in undertaking voluntary or charitable work as part of the Duke of Edinburgh's Award Scheme.
- During session 2017-18 the pupil support department once again worked closely with the Educational Psychology Service to introduce new targeted support groups to help support pupils with anxiety and mental health difficulties.
- A family support worker will be appointed in July 2018 to work with our most vulnerable families.
- Our successful long-term partnership with the Richmond Fellowship continued this session, with our Tea in The Street project involving S5 pupils working with local senior citizens suffering from dementia.
- The school continued to work closely with its chaplaincy team on a number of projects, including the Malawi partnership and the Pupil Council / Parent Council intergenerational projects.
- The school, together with its school chaplains, continued to work to support its partner school in Ekwendeni, Malawi. The Malawi group once again worked with the Classrooms for Malawi charity to refurbish school buildings and provide educational resources.
- The social subjects department once again worked with the Holocaust Education Trust's Lessons from Auschwitz project.

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## Next Steps

- To develop further the skills of teachers by ensuring a continued focus on teaching and learning, in particular focusing on differentiation and the effective use of plenaries.
- To review and promote learning for sustainability taking account of the ERC Learning for Sustainability Strategy.
- To focus on securing the highest possible level of sustained positive destinations for our school leavers, in particular for school refusers.
- To continue to focus on moderation in the BGE through the cluster and through subject groups, as well as ongoing work with the West Partnership.
- To dovetail BGE and senior phase tracking processes and to increase staff awareness of equity groups in the tracking process.
- To develop a culture of professional enquiry.
- To expand the use of digital approaches in school administration functions.
- To develop and embed a nurture curriculum and improve nurture accommodation and facilities.
- To build on work undertaken to support mental health through the introduction of a Mental Health Awareness Week, an increased number of mental health first aiders and LIAM training for pupil support staff.

## HOW GOOD ARE WE AT ENSURING THE BEST POSSIBLE OUTCOMES FOR ALL OUR CHILDREN / LEARNERS?

**NIF Priority**  
Improvement in attainment  
Closing the attainment gap  
Improvement in children's HWB  
Improvement in employability skills

### School Priorities

**NIF Driver(s)**  
School improvement  
Performance information

### Local Improvement Plan - Expected Outcome / Impact

## Progress, Impact and Outcomes

- The school is very well managed. It is well resourced and its statutory duties are met.
- Through effective management of the school budget, all of the efficiency savings required by the Director were met and additional resources were made available to subject departments to support new developments. In addition, improvements to the school building were possible, including the creation of a new nurture room.
- Through careful management of the staffing budget, the head teacher was once again able to appoint two additional (temporary) principal teachers of development in order to support improvements in the attainment of the lowest performing 20% of pupils, to develop strategies to track attainment and achievement in the Broad General Education and to drive forward other national priorities such as Developing the Young Workforce.
- PEF funding was used to appoint a principal teacher of pupil support (excellence and equity) and two temporary principal teachers of development (one for literacy and one for numeracy) to improve outcomes for the most disadvantaged learners.
- Claire Raeburn (depute headteacher) delivered training to staff on information security and the safe storage of confidential pupil data.



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- Shirley Gibson (depute headteacher) and Alex Muirhead (principal teacher of pupil support) delivered GIRFEC training and child protection training to all staff to ensure the school's fulfilment of its statutory duties.
- Shirley Gibson and the head teacher successfully managed a number of child protection cases in a range of difficult circumstances.
- Inclusion remains at the heart of the school's ethos. All pupils have opportunities to develop their skills, to achieve and to play a full role in the school community. Exclusion rates are extremely low.
- CLPL training was offered to all staff in strategies to support pupils with dyslexia. CLPL in supporting pupils with Autistic Spectrum Disorder was also offered to all staff. Both were well attended and received excellent feedback.
- Dyslexia Awareness Week and Autism Awareness Week were recognised across the school, including through presentations at assemblies.
- Pupils in the Communication Support Service engaged widely in the mainstream. In addition to working within mainstream classes, pupils also took part in a variety of inter-disciplinary learning activities in collaboration with social subjects, BICT, Art & Design and Food & Textile Technology, notably taking the lead role in organising our very successful Christmas Fayre, Burns lunch, French breakfast and a lunch delivery service.
- Equality continued to be a key focus during session 2017-18 under the leadership of a principal teacher of pupil support. Themes of anti-bullying and anti-homophobia in particular were promoted.
- Having been successful in securing the Level One Rights Respecting Schools Award, the RRS group has made very good progress in working towards the Level Two award.
- In session 2017-18, pupils' achievements were excellent. Many outstanding individual and team achievements were seen in physical education and sport, performing arts, science, maths and engineering and art and design. Pupils' achievements (including achievements unconnected with school) were celebrated on plasma screens, on the school website, on Twitter and through yeargroup assemblies at which achievement is a standing agenda item.
- In response to the School Circular on Recognising Achievement produced last session, all subject department completed and introduced a departmental policy on recognising achievement during session 2017-18.
- 56 students had leadership roles in celebrating achievement, taking on responsibility for the photography and publicity of school events and preparing pieces for the school website and Twitter.
- CfE capacities were successfully developed through a programme of community service, charitable work, work experience, residential courses, educational trips abroad, enterprise events and extra-curricular clubs and activities to name but a few. Further examples of such opportunities can be found in the later pages of this report.
- Outstanding pupil achievements were formally recognised and celebrated through the Convener's Achievement Awards, the Diana Awards and Williamwood's three annual awards ceremonies.
- Once again, a formal BGE Awards Ceremony was held to recognise and celebrate the achievements of all 280 pupils in S3.
- An awards ceremony to celebrate the achievements of almost 200 pupils who completed the Duke of Edinburgh's Bronze, Silver or Gold Award was held in November 2017. It is noteworthy that a group of nine senior pupils undertook the Duke of Edinburgh's Gold Award (with all nine completing the award) while still in school. Some of these pupils attended a formal awards ceremony at Holyrood Palace in June 2018.
- All subject departments have introduced achievement policies detailing ways in which pupil success is celebrated. This is reflected in the departmental pages of the school website. The website has now been visited over 875,000 times and the Twitter account has over 3,000 followers, the fifth highest of any school in Scotland.
- The 'colours system' continues to flourish, and includes achievement badges in sports, performing arts, science and mathematics, as well as full and half-colour ties in sports and performing arts. All subject departments now recognise achievement and most attended assemblies to publicise departmental achievements during session 2017-18.

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- A continued, high-profile focus on employability was evident during session 2017-18, ably led by the principal teacher of development with designated responsibility for DYW.
- In partnership with the Parent Council, the school worked with local businesses, individuals, further education and higher education providers to stage a very impressive careers fair in October 2017 which was attended by almost 1000 pupils and parents.
- The Parent Council supported the aspirations of students applying for high tariff university courses by seeking work experience opportunities for students, as well as providing help with mock interviews and aptitude tests.
- Many of our pupils aspire to careers in the health service. To meet this aspiration, the principal teacher of development has developed a number of NHS partnerships which proved useful to students during session 2017-18, including delivering a Health Careers Day as part of the school's focus on DWY.
- All pupils in S1 took part in a DWY 'speed-dating' activity to raise awareness of the range of careers available to them. 40 parent volunteers agreed to take part in this very successful event which received excellent feedback from both pupils and contributors.
- Pupil outcomes in both attainment and achievement were tracked by SIMD and work has been done with staff in meetings of teaching teams to raise awareness of equity and to discuss strategies to support the attainment and achievement of the most disadvantaged learners.
- Key appointments have been made to support equity this session, namely a principal teacher of excellence and equity, a principal teacher of development (literacy) and a principal teacher of development (numeracy). These staff will have significant responsibility for driving forward the priorities of the National Improvement Framework.
- Overall, attainment in SQA examinations in session 2017-18 was excellent, in particular in S5.
- 80% of S4 pupils achieved at least 5 awards at National 5 in SQA Diet 2018, the third highest the school has achieved. 48% of pupils achieved at least 5 awards at Grade A.
- 78% of S5 pupils achieved at least 3 Higher awards in SQA Diet 2018, the highest figure the school has achieved and the highest in East Renfrewshire Council.
- 56% of S5 pupils achieved at least 5 Higher awards in SQA Diet 2018, the highest figure the school has achieved and the highest in East Renfrewshire Council. 47 pupils (16%) achieved at least five 'A' passes at Higher.
- The proportion of pupils passing at least five Highers by the end of S6 was 69% which is the second highest the school has achieved.
- 43% of pupils in S6 achieved at least one Advanced Higher, our third highest figure to date.

Year	National Performance Measure	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
S4	5 + A-C awards at SCQF Level 5	74%	76%	72%	73%	80%	79%	77%	85%	80%	86%	80%
S5	3 + A-C awards at Higher	58%	63%	70%	62%	64%	74%	72%	75%	78%	73%	78%
S5	5 + A-C awards at Higher	35%	41%	47%	39%	45%	53%	50%	50%	55%	48%	56%
S6	5 + A-C awards at Higher	48%	54%	60%	63%	58%	59%	65%	67%	66%	71%	69%
S6	1 + A-C awards at Adv. High.	33%	32%	38%	47%	39%	38%	40%	42%	43%	46%	43%



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## Next Steps

- To ensure GDPR compliance in recognising pupils' achievements.
- To continue to focus on equalities, including a 'Williamwood Pledge', equalities badges, raising the profile of our LGBT+ group and linking with groups in other ERC schools.
- To work towards achieving the second level Rights Respecting Schools Award.
- To make use of achievement data to intervene to support pupil achievement where appropriate.
- To support the attainment of key equity groups at all levels, especially the attainment of FSM pupils.
- To focus on increasing the number of pupils securing 5+ level 6 awards by the end of S6.

## PUPIL EQUITY FUND - HOW ARE WE ENSURING EXCELLENCE AND EQUITY?

A principal teacher of pupil support (Excellent and Equity) has been appointed to support the school in taking forward the priorities of the National Improvement Framework which relate to Excellence and Equity. A further two temporary principal teachers of development have been appointed to focus specifically on improving attainment in literacy and numeracy for the most disadvantaged pupils. Specifically, for session 2017-18:

Short summary of key actions	Impact and Outcome
<p>PT Excellence and Equity alongside PTs Literacy and Numeracy</p> <ul style="list-style-type: none"><li>• Delivered whole school collegiate session focussing on numeracy and literacy with the aim of improving teacher confidence across the curriculum</li><li>• Planned and delivered a course of literacy and numeracy intervention sessions for pupils in S1 - S3.</li><li>• Target pupils identified using a range of assessment data combined with input from class teachers.</li><li>• Weekly sessions timetabled to improve key skills and increase engagement with and confidence in literacy and numeracy.</li><li>• Worked closely with departments to develop and improve the tracking of progress so that pupils in key groups can be monitored more effectively.</li></ul>	<p>For the pupils identified as being those most in need of support</p> <ul style="list-style-type: none"><li>• Literacy scores increased by 10 percentage points on average across S1 - S3 groups</li><li>• Numeracy scores increased by 12 percentage points on average across S1 - S3 groups</li></ul> <p>Pupil surveys yielded overwhelmingly positive comments including</p> <ul style="list-style-type: none"><li>• I am more confident sharing my answers</li><li>• I feel more confident in maths now that I have been here</li><li>• I am able to know the question in my head straight away and I found being in this class helped me do that more</li><li>• Reading out loud helps me feel more confident</li></ul> <p>Parental surveys indicated that the initial information evening for parents was beneficial (86% agreed) and whilst 86% agreed that their child enjoyed participation in the intervention groups, only 71% of parents were sure that their child's skills had improved as a result.</p>

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## WHAT IS OUR CAPACITY FOR CONTINUOUS IMPROVEMENT?

