

WILLIAMWOOD HIGH SCHOOL

STANDARDS AND QUALITY REPORT 2019-2020



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 1686 and the staffing allocation is 119.75FTE.

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. 98% 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 2019-20 included the following broad targets:

- To deliver the ERC leadership strategy by supporting teacher leadership, including formal leadership development programmes for both promoted and unpromoted staff with shadowing opportunities for staff.
- To create pupil forums to take forward pupil voice in conjunction with the Pupil Council.
- To develop a model of professional learning in collaboration with Strathclyde University and to establish a research hub for the benefit of staff across the cluster and the local authority.
- To create opportunities for meaningful collaboration at whole school and departmental level.
- To review our partnerships and identify opportunities to expand the use of partners.
- To organise a CLPL showcase event for all staff to share the impact of their professional learning.
- To embed SQR reporting at departmental level.
- To engage in collaborative improvement visits with ERC partner schools and seek opportunities to engage in collaborative improvement visits with other West Partnership schools.
- To further improve learning and teaching (consistency, differentiation, feedback, plenaries, challenge, digital learning, pupils leading learning, equity groups at classroom level).
- To further increase vocational and skills for work options in the senior phase.
- To review the process of ASN transitions and introduce a new common transitions programme (including nurture).
- To raise the awareness of pupils of the impact of their views through assemblies and through the introduction on departmental 'You said, we did' boards.
- To develop further our community numeracy project to include opportunities for pupil involvement.
- To expand parental engagement opportunities across a range of subject areas.
- To introduce a family learning zone to the STEAM Fair.
- To produce transitions videos.
- To focus on improving outcomes for pupils in receipt of free school meals.
- To begin gathering meaningful attainment data for the senior phase in November to identify additional intervention needs at an earlier stage.
- To use data to support departments in refining their judgements of pupils' progress.
- To raise the attainment of S6 pupils by including in intervention groups.

Method of Gathering Evidence

- To continue to support pupils in key equity groups and ensure consistent support across all stages.
- To work more closely with the parents of pupils in key equity groups.
- To devise a system for measuring and tracking health and wellbeing, and to develop intervention strategies.
- To introduce a dedicated S6 conference to support pupils in making informed choices and good decisions in their next steps.
- To expand the range of support groups and to timetable groups in Living Life to the Full (BGE), Living Life to the Full (Senior Phase), Resilience, 16+, SWAN programme, LIAM and nurture.

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?

Progress, Impact and Outcomes

- In session 2019-20 over 20 members of staff participated in the school's formal leadership development programmes, with many taking on leadership responsibilities across the school as part of this commitment. Built into the leadership programme were increased shadowing opportunities at DHT level, resulting in significantly increased leadership capacity at senior level.
- A number of staff undertook masters level learning provided through ERC during session 2019-20. Many took forward masters level learning in other areas, part-funded by the school, outwith the ERC programme. The school benefits from the impact of the projects undertaken by staff and from the sharing of practice.
- In session 2019-20 all staff participated in professional enquiry supported by staff from Strathclyde University through a professional learning 'hub'. The project was not formally evaluated as a result of the closure of schools; however, the response from staff was overwhelmingly positive and principal teachers confirmed that the trialling of new pedagogy in classes was evident.
- Staff leaders at all levels continued to play a very strong role in leading improvement and innovation in learning and teaching. 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 by a dynamic group of principal teachers of development.
- 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. This was evident from staff confidence in providing teacher estimate grades for this session's cancelled SQA qualifications.
- Subject departments made increased use of data to improve their judgements of pupils' progress and gathered additional attainment data during the course of the session to support estimate grades. This work proved invaluable in producing teacher estimate grades for SQA.
- High numbers of staff were involved in the work of 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 support improved pedagogy, to ensure consistency of approach and to share good practice. In session 2019-20 staff on Cluster Standing Committees supported improvement in pedagogy through planning for lesson study. Staff shared pedagogy in the teaching of science as part of the SSERC Cluster Science programme, with a focus on developing skills in scientific enquiry. High quality, ongoing art and design CLPL was provided for cluster practitioners over a number of weeks. All CLPL sessions were very positively evaluated.

How good is our leadership and approach to improvement?

- Many staff, both promoted and unpromoted, enjoyed opportunities to lead aspects of curriculum development and self-evaluation in their departments during session 2019-20. Staff also took up opportunities to lead self-evaluation activities across ERC as part of the *Collaborative Improvement Visits* in modern languages, social subjects and RMPS.
- 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 2019-20 and engaged widely in self-evaluation activity prior to school closure.
- In session 2019-20 all departments evaluated and summarised their achievements for the session in a formal standards and quality report. These reports can be found later in this document.
- Principal teachers again led staff in engaging with both Insight data and with the school's internal data to evaluate their own performance data, establish priorities for further improvement and identify excellent practice.
- Many staff volunteered to lead trips, excursions and outdoor learning events to enhance the pupil experience outwith the classroom.
- All staff engaged in the first stage of our West Partnership collaboration project with Castlemilk High School. Staff in broad curricular areas, including support staff, met to undertake self-evaluation activity and to identify an area of pedagogy to take forward collaboratively. The second stage on the project could not take place as a result of the closure of schools but will be carried forward. All staff reported positively on the impact of the initial work undertaken and the potential of the project.
- Large numbers of staff offered supported study sessions throughout the year. A full programme of Easter School sessions was planned for pupils, but this did not go ahead as a result of school closure.
- 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.

How good is our leadership and approach to improvement?

- In session 2019-20 large numbers of pupils again benefited from leadership opportunities. Almost 200 pupils had the opportunity to represent the school as members of pupil forums, members of the committee of management, eco representatives, members of the equalities committee, Rights Respecting Schools committee, mental health group etc. Pupils contributed to fundraising for charities and organised and participated in the junior and senior Pupil Conferences which in session 2019-20 focused on equalities.
- Pupils on committees made regular, high profile contributions to year group assemblies.
- 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. A further 35 senior pupils secured a volunteering skills qualification.
- The Duke of Edinburgh's Awards Scheme provided almost 200 pupils with excellent opportunities to develop their leadership capacities.
- The Malawi group again worked tirelessly to raise funds to support the education of children in Ekwendeni and to undertake renovation of school buildings. Unfortunately pupils were unable to visit Malawi to engage in building activity as a result of school closures. Some major fundraising activity also had to be cancelled.
- Large numbers of S6 students continue to take on peer tutoring and peer mentoring roles.
- Community involvement also continued to increase, with a number of intergenerational projects including *Tea in The Street* in collaboration with the Richmond Fellowship. The Pupil Forums organised a Burns Lunch and an afternoon tea party for local senior citizens.
- A group of S6 pupils studying mathematics worked in collaboration with Adult Learning Services to improve the numeracy skills of East Renfrewshire Council residents in order to develop their employability skills. 12 adult learners secured formal qualifications in mathematics (at N2, N3 and N4 levels) as a direct result of this exceptional initiative which was formally recognised at the Convener's Awards.
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Next Steps

- To continue to support teacher leadership at all levels.
- To develop future school leaders by introducing shadowing opportunities in our partner school for promoted staff aspiring to senior management positions.
- To increase the involvement of staff, pupils and parents in the planning process.
- To make full use of pupil forums to take forward pupil voice.
- To continue with professional learning activity in collaboration with Strathclyde University.
- To evaluate the impact of professional enquiry and to organise a CLPL showcase event for all staff to share the impact of their professional learning.
- To develop staff skills in digital learning to enable staff to provide high quality online learning.

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

- The school has a clear curriculum rationale. The curriculum provides a number of pathways which suit the needs of almost all learners, and bespoke curricular arrangements are in place for those who require it. Almost all school leavers moved into positive destinations. These destinations are tracked in partnership with SDS to ensure that they are sustained.
- Significant work was done during session 2019-20 by the principal teacher of development with responsibility for DYW to raise the profile of the full range of pathways with pupils through assemblies, pupil bulletins, PSHE, the school website and Twitter. There was a particular focus on promoting graduate apprenticeships, with increasing pupil interest in this pathway.
- An S6 conference was organised during session 2019-20 focussing on DYW, with a particular emphasis on encouraging students to consider more than one possible pathway.
- The school's S5/6 options booklet is a single-offer document, ensuring parity of esteem between vocational education and traditional school-based courses. Large number of students in the senior phase took up vocational opportunities, including Foundation Apprenticeship opportunities, as part of their S5 and S6 curriculum.
- Staff are highly knowledgeable about their curricular areas and SQA requirements. All engage widely in curricular work with ERC colleagues through subject groups and large numbers hold official roles with SQA. High quality courses and assessments are in place for all courses, and this is evident from the excellent levels of attainment in SQA examinations.
- The quality of teaching is consistently high across the school. Staff have high expectations of learners and pupils work exceptionally hard in classes. Support for pupils is exceptional with extensive programmes of formal and informal supported study, Easter School, weekend revision classes etc. Staff are clearly focussed on securing excellent attainment outcomes for learners and meet regularly to discuss pupil progress, support strategies and individual interventions with a clear focus on equity. The success of this focus is evident from pupil's understanding of the content and purpose of learning and from the school's excellent attainment outcomes.
- Whole-school self-evaluation focused on the impact of work undertaken on developing teaching and learning including lesson intentions, success criteria and questioning, as well as rigour and challenge. High levels of pupil engagement in lessons and high levels of pupil confidence in their learning were evident in almost all lessons observed. 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. Next steps in this area were identified and will be shared with staff when schools return.

How good is the quality of care and education we offer?

- Cluster work was again very successful and notable progress was made in building the skills of all cluster staff in delivering the science curriculum, and of many cluster staff in delivering the art and design curriculum.
- All staff engaged in coaching sessions with staff from Strathclyde University and worked collegiately on professional learning. Staff undertaking professional research and masters level learning had opportunities to share their learning with colleagues.
- 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 80 extra-curricular clubs were provided for pupils this 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 2019-20 with almost 200 pupils undertaking the scheme. Pupils were unable to complete the scheme before the end of the session as a result of school closures, but it is hoped that all who wish will have the opportunity to complete next session.
- The new pupil forums were embedded, with forum leaders visiting assemblies to speak about the work of their forum. There was a much increased focus on pupil voice as a result of these forums. Forum members supported subject departments in establishing departmental 'You Said, We Did' boards.
- Pupils showcased their talents at many events prior to the closure of schools in March, including our annual art exhibition and the many concerts and shows organised by the performing arts department, such as the Young Singer of the Year competition, Christmas concert, Young Musician of the Year competition, drama shows and showcase events. 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.
- The school continued to offer a great many trips and excursions for pupils associated with their learning in many curricular areas, including field trips and Advanced Higher residential study weekends. Pupils also had the opportunity to take part in over 20 domestic and overseas trips. Details of some of these opportunities are contained in the departmental pages found later in this report. From March 2020, all remaining trips were cancelled as a result of school closure.

How good is the quality of care and education we offer?

- In addition to extensive peer tutoring and peer mentoring schemes within the school, a great many senior students undertook voluntary work within the community, for example working with pupils from the communication support service, local primary and nursery schools and Isobel Mair School.
- Parents are highly engaged in their children's learning and large numbers of parents attended the many events organised by the school to help parents to support their children's progress.
- The school organises information evenings for parents of P7 pupils and S1 pupils, as well as options information evenings for the parents of pupils in S2, S4 and S5. All of these events are attended in very large numbers.
- The school also organised a number of events for parents aimed at helping parents to support their children's learning at home. 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 for National 5 qualifications and the parents of pupils studying for 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.
- Parents' reporting evenings continue to be well evaluated by parents and attendance at parents' evenings averaged nearly 90%. An electronic booking system was successfully rolled out in session 2019-20.
- In November 2019, very large numbers of parents and pupils attended our annual careers fair, sponsored by the Parent Council, and well over 1000 visitors attended the STEAM fair organised in October 2019 which included a dedicated family learning zone.
- Our mathematics department hosted common methodology sessions 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.
- Support for pupils with additional support needs is excellent. The principal teacher of learning support provided excellent support to the parents of children requiring additional support for learning, and hosted a number of informal information events for the parents of pupils following a nurture curriculum and for our most vulnerable pupils. The principal teacher of learning support (CSS) and CSS staff continue to provide a broad range of excellent educational and social experiences for those who attend the Communication Support Service and once again worked closely with parents who were regularly invited to attend events in school. 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, parents and children expressed very high levels of satisfaction with the support that they received.

How good is the quality of care and education we offer?

- Transitions arrangements for P7 pupils with ASN were revised to improve the transition experience for those who most need it. In session 2019-20 only a partial transition was possible as a result of school closures. A series of transitions videos were therefore produced to supplement the transition experience.
- In October 2019 we hosted our annual Parent Conference. Workshops focused on strategies to support positive mental health to allow parents to support pupils in their learning, in transitions and in resilience.
- Our parent body continued to provide opportunities for pupils seeking work experience and to provide valuable help with interviews to pupils seeking entry to high tariff university courses.
- The school website continues to attract a weekly average of approximately 3,000 visits and over 4000 parents and pupils follow the school's Twitter account. The parents' calendar of school events is well used by 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.
- Google Classroom pages are in use for every class in every subject, and lessons, activities and resources are regularly uploaded.
- The school benefits from a very active PTA which enjoyed another successful year, organising events which raised over £2,000 for the school. These included a prize draw and a very successful online Advent raffle. The annual PTA quiz could not take place as a result of the school closure.
- The PTA was represented at all parents' nights and information evenings prior to school closure, 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. The school has developed a formal partnership with Castlemilk High School (GCC) to take forward collaborative improvement priorities.
- 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.

How good is the quality of care and education we offer?

- During session 2019-20, the pupil support team introduced a system for measuring and tracking health and wellbeing. A tracking tool was successfully piloted and is being rolled out across the full pupil cohort.
- A full range of targeted support groups (including timetabled groups) has been introduced to support pupils with health and wellbeing concerns, in particular anxiety and mental health difficulties. These include LIAM, anxiety, nurture, Seasons for Growth, Living Life to the Full.
- 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 intergenerational projects. In session 2019-20 the chaplaincy team also offered formal supervision sessions for staff, as well as support for staff and pupils following the loss of a teaching colleague.

Next Steps

- To maintain a full range of support groups and to timetable groups in Living Life to the Full (BGE), Living Life to the Full (Senior Phase), Resilience, 16+, SWAN programme, LIAM and nurture to support recovery.
- To ensure full staff awareness of pupils in equity groups and ensure a consistent focus on target pupils across the curriculum.
- To continue to improve learning and teaching (consistency, differentiation, feedback, plenaries, feedback, challenge, digital learning, pupils leading learning, equity groups at classroom level), with a particular focus on digital learning in session 2020-21.
- To further increase vocational and skills for work options in the senior phase for individual pupils who would benefit from them.
- To implement the revised ASN transitions programme (including nurture).
- To raise the awareness of pupils of the impact of their views through assemblies and through the new departmental 'You said, we did' boards.
- To develop further our community numeracy project to include further opportunities for adult learners to secure formal SQA qualifications.
- To produce digital versions of a range of parental engagement opportunities, in particular curricular information events.

How good are we at ensuring the best possible outcomes for all our children / learners?

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.
- 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 learning and teaching, 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 fund two temporary principal teachers of development (one for literacy and one for numeracy) to improve outcomes for the most disadvantaged learners. In session 2019-20, PEF funding was also used to appoint a Family Support Worker.
- Claire Raeburn (depute headteacher) delivered training to staff on information security and the safe storage of confidential pupil data.
- 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 is a measure of last resort, and exclusion rates are extremely low.
- CLPL training was offered to all staff in strategies to support pupils with ASN including dyslexia and Autistic Spectrum Disorder, and received excellent feedback.
- Dyslexia Awareness Week and Autism Awareness Week were once again recognised across the school, including through presentations at assemblies.

How good are we at ensuring the best possible outcomes for all our children / learners?

- Pupils in the Communication Support Service engaged widely in the mainstream with an increasing number of senior pupils accessing a range of mainstream classes and securing very good attainment outcomes. 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, lunch delivery service and Friday 'tuck shop'.
- Equality continued to be a key focus during session 2019-20 under the leadership of the school's equalities group. Themes of anti-bullying and anti-homophobia were promoted at assemblies. The LGBTQ+ group worked closely with other ERC secondary schools and promoted the 'Williamwood Pledge' initiative and equalities badges.
- The Rights Respecting School group was successful in securing the Gold Award.
- In session 2019-20, 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 the school website, on Twitter and through yeargroup assemblies at which achievement is a standing agenda item.
- S6 students have leadership roles in celebrating wider 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 (including YPI), 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 departmental 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, including an awards ceremony held in November 2019 to celebrate the achievements of almost 200 pupils who completed the Duke of Edinburgh's Bronze, Silver or Gold Award.
- 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 one million times and the Twitter account has over 4,000 followers, the fifth highest of any school in Scotland.
- Departmental staff regularly attend pupil assemblies to publicise pupils' achievements.
- 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.

How good are we at ensuring the best possible outcomes for all our children / learners?

- A continued, high-profile focus on employability skills and pathways was evident during session 2019-20, ably led by the principal teacher of development with designated responsibility for DYW. Pathways, work placements, employment opportunities and apprenticeships were promoted at all senior yeargroup assemblies. DYW was the focus of the very successful S6 conference.
- A very impressive formal audit of DYW was undertaken in session 2019-20. The full report can be found on the school website or can be read [here](#).
- 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 2019 which was attended by approximately 800 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.
- All pupils in S1 took part in a DWY 'speed-dating' activity to raise awareness of the range of careers available to them. Parent volunteers contributed to this very successful event which received excellent feedback from both pupils and contributors.
- Pupil outcomes in both attainment and achievement were tracked by equity group. Further work was done with staff during session 2019-20 to raise awareness of equity groups and to discuss strategies to support the attainment and achievement of the most disadvantaged learners.
- Key appointments support our equity priorities, namely a principal teacher of development (literacy) and a principal teacher of development (numeracy). Under the direct guidance of a member of senior management, these staff have significant responsibility for driving forward the priorities of the National Improvement Framework.
- Pupil attainment is supported through a range of parental engagement activities (study skills events, National 5 information evening, Higher information evening etc.). Subject-specific input for parents in the senior phase covers all subject areas at both National 5 and Higher. In session 2019-20 the range of curricular areas offering subject-specific input for parents in the BGE was increased to include modern languages and art & design.
- In session 2019-20, a family learning zone was added to the annual STEAM fair and digital learning training was offered to parents.

How good are we at ensuring the best possible outcomes for all our children / learners?

- A clear focus on academic attainment is embedded in the work of the school and the school works towards continuous improvement in this area. Evidence of this can be found in the school's continuously improving performance data. In session 2019-20, the school focused on raising outcomes for learners in receipt of free school meals and on the proportion of S6 learners securing five or more Level 6 awards and one or more Level 7 awards. The school was successful in delivering improved outcomes in both of these areas.
- Overall, attainment in SQA examinations in session 2019-20 was excellent.
- 86% of S4 pupils achieved at least 5 awards at National 5 in SQA Diet 2020, the highest the school has achieved. 53% of pupils achieved at least 5 awards at Grade A, the highest the school has achieved.
- 79% of S5 pupils achieved at least 3 Higher awards in SQA Diet 2020, the highest the school has achieved
- 59% of S5 pupils achieved at least 5 Higher awards in SQA Diet 2020, the highest figure the school has achieved. 69 pupils (25%) achieved at least five 'A' passes at Higher, the highest the school has achieved.
- The proportion of pupils passing at least five Highers by the end of S6 was 74%, the highest the school has achieved.
- 52% of pupils in S6 achieved at least one Advanced Higher, again our highest figure to date.

Year	Performance Measure	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
S4	5 + A-C awards at SCQF Level 5	73%	80%	79%	75%	84%	80%	86%	80%	84%	86%
S5	3 + A-C awards at Higher	62%	64%	74%	72%	74%	78%	73%	78%	74%	79%
S5	5 + A-C awards at Higher	39%	45%	53%	50%	50%	55%	49%	56%	57%	59%
S6	5 + A-C awards at Higher	63%	58%	59%	65%	67%	66%	71%	68%	70%	74%
S6	1 + A-C awards at Adv. High.	47%	39%	38%	40%	42%	43%	46%	42%	45%	49%

How good are we at ensuring the best possible outcomes for all our children / learners?

Next Steps

- To work more closely with the parents of pupils in key equity groups to encourage engagement in information events.
- To continue to focus on improving outcomes for pupils in key equity groups, especially those in receipt of free school meals.
- To use attainment data to identify additional intervention needs at the earliest possible stage.
- To use data to support departments in further refining their judgements of pupils' progress and in gathering evidence to support estimate grades.
- To identify pupils at risk of failing to achieve as a result of non-attendance and formally plan intervention strategies.
- To measure and track the health and wellbeing of all pupils, and to offer appropriate interventions.
- To mitigate learning loss through the provision of an expanded supported study programme (to include weekend sessions), an online October School and a full Easter School programme.
- To ensure that online learning is provided (through Google Classrooms) for all subjects at all levels to support the ongoing learning of any pupils who may be absent as a result of self-isolating or shielding, and to provide a valuable revision tool for all pupils.

Pupil Equity Fund – How are we ensuring Excellence and Equity?

A depute headteacher has been remitted 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 2019-20:

Short summary of key actions	Impact and Outcome
<p>PTs Literacy and Numeracy</p> <ul style="list-style-type: none">• Planned and delivered a course of literacy and numeracy intervention sessions for pupils in S1 – S3.<ul style="list-style-type: none">◦ Target pupils identified using a range of assessment data combined with input from class teachers.◦ Dynamic and tailored interventions put in place to support the numeracy of identified pupils.◦ Weekly reading and writing interventions timetabled to support pupil literacy.• Profile of PEF enhanced through whole school databases and through discussion in team teaching meetings.• In the senior school, intervention groups take specific account of equity pupils to ensure pupils are appropriately supported.• Literacy* and Numeracy interventions provided to cluster primaries to ease transitions and support progress.	<p>The various instruments of assessment by which the impact of interventions would usually be measured have been unavailable this year as a result of the period of school closure.</p> <p>Engagement with Online Learning</p> <p>Initial monitoring of online learning showed that 16 pupils (26%) in equity groups were having difficulty engaging with online work. Parents/carers were contacted which resulted in 10 of these 16 pupils being provided with Chromebooks which resulted in them becoming fully engaged. Conversations with parents/carers of the other six pupils revealed different challenges and as such these pupils were offered the option of attending the hub first at Netherlee and subsequently at Williamwood. Two of these pupils began attending and regular contact was maintained with the other four.</p> <p>SOA Grades</p> <p>The robust teacher judgment which formed the basis for our SQA estimate submissions would suggest a continuation in the trend of improvement in the percentage of S4 FSM pupils achieving 5 or more awards at level 5 or better:</p> <p>2017: 25% 2018: 22% 2019: 40% 2020: 47%</p>

*literacy interventions in Primary schools had to be cancelled due to school closures so were not carried out this year.

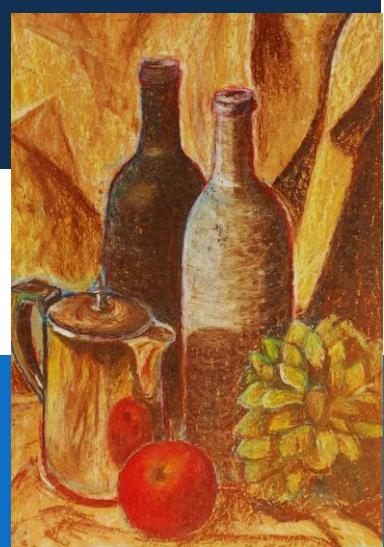
School Improvement Priorities 2020-2021

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.

- To deliver a successful recovery plan which allows a full return to education.
- To ensure compliance with relevant health and safety guidance to keep staff and pupils as safe as possible.
- To ensure online learning is available in all subjects at all levels.
- To consider the need for a more consistent approach to content across classes to support online learning.
- To maintain an up-to-date blended learning timetable.
- To review assessment in the senior phase to support the process of producing teacher estimate grades.
- To offer leadership development CLPL and work shadowing opportunities for unprompted and promoted staff.
- To ensure mitigation of learning loss, including targeted support for pupils in equity groups, as well as all learners in S4.
- To expand curricular provision to meet the needs of individual learners in equity groups, including the introduction of additional NPAs where relevant.
- To further develop the tracking of health and wellbeing and to increase provision of timetabled intervention groups to support recovery.
- To consider alternatives to face-to-face parents' evenings.
- To develop online alternatives to a range of school events including parent conference, Higher and National 5 information evenings, careers fair, awards ceremonies etc.
- To deliver a full range of CLPL on digital learning for staff, pupils and parents, and to share learning across the cluster.
- To undertake a formal self-evaluation of departmental digital provision.
- To secure the digital schools award.
- To introduce an online alternative to paper homework planners.
- To complete professional enquiry project with Strathclyde University and to host a professional learning showcase event if time permits.
- To continue with planned collaborative working with CMHS if time permits.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-2020

Art, Design and Photography STANDARDS AND QUALITY REPORT 2019-2020



Context of the School and Department

The Art and Design and Photography department

We offer our learners a programme of study which aims to equip them with the necessary skills and expertise to realise their full creative potential. This can lead to a career in the creative arts and design industries as well as many other professions .The Art and Design Department is recognised nationally as an educational leader of creativity in Scotland. With a studio-based approach to teaching and learning, disciplines are interwoven to explore problems in new ways and develop innovative resolutions. The studio provides an environment for interdisciplinary learning and experimentation which fosters creative thinking. The Critical Studies course supports historical and cultural diversity in preparation for the challenges in society and contemporary business.

The department of Art and Design and Photography comprises six members of staff:

Staff Specialisms and Professional Practice

J. Carenduff – Drawing and Painting, Glasgow School of Art. Special Educational needs, Autism Specialist

H. Clelland P.T Development- Sculpture and Environmental Art, Glasgow School of Art
SQA National 5- Design Assessor. SQA Advanced Higher - Design and Expressive Assessor

F. Cook - History of Art, University of Glasgow. SQA National 5 Assessor. SQA National 5 Art & Design Studies
Question paper maker.

M. Halliday P.T. Curriculum - Embroidery and Woven Textiles, Glasgow School of Art
SQA Advanced Higher - Deputy Principal Assessor. SQA Quality Development Team
QA NQ External Verifier Team Leader. SQA Higher Question Paper Reviewer
SQA External Verifier Scottish Baccalaureate Expressive Arts

E. MacIntyre - Interior Design, University of Glasgow. Costume and Stage Set Design, The Royal Conservatoire of Scotland. Lead Moderation East Renfrewshire

A. Taylor - Interior Design, Napier University Edinburgh, The Royal College of Art, London. Painting and Printmaking, Glasgow School of Art.SQA Advanced Higher – Design and Expressive Assessor.

Context of the School and Department

The Art, Design and Photography department

Curriculum For Excellence

Broad General Education - All learners in S1 and S2 study Art, Design and Photography in the BGE course. The two year programme of study is divided into three twelve week rotations. Over two years learners develop six Skills in S1 and S2

S1 Rotation 1 Portraiture – The Skill of Drawing

The Skill of Collage

Articulation – The Visual Elements and the History of Portraiture

S1/2 Rotation 2 Still life – The Skill of Painting

The Skill of Collage

Articulation – The Visual Elements and the History of Portraiture

S2 Rotation 3 Design and Architecture – The Skill of Construction,

The Skill of Design

Articulation – The Design Visual Elements and the History of Architecture

S3 Still life – The Skill of Construction

The Skill of Drawing

The Skill of Painting

Articulation - The Visual Elements

SQA National Qualifications

The following **SQA National Qualifications** courses are delivered in the department:

S3/4 - National 3/4/5 Art and Design

S5 - Higher Art and Design, Photography Elective

S6 - Higher Photography

S6 - Advanced Art and Design - Advanced Higher students prepare folios for colleges and Art Schools.

Context of the School and Department

The department has forged important links with Art and Design Schools, Universities and Colleges across Scotland as well as creative industry courses, which are offered across the UK.

We have been hugely successful in supporting positive career pathways for our learners in Scotland and further afield. We have strong professional relationships with our alumni, who work closely with us to develop the ethos of the department. We are committed to examining the means by which Art, Design and Photography work is made – the rich array of styles, methods and materials that artists and designers have used as well as the subjects, ideas and issues that are successfully articulated through Art, Design and Photography experiences and outcomes.

We provide a dynamic and vibrant environment to allow for diversity in thinking, opinion and ideas and are placing creativity at the center of our departmental policy.

No matter what career you choose, those who can research, create, present and communicate in a way that is intellectually innovative will excel. Art and Design enhances fine motor skills, hand-eye coordination, problem solving skills and develops lateral thinking, skills that are highly desirable in all careers.

For Art School applications, students will be required to generate and present a portfolio of work, produced within the Advanced Higher course. All of the Honors Degree Courses listed below require an Advanced Higher portfolio.

Design: Architecture, Product Design Engineering, Product Design, Animation, Interior Design, Illustration, Communication Design, Textile Design, Fashion Design, Silversmithing and Jewellery, Graphic Design, Interactive Games Design, Animation, Film and Television Production

Fine Art : Photography, Painting and Printmaking, Sculpture and Environmental Art.

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To engage with the ERC leadership strategy and to provide opportunities for distributive leadership The leadership skills of staff are improved. Attainment Leaders NQ	Senior Phase - Track, target and raise attainment within NQ courses to ensure pupils maximise their achievement in S3-S6; <i>Attainment Leaders</i> S4 Nat 5 Exp E. MacIntyre S4 Nat 5 Design F.Cook Higher Exp J Carenduff Higher Design H.Clelland Advanced Higher A Taylor Higher Photography E. MacIntyre, F.Cook	Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures. Pupils will achieve their maximum potential in Higher and National courses based on improvement measures developed from the tracking data.	PT Excellence & Equity will analyse attainment of pupils involve and feedback to dept.	Use Inset Day to highlight the pupils in equity group, update spreadsheets accordingly to ensure staff are aware of pupils in their class.
The leadership skills of staff are improved. Attainment Leaders BGE	Track, target and raise attainment within BGE courses to ensure pupils maximise their achievement in S1-S3 <i>Attainment Leaders</i> L.Dawson S. Jameson	Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures. Pupils will achieve their maximum potential in	PT Excellence & Equity will analyse attainment of pupils involve and feedback to dept.	Use Inset Day to highlight the pupils in equity group, update spreadsheets accordingly to ensure staff are aware of pupils in their class.

Standards and Quality Report 2019-20

Art, Design and Photography

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learner's will become involved in leading learning through evaluation of their views. Pupil Voice 'you said, we did'	Introduce a ' you said, we did ' evaluation process where Art, Design and Photography deputes work alongside Learner voice leader to improve the dialogue and needs of our learners'.	By June 2020	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of the impact of teaching and learning.	
Learners' will have the opportunity to become Depute Pupil Voice Leaders	BGE - Art and Design deputes and prefects will carry out a series of class observations and focus groups looking at pupil voice.	By June 2020	Focus group of learners will be undertaken, led by deputes, to determine the impact of teaching and learning.	Art and Design deputes will create a presentation and deliver this to BGE pupils as to how they can shape the learning in the department. Monthly evaluations will then be collated and actioned.
Learner's will become involved in leading learning through evaluation of their views. Depute Pupil Voice Leaders	Nat 5 and Higher Introduce a 'you said, we did' evaluation process where Art and Design deputes work alongside Learner voice leader to improve the dialogue and needs of our learners'.	By June 2020	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of the impact of teaching and learning.	
Learner's will become involved in leading learning through evaluation of their views. Depute Pupil Voice Leaders	Primary Cluster - Art and Design deputes and prefects will carry out a series of class observations and focus groups looking at pupil voice	By June 2020	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of the impact of teaching and learning.	

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	Personal Enquiry. All staff identified an area of personal interest.	From August 2019		
Professional Enquiry	A Taylor - creativity (teaching approaches and development of skill) Developing a toolkit wheel of creative pedagogy, which supports our lesson structures within the BGE course and will transform our reporting strategy in 19/20 (improvement plan).	From August 2019	will evaluate impact on departments' practice by seeking teachers' views during enquiries and upon feedback during the showcase event in May	All Staff in department. assist through professional dialogue to support practitioners through this process.
Professional Enquiry	H. Clelland – Boys Attainment, researching boys engagement and different practises to engage boys in their own learning	Follow on from Leadership Development team role 2018/19 From August 2019		

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Professional Enquiry	J.Carenduff – Autism strategies. Developing a series of lessons which improve health and wellbeing and skill development			
Professional Enquiry	F. Cook and E. MacIntyre - Photography Literacy skills, targeting an improved performance in the written element of the course	From August 2019	Evaluate impact on departments' practice by seeking teachers' views during enquiries and upon feedback during the showcase event in May	Quality Assure Professional Enquiry By engaging in professional dialogue and tutorial sessions all staff will work together to support one another as they work through the professional enquiry process. All staff in Art and Design department.
Professional Enquiry	M. Halliday – Development of a differentiated Art, Design and Photography studies course to improve literacy, working with the lowest 20%			
Practitioners will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects. (CS)			

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Improved Leadership There is evidence of Improved Leadership among Art and Design teachers.	Learning and teaching slots at DMs to showcase good practice in the department. These skills will feed into the new S1-S3 courses and NQ courses All Staff	August 2020	Staff are able to share good practice	Departmental and collegiate time.
Improved Leadership Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world'	Offer practical and critical studies workshops to parents to inform them of the value of Art and Design Target S1- S3 BGE S1 Information evening M. Halliday	June 2020	Parent questionnaires will be issued before and after workshops.	Departmental and collegiate time.
Lunchtime workshops	Continue to deliver lunchtime Workshops Staff and Advanced Higher pupils run the workshops Website – Continue to use the website to establish the ethos and achievement of the pupils during lunchtime workshops	June 2020	Parent questionnaires will be issued before and after workshops.	Departmental and collegiate time.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Cluster working - Primary Transition Primary Practitioners will become more knowledgeable in curricular areas which impact on learners experience. Through the Skill of Drawing our primary colleagues are able to develop a range of skills supported by the genre Still Life.	Primary 2 (P2) Busby, Carolside and Netherlee Primary children will attend a morning/afternoon workshop in the department. Still Life Drawing. All staff	By June 2020	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of the impact of teaching and learning.	Departmental collegiate time, in-service days
	Twilight CLPL delivered by A. Taylor and M. Halliday. These six two hour sessions are delivered to all primary/nursery staff across the cluster.	By June 2020	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of teaching and learning	Departmental collegiate time, in-service days
	Primary 5 Transition Workshops Deliver drawing lessons in cluster primary schools at the primary five stage (P5). Developing the skill of drawing through still life. Four sessions delivered to every class in P5 across the cluster.	By June 2020	Feedback will be sought from transition coordinator and primary colleagues to determine the effect the coordinator has had. Success of the CFE Exhibition (Transition and BGE) the impact of teaching and learning.	Departmental collegiate time, in-service days
	CFE Achievement Exhibition Establish an annual Achievement exhibition of the work of primary 5 and S1-S3 BGE	By June 2020		Departmental collegiate time, in-service days

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Expressive Arts Review Practitioners effectively self-evaluate to improve learning and teaching within the Expressive Arts faculty.	Engage with HGIOS 4 to conduct a formal departmental observation programme with a particular focus on Creativity and Differentiation.	By June 2020	Formal report and presentation will be delivered to the department collating feedback of staff and learners views, highlighting areas of improvement for the department.	Produce an observation programme which involves all staff observing one another and providing feedback. Focus groups of staff and pupils will also be timetabled.
Art and Design Department Review Practitioners effectively self-evaluate to improve learning and teaching within the Art and Design Department.	Engage with HGIOS 4 to conduct a formal departmental observation programme with a particular focus on Creativity and Differentiation.	By June 2020		Produce an observation programme which involves all staff observing one another and providing feedback. Focus groups of staff and pupils will also be timetabled.
Learners have richer learning experiences when Digital Literacy skills are promoted across the department	To improve the use of digital literacy across the department with a focus on GLOW, Microsoft Teams, OneDrive, Google Classroom and updating the department website, Ladybird device will be used to document technique and approaches. New Boards.	By June 2020	Skills development of staff and pupils	Staff will be given opportunities to share expertise at the DM with regards to improved use of ICT in the faculty.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>Deadlines Nat 5 and Higher Art and Design and Higher Photography - monthly deadline/timeline established and issued to Learners and parents. This will support the learners and develop their time management skills.</p>	<p>Nat 5 and Higher Art and Design and Higher Photography Develop a timeline for departmental deadlines, which includes hand-in dates and supportive study classes.</p> <p>Alert parents of any concerns through deadlines text message, phone calls and letters.</p> <p>Inform appropriate members of SMT of hand-in dates and request support, where possible, the effectiveness of the deadlines</p> <p>M Halliday, F. Cook, and E. MacIntyre</p>	Ongoing	<p>SQA Results, Staff pupil and parent feedback</p>	<p>Departmental and collegiate time to develop timeline</p> <p>Use of 'The Street' area during assessment times</p>
<p>Utilising our Creativity Evaluation Toolkit Art and Design teachers use self-evaluation tools effectively to improve learning and teaching.</p>	<p>To engage with HGIOS 4 Pls, Insight, ERC and SQA data to evaluate departmental and individual teacher performance and use this to inform class setting, courses and teaching.</p>	By June 2020	<p>Evaluate class setting and course structure changes made after reviewing attainment data. Collegiate time will be used to evaluate aspects of HGIOS. Departmental observations will be based around HGIOS.</p>	<p>Development during DM to remind teachers how to access and use Insight.</p>

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Well planned courses are in place	To continue to evaluate performance in National 5, Higher and Advanced Higher courses and adjust course structures. Consolidate changes to Nat 5 courses and introduce changes to Higher. All staff	Ongoing	Regular meetings to discuss progress made in the implementation of the NQ courses. Milestones identified and at key points in the year support is in place.	Relevant CPD- SQA, ERC, WSCA, Inset and external courses. External visits – ERC departments, other local authorities and art school/ gallery courses
Learner attainment is tracked throughout the year. Nat 5 and Higher courses.	Based on the three components, learners are tracked and monitored, providing additional teaching support where needed	Ongoing	High attainment levels are sustained in new Nat 5 and Higher courses in SQA exams	Co-operative teaching time and supported study
Learners evaluate their progress and are able to articulate it.	Learner Conversation pro-forma - Continue to improve learner feedback and teacher pupil dialogue. Focus groups - Improve learner feedback and teacher pupil dialogue.	June 2020	Learner focus groups	Departmental and collegiate time
Learners standards of written work is improved	Articulate Course - To develop new initiatives to improve standards of written work within the department	June 2020	Establish a Literacy policy within the department	Departmental and collegiate time

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Differentiation Art and Design Teachers are aware of all pupils' needs.	To continue to focus on meeting pupils' needs through effective differentiation, supplementing and using the resources and exemplifying good practice from previous years	Ongoing	This will be discussed during DM	Compile both digital and original examples to be departmentally shared. Production of resources/strategies when differentiating text. Minute further approaches/strategies throughout the year.
Differentiation Articulation Written Component of course. Art and Design Teachers are aware of all pupils' needs.	To continue to focus on meeting pupils' needs through effective differentiation of the written work. BGE supplementing and using the resources and exemplifying good practice from previous years NQ supplementing and using the resources and exemplifying good practice from previous years			Work with P.T. Support for Learning and English department.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Williamwood STEAMS Ahead Demonstrate Higher Order Thinking Skills. Celebrating the success of the department from S1-S6. demonstrating skills for life and work and developing the young workforce.	Exhibition Demonstrate Higher order thinking skills. Fine Art and Design students work exhibited. Emphasising Creativity and Design opportunities. Fashion, Architecture Interior, Animation, Graphics, Product, Jewelry. Fashion show Paper Collection Upcycling and Sustainability Learners develop a range of products and fashion items Family Learning Zone Workshops developed by S1- S3 learners to demonstrate Upcycled jewelry skills. The use of the Laser Cutter and Heat Press	October 2019	Parents, Teacher, Learner feedback	Departmental and collegiate time

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are able to confidently articulate their level within the BGE. Through the assessment event in The Street area.	Formal learner conversations to be included into the classroom experience to allow pupils to understand where they are with their learning. Stamp in planner.	By Dec 2019.	Pupil feedback and articulating their own levels	Focus Groups and Check-up in class and in planners

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
BGE Consistency of assessment of CfE levels leads to increased clarity of feedback and pupils' awareness of next steps. Progress is monitored across all sections and support needs identified.	Art and Design Moderation Toolkit Using this toolkit staff will develop increased teacher confidence in BGE moderation through departmental moderation procedures. To continue to track attainment in the Broad General Education S1, S2 and S3	Ongoing	Departmental quality assurance exercises throughout the year. PT will submit summative assessment information to L Ferguson and B Harrison who will collate and issue information about the attainment of pupils in S1, S2 and S3 across all subjects following departmental moderation.	Review moderation groups. Identify dates for moderation meetings and embed in QA calendar. Monitor consistently across the department. Identify learners needing additional support.. Rigorous tracking
National 5 and Higher pupils at risk of not achieving qualifications are identified and supported. National 5 and Higher S4 learners at risk of not achieving within the written component are identified and supported.	Use S3 and S4 data to identify pupils at risk and support their completion of safety net qualifications. Use November data to identify pupils with high absence levels and poor completion of course requirements and put support in place.	August 2019 From November 2019		Identification of pupils at risk using folio work, S3 exams and example of written work.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world'	To establish a variety of educational and career trips which will be available to all learners within the department. All Staff To make available opportunities for all pupils to take part in excursions.	June 2020	Department will review the success and logistics of this undertaking evaluation and feedback from learners	Departmental and collegiate time.
Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world'	Pupils will bring work from home to be photographed and presented on the website in a gallery page. This will encourage motivation and pupil choice. Celebrate the personal work of students M Halliday S1/S3	June 2020	Increase the production and improve the attitude of pupils regarding drawing. Increasing the quantity and quality when making work at home	Departmental and collegiate time.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
DYW Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world' DYW	Staff and Advanced Higher pupils run lunchtime workshops Continue to use the website to establish the ethos and achievement of the pupils	June 2020	Parent Questionnaires' will be issued regarding the efficiency of the website	Departmental and collegiate time.
Leadership There are more Leadership opportunities for pupils within Art and Design.	To work closely with S6 depute and prefects to promote the achievements of the department.	Ongoing	evaluate contribution made by S6 team throughout they year.	Arrange regular meetings. Support S6 depute action plan. Involve S6 in organisation of exhibition
Exhibition We have an effective system in place to promote equity of success and achievement for all learners.	Work will be celebrated during the annual exhibition in the street where learners teachers and parents can celebrate the work of an entire cohort from S3-S6. Inclusion of Primary Cluster work 2019	October 2019	Feedback and attendance rates during the how	Create invitation and advertise the exhibition on the website and through appropriate social networks, ask S6 Deputies to take written feedback on the evening.
Calendar We have an effective system in place to promote equity of success and achievement for all learners.	Creation of a calendar with Art, Design and Photography work from senior pupils	October 2019	Number of sales, feedback from parents	Build departmental time in for the creation and printing of the document

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Ambassadors Orbit As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	Students from Higher Art and Design have been selected to represent Williamwood High school as part of a team of 18 young people who represent Art, Design and Photography Nationally. Powered by Jupiter Artland Foundation ORBIT Youth Council is a group of eighteen young people brought together from all over Scotland.	June 2020	Work produced and documented process. Together with a team of experienced Art and Design Specialists are shaping a new programme of large scale art projects in communities across Scotland. They are at the helm of decision-making, guiding our outreach work.	Departmental and collegiate time.
As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	Starchild - Connecting Classrooms through Global Learning Uganda Fund raising and completion of application form	June 2022	Success of application form. Receive cluster fund.	Departmental and collegiate time.
T in the Street As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	T in the Street This years intergenerational Tea in the Street project will involve over sixty S5 pupils working alongside members of the Richmond Fellowship Scotland Dementia Service. The theme selected is music.	Ongoing	The success of the celebration event and documentation of the six week experience.	Departmental and collegiate time.
Overall quality of learners' achievement As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	Within the department learners are offered and encouraged to engage in external competitions with our partners at Kelvingrove Art Gallery, The Royal Scottish Academy School Competition, Mackintosh the Innovator and The John Byrne Drawing competition. Photography competitions.	Ongoing	Achievements Gold, Silver, Bronze and Highly Recommended prize winners. Staff always attend the celebration events with pupils and parents as part of our celebrating success program.	Departmental and collegiate time.