There is a very strong capacity for the school to improve. Self-evaluation is embedded in the ethos of Williamwood High School and staff have a shared commitment to continuous improvement.

## SCHOOL IMPROVEMENT PRIORITIES 2018-2019

- To develop teacher leaders through engagement with the ERC leadership strategy and GTCS standards for registration.
- To promote self-evaluation using the principles of coaching.
- To promote a whole-school focus on rigour, challenge, differentiation and aspects of Visible Learning associated with lesson intentions, success criteria and questioning.
- To encourage departments to work with colleagues within ERC and across the West Partnership to share good practice.
- To seek new opportunities for engagement with the local community and to expand our range of inter-generational projects in partnership with the Parent and Pupil Councils.
- To engage with our college partners to develop awareness across the sectors and improve pupil pathways and sustained destinations.
- To continue to develop strategies to involve parents in supporting their children's learning (curricular, HWB).
- To expand further the range of CLPL provided for and by staff (including mental health, HWB, ASD, teaching and learning).
- To provide opportunities for staff to develop leadership skills, through leading professional enquiry, CLPL and aspects of school improvement and self-evaluation. To encourage staff to undertake masters level learning and to make best use of the professional learning undertaken by staff for the benefit of learners.
- To engage with the ERC leadership strategy and to provide opportunities for distributive leadership.
- To encourage staff to work with ERC improvement partners and with schools across the West Partnership to share practice and secure continuous improvement.
- To review approaches to pupil leadership, including the Pupil Council and Committee of Management, to ensure that more pupils have access to meaningful leadership opportunities.
- To continue to develop strategies to support pupils at risk of underachieving as a consequence of poverty in literacy, numeracy and HWB including through the appointment of a Family Support Worker.
- To further develop our recovery programmes in reading and mathematics for the lowest performing pupils, in particular those in poverty, and to evaluate their impact.
- To consolidate changes to National 5 courses and introduce changes to Highers and Advanced Highers.
- To increase curricular choice in the middle school, in particular to develop technologies and skills-based learning.
- To track the use of personalised curriculums and to evaluate their impact for learners.
- To implement the ERC numeracy and mathematics strategy.
- To develop a whole-school approach to assessment in the Senior Phase and to reduce workload for both pupils and staff.
- To promote digital learning, including lessons on-line.

# STANDARDS & QUALITY REPORT 2017-18

- To undertake moderation activities in numeracy and literacy with cluster primary colleagues through cluster forums and tracking meetings.
- To work with ERC colleagues and West Partnership colleagues to develop approaches to moderation in the BGE.
- To hold a moderation showcase to improve consistency of approaches and expectations across the curriculum.
- To compile an audit of the extensive work done on DYW since 2014, allowing good practice to be shared across departments.
- More formally to promote the full range of apprenticeship pathways to pupils and parents through information events.
- To review arrangements for meeting with S4 teaching teams to track pupil progress and intervene to support ambitious presentation levels.
- To introduce one-to-one meetings with certain S6 pupils to sustain engagement and raise attainment levels in S6, in particular the proportion of pupils securing 5+ Higher passes by the end of S6.
- To increase the proportion of school leavers in sustainable positive destinations.
- To continue to focus on improving attainment outcomes of the lowest performing pupils and the most disadvantaged pupils through the introduction of a curricular support team.
- To make use of data which tracks the attainment and achievement of pupils in the BGE, including SNSA data, to secure impact.
- To develop growth mindset approaches.
- To work towards the second level of the Rights Respecting Schools Award.
- To further embed the school's values through a renewed focus at assemblies and through the PSHE curriculum.
- Pupils in S2 undertake a citizenship activity which is recognised with a Saltire Award.
- To expand the use of nurturing approaches with our most vulnerable learners.
- To improve staff understanding of ASD and approaches to support pupils.
- To develop ASD networks for parents.
- To continue to develop GIRFEC approaches.
- To carry out a whole-school focus on teaching and learning looking specifically at rigour, challenge and differentiation, as well as aspects of Visible Learning associated with lesson intentions, success criteria and questioning.
- To carry out a review of the school's work on DYW to identify strengths and next steps.
- To create opportunities for staff to engage with HGIOS4 and with Insight (and other data sources) as part of the on-going self-evaluation process.
- To involve stakeholders more widely in self-evaluation activities, including pupils, parents and partners.
- To evaluate the impact of work done on developing departmental approaches to learner conversations and pupils' ability to articulate progress in the BGE.
- To promote effective self-evaluation using the principles of coaching.
- To undertake a review of school uniform in collaboration with pupils, parents and staff.



William Inglis, Head Teacher





# CURRICULUM RATIONALE

## Subjects and Courses

*Our aim is to:*

- Provide excellent teaching and learning experiences.
- Prepare pupils for future pathways to ensure sustainable and positive destinations.
- Encourage pupils to excel.
- Provide access to a wide range of courses, including vocational, which engage and foster ambition in young people.
- Provide opportunities for pupils to lead in their learning.
- Provide more flexible work experience opportunities for pupils and build partnerships.

## Interdisciplinary Learning

*Our aim is to:*

- Provide pupils with sustainable IDL projects across the school.
- Create stronger more diverse links between departments.
- Use IDL to enhance thematic areas of learning such as outdoor learning, global citizenship, creativity, enterprise and skills for work.
- Ensure learners have an understanding of how to apply skills across contexts and develop valuable transferable skills for life, learning and work.
- Promote health and well-being through a range of different experiences beyond the traditional curriculum.

## Extra-Curricular, Ethos and Life of School

*Our aim is to:*

- Encourage pupils to be more accepting and understanding of others, to be good global citizens.
- Embed school values of respect, ambition, integrity, fairness, responsibility.
- Encourage a positive ethos where pupils and staff are respectful and kind to each other.
- Develop leadership amongst pupils by encouraging them to lead groups and to have a voice in decision making.
- Enrich the experience of our students through extra-curricular activities.
- Develop good health and wellbeing by providing opportunities to support pupils and their health and well-being.
- Encourage pupils to be involved in the wider community including supporting vulnerable groups.

## Personal Achievement

*Our aim is to:*

- Recognise, celebrate and publicise wider achievement across the whole school.
- Provide nurturing environment for all pupils to achieve their full potential.
- Allow all pupils to have confidence in their own ability to fulfil their potential.
- Encourage independence and improve self-learning.
- Support and encourage individuals to value their individual achievements and personal strengths.
- Create opportunities for leadership, charitable activities and collaborative work.
- Develop respect for the wider community.





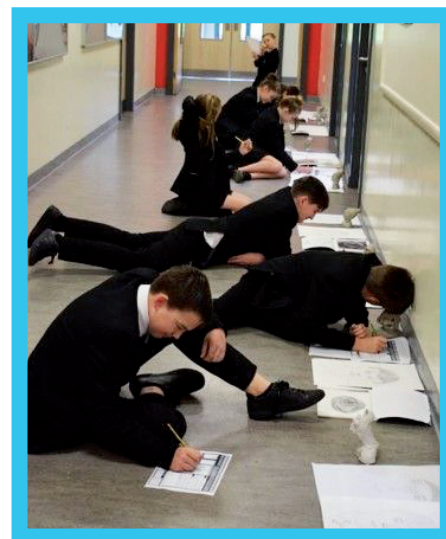
# SUBJECTS AND COURSES



# SUBJECTS AND COURSES

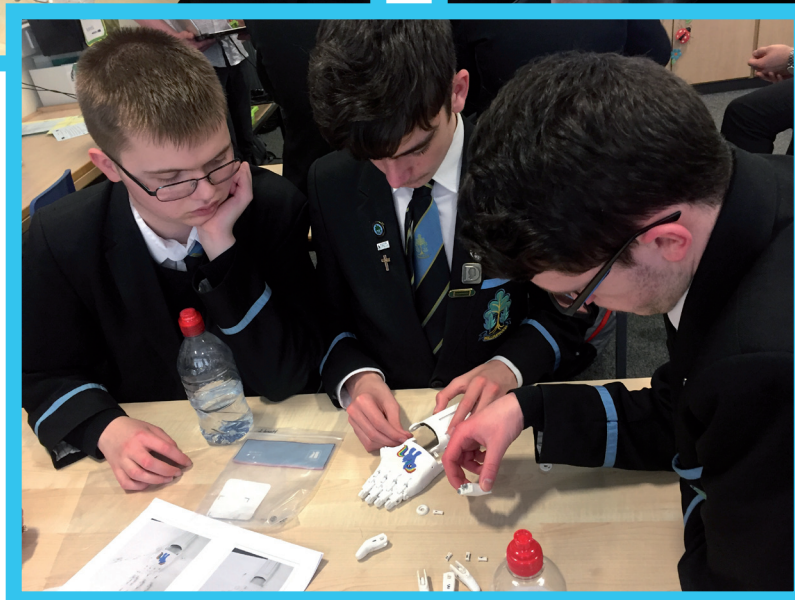
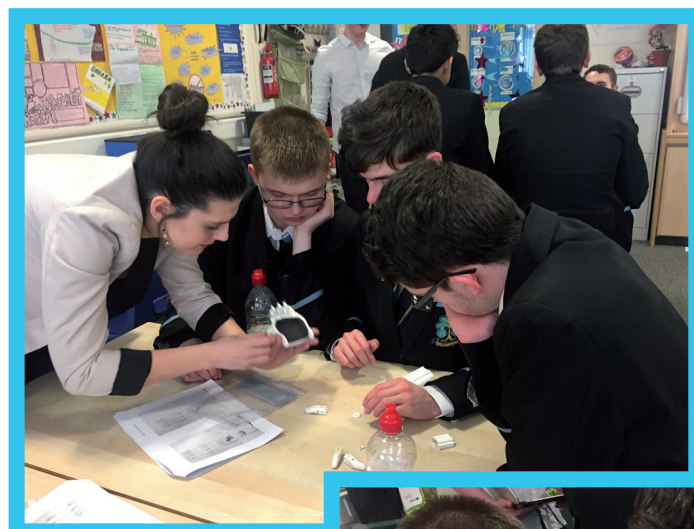
## Art & Design BGE Assessment Event

In art and design we pride ourselves in celebrating assessment. We do this through our very special assessment events. These events allow S1-S3 classes to come together in one area. The students lay out their design and expressive folios in order for them to be discussed, critiqued and evaluated. Students use guidelines and pre-determined success criteria to personally reflect and assess the work of their peers. This exercise allows learners to target certain aspects of their folio in order to set themselves next steps and future targets. Teachers facilitate this process and can give instant verbal feedback to the learner to reinforce forward steps.



## Glasgow University 'Handprints' Visit

Skills for Work National 5 Health Sector classes enjoyed a visit from Glasgow University students 'Handprints' group. These biomedical engineering students create 3D printed prosthetic hands. The group brought along prosthetic hand models for our pupils to work with as well as technologies that allow them to scan a body to produce a 3D image. The visit enabled the pupils to learn about the practical applications of science and technology to the allied health professions.





# SUBJECTS AND COURSES

## First Aid Course

This session health sector pupils engaged in First Aid in the workplace, to complement their skills for work course. Between September and December workshops were delivered by visiting lecturers from Glasgow Clyde College. Pupils learned valuable first aid skills, all successfully passing written and practical assessments.

## Culzean Castle

All S3 biology pupils had the opportunity to experience an ecology expedition to Culzean Castle Country Park. The park rangers facilitated interactive rock pool and woodland sampling activities, allowing pupils to develop the practical aspects of their National biology course whilst enjoying the beautiful South Ayrshire coastline.



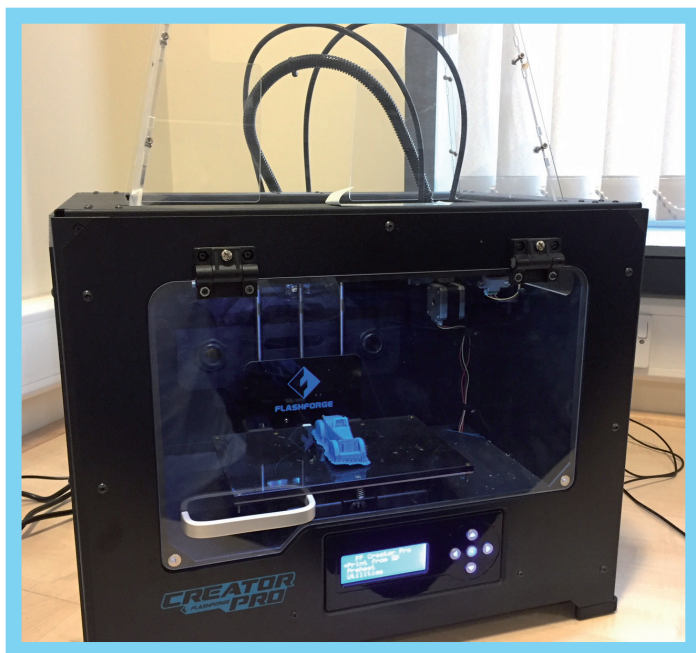
## Soap Works: Industrial Partnerships

Higher chemists enjoyed an interactive presentation from a leading industry expert, David Ridland, on the manufacturing process of soaps and fragrances. This learnt itself well to the Higher chemistry course which covers soaps and industrial processes. The demonstrations and raw materials that David brought to show pupils during his talk really let the pupils understand how an industrial process runs from raw material to the finished product. They were all engaged and excited to take home their free samples and found it really useful when revising.





# SUBJECTS AND COURSES



## Design and Technology

Design and technology is fully inclusive of all learners and pupils can actively exercise their creativity, utilising current technologies that enthuse and motivate them. This includes the use of iPad's and industry standard 3D modelling and printing technologies, as well as promotional graphics software. These technologies allow pupils to design and engineer complex solutions to current problems in industry, helping them to contextualise their learning and fully develop their digital skills in preparation for the wider world of work. We have fully embedded the priorities of literacy and numeracy where our pupils can communicate and present their ideas confidently and are able to precisely engineer solutions.

## Reading Enhancement

This year the 'Reading Enhancement' programme has been introduced to promote literacy across the BGE. Teachers have facilitated reading sessions, with pupils increasingly taking the lead in correcting each other's pronunciation of words, questioning the understanding of a text, and summarising key details from a reading session. The confidence and reading ability of the pupils involved in these groups has increased dramatically since the start of the programme.

## Dumfries House Future Textiles

Pupils visited Dumfries House to take part in a practical workshop run by Future Textiles where they spent the day learning new skills. They completed a design activity with all pupils creating either a tote bag or rucksack. Nature was used as inspiration to inform the design process and ideas were transferred onto fabric through drawing, hand stitch and appliqué. Pupils gained experience of operating a domestic sewing machine, overlocker, inserting a lining and a zip to complete their bags. Particular focus was placed on accuracy of quality straight stitching and seam allowances.





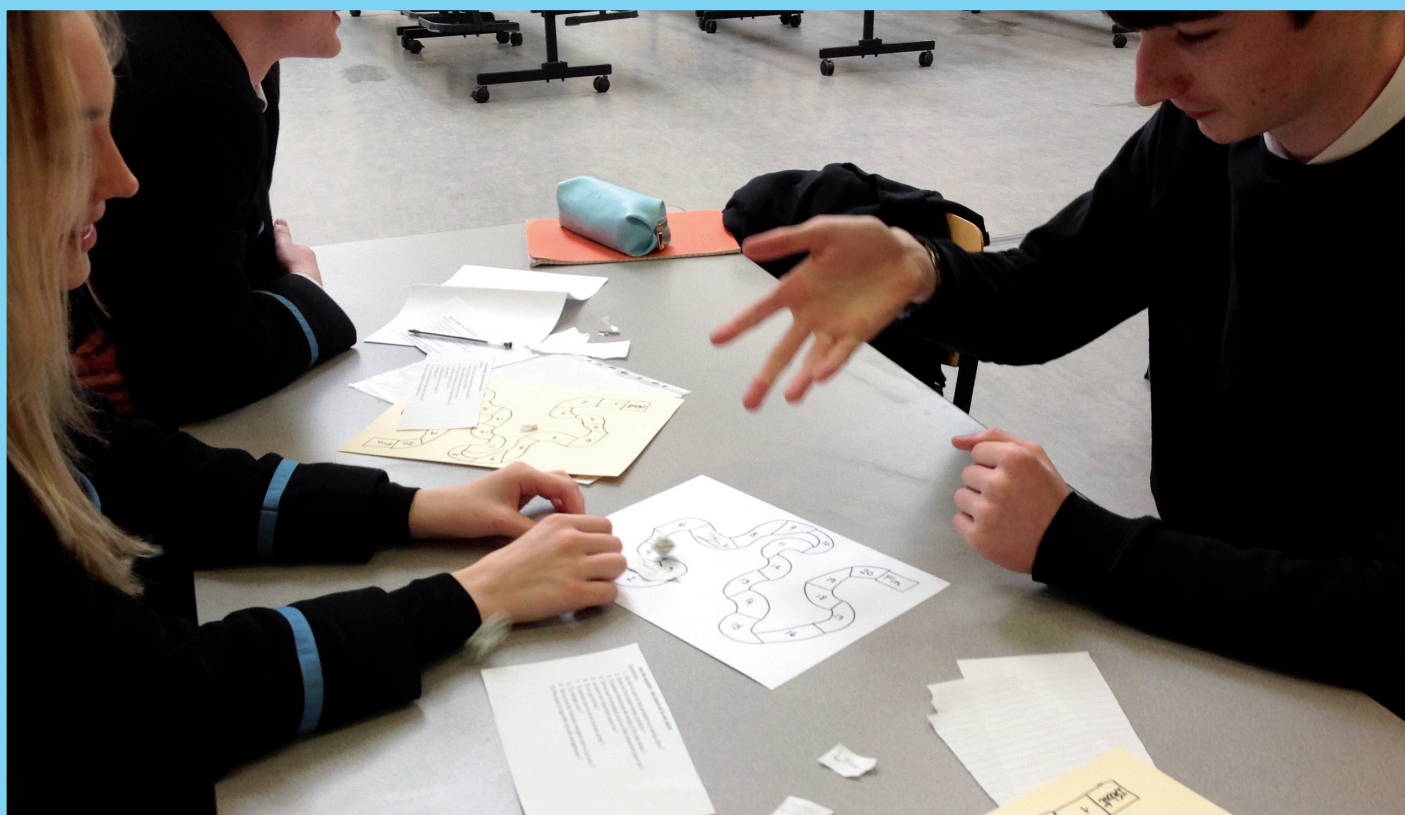
# SUBJECTS AND COURSES

## Modern Languages

At various points in the session our pupils took part in a range of events both to deliver culture and understanding as well as develop their languages skills as part of their language learning.

In December 60 pupils in French at S3 attended a showing of 'Un sac de billes' at the Glasgow Film Theatre. This was a film that explored the themes of two brothers escaping occupied France during the Second World War. This moving tale about hardship and the strong bonds between the brothers and was enjoyed by all.

In March Higher and Advanced Higher pupils in French classes tried out their oral language skills in an afternoon of immersion in the language to help prepare for their final talking performances. Expertly delivered by our own Madam Pierre, Miss Guillouzic, Miss Reid and modern languages assistants from across the authority, the pupils undertook a range of fun activities to help them gain greater confidence in their talking in French for their upcoming exams.





# SUBJECTS AND COURSES

## Williamwood High School STEM Fair 2018

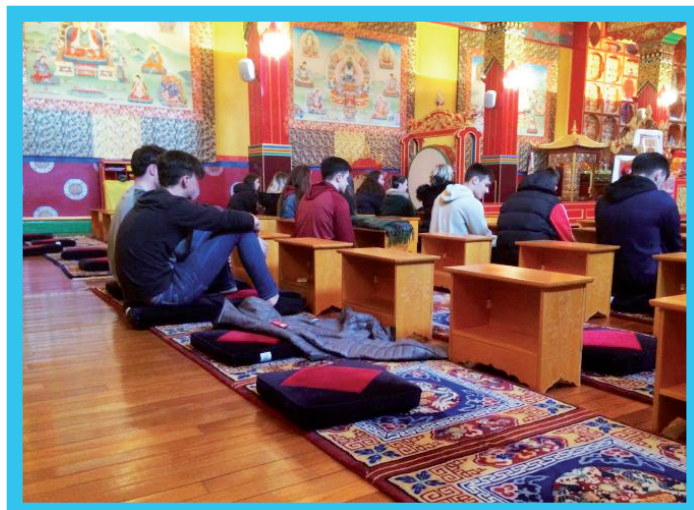
Pupils in P6 and P7 from our cluster primary schools along with pupils in S1 and S2 from Williamwood enjoyed an evening of hands on Science, Technology, Engineering and Mathematics (STEM). With pupils flying a drone using an Amazon Alexa to getting a selfie with a T-Rex there was something for everyone in what is becoming a highlight in the Williamwood calendar. This year saw a record number of ex-pupils return to showcase work from their university course or set challenges based on their STEM careers.