Self-Evaluation Activities Undertaken in Session

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

Feedback from a formal program of observations by Diarmuid Macauliffe lead for Art and Design Teacher Education at the School of Education, University of the West of Scotland The research projects focus was on self-evaluation and 'make learning visible'

- All staff to engage in self-evaluation activities including a programme of lesson observations
- Thirteen S1 –S6 learners were involved in this research project.

Working Title

Using narrative and arts based methods to make visible (draw out) difficult to describe (articulate) learning in secondary Art, Design and Photography education.

Research Object

This study will seek to identify through conversations and ethnographic observations of participants' arts-practice how learners come to know, understand and articulate their own learning in the Art, Design and Photography classroom.

What are the research aims?

- How learners understand and manage their learning in Art, Design and Photography
- To find out how learners gain knowledge and skills in arts-practice?
- What are the range of knowledge and skills in arts-practice?
- What value do learners place on knowledge and skills gained in arts practice?
- What knowledge and skills are valued?
- What knowledge and skills are left unarticulated and why?
- Is current subject specific language learning enough to fully enable them to verbally articulate their learning?
- Do learners need to be able to describe their learning (in verbal and written modes) and if so what are the benefits?
- Is there a place for concept visualisation in Art, Design and Photography learning?

What are the outcomes?

- To capture learning conversations around arts-practice in S1-S6 through an ethnographic approach using narrative and arts-based methods that can inform teacher pedagogy and curriculum design.
- To develop (using arts-based methods) a pedagogical method that makes visible and provides access to significant areas of Art, Design and Photography learning that are difficult to verbally articulate.
- To test using these arts-based methods with participants' learning in other areas of their learning.
- To generate advocacy for learning in Art, Design and Photography at the 'Higher level' beyond the 'career route'.

Self-Evaluation Activities Undertaken in Session

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

Action Taken from collegiate ERC moderation discussion

- Departmental moderation focused on how levels are determined and discussed through the journey of one learner
- Production of a full departmental moderation package which quality assures Rotation 2 – Still Life, Rotation 3 – Figure and S3 BGE – Still life
- Collegiate Moderation – Encouraging shared practice.

Feedback from Primary Cluster Expressive Arts and STEAM Programme

- Primary Cluster Teachers - sharing of good practice - Evidenced against 'How good is our school'
- Steam - Cross curricular experiences consolidated – Evidenced against 'How good is our school'

Feedback from a formal program of observations by the principal teacher with a focus on DIFFERENTIATION

- Learners' evaluations of their learning experiences through focus groups (S1-S3);
- Learners' evaluations of their learning experiences through questionnaires (S4-S6);
- The analysis of quantitative data, including SQA data and CfE judgements;

Attainment

- Benchmarking the quality of work with schools of similar characteristics and identifying good practice through the formal moderation process and collegiate activities
- Moderation activity at school, cluster, authority, West Partnership and national levels;
- A whole-school and department focus in partnership with the West of Scotland University. The focus was on aspects of Visible Learning;
- Self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3 and 3.2;
- Observation of teaching methodologies evaluations and focus group discussions with staff on the theme of Differentiation.

Self-Evaluation Activities Undertaken in Session

Evidence from each of the above activities was collated and has been used to determine our departmental Improvement priorities for session 2020-21. These are summarised as follows:

Nat 5 and Higher Art and Design and Higher Photography - monthly deadline/timeline established and issued to Learners and parents. This will support the learners and develop their time management skills.

- Nat 5 and Higher Art and Design and Higher Photography Develop a timeline for departmental deadlines, which includes hand-in dates and supportive study classes. Alert parents of any concerns through Deadlines text message, phone calls and letters.
- Inform appropriate members of SMT of hand-in dates and request their presence to support, where possible, the effectiveness of the deadlines
- **Highly Successful – 97% of NQ students completed work. This was the most successful year in the management of deadlines.**

Google Classroom - Learner Conversation pro-forma

- Continue to improve learner feedback and teacher pupil dialogue by developing a personal approach to the learner conversation using google classroom. Staff developed an accessible, user friendly access and edit Google Slide.
Impact 20/21 - This assessment process will be launched in Rotation 1 20/21.

YOU SAID WE DID

- Introduce a 'you said, we did' evaluation process where Art and Design deputes work alongside Learner voice leader to improve the dialogue and needs of our learners'. by June 2020
- Focus group of learners will be established, led by Art and Design deputes to determine the impact of teaching and learning.

Impact 20/21 - Using Google Forms we will gather more data and views from learners in session 20/21.

Cluster working - Primary Transition

- Primary Practitioners became more knowledgeable in curricular areas which impact on learners experience. Through the Skill of Drawing our primary colleagues were able to develop a range of skills supported by the genre Still Life.

Self-Evaluation Activities Undertaken in Session

Evidence from each of the above activities was collated and has been used to determine our departmental Improvement priorities for session 2019-20

These are summarised as follows:

- **Leadership** - To continue to provide increased leadership opportunities for teachers seeking to take on additional responsibilities within the department and in the school as part of their continuing professional development.
- **Professional Enquiry** - To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.
- **Results Analysis** - To engage with data to evaluate departmental and individual performance and use this to analysing teaching.
- **Learner Performance and Tracking** - To build in progress checks to identify pupils who are in danger of under-achieving in both BGE and Senior Phase; to provide targeted support for improvement.
- **Digital Literacy** - To use Google Classroom with all staff and learners.
- **IDL** - To review existing IDL in light of focus group feedback.
- **BGE** - To conduct an audit of coverage of literacy Es and Os across all subjects and seek pupils' views on literacy across learning. to increase the level of challenge in BGE courses for all learners, in particular for the most able and less able;
- **“You said, We did”** - To introduce a “You said, We did” noticeboard; to highlight existing and increase pupil voice and choice; to introduce S3 pupil choice unit.
- **Differentiation** - To audit S1- S5 courses with a focus on differentiation.
- **Ambassadors of Learning** - to increase opportunities for pupils to lead learning through classroom observations and pupil focus groups.
- **Digital Literacy** - to make better use of digital technologies in senior courses;
- **Make Learning Visible - Using the toolkit** ensure consistency in approach to the use of success criteria and to ensure that all Art, Design and Photography, photography lessons conclude with a plenary which reflects those success criteria;
- **NQ Articulation** - to improve the mean mark achieved by pupils in the written component of National 5 and Higher Art and Design & Photography;
- **DWY Ambassador Role** - to increase the focus on careers in Art and Design by introducing DWY ambassador role

How good is our leadership and approach to

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to Progress, Impact and

Moderation - Portraiture BGE Pack

Staff developed and produced a moderation scaffold within the BGE curriculum.

Professional Development

Personal Enquiry. All staff identified an area of personal interest.

A Taylor - explored creativity (teaching approaches and development of skill) Developing a toolkit wheel of creative pedagogy, which supports our lesson structures within the BGE course and will transform our reporting strategy in 19/20 (improvement plan).

J.Carenduff – Autism strategies. Developing a series of lessons which improve health and wellbeing and skill development

Heather Clelland and M. Halliday – Development of a differentiated Art, Design and Photography studies course to improve literacy. Working with the lowest 20%

Fiona Cook and Eilidh MacIntyre – Literacy within Photography

BGE Courses

A series of new BGE courses were written and developed by all staff in light of the significant changes to National 5 and Higher Art, Design and Photography, and photography courses. A wide range of teaching strategies and Interactive lessons have been developed and uploaded to Google Classroom ensuring continuity of learning across the department. These new digital approaches to the delivery of practical and historical studies ensures consistency of approach and standards.

IMPACT – Learners will be fully supported at school and at home through the departments increased skill in the use of digital literacy.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and

The Development of three BGE rotational courses

All Staff were involved in Quality assuring existing BGE Courses.

They said –

- 1. Learners did not complete work because of the emphasis of skills development rather than production of outcome**
- 2. Learners enjoyed evidencing their own personal progress and development of skill producing a before and after artwork/Design work.**

We Did -

- 1. Focus on tight timeline with emphasis on substantial outcome**
- 2. Adopt and embed the 'Before and After' with every skill delivered to emphasise personal progress and achievement.**

This will continue to be part of the 20/21 improvement plan. Reflecting on their own practice and departmental approaches they gathered evidence and exemplification. to create a cohesive course which ensures consistency to approach, but allows personal creativity. Using our Creativity toolkit and assessment toolkit staff worked in pairs developing three highly creative courses within the BGE curriculum. Using Cfe benchmarks and experiences and outcomes, learner conversation, Assessment and moderation documentation was produced. IMPACT - This will continue to be part of the 20/21 improvement plan.

BGE and NQ Assessments

All S3 BGE, Nat 5 and Higher assessment materials were revised due to curricular change, meeting the needs of all learners. Staff attended a CLPL on SQA guidelines for children with support needs, this was delivered by the Principal Teacher of Learning Support. Staff were made aware of the exam procedures, which were in place for all learners.

IMPACT - Learners were fully supported and differentiation was in place. This will continue to be part of the 20/21 improvement plan.

Digital Literacy using Google Classroom

Staff Developed extensive skills from March 2020 onwards. Staff will continue to develop and consolidate digital materials for pupils to work on when learning in school and at home. These resources will include visual video/voiced resources

IMPACT - To produce video/voiced resources of full course content at all levels for pupils.

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Competitions

Within the department learners are offered and encouraged to engage in external competitions with our partners at Kelvingrove Art Gallery, The Royal Scottish Academy School Competition, Mackintosh the Innovator and The John Byrne Drawing competition.

We have a proud history of Gold, Silver and Highly Recommended prize winners over the history of the competitions. Staff always attend the celebration events with pupils and parents as part of our celebrating success program. This will continue to be part of the 20/21 improvement plan.

Deadlines

Quality of Results and numbers of candidates sitting NQ courses is still the highest Nationally. Reflecting on the results analysis and pupils personal progress we propose the success comes from the introduction of Strict deadlines parental, SMT and pupil support involvement. Adjustments to Senior Phase course timelines, is ongoing, allowing staff to gather more evidence for earlier intervention.

IMPACT - Staff will be responsible for a subject and year group and will have the title of **Raising Attainment Leaders** will be utilised in the 20/21 improvement plan.

The success of both will be evaluated by the SQA results analysis and will be a focus in the 20/21 improvement plan.

Completed BGE course structures

Revision and production of BGE courses, Including MODERATION MATERIAL has been developed to include the learners self and peer assessment, evidencing their own understanding of levels and achievement. Evaluations show teachers' increased confidence in ensuring coverage of Es and Os and assessment judgements are accurate and robust. Learner conversations for all year groups took place prior to reporting and were used to set success criteria, evaluate progress and to ensure that pupils are aware of working levels and next steps in learning. IMPACT – The creation of a standardised skill based course. This will continue to be part of the 20/21 improvement plan.

How good are we at ensuring the best possible outcomes for all our

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our Progress, Impact and Outcomes

STEAM - Sustainability and Family Learning.

S3 leadership continues to be a strength of the department. Learners continue to lead the sustainability and enterprise group participating/organising the fashion show.

IMPACT - **The STEAM Fair** will continue to be part of the 20/21 improvement plan.

Assessment and Quality Assurance Events

As a department we pride ourselves in celebrating assessment. We do this through our very special "Assessment Events " which take place in The Street area of the school.

These events allow S1- S3, National 4,5,Higher and Advanced Higher 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.

IMPACT - This will continue to be part of the 20/21 improvement plan.

Visible Learning and the use of Reflection and Evaluation

Visible learning and the use of reflection and evaluation continue to be promoted throughout the department, it is clear staff utilise many important principles as this was highlighted in a series of observations last year.

IMPACT - This will continue to be part of the 20/21 improvement plan.

Improvement Plan Priorities for Session 2020-21

Target 1 Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>To engage with the ERC leadership strategy and to provide opportunities for distributive leadership</p> <p>The leadership skills of staff are improved.</p> <p>Attainment Leaders NQ</p> <p>Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures.</p> <p>Pupils will achieve their maximum potential in Higher and National courses based on improvement measures developed from the tracking data.</p>	<p>Senior Phase - Track, target and raise attainment within NQ courses to ensure pupils maximise their achievement in S3-S6;</p> <p>Attainment Leaders</p> <p>Nat 5 Exp H. Clelland Higher A. Taylor Higher Photography F. Cook /E MacIntyre</p> <p>National 5</p> <p>H. Clelland, M. Halliday</p> <p>Higher Art and Design</p> <p>Andrew Taylor, H.Clelland,</p> <p>Advanced Higher M. Halliday</p> <p>Andrew Taylor</p> <p>Higher Photography</p> <p>F.Cook</p> <p>Eilidh MacIntyre, J. Carenduff</p>	June 2021	<p>PT Excellence & Equity will analyse attainment of pupils involve and feedback to dept.</p>	<p>Use Inset Day to highlight the pupils in equity group, update spreadsheets accordingly to ensure staff are aware of pupils in their class.</p>

Improvement Plan Priorities for Session 2020-21

Target 1 Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>The leadership skills of staff are improved.</p> <p>Attainment Leaders BGE</p> <p>Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures.</p> <p>Pupils will achieve their maximum potential through clear target setting.</p>	<p>Track, target and raise attainment within BGE courses in class and Google Classroom to ensure pupils maximise their achievement in S1-S3</p> <p>Attainment Leaders S1 S2</p> <p>R. Souter, R. Hassan</p> <p>S3</p> <p>E. MacIntyre, F. Cook</p> <p>J. Carenduff</p>	June 2021	<p>PT Excellence & Equity will analyse attainment of pupils involve and feedback to dept.</p>	<p>Use Inset Day to highlight the pupils in equity group, update spreadsheets accordingly to ensure staff are aware of pupils in their class.</p>

Improvement Plan Priorities for Session 2020-21

Target 1 Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learner's will become involved in leading learning through evaluation of their views. Pupil Voice 'you said, we did'	Continue to utilise 'you said, we did' evaluation process where Art and Design deputies work alongside Learner voice leader to improve the dialogue and needs of our learners'. All staff	June 2021	Focus group of learners will be undertaken, led by Art and Design deputies to determine the impact of the impact of teaching and learning.	
Learners' will have the opportunity to become Depute Pupil Voice Leaders	BGE - Art and Design deputies and prefects will carry out a series of class observations and focus groups looking at pupil voice. All staff	June 2021		Art and Design deputies will create a presentation and deliver this to BGE pupils as to how they can shape the learning in the department. Monthly evaluations using Google Forms will then be collated and actioned.
Learner's will become involved in leading learning through evaluation of their views. Depute Pupil Voice Leaders	N5 and Higher Introduce a 'you said, we did' evaluation process where Art and Design deputies work alongside Learner Voice leader to improve the dialogue and needs of our learners'. All staff	June 2021		

Improvement Plan Priorities for Session 2020-21

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners will complete their professional enquiry this will impact on the learning and teaching within the classroom.	Personal Enquiry. A completed personal enquiry which reflects an area of personal interest and demonstrate their knowledge. All staff	October 21	We will evaluate impact on departments' practice by seeking teachers' views during enquiries and upon feedback during the showcase event in May	All Staff in department. assist through professional dialogue to support practitioners through this process.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

National 5 - H. Clelland

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners & staff are safe.	Risk assessments have been undertaken & read by all members of staff and have been clearly communicated to pupils. Staff strictly follow guidelines. All staff	August 2020	Observe how Staff and pupils follow the guidelines	Sanitiser & anti-bac wipes available in each classroom. Hand washing facilities and wipes available in staff base and toilets. Signage to remind pupils & staff.
Learners & staff are safe.	To consider teaching strategies which minimise the need for pupil movement and reduce risk. All staff	August 2020 & ongoing	Direct teaching lessons delivered successfully. Pupil & staff evaluations.	Time at in-service days for discussions. Ongoing discussions at departmental meetings.
Learners & staff are safe.	Strategies devised for safe submission and return of practical work and homework through the development of digital sketchbooks. All staff	August 2020 & ongoing	Staff monitor engagement on Google Classroom. Liaise with Pupil Support if any concerns.	Time at in-service days for discussions. Ongoing discussions at departmental meetings.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Recovery Planning To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	To improve the use of digital literacy across the department with a focus on GLOW, OneDrive, Google Classroom and updating the department website, Visualiser device will be used to document technique and approaches this is all supported by our new Promethean boards. All staff	June 20 - June 21	Google Classroom The production of video/voiced resources of full course content at all levels for pupils who are shielding or absent will be quality assured and evaluated. Using the Visualiser, lessons will be recorded live in the classroom and then uploaded to G.C. To devise appropriate strategies for differentiation	Relevant CPD- SQA, ERC, WSCA, Inset and external courses. External visits – ERC departments, other local authorities and art school/ gallery courses

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To develop a more consistent approach to delivery within year groups to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material	To improve the use of digital literacy across the department with a focus on GLOW, OneDrive, Google Classroom and updating the department website, Visualiser device will be used to document technique and approaches this is all supported by our new Promethean boards. All staff	June 20 - June 21	Google Classroom The production of video/voiced resources of full course content at all levels for pupils who are shielding or absent will be quality assured and evaluated. Using the Visualiser, lessons will be recorded live in the classroom and then uploaded to G.C. To devise appropriate strategies for differentiation	Rlevent CPD- SQA, ERC, WSCA, Inset and external courses. External visits – ERC departments, other local authorities and art school/ gallery courses Co-operative teaching time and supported study

Improvement Plan Priorities for Session 2020-21

Target 2 Learning Provision - Primary Collaborations

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>Cluster working - Primary Transition</p> <p>Primary Practitioners will become more knowledgeable in curricular areas which impact on learners experience.</p> <p>Through the Skill of Drawing our primary colleagues are able to develop a range of skills supported by the genre Still Life.</p>	Primary 2 (P2) Busby, Carolside and Netherlee children will attend a morning/afternoon workshop in the department. Skill of Drawing. A.Taylor and M.Halliday	June 2021	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of the impact of teaching and learning.	Departmental collegiate time, in-service days
	Twilight CLPL delivered by A. Taylor and M.Halliday. These six two hour sessions are delivered to all primary/nursery staff across the cluster. A.Taylor and M.Halliday	June 2021	Focus group of learners will be undertaken, led by Art and Design deputes to determine the impact of teaching and learning	Departmental collegiate time, in-service days
	Primary 5 Transition Workshops Deliver drawing lessons in cluster primary schools at the primary five stage (P5). Developing the skill of drawing through still life. Four sessions delivered to every class in P5 across the cluster. A.Taylor and M.Halliday	June 2021	Feedback will be sought from transition coordinator and primary colleagues to determine the effect the coordinator has had.	Departmental collegiate time,, in-service days
	CFE Achievement Exhibition Establish an annual Achievement exhibition of the work of primary 5 and S1-S3 BGE.A.Taylor and M.Halliday	June 2021	Success of the CFE Exhibition (Transition and BGE) the impact of teaching and learning.	Departmental collegiate time, in-service days

Improvement Plan Priorities for Session 2020-21

Target 2 Learning Provision - Digital Literacy

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners have richer learning experiences when Digital Literacy skills are promoted across the department	To improve the use of digital literacy across the department with a focus on GLOW, OneDrive, Google Classroom and updating the department website, Ladybird device will be used to document technique and approaches. New Boards. All Staff.	June 2021	Skills development of staff and pupils	Staff will be given opportunities to share expertise at the DM with regards to improved use of ICT in the faculty.
Pupils and parents continue to be well supported in their learning by the Art & Design and Photography website.	Website regularly updated. H.Clelland	May 2021	Increased use of website by learners. Digital Pupil evaluations using Google Forms	Departmental collegiate time, in-service days Digital training
Pupils' success and achievements are recognised and celebrated by the dept.	Consider ways in which success can be celebrated digitally / remotely. All Staff.	Sept 2020	Digital Pupil evaluations. Google Forms	Postcards Badges Time

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>Deadlines Nat 5 and Higher Art and Design and Higher Photography - monthly deadline/timeline established and issued to Learners and parents. This will support the learners and develop their time management skills.</p>	<p>Nat 5 and Higher Art and Design and Higher Photography Continue to develop a timeline for departmental deadlines, which includes hand-in dates and supportive study classes. Alert parents of any concerns through Deadlines text message, phone calls and letters. Inform appropriate members of SMT of hand-in dates and request their presence to support, where possible, the effectiveness of the deadlines M Halliday, F. Cook, and E. MacIntyre</p>	Ongoing	<p>SQA Results, Staff pupil and parent feedback Evaluate class setting and course structure changes made after reviewing attainment data. Collegiate time will be used to evaluate aspects of HGIOS.</p>	<p>Departmental and collegiate time to develop timeline Use of 'Street' during assessment times</p>
<p>Utilising our Creativity Evaluation Toolkit Art and Design teachers use self-evaluation tools effectively to improve learning and teaching.</p>	<p>To engage with HGIOS 4 PIs, Insight, ERC and SQA data to evaluate departmental and individual teacher performance and use this to inform class setting, courses and teaching. All Staff</p>	By June 2021	<p>Departmental observations will be based around HGIOS.</p>	<p>Development during DM to remind teachers how to access and use Insight.</p>

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Differentiation Art and Design Teachers are aware of all pupils' needs . Differentiation	To continue to focus on meeting pupils' needs through effective differentiation. Using digital learning to supplement the resources and exemplify good practice from previous years. All Staff	June 21	This will be discussed during DM	Compile both digital and original examples to be departmentally shared. Production of resources/strategies when differentiating text. Minute further approaches/strategies throughout the year. Work with P.T. Support for Learning and English department.
Differentiation Articulation Written Component of course. Art and Design Teachers are aware of all pupils' needs .	To continue to focus on meeting pupils' needs through effective differentiation of the written work. BGE supplementing and using the resources and exemplifying good practice from previous years NQ supplementing and using the resources and exemplifying good practice from previous years. All Staff			

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are able to confidently articulate their level within the BGE. Through the assessment event in The Street area.	Formal learner conversations to be included into the classroom experience to allow pupils to understand where they are with their learning. Stamp in planner. All Staff	Dec 2019.	Pupil feedback and articulating their own levels	Focus Groups and Check-up in class and in planners

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
BGE Consistency of assessment of CfE levels leads to increased clarity of feedback and pupils' awareness of next steps. Progress is monitored across all sections and support needs identified.	Art and Design Moderation Toolkit Using this toolkit staff will develop increased teacher confidence in BGE moderation through departmental moderation procedures. To continue to track attainment in the Broad General Education S1, S2 and S3. All Staff	Ongoing	Departmental quality assurance exercises throughout the year. PT will submit summative assessment information to L Ferguson and B Harrison who will collate and issue information about the attainment of pupils in S1, S2 and S3 across all subjects following departmental moderation.	Review moderation groups. Identify dates for moderation meetings and embed in QA calendar. Monitor consistently across the department. Identify learners needing additional support.. Rigorous tracking

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>National 5 and Higher pupils at risk of not achieving qualifications are identified and supported.</p> <p>National 5 and Higher S4 learners at risk of not achieving within the written component are identified and supported.</p>	<p>Use S3 and S4 data to identify pupils at risk and support their completion of safety net qualifications.</p> <p>Use November data to identify pupils with high absence levels and poor completion of course requirements and put support in place.</p> <p>All Staff</p>	<p>August 2020</p> <p>From November 20</p>		<p>Identification of pupils at risk using folio work, S3 exams and example of written work.</p>

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world'	To establish a variety of educational and career trips which will be available to all learners within the department. All Staff To make available opportunities for all pupils to take part in excursions. All Staff	June 2021	Department will review the success and logistics of this undertaking evaluation and feedback from learners	Departmental and collegiate time.
Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world'	Pupils will bring work from home to be photographed and presented on the website in a gallery page. This will encourage motivation and pupil choice. Celebrate the personal work of students S1/S3. All Staff	June 2021	Increase the production and improve the attitude of pupils regarding drawing. Increasing the quantity and quality when making work at home	Departmental and collegiate time.

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
DYW Learners have a greater understanding of the relevance of Art, Design and Photography in the 'real world' DYW	Continue to deliver lunchtime Workshops Staff and Advanced Higher pupils run the workshops Website – Continue to use the website to establish the ethos and achievement of the pupils during lunchtime workshops. All Staff	June 2021	Parent Questionnaires' will be issued regarding the efficiency of the website	Departmental and collegiate time.
Leadership There are more Leadership opportunities for pupils within Art and Design.	To work closely with S6 depute and prefects to promote the achievements of the department. All Staff	Ongoing	evaluate contribution made by S6 team throughout the year.	Arrange regular meetings. Support S6 depute action plan. Involve S6 in organisation of exhibition

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Exhibition - We have an effective system in place to promote equity of success and achievement for all learners.	DIGITAL EXHIBITION Candidate work will be celebrated during the annual exhibition in the street where learners teachers and parents can celebrate the work of an entire cohort from S3-S6. Inclusion of Primary Cluster work 2019. All Staff	October 2020	Feedback and attendance rates during the show	Create invitation and advertise the exhibition on the website and through appropriate social networks, ask S6 Deputies to take written feedback on the evening.
Calendar - We have an effective system in place to promote equity of success and achievement for all learners.	Creation of a calendar with art, design and Photography work from senior pupils. All Staff	October 2020	Number of sales, feedback from parents	Build departmental time in for the creation and printing of the document

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

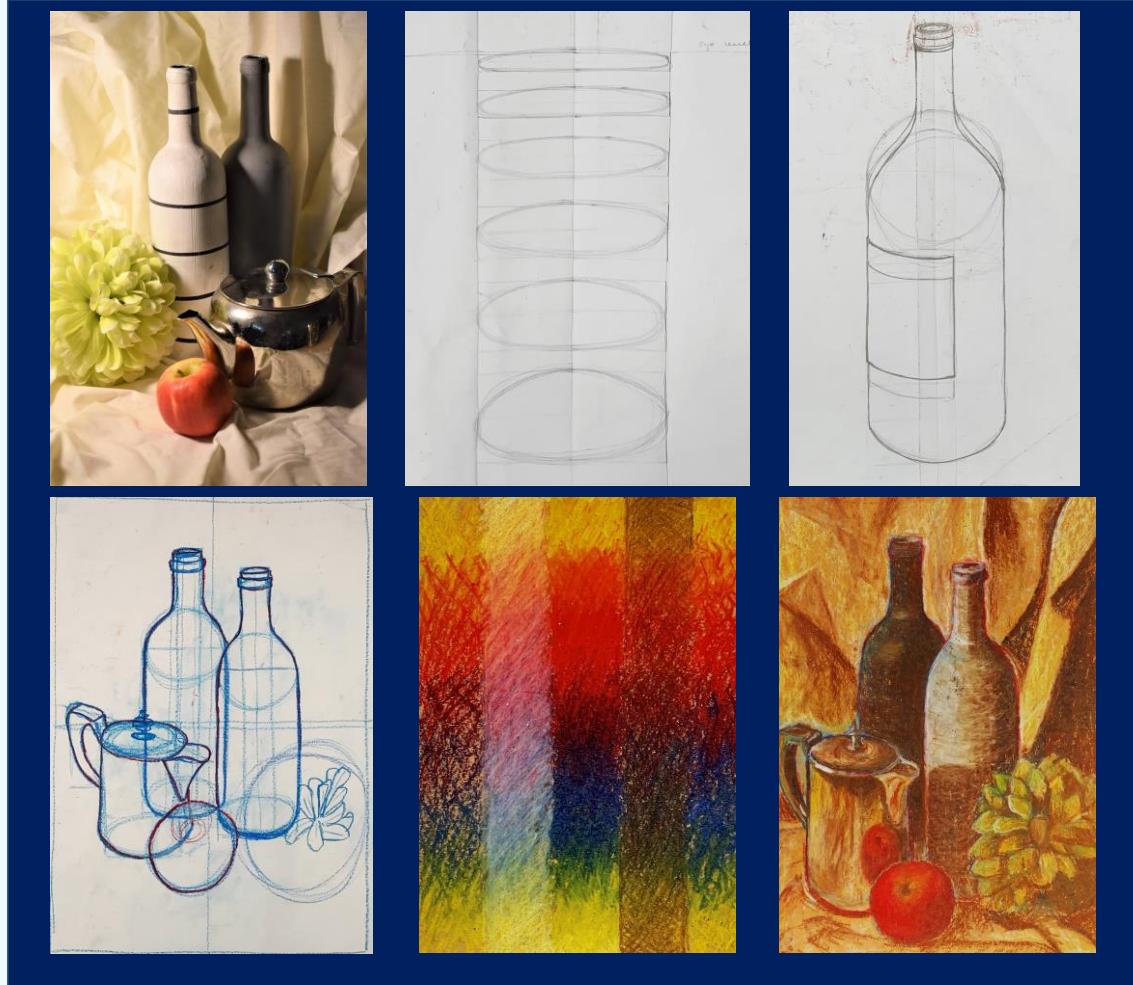
INTERDISCIPLINARY LEARNING

Art, Design and Photography

Primary Cluster Primary Staff Workshop

The Art and Design Department built upon many years of collegiate working with our primary cluster colleagues by reinstating a programme of CPD study in the form of evening classes which primary staff could attend in order to develop their knowledge and understanding of our subject and most crucially so that they might develop the skill and confidence to deliver sophisticated programmes of Art and Design practise in the 'Primary' setting. This CPD course was set up as a means to support our primary colleagues in their teaching and promote consistency of learning, teaching and assessment across both sectors and covering all year groups.

Staff were taught: the rigorous principles of drawing in order to establish sound observation of structure; The application of tone to suggest form; and colour theory to allow the successful completion of a representational still life composition.

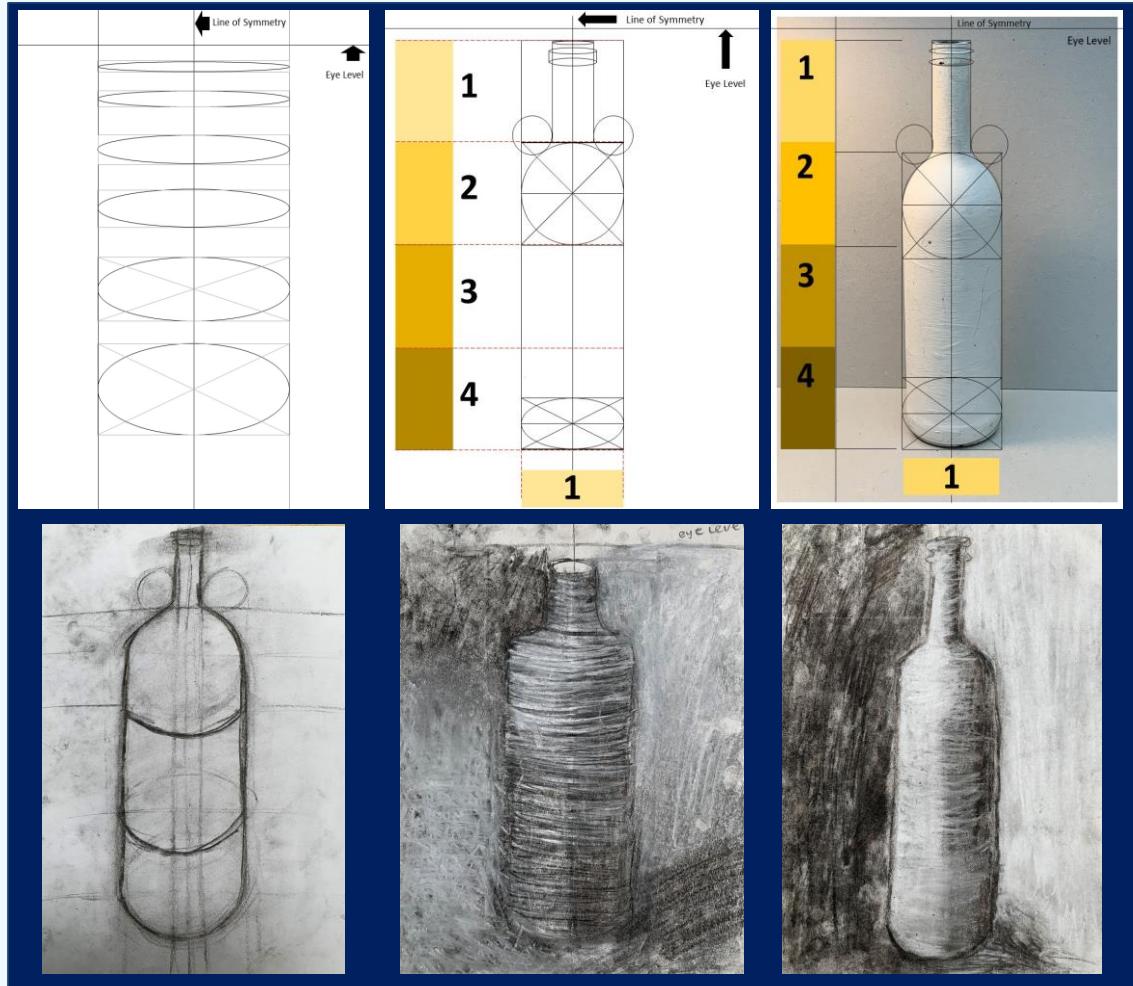


INTERDISCIPLINARY LEARNING Art, Design and Photography

Primary Cluster Primary Pupil Workshop

In a follow up to the department's provision of CPD evening classes for primary staff, the Art and Design department re-established a programme of delivering Art and Design classes to every Primary 5 class in each cluster school, Carolside, Netherlee and Busby Primaries. The purpose of this programme was to engage with a younger group of students and embed strong principles of artistic practice in the classroom. Primary staff were able to observe how an Art and Design specialist would deliver these principles in a highly effective and progressive manner to this younger group. The purpose being two-fold:

1. Support staff in the purposeful delivery of Art, Design and Photography lessons.
2. Promote good artistic principles at an earlier stage to children to enhance their creative development and successful future transition to a secondary setting.



PERSONAL ACHIEVEMENT

Julie

Communication Support Service - Workshops

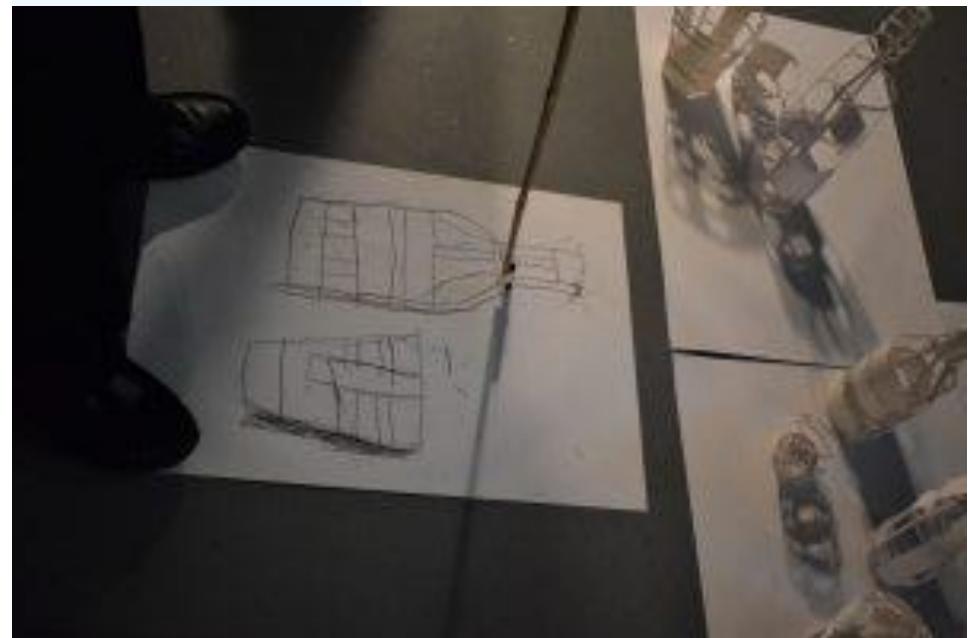
Art, Design and Photography



Charcoal Drawings

Mrs Carenduff's Communication Support Service Workshops

Learners from the communication support service have continued to attend weekly workshops in the Art & Design Department. A series of one off lessons and projects have been run for pupils and staff, taking into account abilities and sensory requirements. A broad range of activities and materials, including oil pastel, paint, wool, clay and charcoal have been used this session, allowing learners to have a fully creative experience. At the centre of this is the fostering of trusting and nurturing relationships to allow successful learning to take place.



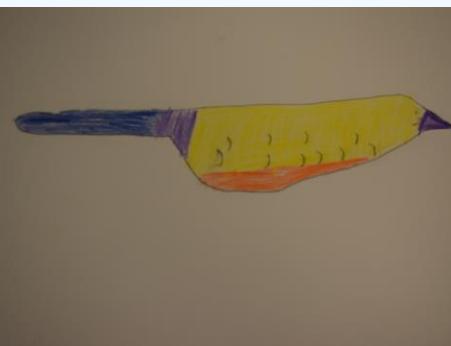
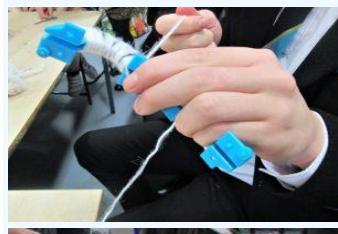
PERSONAL ACHIEVEMENT jJulie Communication Support Service - Workshops

Art, Design and Photography

Mrs Carenduff's Communication Support Service

Projects this session have included extended charcoal drawings(charcoal attached to a cane), pom pom seasonal decorations and bird-inspired headwear designs.

This extended project involved research drawings of birds(from photographs and the “real” departmental birds). Drawing techniques included, wax- resist, coloured pencil observation and dry- brush & collage. Pupils then modelled clay birds based on their drawings and painted these and finally using copies from their drawings created 2d design ideas for a final headpiece. Staff joined in too!