## Higher Religious Moral and Philosophical Studies (RMPS)

In session 2017-18 the department once again had a large number of students taking Higher RMPS and Philosophy courses. In RMPS a range of topics are offered to students including the study of Buddhism, moral issues relating to justice, and religious and philosophical questions about the origins of the universe and life.

As part of their experience students visited the Buddhist temple, Samye Ling in Dumfriesshire. This thoroughly enjoyable trip gave pupils first-hand experience of how Buddhists practice their religion and they were able to take part in a brief session of meditation, sample vegetarian food and to learn about the history of Buddhism in Scotland from one of the monks.





# SUBJECTS AND COURSES

## Jupiter Artland

This year for the first time, a group of 25 S2 pupils enjoyed a fabulous excursion to Jupiter Artland Sculpture Park just outside Edinburgh. The pupils were treated to a guided tour and then got to work writing personal proposals to add their own sculpture to the park. Pupils took in works by many contemporary sculptors including, Anish Kapoor, Anthony Gormley and Anya Gallaccio. The Art and Design department have made strong links with the sculpture park and hope to open the trip up again in the near future.



## University of Glasgow and Advanced Higher Chemistry

Advanced higher chemistry pupils attended a Nuclear Magnetic Resonance trip to the University of Glasgow. Pupils enjoyed this learning experience at one of the top chemistry departments in the country. Their confidence flourished as they completed the practical element of the course.



University  
of Glasgow

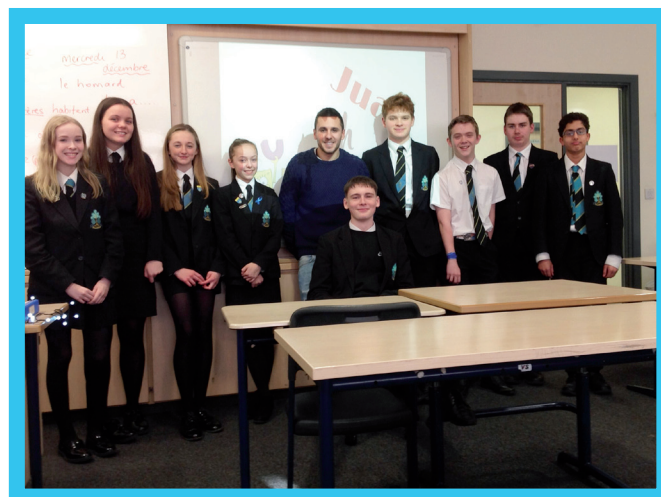
## Creative Writing club

The Creative Writing Club for S1 and S2 has run on Monday lunchtimes all year. As well as having time and support to work on their own writing projects, pupils have also prepared work to enter into competitions such as The Young Walter Scott Prize, BBC Radio 2's 500 Words, and the Pushkin prize. Throughout the year, the excellent work that the pupils have produced has been shared on their page on the English department's website.

## Languages

In January our S1 pupils were able to consolidate their learning in Mandarin - the second foreign language delivered in our cluster primary schools-with teaching inserts from our teachers from Tianjin supported by the Confucius hub. Pupils enjoyed active lessons revising their prior learning language through songs and interactive activities.

As in previous years we have been lucky to have the support of our Modern Languages Assistants offering invaluable help in developing pupils' confidence in for their SQA talking performances and also bringing their language and culture into the classroom. This is a resource that makes a huge contribution to the language learning of pupils at all levels. This year our Spanish assistant Juan from Malaga, brought a slice of Spanish life into the classroom from cooking to football.





# SUBJECTS AND COURSES

## S3 Class Battle

The annual S3 Music Class Battles took place in May with every student contributing from each class. The judges Mrs Sinclair and Mr Harrison were greatly impressed by the enthusiasm of the students and the variety of performances from all the classes. Each class contributed a full class group performance, a small ensemble and two solo items. Included in the wide range of music were songs by Black Eyed Peas, Barry Manilow, show songs and even a song by Bear Bones Mr Harrison's band. There were many highlights but one of them had to be the performance of a song written by a group of pupils from Miss Lindsay's class.



## Social Subjects Leadership Opportunities

The social subjects' faculty is fully committed to the development and confidence of our young people. Pupils in all year groups are encouraged to take on leadership opportunities in order to build skills for life and work. This commitment has been demonstrated through various events organised by staff and pupils in the faculty. The advanced higher modern studies class under the direction of modern studies teachers organised the annual and high profile 'Question Time'

event. Prominent Scottish politicians such as Ross Greer, Paul O'Kane, Euan Blockley and Kirsten Oswald attended the event. S6 history pupils took part in the 'Lessons from Auschwitz' programme this year and successfully delivered their experiences to all whole school assemblies and also during the 'Tea with a Refugee' event. The junior social subjects club also presented to assemblies about various fundraising events and have organised numerous activities throughout the year. The club also organised a Fairtrade lunch for pupils and staff in the school's communication unit, where they tasted a variety of Fairtrade foods.

## Design & Technology Excursions

To improve pupil's awareness of current issues surrounding our subject and to enrich the curriculum, we have provided the opportunity for excursions focused on developing their understanding of Scotland's role in the world today, as well as its history and future. Trips to BAE systems have helped pupils to understand Scotland's significant contribution to engineering throughout the world. This has also been useful in helping pupils to form their own opinions and to make informed decisions regarding their future. Excursions such as the BAE systems "Getting Girls into Engineering" and Scottish Power's "International women in engineering day" have allowed female students to recognise their future career prospects in this area and the incentives that are available to them.



# SUBJECTS AND COURSES

## Maths Methodology and Language Parental Workshop

The annual S3 Music Class Battles took place in May with every student contributing from each class. The judges Mrs Sinclair and Mr Harrison were greatly impressed by the enthusiasm of the students and the variety of performances from all the classes. Each class contributed a full class group performance, a small ensemble and two solo items. Included in the wide range of music were songs by Black Eyed Peas, Barry Manilow, show songs and even a song by Bear Bones Mr Harrison's band. There were many highlights but one of them had to be the performance of a song written by a group of pupils from Miss Lindsay's class.



## Work Experience

We strive to support flexible work experience opportunities to meet the needs of our learners across the senior phase and we are always looking to build partnerships to assist us with this. Pupils in S4 enjoyed the opportunity to engage with a work placement in September this year, with all pupils across the year group securing a placement. Pupils enjoyed a wide range of experiences across a variety of sectors such as textiles, uniformed services, engineering, a wildlife reserve, audio electronics, an international airline, shadowing a Member of Parliament, and animal therapy. Pupils returned to school reflecting on their experiences and the skills they saw in action in the workplace.







# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## Pupil Conference

Thank you to all of the pupils who participated in the Pupil Conference. More than 300 students from S1 to S5 listened to a talk from Brian Costello from Headstrong. The title of the talk was "I am not an Elephant" and in it Brian discussed the differences between feeling and thoughts. Later on in the day, pupils worked with S6 pupils to explore some of the topics raised. The pupils also worked in teams to help to design a set of values for the school. It is vitally important that the pupils in the school are vocal on the issues that affect them and this year's conference was a huge success.



## Parent Conference

Our third annual Parent Conference was held in October. This year sessions were extended to three areas:

- Developing the Young Workforce
- Health and Wellbeing
- Building Resilience.

Sessions were a mixture of information, advice and practical sessions to promote relaxation.



# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## Social Subjects Wider Curriculum

The history team led a group of S3 pupils on the 'Glasgow Slave Walk', where pupils took a tour of the historical sites linked to the Atlantic Slave Trade in Glasgow's city centre.

Two S6 pupils once again travelled to Auschwitz, Poland as part of the 'Lessons from Auschwitz' programme.

The geography team continue to offer excellent learner experiences through an extensive programme of fieldwork trips from S3-S6. Geography pupils have enjoyed various field trips focussed on the studies of both physical and human geography. Geography pupils are able to apply skills and techniques learned in class to real life settings both in the local area and further afield. This year a group of advanced higher pupils went to Lochranza, Arran and a group of junior pupils went to Reykjavik, Iceland.

The modern studies team have also offer a wide range of educational visits which have strengthened the current curriculum. Pupils in S4-S6 pupils have enjoyed a variety of educational tours and visits, In December last year a group of senior pupils went to The House of Commons in London. This year, the advanced higher modern studies class will visit The Department for International Development offices to take part in workshops led by non-governmental organisations and hear from voluntary workers who have provided assistance in conflict zones across the world.



## English Extra-Curricular

In May this year a group of 18 S3 pupils embarked on a trip to London with the English Department. The students saw two theatre productions, visited the Harry Potter studios and had opportunity to enjoy sightseeing across the city.

In March 150 Higher pupils across the english department visited Webster's Theatre in Glasgow to see a production of Ena Lamont Stewart's Men Should Weep. This experience greatly enriched their study of this Scottish drama.





# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## Drama Theatre Trips

In August 2017 the Higher and Advanced Higher drama classes enjoyed a trip to the Edinburgh Festival to watch three live performances. This was an excellent opportunity for pupils to experience live theatre which enhanced their studies in drama. They then attended a variety of theatre performances and workshops including 'Trainspotting' by Citizen's Theatre Company, the National Theatre tour of 'The Curious Incident of the dog in the night-time' and 'A Streetcar Named Desire' at the Theatre Royal. These trips and workshops were another great opportunity to see live theatre and explore related issues in class. Pupils later wrote about this in their Higher drama examination.



## PE Higher Badminton Trip

The Higher PE course requires pupils to have the ability to assess their own practical performance, particularly in comparison to a model performer. This relates to the four key course factors: emotional, mental, physical and social. In order to support pupils the Higher teaching team organised a trip to the Scottish Open Badminton Championships which was held at the Emirates Arena and involved top players from all over the world.

At the event pupils were able to interview many of the players, asking them about all aspects of their performance. Pupils were then able to make reference to the event within their written work, which would have greatly enhanced the quality and relevance of their answers.

## Environment and Sustainability across the Curriculum

As part of the Broad General Education (BGE), pupils in S3 consider the environmental and social issues surrounding the technological advancements in design, graphics and manufacture. Through reporting on current products and systems in these industries, pupils learn to appreciate our environment, fully discussing the methods that can be employed to improve sustainability and protect the global climate. The design and technology department has strong links with the cluster primary schools and has successfully delivered sustainable design projects annually.





# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## Junior Choir

This year's Junior Choir has had a fantastic year, with exceptionally high levels of commitment shown from pupils. The choir, which ranges from S1-S3, has had a variety of performance opportunities this year, including our Spring concert, the Young Singer of the Year competition, and Braehead Shopping Centre. The choir's biggest achievement this year was raising over £300 for the Glasgow Children's Hospital Charity by performing at Buchanan Galleries in December.



## Junior Drama Club

The junior drama club participated in a variety of activities and workshops to develop their skills in performing. This year the pupils worked on creating and presenting original pieces of drama and learned about using theatre arts technology to enhance their work. The pupils also developed leadership skills, as each week different pupils took responsibility for leading warm up activities and games for the group.

## East Renfrewshire Sports Championships

A number of new local authority events have been introduced to complement the existing East Renfrewshire sports competitions. For example, the Secondary Games allows all seven schools to compete in a range of sports during a one-day festival. Williamwood have maintained a top-two finish each year since the competition was introduced, winning last year and finishing second this year to make us the most consistent performers of all seven schools. Successful teams at the Secondary Games are then invited to represent East Renfrewshire at the West Regional Games to compete against a number of other local authority schools. Williamwood's mixed badminton team finished first place at this event and our remaining teams will be competing in September.

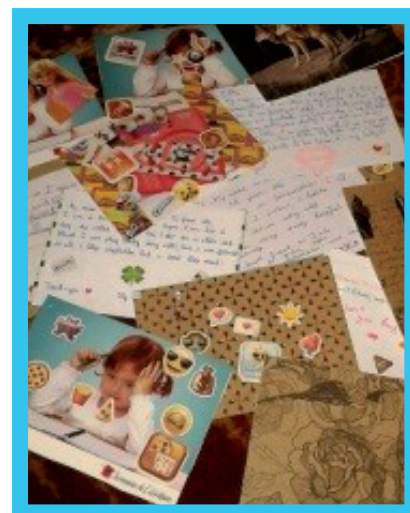




# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## E-Twinning

A number of languages classes have been taking forward the e-twinning initiative started last year by Mr Crawford. Miss Reid's class have been exchanging postcards with a school in Paris. Madame Pierre has continued the links set up last year links with our partner school Collège Le Racinay in Rambouillet, in the Académie de Versailles. Miss Guillouzie's S4 class have been exchanging letters with pupils in Lycée Jena Perrin in Rezé in Brittany. This gave pupils an insight to the daily lives of pupils in France as well as forging friendships we hope will go beyond the classroom.



## S1 Performing Arts Induction Days

As part of the cluster transition, the S1 Induction Days saw a number of Williamwood students volunteering to rehearse with the P7 pupils to let them experience some of the extra-curricular clubs in the music department. The pupils got the opportunity to attend Junior Vocal Ensemble, String Group or Junior Band where the Williamwood pupils rehearsed with them during their lunchtimes.





# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## PE International Trips

The PE Department organise a number of international trips which aim to provide pupils with the opportunity to experience different cultures, whilst participating in sports which are difficult to facilitate within school. One of the more established is the ski trip which has been operating now for thirteen consecutive years. The trip alternates between junior and senior pupils in order to accommodate all pupils and always caters for skiers of all abilities. Another very popular event is the watersports trip which involves travelling to two different locations in France, one being the Ardèche river which the pupils kayak through and the other being a beach resort where pupils take part in a range of different activities. The final trip of the year is to La Fosca in Spain for our senior pupils. This is an extremely popular trip which is also on a beach resort providing pupils with an opportunity to windsurf, sail, snorkel and take part in many other beach activities.



## Social Subjects as Responsible Citizens

Citizenship is a key focus across the social subjects' faculty. Every year, S3 modern studies pupils have assisted in the development of political literacy in the school through the organisation of head girl/ head boy elections. In addition to this, members of the faculty, alongside PTs development have worked with candidates in the election to ensure that the campaign process is fairer and executed in a more professional manner. Pupils in social subjects have also been involved in workshops with officers from Police Scotland through the Crime Reduction Unit. Local representatives such as Jackson Carlaw and Paul Masterson also regularly visit the modern studies department to present about the work they do in the Scottish and UK parliaments.



# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## Rights Respecting Schools Award

The Rights Respecting School Group are continuing to work toward achieving the Gold Award. This year the group have organised a number of high profile events including two collections for the Scottish Action for Refugees as they tried to support Syrian refugees. We also participated in the Outright campaign which encouraged our local MP to give greater rights to refugee children in Britain.

In order to develop partnerships, we worked with Busby, Carolside and St Joseph's primary schools to highlight children's rights in the local community.

A variety of lessons have been created for PSHE classes to make pupils within the school more aware of issues within the world. We have increasingly focussed on the idea of sustainability and encouraged pupils to think of their actions and the impact on the wider world.

In the next school session, we will continue to work towards achieving the Gold Award. As part of this, we are also intending to host a Pupil Conference on the theme of sustainability.



## Front of House Team

Pupils in Food and Textiles Technology are given opportunities to contribute to the wider school through involvement in providing Hospitality to parents and visitors at key school events throughout the year including the S6 Graduation, Senior Awards, Duke of Edinburgh Awards and Art Exhibitions. This allows pupils to showcase their front of house skills, build confidence and widen their employability skills. Pupils who contribute regularly are given recognition for their contribution through volunteer badges and Saltire Awards.



# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## School Show - Beauty and the Beast!

In December 2017 the pupils of Williamwood High School presented the smash hit Broadway musical Beauty and the Beast! The show was a huge success with tickets sold out for all three evening performances. An enormous amount of work went into this production both technically with the set, props, costumes and with the choreography, acting and music. There was also a matinee performance put on for the P7 pupils in our cluster primaries and pupils from the Communication unit with rave reviews. Congratulations to all the pupils and staff involved as the final production was just stunning.



## Extra-Curricular Sports Programme

The extra-curricular sports programme at Williamwood is well established and comprises of a wide range of different activities. Staff from many different subject groups across the school volunteer to facilitate a combination of participation clubs and competitive teams. Each year the programme is reviewed to ensure that sufficient breadth is evident and also that all year groups are catered for. Our programme this year included 33 clubs per week that were free for pupils to attend either during lunch or after school. The success of the extra-curricular programme, including the vast number of pupils who attend, was a significant factor which contributed towards Williamwood reaching the gold standard for the School Sport Award.

## Sports Leaders

The S5 Sports Leaders course has now been enhanced to meet the criteria of the Level 2 award. The key change involves the requirement for pupils to now volunteer with local sports clubs or teams, alongside attending class where they develop their leadership skills. The Sports Leaders also organise and facilitate the hugely successful Transition Sports Festival which takes place at Williamwood and involves all primary 7 pupils from all our three cluster schools. This event complements the whole-school induction days, as the pupils are able to spend an extra morning at their future secondary school.



# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

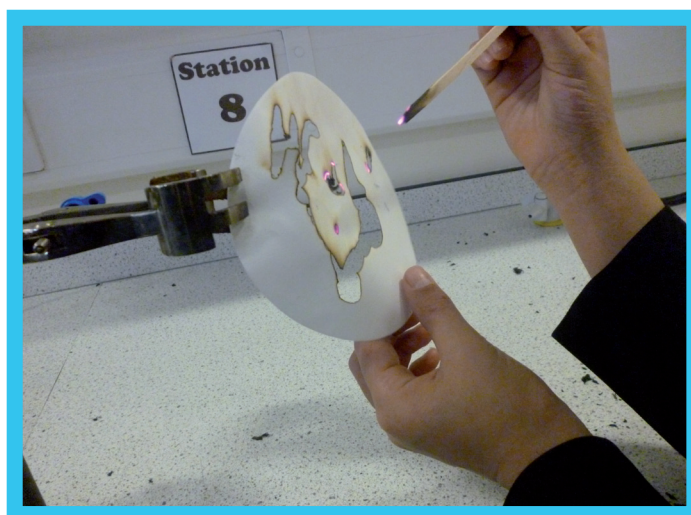
## P7 Science Club

Every year pupils from our cluster primary schools; Busby, Carolside and Netherlee join us to take part in the Primary 7 Science Club. Pupils are always highly motivated, engaged and enjoy the challenge of completing a number of experiments including making and launching rockets, investigating germs and burning magnesium. We are always very impressed with the energy, enthusiasm and scientific skills demonstrated by our budding young Scientists from the Primary 7 pupils.



## S1 Science Club

Science club is open to all S1 pupils. It gives pupils the opportunity to be involved in engaging and exciting experiments including lava lamps, fire writing, model oceans, bath bombs and elephants' toothpaste.



## Pre-School Science

This year two Newly Qualified Teachers (NQTs) in science visited our neighbours Cart Mill Family Centre. Our biology and chemistry NQTs engaged the pre-school children in a range of stimulating and hands-on experiments that really captured their imaginations. They enjoyed their first experience with a microscope, using a simple Bioviewer and took part in some simple physics and chemistry experiments.





# EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

## S4 and S5 CERN trip

A group of our senior pupils visited CERN, the European Organization for Nuclear Research, where physicists and engineers are probing the fundamental structure of the universe. In June, 30 students and staff experienced sub-atomic, aromatic and geological science when they visited the Large Hadron Collider at CERN. They also sampled export quality Swiss chocolate making and actually walked inside the largest glacier in Europe. The students completed their visit with trips to the United Nations and the Red Cross, then topped it off with a delightful cheese fondue celebration meal, all while demonstrating excellent French speaking skills.







# INTERDISCIPLINARY LEARNING



# INTERDISCIPLINARY LEARNING

## S3 Masterclasses

During the afternoon on Friday 18 May, all pupils in S3 had the opportunity to participate in a masterclass of their choosing. Sessions included make-up artistry, F1 car design, chemistry of the cupcake, Heartstart, maths escape rooms, working with clay, coach for success, drama masterclass, podcast production, aircraft design, rock 'n' roll science, watersports and a team building class where a group were put through their paces by members of the army. Pupils engaged fully in these activities and enjoyed developing skills in new and engaging ways.



## S1 Parents as Partners DYW Event

All pupils in S1 participated in a Developing the Young Workforce skills based event, with the help of parents as partners. Pupils were tasked with trying to find out the occupation of each of our guest candidates by utilising a variety of evidence. Each pupil had the opportunity to interview a candidate, select information from job profiles and to experience virtual workplaces using VR headsets. The pupils certainly enjoyed visiting the virtual workplaces, allowing them to put into context the skills and job profiles they were hearing about. The overall aim of the event was to highlight skills for learning, life and work; with all pupils highlighting the skills they had utilised themselves during the event.

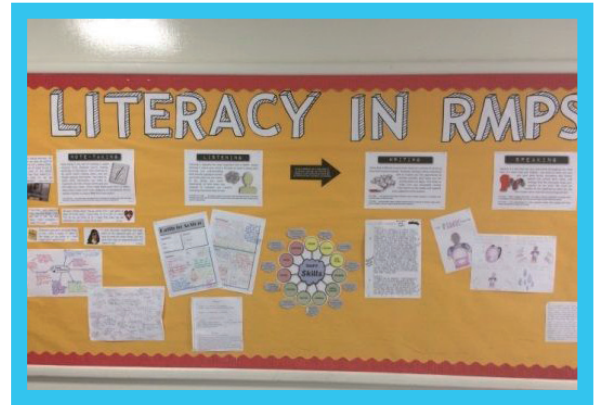




# INTERDISCIPLINARY LEARNING

## RMPS Literacy

We put together a wall display of pupils' work from RMPS classes showcasing the key literacy skills of note-taking, listening, writing, and speaking. This highlights the wide range of literacy skills that are developed through RMPS lessons and includes examples of mind-maps, evaluative comments, extended writing and project work.