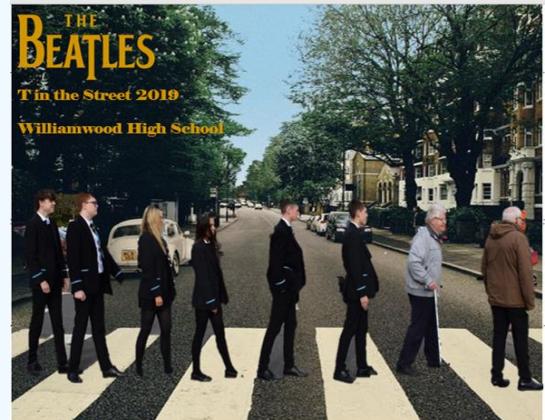


INTERDISCIPLINARY LEARNING Art, Design and Photography

Working in Partnership - Tea in the Street



TEA IN THE STREET 2019- This years intergenerational Tea in the Street project involved over sixty five S5 pupils working alongside members of the Richmond Foundation. The theme selected was music. Pupils worked in small groups with their visitor and outcomes included shooting an 'Abby Road cover' out in the zebra crossing in the car park and re-writing the words to Westerning Home for one of the residents. The department hosted a Christmas lunch that was organised in partnership with the hospitality department and the school kitchen.



INTERDISCIPLINARY LEARNING

Art, Design and Photography

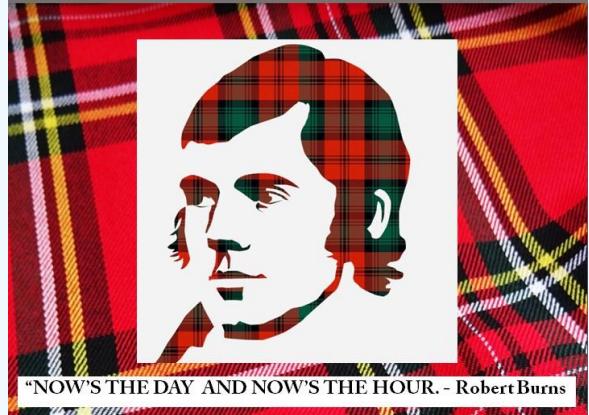
Working in Partnership - Burns Supper 2019

BURNS SUPPER 2019

This years burn supper as given a creative twist with the involvement of the Art, Design and Photography department. We invited the Richmond Fellowship as well as local community groups back to the school for a Burn supper celebration. The department teamed up with hospitality, music and the catering team. We were joined by Staff, pupils, local community groups and residents to celebrate the poetry, music and traditional food of Robert Burns. The food was wonderful and the poetry music and performances were fantastic too.



WILLIAMWOOD HIGH SCHOOL BURNS LUNCH



"NOW'S THE DAY AND NOW'S THE HOUR. - Robert Burns

YOU ARE INVITED TO JOIN US AT
WILLAMWOOD HIGH SCHOOL
FOR A TRADITIONAL BURNS LUNCH
DATE: THURSDAY 30TH JANUARY
TIME: 1.30-3PM
A TRADITIONAL HOT MEAL WILL BE
PROVIDED AS WELL AS MUSICAL AND
POETIC PERFORMANCES.
WE WOULD LOVE FOR YOU TO JOIN US



INTERDISCIPLINARY LEARNING

Working in Partnership

Art, Design and Photography

Castlemilk High School

Successful links and exciting new partnerships has been established with Castlemilk High School teaching team and our department researching the commonality in links between teaching in Art and design and Photography. We intend to visit during the course of the coming year and in light of new circumstances we will focus on a shared approach to online learning particularly in the photography course where the Castlemilk approach is very different to ours.



University of West of Scotland

Our successful partnership continues with Dermaid McCauliff of university of west of Scotland with strong links to the PGDE course in Art and Design. Dermaid completed a block Research detailing visual literacy within the department. He was working closely with elected students across the department the research involved voice recording, sounds recording and drawing.



INTERDISCIPLINARY LEARNING

Art, Design and Photography

Digital Learning



Williamwood High School Art and Design Teachers Google Classroom

During the Covid-19 restrictions a Williamwood High School Art and Design Staff staff Google Classroom page was very quickly established. This allowed staff to share good practice and facilitated staff CLPL, allowing the department to quickly adapt and take on new roles as online teachers.

In addition a Google Help Desk was quickly established on this page to combat common ICT related issues that staff may have been experiencing from home. This was in the form of 'how-to' guides and also instructional videos. This was greatly received from staff and will shape how we continue to deliver blended learning approaches across the department.

Williamwood HS Art and Design Teachers

Williamwood Art and Design Staff

Stream

Classwork

People

Marks

Selected theme

Upload photo

Upcoming

Due Thursday

SQR Achievements - new ...

SQR - Achievements

PRD

View all

Share something with your class...

M Halliday posted a new assignment: SQR Achievements - new editable version 11:35 (Edited 11:36)

M Halliday posted a new assignment: Art & Design and Photography Risk Assessment 22 Jun

1 class comment

Classroom Helpdesk

- Uploading a slides to an assignment for each ... Posted 13 May
- How to upload video with voiceover Posted 24 Apr
- How to all Edit a Powerpoint at the same on ... Posted 22 Apr
- Using Xbox Gamebar to video record your s... Posted 22 Apr
- How to add comments using the comments... Posted 28 Apr

INTERDISCIPLINARY LEARNING Art, Design and Photography

STEAM - *Williamwood High School Steams Ahead*

STEAM Fair

The STEAM committee includes Science, Technology, Engineering, Art & Design and Maths. This groundbreaking decision meant that this was the first year that Williamwood High School added Art & Design to the STEM fair and committee, creating STEAM.

Parental Engagement

During the event there were areas for parental engagement in the Family Learning Zone, such as the S1 pupil led workshops in sustainable jewellery. The fair also had areas to for Glasgow Science Centre, Future Fuels Science show, a range of Universities and Colleges along with technology and maths exhibits. The evenings Sustainable Fashion Show was also an area for parental engagement.

Art & Design and Photography Exhibition

As part of the Art & Design and Photography Exhibition within the fair, there was fine art exemplification, examples of product design engineering, architecture models and automotive design. This exhibition showed work of successful alumni who went into further education in Art School and Architecture Design School.



You are
invited to

Williamwood STEAM's Ahead

ART & DESIGN
AND
PHOTOGRAPHY

National 5, Higher,
Advanced Higher
and Photography Folio

**FAMILY LEARNING
ZONE**
Sustainable jewellery
Drawing for sustainability
Animation 3D characters
Photography
Architectural models
Automotive design
Fashion show

Thursday 24th Oct
Fashion Show
6:30pm-7:30pm

Running order
Busy
Carolside
Netherlee
S1
Sustainable Prom
Art & Design paper engineering
collection
Alumni Yasmin Hay sustainable
fashion designer

INTERDISCIPLINARY LEARNING Art, Design and Photography

STEAM - *Williamwood High School Steams Ahead*

The Art and Design Department along with the Fashion and Textiles Department organised a Fashion Show for the evening for the STEAM fair. This was a colourful, fun and inclusive fashion show with a focus on raising issues around the textiles industry and sustainability

Fashion Show Primary Transition

Pupils from the primary 7 Williamwood cluster group were given the challenge to create sustainable fashion inspired by recycled materials

Fashion Show Williamwood High School

Pupils from all year groups modeled the artwork and garments. Work displayed on the runway from the department was the wonderful set of wearable sculptures and paper collection. The show continued with a display of final pieces from our S4, 5 and 6 cohort

Alumni Student Yasmin Moy

Former pupil and successful fashion designer Yasmin Moy. Yasmin designed a collection that focussed on the theme of shelter and homelessness using recycled and sustainable materials, the collection was modelled by our S6 boys.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL Art, Design and Photography

CLPL - Digital Literacy Reading a Photograph Staff Workshop

E. MacIntyre and F. Cook presented a CLPL workshop for staff on 'Reading a Photograph' with an emphasis on literacy and practical skills. Staff were invited to engage in the 'dissection' of a photograph using key terminology and questioning techniques. They were then given the opportunity to create their own 'slow shutter speed' photographs using the skills taught in the first half of the lesson. The feedback from staff was highly positive and created the space for discussion on how this practice can be used in a cross-curricular manner such as with paintings and poems, encouraging pupils to be a 'detective' and thoroughly examine each part of an image or text.

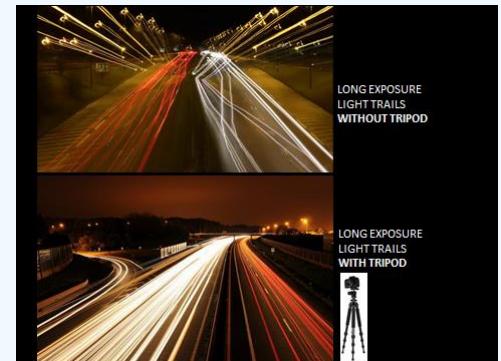


The following terms are essential to consider when taking and reading a photograph.

Why do you think the photographer has used such a technique and what it adds/creates/enhances...?

Long-exposure, time-exposure, or slow-shutter photography involves using a long-duration shutter speed to sharply capture the stationary elements of images while blurring, smearing, or obscuring the moving elements.

- SUBJECT MATTER** – what is in this photograph? Where is it set? Indoor/ Outdoor? Day/ Night? Is there a narrative?
- LIGHT** – where is the light coming from? Is it natural/ unnatural? What does the light contribute to the image? Colour of light? How do you think the photographer has managed to achieve these particular lighting techniques?
- COMPOSITION** – how has this image been arranged/ divided? Foreground/ Mid-ground/ Background? Depth? Asymmetric/ Symmetrical? Where is this photograph been taken from? Where is the camera in relation to the subject?
- POSE** – what is the model doing? What effect/narrative does this create? Expression?
- FOCAL POINT** – what is the focus of the image? What has the photographer done in order to draw attention to the subject?
- MOOD AND ATMOSPHERE** – what mood and atmosphere has been created by this image? What contributes to this mood/atmosphere? i.e. colours, subject matter etc.
- VISUAL ELEMENTS**: LINE, SHAPE, TEXTURE, COLOUR, PATTERN, FORM, TONE. How have these been used? How do they make the photograph more effective?
- PERSONAL OPINION** – what is your opinion on this image? What do you like/ dislike and why?



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Health and Wellbeing

Art, Design and Photography

Mental Health Awareness Week - Mandalla

During the course of Mental Health Awareness week, pupils in the Art, Design and Photography department took part in a collaborative drawing project where the aim was to create the world's largest paper mandala. Over 300 pupils put pen to paper and negotiated the arrangement of their drawing collaboratively with their peers. The result was the creation of two fantastic 10-metre drawings that were displayed in the street to highlight the important role of drawing for relaxation and mindfulness. Well done to all those involved in the project.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Art, Design and Photography

Celebrating Success - Kelvingrove Art Gallery & Museum Award Ceremony

In September, the Art and Design department celebrated the achievements of two pupils at the Kelvingrove Art Gallery and Museum Award Ceremony. The pupils had taken part in the gallery's annual drawing competition. The competition is very prestigious and was first established in 1904. Pupils were invited to explore the museum and then produce a drawing of something from the collection that has caught their eye. We were absolutely delighted that two of our fabulous pupils received medals for their drawings! Leo and Aled won a gold and bronze award respectively and were presented these at the award ceremony. The awards were presented by two prominent Scottish artists; illustrator Libby Walker and artist, Marion Gardyne.



PERSONAL ACHIEVEMENT

Art, Design and Photography

Christmas Fair 2020

Christmas Fayre

The Art, Design and Photography department were involved in creating, displaying and selling handmade Christmas decorations and framed photography prints and paintings at this years Christmas Fayre. We had two additional stalls this year with the introduction of our Lego Jewellery workshop! Pupils were invited to create their very own pieces of jewellery using lego - we also had brooches, necklaces and pins for sale. Miss Cook also had a stall where she was selling prints, cards and decorations from her business Montague and West.



WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

BICT

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The BICT department consists of 7 member of staff not including 2 NQTs

The BGE course in S1 and S2 is based on CfE Technologies and includes aspects of Administration and IT, Business, and Computing Science

The following National qualifications courses are delivered in the department:

National 2 ICT

National 4 and 5 Administration and IT, Business Management

National 3, 4 and 5 Computing Science

Higher Accounts

Higher Business Management

Higher Computing Science

Higher Psychology

Improvement Plan Priorities for Session 2019-20

Target I To improve leadership and promote equity

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
01 Improved leadership among staff.	To provide increased leadership opportunities for staff at all levels seeking to take on additional responsibilities as part of continuing professional development including distributive leadership. (V Martin)	June 2020	Staff will be given opportunities through improvement plan and targets evaluated. Discussion at DMs.	Staff CPD time, Inset time. Non-contact time
02 Improved leadership among staff.	Staff involved in professional learning through professional enquiry in partnership with the University of Strathclyde. (all Staff)	June 20, 21, 22	Staff will present enquiries at the end of year professional learning event.	DM. Inset and WSCA time. Department budget
03 Improved leadership among staff.	Create opportunities to develop collaboration partnerships with departments out with ERC. (All Staff)	June 20, 21, 22	Successful partnerships created out with the department which share good practice.	DM. Inset, budget
04 Improved leadership among staff.	Introduce departmental Standards and Quality Report to include departmental plan, interim review, final review, and Quality Assurance calendar and department achievements.	June 20, 21, 22	Standards and Quality Report produced for end of session.	DM, non-contact time

Standards and Quality Report 2019-20

BICT

Improvement Plan Priorities for Session 2019-20

Target I To improve leadership and promote equity

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
05 Improved leadership among staff.	Staff to lead and attend subject group meetings throughout the session. (BICT staff)	June 20, 21, 22	Department meetings. Subject group meetings	BICT staff
06 Improved leadership among staff.	Staff opportunities to mentor NQT students (L France, P Boyle)	May 2020	NQT Meetings. Observations, Reporting on GTC website	GTC website, NQT meetings.

Improvement Plan Priorities for Session 2019-20

Target 2 To improve the quality of teaching and learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
07 Courses are well planned, allowing pupils to attain at appropriate levels.	Ensure staff awareness of equity and focus on targeted pupils in line with school policy (All Staff)	June 2020	Departmental meetings. Inset days. Pupils consistently targeted in line with school policy	In-service days, DMs, SMT, PTS Dev
08 Courses are well planned, allowing pupils to attain at appropriate levels.	Review of BGE course to ensure up to date content. (F Hamilton, P Boyle, K Zarrug)	June 2020	BGE course is evaluated and content revised if necessary.	In-service days, DMs, non-contact time, department budget
09 Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	Develop consistent approach to differentiation where appropriate and plenaries using Socrative. (F Hamilton, P Boyle).	June 2020	Departmental evaluation event	Learning visits, DM, pupil focus groups and pupil surveys.
10 Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	Raise pupil awareness of impact of feedback by introducing "you said we did boards". (D Cohen, L France)	Aug 2019	You said We did board in department corridor. Communicating actions taken based on feedback from pupils.	Departmental resources,

Improvement Plan Priorities for Session 2019-20

Target 2 To improve the quality of teaching and learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
11 Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.	Develop a consistent and formal approach to learner conversations. (V Martin, Dept Staff)	June 2020	Departmental meetings. Inset days. QA Calendar	In-service days, DMs, non-contact time
12 Courses are well planned, allowing pupils to attain at appropriate levels.	Review of BGE course to ensure up to date content. (F Hamilton, P Boyle, D Moir, R Hendry, K Zarrug).	June 2020	BGE course is evaluated and content revised if necessary.	In-service days, DMs, non-contact time, department budget
13 Courses are well planned, allowing pupils to attain at appropriate levels.	Develop timeline for HACC and review pupil materials for new arrangements. (V Martin, P Boyle)	Sept 2019	Comprehensive materials and timeline produced for course.	Non-contact time, department budget
14 Learners experience rich work-based learning. This enables them to make informed career choices.	New IDL incorporating Business, Computing and Psychology in BGE. (L France, K Zarrug)	May 2019	Departmental meetings. Subject group meetings.	DMs, Non-contact time.

Improvement Plan Priorities for Session 2019-20

Target 2 To improve the quality of teaching and learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
15 Learners experience rich work-based learning. This enables them to make informed career choices.	Introduction of Business Club for S1 pupils (P Boyle/L France)	June 2019	Departmental meetings. Subject group meetings.	DMs, Non-contact time. Department budget
16 Learners experience rich work-based learning. This enables them to make informed career choices.	Develop activities for STEAM Fair and source new outside agencies for presentation (R Hendry, D Moir)	September 2019	Departmental meetings. STEAM meetings	Non-contact time, STEAM committee

Self-Evaluation Activities Undertaken in Session 2019-20

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

- learners' evaluations of their learning experiences through questionnaires (S1-S2);
- learners' evaluations of their performance in prelim examinations (S4-S6);
- the analysis of quantitative data, including SQA data and CfE judgements;
- moderation activity at school, cluster, authority, West Partnership and national levels;
- a whole-school focus on Professional Enquiry;
- Departmental focus on questioning through learning study;
- SQA estimates grades and refinements.
- Online learning provision through Google Classroom

- Due to Covid-19 pandemic the Self-Evaluation Activities will primarily focus on online learning provision and school recovery activities.

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarised as follows:

- Implementation of good practice in questioning resulting from learning study.
- Further development of online learning provision for pupils.
- Modification to current courses as required by ERC and SQA.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

To Improve Leadership and promote equity

Progress, Impact and Outcomes

AP1 Young Enterprise was led by P Boyle. Pupils produced a viable product for sale. BGE course led by F Hamilton who introduced new units of work to ensure up to date ICT content. Subject groups led lesson studies for quality assurance on effective questioning.

AP2 Staff undertook professional inquiries on a variety of areas. Progress was discussed and presented at departmental meetings.

AP3 Collaborative group formed with South Lanarkshire school in Psychology, however the group did not meet formally this session. V Martin mentored Higher Psychology for St Luke's High School who were presenting for the first time.

AP4 Quality and Standards Report introduced and completed in June

AP5 Staff leading subject groups at DM time allowed staff to discuss subject progress. Time was also used to continue work on professional inquiry. Staff also used DM time to develop learning study programme for departmental quality assurance

AP6 L France and P Boyle mentored both NQTs in Business Education and Psychology this session both of whom successfully completed their year. F Hamilton also mentored Computing student.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

To Improve Leadership and promote equity

Progress, Impact and Outcomes

AP7 Equity awareness shared with staff and included as permanent agenda item at DM.

AP8 PYTHON unit introduced to give pupils a flavour of programming in S3. F Hamilton developed unit Cybersecurity unit.

AP9 Use of meaningful plenaries on going including Socrative delayed due to closure of school in March.

AP10 “You said we did” displayed in BICT corridor and updated to reflect pupil’s views taken into account where appropriate and acted upon.

AP11 Feedback shared regularly with pupils.

AP12 BGE content reviewed and updated; new spreadsheet notes purchased to ensure pupils are learning about new software effectively.

AP13 Development of timeline ongoing, minimum development required of pupil materials. Visit to partner ERC school to share good practice in October.

AP14 Pupil profile development due for development in May/June halted due to school closure.

AP15 IDL replaced with Cyber Security unit this session which pupils enjoyed. Parents also commented on relevance.

AP16 Business Club introduced in S1 with successful first events taking place during the session. Pupils raised money for various charities of their choice.

AP17 City of Glasgow College attended STEAM event promoting gaming and technology for pupils a Psychology stall was also included this year to promote the subject as a STEAM subject and raise profile to pupils.

Improvement Plan Priorities for Session 2020-21

Target I To improve leadership and promote equity

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
01 · Improve leadership among staff	To provide increased leadership opportunities for staff at all levels seeking to take on additional responsibilities as part of continuing professional development (V Martin)	June 2021	NQT staff successfully complete NQT programme	Staff undertaking mentor activities with NQT staff (L France, P Boyle, F Hamilton)
02 · Improve leadership among staff	To provide opportunities for staff to undertake leadership roles in developing blended learning activities for subjects within the department. (All staff)	June 2021	Blended learning approaches developed and implemented throughout the session.	DMs, subject group meetings, development of resources
03 · Improved leadership among staff.	Staff to lead and attend subject group meetings throughout the session. (BICT staff)	June 20, 21, 22	Department meetings. Subject group meetings taking place during the session	All staff involved.

Improvement Plan Priorities for Session 2020-21

Target 2 To improve the quality of teaching and learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
3 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk.	Approaches to blended learning developed and implemented for BGE course. (F Hamilton, BGE teaching staff)	Ongoing April 2020	Approaches developed and implemented throughout the sessions	DMs, Subject group meetings Non-contact time, department budget
4 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Approaches to blended learning developed and implemented for Business Management. (V Martin Higher, D Cohen/S Simpson NAT5, teaching staff)	Ongoing April 2020	Approaches developed and implemented throughout the sessions	DMs, Subject group meetings Non-contact time, department budget
5 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Approaches to blended learning developed and implemented for Computing Science (F Hamilton – Higher D Moir/ R Hendry NAT5)	Ongoing April 2020	Approaches developed and implemented throughout the sessions	DMs, Subject group meetings Non-contact time, department budget
6 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Approaches to blended learning developed and implemented for Administration and IT (P Boyle)	Ongoing April 2020	Approaches developed and implemented throughout the sessions	DMs, Subject group meetings Non-contact time, department budget

Standards and Quality Report 2019-20

BICT

Improvement Plan Priorities for Session 2020-21

Target 2 To improve the quality of teaching and learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
7 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Approaches to blended learning developed and implemented for Accounts (P Boyle)	Ongoing April 2020	Approaches developed and implemented throughout the sessions	DMs, Subject group meetings Non-contact time, department budget
8 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Develop strategies to minimise resources required for lessons, including submission and return of homework (Lead Staff)	Ongoing April 2020	Strategies implemented to allow effective formative assessment	DMs, Subject group meetings Non-contact time, department budget
9 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Develop resources and strategies for pupils in equity groups and those shielding or self-isolating including video/voice recording (Lead Staff)	Ongoing April 2020	Strategies developed and resources made available to pupils as necessary	DMs, Subject group meetings Non-contact time, department budget
10 Courses are well planned, allowing pupils to attain at appropriate levels including strategies to minimise pupil movement and risk	Evaluation of approaches to blended learning regularly and adjust accordingly if required. (NQTs)	Ongoing September 2020	Online surveys, focus groups undertaken to gather pupils' views. Discussion at DM and subject group meetings.	DMs, Subject group meetings Non-contact time

Improvement Plan Priorities for Session 2020-21

Target 3 To achieve a method of achievement and improve outcomes and attainment for all learners

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
11 A quality body of evidence is used to support assessment judgements and decisions about next steps	Subject groups to develop additional means of acquiring evidence of attainment including development of mid-term assessment for S4-S6 (Subject Groups)	Oct 2020	Additional evidence of achievement gather for pupils for use in potential grading for SQA	Subject Group meetings, DMs and non-contact time used to develop resources
12 A quality body of evidence is used to support assessment judgements and decisions about next steps	Develop strategies for allocating and return of homework (All lead staff)	Ongoing April 2021	Pupils will be issued with regular homework, retuned with appropriate feedback.	Subject Group meetings, DMs
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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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

DEPARTMENTAL ACHIEVEMENTS

Pupils took part in a number of events this year

- S6 Higher Psychology pupils went to Edinburgh Zoo for an animal behaviour tour.
- S3 Pupils took part in the Silverburn Challenge to create a product to be sold in the shopping centre. Presentations took place in the Odeon Cinema.
- S1 Business Club raised money for charity through a variety of events,
- S3 Business Management pupils went on a visit to the Amazon Fulfilment Warehouse in Fife.
- Psychology was included in this year's STEAM fair.
- S6 Pupils took part in Young Enterprise Scotland.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Staff in the department continue to contribute to the ethos and life of the school.

- Photography Club
- Mindfulness Club
- Lunchtime Supervision
- SI Business Club
- STEAM Event 2020
- School Prom
- Christmas Dances



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Miss Lorimer and Miss Zarrug have successfully completed their NQT year.

Miss France qualified for Professional Recognition in Business Education.

Miss Martin completed the first year of the EdD Education Leadership at the University of Strathclyde.



WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

COMMUNICATION SUPPORT SERVICE

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The Communication Support Service comprises 8.0 FTE teaching staff and 6.4 FTE support staff. All pupils who access the service have core communication needs.

The following courses are delivered in the department:

- BGE English, Maths and Health and Wellbeing.
- National 3/4 English
- National 4 Money Management
- Personal Development levels 3 and 4
- ASDAN
- National 3/4 Media
- Environmental Science level 3 and 4
- National 2,3 and 4 Admin and IT

Teaching staff across the department are able to offer a wide range of courses due to varied subject based backgrounds.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Further improve provision of support for pupils with core communication needs.	Staff from the service will deliver CLPL for NQTs and other interested staff (A Black, L MacDonald).	September 2019	Post session evaluations.	Time required for staff to create presentation for CLPL session.
Improvements in understanding support needs of new pupils.	Staff from the service will be given the opportunity to lead transitions planning for new pupils (K Taylor).	January 2020	Feedback from parental review meetings.	Classes covered to allow staff to oversee transitions planning.
Greater understanding of core communication needs amongst pupil population.	Staff to awareness raise in relation to core communication including stammering and ASD (A Black, CSS staff).	September 2019	Feedback from pupils post presentation at awareness raising assemblies.	Time required for staff to create presentations.
Greater understanding of core communication needs amongst pupil population.	Allow for distributed leadership opportunities for S6 CSS Deputies and S6 peer tutors (J Moffat).	September 2019	Evaluations from Deputies and peer tutors regarding their experience within the department.	Time required to meet with deputies and peer tutors in order to forward plan supports.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning Provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improvements in pupil health and wellbeing.	Embed a Nurture approach in the department across the year groups (J Moffat, Kerrie Taylor).	September 2019	Pupil evaluations after courses have been delivered.	Time for staff to create Nurture based lessons.
Improvements in pupils' core communication skills.	Introduce philosophical enquiry into Social Skills lessons within the department (K Taylor, CSS staff).	October 2019	Pupil/staff evaluations after courses have been delivered.	Time for staff to become familiar with a philosophical approach.
More consistent approach to pupil support within the context of mainstream.	CSS staff to support the delivery of subject specific curriculum in mainstream subjects across the school (G Lining, K Taylor).	August 2019	An increased number of pupils will remain in mainstream classes in the senior phase.	Time to forward plan and differentiate materials as required.
Wider variety of learning contexts.	Staff to liaise with external providers in order to differentiate learning experiences in vocational courses (A Black, L MacDonald)	September 2019	Pupil evaluations after courses have been delivered.	Time to forward plan and meet with external providers.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and Achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improved planning for post school transitions.	Transition planning to be embedded in the senior phase curriculum through the delivery of weekly lessons (L MacDonald).	August 2019	100% achievement of positive post school destinations for all leavers in session 2019/20.	Time for staff to plan lessons and arrange visits with external providers
Improved communication links with parents.	Weekly written communication highlighting successes and achievements to individual parents. Also a weekly newsletter will be created and sent to all parents (J Moffat).	September 2019	Parental views on new communication links will be gathered at review meetings.	Space on timetable for staff to communicate in writing on a weekly basis. Time to create weekly newsletter.
Pupils gain credit for national awards within appropriate time frame,	Liaison with senior management to ensure that all pupils are entered for units of work which have been identified by teaching staff within the department (J Moffat, I Fisher)	September 2019	All pupil unit passes will be highlighted on their exam certificates in August 2020 for passes gain in session 2019/20.	Time to collate units which pupils are to be presented for. Time for staff to enter passes throughout the year.
Pupils are identified within mainstream contexts.	Liaison with senior management to ensure that all pupil timetables are reflective of the curriculum they are due to follow.	By October 2019	Pupil timetables will be accurate which will allow staff to complete reporting in a timeous fashion.	Time to plan with SMT to ensure that timetables are accurate.

Self-Evaluation Activities Undertaken in Session 2019-20

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

How well do we do?	Frequency	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Sampling pupils' views (support in class)	Biannual			✓								
Sampling pupils' views (digital exam papers)	Annually	✓										
Sampling parents' views	Annually							✓				
Working in classrooms	Termly		✓		✓			✓				
Staff views	Termly			✓					✓			
Pupil progress	Termly			✓								
Work with outside agencies	Annually											
Progress towards targets in Child Plans	Termly			✓				✓				
Progress towards targets in CSPs	Termly	✓						✓				
Progress towards targets in improvements plans	Termly	✓						✓				
Progress towards targets in staff review and development plans	Biannual						✓					

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. Due to the impact of Covid – 19 no self evaluation activities took place beyond March.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

Leadership and Management (Target 1)

Progress, Impact and Outcomes

A Black and L MacDonald delivered multiple CLPL sessions for NQTs and staff across the wider school in order to deepen understanding of Autistic Spectrum Disorder. These sessions were well evaluated by participants. Awareness raising also took place amongst the school population with regards to identified communication needs including stammering.

A Black provided information sessions to pupils during year group assemblies. No work was undertaken with staff or pupils during ASD awareness week due to the Covid – 19 pandemic.

K Taylor had responsibility for leading the transitions programme for those pupils who made the transition to the service as of August 2020. This has included attendance at review meetings, organising parental visits to the service and team teaching.

Two Deputies and 11 S6 peer tutors offered support on a weekly basis for classes that were delivered both within the context of the service and across the wider school. One of the deputies also supported a pupil on a residential trip to Lochgoilhead.

Learning Provision (Target 2)

Progress, Impact and Outcomes

Classes in S3 to S6 now have Nurture periods built into their timetable on a weekly basis. These lessons afforded staff the opportunity to provide pastoral support for pupils whilst practising social skills. All Nurture lessons across the department follow a standard structure. Staff have also attended CLPL on Nurture.

Staff have participated in philosophical enquiry sessions during in service days. This will be replicated again during upcoming in service days in session 20/21. Staff will continue to implement a philosophical approach in relevant lessons in the department.

G Lining team taught in S3/4 Biology. G Lining also taught classes in the absence of the class teacher during NQT training days.

K Taylor supported the delivery of National 3 Drama for a pupil within the service to allow his continued participation in an S4 mainstream class.

Pupils were offered a range of learning experiences out with the context of the support service. These included blocks of conservation lessons at a local windfarm.

In addition pupils have completed blocks of health and wellbeing lessons at a local swimming pool.

Due to Covid – 19 transition visits to college were curtailed.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

Successes and achievements (Target 3)

Progress, Impact and Outcomes

Pupils in S5/6 have weekly lessons built into their timetable which focusses specifically on preparing for transitions. These weekly sessions have included life skills such as time and money management. Lessons have also focussed on preparing personal statements for college applications.

All school leavers in session 2019/20 achieved a positive post school destination.

All pupils in S3 to S6 now have time built into their Nurture sessions or Social Skills lessons in order to complete a weekly diary. This allows pupils to comment on what they have learned the previous week whilst looking forward to the forthcoming week.

Successes and achievements are highlighted during this time.

Click and Go system updated to ensure accurate and efficient recording of SQA data.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

Improvement Plan Priorities for Session 2020-21

Target Recovery Planning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils will understand new procedures for hand sanitisation.	Presentation to identified pupils upon their return to highlight the need for effective hand sanitisation.	From August '20	Pupils will effectively follow new guidance.	Time to create presentations/displays.
Pupils will understand how to navigate the school building safely.	Presentation to identified pupils upon their return to highlight the need for effective hand sanitisation.	From August '20	Pupils will effectively follow new guidance.	Time to create presentations/displays.
S2 – 6 pupils will be supported in their return to school.	Pupils will be offered pastoral sessions in the form of Nurture classes and mental health awareness classes to develop their understanding of the impact Covid – 19.	From August '20	Pupil feedback and evaluations.	Time to devise and deliver appropriate lessons.
S1 pupils will be supported in their return to school.	Pupils will be offered flexible timetables if required during the initial stages of the year.	From August '20	Pupil feedback and evaluations.	Time to create individualised timetables if required.

Improvement Plan Priorities for Session 2020-21

Target Recovery Planning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Parents will better understand new procedures for daily school life.	Weekly emails to parents and monthly group meetings to highlight procedures in relation to management of Covid – 19.	Weekly emails: August '20 Monthly meetings: September '20	Parental evaluations	Time to create materials for monthly meetings.
Parents and pupils will have a better understanding of targeted supports for wellbeing.	Parents and pupils will be involved in target setting for Wellbeing Plans which will take account of the impact of Covid – '19.	From October '20	Parental/Pupil comments of Wellbeing Plans.	Time to create wellbeing plans and questionnaires to include parental and pupil input.
Pupils will meaningfully engage with ICT in the course of school based lessons.	Teaching staff to continue to make use of Google Classrooms and Teams to support the delivery of lessons in school. This will also support the return to blended learning if required.	From August '20	Pupil evaluations/ Class observations.	Time to upload materials onto the appropriate forum.
Safe working environments	Teaching staff and support staff to arrange rooms in the service to ensure risk is minimised at all times.	From August '20	Observations	Access to appropriate accommodation. Time to arrange accommodation.

Attainment in session 2019-20

Pupils in the service achieved a range of National qualifications during session 2019/20. This included presentation at the following levels:

- Broad General Education (BGE)
- National 2
- National 3
- National 4
- National 5
- Higher

National qualifications were delivered both within the context of mainstream classes with support from the service and also within the service itself.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- Encourage pupils to be involved in the wider community, including supporting vulnerable groups

Personal Achievement

Our aim is to:

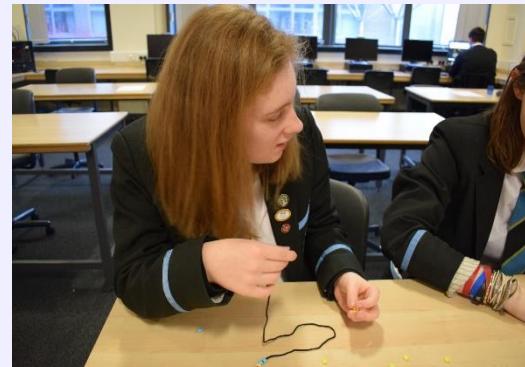
- Recognise, celebrate and publicise wider achievement across the whole school
- Provide a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support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

SUBJECTS AND COURSES

Pupils achieved a range of national passes including the following:

- National 2: Information and Communications Technology, Scottish Studies
- National 3: Admin and IT, Media
- National 4: Money Management, Improving Wellbeing
- National 5: Chemistry, Physics
- Higher: Physical Education, Philosophy

SUBJECTS AND COURSES



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Pupils from the service contributed to the wider life of the school and took part in a range of learning experiences out with the context of the department including:

- Duke of Edinburgh Award
- Weekly placements with our college partners
- Charitable work with our partners including Starchild
- Pupil participation at clubs offered around the school
- Work experience placements with local businesses



INTERDISCIPLINARY LEARNING

Pupils from the service took part in a range of inter disciplinary learning experiences throughout session 2019/20 including:

- Hosting cultural experiences for staff across the school – French coffee morning delivered by pupils.
- Participation in a laboratory skills based course in conjunction with the Science department.
- Weekly cooking lessons in the vocational kitchen at Barrhead High School.
- Participation in swimming lessons as part of Health and Wellbeing co delivered by the active schools coordinator.
- Pupils participated in money management course in collaboration with the Maths department.



PERSONAL ACHIEVEMENT

Pupils within the Communication Support Service attained a number of notable personal achievements during the 2019/20 session including:

- Callan for his outstanding role in the School's Christmas production.
- Heather for her performance in the lead role of Snow White at her Glee Club production.
- Ryan for gaining a fulltime place on a college course at West College Scotland.
- Esaam for gaining a fulltime place on a college course at Glasgow Clyde College.

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Staff within the Communication Support Service attained a number of notable personal achievements during the 2019/20 session including:

Allison Campbell achieved an HNC in Additional Support Needs at Ayrshire College.

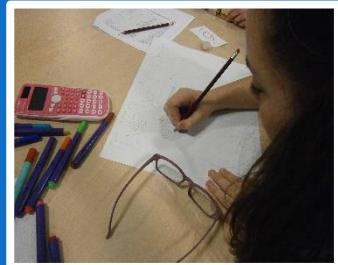
Kerrie Taylor passed her Dalcroze Eurhythmics course at The Royal Conservatoire of Scotland.

All staff in their response to the impact of the Covid – 19 pandemic and demonstrating their ability to adapt under exceptional circumstances.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019 - 20

DESIGN AND TECHNOLOGY

STANDARDS AND QUALITY REPORT 2019 -20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of design and technology comprises five members of staff .

All pupils follow a rotation system in BGE with pupils receiving 3 rotations of 12 weeks within the department.

The following courses are delivered in the department;

- National 4/5 Graphic Communication
- National 4/5 Design and Manufacture
- National 4/5 Practical Woodworking
- Higher Graphic Communication
- Higher Design and Manufacture
- Advanced Higher Graphic Communication
- Advanced Higher Design and Manufacture



Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP1 There is evidence of improved leadership among Design and Technology teachers.	To continue to provide increased leadership opportunities for teachers within the department and in the school.	By June 2020	K.Gallagher and S. Hannah (DHT link) will evaluate Design and Technology teachers' departmental and whole-school leadership roles, attendance at in-house and external leadership CLPL and engagement in Masters level learning.	Review existing remits and structures within the Design and Technology department. Use PRD meetings to identify opportunities for possible additional leadership roles.
AP2 Evidence of leadership, management and collegiate working within the design and technology department.	Identify subject leaders for development, direction, assessment and continued evaluation of the new course material within Design and Technology. (Selected staff led by K. Gallagher)	Ongoing	N4/N5 <i>Design and Manufacture:</i> <i>D. Doohan</i> <i>Graphic Communication:</i> <i>R. McCallum</i> <i>Practical Woodworking:</i> <i>K Fox & S. Hannah</i> Higher and Advanced Higher <i>Design and Manufacture:</i> <i>K. Gallagher (Will also seek relevant subject updates from R. McCallum - SQA)</i> <i>Graphic Communication:</i> <i>R. McCallum</i> <i>Advanced Higher Graphics & D&M:</i> <i>D. Doohan</i>	Collegiate time. CPD. Appropriate course guidelines. In-service and WSCA.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP3 Teachers' engagement in professional enquiry leads to improved learning and teaching.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.	By May 2020	<p>K.Gallagher and K.Sinclair will evaluate impact on Design and Technology teachers' practice by seeking teachers' views during enquiries and upon completion.</p> <p>Further support available from D. Doohan PT of Development (L&T)</p>	<p>Discuss professional enquiry during PRD meetings.</p> <p>Provide resources and time needed to conduct enquiries/collaborate with colleagues.</p>
AP4 To engage with the ERC leadership strategy and to provide opportunities for distributive leadership The leadership skills of staff are improved.	<p>Track, target and raise attainment within Higher and National courses to ensure pupils maximise their achievement in S3-S6;</p> <p>K. Gallagher: (Design and Manufacture, Higher) D. Doohan: (Design and Manufacture, N5) K. Fox: (Practical Woodworking, N5) R. McCallum: (Graphic Communication, Higher & N5)</p> <p>Track, target and raise attainment within BGE courses to ensure pupils maximise their achievement in S1-S3</p> <p>R. McCallum: (S1 – S2).</p>	Ongoing	<p>Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures.</p> <p>Pupils will achieve their maximum potential in Higher and National courses based on improvement measures developed from the tracking data.</p>	DM time. Collegiate time.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP5 There are more leadership opportunities for pupils and collaborative working with parents within Design and Technology	To work closely with S6 depute, prefects and parents who volunteer to promote the achievements of the department. All staff led by K.Gallagher	From August 2019	K.Gallagher and all staff will evaluate contribution made by S6 team and parents throughout the year.	Arrange regular meetings. Support S6 depute action plan. Involve S6 and parents in organisation of the STEM Fair and D&T Engineering Clubs
AP6 To develop a clear strategy to identify and support pupils at risk of underachieving. And to expand the use of nurturing approaches with our most vulnerable learners.	To continue to develop strategies to support pupils at risk of underachieving as a consequence of poverty in literacy, numeracy and HWB. (D. Doohan working with B. Harrison.)	Ongoing	Key person role (K.Gallagher and D. Doohan) and pastoral support. Underachievement tracking and early intervention (D. Doohan & B. Harrison)	Collegiate time,

Standards and Quality Report 2019-20

Design & Technology

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP7 Pupil evaluations allows learners to contribute and shape improvement in the Design and Technology dept. Hence there are increased opportunities for pupils' voice and choice.	As a key feature of the recent ERC Collaborative Improvement visit (CIV), establish a D&T pupil focus group, partly led by the new STEM Deputies with membership from all year groups. K.Fox, D.Doohan and STEM deputies.	From October 2019	Creation of "you said we did" feature within the departmental website. (D. Doohan) And noticeboard (K.Fox)	Time for discussions at DMs. Website admin.
AP8 Senior Phase pupils, in particular girls (National priority) are more aware of the benefits of studying a STEM / engineering career and of pathways available to them.	Continue to link with STEM organisations. K.Gallagher and D.Doohan utilising Industrial Links	By May 2020	Increased uptake of Higher Design and Manufacture and Graphic Communication in both S5 & S6.	Time, Catering for Delegates at conference

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP09 The pupil learning experience is enhanced through the use of effective digital learning environments.	Admin required to introduce Microsoft Teams to all certificate classes within the Design and Technology department D. Doohan	Ongoing	The use of digital resources to support learning both within and out with the classroom will be monitored by all staff. To contribute to the school performance report.	Department collegiate time, WSCA time and in-service days.
AP10 The leadership skills of staff across ERC are improved through the role of SQA, hence learners' experiences within Design and Technology continue to improve	Continue to develop a greater awareness of the standards and benchmarks related to the amended National courses at all levels. Through leadership and participation in authority Twilight CPD courses. ERC twilights led by K.Gallagher, all WWHS staff in attendance / participation.	Ongoing	Staff are better informed regarding course changes and assessment procedures.	Collegiate time.
AP11 Learners' experiences within Design and Technology continue to improve through the utilisation of the experience of staff associated with the SQA.	Share expertise within the department within Design and Manufacture (ongoing changes to the course and benchmarks). R. McCallum	Ongoing Ongoing PowerPoint by November 2019 Twilight by December 2019 (organised KG)	Sharing of National benchmarks at departmental level through Q.A sessions. (RM) Modelling PowerPoint incorporating benchmarking of this aspect within the N5 and Higher D&M courses. (RM) Present at a twilight for ERC based on changes to Higher Design and Manufacture, marking and benchmarks. (KG - Admin & RM - Present)	Collegiate time.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
API2 The pupil learning experience is enhanced through the use of effective digital learning environments.	To support Design and Technology teachers in the use of Microsoft Teams. In addition to use teams with all classes to share resources and post assignments. All staff led by D. Doohan	By December 2019	The use of digital resources to support learning both within and out with the classroom will be monitored by all staff. To contribute to the school performance report.	Department collegiate time, WSCA time and in-service days.
API3 Design and Technology teachers use self-evaluation tools effectively to improve learning and teaching.	To engage with HGIOS 4 Insight, ERC, SQA (and other data sources) to evaluate departmental and individual teacher performance and use this to inform class structure, courses and teaching. All staff led by K.Gallagher	By June 2020	K. Gallagher and all staff will evaluate course structure changes made after reviewing attainment data. Collegiate time will be used to evaluate aspects of HGIOS. Departmental observations will be based around HGIOS.	PT to remind teachers how to access and use Insight.
API4 Pupils will experience high quality learning in N4 N5 and Higher technological courses.	To consolidate further changes to National 5 courses in Graphic Communication, Design and Manufacture and Practical Woodworking courses. Continue to manage and develop appropriate timelines / Gantt charts, course assessments and resources. In addition further develop the implementation of the new Higher and Adv. Higher for Design and Manufacture and Graphic Communication courses, (All staff led by K Gallagher)	Ongoing	K.Gallagher will monitor through regular, planned departmental meetings and discussion groups.	Department collegiate time, WSCA time and in-service days. Nominee attendance at appropriate SQA understanding standards events.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP15 Pupil learning experience and transition is enhanced through the creation of effective cluster resources and projects	<p>To work with colleagues within ERC to share good practice through an annual cluster project involving all cluster primary schools. The outcome of the project is a STEM day.</p> <p>K. Gallagher and D. Doohan, supported by S. Hannah</p>	Ongoing	To contribute to the school quality and standards report.	Department collegiate time, WSCA time and in-service days.
AP16 To work with ERC colleagues and colleagues in other local authorities to improve and share good practice.	<p>To work with colleagues within and outwith ERC to share good practice (including potentially through the Regional Improvement Collaborative)</p> <p>ERC Working group (meetings and GLOW groups)</p> <p>Incorporate aspects of the Collaborative Improvement Visit (CIV) May 2019.</p> <p>All staff led by K. Gallagher</p>	From August 2019	The principal teacher will assess impact.	Departmental and collegiate time, WSCA time and in-service days.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>API7 Pupil learning experiences are enhanced by a variety of extra-curricular activities out with the D&T department..</p>	<p>To further develop industrial and parental links, whilst continuing to provide opportunities for pupils to participate in engineering projects;</p> <p>Departmental clubs; STEM engineering and LEGO Robotics clubs. (R. McCallum K. Fox & STEM deputies) STEM ambassador (K. Maxted)</p> <p>Departmental events; STEM day for a number of WWHS S2 pupils. (K Gallagher) STEM Fair – All D&T Staff</p> <p>National events; BAE - Partnership school projects. (K. Gallagher) SHELL Petroleum competition (D. Doohan and K. Gallagher) BAE - Boat Engineering. (K.Fox) BAE – Women into Engineering. (K. Gallagher) Scottish Power – International Women in Engineering. (D. Doohan and K. Gallagher)</p>	Ongoing	<p>The design and engineering opportunities listed will be made available to pupils.</p> <p>Pupils are more aware of the benefits of studying a STEM / engineering related career and of the pathways available to them.</p>	<p>Collegiate time/ Lunchtime, after school. Engineering resources and modelling equipment.</p>

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
API8 Consistency of assessment of CfE levels leads to increased clarity of feedback and pupils' awareness of next steps. Progress is monitored across all sections and support needs identified.	To develop increased teacher confidence in BGE moderation through departmental moderation procedures. (R. McCallum).	Ongoing	Departmental quality assurance exercises throughout the year.	Departmental and ERC moderation events.
API9 Progression from primary to secondary technology is improved.	Design and implement a joint STEAM event with BICT, Science Mathematics and Art departments. (K. Gallagher and all D&T teachers).	By October 2019	The STEM committee will evaluate.	Collegiate time and resources

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>AP20 Pupils' achievements in design and technology will be recognised.</p>	<p>Further enhance the S1-S3 achievement system with a focus to implementing the system with S4 this session. (R. McCallum)</p> <p>Continue to highlight pupil achievement and enhance teaching and learning by ensuring that the departmental website is updated on a regular basis. (R. McCallum & D. Doohan).</p> <p>Continue to highlight pupil achievement by ensuring that departmental noticeboards are updated on a regular basis. (R. McCallum & S. Hannah).</p> <p>Continue to ensure that the departmental BGE and senior phase tracking systems are updated on a regular basis. (All staff led by K. Gallagher & R. McCallum)</p>	<p>Ongoing</p>	<p>Pupil success celebrated and measured through the use of the school and departmental website, noticeboards and assemblies. Pupils will receive badges, certificates and praise postcards in line with departmental policy.</p> <p>Website further developed, and usage increased. Web notice-board kept up to date with current successes celebrated.</p> <p>Departmental tracking system used efficiently for the purpose of raising attainment.</p> <p>(Lead administrator – R. McCallum)</p>	<p>Collegiate time,</p>

Self-Evaluation Activities Undertaken in Session 2019 -20

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

Feedback from a 'Technologies' Collaborative Improvement Visit:

- a formal programme of observations carried out by QIOs and English teachers from partner ERC schools focused on QI 2.3;
- learners' evaluations of their learning experiences through a BGE focus group and Senior Phase focus group;
- learners' evaluations of their learning experiences through questionnaires (S1-S6).

BGE Moderation:

- departmental moderation activities focused on achievement;
- key teachers engaging in discussions about moderation approaches within cluster,
- the departmental moderation leader organising and leading a moderation event for D&T teachers in ERC;

Other activities:

- self-evaluation activities at departmental meetings using HGIOS quality indicators 2.3 and 3.2;
- departmental meetings sharing best practice on differentiation;
- departmental meetings sharing best practice on diversity and equalities.
- staff peer observation with a focus on the effective use of success criteria and plenaries;
- a formal programme of observations by the principal teacher with a focus on challenge;
- learners' evaluations of their learning experiences through focus groups (S1-S3);
- learners' evaluations of their learning experiences through questionnaires (S4-S6);
- the analysis of quantitative data, including SQA data and CfE judgements;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation activity at school, cluster, authority, West Partnership and national levels;
- a whole-school focus on aspects of Visible Learning;
- feedback from the ERC Collaborative Improvement Visit;
- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3 and 3.2;
- observation of teaching methodologies in social subjects lessons; and
- evaluations and focus group discussions with staff on the theme of departmental leadership.

Self-Evaluation Activities Undertaken in Session 2019 -20

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2019-20. These are summarised as follows:

- To continue to provide increased leadership opportunities for teachers seeking to take on additional responsibilities within the department and in the school as part of their continuing professional development.
- To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.
- To engage with data to evaluate departmental and individual teacher performance and use this to inform class setting, courses and teaching.
- To build in progress checks to identify pupils who are in danger of under-achieving in both BGE and Senior Phase; to provide targeted support for improvement.
- To develop the use Microsoft Teams with all D&T classes.
- To ensure that pupils are using profiles effectively to evaluate performance in key pieces of work and are recording an evaluative comment after each learner conversation.
- To review existing IDL in light of focus group feedback.
- To enhance the STEM cluster project which incorporates aspects of 'Women into Engineering'
- To continue to incorporate best practice on differentiation and equalities and diversity.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

A review of target 1 of this session's plan (2019-20)

Excellent progress has been made with AP's 1-6, whilst good progress has been made with AP3 which notably has been postponed at school level due to the current climate.

AP's 1, 2, 4, 5 & 6 being fully completed.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

A review of target 2 of this session's plan (2019-20)

Excellent progress has been made with AP's 7-10 and 12-14, where all are fully completed. Good progress has been made with AP 11 linked to future SQA updates which are currently postponed at National level due to the current climate.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

A review of target 3 of this session's plan (2019-20)

Excellent progress has been made with AP's 14-20 with AP's 14 and AP's 17-20 fully completed, Good progress has been made with AP's 15 & 16 which feature external collaboration within the authority and are currently postponed due to the current climate.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP1 There is evidence of improved leadership among Design and Technology teachers.	To continue to provide increased leadership opportunities for teachers within the department and in the school.	Ongoing	K. Gallagher and DHT link will evaluate Design and Technology teachers' departmental and whole-school leadership roles, attendance at in-house and external leadership CLPL and engagement in Masters level learning.	Review existing remits and structures within the Design and Technology department. Use PRD meetings to identify opportunities for possible additional leadership roles.
AP2 Evidence of leadership, management and collegiate working within the design and technology department.	Identify subject leaders for development, direction, assessment and continued evaluation of the new course material within Design and Technology. (Selected staff led by K. Gallagher)	Ongoing	N4/N5 <i>Design and Manufacture:</i> K. Gallagher <i>Graphic Communication:</i> D. Doohan <i>Practical Woodworking:</i> K. Fox & S. Hannah N6 (Higher) <i>Design and Manufacture:</i> K. Gallagher <i>Graphic Communication:</i> D. Doohan	Collegiate time. CPD. Appropriate course guidelines. In-service and WSCA.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP3 Teachers' engagement in professional enquiry leads to improved learning and teaching.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.	Ongoing	K.Gallagher and K. Sinclair will evaluate impact on Design and Technology teachers' practice by seeking teachers' views during enquiries and upon completion.	Discuss professional enquiry during PRD meetings. Provide resources and time needed to conduct enquiries/collaborate with colleagues.
AP4 To engage with the ERC leadership strategy and to provide opportunities for distributive leadership The leadership skills of staff are improved.	Track, target and raise attainment within Higher and National courses to ensure pupils maximise their achievement in S3-S6; <i>K. Gallagher: (Design and Manufacture, Higher) (Design and Manufacture, N5) K. Fox: (Practical Woodworking, N5) D. Doohan: (Graphic Communication, Higher & N5)</i> Track, target and raise attainment within BGE courses to ensure pupils maximise their achievement in S1-S3 <i>D. Doohan: (S1 – S2).</i>	Ongoing	Raising attainment leaders will continue to implement a rigorous departmental tracking system and use planned quality assurance measures. Pupils will achieve their maximum potential in Higher and National courses based on improvement measures developed from the tracking data.	DM time. Collegiate time.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP5 There are more leadership opportunities for pupils and collaborative working with parents within Design and Technology	To work closely with S6 depute, prefects and parents who volunteer to promote the achievements of the department. All staff led by K.Gallagher	Ongoing from August 2019	K.Gallagher and all staff will evaluate contribution made by S6 team and parents throughout the year.	Arrange regular meetings. Support S6 depute action plan. Involve S6 and parents in organisation of the STEM Fair and D&T Engineering Clubs
AP6 To develop a clear strategy to identify and support pupils at risk of underachieving. And to expand the use of nurturing approaches with our most vulnerable learners.	To continue to develop strategies to support pupils at risk of underachieving as a consequence of poverty in literacy, numeracy and HWB. (D. Doohan working with B. Harrison.)	Ongoing	Key person role (K.Gallagher, D. Doohan) and K.Fox) along with pastoral support. Underachievement tracking and early intervention (D. Doohan & B. Harrison)	Collegiate time,

Standards and Quality Report 2020-21

Design & Technology

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP7 Pupil evaluations allows learners to contribute and shape improvement in the Design and Technology dept. Hence there are increased opportunities for pupils' voice and choice.	As a key feature of the recent ERC Collaborative Improvement visit (CIV), establish a D&T pupil focus group, partly led by the new STEM Deputies with membership from all year groups. K.Fox, D.Doohan and STEM deputies.	Ongoing from October 2019	Creation of "you said we did" feature within the departmental website. (D. Doohan) And noticeboard (K.Fox)	Time for discussions at DMs. Website admin.
AP8 Senior Phase pupils, in particular girls (National priority) are more aware of the benefits of studying a STEM / engineering career and of pathways available to them.	Continue to link with STEM organisations. K.Gallagher and D. Doohan utilising Industrial Links	Ongoing	Increased uptake of Higher Design and Manufacture and Graphic Communication in both S5 & S6.	Time, catering for delegates at conference

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP09 The pupil learning experience is enhanced through the use of effective digital learning environments.	Admin required to introduce Microsoft Teams to all certificate classes within the Design and Technology department D. Doohan	Ongoing through the blended learning approach.	The use of digital resources to support learning both within and out with the classroom will be monitored by all staff. To contribute to the school performance report.	Department collegiate time, WSCA time and in-service days.
AP10 The leadership skills of staff across ERC are improved through the role of SQA, hence learners' experiences within Design and Technology continue to improve	Continue to develop a greater awareness of the standards and benchmarks related to the amended National courses at all levels. Through leadership and participation in authority Twilight CPD courses. ERC twilights led by K.Gallagher, all WWHS staff in attendance / participation.	Ongoing	Staff are better informed regarding course changes and assessment procedures.	Collegiate time.
AP11 Learners' experiences within Design and Technology continue to improve through the utilisation of the experience of staff associated with the SQA.	Share expertise within the department within all courses (ongoing changes to the courses and benchmarks). All staff	Ongoing	Suite of ERC twilights organised by K. Gallagher	Collegiate time.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
API2 The pupil learning experience is enhanced through the use of effective digital learning environments.	To support Design and Technology teachers in the use of Microsoft Teams. In addition to use teams with all classes to share resources and post assignments. All staff	Ongoing	The use of digital resources to support learning both within and out with the classroom will be monitored by all staff. To contribute to the school performance report.	Department collegiate time, WSCA time and in-service days.
API3 Design and Technology teachers use self-evaluation tools effectively to improve learning and teaching.	To engage with HGIOS 4 Insight, ERC, SQA (and other data sources) to evaluate departmental and individual teacher performance and use this to inform class structure, courses and teaching. All staff led by K.Gallagher	Ongoing	K. Gallagher and all staff will evaluate course structure changes made after reviewing attainment data. Collegiate time will be used to evaluate aspects of HGIOS. Departmental observations will be based around HGIOS.	PT to remind teachers how to access and use Insight.
API4 Pupils will experience high quality learning in N4 N5 and Higher technological courses.	To consolidate further changes to National 5 courses in Graphic Communication, Design and Manufacture and Practical Woodworking courses. Continue to manage and develop appropriate timelines / Gantt charts, course assessments and resources. In addition further develop the implementation of the new Higher and Adv. Higher for Design and Manufacture and Graphic Communication courses, (All staff led by K Gallagher)	Ongoing	K.Gallagher will monitor through regular, planned departmental meetings and discussion groups.	Department collegiate time, WSCA time and in-service days. Nominee attendance at appropriate SQA understanding standards events.

Improvement Plan Priorities for Session 2020 - 21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP15 Pupil learning experience and transition is enhanced through the creation of effective cluster resources and projects	<p>To work with colleagues within ERC to share good practice through an annual cluster project involving all cluster primary schools. The outcome of the project is a STEM day.</p> <p>K. Gallagher and D. Doohan, supported by S. Hannah</p>	Postponed / ongoing	To contribute to the school quality and standards report.	Department collegiate time, WSCA time and in-service days.
AP16 To work with ERC colleagues and colleagues in other local authorities to improve and share good practice.	<p>To work with colleagues within and outwith ERC to share good practice (including potentially through the Regional Improvement Collaborative)</p> <p>ERC Working group (meetings and GLOW groups)</p> <p>Incorporate aspects of the Collaborative Improvement Visit (CIV) May 2019.</p> <p>All staff led by K. Gallagher</p>	Ongoing	The principal teacher will assess impact.	Departmental and collegiate time, WSCA time and in-service days.

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
<p>API7 Pupil learning experiences are enhanced by a variety of extra-curricular activities out with the D&T department..</p>	<p>To further develop industrial and parental links, whilst continuing to provide opportunities for pupils to participate in engineering projects;</p> <p>Departmental clubs; STEM engineering and LEGO Robotics clubs. (K. Fox, D Doohan & STEM deputies) STEM ambassador (K. Maxted)</p> <p>Departmental events; STEM day for a number of WWHS S2 pupils. (K Gallagher) STEM Fair. – All D&T Staff</p> <p>National events; BAE - Partnership school projects. (K. Gallagher) SHELL Petroleum comp. (D. Doohan and K. Gallagher) BAE - Boat Engineering. (K.Fox) BAE – Women into Engineering. (K. Gallagher) Scottish Power – International Women in Engineering. (D. Doohan and K. Gallagher)</p>	Ongoing	<p>The design and engineering opportunities listed will be made available to pupils.</p> <p>Pupils are more aware of the benefits of studying a STEM / engineering related career and of the pathways available to them.</p>	<p>Collegiate time/ Lunchtime, after school. Engineering resources and modelling equipment.</p>

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
API8 Consistency of assessment of CfE levels leads to increased clarity of feedback and pupils' awareness of next steps. Progress is monitored across all sections and support needs identified.	To develop increased teacher confidence in BGE moderation through departmental moderation procedures. (K. Fox).	Ongoing	Departmental quality assurance exercises throughout the year.	Departmental and ERC moderation events.

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
AP20 Pupils' achievements in design and technology will be recognised.	<p>Further enhance the S1-S3 achievement system with a focus to implementing the system with S4 this session. (K.Fox)</p> <p>Continue to highlight pupil achievement and enhance teaching and learning by ensuring that the departmental website is updated on a regular basis. (D. Doohan & K. Fox).</p> <p>Continue to highlight pupil achievement by ensuring that departmental noticeboards are updated on a regular basis. (K. Fox & S. Hannah).</p> <p>Continue to ensure that the departmental BGE and senior phase tracking systems are updated on a regular basis. (All staff led by K. Gallagher & D. Doohan)</p>	Ongoing	<p>Pupil success celebrated and measured through the use of the school and departmental website, noticeboards and assemblies. Pupils will receive badges, certificates and praise postcards in line with departmental policy.</p> <p>Website further developed, and usage increased. Web notice-board kept up to date with current successes celebrated.</p> <p>Departmental tracking system used efficiently for the purpose of raising attainment.</p> <p>(Lead administrator – D.Doohan)</p>	Collegiate time,

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

SUBJECTS AND COURSES

Curriculum Innovation

Our curriculum 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 ICT 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.

Pupil's self-assessment is at the heart of our curriculum and pupils are required to monitor individual progress. In addition to this, pupils work collaboratively in assessing each other's work, sharing experiences and learning from one another. We have developed innovative tracking systems whereby pupils are able to assess their own work and can establish learning targets. Teachers also work with pupils, tracking progress in every year group to support pupils in taking their learning forward in a way that is suited to their individual needs. Working in this way allows pupils to become self-aware regarding their ability, developing their confidence and ambition for learning as well their empathy and respect for others.

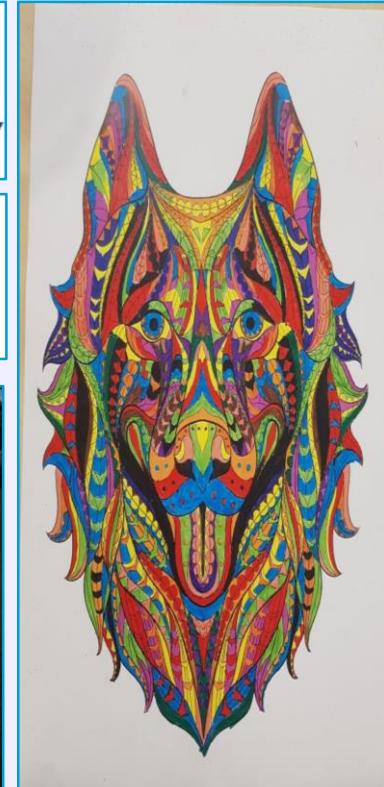
As part of the BGE, pupils in S3 consider the environmental and social issues surrounding the technological advancements in design, graphics and manufacture. Through reporting on current products and systems in these industries, pupils learn to appreciate our environment, fully discussing the methods that can be employed to improve sustainability and protect the global climate.

Through a number class projects including rollercoaster engineering, architectural design, designing for the disabled and designing products for clients, our pupils are able to become effective in contributing to group work and leading tasks in unfamiliar settings. These tasks further develop pupils' critical thinking skills and allow them to fully appreciate the needs of others. The department promotes tenacity and therefore pupils learn to become self-motivated and resilient, overcoming challenges and striving to succeed.

SUBJECTS AND COURSES

STEM Agenda

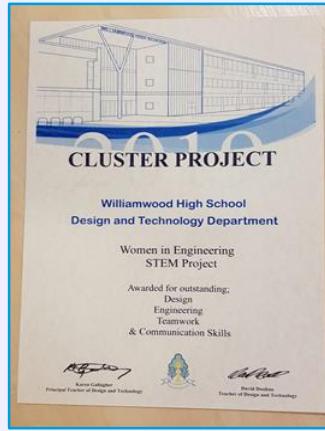
- STEM day for S2 pupils
- Engineering club
- LEGO robotics
- STEM ambassadors
- STEM Fair
- Careers Fair
- WIRE SPR
- Shell Bright ideas
- SMARTSTEM
- BAE women in engineering
- S3 Masterclasses
- External partners
- Encouraging STEM pathways and careers
- Mental Health Awareness



Design & Technology

SUBJECTS AND COURSES – STEM (Female in engineering)

During February 2019 and 1 May 2019, and again during February 2020 the departmental supported over 150 female primary seven pupils who took part in a STEM female in engineering event with other pupils from across East Renfrewshire. They had the opportunity to complete a variety of design and engineering activities, all of which boosted confidence and STEM skills, in preparation for the transition in to S1 at Williamwood High School.



SUBJECTS AND COURSES – Cluster projects

- Female engineer laser cut glasses design
- Female engineer key ring design
- STEAM irrigation project



 **Netherlee Primary**
@NetherleePS

Follow

Here are more of our budding designers using professional software at [@WilliamwoodHS](#). The children's designs are going to be cut from plastic using the laser cutting machine they watched today. Fantastic!



7:33 AM - 27 Mar 2019

1 Retweet 11 Likes

 **Busby Primary School**
@BusbyPrimary

Follow

Thanks to @WilliamwoodHS for supporting the Girls STEM project. Future designers at work! #STEM @DYWEastRen



8:10 AM - 6 Mar 2019

2 Retweets 8 Likes



SUBJECTS AND COURSES – Cluster projects

Cluster – Busby Primary – Wild-West Wigwam project



SUBJECTS AND COURSES – Cluster

Cluster - Pupil visual evaluations



SUBJECTS AND COURSES – D&T STEM Day

The department facilitate an annual STEM day attended by 50 second year pupils. The theme of the STEM day was a design and engineering task based on the 'Bright Ideas' sustainable energy challenge sponsored by Shell Petroleum.

Science, Technology, Engineering and Maths (STEM) days provide short introductory sessions for S2 students to enhance their understanding of, and aptitude for, problem solving, creativity, design, and engineering. Pupils were involved in a smart building project with a focus on two areas of engineering. Students worked in teams of five to design and build a system which will help the world produce and consume more energy while emitting much less carbon dioxide. The winning team on the day are presented with the prestigious Design and Technology STEM shield presented by the associated year head.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Celebrating Success

Our curriculum 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 ICT 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.



SUBJECTS AND COURSES – STEM (Industrial Links)

BAE Systems Naval Ships

The Design and Technology department are delighted to continue their partnership with BAE Systems Naval Ships, and recently took part in a get girls into engineering event hosted by the Scottish Council for Development and Industry (SCDI). The group of girls from S3-S6 took part in a series of challenges based around the theme of 'boat and crane design'. The team took part in a transport challenge and were tasked with two practical STEM activities supported by BAE Systems STEM Ambassadors and SCDI staff. The girls also enjoyed the opportunity to experience a shop floor tour to the dockside as well as a demonstration of the 3D visualisation suite.



Forth Replacement Crossing project

A group of S4-S6 pupils interested in engineering enjoyed an experience yesterday during a visit to the 'Queensferry Crossing'. The Queensferry bridge also known as the Forth Replacement Crossing project is the biggest transport infrastructure project in Scotland for a generation and pupils were afforded the opportunity to experience a site visit as well as a visit to a dedicated contact and education centre. During the site tour pupils were able to take part in a tour of the Marine Yard at the Port of Rosyth, North Abutment at North Queensferry and the South Approach Viaduct at Inchgarvie House area. Here pupils were advised by a team of specialist engineers with a passion for civil engineering. Finally pupils were able to visit the education and exhibition area which provides an excellent learning environment with bridge models, information boards, audio visual resources, interactive challenges and spectacular panoramic views of the Forth bridges.

SUBJECTS AND COURSES – STEM / Engineering Clubs

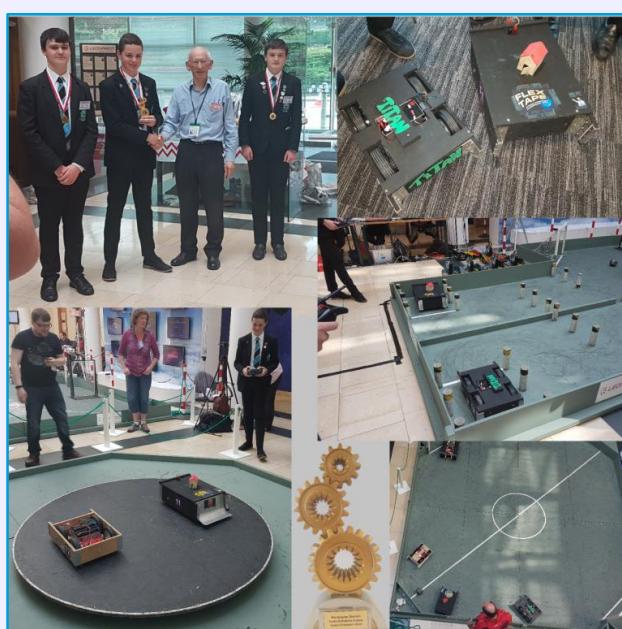
Williamwood STEAM Fair

Williamwood's biennial STEAM fair is often attended by more than 1,000 pupils, parents and teachers provided a wonderful opportunity to learn more about science, technology, engineering and mathematics.



Design and Technology – LEGO Mindstorm / Engineering clubs / Rampaging Chariots.

Over the past year S3-S5 pupils of the Design and Technology STEM club have been building a Rampaging Chariot to compete at the Scottish Robotic Games. This project involved designing and engineering a remote controlled robot using the motors and batteries taken from two cordless power drills. Pupils also compete in the LEGO Mindstorm and Shell Bright Ideas competitions.



INTERDISCIPLINARY LEARNING

Extra-curricular and IDL

Our pupils are able to develop their skills in leadership, teamwork and problem solving through the several initiatives we offer. Interdisciplinary projects in collaboration with BICT, Maths and Science, 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 and Lego Mind-storm Robotics.



INTERDISCIPLINARY LEARNING

D&T and F&TT IDL Project

A group of S2 pupils recently took part in a cross curricular project between D&T and F&TT. All pupils successfully designed, branded, and baked a unique confectionery bar. Pupils presented in front of a judging panel which included subject specialist teachers and an S6 depute. The project concluded with two days of presentations featuring a variety of core skills such as; planning, organisation, and designing, choosing a target market, presentation skills, time management, hygiene and safety. In conclusion, pupils thoroughly enjoyed the whole experience, especially the tasting process. Pupils were also entered into the Cadbury chocolate bar design competition offered in collaboration with the Institution of Engineering and Technology (IET). The departments intend to offer this opportunity each session.



PERSONAL ACHIEVEMENT

Celebrating Success

We effectively celebrate our pupil's accomplishments 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 foster an ethos where pupils are determined to strive for the highest standards.

Design and Technology Department

Achievement Criteria

The design and technology department offers two awards which recognise **excellence** and **progression**. To be considered for these awards you must achieve the following:

Excellence Award Criteria	Progression Award Criteria
<p>1. Effort:</p> <ul style="list-style-type: none"> > Coursework/homework always completed on time. > Organised for class. > Highly motivated. <p>2. Progression:</p> <ul style="list-style-type: none"> > Overcoming challenges to learning. > Showing initiative. > Good problem solving skills. <p>3. Attainment:</p> <ul style="list-style-type: none"> > Outstanding performance across subjects. > Independent learner. > Always work safely. > Learning through self/peer assessment. > Involvement in D.A.T clubs. > Helpful to others. 	<p>Postcards can be awarded for achievements such as:</p> <ul style="list-style-type: none"> > Overcoming challenges. > Excellence in coursework. > Applying best effort at all times. > Excellence in homework. > Helping out in the department. > Supportive to others. > Commitment to extra-curricular activities.

Design and Technology Department

Awards Given

The following outlines the awards given for each area of achievement. Overall three awards for excellence and three for progression are given twice a year to students in S1 and S2.

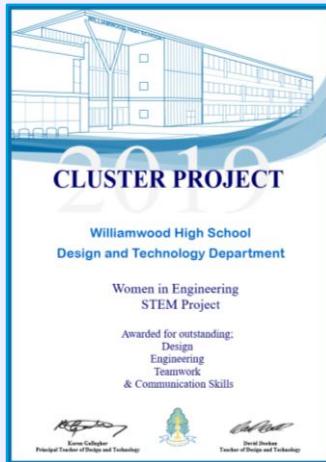
Excellence Award	Progression Award
<p>GOLD Excellence award <input type="checkbox"/></p> <p>Gold shield badge and certificate <input type="checkbox"/></p> <p>SILVER Excellence award <input type="checkbox"/></p> <p>Silver badge and certificate <input type="checkbox"/></p> <p>BRONZE Excellence award <input type="checkbox"/></p> <p>Certificate</p>	<p>GOLD Progression award <input type="checkbox"/></p> <p>Gold shield badge and certificate <input type="checkbox"/></p> <p>SILVER Progression award <input type="checkbox"/></p> <p>Silver badge and certificate <input type="checkbox"/></p> <p>BRONZE Progression award <input type="checkbox"/></p> <p>Certificate</p>



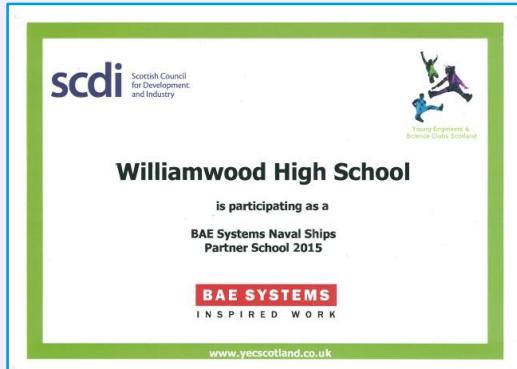
PERSONAL ACHIEVEMENT

Celebrating Success

We have been very successful in many prestigious National competitions where our certificates are proudly displayed on the notice boards within the department. We are an affiliated department for the Arkwright scholarship.



BAE SYSTEMS

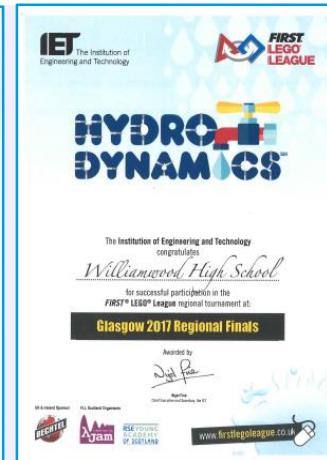
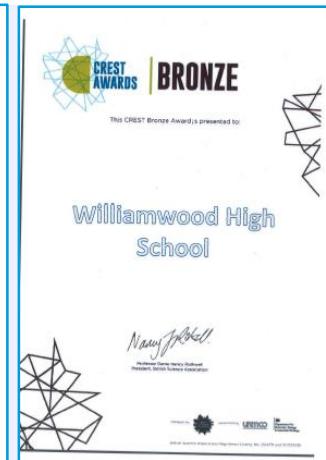
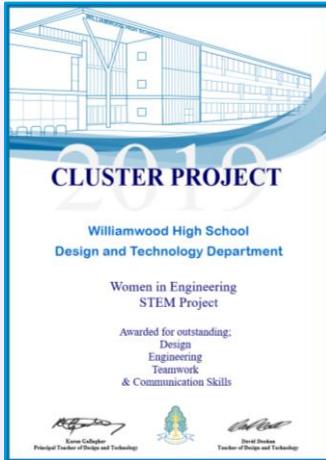


Design & Technology

PERSONAL ACHIEVEMENT

Celebrating Success

We have been very successful in many prestigious National competitions where our certificates are proudly displayed on the notice boards within the department. We are an affiliated department for the Arkwright scholarship.



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Celebrating Success

Congratulations to Mr Doohan on achieving the postgraduate certificate in educational leadership. In addition, Mr Doohan is the third member of the department to achieve such an award.



Miss Gallagher is an affiliated Principal teacher for the Arkwright scholarship.



WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-2020

DEVELOPMENT TEAM

STANDARDS AND QUALITY REPORT 2019-2020

MATHEMATICS

- Interdisciplinary Learning
 - STEM Projects
 - Numeracy working group and Staff Development leader
 - Mathematics & Science
 - Art & Design Photography Competition
 - National Maths Week
 - Parental engagement
- Digital Literacy
 - Website homework & revision access
 - Interactive white board lessons
 - Twitter
 - DESMOS online graph construction
 - Filming Lessons
- Skills for Learning, Life and Work
 - Respect for yourself and others
 - Commitment to an individual subject
 - Adopting many different roles
 - Adaptability to different challenges
 - Resilience - success and failure
 - Achieve success in many different activities
 - Communication skills: teamwork
 - Understanding finance

FOUR CONTEXTS OF LEARNING

- Curriculum Areas
- Interdisciplinary Learning
- DYW
- Learning for Sustainability & Creativity

NUMERACY AND LITERACY

- Literacy
- Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

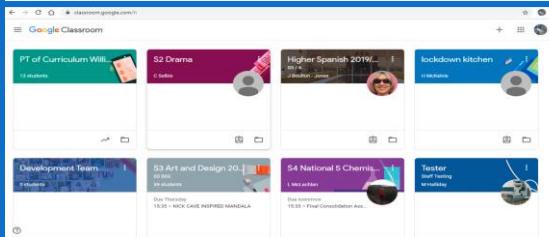
- Maths Challenges
- Primary transition programme
- Primary Staff CPFL
- UKMT Challenges
- Competitions
- Maths lessons for parents
- Roll on Williamwood- Finance Task
- Common Methodology sessions

Wider Achievement

- Fullhalf Colours
- Merit Badges
- Celebrating success wall
- Alumni
- Leavers/Concourse Awards
- Extra curricular activities
- Competitions- Maths Challenge
- P6 Maths Day/ P7 Maths Team Event

Creativity

Golden Ratio, understanding volume, mass, distance, time, area, fraction and how to apply these to real life scenarios. Applied knowledge- architectural engineering skills. Mathematics in context. Roll on Williamwood.



Google Classroom

- PT of Curriculum Will...
- S2 Drama
- Higher Spanish 2019...
- lockdown kitchen
- S3 Art and Design 20...
- S4 National 5 Chemis...
- Tester staff meeting
- Development Team...
- 15.05 - NICK CAVE INSPIRED MANDALA
- 15.05 - Free Consolidation Ass...



WILLIAMWOOD STEAM FAIR 2019

Science Technology Engineering Art & Design Mathematics

Showcase events from Glasgow Science Centre, Really Small Science, an Ethical Fashion Show, and many other special guests!

Thursday 24 October 6.00 – 8.30pm

Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The development team consists of three principal teachers, one permanent who has been in post since 2012 and two in an acting capacity for a fixed term of 23 months.

The team work collegiately to support and promote learning and teaching across all contexts of learning, with whole school improvement as the driving focus for the team.

Each principal teacher of development actively supports teaching staff, principal teachers and senior management with departmental and school improvement priorities.

Context of the School and Department

The areas of responsibility for the development team are:

- Whole School Collegiate Activities
- Working with link departments
- Classroom support
- Information and study evenings
- Improvement Plan
- Promoting latest educational research and best practice
- Support the development of new National Qualifications
- Communication with staff, pupils, parents, SMT link, Development Officers
- Organisation of whole school and department CLPL
- Manage budget for resources
- Developing Leadership – learning and teaching

- Development of Learning and Teaching
- Teaching Matters
- Building leadership capacity
- Pupil Learning – study skills; skills for life, learning and work plus related events
- Developing the Young Workforce
- Intergenerational project and community engagement
- STEM
- Standards and Quality Report

- Formative Assessment Strategies
- Careers Fair (with pupil support)
- Recognising achievement in the Broad General Education
- Wider achievement
- ICT and GLOW including ipads
- Digital skills across the curriculum
- CLPL Programme
- S3 Masterclasses

- Creativity
- Sustainability
- Equity and inclusion
- Learning and Teaching newsletter
- Interdisciplinary learning
- Pupil and parental conference support (with pupil support)
- Departmental websites
- Interdisciplinary Learning

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
1.1 Expectations for learning and teaching are consistently high across the school.	Support for planning for a formal induction programme for new staff. Tailored CLPL and dedicated point of contact for learning & teaching (All PTDs)	Term 3 2020 for implementation 08/2020	Evaluation from new staff and feedback from line managers.	Resources and sharing good practice.
1.2 All staff have access to opportunities to develop leadership skills.	Support the whole school leadership development programme for unpromoted staff and facilitate distributed leadership. (All PTDs)	Session 2019/20	QA and evaluations from PTD team	CLPL and collegiate time
1.3 All staff meet the GTCS standards for professional learning.	In conjunction with SMT and Strathclyde University implement and facilitate the new research hub to support the whole staff professional inquiry process.	From August 2019	Evaluations from all stakeholders and final showcase event in May 2020.	Collegiate time and staff resources.
1.4 Skills of our learners are developed across the curriculum.	Promote and support opportunities for meaningful collaboration across curriculum areas to enhance interdisciplinary learning.	From August 2020	QA and outcomes from departments.	Time and resources.