## Stock Market Challenge

Following weeks of trading teams of pupils from higher accounting, qualified for the semi-finals of the Student Investor Challenge. This experience has developed a wide range of skills for learning, life and work.

## Subway Challenge

Higher Business Management pupils finished second place in the 'Design a Sub' competition. Over 80 schools from across Scotland entered the competition and the team were invited to the final which was held at the Scottish Events Campus. The group pitched their concept, The Champion Sub, to a panel of judges who commended them on their marketing plan and presentation. The team were presented with a £750 amazon voucher.



## Design and Technology Health and Wellbeing

We have encompassed the priorities of Health and Wellbeing in our courses, where pupils learn to manage risk through developing safe working practices with their peers and teachers when undertaking practical activities. Pupils create safety contracts and work to these. They are actively encouraged to evaluate how safely they are working and challenge each other when safety standards are not being met. This practice ensures our pupils work responsibly and that they are able to express their opinions and views confidently. Pupil's knowledge of safe working practice ensures that they are prepared for working safely in the world of work beyond Williamwood.



# INTERDISCIPLINARY LEARNING

## Busby Primary STEM week

A small group of pupils from our National 5 Skills for Work Health Sector class visited Busby Primary school to deliver a lesson as part of their 'STEM week'. The pupils brought some medical equipment along with them for the primary 6 pupils to try such as stethoscopes, pulse rate monitors and peak flow meters. They also brought a model torso with them for the pupils to see the organs inside the body. The Health Sector pupils had a fantastic morning and were full of enthusiasm when working with the primary 6 pupils. The primary 6 pupils also thoroughly enjoyed their experience!



## Maths Primary Events

To aid with the transition process, each year the mathematics department leads three different events for our cluster primaries ranging from primary 5 to primary 7. Pupils compete in rounds such as the 12-card challenge, a stations activity and always finish off with a particularly energetic maths relay race. Pupils work in mixed primary groups to allow them to develop their communication skills in addition to their mathematical understanding.





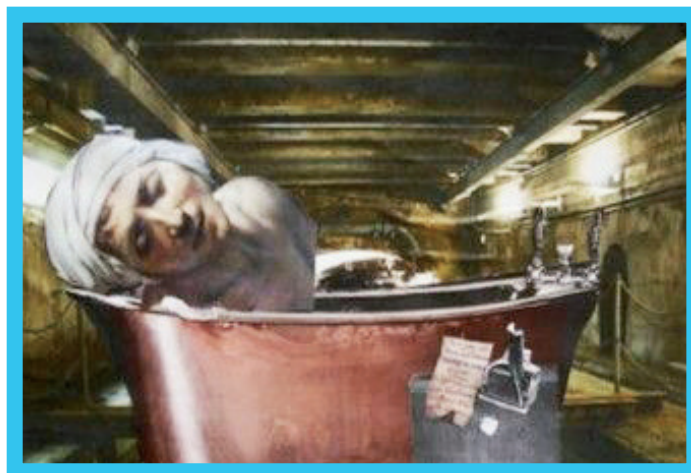
# INTERDISCIPLINARY LEARNING

## Mindfulness

The RMPS department has introduced a meditation group that allows pupils a weekly opportunity to learn a variety of meditation techniques. This has proved to be very popular with pupils from all age groups and their feedback has been that this has helped them to cope with pressure and stress in school as well as improving the quality of their learning. Meditation sessions were also provided specifically for senior pupils sitting exams and helped to address issue of stress and anxiety before exams.

## Filmaking

S3 pupils from art and design worked closely with S1 pupils, as leaders of learning, to peer tutor the group in the production of a story board for the painting 'The Death of Marat' by Jacques Louis David.



## RMPS Debate Club

Members of the RMPS department ran a weekly lunchtime debate club with pupils from all year groups. The group engages in lively discussion on a range of social, political and moral issues. Staff also prepared pupils for and accompanied them to public speaking competitions involving other schools.



## S3 Enterprise Group

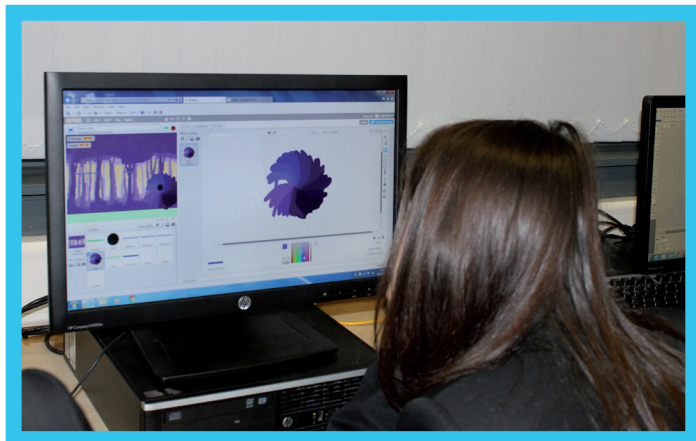
The art and design department has established an enterprise group in S3. Our pupils explore the opportunity to make and market artwork. Pupils created framed sculptural works and fine art pieces which were presented in box frames. Along with Christmas wreaths and decorations.



# INTERDISCIPLINARY LEARNING

## Game Jam

The BICT department ran Williamwood's first ever Game Jam. The Game Jam involved S3 and S5 Computing Science pupils working together to make a game in a day working in teams. They made the game, graphics, sounds, storylines etc. The Game Jam is a global event and we are the first high school ever to get involved.



## Chemistry of the Cupcake

In May the Chemistry and F&TT departments came together and produced another successful masterclass, Chemistry of the Cupcake. This year we had 20 S3 pupils taking part. Teachers introduced the lesson by talking about the ingredients the pupils were going to use and explain that baking was similar to carrying out a scientific experiment. The chemistry department explained the science behind the baking they were going to carry out. The pupils had a great time preparing their cupcakes and choosing their own colour of icing and toppings. Pupils completed a little practical experiment demonstrating the production of carbon dioxide as the cupcakes were baking. A very enjoyable lesson was had by all.





# INTERDISCIPLINARY LEARNING

## BBC School Report

In February all pupils in S2 participated in the BBC School Report scheme. Classes followed a series of lessons from the BBC and learned all about how BBC News operates. They then worked in groups to produce their own news bulletins. In late March S2 pupils took part in the official BBC School Report News Day, spending the whole day researching and writing news stories. These excellent reports were published on the departmental website. A link to their page was placed on the BBC School Report website.



## Dragons' Den

All S1 pupils participated in a 'Dragons' Den' project. They worked in groups to design and pitch a product to their peers, showcasing their use of persuasive language, presentation skills and demonstrating their ability to work effectively in group situations. In June, the top five groups participated in a grand final in the Street where they pitched their product to their year group and a panel of judges.

## English and BICT

In May all S2 pupils participated in an interdisciplinary learning programme between English and BICT to research and create a critical review on a video game. Pupils were encouraged to examine the elements of genre, narrative, and character in their games as well as actual gameplay in ICT and write their review in English. This culminated in their creation of a professional Game Review article for inclusion in a school magazine.

# INTERDISCIPLINARY LEARNING

## Maths Week Scotland

This year saw the first 'National Maths Week Scotland'; an educational initiative to raise the profile of mathematics within Scotland. Within Williamwood, pupils were involved in a range of activities including designing a lunch box, planning and budgeting a trip to Florida, peer mentoring and participating in a lecture given both Professor Adam McBride from the University of Strathclyde. Furthermore, to engage parents in the methodologies and language used in the mathematics department, workshops took place for them to attend.



## Roll on Williamwood

Pupils in S4 once again successfully ran the 'Roll on Williamwood' business. Pupils worked collaboratively with Newlands Bakery in a successful partnership to provide lunch delivery service to the staff of Williamwood High School. This project involved the pupils collating orders, managing their time effectively and calculating costs to create a turnover for their business venture.



## Languages Cluster Work

The Modern Languages department again celebrated the strong links with our cluster primary schools and Thursday 31st May saw the third primary 5 Festival of Languages. Hosted by the staff of Williamwood High School, 265 pupils from Netherlee PS, Carolside PS and Busby PS enjoyed some exciting new language learning experiences. All pupils had the chance to choose from a wide range of languages, where sessions were delivered by the modern languages team assisted by other linguists from the wider staff of Williamwood High school and beyond. The languages on offer this year were Hungarian, Spanish, German, Irish Gaelic, Italian, Mandarin, British Sign Language and Japanese. The demand for BSL this year was overwhelming and we were delighted to welcome Mrs King, a BSL trainer and interpreter, who along with our own Mr Sudding gave pupils an experience of signing. This is something we hope to take forward with our own pupils at Williamwood next session. Our thanks also go to Mr Kriszti Feherek for his continued support in delivering the Hungarian lessons for a second year.



# INTERDISCIPLINARY LEARNING

## International Women's Day - Merkland School, Kirkintilloch

In March, 10 S3 pupils from the Williamwood music department took part in a collaborative project with pupils from Merkland School, Kirkintilloch, to celebrate International Women's Day. Pupils in Merkland chose subjects to study relating to successful females that interested them, such as Mary Shelley, Enid Blyton and Nina Simone.

Williamwood pupils then discussed Merkland ideas, helped devise plans to develop Merkland pupil compositions and then in the concert, narrated some of their presentations and performed and improvised alongside Merkland pupils, thoughtfully and respectfully. The concert was a great success and highlighted both Williamwood and Merkland pupil's ability to work as a sensitive and musical team. Evaluations from Merkland pupils strongly stated that they had had a very positive and enjoyable experience playing and working with Williamwood pupils.



## Design and Technology Extracurricular and IDL

Pupils are able to develop their skills in leadership, teamwork and problem solving through the several initiatives offered by D&T. Interdisciplinary projects in collaboration with BICT, Maths, Science and F&TT have given pupils an experience of engineering in space and Formula One design. Our S1-S5 STEM club is highly successful and we utilise the experience of established STEM partnerships. This has developed new skills in aeronautical, electrical, and mechanical engineering for our pupils. We have also hosted successful whole school STEM

days and STEM fairs where pupils have further learned to apply critical thinking and have been able to showcase their learning to parents and STEM partners. Furthermore, pupils have been able to apply the aforementioned skills through participation in national competitions that include Rampaging Chariots, BAE systems, Lego Mind-storm Robotics and Shell Bright Ideas Challenge.





# PERSONAL ACHIEVEMENT



# PERSONAL ACHIEVEMENT

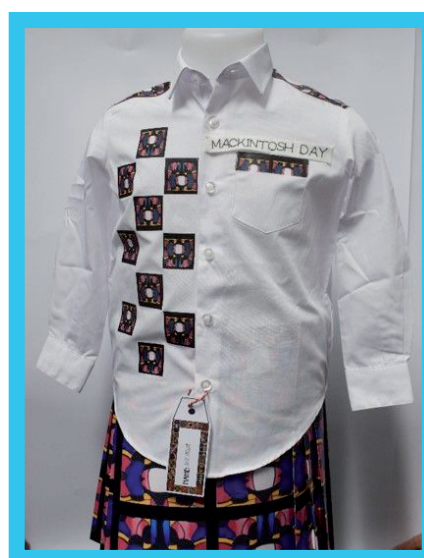
## Art Gallery and Museum Drawing Competition 2018

Forty S1 pupils were selected to represent the school at the Kelvingrove Art Gallery and Museum annual drawing competition. Pupils produced drawings at the galleries and submitted them at the end of the day. We are pleased to announce that Cameron Deverill was awarded a certificate of commendation for his drawing. Julia Noble and Zara Steven will be attending the award ceremony at the Kelvingrove Art Gallery to receive a silver and gold medal respectively. We are so proud of these pupils as these are outstanding achievements. Their work will be on display in the museum and so we would encourage you to pop along to see their beautiful depictions of the collection.



## Mackintosh Competition 2018

Mackintosh the Innovator A group of S3 pupils is involved in designing a school uniform for Scotland Street School, mackintosh inspired wallpaper and tote bags. The pieces will be on display as part of St Enoch's Centre's annual art and design competition. Pupils were encouraged to think creatively about Mackintosh and his influence in the city. Using the computer our pupils made a collection of printed textiles inspired by the life and work of Charles Rennie Mackintosh. Our pupils were delighted to be involved in this during the year of young people 2018.



# PERSONAL ACHIEVEMENT

## Communications Support Service S1 Science Halloween Day

For CSS Halloween day, during the S1 science Elements and Reactivity topic, the class designed their own spooky experiment in the form of a scary pumpkin which everyone enjoyed carving. Some of the pupils also enjoyed pulling all the pumpkin insides out with their hands! The pupils tried an experiment we call Elephant's Toothpaste, to generate steam and foam making it come out of the carved pumpkin in a really unexpected reaction.



## Celebrating Success in Design and Technology

We effectively celebrate our pupil's achievements and attainment through the use of our departmental excellence and progression award system. In addition to this, merit postcards are used to recognise the individual achievements of all learners at any level. These awards are well received by pupils and create an environment in which pupils strive for excellence.

## Reading for Gold

The english department have continued with the 'Reading for Gold' programme this year and introduced the 'Level Up' programme for S2. All pupils in S1 and S2 are challenged to extend their personal reading and to engage with a variety of texts. The programme asks students to complete activities upon completion of a text and involves students, teachers, librarians and parents. Overall, pupils have been presented with over 300 certificates and 80 pupils have received a Gold or Platinum badge.



## UKMT Junior Maths Challenge

A group of four pupils, two from S1 and two from S2, won the regional final of the team maths challenge qualifying for the UK final in June 2018. This remarkable achievement made them the first team from Williamwood to reach the national final. The team worked successfully on a number of different activities and will once again compete in these activities in the final along with producing a presentation on Euler's method.



# PERSONAL ACHIEVEMENT

## Maths Achievement Badge Winners

Throughout the academic year, pupils were awarded achievement badges for their work in the department. The badges recognise the wide variety of effort put into the subject by our pupils'. Badges are gained through outstanding academic performance, representing the school in the UKMT team maths challenge or gaining a gold award in the UK maths challenge.

## Young Composer of 2018

In April, Matthew Whiteside adjudicated the Williamwood High School Young Composer of 2018. The competition was entered by a range of pupils from the school, and illustrated the high level of imaginative and sensitive music projects pupils study in and out of the classroom. Matthew Whiteside awarded L. Robertson first place for his composition; Bloom. Matthew referred to the composition as being nicely paced with a subtle grit, and for having an interesting mix of electronic and live performances. The runner up in the 2018 competition was C. Vettraino, who's idiomatic and concisely written Oboe Concerto, also impressed Matthew.



## Recognising Achievement in PE

The PE department have continued to recognise achievement in a variety of ways throughout the year. For example, this is our third year of recognising the achievements of a wider number of pupils during the athletics block. Criteria for each event has been produced based on pupil data from previous years. Pupils are then challenged to meet the 'gold', 'silver' or 'bronze' medal standard in each athletics event. A certificate of achievement is then awarded based on how many individual medal standards each pupil accomplished. The criteria is designed to be achievable yet challenging. A new system in place this year was the 'Pupil of the Block' awards which involves one pupil from each year being recognised for an outstanding level of effort, endeavour and general attitude. Both of these new initiatives aim to complement the already well established 'Sports Colours' system which focuses more on elite achievements in sport.





# PERSONAL ACHIEVEMENT

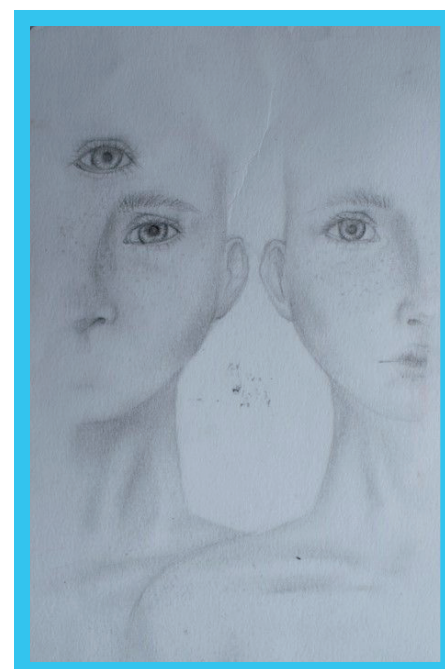
## Athletics Success

Athletics has always been a sport in which Williamwood has found success and this year has been no exception. At the East Renfrewshire Athletics Championships, we have now held the overall winner title for 25 consecutive years, which is a remarkable achievement. Many of the athletes who were successful will be invited to represent East Renfrewshire at the West Regional Athletics Championships. There have also been a huge number of individual and team successes at various Scottish Schools events, however, unfortunately far too many to include. Details of these athletics achievements, along with all other sports, will be published in the junior and senior awards ceremonies which will be produced in late June and September respectively.



## Pupil Generated Galley on the Webpage

Information: Art and design pupils volunteered to create and update a gallery on the Art and Design webpage of pupil artwork created outside of school class activities. It has been collated, photographed and processed by the pupil themselves.





# PERSONAL ACHIEVEMENT

## Art & Design Exhibition 2017

We celebrated the work of all our National 5, Higher and Advanced Higher art and design students who completed work in session 2016/17. The work was showcased in The Street incorporating both design and expressive folios. Three-dimensional work was part of the curated show and positioned carefully in the street exhibition space. Calendars and framed prints of students work was available to purchase. Pupils studying hospitality served drinks and canopies to the guests during the event.



## Top of the Bench

Well done to our chemists who competed in the regional heats at Glasgow University. The chemistry department are very proud of the team who secured third place.

The competition was sponsored by the Royal Society of Chemistry. Our pupils performed extremely well in a very difficult quiz and completed a scientific challenge successfully. Doctors of the future?





# PERSONAL ACHIEVEMENT

## Public Speaking

This year the English department have organised for pupils to be challenged with a range of opportunities to participate in public speaking competitions. In October three S3 pupils were presented as a team at the East Renfrewshire Youth Speaks competition, while senior pupils made individual presentations in the Rotary Club Public Speaking Competition. The S3 team this year came second out of all schools in East Renfrewshire and their recorded speech is available on the East Renfrewshire Youth Speaks competition's website.



## Junior Masterchef competition

As a platform for our S1 and S2 pupils to showcase their culinary skills, the food and textiles technology department hold a very popular Junior Master Chef competition. Local chefs and ex-pupils judge our current pupils on their menu choices, skills and techniques. Each year all the judges have been highly impressed with the pupils standards.

## Rotary Young Musician 2018

Bassoonist Campbell Lang made it through to the Grand final of the Rotary in Britain and Ireland Young Musician of the Year competition which was held in Scotland for the very first time in 2018. Campbell had won four previous stages and was proud to represent Eastwood Rotary Club at the event at Herriot Watt University on Sunday 22 April.

**ROTARY** **YOUNG** **MUSICIAN** **COMPETITION**



# PERSONAL ACHIEVEMENT

## The National Youth Orchestra and the National Children's Orchestra of Great Britain

This year again we were delighted to have a number of pupils performing in the both the National Children's Orchestra of Great Britain and the National Youth Orchestra of Great Britain. In total we have four students in the orchestras playing oboe, bassoon and French horn which is the biggest representative from any school in Scotland.



**National  
Children's  
Orchestras  
of Great Britain**

## Music competition winners

The standard of musicians in Williamwood continues to impress and this year again we have a vast array of competition winners at RSC Juniors in performing and composing, the Glasgow Music Festival, students performing concertos with various orchestras and the runner up at 2018 Beethoven Junior Intercollegiate Piano competition at Chetham's School of Music in Manchester.



## Young Singer of the Year

Our annual Young Singer of the Year event took place in February and an impressive number of parents, friends, pupils and staff came along to support our fifteen finalists. There was a fantastic variety of repertoire and our judges, Lynne Fyfe and Christine Badger, faced a difficult challenge to crown the winners. Ultimately, our champions were Ellie Guevara Rose (Junior) and Eilidh McCroskie (S5), with Holly Johnston (S1) awarded the Rising Star.





# PERSONAL ACHIEVEMENT

## Williamwood Music Festival

Williamwood High School's second Music Festival took place on the 10th October in the school's Conference Suite. The judges; Celine Donoghue and John Cavanagh, were most impressed with the large variety of styles of music performed - from the delicate tones of the clarsach, to the patriotic bagpipe music performed by some of Williamwood High School's skilful pipers. The judges chose Luka as the winner of the Junior Category, who performed thrilling solos on the guitar. The runner up was Elias, who also performed with conviction on the guitar. The Senior Category was dominated by Tom's energetic and exciting performances of Dark Matter and Island Magic on the drum kit, while Erin, was awarded second place for her performance of her own composition on vocals and the guitar. The Rising Star was named as Caitlin, who accompanied herself singing on the guitar.



## Young Musician of the Year 2018

This year's Young Musician of the Year was a tremendous event. There were over 30 pupils who auditioned for the final and the standard was incredibly high. Six Juniors and six Seniors went on to the final which was judged by a panel of three musicians and teachers from Douglas Academy and the Royal Conservatoire of Music. The runners up were Ben Dickinson (S1) and Chris Vettraino (S6) and the winners were Anna Ghro (S3) and Liana Storey (S4). The final concert highlighted the superb standard of musicianship present in Williamwood High School.