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
1.5 Partnerships are key to enhancing progress across all contexts of learning.	Review partnerships and identify opportunities to make more effective use of partners. Extend the range of sustainable partnerships across the school.	Ongoing	QA at department and whole school level.	Time and communication with wider community.
1.6 Meaningful CLPL enhances teaching and learning for all.	Evaluate the impact of CLPL and input into professional learning model.	May 2020	Evidence of input of CLPL at professional learning showcase in May 2020	Collegiate time.
1.7 Effective CLPL requires staff to look inwards and to look outwards.	Create a Cluster CLPL plan to utilise and involve colleagues from cluster schools. Support staff in looking outwards to other secondary schools and FE providers in and out of the authority across the West Partnership.	From August 2020	Uptake and evaluation of CLPL in and out of the school.	Planning, communication and time.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
2.1 Learners are offered a more varied range of masterclass in S3, engaging with partnerships and local collages, creative skills are focused	To further increase vocational and skills for work options in the senior phase, linking with and experiencing real life DYW skills. Completion of creativity documents and departmental creative opportunities posters.	ongoing	Increased number of masterclasses running, positive pupil feedback, enjoyment and engagement	Continued engagement with collages for use in masterclass event, launch of creativity document and posters for departments
2.2 Continued appropriate pace, challenge, rigour and enjoyment of lesson content at classroom level and beyond	To improve learning and teaching (consistency, differentiation, feedback, plenaries, feedback, challenge, digital learning, pupils leading learning, equity groups at classroom level)	October Inservice Learning and Teaching time	Staff feedback, adoption of new techniques, sharing good practice	Learning and Teaching time during in service. Showcase of good practice currently taking place across the school
2.3 Ease of access for learners, use of digital technologies to improve engagement and outcomes	To organise an information event to help parents support their children in the use of digital learning	ongoing	PTD evaluation, increased staff and pupil engagement	Collegiate time, condense in with other Parental event
2.4 Learners feel valued, respected and listened to and feel more part of their own learning process.	To raise the awareness of pupils of the impact of their views through assemblies and through the introduction on departmental 'You said, we did' boards	Sept-Dec 2019	Each Department will have a display, a staff member to be responsible for updating	Produce a template for the boards, Print A1 and issue to departments

Standards and Quality Report 2019-2020

Development Team

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
3.1 Learners' engagement in positive activity is recorded and formally recognised where appropriate.	To continue to track wider achievement across the school. Use reporting tool to record interventions.	Ongoing	increase pupil achievements, volunteering and sports uptake.	Monitor and track wider achievement. Identify pupils who lack achievement and intervene to assist pupils.
3.2 Pupils are confident and responsible in the use of digital technologies.	Staff will be supported to use digital learning through CLPL sessions after school. Departments will be supported to embed digital learning into their curriculum.	Ongoing	Staff questionnaire will be circulated in March.	Use of in service day learning and teaching time to showcase digital learning.
3.3 Learners experience outdoor learning activities that benefit the wider community and develop them as global citizens.	A new approach to the John Muir award (or similar) will be looked at for pupils in the BGE stage	Ongoing	Uptake of pupils participating in formal outdoor awards.	Time and communication with award agencies. Look at best practice and approaches.
3.4 Pupils achievements are recognised and they appreciate the value of their personal achievements.	pupil forum/ S6 deputes will have a say on how wider achievement is recognised within the school.	By January 2020	Discussion with pupil forum and volume of achievements will be monitored	Time and communication.

Self-Evaluation Activities Undertaken in Session 2019-

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

- **Evaluation questionnaires**
- **Parental feedback**
- **Staff dialogue**
- **QR code evaluation of information evenings**

In session 19/20 Whole School Collegiate Activities focused on staff working in partnership with Strathclyde University to produce a professional enquiry during allocated WSCA time 19/20. In May/June 2020, the professional enquiries that were submitted by NQT's were collated as examples and are to be used in a future showcase at a later date. Embedding digital learning into the curriculum is now a key feature of many departmental improvement plans across the school.

The Learning and Teaching newsletter was released monthly, showcasing the work of the team and of the wider school community. Going forward, the newsletter will be produced digitally and shared on appropriate platform with all staff.

During lockdown, staff dialogue was a crucial part of the recovery plan and Google Classroom pages were quickly and efficiently established, this allowed staff to communicate with pupils, each other and departmentally. All members of the development team made themselves available to troubleshoot and support staff with the online aspect of lockdown. A 'Helpdesk' was created in order for staff to troubleshoot and find instant answers to questions about Google Classroom. Feedback was gathered and all 20/21 CLPL sessions and WSCA learning and Teaching time will be devoted to Digital Learning and home learning provision

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2019-20.

These are summarised as follows:

- To create opportunities for meaningful collaboration at whole school and departmental level (IDL)
- To improve learning and teaching with a focus on digital provision
- To help staff, parents support their children in the use of digital learning
- To further increase vocational and skills for work options in the senior phase

How good is our leadership and approach to

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to Progress, Impact and Outcomes

Review of Target 1

The Development team always strive to improve opportunities for staff in the wider school to lead elements of the improvement agenda. The aim is to improve learning and teaching across a number of focused areas and staff skill sets. (consistency, differentiation, feedback, plenaries, feedback, challenge, digital learning, pupils leading learning, equity groups at classroom level)

In conjunction with the SMT, the development team worked with the professional researchers from Strathclyde University with the implementation of the new research hub to support the whole staff professional inquiry process. HC was involved in a feedback session with Strathclyde University offering an overall view of the process and how it may be used going forward for whole school collegiate development activities.

Examples of the professional inquiry have been gathered and archived for future showcase and staff development.

RM will take forward the agenda to promote and support opportunities for meaningful collaboration across curriculum areas to enhance interdisciplinary learning and wellbeing in our pupils.

A comprehensive CLPL calendar is up and running, wider CLPL is promoted and the calendar shows variety of opportunities to meet the needs of staff. Further promotion was added to the learning and teaching newsletter. RM will make links to learning resources for staff in session 2020/21, along with forging links with cluster and other authority schools, with a focus on digital learning.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Session 19/20 resulted in the most successful year ever recorded for positive destinations. School leavers with a preferred destination of employment were identified through the Data Hub, Skills Development Scotland, staff pupil support and self-referred following assembly promotion. The driving force of DYW is to lower the youth unemployment rate by 40% in 2021, with the Participation Measure data as a key indicator. Williamwood has made great strides in this area over recent years, with a three-year average of 97.8% of school leavers in a positive destination. This sits comfortably in comparison to the East Renfrewshire average of 97% across the same period. Looking closely at the data, it can be seen that Williamwood is outperforming the virtual comparator at 98.2% and 97.7% respectively.

HC and the support staff from the careers advisor team ran weekly lunchtime CV workshops for all senior pupils, this was well attended with the result of an excellent success rate among applicants.

The Data Hub is regularly monitored and updated, it is well utilised to target pupils for events, vacancies and initiatives. Rights Respecting Schools Gold award has been achieved.

CLPL sessions were offered throughout the calendar, these sessions were tailored when required to meet the needs of specific staff interest and gaps in knowledge. Adhoc support is always available to departments.

The Young Digital Leaders continue to promote digital technology across the school, this culminated in a Bring Your own Device to school day where lessons were tailored to promote the use of using your device in class. Mental Health Awareness Week was yet again another successful addition to the calendar.

NM completed an audit report based on DYW leaders course, working collegiately across the West Region developing DYW leadership capacity.

Standards and Quality Report 2018-

How good are we at ensuring the best possible outcomes for all our

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our Progress, Impact and

Pupil voice and the impact of their views has been raised through assemblies and through the introduction on departmental 'You said, we did' boards which are now on display in each department.

This year saw the successful launch of Williamwood STEAMS Ahead, including a live fashion show and art and design exhibition during the traditional fayre. Feedback from staff parents and pupils was hugely positive and this would be an event that would run again in the future.

The YPI project has been successfully integrated into the social subjects curriculum. Two of our pupils were successful in receiving the Diana Award which recognises their commitment to volunteering within the local community. This is something we like to promote in the coming session. Six pupils were also award the Convenor Award which celebrates the successes that the individual achieved in education.

An authority wide response to tracking of pupil achievements across S1-S6 has been submitted to the authority. A new database system has been established through looking outwards to other schools.

Support is always available to all staff and departments from the development team, including visiting DM's, drop in sessions and one to one communication.

Standards and Quality Report 2019-2020

Improvement Plan Priorities for Session 2020-2021 Development Team

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
1.1 Expectations for learning and teaching are consistently high across the school.	Support for planning for a formal induction programme for new staff. Tailored CLPL and dedicated point of contact for learning & teaching (All PTDs)	Ongoing	Evaluation from new staff and feedback from line managers.	Resources and sharing good practice.
1.2 Independent study skills of our learners are developed across the curriculum.	Promote and support opportunities for meaningful collaboration across curriculum areas to enhance independent and remote learning	From August 2020	QA and outcomes from departments.	Time and resources.
1.3 Digital skills of our staff and learners are developed across the curriculum.	Promote and support opportunities for meaningful collaboration across curriculum areas to enhance independent and remote learning	Ongoing	QA and outcomes from departments.	Time and resources.

Standards and Quality Report 2019-2020

Improvement Plan Priorities for Session 2020-2021 Development Team

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
1.4 Partnerships are key to enhancing progress across all contexts of learning.	Review partnerships and identify opportunities to make more effective use of partners. Extend the range of sustainable partnerships across the school.	Ongoing	QA at department and whole school level.	Time and communication with wider community.
1.5 Meaningful CLPL enhances teaching and learning for all.	Evaluate the impact of CLPL and input into professional learning model.	Ongoing	QA	Time
1.6 Effective CLPL requires staff to look inwards and to look outwards.	Review a Cluster CLPL plan to utilise and involve colleagues from cluster schools. Support staff in looking outwards to other secondary schools and FE providers in and out of the authority across the West Partnership.	From August 2019	Uptake and evaluation of CLPL in and out of the school.	Planning, communication and time.

Standards and Quality Report 2019-2020

Improvement Plan Priorities for Session 2020-2021 Development Team

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
2.1 Continued appropriate pace, challenge, rigour and enjoyment of lesson content at classroom level and beyond	To improve learning and teaching (consistency, differentiation, feedback, plenaries, feedback, challenge, digital learning, pupils leading learning, equity groups at classroom level)	WSCA Learning and Teaching time	Staff feedback, adoption of new techniques, sharing good practice	Learning and Teaching time during WSCA time. Showcase of good practice currently taking place across the school
2.2 Ease of access for learners, use of digital technologies to improve engagement and outcomes	To organise an information resources to help parents support their children in the use of digital learning	ongoing	PTD evaluation, increased staff and pupil engagement	Time and resources
2.3 Learners feel valued, respected and listened to and feel more part of their own learning process.	To raise the awareness of pupils of the impact of their views through assemblies and through the introduction on departmental 'You said, we did' boards	ongoing	Each Department will have a display, a staff member to be responsible for updating	Produce a template for the boards, Print A1 and issue to departments

Standards and Quality Report 2019-2020

Improvement Plan Priorities for Session 2020-2021 Development Team

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
3.1 Pupils are confident and responsible in the use of digital technologies.	Staff will be supported to use digital learning through CLPL resources. Departments will be supported to evaluate digital learning into their curriculum.	Ongoing	Staff Form to gather evidence Digital Deputies established	Time Digital Deputies Appointed
3.2 Learners experience outdoor learning activities that benefit their learning and develop them as global citizens.	Review of a new online approach to the John Muir award (or similar) will be looked at for pupils in the BGE stage	Ongoing	Uptake of pupils participating in formal outdoor awards.	Time and communication with award agencies. Look at best practice and approaches.
3.3 Pupils achievements are recognised and they appreciate the value of their personal achievements.	pupil forum/ S6 deputes will have a say on how wider achievement is recognised within the school.	Ongoing	Discussion with pupil forum and volume of achievements will be monitored	Time and communication.

SUBJECTS AND COURSES

Based on a whole school audit of displays, it was decided that a thorough update of departmental and whole school displays should be carried out.

A departmental link was established where the Development Team shared ideas, supported and facilitated the process. New display materials were purchased as well as 14 new display cases for across the school to house new displays.

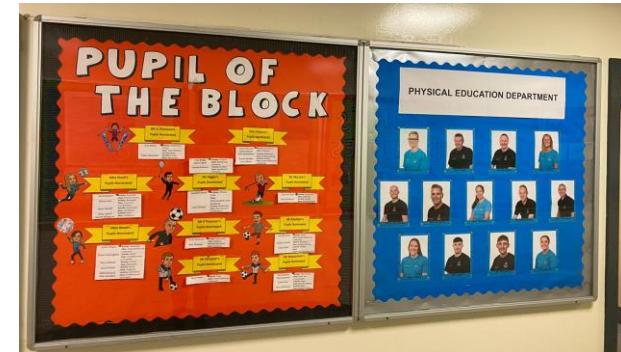
This tied in to previous work carried out relating to pupil voice in the form of 'You said, we did' boards and the 4 contexts of learning materials previously issued to departments.



PUPIL VOICE & LEADERSHIP:ART AND DESIGN

YOU SAID...

WE DID...

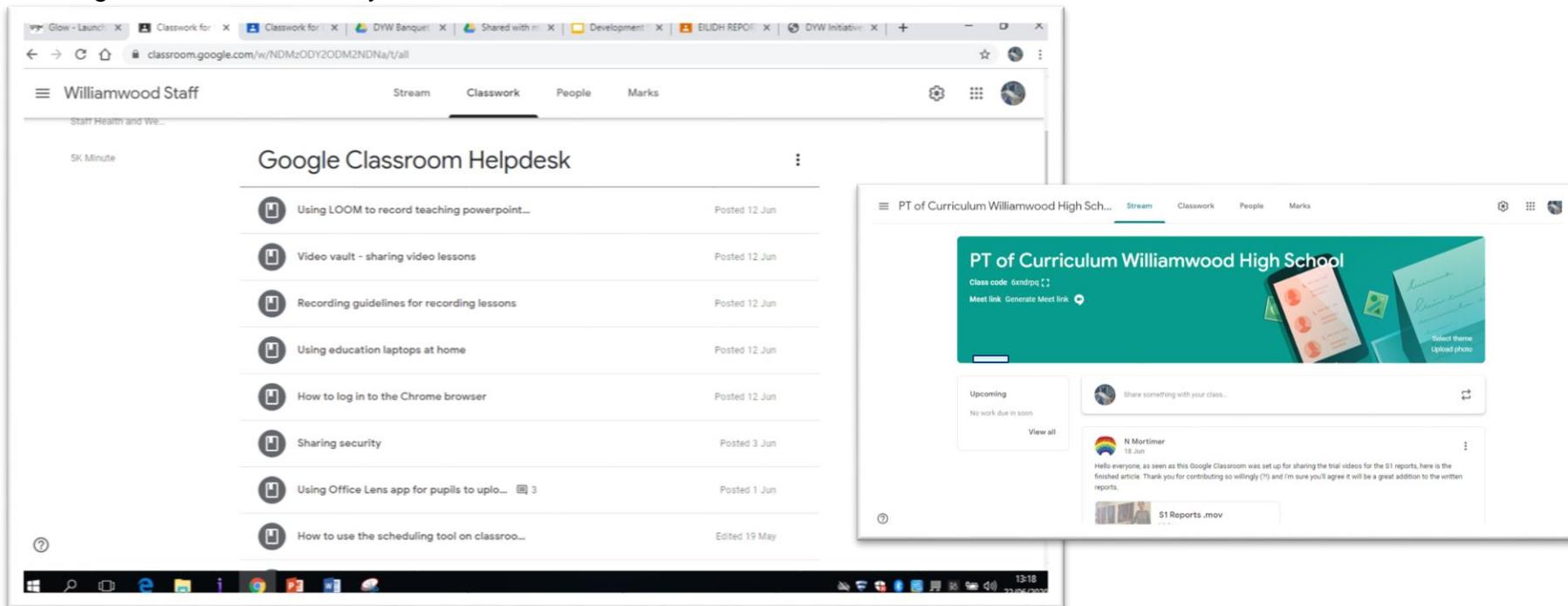


SUBJECTS AND COURSES

The development team established a Williamwood High School staff Google Classroom page. This allowed staff to share good practice and facilitated staff CLPL during the extreme circumstances of lockdown.

Google Helpdesk was quickly established to combat common ICT related issues that staff experienced from home. This was in the form of 'how-to' guides and also instructional videos. This was greatly received from staff and will shape how we continue to deliver blended learning approaches across the school curriculum.

We have also used this forum to engage staff in wellbeing activities: quizzes, recipes and keeping in touch discussions. This resulted in staff feeling included, supported and more confident in the incorporation of online communication, learning and resource delivery.



The image displays two screenshots of Google Classroom interfaces. The left screenshot shows the 'Google Classroom Helpdesk' page, which is a list of video lessons and documents. The right screenshot shows the 'PT of Curriculum Williamwood High School' page, which includes a 'Meet link' button, a 'Select theme' button, and a video player for a file named 'S1 Reports.mov'.

Google Classroom Helpdesk

- Using LOOM to record teaching powerpoint...
- Video vault - sharing video lessons
- Recording guidelines for recording lessons
- Using education laptops at home
- How to log in to the Chrome browser
- Sharing security
- Using Office Lens app for pupils to uplo...
- How to use the scheduling tool on classro...

PT of Curriculum Williamwood High School

Class code: 6xndnpq

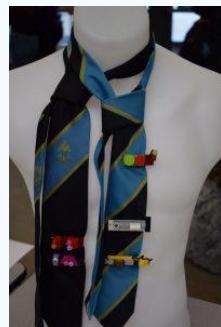
Meet link: Generate Meet link

Upcoming: No work due in soon

N Mortimer: 18 Jun

S1 Reports.mov

INTERDISCIPLINARY LEARNING



STEAM Fair 2019

October saw Williamwood turn STEM into STEAM by adding arts into the traditional STEAM fair.

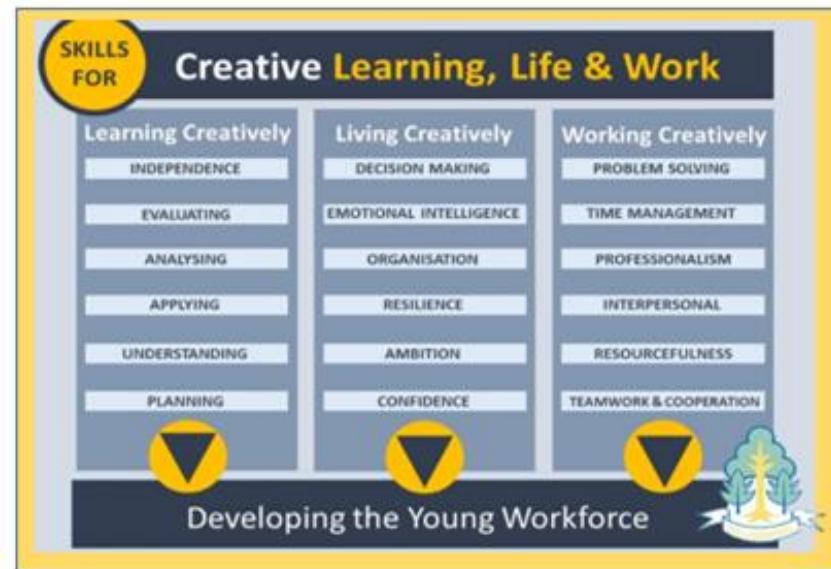
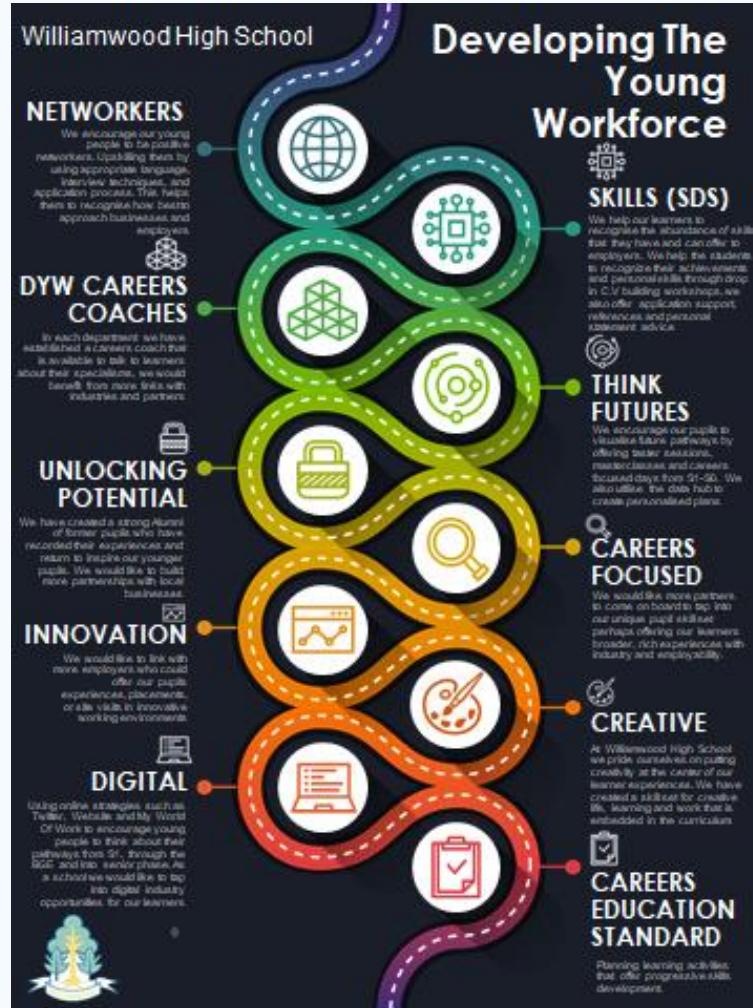
The Art and Design Department teamed up with Fashion and Textiles to put on a fantastic, colourful, fun and inclusive fashion show with a focus on raising issues around the textiles industry and sustainability. The runway show featured participants from all levels ranging from P7-S6. There was a sustainable open call competition launched at the feeder primary schools and superb entries came from Busby Netherlee and Carolside strutting their stuff down the runway.

The crowd was bustling and the fashion show certainly launched the STEAM fair 2019 with a bang. There was also a spectacular range of Science, technology, engineering and mathematics stalls on display, everything from tarantulas to robots.

The Sustainability Family Learning Zone was a success were pupils and parents were able to try their hand at experiments, lego jewellery making and other student led demonstrations.



INTERDISCIPLINARY LEARNING



Promoting Creativity in our Learners and Staff

New promotional material has been produced for a focus in DYW across the school. The Roadmap poster can be used in relation to skills that pupils build on toward the end goal of future employment. This can also be used as a plan of what to include in a CV or job application. It also ties in with previous work on the promotion of creativity, Learning Life and Work. This will be used to aid staff in supporting learners on their path toward employment.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



DEVELOPING THE YOUNG WORKFORCE CELEBRATION BANQUET 2020

This years banquet was a great success. Two of our hospitality pupils were chosen to represent the school at this year celebration, they both worked very hard whilst enjoying their experience in the professional kitchen and hospitality teams.

One of S6 pupils who has been experiencing the Barista vocational course was invited as a guest to join the table of partners including those from local construction, textiles and educational businesses. Many new links were created to support all aspects DYW work.



 **You can't use up creativity.
The more you use, the more you have.**

**-Maya Angelou Civil Rights activist, author, poet,
singer and memoirist.**

**Williamwood High School, promoting creative skills
across the workforce.**



INTERDISCIPLINARY LEARNING

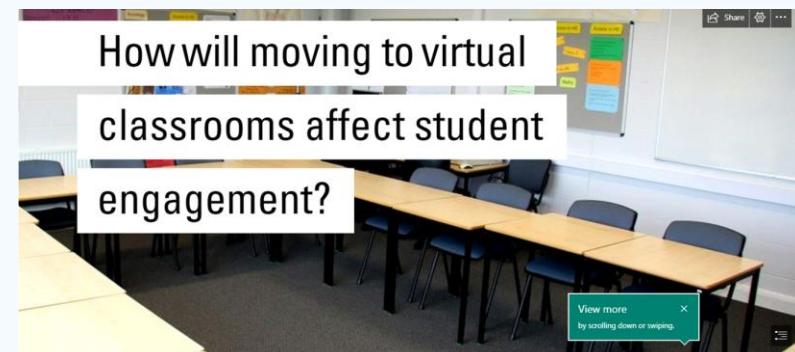


Professional Enquiry- Whole School Collegiate Activity Time

This year saw the introduction of a professional enquiry model in Williamwood, in partnership with Strathclyde University.

This approach allows staff time to develop an element of their own practice.

Many fine examples of this approach have been collated and will be shared centrally and celebrated at a showcase event.



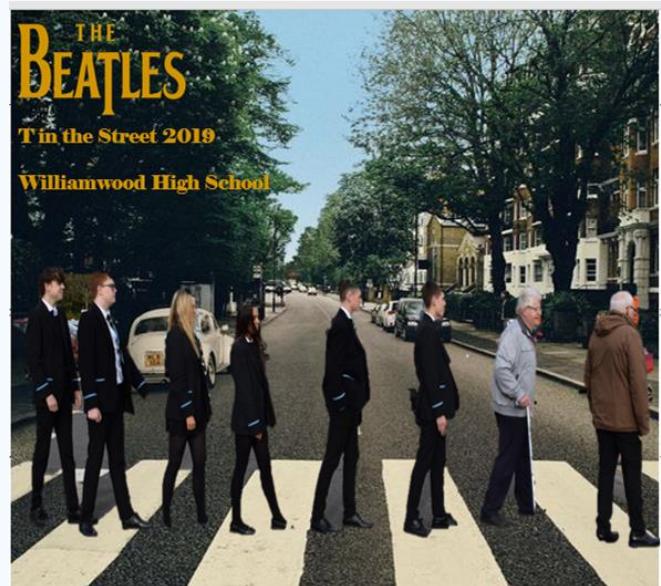
Methodology- How pedagogy must change in order to adapt to online teaching

By monitoring a group of S1 students I aim to track engagement over a period of 3 weeks while altering my pedagogy based upon professional reading.

I will be setting weekly tasks which will be developed with

1. Clarity of Instructions

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



TEA IN THE STREET 2019 INTERGENERATIONAL PROJECT.

Members of the local community who attend the school on a weekly basis as part of the T in The Street project with pupils, were invited to a festive lunch in the street as a celebration. This project has been a huge success, thanks to all who made this possible, including our fantastic pupils. This year Tea in the Street was a roaring success with a record number of S5 pupils taking part in the community integrational project. This years theme was music and the pupils discussed, debated and chatted about what music meant to them. The outcomes ranged form a build your own duke box to a recreation of the famous Abbey Road Beatles Album.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

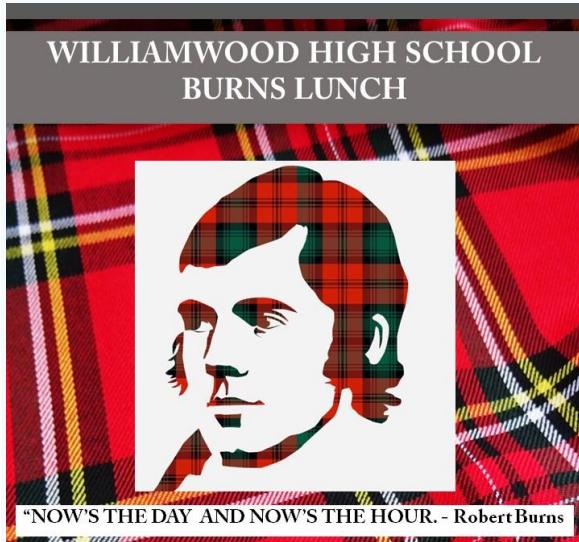


TEA IN THE STREET 2019 Christmas Party

Members of the local community who attend the school on a weekly basis as part of the T in The Street project with pupils, were invited to a festive lunch in the street as a celebration. This project has been a huge success, thanks to all who made this possible, including our fantastic pupils.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



YOU ARE INVITED TO JOIN US AT
WILLAMWOOD HIGH SCHOOL
FOR A TRADITIONAL BURNS LUNCH
DATE: THURSDAY 30TH JANUARY
TIME: 1.30-3PM
A TRADITIONAL HOT MEAL WILL BE
PROVIDED AS WELL AS MUSICAL AND
POETIC PERFORMANCES.
WE WOULD LOVE FOR YOU TO JOIN US



This year's Burns Supper was very well received with huge numbers attending the event where poetry was read and musical performances were enjoyed.

Local church groups and our Tea in the Street partners joined us for the entertaining event with pupils from our Hospitality Department making a success of the service and food preparations.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



Google Classroom Staff Page

The development team felt there was an opportunity to communicate with the young people, families and other members of the community whilst in lockdown.

A photo collage and video were produced and shared across all online platforms: twitter, school website, all pupil Google Classrooms and on the ERC YouTube channel.

The early establishment of a staff shared page has allowed the sharing of resources, the creation of a helpdesk and has promoted collegiate working amongst staff across the curriculum. Staff can ask questions about any aspect of online learning that may be challenging and can also share their successes and new developments.

Screenshots of the Google Classroom Staff Page and the Google Classroom Helpdesk. The Staff Page shows a grid of photos and a helpdesk section. The Helpdesk lists various topics such as "Using LOOM to record teaching powerpoint...", "Video vault - sharing video lessons", and "Recording guidelines for recording lessons".

Screenshot of a Google Classroom page for the Development Team. It shows a collage of photos, a message from the teacher, and a "View all" button.

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Congratulations to the following members of the Development Team

To D. Doohan for his promotion to Temporary Principal Teacher of Technologies at Woodfarm High School and also to L. McLachlan for her promotion to Faculty Head of Science at Woodfarm High School.

We wish you well in your new posts.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

ENGLISH

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of English and Literacy comprises 20 members of staff.

The following courses are delivered in the department:

BGE in S1, S2 and S3: integrated courses focused on coverage of the Experiences and Outcomes to Fourth Level and beyond;

National 3, National 4 and National 5 English in S4;

National 4, National 5 and Higher English in S5 and S6;

National 5, Higher and Advanced Higher English in S6;

Standards and Quality Report 2019-20

English

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
There is evidence of improved leadership among English teachers.	To continue to provide increased leadership opportunities for teachers within the department and in the school.	By June 2020	PT and CR will evaluate English teachers' departmental and whole-school leadership roles, attendance at in-house and external leadership CLPL and engagement in Masters level learning.	Review existing remits and structures within English department. Use PRD meetings to identify opportunities for additional leadership roles.
Teachers' engagement in professional enquiry leads to improved learning and teaching.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.	Ongoing	PT and K. Sinclair will evaluate impact on English teachers' practice by seeking teachers' views during enquiries and upon completion.	Discuss professional enquiry during PRD meetings. Provide resources and time needed to conduct enquiries/collaborate with colleagues.
There are more leadership opportunities for pupils within English.	To work closely with S6 depute and prefects to promote the achievements of the department.	Ongoing	PT, PJ and CR will evaluate contribution made by S6 team throughout they year.	Arrange regular meetings. Support S6 depute action plan. Involve S6 in organisation of SI paired reading.

Standards and Quality Report 2019-20

English

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are able to articulate what they have learned and their attainment levels in the BGE.	To continue to promote use of departmental profiles and learner conversations, ensure pupils are using profiles to set success criteria, evaluate performance in key pieces of work and write an evaluative comment after each learner conversation.	Ongoing	PT and AR will monitor use of profiles and the recording of learner conversations at key points in the year. Pupil questionnaires and focus groups.	Present to teachers in August on use of profiles and importance of meaningful learner conversations. Incorporate set dates for learner conversations and monitoring dates into dept. QA planner.
Pupils are developing literacy skills across learning.	To conduct a whole-school audit of coverage of literacy Es and Os and benchmarks. To ask each subject to identify example of best practice.	October 2019	Seek pupils' views. Review audit. Review examples of best practice to identify areas for collaboration.	Seek pupils' views. Collate audit and identify gaps in coverage of Literacy Es and Os and work collaboratively to fill gaps.
Pupils' transitions from primary to secondary are improved.	To review English transitions Poetry Slam event for P7 pupils and make any improvements necessary for next year.	September 2019	Seek pupils' views and teachers' views.	Online P7 pupil questionnaire. Review of practical arrangements (use of the gym or change to the Street)

Standards and Quality Report 2019-20

English

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils' transitions from primary to secondary are improved.	To adapt introductory unit in S1 to include study of short story using Renfrewshire literacy methodologies with a view to using this as a joint transitions text in 2020-21. (P Johnstone)	October 2019	PT, AR and LS will evaluate success of unit through quality of pupils' responses and seeking views of teachers and pupils.	Purchasing story or changing story. Adapting teaching resources. Protecting development time.
There are increased opportunities for pupils' voice and choice within English	To introduce a pupil choice text unit in S3. (A Rhodes) To introduce a "You said, we did" noticeboard.	By December 2019	PT, AR will evaluate the S3 unit, seeking views of both S3 pupils and teachers. PT, AR, NM and PJ will monitor the notice board throughout the year.	Organisation of menu of text choices. Purchasing of new or existing texts. Organising feedback event. Designing, maintaining and updating noticeboard.
Pupils have increased awareness of the relevance of reading in their lives.	To facilitate S1 – S3 pupils' recording of their reading journey throughout one day.	25 th October 2019	Pupil focus groups. Monitoring of personal reading.	Assignment on Google Classroom. Share best examples via departmental Twitter and/or school website and school plasma screen.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are aware of developing skills for life, learning and work within English.	<p>To adapt SI and reading reward schemes to include activities from 'My World of Work' website. (P Johnstone)</p> <p>To develop a unit focusing on skills for work for S3 and N5 S5/6. (S Johnson)</p> <p>To hold an English careers afternoon for S5 and S6 pupils. (P Johnstone, S Johnson)</p>	<p>August 2019</p> <p>September 2019</p> <p>October 2019</p>	PT, SJ and PJ will evaluate activities, seeking pupils' views, speakers' views and teachers' views.	<p>Replacing existing tasks in 'Reading for Gold' and 'Level Up' with DYW activities.</p> <p>Time.</p> <p>Sourcing and securing speakers.</p> <p>Designing timings and format of event.</p> <p>Booking the Street.</p> <p>Directing department.</p> <p>Informing P6 teachers.</p> <p>Promoting event to pupils.</p>
Pupils' experience in English is enhanced through digital technologies	<p>To support English teachers in using Google Classroom. (N Mackay, T Smart)</p> <p>To use Google Classroom with all classes to share resources and post assignments. (All English teachers).</p>	<p>By September 2019</p> <p>By October 2019</p>	PT, AR and NM will monitor level of use and evaluate by seeking pupils' and teachers' views.	<p>CLP on Google Classroom.</p> <p>All classes in all year groups on Google Classroom.</p>

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
English teachers use self-evaluation tools effectively to improve learning and teaching.	To engage with HGIOS 4 PIs, SNSA data, ERC and SQA data to evaluate departmental and individual teacher performance and use this to inform class setting, courses and teaching.	By June 2020	PT, AR, NM will evaluate class setting and course structure changes made after reviewing attainment data. Collegiate time will be used to evaluate aspects of HGIOS. Departmental observations will be based around HGIOS.	PT to deliver CLPL on use of SNSA reports. PT to remind teachers how to access and use Insight.
Learners' experiences within English continue to improve.	To continue to promote personal reading within the BGE and to facilitate pupils' sharing of reading recommendations. (C Wood, J Dundon, L McDonald; D Baird) To promote reading in the Senior Phase (N Mackay)	By May 2020	PT, DB, AR and NM will evaluate both levels of personal reading and quality of personal reading throughout S1-S4.	Review of existing reading incentive schemes. Investigate use of digital technologies to share reading recommendations.

Standards and Quality Report 2018-19

English

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils are included in English. Teachers are aware of all pupils' needs.	To continue to focus on meeting pupils' needs through effective differentiation, supplementing and using the resources and presentations of best practice from 2018-19.	Ongoing	PT will include this on DM agenda.	Compile both online and paper folder of resources/strategies. Minute further approaches/strategies throughout the year.
All pupils feel included. Pupils are aware of different cultures.	To continue to teach texts, including S3 pupil choice texts, focusing on diversity and equalities, building on resources and presentations of best practice from 2018-19. To develop resources for pupils in borderline S4 and S5 N5 sets which are more diverse and inclusive (J Dundon, J Gourley)	Ongoing September 2019	PT will include this on DM agenda. Pupils' views will be sought regarding equalities in surveys and focus groups.	Minute further approaches/strategies throughout the year. Build in discussion of new texts to DM time.

Standards and Quality Report 2018-19

English

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Consistency of assessment of CfE levels leads to increased clarity of feedback and pupils' awareness of next steps. Progress is monitored across all sections and support needs identified.	To develop increased teacher confidence in BGE moderation through departmental moderation procedures. To continue to track attainment in the Broad General Education S1, S2 and S3 (PT, A Rhodes).	Ongoing	Departmental quality assurance exercises throughout the year. PT will submit summative assessment information to LF and BH who will collate and issue information about the attainment of pupils in S1, S2 and S3 across all subjects following departmental moderation.	Review moderation groups. Identify dates for moderation meetings and embed in QA calendar. Monitor consistency of TJs at each tracking window to identify sections/pupils needing additional support.
S4 pupils at risk of not achieving qualifications are identified and supported.	To use S3 data to identify pupils at risk and support their completion of safety net qualifications. To use November data to identify pupils with high absence levels and poor completion of course requirements and put support in place.	August 2019 From November 2019	Completion of courses. Presentations at N5 in S4.	Identification of pupils at risk using SNSA reports, S3 exams and TJs. Class setting adjustments. Completion of N3 units with supported class. Provision of co-operative support where needed.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
High attainment levels are sustained in new Higher and Advanced Higher English courses.	To ensure that pupils' performance in new Higher and Advanced Higher is tracked throughout the year, using identified key outcomes for tracking and preparation for the external examination. (PT, N Mackay, A Rhodes)	Ongoing	Completion levels of key Higher and Advanced Higher outcomes. Prelim performance. Additional co-op or supported study support monitored and evaluated through improvements in pupil classwork or completion of classwork.	Redesign of Higher timeline to gather assessment evidence in key areas by November to identify interventions. Use of co-op to provide additional support. Monitoring of impact of support.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- Learners' evaluations of their learning experiences through on-line questionnaires (S1-S5);
- Teachers' views sought on progress made on achieving DIP targets,

BGE Moderation involving:

- departmental moderation activities focused on achievement of a level;
- preparation of materials for an ERC moderation event on achievement of a level (did not take place due to Covid-19 restrictions);

SQA Attainment Moderation involving:

- Prelim marking teams for all aspects of N5, Higher and Advanced Higher led by SQA markers;
- Prelim marking workshops led by SQA markers;
- Folio exemplification and clarification provided by SQA markers;
- Participation in ERC collaborative meetings on consistent assessment of AH English led by SQA markers

Other activities:

- Planning the P7 Poetry Slam taking on board feedback from participating teachers from both primary and secondary schools and views of participating pupils (did not take place due to Covid-19 restrictions)
- Design of audit of literacy across BGE (not completed by departments due to Covid-19 restrictions)
- Organisation of literacy workshop event to share best practice across subjects (did not take place due to IT issues and Covid-19 restrictions)

Departmental Improvement Priorities for Session 2020-21

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarised as follows:

Managing risk

To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils.

To consider teaching strategies which minimise the need for pupil movement and reduce risk

To minimise the number of resources required for lessons and plan lessons accordingly

To devise appropriate strategies for the submission and return of homework which minimise the need for the exchange of paper

Learning, teaching and assessment

To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school

To create timelines and schemes of work for courses which ensure full course coverage is maintained

To develop a more consistent approach to delivery within year groups to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material

To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home

To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent

To produce appropriate assessment materials to monitor pupil progress and provide evidence if required for SQA purposes

To allocate responsibilities fairly and collegiately with due consideration to workload issues

Self-evaluation

To evaluate the department's blended learning offering by seeking the views of staff, pupils, colleagues from other departments, colleagues from our partner school and parents.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

Target 1 – Review

Many examples of **leadership roles** within the department: formal leadership - 3 PTs of Pupil Support, PT(D) Literacy; distributed leadership – leaders of BGE and Senior Phase; leader of transitions; leader of DYW within department; departmental NQT mentor; departmental student mentor; whole-school student mentor; teachers leading on promoting achievement.

Due to March Covid-19 restrictions many teachers were unable to conclude their **professional enquiries**.

Pupil leadership - S6 departmental depute was excellent, focusing on recognising departmental achievement and organising amongst other activities an S1 pupil evaluation of personal reading event. This will inform our promotion of personal reading with S1 next year. He and P. Johnstone met to formulate and to review his action plan at key points throughout the year.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Target 2 – Review

Learner conversations conducted with pupils prior to whole-school tracking incorporated into all course structures. System embedded.

Design of **audit of literacy across BGE** (not completed by departments due to Covid-19 restrictions)

Organisation of **literacy workshop event to share best practice across subjects** (did not take place due to IT issues and Covid-19 restrictions)

Planning the P7 Poetry Slam taking on board feedback from participating teachers from both primary and secondary schools and views of participating pupils (did not take place due to Covid-19 restrictions)

S3 “Page Turners” **pupil choice unit** extremely successful. Overwhelmingly positive evaluation from S3 pupils and teachers.

“You said, we did” noticeboard introduced.

Reading journey took place. Most pupils participated despite some issues posting work. Successful but more prior notice/guidance needed to build on success.

S1 and S2 reading reward schemes adapted successfully to include My World of Work activities. Unit developed and delivered.

English S5 and S6 careers afternoon took place. Pupil feedback and teacher feedback positive. Pupils requested more variety of careers to be covered. Event will take place virtually in 2020-21.

Due to Covid-19 restrictions and the need to engage with pupils remotely all teachers have developed their knowledge of **Google Classroom**. The continued development of skills using technology due to blended learning will be the major focus for 2020-21.

Self-evaluation: PT ran workshop on evaluating S3 SNSA performance. Teachers used this as added evidence of S3 attainment and for setting expectations in S4. All teachers were reminded and encouraged to evaluate their pupils’ performance through refresher workshops on **Insight**. PT shared detailed **ERC analysis of SQA performance** and trends to inform teachers to reflect on their own practice.

Reading for Gold and Level Up continue and pupils’ reading continues to be celebrated. S3 programme was devised but not fully launched.

Continued focus on **meeting pupils’ needs** through professional dialogue and use of resources shared in 2018-19. Teachers continue to develop resources focused on increasing **diversity** using media texts.

Successes and achievements

Progress, Impact and Outcomes

Target 3 – Review

Tracking in the BGE spreadsheets continue to be successful.

Departmental moderation groups focused on achieving a level – teachers reported increased confidence due to moderation.

Due to Covid-19 restrictions and cancellation of the exam diet teachers' judgements of pupils' attainment have been submitted to SQA.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
There is evidence of improved leadership among English teachers.	To continue to provide increased leadership opportunities for teachers within the department and in the school.	By June 2021	PT and CR will evaluate English teachers' departmental and whole-school leadership roles, attendance at in-house and external leadership CLPL and engagement in Masters level learning.	Review existing remits and structures within English department. Use PRD meetings to identify opportunities for additional leadership roles.
Pupils, teachers and support staff are kept safe with minimal risk	To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils	By August 2020	PT and WI will review procedures in line with school and ER policy.	All teachers read and understand whole-school risk assessment. PT adapts this for department risk assessment and shares with all teachers and staff. Procedures are followed and enforced by all teachers and made clear to pupils.
Pupils, teachers and support staff are kept safe with minimal risk	To consider teaching strategies which minimise the need for pupil movement and reduce risk	By August 2020	PT, NM and AR along with SMT will monitor strategies' impact.	Return to more direct teaching lessons. Adapting existing resources to facilitate this.

Standards and Quality Report 2019-20

English

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils, teachers and support staff are kept safe with minimal risk	To minimise the number of resources required for lessons and plan lessons accordingly	By August 2020	PT, NM and AR will review resources throughout the year.	Appropriate existing resources identified. Digital resources created. Where paper/physical resources used ensure that these are distributed safely.
Pupils, teachers and support staff are kept safe with minimal risk	To devise appropriate strategies for the submission and return of homework which minimise the need for the exchange of paper	By August 2020	PT, NM and AR will review resources throughout the year.	Ensure that homework tasks are adapted are created which can be submitted through Google Classroom.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning, teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils' learning is maximised.	To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	By August 2020	PT, HT, AR and NM will review course materials and guidelines	Materials developed for more direct teaching at all levels. PT, AR and NM develop detailed common course structures and guidelines, Teachers allocated to teaching teams for development of resources.
Pupils' learning is maximised.	To create timelines and schemes of work for courses which ensure full course coverage is maintained	By August 2020	PT, HT, AR and NM will review course materials and guidelines	See above

Improvement Plan Priorities for Session 2020-21

Target 2 Learning, teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils who are learning at home will have more consistent learning.	To develop a more consistent approach to delivery within year groups to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material	By August 2020	PT, HT, AR and NM will review course materials and guidelines	Teachers follow course structures. Teachers use and set resources prepared by teaching teams .
Pupils will be stimulated and engaged in home learning.	To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home	By August 2020	PT, HT, AR and NM will review course materials and guidelines	Teachers follow course structures. Teachers use and set resources prepared by teaching teams .

Improvement Plan Priorities for Session 2020-21

Target 2 Learning, teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils will be stimulated and engaged in home learning.	To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent	Ongoing	PT, AR and NM will review materials produced within each teaching team.	Teachers within teaching teams use develop video/audio content.
Teachers will be able to accurately estimate pupils' performance.	To produce appropriate assessment materials to monitor pupil progress and provide evidence if required for SQA purposes	Ongoing	PT and NM will monitor pupils' performance in devised assessments.	NM will develop standardised assessments for N5 and Higher courses. J Gourley and AR will develop assessments in AH. Assessments completed in school under controlled conditions where possible.
Teachers will have the time and support to develop resources and deliver high-quality blended learning	To allocate responsibilities fairly and collegiately with due consideration to workload issues	By August Ongoing	PT, AR and NM will monitor work allocated within teaching teams.	Teaching teams to be allocated. Tasks to be negotiated within teaching teams.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

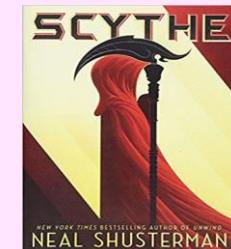
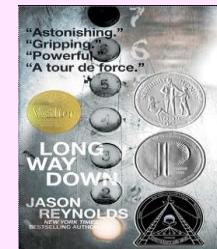
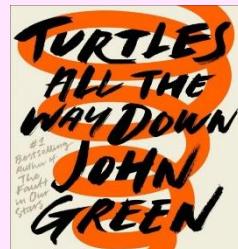
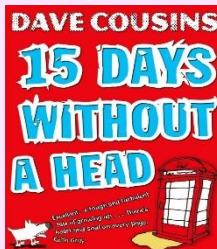
SUBJECTS AND COURSES

The English department offers a wide variety of courses that ensure pace and challenge for all pupils. In both S1 and S2, personal reading initiatives are in place to ensure that pupils are engaging with literature on a regular basis. In S2, pupils experienced outdoor education as they used the school campus as a stimulus for a creative writing piece.

At senior level the classes are set to ensure that each pupil is given a suitable level of pace and challenge. The courses of work covered during an exam year ensure that the pupils experience a wide and invigorating range of issues and assignments. The Advanced Higher pupils benefited from a workshop from a professional writer and went to university libraries to develop research skills.

The role of sixth year depute for English is also an area where pupils have an opportunity to excel. This post offers young people the chance to be leaders of literacy across the school. The paired reading club, started and organised by the sixth year deputes, was a huge success with a number of S1 pupils attending regularly to receive help with their reading. The deputes also organised a review of S1 reading and helped to organise the S5 and S6 careers afternoon.

S3 pupils took part in “Page Turners” for the first time – where they chose the class novel they wished to study from a diverse list – examples below. The feedback was overwhelmingly positive.



SUBJECTS AND COURSES

The English department consistently plans and prepares courses of work that ensure that pupils have the opportunity to lead their learning. Throughout each year group there are several initiatives that allow pupils to take ownership of their learning. In 5th year the pupils take part in 'Dragons' Den'. Pupils work together to create a persuasive presentation. All aspects of the course are focused on pupils having full autonomy on the work they create.

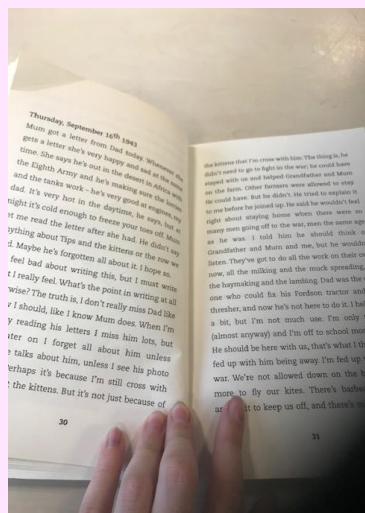
The ability to take notes and conduct meaningful research are key skills in every year group. These skills are used in the senior cycle. When engaging with a text, pupils are given a theme to research to be presented to the class. This allows pupils to work in a collaborative way, while also ensuring pupils are developing important skills.

Pupils are also given insight into world of advertising in the Dragons' Den course and into journalism in the BBC School report course. These courses provide the pupils with a chance to develop their skills in each respective discipline, while also ensuring that core literacy skills are nurtured.



SUBJECTS AND COURSES

Reading is a key part in pupils' learning and we are required to read everywhere, not just English! In order to raise pupils' awareness of this we launched the Literacy Journey this year. Pupils in S1 and S2 were asked on one specific day to take a picture of anything they read in the morning before school, in each period in school and after school and present these in a PowerPoint. The results were excellent. Some examples below.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

S3 pupils take part in a UN CRC unit. This unit consists of pupils gaining insight into the challenges young people around the world face, particularly in terms of the challenge involved in getting a good education. In addition, an extensive unit of work was provided to each year group in support of Mental Health Awareness week. The lessons focused on understanding the spectrum of mental issues that everyone faces.

An active effort was made to ensure that the texts and courses provided were not homogenous. A number of texts centred on the lives of diverse men and women were introduced throughout each year groups. As well as this, each teacher in the department re-evaluated the lessons that they teach to ensure that any opportunity to develop a strong sense of acceptance of others was being addressed.

The portfolio element of each respective English exam centres on creative integrity. Pupils discuss the issues and consequences associated with plagiarism. This ensures that the pupils are aware of the responsibility being put upon them.

To ensure pupils felt that their voice was being heard, a “You said, We Did” board was set up outside the English Base. This allows pupils to recognise that the English department is eager to adapt to provide a meaningful teaching experience that is also representative of the pupils themselves.

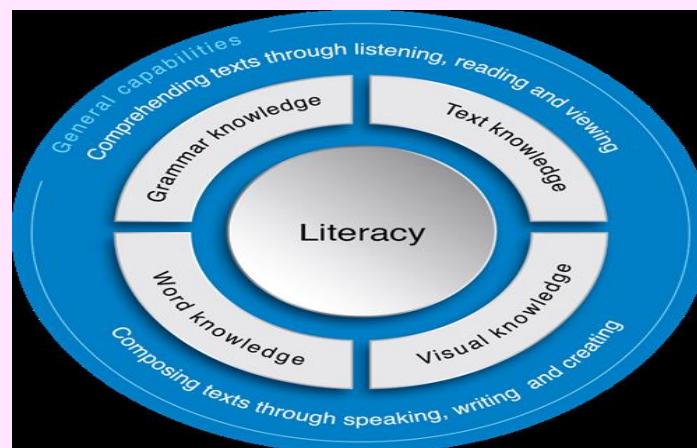
EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Advanced Higher pupils visited a university library to develop their research and referencing skills.

Mr Dundon and Miss Wood took pupils in the LGBT+ club on a trip to a specialist bookshop.

Mr Johnson and Miss Johnstone organised an S5 and S6 careers afternoon where speakers from a variety of professions highlighted the importance of literacy in their fields. Careers included the police, the army and engineering. The feedback from pupils who took part was very positive.

Catriona, a former pupil, returned to the school to run the All Things Fiction club – a club devoted to pupils' writing. This ran every Friday lunchtime throughout the year.



INTERDISCIPLINARY LEARNING

An interdisciplinary project connected to Social Subjects was delivered to S3. Pupils developed their understanding of the lives of many young people who struggle to access education.

The English department works closely with the school librarian to offer experiences beyond the traditional curriculum. S3 pupils take part in “Battle of the Books”. Our Librarian, D. Baird, delivers a bi-weekly course to pupils on issues ranging from the lives of refugees to Scottish identity.

A series of events were organised for World Book Day. On this day each S1 pupil received a free book of their choice.

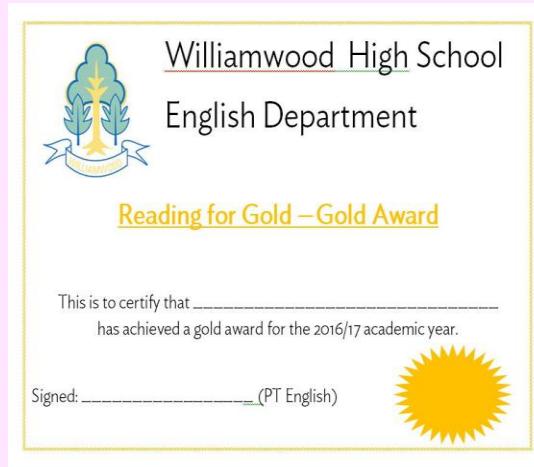


PERSONAL ACHIEVEMENT

Pupils' achievements are recognised through our reading incentive programmes "Going for Gold" in S1 and "Level Up" in S2.

The pupils who receive a Gold or Silver award in their respective reading challenge are awarded with a Badge that is awarded to them at Assembly.

Pupils can gain Platinum awards through negotiating further reading targets with their teacher.



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

SQA Marking

J. McKirdy is SQA team leader in both the Higher English Critical Reading and Folio of Writing.
Both N. Mackay and L. Simpson are Higher Critical Reading and Folio of Writing markers.
A. Rhodes is a Higher Reading for Understanding, Analysis and Evaluation paper marker.
Nichola Penman is a National 5 Reading for Understanding, Analysis and Evaluation paper marker
Jennifer Gourley is a National 5 Critical Reading paper marker.

Whole-School Contributions

J. Dundon and C. Wood lead the very active LGBT+ group.
N. Mackay and A. McDonald manage the under-16 boys' football team.
A. Rhodes was once again due to accompany a group of S6 pupils to Ekwendeni in Malawi.

English Events

L. Simpson organised the Primary 7 Poetry Slam, unable to go ahead due to Covid-19 restrictions.
N. Mackay and A. McDonald were poised to deliver the popular annual "Dragons' Den" event – cancelled due to Covid-19 restrictions.
T. Smart organised the productive S2 School Report day for budding journalists.
S. Johnson and P. Johnstone organised the S5 and S6 careers afternoon.

Further Study

J. McGuigan is continuing to study for an MEd (part-time) at Strathclyde.
A. Rhodes is finalising her dissertation for her MEd.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

MATHEMATICS STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 10/110FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of mathematics comprises sixteen members of staff.

All pupils study mathematics in the BGE as L2.

The following courses are delivered in the department:

National 2/3/4/5 mathematics (studied by all pupils until the end of S4)

Higher mathematics

Advanced Higher mathematics

In addition to the timetabled courses listed above, a number of students are prepared and presented for national qualifications in the Wellbeing and Personal Finance award.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners will become more knowledgeable in areas directly related to impact on pupils.	To increase leadership opportunities for staff, making remits explicit to allow progress to be made in specific area. (RMcA)	By June 2020.	RMcA will evaluate success of departmental and whole-school leadership roles and the impact on the department and learners.	Use PRD meetings in conjunction with professional discussions to ascertain development needs of practitioners.
Pupils' will become involved in leading learning through evaluation of their views.	Introduce a 'you said, we did' evaluation process where maths deputies work alongside pupil voice leader to improve the dialogue and needs of our pupils'. (NF, Deputies)	By December 2019.	Focus group of learners will be undertaken, led by maths deputies, to determine the impact of the evaluations.	Maths deputies will create a presentation and deliver this to BGE pupils as to how they can shape the learning in the department. Monthly evaluations will then be collated and actioned.
Practitioners will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects. (RMcA)	From August 2019.	RMcA and KS will evaluate impact on departments' practice by seeking teachers' views during enquiries and upon completion.	Finalise professional enquiry subjects, assist through professional dialogue to support practitioners through this process.
Department will engage in a collaborative improvement visit seeking areas to develop further.	All staff will engage in the formal process of the visit from members of ERC.	By June 2020.	Feedback will be given from ERC where information will be given to whole department on their visit.	Work alongside CIV timeline to ensure provisions are in place to meet the necessary requests.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners are fully aware of equity groups allowing them to achieve and attain fully.	Utilise PT Excellence & Equity and PT Numeracy Equity to highlight and progress check on specific pupils. Furthermore, spreadsheets should highlight this. (BH, JK)	By Dec 2019.	PT Excellence & Equity and PT Numeracy Equity will evaluate attainment of pupils involve and feedback to dept.	Use Inset Day to highlight the pupils in equity group, update spreadsheets accordingly to ensure staff are aware of pupils in their class involved in the group.
Practitioners effectively self-evaluate to improve learning and teaching within department.	Engage with HGIOS 4 to conduct a formal departmental observation programme with a particular focus on differentiation. (JK)	By Dec 2019.	Formal report and presentation will be delivered to the department collating feedback of staff and pupils and highlight areas of improvement for department.	Produce an observation programme which involves all staff observing one another and providing feedback. Focus groups of staff and pupils will also be timetabled.
Pupils are able to confidently articulate their level within the BGE.	Formal learner conversations to be included into the classroom experience to allow pupils to understand where they are with their learning. (NF)	By Dec 2019.		
Pupils engage with learners in the community to allow them to achieve.	Work in partnership with adult family learning to gain members of the community looking to gain a qualification. (LMcL, RMcA, Deputes)	By Dec 2019.	SQA attainment of the individuals will inform success of the project.	Scheduled timeline will be introduced to allow SQA course to be covered with those involved. Furthermore, transport logistics and time will be analysed.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Collaborate with feeder schools to improve the transition from primary to secondary.	Identify a link primary 7 teacher in each feeder who will act as a point of contact between Williamwood and primary. (RMcA)	By June 2020.	Feedback will be sought from transition coordinator and primary colleagues to determine the effect the coordinator has had.	Speak with HTs at primaries to gain a link member at each school. Detail a remit of what will be involved and the benefits for all.
Learners in Advanced Higher are confidently prepared for the new course.	Undertake professional reading and attendance at understanding standards events. (DMac, SMcF)	By Feb 2020.	SQA attainment will be reviewed in comparison with previous attainment.	Ensure development opportunities are given to staff teaching Advanced Higher.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Leaner intervention will take place to ensure impact on pupil engagement and attainment.	Engage with BGE, SNSA and senior attainment in conjunction with departmental progress checks to identify intervention needs. (BH)	From August 2019.	Professional dialogue with PT Excellent & Equity will detail impact on our interventions.	Engage staff with various forms of data analysis through the year, after assessments and in preparation of key times through year.
Learners are given opportunities to demonstrate their capabilities with BGE.	Introduce three stages in a year where all pupils will be given a challenge activity where independent learning is the focus. (RMcA, BH)	From September 2019.	Analysis of BGE levels departmentally and inline with ERC comparator schools.	Utilise development time to produce three tasks for each year group and present to staff to inform the recording of the process.
Learners' achievements are successfully celebrated regardless of ability within the subject to promote inclusive achievements.	Achievement policy is relaunched with all pupils throughout the school to increase profile of achievements within department. (AB)	From August 2019.	Achievement system will be evaluated by maths deputies to identify to worth of the policy with the pupils.	New policy to be created and reviewed in line with other departments in school.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3;
- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.5;
- analysis of quantitative data, including SQA data;
- learners' evaluations of their learning experiences through focus groups (BGE focus);
- STEAM moderation activities focused on the achievement of a level;
- authority moderation activity in line with departmental focus on achievement of a level;
- the analysis of quantitative data, including SQA data and CfE judgements;
- learners' evaluations of their learning experience in challenge maths groups (P7 and S5);
- Review of engagement with community partner within authority; and
- benchmarking the quality of work across the department and identified good practice.

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarised as follows:

- to focus on online learning and the impact that this can have on our learners;
- to increase opportunities for pupils to lead learning;
- to increase additional courses offered to our pupils;
- to provide more robust judgments which better demonstrate the levels of our pupils;
- to celebrate achievement of our pupils' within and out with the classroom;
- to support teachers in finalising, conducting and evaluating the impact of professional enquiry projects; and
- to focus on self-evaluation of blended learning.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

QI 1.1

- Informal observations took place by Principal Teacher. A formal observation program was scheduled for April.
- Attainment feedback was given quarterly to the department, highlighting areas which required focus.

QI 1.2

- Focus groups allowed pupils to suggest areas where the curriculum could be enhanced through learning and teaching.

QI 1.3

- Staff and pupils were empowered to make effective changes which would enhance their experience.

QI 1.4

- Staff took advantage of the opportunities which were afforded to them through the year relating to curriculum, and pupil impact to allow staff to develop professionally.

QI 1.5

- Effective deployment of staff allowed enhanced focus on equity within the department.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

QI 2.2

- Refinements to BGE course highlights the skills and experiences that pupils were offered.

QI 2.3

- A regular feature in the departments professional dialogue was the focus on learning and teaching and the impact this has on the attainment of the learners.

QI 2.4

- Pre-teaching has taken place with pupils in the equity and lower performing group to increase opportunity for their attainment within the subject.

QI 2.5

- An SI common language and methodology session took place creating strong links with the parents and carers of our SI pupils, creating a line of communication for family learning.

QI 2.7

- Our partnership with Adult Family Learning has grown promoting inclusion throughout. Pupils lead adults through SQA recognised qualifications ranging from National 2 through to National 4 numeracy,.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

QI 3.1

- Targeted intervention was a focus of the year to ensure inclusion was of the upmost importance for the department. In doing so, pupils were given the optimum learning experience in and out of the classroom.

QI 3.2

- Attainment rates in BGE phase (and senior phase) have continued to develop through more robust judgements and tracking allowing practitioners to articulate the needs of their pupils'. This has ultimately impacted on positively on the experience of the pupils'.

QI 3.3

- Securing a numeracy qualification for all pupils was a focus within the senior phase to enhance employability options for those school leavers.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

Scottish Education Awards

Our Community Project was shortlisted for a Scottish Education award this year.

The work of our S6 pupils was recognised nationally in a feature within a national newspaper.



Pupils were responsible for specific learning groups, tracking their progressions throughout the course.

Adult learners received SQA qualifications through the project.

ACHIEVEMENT

To highlight achievement, teachers were asked to nominate pupils within the BGE phase to recognise their achievement in learning.

BGE Achievement in Maths

Name: _____

Achievement: _____

Teacher signature: _____

Pupils' were highlighted for progressions in the subject due to their personal goals that they achieved.

UKMT SUCCESS

This year, Annabel was selected to participate in the UKMT National summer school program. This was a huge achievement and a first for any pupil at Williamwood High School.

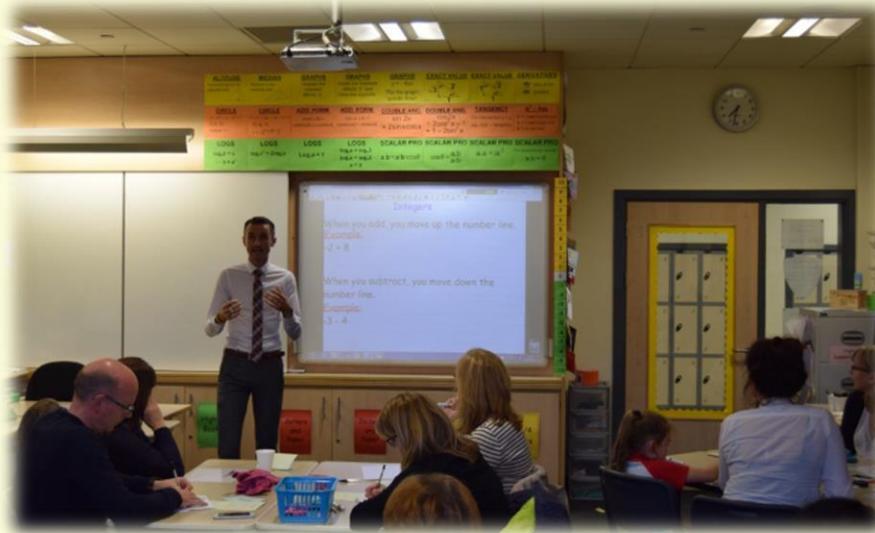
In addition, Annabel also qualified for the Macluarin Olympiad competition due to her outstanding result in the intermediate challenge.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

To develop links in family learning, the department delivered a common language and methodology session to parents' of S1 pupils.

Our S6 mathematics and numeracy committee were in attendance to assist the parents in how best to engage their children in the subject.



is used with
children in the



United Kingdom
Mathematics Trust



Once again pupils within Williamwood competed exceptionally well across various challenges, receiving recognition in all stages.

Several pupils participated in the UKMT challenge, competing successfully to gain many awards.

POSITIVE RELATIONSHIPS

Throughout the year, over 40 S6 peer tutors assisted pupils with their learning in the subject.

In this role, pupils from a range of classes were well supported by both teacher and S6 student to enhance their learning experience.

Excellent relationships continue to be developed within the department, allowing pupils to flourish.



WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019 - 2020

FOOD AND TEXTILE TECHNOLOGY

STANDARDS AND QUALITY REPORT 2019-2020



Context of the School and Department

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The Food and Textile Technology Department comprises of 5 members of staff.

In S1 and S2 all our pupils are delivered an education in both Food Technology and Textile Technology.

The following courses are delivered in the Department:

- REHIS - Elementary Food Hygiene
- REHIS – Elementary Cooking
- National 4 and 5 Hospitality Practical Cooking
- National 4 and 5 Fashion and Textile Technology
- National 5 Hospitality Practical Cake Craft
- Higher Fashion and Textile Technology

In addition to providing National Qualifications, the Department help to provide our pupils with valuable life skills.

At the heart of the F&TT Department is nurture, a focus on wellbeing and relationships and a drive to support the growth and development of our young people, through all stages from S1 to S6.

Standards and Quality Report 2019-20

Food and Textile Technology

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To raise awareness of the impact of the 'pupil voice'	All staff to engage with pupils highlighting "you said, we did" examples and continue to stress the importance of pupil's voice.	From August 2019	Focus groups Class discussion Unit evaluations	DMs Collegiate time In-set days
Pupils are fully aware of food and textile sustainability issues	<p>To be actively involved in the school audit for sustainability and enhance pupils' learning in this area in the BGE and Hospitality Practical Cookery N4/5.</p> <p>Courses to continue to include visits to the Royal Highland Show, Dumfries House and talks from outside agencies such as RHET.</p> <p>Department to continue arrangement with BAM for comprehensive recycling programme.</p>	From August 2019	PT Development will evaluate school sustainability audit and F&TT courses (BGE) have additional areas on sustainability included.	Time DMs Collegiate time

Standards and Quality Report 2019-20

Food and Textile Technology

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Engaging families in learning. Improving Health and Well-being	Staff are to develop and organise cooking lessons for the parents of the cluster Early years pupils	By November 2019	H McKelvie will liaise with teachers and parents of Early year's pupils. Evaluations	Teachers time
Pupils are encouraged to become involved in a breadth of activities	To continue to ensure pupils in S1, S2 and S3 pupil achievements are recorded in their planners at the end of each topic/unit in line with BGE needs (all staff)	From August 2019	H McKelvie to monitor that all staff are working with pupils to complete pupil profiles and learning conversations at appropriate times throughout the session	Collegiate time Management time

Standards and Quality Report 2019 -20

Food and Textile Technology

Improvement Plan Priorities for Session 2019-20

Target 1 Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils gain an award and experience required for the hospitality industry	To continue to present all S3 hospitality pupils for REHIS certificate and also any requests from S6 Hospitality pupils (all staff) Pupils given the opportunities for work experience in both hospitality and textile industries.	From Aug 2019	H McKelvie will monitor pupils' attainment Pupil and Partners feedback	Application to REHIS for grant (£110 per pupil) Glasgow City college Industry partners
Pupils are fully aware of their progress in all areas	To ensure that all pupils in S1 –S6 articulate their progress in BGE and Senior Phase through Learner Conversations	From August 2019	H McKelvie will monitor Learner Conversations in all year groups through focus group meetings	Time Learner conversation now included each unit workbook.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
There is evidence of improved leadership among staff at all levels	Staff to continue to take on additional responsibilities within the department or whole school activities as part of their continuing professional development. Each subject topic is led by a member of the department - all appointees for SQA	From August 2019	Staff attend SQA understanding standards Markers meeting and item writing:	Time SQA courses and events Subject groups
There is evidence of improved good practice throughout the department	To encourage staff to share good practice with ERC schools and other schools out with the authority (all staff). To continue to hold subject group meetings and liaise with subject specialists on a regular basis	From August 2019	Moderation, discussion and feedback amongst all staff	Time ERC subject meetings Department, ERC and moderation

Standards and Quality Report 2019-20

Food and Textile Technology

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Improve staff awareness of equity groups	Staff will ensure that they are fully cognisant of all pupils they teach by using all information available	ongoing	Departmental meetings Collegiate time used to discuss and ensure staff have all information required – staff will liaise with PT and Pupil support. Staff will highlight and discuss targeted pupils progress monthly.	ASN profiles Tracking spread sheets Pupils achievements Data spread sheets Learning support
Pupils led events to help give pupils hands on practical work experience.	Pupils will led and assist organising Department events and Front of House Team.	ongoing	Feedback provided by stakeholders Pupils Staff	Time Events

Improvement Plan Priorities for Session 2018-19

Target 3 To improve pupils' achievement and attainment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils will experience high quality learning and achieve excellent outcomes in N5 courses	To engage with SQA Assessment Arrangements for Nat 5 Hospitality Practical Cookery course especially verification procedures and written components. (H McK, HR and RW)	March 2019	H McKelvie will liaise with I Fisher through planned meetings	Departmental collegiate time, WSCA time and in-service days
Pupils will experience high quality learning and achieve excellent outcomes in N5 courses	To engage with the new SQA assessment arrangements for N5 and Higher Fashion and Textile Technology courses especially verification procedures and new written paper (RW and DM)	March 2019	H McKelvie will liaise with I Fisher through planned meetings	Departmental collegiate time, WSCA time and in-service days

Improvement Plan Priorities for Session 2019-20

Target 3 To improve pupils' achievement and attainment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils will experience high quality learning and achieve excellent outcomes in N5 courses	To engage with SQA Assessment Arrangements for Nat 5 Practical Cake Craft course especially verification procedures and written components. (HR)	March 2019	H McKelvie will liaise with I Fisher through planned meetings	Departmental collegiate time, WSCA time and in-service days
Pupils will have access to unit course workbook and online learning sufficiently detailed to demonstrate progression and allow in-depth evaluation.	Staff will ensure pupils can use workbooks with confidence and moderate pupils work. Encourage pupils to review their own learning.	August 2019	All staff will evaluate and moderate pupils workbooks.	Departmental collegiate time, WSCA time and in-service days

Improvement Plan Priorities for Session 2019-20

Target 4 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are confident individuals who make a valuable contribution to the learning of others	To ensure S6 peer educators are effective within the classroom (all staff)	From August 2019	All staff to evaluate the impact through discussion with pupils and S6 Peer Educator gain certificate	
Pupils are motivated by the public display of their work and achievements	To ensure display boards in Food & Textile Technology Department corridor and classrooms are regularly updated to show pupils' achievements (all staff)	From August 2019	Feedback from pupils (all staff)	
Pupils are motivated and enjoy experience	Organise and run a Junior MasterChef competition (H McK and HR) Continue and expand on successful IDL with modern languages, D&T and science.	From August 2019	Feedback from stakeholders and pupils	

Improvement Plan Priorities for Session 2019-20

Target 4 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils are confident individuals who make a valuable contribution to the learning of others	To work with depute(s) team to promote whole school front of house events/extra-curricular clubs involving department (All staff)	From August 2019	Pupil evaluation and numbers participating	
Pupils are more aware of issues related to health & wellbeing	To be actively involved with whole school Health & Wellbeing through teaching. Continue to support the schools nurture and mental health policies to support our pupils (all staff). Provide time for Mental Health First Aider H Rogers to assist pupils.	Ongoing	Feedback from pupils and parents	

Improvement Plan Priorities for Session 2019-20

Target 4 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils' wider achievements are more robustly recognised	To consolidate departmental achievement policy for all Food & Textile Technology pupils (all staff)	From August 2019	An achievement policy has been produced and shared with all staff.	
Pupils' learning is enhanced	To broaden partnership working with outside agencies within the department to enhance employability skills for pupils in the workplace (All staff)	From Aug 2019	Feedback from pupils (all staff)	
Pupils and parents have improved access to information and learning resources	To continue to update, maintain and improve the departmental website as required to show achievements within department (HR/CB)	From August 2019	Assess impact on pupils' learning through pupil evaluation exercise (all staff)	

Improvement Plan Priorities for Session 2019-20

Target 5 Leadership and management - To improve self evaluation

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Staff focused attention on monitoring and evaluating learning	To provide opportunities for F&TT staff to engage with Insight, tracking information and achievement spreadsheets.(HMcK)	From August 2019	Staff feel confident in the use of Insight and aware of all tools available to review pupil's attainment in the different areas.	
Staff work effectively as a team. Strong ethos of sharing practise	Identify and develop staff individual strengths and areas for improvement. Staff to continue to share information, encouraged to reflect on their own practice.	From August 2019	Class observations Course development PRD sessions	
Staff and pupils have a sense of purpose and direction which is ambitious and challenging	Staff and pupils have a sense of purpose and direction which is ambitious and challenging	From August 2019	Courses within the department are relevant to all pupils' needs	

Self-Evaluation Activities Undertaken in Session 2019-20

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

- Departmental focus on raising attainment in National Qualifications in the senior phase, through early intervention data.
- S1 and S2 Focus groups to evaluate enjoyment and challenge.
- Staff peer evaluations with a focus on subject knowledge and skill building.
- Whole school focus on visible learning with an emphasis on plenaries and classroom relations
- Subject group feedback on improving exam techniques in the new National Qualifications.
- Regular Department discussions on improving and identifying good practice within the Department.
- Principal Teacher carried out observations with a focus choice.
- Parent feedback.

- To provide pupils with more opportunities to experience working with outside agencies.
- To enhance both BGE and Senior Phase pupils' knowledge of Food Poverty and Sustainable Food and Textiles through expert visitors.
- To continue to provide a wide range of extra curriculum activities and to investigate new opportunities to challenge pupils.
- To increase the focus of subject related careers through visits to and from university and college partners.
- To continue to work on strategies to improve higher assignment grades.
- To investigate and continue to provide our pupils with opportunities to build their skills and confidence in Front of House activities.
- To identify strategies to improve the uptake of boys into National 5 and Higher Textile Technology.

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarized as follows:

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

TARGET 1:

AP1: “You said, we did” boards for each subject provide and filled in. On Google classrooms pupils were encourage to select lessons and could chose to complete a practical or written assignment.

AP2: Both food and textile sustainable units enhanced within all courses from BGE to senior phase. Pupils recycled garments and put on a Sustainable recycling fashion show in partnership with the art department.

AP3: We engaged with parents from S4 with skill building classes for parents to provide an insight into required standards.

AP4: Profiles and skills checklists completed. Pupils of all year groups involved in Front of House team, peer mentoring, peer tutoring. SI Cooking Club and Junior Craft Club have become very popular and we have added another rotation to accommodate demand. The department signed off over 60 Duke of Edinburgh skills assessments.

AP5: Pupils gained experience through visiting industry, colleges and exhibitions. All S3 and Elementary Cooking pupils achieved their REHIS Elementary Food Hygiene Certificate which is a recognised professional qualification.

AP6: Pupils can articulate their progress at all levels from BGE through to Senior phase. This is done through both learner conversations and regular feedback.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Target 2 :

AP7: Staff have taken on responsibility throughout the department, whole school and council and SQA. Each subject specialist is an SQA appointee, chairperson of ERC subject group and subject group leaders. This demonstrates an enthusiasm and dedication to developing and improving subjects.

AP8: The staff share good practice with each other and through ERC subject groups and countrywide subject forums. This allows our pupils to benefit from shared experiences and best practice.

AP9: All staff ensure they are fully cognisant with the requirements of all pupils and steps are taken to ensure correct provisions are available i.e. halal and vegetarian options.

AP10: Williamwood Front of House team working with more independence and providing service for six busy school events. Three of our pupils took part in the ERC banquet this year, gaining experience both in the kitchen and front of house. We had an excellent S6 Depute who worked very hard, encouraging and motivating junior groups by ensuring he was present and helping at all F&TT events. He was assisted by some excellent hard working prefects.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

Target 3

API1/12: All National 4, 5 and Higher courses completed within timelines. Course assessment delivered this session, also verification procedures completed within timescales. New, robust, internal moderation procedures implemented this session. Staff provide after school supported study for Fashion and Textiles Technology and weekend supported study for Practical cookery. Both very well attended.

API3: All National 4, 5 and Higher courses completed within timelines. Course assessment delivered this session, also verification procedures completed within timescales. New, robust, internal moderation procedures implemented this session. All Department staff fully engaged with SQA assessment arrangements as a result of understanding standards webinars, conferences and feedback from marking.

API4: New courses were developed for all BGE courses. The pupils work from unit workbooks which can be both used at home and in school. Assignments related to the workbooks can be posted on google classrooms to allow blended learning. Workbooks contain all recipes and patterns used in school so again they can be used as a tool for blended learning.

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

Target 4:

API2/15: Once again a very busy S6 peer mentor/educators programme in place this year.

F&TT deputies motivated, helpful and visible in the department all year. We gave volunteering places to pupils from the school's Travel and Tourism course. Six pupils filled their timetables with peer mentoring within the department.

API3: The majority of boards in the department have been updated and improved. F&TT staff produced an achievement policy which is displayed in all classrooms and also on the achievement noticeboard within the F&TT corridor. The department achievement policy has been recognised by all staff. Achievements acknowledged with F&TT "excellence" badge, website and display boards.

API4: Once again, the standard of cooking at Junior MasterChef was very high and much enjoyed by both pupils and staff. Full House this year, 20 pupils participated making it the busiest year to date. Unfortunately due to Covid-19 our S3 Masterclasses, Modern language IDL and D&T IDL did not take place this year.

API6: F&TT Department continue with their ethos of nurture, assisting and comforting pupils when required. H Rogers continues with her very busy position of Mental Health First Aider.

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

Target 5:

API6: Insight has been used when preparing SQA analysis reports and during department meetings. Staff have become more confident in using the system. Staff use the schools pupil tracking and achievement to compare and review pupils progress and to assist in providing support.

API7: Staff work well to share good practice within the department and are supportive and encouraging. Staff identify their strengths and development needs and these are addressed in PRD meetings.

API8: Staff are very ambitious for their pupils, they challenge their pupils through support and encouragement, this is reflected in excellent results.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

Improvement Plan Priorities for Session 2020-21

Target I Covid 19 Risk Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To ensure a safe working environment for pupils and staff	Risk assessments for all classrooms activities both food and textiles to be updated as required. Shared with pupils and staff via signage, lessons and meetings.	From June 2020	Checks to ensure all procedures are in line with ERC and Government guidelines	Staff will review update recommendations. Procedures will be carried out daily to ensure processes are correctly carried out.
To ensure maximum pupil capacity within ERC and Government guidelines.	Ensure appropriate signage in place where required, a reminder at the start of each lesson. Staff to discuss concerns at weekly departmental meetings. Staff to follow guidance and be adaptable to change as required.	From August 2020	All staff aware of current guidelines. Checks carried out by all staff to ensure adherence.	Staff will review update recommendations. Procedures

Improvement Plan Priorities for Session 2020 -21

Target I Covid 19 Risk Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To consider teaching strategies which minimise the need for pupil movement and reduce risk	Staff organise rooms, equipment and lessons to minimise movement of pupils. Ingredient trays will be prepared for each pupil prior to the start of the lesson. Teachers will use visualisers to demonstrate techniques to avoid “spot demonstrations” and allow maintenance of social distancing policy.	By August 2020	Staff will continually monitor pupil movement	
To reduce risk to pupils and staff by limiting numbers in class	During class time, no access to classrooms/kitchen , All equipment/unused food to be placed in trolley outside classroom to be removed.	From August 2020	H McKelvie to monitor that all staff are aware of risk assessment and procedures.	Collegiate time Management time

Improvement Plan Priorities for Session 2020-2021

Target I Covid 19 BLENDED LEARNING

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils who are self – isolating or shielding can continue with their education in F&TT	Theory work will be continued via Google Classrooms and weekly assignments posted online. Video recordings of lessons will be put online for those pupils in either isolation or shielding to allow access to the full F&TT curriculum.	From August 2020	H McKelvie will monitor pupils' attainment and engagement on Google Classrooms. Will provide Pupil and parent feedback	Staff will continue to offer high quality teaching both in the classroom and in Google Classrooms.
Blended education will allow pupils full access to the F&TT curriculum and support from the department.	Face to face time with pupils will concentrate on practical work. To continue to present all S3 Hospitality pupils for REHIS certificate. Theory work will be continued via Google Classrooms and weekly assignments posted online.	From August 2020	H McKelvie will monitor Learner Conversations in all year groups through focus group meetings	Learner conversations online. Check up procedures Recording pupils engagement and follow up procedure. Efficient and timely return of online assignments.

Improvement Plan Priorities for Session 2020-21

Target I Covid 19 BLENDED LEARNING

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
In the senior phase, the department to produce robust learning and evidence to cope with any form of assessment which is required by SQA.	The department will build a portfolio approach to assessment, ensuring each unit of work is completed fully including photographic evidence and evaluations. This will be a combination of work completed both in the classroom and on Google Classrooms.	From August 2020	Staff to ensure they keep updated with all SQA announcements and changes.	SQA courses and events - webinar Subject groups
Upskill pupils during extended lessons. Use time in class to accelerate skills	To ensure best use of time, staff will ensure that skills and processes will be adapted and increase per lesson to upskill pupils. Staff will prepare new schemes of work and lesson plans to allow for increase time of pupils in class and to ensure all aspects of the course are covered.	From August 2020	This will be evaluated using skill timelines.	H McKelvie All staff

Improvement Plan Priorities for Session 2020-21

Target I Covid 19 BLENDED LEARNING

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Improving pupils online learning by upskilling staff on ICT.	Staff needs have been identified during PRD sessions. Department staff to attend PRD according to the needs of pupils e.g. <i>Read and Write</i> program for assisting pupils with dyslexia	From June 2020	All pupils can access F&TT curriculum for all stages which is differentiated for online use. Pupils, pupils support and parental feedback.	H McKelvie and staff to source suitable online courses via ERC and subject groups.