# PERSONAL ACHIEVEMENT

## Nurturing Pupils

This year we have introduced Nurture to the school curriculum. This is designed to help young people improve their confidence and allow them to build essential skills to help them with learning, life and their future. We ran a small group for S2 pupils this year. This will be rolled out to other year groups in to target a larger population within the school.

## Communications Support Service Transitions Careers Event

Staff from the communications support service organised a highly careers event for senior pupils. A range of external partners were invited including representation from local businesses, colleges and third sector organisations. The aim of the event was to inform both pupils and parents about the opportunities which are available post school in terms of transition support and options following the conclusion of formal schooling. Staff and pupils were also invited from other schools across the authority.



## Art and Design in the Community

Williamwood High School art and design department invited members of the local community to work with S2 pupils in constructing a tea party using painting techniques and paper engineering skills. They constructed a sculpture which was four foot high. These giant sized cakes were displayed during an event to celebrate the history of tea parties and picnics when residents from local nursing homes were invited to the school for an afternoon tea.



# PERSONAL ACHIEVEMENT

## Art and Design Health and Wellbeing Workshops for Parents

As a department we pride ourselves in celebrating our subject. Firstly by the intellectual and cultural impact on learners and through the academic achievements of our former students across the country. Secondly, by the ability of the subject to raise student's self-esteem and improve their health and wellbeing. As part of the 'Health and Wellbeing Week' we delivered evening workshops to parents to promote the positive impact on mental health and creativity.



## Fundraising

Pupils and staff braved the wet weather to put on a car washing bonanza and raised £250 towards the Malawi fund for this session.

## CSS Charitable Work and Fund Raising

Throughout the course of the year both pupils and staff in the Communications Support Service have worked collaboratively with a charity called Starchild. This charity aims to improve educational opportunities for children in Uganda. Pupils have raised money for the charity by organising a number of event including both a Christmas and Easter Fair. Both pupils and staff have also contributed to the creation of a short film which highlights the positive work carried out within the support service. Staff from Starchild will use this short film to highlight best practice when they next visit Uganda. The film itself will be showcased at the Glasgow Film Theatre in August.





# PERSONAL ACHIEVEMENT

## Community Burns Supper and Community Afternoon Tea party

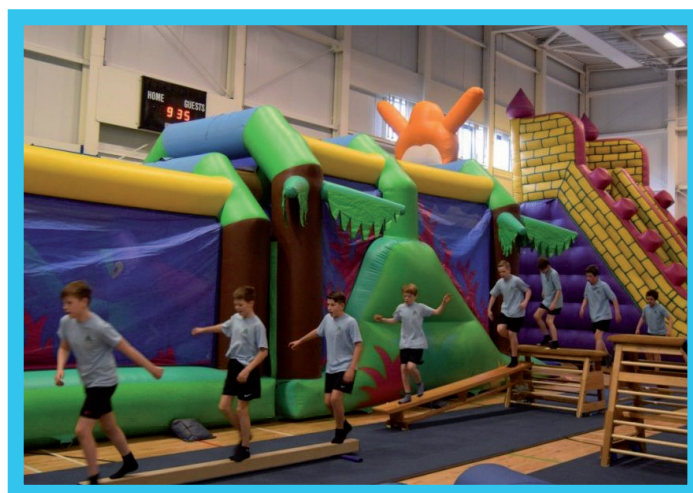
Our pupils have the opportunity to link with the wider community through Community events. The pupils in National 5 Cake Craft used their superb skills to produce baked goods to be served at the afternoon tea. Pupils in our Hospitality Front of House team use their communication and customer service skills to socialise and serve our guest, providing an enjoyable experience for our community guests.



## PE Fundraising

For almost two decades the PE Department have organised an event called "The Wall", which is now an invaluable contributor towards the school's fundraising efforts. Every two years, S1 and S2 pupils are given the opportunity to complete laps of a challenging assault course, overcoming a range of different obstacles along the way, not least several giant inflatable slides and obstacles. Pupils are asked to collect sponsorship money in order to take part and the accumulated total is always a significant amount. All funds raised are given back directly to pupils, supporting a huge variety of extra-curricular activities across the school. Equally, equipment and resources for a range of clubs can be purchased, enhancing the quality of experiences pupils receive outside of the classroom. This year, for the first time, S6 pupils were also given the opportunity to participate in the event, raising yet more money.

During charities week, an assault course was created in the games hall for S3 pupils to tackle as many times as they could in ten minutes. The S3 assault course alone raised over £2000 for Meningitis Now, in memory of Kyle Bremner.





# PERSONAL ACHIEVEMENT

## Malawi

Thirty-six pupils and seven staff travelled to Malawi in June 2018. The group built three classrooms at Ekwendeni Primary School and renovated 2 others. We also ran an after school club for approximately 4000 local children over the course of the week. In addition, we engaged in a variety of community activities including a ceilidh and a community dinner.

In advance of the trip we organised a variety of fundraising events which helped us raise over £30,000. This included our first Grand Fundraising Ball which was held at the Hilton Hotel in Glasgow and raised over £14,000. We made a donation of almost £32,000 to Classrooms for Malawi who arrange the building logistics.

The three classrooms will be completed in time for the new school session in August and will mean that over 250 children will now have a more appropriate learning space which will help improve their education for many years to come.





# PERSONAL ACHIEVEMENT

## Netherlee Age Concern - Advanced Higher Music Concert

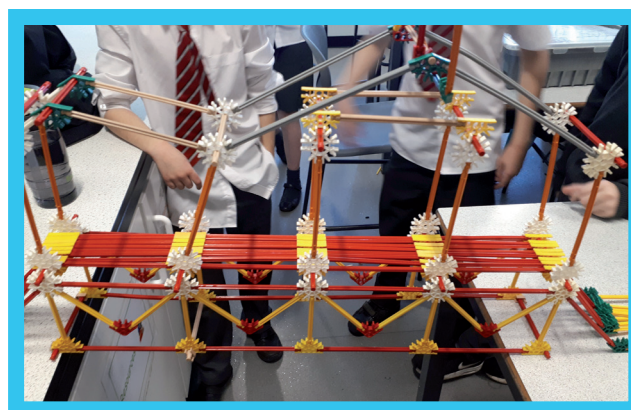
In November, Advanced Higher music pupils performed for the Netherlee Age Concern Group at the Albertslund Community Hall in Newton Mearns. Pupils discussed their programmes and performed a variety of styles of music.

They played expressively and confidently and were clearly appreciated greatly by the members of the group. Afterwards pupils spent time speaking to the different members of Age Concern while enjoying some refreshments.



## P6 K'Nex Challenge

An engineering challenge hosted by the science faculty for pupils in P6 called the P6 K'Nex challenge for P6 pupils is held annually in Williamwood High School. Pupils are invited from cluster primary school to complete a bridge-building challenge.



## S3 Mission Discovery

Nine of our S3 pupils attended a week-long course at the University of West of Scotland where they worked on science experiments with a NASA astronaut who piloted the Space Shuttle and NASA's former Deputy Chief of EVA (space walks).

## RMPS Achievement Policy

RMPS have developed and introduced a departmental recognising achievement policy. Award postcards have been designed to recognise a range of achievements, including:

- Motivation for learning
- Significant effort or improvement
- Excellent contributions
- An exceptional piece of work
- Working well with others

Achievement awards are being introduced in June 2018. Award bands have been issued to pupils in Higher and Advanced Higher RMPS to recognise their hard work and progress.

# PERSONAL ACHIEVEMENT

## Social Subjects Effective Contributors

The social subjects' faculty alongside the art and design team held its annual 'Tea with a Refugee' event this year to commemorate Holocaust Memorial Day. Speakers from the Scottish Refugee Council and the Holocaust Education Trust led the event which reflected on experiences of past and present refugees. The social subjects club led by various staff in the faculty have organised some very successful fundraising activities such as the 'Rich Child Poor Child' lunch. The proceeds of the event went to the 'Books for Africa' campaign. Higher modern studies pupils visited the East Renfrewshire foodbank in Barrhead. Pupils learned about the growing need for foodbanks across the UK and assisted volunteers in organising stock. Volunteers at the foodbank have also delivered presentations to all pupils in higher modern studies classes.



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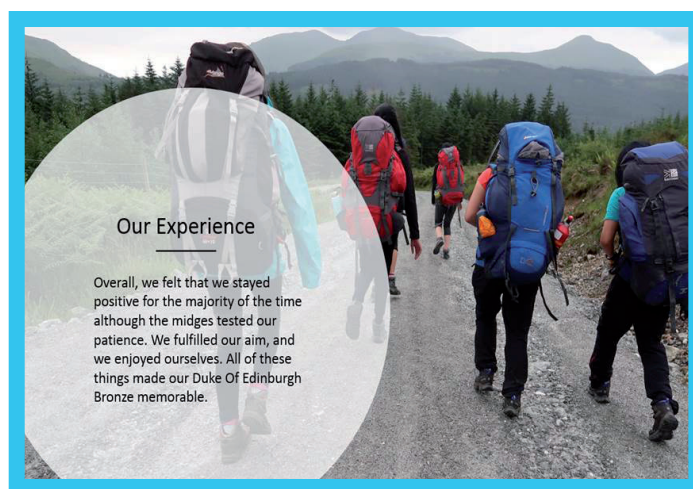




# PERSONAL ACHIEVEMENT

## Duke of Edinburgh

The Duke of Edinburgh award scheme is an internationally recognised award for young people. It is offered at three levels: Bronze, Silver and Gold. Working in conjunction with specialist staff at Lochgoilhead Outdoor Centre we offer the Bronze award to pupils in S3 and the Silver award to those in S4. Senior pupils are supported with the Gold award in S5 or S6 if they wish to pursue this. For each award there is the requirement to fulfil four areas: Skill, Service, Physical Recreation and Expedition. This prestigious award affords the opportunity to develop a wide range of skills for learning, life and work. This year we are delighted that 94 pupils have successfully secured the Bronze award and 50 pupils will receive the Silver award with a 100% completion rate.





# PERSONAL ACHIEVEMENT

## T in The Street

This innovative intergenerational project has been established in partnership with The Richmond Fellowship Scotland Dementia Services and Williamwood High School. This year the pupils have ensured the project has gone from strength to strength, and this is down to the enthusiasm, dedication and compassion demonstrated by all of our young people.

The pupils contributed many outstanding features, truly making a difference to the lives of members of the local community. The ethos of the project, driven by the pupils, fully supports East Renfrewshire's desire to be a dementia friendly council.

Examples of such practice are not limited to: pupil leadership, Skills for learning, life and work, developing and enriching relationships and health and wellbeing of the wider community.



## ***T in The Street 3***



***Congratulations to all involved on your commitment & enthusiasm shown throughout the project.***