Improvement Plan Priorities for Session 2019-20

Target 2 Covid 19 Evaluation

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To provide pupil with a high standard of online learning.	Staff within the department will be allocated year groups and subjects according to their speciality. The quality of teaching on Google Classrooms will be monitored by PT. Google Classrooms will be updated and marked twice a week, subject to teacher timetable.	From August 2020	F&TT Google Classrooms pages have been shared with ERC subject groups and comment and views are both encouraged and welcomed.	Staff will access all ERC subject pages and WWHS subject pages.

SUBJECTS AND COURSES

The Broad General Education phase within the F&TT Department has health and wellbeing and practical life skills at its heart. We encourage our pupils to make personalised choices and develop an interest and progress and achieve within each specialised area.

Our SQA accredited courses in Hospitality Practical Cookery, Hospitality Practical Cake Craft and Fashion and Textile Technology allowed our pupils to access a high quality curriculum and attain success at National and Higher levels. There were 78 pupils presented at National 5 Hospitality Practical Cookery, 19 pupils presented at National 5 Fashion and Textile, 12 pupils presented at Higher Fashion and Textile Technology and 18 pupils presented at National 5 Hospitality Practical Cake Craft. In addition our pupils are equipped with valuable life skills.

SUBJECTS AND COURSES

In S3 60 pupils and in S6 18 pupils had the opportunity to undertake the Royal Environmental Health Institute of Scotland's Elementary food hygiene course. This course stimulates a general interest in and disseminating knowledge concerning Environmental Health whilst obtaining an industry recognised certificate and SCQ level 5 award from SQA.

In S6 20 pupils achieved a valuable life skill award in Elementary Cooking from the Royal Environmental Health Institute of Scotland.

F&TT facilitated the attainment of essential skills for the Duke of Edinburgh Award, for over 80 pupils, by delivering vital training on food and nutrition requirements for expeditions allowing pupils to contribute to their expedition group and make informed decisions. F&TT also presented significant opportunities for pupils to develop skills at Bronze, Silver and Gold level for the Duke of Edinburgh award.

SUBJECTS AND COURSES

S5/6 Fashion and Textile Technology pupils enjoyed their inspirational experience at the Kelvin College end of year fashion show. Our S3 and S4 Textile and Fashion Technology pupils enjoyed designing and creating products in the historic and beautiful environment of Dumfries House in Ayrshire.



SUBJECTS AND COURSES

S5/S6 Hospitality Practical Cake Craft pupils were able to experience the industrial aspect of cake production during their visit to Finsbury Foods during the session.



Senior pupils have made a valuable contribution by mentoring pupils from our Communications Support Service in Practical Cake Craft as part of an enterprise project to produce cakes for the Winter Fair and have assisted Communications pupils during life skills cookery workshops.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

The departments' extra-curricular clubs are very well attended and popular with our pupils. The craft club allows the pupils to develop a wide range of craft skills and build pupil's confidence in abilities such as knitting, crocheting, applique and various sewing techniques. This club also linked with Art and Design to offer 'Woolly Wednesday' at lunchtimes for pupils to advance their skills in a nurturing environment. To encourage and inspire our pupils to enhance their baking skills the F&TT staff ran the S1 Baking Club which taught pupils baking skills and techniques in a fun and relaxed environment. The club gave 60 pupils the opportunity to socialise through shared interests and provided S4 pupils a volunteering opportunity for their Duke of Edinburgh award.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Our pupils have found opportunities to “give back” to the community with our charitable projects.

- Teachers from the Department were involved in making PPE bags for care homes and hospitals during Covid-19.
- During the festive season, our senior pupils prepared baked treats for The Glasgow Homeless Mission. Their home baking was gratefully received by the men and women who use the mission and a message of thanks was passed to our pupils.
- Our Higher Fashion and Textile pupils have been involved with the “Sew Powerful” project, this charity allows girls to attend school all month. The pupils are making bags which contain a well-made usable product which the girls can use during menstruation, helping girls to succeed in education.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Front of House Group

Pupils in F&TT were 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 Senior Award Ceremony, Duke of Edinburgh Award Ceremony, Art Exhibitions and the S6 Graduation Ceremony. This allowed pupils to showcase their front-of-house skills, build confidence and widen their employability skills. Pupils who contributed regularly were given recognition for their contribution through volunteer badges, F&TT achievement awards and the Saltire Award.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

The F&TT Department worked with the Art Department to produce a Sustainable Fashion show. Fashion pupils recycled and upcycled dresses for a “Sustainable Prom” The Pupils helped put together the fashion show and modelled alongside cluster primary pupils.



INTERDISCIPLINARY LEARNING

The Art Department and F&TT came together to focus on the design aspect of fashion and textiles. We found that there were many commonalities when fashion and art pupils took a trip together to Kelvin College for a series of workshops and fashion show. The department again came together for the school's STEAM fair to stage a sustainable textiles fashion show.



OUTDOOR LEARNING

Mrs Rogers and her team of enthusiastic gardeners could be found in the school garden, turning over soil, rebuilding plant beds and replanting, in all weathers (mostly rain). They hope to continue with their labours next year.



LOCKDOWN LEARNING

The Department set up Google Classroom pages for each subject and each year group. A combination of practical and theory lessons were completed and the pupils demonstrated innovation and commitment. Initially to encourage engagement, we had our “Williamwood pets” projects where our pupils to photographs of their pets in a Williamwood tie, this was fun. We also set up our Lockdown recipe page to encourage pupils, staff and parents to share recipes or ask questions.



Parental Involvement

We invited parents of our S4 pupils to come and cook an exam standard dish to give them an insight into the level of skill required for National 5 Practical cookery. The course was well attended and very much enjoyed by parents and staff.



PERSONAL ACHIEVEMENT

As a platform for our S1 and S2 pupils to showcase their culinary skills, the F&TT Department held a very popular Junior Master Chef competition. Nicole Finnie, former pupil who recently won the World Championship Culinary Skills competition, judged 20 pupils on their menu choices, skills and techniques. All judges were highly impressed with all of the pupils' standards.



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

In the F&TT Department we have six permanent members of staff:

Mrs Hillary McKelvie: Principal Teacher - SQA appointee for National 5 Practical Cookery. Duke of Edinburgh Assessor, Baking club, charity initiatives and managing Front of House Team and school events hospitality.

Mrs Helen Rogers: SQA appointee for National 5 Practical Cake Craft. Duke of Edinburgh Assessor, Baking club, Textile and craft, Eco Garden leader, charity initiatives and managing Front of House Team and school events hospitality. Mental Health First Aider.

Mrs Rebecca Watson: SQA appointee for National 5 and Higher Fashion and Textile Technology. Textile and craft, junk couture, textile and fashion events.

Mrs Catriona Bayne: Duke of Edinburgh Assessor, Baking club, textile and craft, managing Front of House Team and school events Hospitality, textile and fashion events

Mrs Dawn McPeake: SQA appointee for National 5 Fashion and Textile Technology. Textile and craft, junk couture, textile and fashion events.

Mrs Leslie Carr: supports the smooth running of the F&TT Department – supporting both staff and pupils.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

MODERN LANGUAGES

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of Modern Languages and International Education comprises ten members of staff (8.1FTE).

All pupils study French in the BGE as L2. Mandarin is delivered as L3 by insert. Spanish taster courses are also delivered in S1 & S2.

The following courses are delivered in the department:

National 4/5 French (studied by almost all pupils until the end of S4)

National 5 Spanish (available as L3 from S3 in addition to French)

Higher French

Higher Spanish

Advanced Higher French

Advanced Higher Spanish

Advanced Higher Mandarin

HSK Mandarin

In addition to the timetabled courses listed above, a number of students are prepared and presented for national qualifications in other languages which they have learned outwith school. These languages most frequently include German, Italian, Urdu and Cantonese.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
BGE learners benefit from more active learning approaches, with a focus on challenge and differentiation.	Peer visits between ML staff (All staff) Formal programme of QA visits by PT (JB)	December 2019	Sharing of good practice at departmental development meetings CIV feedback	Cover required to facilitate visits
Pupil focus group allows learners to contribute and shape improvement in the ML dept.	Working with new ML Depute Head & prefects, focus group established with membership from all year groups S1 – S6. (JB)	From August 2019	“You said we did” noticeboard created Pupil evaluations completed and discussed at DM.	Time for discussions at DMs. Frieze paper and printing costs
Higher French and Spanish learners are well prepared for the Writing Assignment	Further development of support materials for Higher writing assignment. (MP, CJ, AA, FR) CLPL delivered to ML staff (MP & FR)	From August 2019	Pupil evaluations. Analysis of writing results data 2019 & 2020	Management and moderation time

Improvement Plan Priorities for Session 2019-20

Target I Leadership and Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Pupils benefit from a variety of new approaches to enhance and support their learning	All members of ML team complete Professional Enquiry of their own choice (All staff)	By May 2020	Sharing of good practice at DM and at whole school level Pupil evaluations	WSCA time Meet with peers Access to online professional reading
Increase opportunities for pupils to evaluate their own learning	Learner conversations timetabled into schemes of work. (All staff) Template for learner conversations developed (JB)	May 2020	Discussions at DM Pupil evaluations	Management time, discussion at DM
To improve the mean mark achieved by pupils in the Writing papers of National 5 French and Spanish;	CLPL delivered by SQA markers in dept. (SC, FR & MP) Analysis of 2019 writing results (JB) N5 support materials for writing revised. (MP & SC)	By May 2020	Effective and careful analysis of component mark data. (2019 & 2020 results)	Management time

Standards and Quality Report 2019-20

Modern Languages

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
To increase opportunities for pupils to lead their own learning in ML	Focus on vocabulary learning in BGE. Staff professional enquiries (JBJ, CJ & AA)	May 2020	Sharing of good practice at DM and at whole school level Pupil evaluations	Photocopying costs of materials
Learners progress through BGE Levels is tracked more effectively and articulates the ML benchmarks	New Benchmarking tool developed in conjunction with PT Attainment (JBJ)	May 2020	Use of database by staff Discussions at DM	Management time

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
A greater percentage of the S4 cohort achieve grade A-D at N5 French	<ul style="list-style-type: none"> CLPL on Nat 5 writing delivered by SQA marker (SC) Revised Nat 5 Scheme of Work introduced (JB) New grammar grid produced (CJ) Revised Interim Assessment in October (JB & ED) Targeted Supported Study for “borderline” pupils (All staff) 	From August 2019 and reviewed March 2019	Effective analysis of learners' results data at N5.	Time at August in-service to discuss results. Management time
Senior Phase pupils are more aware of the benefits of studying a modern language and of pathways available to them.	New Careers Conference introduced in S4. (SC & JB) Presentations at assembly (JB)	May 2020	Increased uptake of Higher French & Spanish in both S5 & S6.	Time, Catering for Delegates at conference

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Modern Languages

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Increased opportunities to continue the study of Mandarin as an L3.	New teacher of Mandarin appointed. Staff peer visits to Mearns Castle HS and St. Ninian's HS. (CL) New schemes of work produced for Mandarin (CL)	May 2020	Learners are presented for National 5 Mandarin in May 2020	Textbooks & dictionaries
Pupils in SI have increased confidence when talking in French and are better able to cope with unfamiliar language.	Learning intentions in SI regularly include a focus on the skill of talking. Starters and plenaries regularly include focus on talking. (All staff)	May 2020	Pupil evaluations. Learner conversations Staff observations Discussions at DMs	QA visits, peer visits, cover required for peer observations.
Increase opportunities to engage with parents, who are then better able to support learners	Delivery of workshop to SI parents on how to learn vocabulary and best support learners (JB)	May 2020	Pupil & parent evaluations	Photocopy costs of materials

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Pupils in BGE are better able to articulate how to be successful in writing tasks.	E-Twinning project introduced in S1. Regular vocabulary testing for all learners. Success criteria include examples of writing. Starters include writing in French. CLPL for ML staff on writing benchmarks Moderation of writing assessments (All staff)	May 2020	Pupil evaluations, discussions at DMs, analysis of assessment results and CfE levels.	CLPL training from British Council Time for discussions at DM
Higher & AH pupils feel better prepared for the talking assessment	Immersion events for both French & Spanish organised and attended (MP & JBJ)	January 2020	Pupil evaluations Effective analysis of component marks at Higher and AH.	Management time Transport Additional FLA payments Catering costs

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Pupils in Senior Phase benefit from increased use of Google classroom & digital resources.	Introduce use of Google classroom to a wider range of classes in Senior Phase (JBJ, MP & JY)	Reviewed in Jan 2020, by May 2020.	Pupil evaluations. CLPL delivered at DM.	Time at DM to deliver CLPL
Pupils are involved in using their language skills in the wider community.	Year 2 of the Bonnyton House Care Home Language Project (MP & ED)	By Feb 2020	Pupil evaluations of experience. Feedback from residents and staff at Bonnyton House Care Home	Food and drink costs
Increased range of extra-curricular activities offered in the department.	S3 French trip organised (MP & JBJ) S5/6 Spanish trip organised (SC & FR) AH French trip to Strasbourg (FR & MP) Cinema trip (JBJ & AA)	May 2020	Pupil evaluations Increased uptake in Senior Phase	Transport costs for cinema trip

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Pupils and parents are better supported in their learning by ML website.	Website regularly updated (monthly) (SC & JBJ)	May 2020	Increased use of website by learners. Pupil evaluations.	Time Further digital training for staff.
Pupils have increased opportunities to engage with International Education	S2 refugee week lessons developed (JBJ) International Education ambassador training completed (JBJ) E-Twinning project introduced with SI learners. (JBJ)	May 2020	British Council International School Award (Intermediate Level) achieved E-Twinning project successfully delivered in SI	Cover costs for training.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- a formal programme of observations as part of the Modern Languages Collaborative Improvement Visits in October 2019
- a formal programme of observations by SMT in December 2019
- learners' evaluations of their learning experiences through questionnaires – all year groups S1-S6
- the analysis of quantitative data, including SQA data and CfE judgements;
- moderation activity at school, authority, national levels;
- a whole-school focus on Professional Enquiry;
- self-evaluation activity at departmental meetings and in-service day using HGIOS quality indicators 2.3 and 3.2;
- evaluations and focus group discussions with staff on the theme of departmental leadership.

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. Due to Covid-19, these are very much focused on recovery planning. They are summarised as follows:

- Risk assessment: to ensure pupil and staff safety at all times while in the Modern Languages Department, by strict adherence to health and safety procedures
- to ensure that the pace and challenge of lessons remains high within the Blended Learning approach and pupils are able to make good progress in their language learning.
- to identify the best ways of delivering direct teaching and on-line learning in the Blended Approach.
- to identify ways in which homework and assessment can be submitted and returned safely.
- to ensure that assessment in BGE & Senior Phase is fit for purpose and is used to inform next steps in learning and provides robust evidence for the SQA.
- to identify ways in which lessons can be videoed for those pupils shielding /at home.
- to continue to use the ML website as a means of communicating with learners and their families.
- to explore ways of celebrating pupil success, despite Covid-19 restrictions.
- to continue with the S1 e-Twinning project & explore ways of doing this digitally if required.
- to continue to use self-evaluation tools to inform and plan for improvement by seeking views of staff, pupils and parents.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

The Collaborative Improvement Visits for Modern Languages took place in October and November 2019. Williamwood High School was visited on 29 October. Prior to the visit the Modern Languages department had undertaken a variety of self-evaluation activities and 650 pupils from S1 to S6 had completed a comprehensive questionnaire. Three members of staff also had the opportunity to be involved in reciprocal visits to Mearns Castle High School and Barrhead High School. The feedback from pupils was very positive with 90% of those who responded reporting that the work given in class was hard enough, 81% reporting that they feel like they are making good progress and 86% of pupils stating that they feel well prepared for assessments. The CIV report highlighted a number of key strengths, including:

- Very positive relationships between pupils and staff cultivate a purposeful yet nurturing learning environment. High levels of motivation and cooperation between pupils throughout lessons are clearly evident. Teachers know their pupils well and make commendable use of the ASN file. Pupils find their teachers to be approachable and supportive.
- Pupils understand the purpose of their learning and are engaged by well planned activities and creative approaches to learning and teaching, with an appropriate blend of opportunities to work individually, in pairs and in groups. Explanations and instructions are clear. Pupils understand where they have been successful and ongoing feedback is provided during the course of lessons by teachers.
- There are high levels of attainment at all levels, with particular strengths at Higher and Advanced Higher, and in National 5 Spanish where all learners gained an A pass in 2019.
- A very positive ethos of team work, self-evaluation and commitment to improvement exists within the department

Overall, staff felt very positive about the visit and particularly enjoyed having the opportunity to discuss teaching and learning approaches with fellow practitioners.

August 2019: Staff CLPL was delivered by SQA markers in dept. for Nat 5 & Higher Writing papers. Analysis of 2019 writing results completed by PT. Help-sheet of useful phrases for Nat 5 French Writing produced. Higher writing support materials further revised and developed. Moderation of writing at BGE delivered and BGE benchmarking spreadsheet for S1 was introduced.

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

The Principal Teacher took part in the School Leadership programme for Middle Leaders. This gave the PT an insight into the work of a Depute Head teacher and allowed her the opportunity to work shadow. She was involved in the organisation & delivery of the Prelim exams, delivered assemblies to S3 and worked with the SMT to support parents and pupils.

The PT also attended West Partnership Modern Languages Network Meetings and during Covid-19 restrictions helped as one of the facilitators for a remote meeting of the ML network. This allowed discussion to take place about the successes and challenges of teaching Modern Languages remotely and allowed the PT to discuss best practice and work collegiately with colleagues from across other local authorities.

Madame Pierre continued her work as an SQA visiting examiner for AH talking assessments and provided the department with invaluable advice in terms of approaches to talking at Higher and AH.

In session 2019-20 the dept was delighted to appoint a new S6 Modern Languages Depute Head & a group of prefects, who had responsibility for supporting the dept and raising the profile of languages across the school. They were invaluable; delivering workshops at the Careers Day, presenting to S4 pupils about Higher French, helping at the S2 Information evening, representing the department at the Freshers' Fair, helping organise the French Immersion event and supporting the P6 Euroquiz. In session 2020-21, the ML Depute role will be further developed and we hope to roll out a programme for recognising pupil achievement.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

In session 2019-20 revised schemes of work were successfully introduced for S1 – S4 – and robust discussions took place throughout the year about these schemes of work, in terms of pace & challenge. These schemes of work will be further revised in light of blended learning approaches from August 2020 and also in light of the recent 1 & 2 Thematic review of Modern Languages.

In terms of differentiation, all assessments in the BGE have a supported version and pupils who require extra support are able to access this, including using a laptop for assessments. All S3 & S4 assessments were revised and updated during session 2019-20 and better met the needs of all pupils. In session 2020-21, assessments will be further adapted in light of changes to schemes of work due to the need for blended learning.

Staff have attended a variety of CLPL training on the use of digital tools, including the use of Google classroom, Microsoft Teams, Screencastify and Loom. Since school closure in March 2020, the members of the department have worked collegiately to upskill one another and share best practice in terms of digital skills and this will continue to be a focus in session 20/21.

All members of the department were involved with the partnership with Strathclyde University to complete their own Professional Enquiry in session 2019/20. Enquiries ranged in focus from the best ways to support dyslexic learners in Modern Languages to ability pairings in S1. Mrs Boulton-Jones and Madame Pierre were also involved in the West Partnership Collaborative Learning Network. This was a very positive experience and allowed the department to take part in very useful collaborative learning discussions, making good links with schools across a variety of local authorities. Although the closure of schools meant that classroom based enquiries were not completed, the department plan to share their interim findings and would hope to re-visit these enquiries the coming sessions

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

As part of the S1 Information Evening, a new workshop for parents was successfully introduced, “Marvellous Modern Languages” – this was to address ways in which parents can best support their child’s learning in Modern Languages, particularly those children with dyslexia or additional support needs. The workshop was very well attended and evaluations were positive. Presentations to parents were also successfully delivered at National 5, Higher and S2 information evenings.

Targeted supported study for National 5 French and Spanish was introduced in session 19/20. This allowed classroom teachers to target those S4 learners who would benefit from extra support in the run up to exams. Initial evaluations from pupils were positive, although the programme was cut short due to school closures.

A GTCS registered teacher of Mandarin (Mrs Li) was appointed by East Renfrewshire Council and is now based at Williamwood High School for 0.5 of the week. This has allowed the department to deliver Mandarin taster courses to S1 & S2 classes, thus meeting the entitlement for learners to continue with their L3 language throughout the BGE. AH Mandarin was also delivered to an S6 pupil, meanwhile HSK Beginner’s Mandarin was very popular amongst S6 learners, with 15 learners completing weekly Mandarin lessons. 4 of these learners were also accepted on to the prestigious Tianjin Scholarship Programme in partnership with the Confucius Institute for Scotland’s Schools at Strathclyde University. Pupils were to spend a year studying Mandarin in Tianjin.

After the success of a small e-Twinning project in session 18-19, this programme was rolled out to the majority of S1 classes in session 19-20. S1 French classes were “twinned” with a similar class in a French school and they wrote letters to one another across the year. Pupils very much enjoyed the opportunity to practise their French language skills in a real life situation and it brought the language to life for them. Classes were able to benefit from a relevant and positive language experience and they enjoyed receiving old school “snail mail.” Pupils in Higher French also benefitted from a similar letter exchange with a school in Brittany and pupils reported the benefits of being able to use the language they were learning in class to communicate with French young people.

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

In December 2019 and January 2020 Higher and Advanced Higher French and Spanish pupils took part in Immersion Days with pupils from across all seven Secondary Schools in East Renfrewshire. These immersion events allowed pupils the opportunity to complete a variety of talking activities, all of which boosted confidence and linguistic skills, in preparation for their final talking exams. Evaluations of the events were extremely positive and pupils reported increased confidence when speaking in the foreign language.

In session 2019/20, Mr Crawford completed an extensive update of the Modern Languages website. This website provides a huge amount of up-to-date and useful information and support for learners and their families. Resources include all Modern Languages vocabulary booklets, links to useful websites, revision advice and a French or Spanish “Song of the Week.” In session 2020/21 the website will be further developed to support the blended learning approach.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

In session 2019-20, an S4 Careers Conference was introduced, in order that Senior Phase pupils were more aware of the benefits of studying a modern language and of pathways available to them. Pupils attended 2 workshops (from a choice of 9) and a variety of outside speakers delivered sessions e.g Working in an International Transport Company, Languages and the Gaming Industry and the benefits of spending a year abroad. Pupil feedback was positive. 79% of pupils enjoyed the workshops they attended and 68% found the workshops useful. Next steps suggested by pupils would be to invite speakers to talk about languages in the food industry and studying languages in science. Uptake of Higher French in Session 2020-21 has increased significantly, with 75 pupils choosing to continue studying the subject from National 5 to Higher.

Although our Spanish trip had to be cancelled due to Covid-19, Mr Crawford and one of our S5 pupils travelled with a group of young people from East Renfrewshire and East Dunbartonshire to China in October 2019. They spent 2 weeks in Tianjin and Beijing, attending Mandarin language classes, visiting schools, famous sights and host families. This was a wonderful experience for those attending and we hope that more of our Mandarin learners will have this opportunity in the future.

This year, the Mandarin club flourished, ably led by one of our S6 pupils and supported by our Tianjin Hanban teacher and our teacher of Mandarin. Pupils were able to develop their communication skills in Mandarin and widen their vocabulary knowledge. German and Italian clubs also ran successfully, in response to pupil requests to learn these languages.

Cluster working remains strong within the department and the PT and one other member of the team met with 3 ML curricular leaders from the 3 cluster primaries twice in the session. These meetings were very positive and productive and in session 2020-21 the recommendations from the 1 & 2 Modern Languages Thematic Review will be carried forward. Support from Williamwood will be given in terms of approaches to assessment in P6 & P7 and in curriculum planning.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Learners & staff are safe.	Risk assessments have been undertaken & read by all members of staff and have been clearly communicated to pupils. Staff strictly follow guidelines.	August 2020		Sanitiser & anti-bac wipes available in each classroom. Hand washing facilities and wipes available in staff base and toilets. Signage to remind pupils & staff.
Learners & staff are safe.	To consider teaching strategies which minimise the need for pupil movement and reduce risk. (all staff)	August 2020 & ongoing	Direct teaching lessons delivered successfully. Pupil & staff evaluations.	Time at in-service days for discussions. On-going discussions at departmental meetings.
Learners & staff are safe.	Strategies devised for safe submission and return of vocabulary checks and homework.	August 2020 & ongoing	Staff monitor submission of work on Google Classroom. Liaise with Pupil Support if any concerns.	Time at in-service days for discussions. On-going discussions at departmental meetings.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Learners benefit from well-planned lessons which include pace & challenge and assessment that is robust and fit for purpose.	To evaluate the department's blended learning approach by seeking the views of staff, pupils, colleagues from other departments, colleagues from our partner school and parents.	On-going	Pupil evaluations Staff evaluations and discussions Parental evaluations Subject Group meetings West Partnership Network meetings	Time

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
The pace and challenge of lessons remains high within the Blended Learning approach. All classes benefit from excellent information sharing between teachers and a collegiate approach to lesson planning.	<p>Revise Schemes of Work for S1 – S3 (JB)</p> <p>Revise vocabulary booklets. (JB)</p> <p>Staff share responsibility for preparing lessons, to ensure consistency of course content.</p> <p>Differentiation materials to be produced.</p>	On-going	<p>Discussions at DMs.</p> <p>Pupil evaluations.</p> <p>Pupil assessment</p>	<p>Time</p> <p>On-line learning tools / website subscription purchased if required.</p>
BGE Pupils benefit from ongoing assessment that is fit for purpose and informs next steps in their learning.	<p>Responsibility for a year group assessment in BGE shared across members of the dept.</p> <p>Assessment data recorded in departmental spreadsheets.</p>	On-going	<p>Discussions at DMs.</p> <p>Pupil evaluations.</p> <p>Pupil assessment scores.</p>	Time
Senior Phase assessment provides robust data for SQA.	<p>Higher teaching Team meetings</p> <p>Revision of assessment materials</p> <p>Revision of schemes of work for Higher & AH</p>	Schemes of work in place for August 2020	<p>Regular meetings of Higher Teaching Team</p> <p>Pupil assessment results analysed.</p>	Time

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Learners' experiences are well planned and coherent.	Teachers work collegiately to prepare lessons & assessments and to agree best ways of using non-contact time for lesson preparation.	On-going	Pupil evaluations Assessment results Staff evaluations and discussions at DM	Time CLPL on digital tools
To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home	Staff share responsibility for preparing lessons. ERC materials / Video Vault to be used where appropriate.	On-going	Discussions at in-service days and on-going at departmental meetings.	CLPL training in digital tools.
To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent	JB to work with development team to look at best way of filming lesson inserts.	On-going	Shielding pupils are able to continue to make progress – pupil evaluations of this.	CLPL training for staff. Purchase of equipment to facilitate recording.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
National 4 French pupils benefit from a well planned and relevant course, with assessment delivered at appropriate times.	Scheme of work for Nat 4 to be further developed. (JBJ, CH & AH)	May 2021	Pupil assessments	Nat 4 French pupils benefit from a well planned and relevant course, with assessment delivered at appropriate times.

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Modern Languages

Improvement Plan Priorities for Session 2020-21

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Pupils and parents continue to be well supported in their learning by ML website.	Website regularly updated (monthly) (SC)	May 2021	Increased use of website by learners. Pupil evaluations.	Time Further digital training for staff.
Pupils' success and achievements are recognised and celebrated by the dept.	Modern Languages Depute and team of prefects & JBJ consider ways in which success can be celebrated digitally / remotely.	Sept 2020	Pupil evaluations.	Praise postcards purchased. Badges purchased. Time
E-Twinning project with SI to be continued	SI classes twinned with a class in France. Teachers contact French class teacher. Digital exchange of letters explored if actual letters not possible under Covid-19 restrictions.	May 2021	Pupil evaluations Links to schools in France set up.	Time Training in use of e-Twinning portal.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

SUBJECTS AND COURSES

In December, Williamwood hosted an Immersion event with other French learners from across East Renfrewshire. Higher and AH pupils had the opportunity to complete a variety of talking activities, all of which boosted confidence and linguistic skills, in preparation for their final talking exams.



SUBJECTS AND COURSES

In January, Higher and AH pupils attended Mearns Castle High School for the Spanish Immersion Event, taking part in a variety of linguistic activities and games to boost talking skills.



SUBJECTS AND COURSES

In October, the first Modern Languages Careers Conference took place. S4 pupils attended workshops, led by guests from Industry and Education. Pupils learnt all about possible career pathways which include languages.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

In October Mr Crawford and Roddy from S5, travelled to China with pupils from across East Renfrewshire and East Dunbartonshire. They had a very successful and highly enjoyable cultural and language visit.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Cara, our Modern Languages Depute Head Girl, and her team of prefects, have worked hard all year to support the department. Here they are helping Madame Pierre at the Primary 6 Euroquiz competition in Feb 2020.



INTERDISCIPLINARY LEARNING

In September, S2 French pupils & Miss Reid worked with Mrs McKelvie and the F&TT department. They had invented their own smoothie recipes, which they wrote up in French and then made for real. Miam Miam!



PERSONAL ACHIEVEMENT

E-Twinning: SI French classes and Higher French have been busy writing letters in French to a variety of schools in France. The French pupils also sent letters back to us and pupils have loved this contact with “real live” young French people.



Hi Evan!

My name is Lovann and I am a fifteen year old teenager. My birthday is on the 2nd of June. I live in Dinan in Brittany, France. I live with my mother who is a supplier and my father who is a programmer (he creates programs for computers). My sister is a history student and she lives with us on weekends and holidays. I also have a 4 month old puppy named Peaky.

I am of average size, I have brown and smooth hair and clear brown eyes. My friends tell me I'm nice and kind but I'm really talkative too!

I have been riding since the age of seven, it's my passion and I spend all my free time riding and taking care of horses.

I am a year 11 student at LFE flight school in Dinan. I study major subjects such as French, English, Spanish, Mathematics[...], and I also took the management option which allows me to understand how companies work.

And to answer your question, I do not have a favorite movie, but I love watching series!

That's all for now...

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT



We say a very fond farewell to Mrs Jackson , who has worked at Williamwood for 20 years. We will all miss her enthusiasm for languages, her newly discovered love of technology and her funny lunchtime stories!

Miss Digney successfully completed her NQT year with us and is now off to Perth. Bonne Chance!

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

PERFORMING ARTS

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The faculty of Performing Arts comprises ten members of staff (7.2FTE).

All pupils study drama and music in the BGE on a rotation in S1 and S2.

The following courses are delivered in the department:

National 3/4/5 Drama

National 3/4/5 Music

Higher Drama

Higher Music

Advanced Higher Music

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils have consistent high quality learning experiences in the faculty.	Staff will lead learning and teaching slots during DMs in order to promote principles of visible learning, better use of digital technologies in the classroom and rigour	From Sep 2019	Staff take opportunities to share good practice during faculty meetings which take place fortnightly	C Selbie will ensure learning and Teaching slots are placed on agendas and will liaise staff regarding the format of each slot.
Pupils have richer learning experiences in the faculty.	Continue to offer and expand the variety of educational trips and classroom visits available to pupils in the faculty.	From Sep 2019	Successful and useful education trips and speakers organised by various staff in the department.	Time
Pupils' will have the opportunity to become Pupil Voice Leaders.	PA deputes and some prefects will participate in a series of class observations and lead focus groups looking at pupil voice.	Oct/Nov 2019	Focus group of learners will be undertaken, led by PA deputes, to determine the impact of the evaluations resulting in 'You Said, We Did'	PA deputes will create a presentation and deliver this to staff as to how they can shape the learning in the department boards.
Staff will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects.	From August 2019	CS and KS will evaluate impact on departments' practice by seeking teachers' views during enquiries and upon completion.	Finalise professional enquiry subjects, assist through professional dialogue to support practitioners through this process.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Well planned course in place introducing new opportunities with technology.	To create a N5 Music Technology course which will be delivered 2020-21. (JL)	June 2020	Course in place with a good uptake of pupils. Pupil and staff evaluations	Teachers' CLPL time New equipment Options form
Staff are confident in the delivery of the course and therefore learners have rich learning experiences.	Staff to develop Music technology skills to ensure more music teachers can help deliver future courses. (CP&LB)	June 2020	Skills development of staff. Staff feel confident to deliver courses.	Teachers' CLPL time
Staff effectively self-evaluate to improve learning and teaching within department.	Engage with HGIOS 4 to conduct a formal departmental observation programme alongside the art department focusing on creativity and differentiation. (CS&MH)	Oct/Nov 2019	Observation feedback and staff evaluations. Focus groups and questionnaires.	Produce an observation programme which involves all staff observing one another and providing feedback. Focus groups of staff and pupils will also be timetabled.
Learners have richer learning experiences and ICT skills are promoted across the faculty	To improve the use of ICT across the department with a focus on GLOW, OneDrive, Google classroom and the faculty website	Dec 2019	Skills development of staff and pupils	Staff will be given opportunities to share expertise at the DM with regards to improved use of ICT in the faculty.

Standards and Quality Report 2019-20

Performing Arts

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils make good progress in the BGE	To continue with and improve the procedures for moderation in the faculty and engage with the moderation cycle.	Oct 2019	Staff are confident in making judgements at BGE level. Analysis of pupil attainment/Gradient of learning.	BGE Assessment spreadsheet.
Pupils' achievements are recognised and celebrated.	To continue to implement the policy for extra-curricular achievements badges. (SS)	From Aug 2019	CS to get feedback from pupils	New tracking procedure (extra-curricular)
Pupils recognise the relevance of Music Technology and the career opportunities.	To promote Music Technology within the STEAM event in the school. (JL)	Oct 2019		

Self-Evaluation Activities Undertaken in Session 2019-20

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

- staff peer observation with a focus on the effective use of success criteria and plenaries;
- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3;
- the analysis of quantitative data, including SQA data and CfE judgements;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation activity at school, authority and national levels;
- a whole-school focus on aspects of Visible Learning;
- PT observation of teaching methodologies in music

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21 These are summarized as follows:

- to continue to provide increased leadership opportunities for teachers seeking to take on additional responsibilities within the department and in the school;
- to increase the level of challenge in BGE courses for all learners, in particular for the most able;
- to identify partner schools where examples of good practice and high attainment is evident for Music Technology;
- to increase opportunities for pupils to lead learning;
- to make better use of digital technologies, such as Google Classrooms;
- to implement more robust procedures for recording pupil achievements;
- to increase consistency of teacher judgements in the BGE and NQ through moderation activities;
- to further enhance the function and purpose of the Performing Arts deputes

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

Target 1 – review

Staff at various departmental meetings led learning teaching slots. For the music staff, S Skerritt delivered slots on Quizlet Live and J Lindsay on Mixcraft, Musical Futures and Music Technology. In drama L Carswell delivered slots on teaching and marking higher drama essays. Michelle McGowan delivered slots on assessing N5 practical performances. This year we welcomed three NQTs into the department, who were very well supported in their development in and out of the classroom.

The drama staff had organised two successful theatre trips for NQ pupils. C Parker and J Lindsay arranged a variety of opportunities for pupils to perform in the community including Netherlee Age Concern lunchtime concert, performances at Merkland School, Buchanan Galleries, Tea in the Street and the Adult Learners Event.

Staff organised a wide variety of educational trips to plays and musicals for the full year but unfortunately due to the March Covid-19 restrictions a number of trips had to be cancelled.

Unfortunately due to staffing pressures and Covid-19 restrictions classroom observations did not take place this session.

Due to the March Covid-19 restrictions most staff had to pause the progress of their professional enquiries.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Target 2 – review

J Lindsay has created a National 5 Music Technology course but has experienced many challenges due to Covid-19 restrictions, such as the opportunity to visit other schools was withdrawn.

C Parker and L Brodie co-taught part of the S3 Music Technology course and wrote the S3 Music Technology listening examination. S Skerritt has been appointed to a permanent post in music and is keen to deliver Music technology alongside J Lindsay.

The class observations with the Art department did not take place due to Covid-19 restrictions.

Due to the March Covid-19 restrictions, staff had to engage immediately with Google Classroom to ensure learning and teaching continued. This became a extensive area of CLPL for all staff.

The development of the department website is under review, whilst the focus remains on utilising Google Classroom.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

Target 3 – review

Moderation exercises took place with BGE courses within at subject departmental meetings but this is an area that could be developed to ensure consistency across each subject.

The extra-curricular achievement badges will be promoted upon the recommencement of extra-curricular clubs and activities.

J Lindsay and the S3 Music Technology students successfully ran a number of workshops at the STEAM fair in October. These were well attended and the feedback was very positive.

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
There is evidence of improved leadership among Performing Arts teachers.	To continue to provide increased leadership opportunities for teachers within the faculty and in the school.	By June 2021	PT and BH will evaluate Drama and Music teachers' departmental and whole-school leadership roles, attendance at in-house and external leadership CLPL.	Review existing remits and structures within the faculty. Use PRD meetings to identify opportunities for additional leadership roles.
Pupils, teachers and support staff are kept safe with minimal risk	To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils	By August 2020	PT and WI will review procedures in line with school and ER policy.	All teachers read and understand whole-school risk assessment. PT adapts this for department risk assessment and shares with all teachers and staff.
Pupils, teachers and support staff are kept safe with minimal risk	To consider teaching strategies which minimise the need for pupil movement and reduce risk	By August 2020	PT along with SMT will monitor strategies' impact.	Return to more direct teaching lessons. Adapting existing resources to facilitate this.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning, teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners will benefit from directed teaching strategies during class time which can be complimented by home learning.	To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	From August 2020	Departmental audit.	Discuss strategies at DMs and tailor resources to suit identified strategies.
Pupils' learning is maximised.	To create timelines and schemes of work for courses which ensure full course coverage is maintained	By August 2020	Skills development of staff. Staff feel confident to deliver courses.	Materials developed for more direct teaching at all levels.
Online content will compliment class teaching and support those unable to attend classes	To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home	From August 2020	PT will monitor	Create series of online lessons which mirror classroom content but also enable learners to work independently at home.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning, teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils will be stimulated and engaged in home learning.	To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent	Ongoing	PT will monitor	Teachers develop video/audio content.
Pupils' achievements are recognised and celebrated.	To produce appropriate assessment materials to monitor pupil progress and provide evidence if required for SQA purposes	Ongoing	PT will monitor pupils' performance in devised assessments.	Assessments completed in school under controlled conditions where possible.
Teachers will have the time and support to develop resources and deliver high-quality blended learning	To allocate responsibilities fairly and collegiately with due consideration to workload issues	By August Ongoing	PT will monitor work allocated within teaching teams.	Teaching teams to be allocated. Tasks to be negotiated within teaching teams.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

KEY ASPECTS OF LEARNING & TEACHING: MUSIC & MUSIC TECHNOLOGY

Interdisciplinary Learning

- School Theatrical Performance
- Sound Engineering
- Working together with Drama
- Partnerships, nationally and locally
- Art and Design cultural linking creative approaches to learning
- National and local authority wide participation

Digital Literacy

- Microsoft Suite
- Multi Tracking
- Track Layering
- Music Technology
- Glow/website
- Twitter
- Digital composing
- Interactive games

Skills for Learning, Life and Work

- Researching and Performing
- Skilful cultural offering
- Working independently/co-operatively
- Responsible working in performance environment
- Time management, perseverance
- Evaluating, reflecting
- Problem Solving

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Performing- Solo or group. Participation and peer learning, collaborative working.
- Parental involvement- home practice
- New York Excursion
- Theatre and Musical Performance trips
- Cultural enrichment
- S3 Class Battles

Wider Achievement

- Junior/Senior Choir
- Ceilidh Band
- String Orchestra
- Brass Ensemble
- Guitar Ensemble
- Young Singer of the Year
- Multiple clubs
- Rock Band

- Spring and Christmas concerts
- Award Ceremonies
- Accompanying multiple school events
- Merit Badges/colours

Creativity

Innovation, thinking skills, understanding musical theory analysing and researching historical pieces and multiple instruments, communicating, teamwork, presenting, performing, problem-solving, listening, working with others, inventing, composing, discipline, resilience and perseverance when learning to play and musical instrument.

KEY ASPECTS OF LEARNING & TEACHING: DRAMA

Interdisciplinary Learning

- Literacy within courses, extended writing and explanations forming accurate, meaningful answers
- Script/scene writing
- School show cooperative working Art and Design, Music, Drama
- PSHE exploring social and cultural issues through the medium of drama

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- Garage band for sound production
- Editing suite
- Lighting rigs
- Video recording and editing playback
- Office Suit for interactive lesson and recording

Skills for Learning, Life and Work

- Personal performance
- Working collaboratively with a production team
- Rehearsals, timekeeping and commitment
- Offering cultural experiences to enrich the lives of others
- Long term planning and future goals
- Self reflection and emotional wellbeing

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Theatre trips
- Festival excursions
- Social justice, cultural and social issues explored through artists and creative exploration
- Addressing real life issues through dramatic performance and understanding

Wider Achievement

- External performances for visitors to the school
- Drama Club
- Drama awards badge
- School Show
- Edinburgh Fringe Excursion

Creativity

Improvisation, acting skills, prop making, make up and lighting. Use of digital technology for visual effect. Leadership skills, roles and responsibilities working well with others and keeping to a time schedule. Open minded enquiry and problem solving skills. Acting and performance building resilience.

SUBJECTS AND COURSES

The higher drama pupils visited The Tron theatre in October to see a performance of "The Alchemist", written by Ben Johnson and adapted by Gary McNair. The performance was later followed up by a workshop, delivered by practitioners from The Tron theatre. Higher pupils explored elements of the play practically and creatively. This performance was used by the higher class for the 'performance analysis' section of the written exam.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Since September 2019, the 'Senior Repertoire Club' met once a week to explore a variety of songs, duologues, monologues and ensemble pieces.

The pupils researched on their own performance choices and developed their acting skills through these pieces. The club began due to a number of senior pupils expressing their passion for different elements within performing arts and some who are looking to pursue a career in this industry.

The pupils performed a showcase of pieces they have been working on in December. The format of the performance used a Brechtian theatre format with a contemporary staging model.

National drama pupils visited the Theatre Royal in November to see a performance of "Frankenstein", written by Mary Shelly and adapted by Rona Munro. Pupils thoroughly enjoyed the performance and analysed the theatre arts used in the performance during class time. Throughout the Production skills unit, pupils have further explored scenes from Frankenstein and during "lockdown" they have learned how to design a costume and to also create a lighting plot for this play.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

In November the Pupils from Williamwood's Advanced Higher Music course performed to an appreciative audience at the weekly meeting of Netherlee's Age Concern group in the Albertslund Hall, Newton Mearns.

Pupils hard work and dedication to their instrumental learning was exhibited in a variety of musical items, ranging from Liana's breath-taking performance of Chopin's Ballade in G minor, to Kanyembo, Josef, Sam and Ewan's interpretation of a medley of Stevie Wonder classics.

Members of the age concern group expressed enthusiasm for all pupil's musical interpretations, while pupils were equally pleased to have shared their learning with such a welcoming audience.



In December the Advanced Higher music pupils got the opportunity to work with some students at Merkland School in Kirkintilloch. This exciting project lasted a couple of days and culminated in a concert with a number of the Merkland pupils.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Many of our vocalists were busy performing in the local community at various events. The Senior Choir put on some musical entertainment at the Adult Learners' Event in the Street. In December the Junior choir and the senior vocal ensemble performed at Buchanan Galleries to raise money for the Glasgow Children's Hospital Charity. Finally the Junior choir got everyone in the festive spirit at the Christmas Tea in the Street.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



The Christmas concert is always a highlight of the festive season for the pupils, parents and staff. It is an opportunity to showcase all the talent and hard work that goes into the numerous ensembles, choirs and bands.

This year was no exception.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



In February, the Music department's annual Young Singer of the Year event took place.

A fantastic number of parents, friends, pupils and staff turned out to hear a wide variety of songs performed in order to impress our judges, Amy and Kirsty.

It was a fantastic evening of exceptionally high talent and entertainment.

The Malawi group provided refreshments, and the Junior Choir provided entertainment during the break.

Congratulations to our fabulous champions.
Junior winner Holly (S3) & runner up, Darrach (S1). Senior winner: Ellie (S5) and runner up, Nairne (S5) Congratulations also to the Rising Star: Lauren (S2).

INTERDISCIPLINARY LEARNING

The Junior Drama Club and Dance club organised a showcase for Halloween that was presented on in October 2019 to staff and pupils. The drama club had been working hard on creating five short stories that would make up part of the showcase, while the dance groups had choreographed dance routines that had a Halloween theme to them.

Each story had been devised from a stimulus that had been issued to individual groups and they had one rule: It had to be scary!

The drama club had enlisted the services of a member of the photography club. A group of S2 boys with a talent for production skills had expressed their interests in helping the drama club and they were able to operate the lighting, sound and filming equipment. The showcase allowed the pupils to use their creative and imaginative skills as well as the opportunity to celebrate all of their hard work and efforts with their peers and staff.



INTERDISCIPLINARY LEARNING

Each year in preparation for their medical interviews the S6 medical pupils are given the opportunity to take part in practice interviews which includes a role play scenario. A number of the Advanced Higher drama students deliver these role plays and this is an insightful and helpful experience for all involved.



PERSONAL ACHIEVEMENT

In Williamwood we have many students who achieve great dramatic and musical success outside of the classroom. In recent years we have introduced full and half colour ties to acknowledge this success.

This year 5 pupils achieved half colours for drama,
24 pupils achieved half colours in music and 4 full
colour ties.

Anna (S5) gained a place in the National Youth Orchestra of Great Britain for the second year in a row.

Ben (S3) joined the horn section as the youngest player in the brass section.



PERSONAL ACHIEVEMENT



The following pupils gained a place in one of the National Children's Orchestras of Great Britain this year:

Under 13 orchestra

S1 pupils: Jamie on oboe and Max on bassoon

S2 pupil: Reuben on bassoon

Under 12 orchestra

S1 pupil: Anjali on oboe



S3 pupil Imogen gained a place in the National Youth Choir of Scotland.



The National
Youth Orchestras
of Scotland

The following pupils gained a place in one of the National Youth Orchestras of Scotland:

Senior orchestra

S3 pupils: Cameron on bassoon and Olivia on oboe

Junior orchestra

S1 pupil: Jamie on cello

S2 pupil: Leo on trumpet

PERSONAL ACHIEVEMENT

The following pupils all gained a place at either the West of Scotland Schools Symphony Orchestra, Concert Band, String Orchestra or Training Band.

WSSSO

S1 pupil: Jamie on cello

S3 pupils: Ben on French horn and Olivia on oboe

S4 pupil: Andrew on percussion

S5 pupils: Euan on double bass and James on bassoon

S6 pupils: Josef on bassoon, Ewan on percussion, Tom and George on violin, Liana on oboe

WSSCB

S1 pupil: Jamie on oboe

S6 pupils: David on percussion and Ben on bassoon

String Orchestra

S1 pupils: Sorcha and Greta on violin

Training Band

S1 pupil: Grace on clarinet

S2 pupil: Conor on clarinet

S4 pupil: Kirsten on flute

PERSONAL ACHIEVEMENT

S5 pupil Ellie and S6 pupil Liana won the vocal and instrumental sections of the Eastwood Rotary Young Musician of the Year competition in January.

Ellie's accomplished vocal performance of Heart of Stone from Six the Musical and Whatever Happened To My Part from Spamalot mesmerised both the audience and adjudicators.

The breathtaking performance of Chopin's Nocturne in C minor Op 48 No 1 on piano secured Liana first place in the instrumental section.

Both students then won the West of Scotland round held in the Royal Conservatoire of Scotland on Sunday 1st March 2020.



PERSONAL ACHIEVEMENT

In March S6 percussionist Ewan won the West of Scotland Schools Symphony Orchestra concerto competition. He was due to perform with the West of Scotland Schools orchestra in August 2020 but this has been postponed to 2021.

In June Ewan was awarded the Sam Hutchings Memorial Prize which is the most prestigious prize at the Junior Conservatoire. This prize is awarded to a final year student, that Junior Conservatoire staff members believe has shown exceptional commitment and hard work over a sustained period of time.



PERSONAL ACHIEVEMENT

This year three of our senior pupils are going on to study at music conservatoires.

Malachy, S5 is going to study Traditional music at the Royal Conservatoire of Scotland.

Joining him at the RCS is S6 pupil Ewan who is going to study percussion. In addition to this Ewan was awarded the ABRSM scholarship to study at the RCS.

S6 pupil Liana is going to Manchester to study piano at the Royal Northern College of Music



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

SQA Marking

M. McGowan, G. Rodgers and L. Timmons are National 5 Drama Practical Visiting Assessors.

Whole-School Contributions

J. Lindsay was the co-lead for the very active LGBT+ group.

J. Lindsay organised for the S3 Music Technology pupils to deliver presentations at the STEAM fair in October.

M. McGowan organised the medical interview role play interviews.

C. Selbie organised musical items for the Senior Awards Ceremony, Duke of Edinburgh Awards Ceremony and Burns lunch.

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Trips

C. Parker organised for Advanced Higher pupils to perform a lunchtime recital to Netherlee Age Concern at a venue in Newton Mearns.

C. Parker organised the Advanced Higher music students to perform in Merkland School, Kirkintilloch.

J. Lindsay organised opportunities for the Junior and Senior choirs to perform at Buchanan Galleries.

L. Carswell organised the The Alchemist trip for higher drama students to the Tron Theatre.

M. McGowan organised the Frankenstein theatre trip for S3 and S4 pupils to the Theatre Royal.

Extra Curricular Clubs

Drama

J. Borland - Junior Drama Club
K. Carmichael - Musical Theatre Club
R. Langley - Senior Repertoire Club

Music

K. Blackwood - Brass Ensemble
L. Brodie - Senior Concert Band
G. Doherty - Senior String Orchestra
J. Lindsay - Junior and Senior Choirs
C. Parker - Traditional Music Group
E. Rose - percussion ensemble
C. Selbie - Junior Concert Band
S. Skerritt - Senior Vocal Ensemble and the Ukulele Club

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Performing Arts Events

J. Borland organised the Junior Drama Club Halloween performance.

Our highly successful Music Festival was organised by C. Parker.

The Senior Repertoire Club showcase event was organised by R. Langley.

S. Skerritt organised our festive Christmas Concert.

J. Lindsay organised our extremely successful Young Singer of the Year competition.

J. Lindsay also organised for the Senior Choir and Junior Choir to perform at the Adult Learners Lunch and Tea in the Street.

New posts

J Borland, K Carmichael, and R Langley successfully completed their NQT years with us.

K Carmichael got a permanent drama post at Whitburn Academy from August 2020.

R Langley has a permanent 0.8 teaching post in Perth Grammar.

S Skerritt has been appointed as a permanent member of staff in the music department in Williamwood.

B Williams has been appointed Principal Teacher of Pupil Support in Eastwood High School from August 2020.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

Physical Education

PHYSICAL EDUCATION STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of physical education comprises twelve members of staff (8.0FTE).

All pupils study Physical Education in the BGE.

The following courses are delivered in the department:

Core Physical Education (studied by most all pupils until the end of S5)

National 4/5 Physical Education

Higher Physical Education

Advanced Higher Physical Education

Sports Leaders (internal qualification)

Higher Dance is not currently offered, but has been an available course in previous years.

Standards and Quality Report 2019-20

Physical Education

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners will become more knowledgeable in areas directly related to impact on pupils.	Further enhance distributive leadership opportunities for staff (PM).	By June 2020.	PM will evaluate success of departmental and whole-school leadership roles via staff questionnaire and focus groups.	Revise staff remits via previous PRD meetings. PT liaise with at regular interviews to review progress. External PT to conduct questionnaire and focus groups.
Practitioners will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects. (PM).	From August 2019.	PM and PT will evaluate impact on department practice by seeking teachers' views during enquiries and upon completion.	PT to support/finalise topic/question. PT to liaise with staff at regular interviews. DM time dedicated to collegiate support for enquiries.
Practitioners will become more knowledgeable in areas directly related to impact on pupils.	Staff will engage in a series of external school visits to inform departmental practice/professional enquiry topic (BGE/NQ lead staff).	By June 2020.	Staff will feedback at DMs and feedback will inform 2020/21 DIP.	Devise programme of visits by liaising with partner schools and matching staff needs with relevant external schools.
Learners will be given enhanced leadership roles and experiences.	Extend further the function and purpose of the sports deputes / sports ambassadors and sports committee (RM).	By June 2020.	RM will evaluate by seeking views of learners and relevant staff.	Sports deputes to devise action plan and implement.

Standards and Quality Report 2019-20

Physical Education

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners are fully aware of equity groups allowing them to support all earners to achieve and attain fully.	New NQ tracking sheets will allow more robust analysis of individual and cohort progress, enabling early intervention (PM and NQ team leaders).	By Dec 2019.	Attainment analysis will allow evaluation of success.	Create new tracking sheets and align with revised course structures. Ensure these are updated regularly.
Practitioners effectively self-evaluate to improve learning and teaching within department.	Engage with HGIOS 4 to conduct a formal departmental observation programme with a particular focus on differentiation (NQ tem leaders).	By Dec 2019.	Formal report and presentation will be delivered to the department collating feedback of staff and pupils and highlight areas of improvement for department.	Produce an observation programme which involves all staff observing one another and providing feedback. Focus groups of staff and pupils will also be timetabled.
Learners will consider their views and opinions more valued and be aware of the impact of their feedback.	To raise the awareness of the impact of pupil views (KD).	By Dec 2019.	PM will evaluate via pupils' views.	Introduce 'You said, we did' departmental board. Devise programme of pupil focus groups/questionnaire based on department calendar.
Pupils are able to confidently articulate their level within the BGE.	Formal learner conversation process to be reviewed and enhanced further (BGE team).	By Dec 2019.	Staff will feedback at DM to evaluate success of changes.	Success criteria and pupil recording sheet to be updated. Process to be linked to existing 'pupil of the block' system.

Standards and Quality Report 2019-20

Physical Education

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners are more confident in their assessment judgements/marks which improves consistency for learners.	Conduct a series of moderation processes for both BGE and NQ courses (BGE/NQ team leaders).	By June 2020.	Staff will feedback at DM to evaluate success of changes.	Course assessment procedures reviewed. Moderation resources identified and cross marked.
Early interventions will support specific learners and impact attainment.	Engage with all available attainment data to identify both individual and collective support needs in relation to FIP component at all levels (team leaders).	From August 2019.	Professional dialogue with PT and teaching team leaders.	Devise robust tracking process. Ensure accuracy of data is maintained. Analyse data regularly to identify needs.
Early interventions will support specific learners and impact attainment.	To identify pupils at risk of failing to achieve as a result of non-attendance and formally plan intervention strategies (team leaders).	From August 2019.	Professional dialogue with PT and teaching team leaders.	Devise robust tracking process. Ensure accuracy of data is maintained. Analyse data regularly to identify needs.
Learners' achievements are recognised and celebrated.	To implement robust procedures for recording extra-curricular achievements and further enhance 'pupil of the block' procedures (team leaders).	From August 2019.	Pupils will be asked to feedback re. new 'pupil of the block' process.	New tracking procedure (extra-curricular) and new resources (POTB) created.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- staff peer observation with a focus on the effective use of success criteria and plenaries;
- learners' evaluations of their learning experiences through focus groups (S4);
- the analysis of quantitative data, including SQA data and CfE judgements;
- benchmarking the quality of work with schools of similar characteristics and of identified good practice;
- moderation activity at school, cluster, authority, West Partnership and national levels;
- moderation activity specific to NQ courses;
- a whole-school focus on aspects of Visible Learning;
- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3 and 3.2;
- PT observation of teaching methodologies in physical education; and
- evaluations and focus group discussions with staff on the theme of departmental leadership.

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarised as follows:

- to enhance further leadership opportunities for staff and learners;
- to identify partner schools where examples of good practice and high attainment is evident for Higher PE;
- to further enhance the function and purpose of the sports deputes;
- to introduce new NQ tracking processes which will allow early intervention strategies to be employed;
- to improve the level of differentiation for learners in NQ classes, meeting needs of all more effectively;
- to increase the awareness of how learners' views are taken into account and implement;
- to continue to develop the learner conversation process in the BGE;
- to increase learners' ability to articulate their progress in the BGE;
- to increase consistency of teacher judgements in the BGE and NQ through moderation activities;
- to implement more robust procedures for recording pupil achievements;
- to improve the 'pupil of the block' process, aligning with BGE course content more;
- to increase opportunities for pupils to lead learning at all levels;
- to make better use of digital technologies, such as Google Classrooms.

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

QI 1.1 Self evaluation for self-improvement

QI 1.2 Leadership of learning

QI 1.3 Leadership of change

QI 1.4 Leadership and management of staff

QI 1.5 Management of resources to promote equity

- Work undertaken with local schools, including Higher working group.
- SQA analysis completed, including detailed analysis of Local Authority data. Action points established for next session.
- Pupil focus groups completed with National 5 PE classes and feedback used to inform course changes.
- Staff remits reviewed and revised – all staff taken on leadership roles and distributed model fully embedded.
- Interim PRD meetings offered to all staff.
- Contribution of Active Schools Coordinator improved and links to sports deputes enhanced.
- HWB equity group will be identified using BGE tracking judgements and group then targeted for intervention.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Transitions

2.7 Partnerships

- PE staff observed by senior colleagues as part of whole-school focus.
- Higher Local Authority group completed series of meetings, led by P Thomson.
- BGE course embedded across S1-S3 with new success criteria being introduced.
- IDL opportunities explored and options being considered.
- HWB equity group identified using BGE tracking judgements and group then targeted for intervention.
- BGE verification process completed during learner conversation/success criteria dept. work – new resources created for both pupils and staff.
- All NQ resources revised.
- Updated learner conversation model fully implemented and linked to whole-school tracking/reporting dates.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good are we at ensuring the best possible outcomes for all our children/learners?

Progress, Impact and Outcomes

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement

3.3 Increasing creativity and employability

- Tracking procedures reviewed and revised to ensure they are accessible to both pupils and staff.
- Supported study and elective PE sessions targeted to individual pupils and attendance increased significantly as a result.

Tracking procedures reviewed and revised to ensure they are accessible to both pupils

- Sports depute model formalised re. roles, timetables etc.
- Department website revised and updated with all new resources.
- NQ moderation exercises completed for both N5 and Higher.
- All NQ timelines updated based on new SQA advice and staff discussion – new resources created to support staff regarding these changes.

Sports depute model formalised re. roles, timetables etc. (API 1).

Department website revised with all new resources (API 3).

Improvement Plan Priorities for Session 2020-21

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners will become more knowledgeable in areas directly related to impact on pupils.	Further enhance distributive leadership opportunities for staff (PM).	By May 2021.	PM will evaluate success of departmental and whole-school leadership roles via staff questionnaire and focus groups.	Revise staff remits via previous PRD meetings. PT liaise with at regular interviews to review progress. External PT to conduct questionnaire and focus groups.
Practitioners will undertake a professional enquiry which will impact on the learning and teaching within the classroom.	To support teachers in finalising, conducting and evaluating the impact of professional enquiry projects. (PM).	By June 2021.	PM and PT will evaluate impact on department practice by seeking teachers' views during enquiries and upon completion.	PT to support/finalise topic/question. PT to liaise with staff at regular interviews. DM time dedicated to collegiate support for enquiries.
Practitioners will become more knowledgeable in areas directly related to impact on pupils.	To allocate responsibilities fairly and collegiately with due consideration to workload issues.	From August 2020.	PM will evaluate success of departmental and whole-school leadership roles via staff questionnaire and focus groups.	Revise staff remits via previous PRD meetings. PT liaise with at regular interviews to review progress. External PT to conduct questionnaire and focus groups.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners will benefit from directed teaching strategies during class time which can be complimented by home learning.	To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	From August 2020.	Departmental audit.	Discuss strategies at DMs and tailor resources to suit identified strategies.
All pupils will experience similar course content and tasks across all classes.	To develop a more consistent approach to delivery within year groups to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material	From August 2020.	PT will monitor.	NQ team leaders will ensure consistency of Flipcharts, resources, GC content, homework task, etc.
Online content will compliment class teaching and support those unable to attend classes.	To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home	From August 2020.	PT will monitor.	Create series of online lessons which mirror classroom content but also enable learners to work independently at home.

Improvement Plan Priorities for Session 2020-21

Target 2 Learning teaching and assessment

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Targeted pupils will receive enhanced support which will compensate for gaps in knowledge and experience.	To ensure pupils in equity groups receive additional support with their learning to ensure progress and mitigate for any loss of learning during the period of school closure in session 2019-20.	From August 2020.	Results analysis.	Identify target pupils and devise appropriate approaches to enhance learner opportunities.
Pupils progress will be collated and stored as evidence.	To produce appropriate assessment materials to monitor pupil progress in the BGE and to provide robust evidence, if required, for SQA purposes in the senior phase	From August 2020.	PT will monitor.	Maintain tracking systems and ensure robust moderation processes are in place.

Improvement Plan Priorities for Session 2021-20

Target 3 Self-evaluation

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Practitioners are more confident in their assessment judgements/marks which improves consistency for learners.	Conduct a series of moderation processes for both BGE and NQ courses (BGE/NQ team leaders).	By June 2020.	Staff will feedback at DM to evaluate success of changes.	Course assessment procedures reviewed. Moderation resources identified and cross marked.
Staff views will be considered and possible changes implemented to enhance experiences for learners.	To evaluate the department's blended learning offer by seeking the views of staff, pupils, colleagues from other departments, colleagues from our partner school and parents.	By February 2021.	Views of staff and pupils collected and collated.	Complete questionnaires and/or focus groups.
Early interventions will support specific learners and impact attainment.	To identify pupils at risk of failing to achieve as a result of non-attendance and formally plan intervention strategies (team leaders).	From August 2019.	Professional dialogue with PT and teaching team leaders.	Devise robust tracking process. Ensure accuracy of data is maintained. Analyse data regularly to identify needs.

Improvement Plan Priorities for Session 2021-20

Target 4 Managing risk

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils and staff will experience a safe environment.	To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils.	From August 2020.	Review of staff views (PM).	Risk assessments completed, reviewed regularly, updated as required and communicated effectively to all concerned.
Pupils and staff will experience a safe environment.	To consider teaching strategies which minimise the need for pupil movement and reduce risk	From August 2020.	Review of staff views (PM).	Risk assessments completed, reviewed regularly, updated as required and communicated effectively to all concerned.
Pupils and staff will experience a safe environment.	To minimise the number of resources required for lessons and plan lessons accordingly	From August 2020.	Review of staff views (PM).	Risk assessments completed, reviewed regularly, updated as required and communicated effectively to all concerned.
Pupils and staff will experience a safe environment.	To devise appropriate strategies for the submission and return of homework which minimise the need for the exchange of paper	From August 2020.	Monitored via departmental Google Classroom pages (NQ team leaders).	Risk assessments completed, reviewed regularly, updated as required and communicated effectively to all concerned.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

KEY ASPECTS OF LEARNING & TEACHING: PHYSICAL EDUCATION

Interdisciplinary Learning

- The Wall fundraising event
- Understanding nutrition/fitness
- Health and Wellbeing; promoting fitness and a healthy lifestyle across the school
- Human Biology/mass/respiratory systems

Digital Literacy

- Video recording of performance
- Recording of achievements in e-portfolio
- Use of measurement apps
- Heart rate monitors
- Performance analysis
- Music to stimulate performance
- Sports data analysis
- Google Classrooms

Skills for Learning, Life and Work

- Respect for yourself and others
- Commitment to a team or individual sport, coaching
- Adopting many different roles (i.e. coach, referee, umpire, judge etc.)
- Resilience; winning and losing
- Achieve success in many different activities
- Communication skills, teamwork

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Outdoor learning and play
- Peers learning coaching
- Masterclasses coaching
- Community involvement sports clubs
- Ski and water-sports excursion
- Local authority, regional and National sports competitions

Wider Achievement

- Sports colours system
- Coaching/volunteering badges
- Pupil of the block
- Athletics medal process
- Staff participation in clubs
- Staff versus pupils competitions
- Saltire/Diana/Convener awards
- National sports representation

Creativity

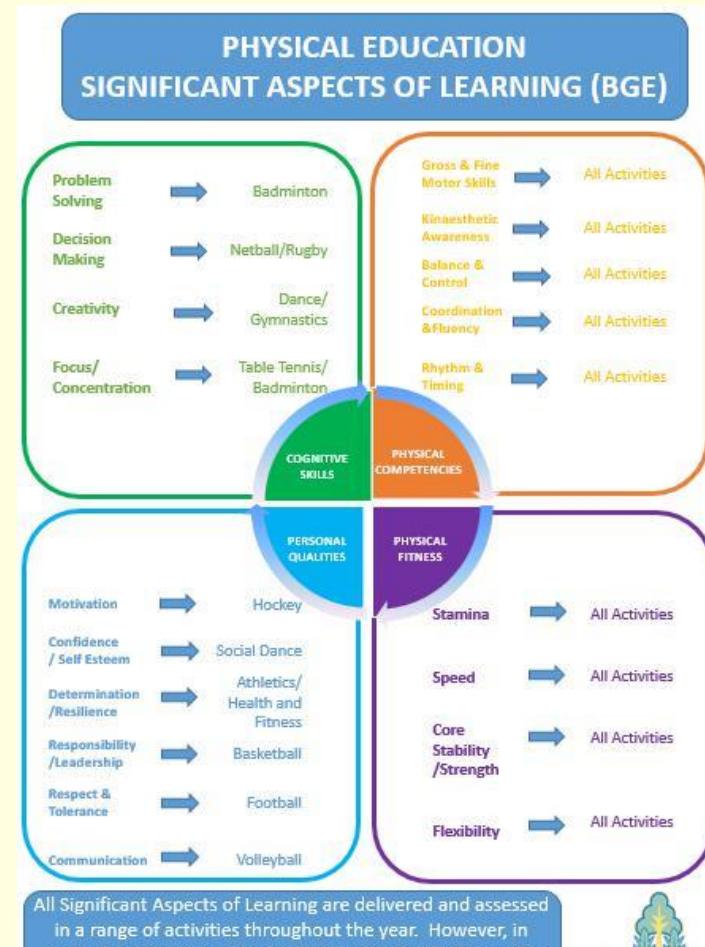
Routines, complex skills, muscle memory, aesthetically pleasing, flowing and accurate performance. Tactics for individual and team sports. Personalised training programmes to improve/target specific improvements such as interval training, fartlek or progressive practices. Goal setting, performance and sustained fitness levels, creative resilience.

SUBJECTS AND COURSES

The Broad General Education physical education course has been designed to specifically promote the significant aspects of learning (SAoLs). These include motivation, leadership and determination, alongside the more traditional 'physical' course components.

Lessons are based around these SAoLs and pupils are encouraged to evaluate their own progress using appropriate success criteria.

This promotes the development of transferrable skills which relate directly to learning, life and work.



SUBJECTS AND COURSES



The number of pupils choosing to study National Qualification PE has risen steadily over recent years. A continuous process of reviewing and developing the existing courses has been pivotal to this increase in uptake. A number of changes have been made, all with the intention of giving pupils the best possible learning experience, whilst maintaining an exceptional level of attainment. The number of Higher PE candidates is now close to one hundred each year, which is approximately fifty percent more than the average number of candidates five years previously. Similarly, the number of pupils opting to study National 5 PE has increased significantly and reached our highest level to date for session 2019/20, making PE one of the most popular subject choices at Williamwood.

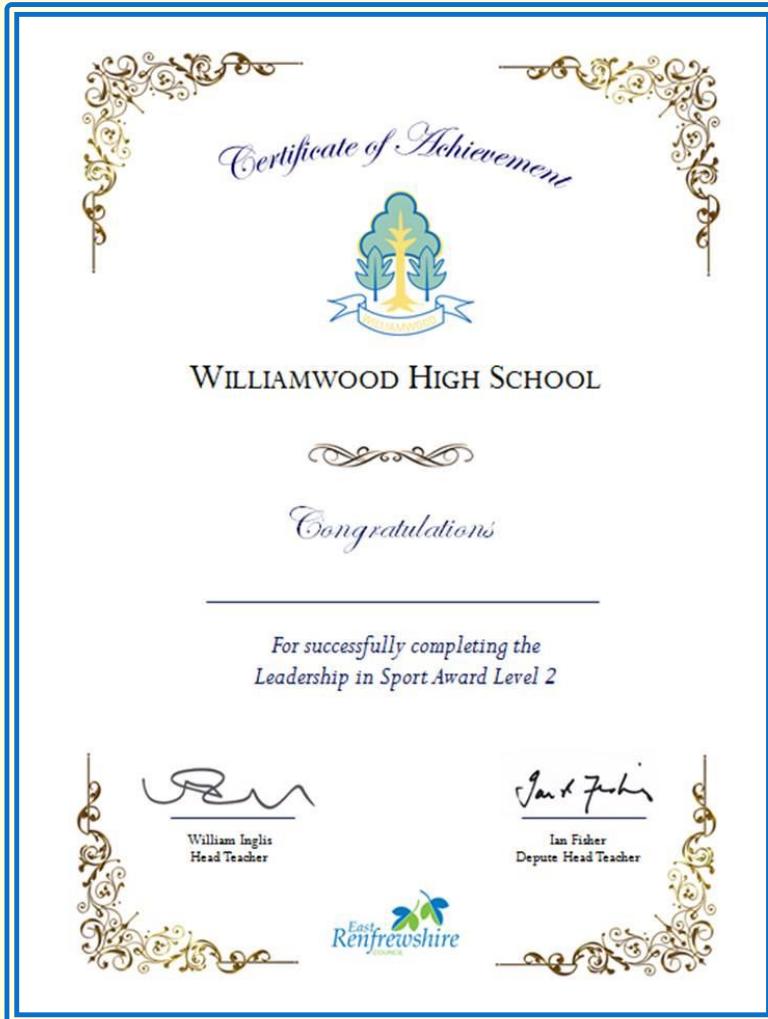
SUBJECTS AND COURSES

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 leaders also organise and facilitate the hugely successful Transition Sports Festival which takes place at Williamwood and involves all primary seven pupils from 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

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 and ran again this year.

The trip alternates between a junior and senior model in order to accommodate all pupils and always caters for skiers of all abilities.

Another very popular trip, which unfortunately did not run this year, are our water sports excursions, with the junior version involves travelling to two different locations in France; the Ardèche river and the other being a beach resort where pupils take part in a range of different activities, such as windsurfing, sailing and snorkelling.

The senior trip travels to a resort Spain where pupils focus mainly on beach-based water sports activities.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



Athletics has always been a sport in which Williamwood has found success and this year has been no exception.

For example, at the East Renfrewshire Athletics Championships we have won the overall title for 25 consecutive years, which is a remarkable achievement.

Again, many of the athletes who were successful are then 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, are always published in the junior and senior awards ceremonies which are produced in late June and September respectively.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



A number of new local authority events have recently 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 recently, 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.

Many of Williamwood's teams have finished first at both the local authority and regional events.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



The PE Department have organised an event called “The Wall” for 20 years, 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. For example, transport to and from events can be heavily subsided, so that pupils are only required to pay a small fee each time.

Equally, equipment and resources for a range of clubs can be purchased, enhancing the quality of experiences pupils receive outside of the classroom.

PERSONAL ACHIEVEMENT

Certificate of Achievement



Awarded to

name

By

Williamwood High School

PE Department

For

Achieving 'Gold Standard' in Athletics



Date: May 2016



A recent addition to the department's range of systems which celebrate success is the new athletics medal process. Criteria for each event has been produced based on actual 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. For example, if a pupil achieves the 'gold' standard in more than half of the individual events, then they will receive a 'gold' standard certificate.

The criteria is designed to be both achievable whilst also maintain an appropriate level of challenge.

PERSONAL ACHIEVEMENT

My name: _____

PUPIL OF THE BLOCK

Significant Aspects of Learning

Cognitive Skills		Personal Qualities	
Problem Solving	Focus & Concentration	Motivation	Respect & Tolerance
Decision Making	Creativity	Confidence & Self-Esteem	Determination & Resilience
Responsibility & Leadership	Communication		

Nominate **one** pupil:

Significant Aspect of Learning:

Reason why you have nominated this pupil:



Another new process of recognising achievement in PE which has evolved in recent years is the popular 'pupil of the block' awards which involves one pupil from each class being recognised for outstanding attitude during each activity block.

Pupils vote for their peers based on the 'significant aspects of learning', which include resilience, determination, leadership and motivation. The names of the winners each block are presented with a personalised 'postcard' and also have their name displayed on the PE noticeboards.

These relatively new processes both aim to complement the already well established and very popular 'sports colours' process which focuses more on elite achievements in sport.

The 'sports colours' process has been now existed for more than a decade, celebrating the outstanding achievement of many pupils representing a sport at regional or national level.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-2020

PUPIL SUPPORT

STANDARDS AND QUALITY REPORT 2019-2020



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The department of pupil support and comprises 10 members of staff (10FTE).

All pupils study PSHE in the BGE and Senior Phase.

In addition to the timetabled courses there are a number of timetabled interventions that support young people with their mental health and wellbeing. These are listed in the presentation at the end of this document.

Improvement Plan Priorities for Session 2019-2020

Target I To improve leadership and promote equality

IMPACT ON LEARNERS	ACTION REQUIRED	TIME SCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Self-evaluation activities are used to plan further improvement	Continue to engage with HIGOS4 and gather evidence of self-evaluation activities including seeking the views of parents and pupils and produce an annual Standards and Quality Report Lead: S Gibson, A Muirhead, J McKirdy	From August 2019	Staff engage with HGIOS4 HGIOS 1.1	Pupil Support Team Parents Pupils Time
Staff are aware of the ethos of GIRFEC and the welfare of pupils is more secure	To introduce shadowing opportunities for aspiring PT Pupil Support Teachers.	September 2019	Staff and pupil evaluation HGIOS 1.2 & 1.4	Key Staff Time
More effective child wellbeing plans are produced leading to improved outcomes for young people	To further develop the quality assurance programme to improve the effectiveness of the JST and the confidence of pupil support staff in writing effective child wellbeing plans, including a specific focus on care experienced young people. Lead: S Gibson	From September 2019	Pupil Support Team report increased confidence in writing child wellbeing plans HGIOS 1.1	Pupil Support Team Time

Improvement Plan Priorities for Session 2019-2020

Target I To improve leadership and promote equality

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
A high level of parental engagement improving outcomes for young people	Continue to engage with parents through hosting a new model of the parent conference Lead: A McDonald	By October 2019	Parent conference takes place and parental views are sought and findings used to plan improvement HGIOS 2.7	Pupil Support Team Parents Time
An increased number of pupils reporting that they are actively involved in setting school priorities	To develop further the equalities agenda by hosting a BGE and a senior school pupil conference focussing on equality Lead: A Muirhead, L Carswell and J Dundon	By December 2019	Pupil views sought and findings discussed and reported back to pupil body of the school. HGIOS 1.2	Pupil Support Team Pupils Time

Improvement Plan Priorities for Session 2019-2020

Target 2 To implement Curriculum for Excellence (CfE)

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
A high level of parental engagement improving outcomes for young people	To produce a health and wellbeing manual to include a nurture policy, positive mental health policy and child protection policy and creating a response to suicide plan. Lead: S Gibson, K Milne, N Penman, M Falconer, A MacKinnon	By November 2019	Review with pupils and staff HGIOS 2.4	Staff Pupils Time
Improvement in health and wellbeing of young people	To implement a Mental Health Festival to include activities to promote the health and wellbeing of staff pupils and parents including a wellness retreat for pupils in S6. Lead: Marc Falconer, N Farrell	By October 2019	Evaluate with pupils, staff and parents HGIOS 2.3	Pupils Staff Parents Time
Improved pupil experiences in PSHE.	To update the PSHE curriculum in line with the benchmarks and to use this to plan development of the programme. Lead: Pastoral PTPS	By April 2020	Pupil's views will be sought. HGIOS 2.3	Time

Improvement Plan Priorities for Session 2019-2020

Target 2 To implement Curriculum for Excellence (CfE)

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Continuity, depth and challenge for all learners	To review PSHE programme from S1-S3 through a self-evaluation programme to include lesson observations and pupil and staff focus groups. Lead: N Penman and PTPS	By Dec 2019	Pupils and staff will evaluate through PSHE HGIOS 2.2	Staff Time
The number of pupils in positive destinations will increase.	Work with partners to introduce a dedicated S6 conference to support pupils to make informed choices to transition from WWHS into a positive destination.	By September 2019	Pupils and their families will evaluate	Partners Pupils Parents Time

Improvement Plan Priorities for Session 2019-2020

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improved support for pupils experiencing issues and plan intervention	To devise a system for measuring and tracking health and wellbeing and to develop intervention strategies. Lead: S Gibson and PTPS	From September 2019	Pupil and staff views will be sought HGIOS 2.7	Staff Time
Improved support for pupils requiring nurture input	To continue to establish a partnership with a pupil support department out with ERC (Trinity High) and another ERC school with an establish nurture programme to share good practice including nurture strategies and curriculum. Lead: K Milne, N Penman & A MacKinnon	From September 2019	Pupil and staff views will be sought HGIOS 2.7	Trinity High Staff ERC Partner School WHS Staff Time
Improved support for pupils participating in ASN extended transition	To review the process of P7 to SI transition for pupils with ASN and introduce a common transitions programme. Lead: A MacKinnon, A Muirhead, S Gibson	By May 2020	Pupil and parents' views will be sought HGIOS 2.6	Pupils Parents Time

Standards and Quality Report 2019-2020

Pupil Support

Improvement Plan Priorities for Session 2019-2020

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improved support for pupils' wellbeing	To revise safeguarding training and launch a child protection policy to all staff early next session. Lead: S Gibson & A Muirhead	By August 2019	Staff report increased understanding of child protection procedures HGIOS 2.1	Time
An increased number of S6 pupils are actively involved in volunteering	To offer a volunteering skills qualification at SCQF level 5 to S6 pupils. Work with pupils in helping them achieve this award during PSHE. Lead: K Macphee and A Thomson	By May 2020	An increased number of S6 pupils will achieve a qualification in volunteering HGIOS 3.1 & 3.3	Time
Vulnerable learners will have their needs met	To expand the range of support groups and to timetable groups in LLTF, Seasons for Growth, LIAM, SWAN, resilience, nurture and 16+ Lead: S Gibson and PTPS	By August 2019	Pupils who require support are targeted and pupil evaluations are positive. HGIOS 3.1	Staff Pupils Time
An increased proportion of pupils have 85% attendance.	To discuss and agree effective strategies to track and support pupils who have less than 85% attendance. Lead: S Gibson, PTPS	By May 2020	Pupil attendance data will show an increase in the number of pupils achieving greater than 85% attendance. HGIOS 3.2	Time

Improvement Plan Priorities for Session 2019-2020

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
An increased number of pupils reporting that they are actively involved in setting school priorities	To create pupil forums, to include equalities, health and wellbeing, school matter to take forward pupil voice in conjunction with the Pupil Council. Lead: A Muirhead, M Falconer, C McKenna, L Carswell and A McDonald	By October 2019	Pupil views sought and findings discussed and reported back to pupil body of the school HGIOS 3.3	Staff Pupils Time
Pupils with an ASN have the appropriate additional arrangements in place	To revise and update the additional arrangements procedures for pupils with ASN across the curriculum Lead: A MacKinnon, PT Subject	By September 2019	Pupils who require support are targeted and pupil evaluations are positive. HGIOS 3.1	Staff Pupils Time
Improved outcomes for young people	To continue to develop the health and wellbeing database to include young carers and use this to track and monitor the care and welfare of pupils. Lead: PTPS	From August 2019	Pupils, parents and staff will contribute to evaluation of support HGIOS 3.1 & 3.2	Family Support Worker WHS Staff Time

Improvement Plan Priorities for Session 2019-2020

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
PSA will be more confident at supporting young people	To devise and deliver a programme of CLPL to all PSA's. Lead: S Gibson, A MacKinnon	By May 2020	Pupils and Pupil Support assistants will evaluate the programme HGIOS 3.1	PSA's A MacKinnon A Muirhead Time
Improved outcomes for young people	To introduce a Young Carers Week through assemblies and identify any young carers and write a young carers statement to support those pupils	From June 2019	Pupils, parents and staff will contribute to evaluation of support HGIOS 3.1 & 3.2	Young Carers WHS Staff Time
Improved outcomes for girls with autism	To work in partnership with SWAN and The Forestry Commission to introduce a mentoring programme to support girls with autism. Lead: S Gibson, A MacKinnon	From August 2019	Pupils and Parents' evaluate the success of the events HGIOS 3.1	Parents Time

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

AP1 Pastoral Team has engaged with HGIOS4. Evidence of self-evaluation activities is held in shared area. Standards & Quality Report has been submitted in new format.

AP2 Leadership scheme organised. Ten participants each working with a PTPS. Training has been offered and delivered on principles of GIRFEC and on scenarios. Days allocated at hot desk in PS Office.

AP3 Review of child wellbeing plans was carried out and SG distributed action points for further improvement. Dedicated JST meetings for care experienced young people are now held regularly.

AP4 Parent conference complete. Mental health theme. Evaluated very highly. Will look to repeat next year with a focus on 'sleep' and 'screen use'.

AP5 Junior and Senior Pupil Conferences on the theme of equality took place and were positively evaluated.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

AP6 Mental health, nurture and child protection policy are in draft form and were presented to SMT in January. SG met with Samaritans regarding response to suicide plan.

AP7 Mental Health Festival completed and positively evaluated.

AP8 Benchmark activity completed for BGE PSHE. Course changes ongoing, especially with RSHP unit.

AP9 Met with Young Person Services to arrange a date in March for self evaluation activities to take place. Has reverted to online evaluation.

AP10 S6 Conference took place in September, with 48% of those attending reporting feeling more confident about leaving school.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

API1 Toolkit for measuring and tracking HWB completed and piloted with S6 in November. S2 took place in February.

API2 This has been a continuous progress. Resources share with Trinity and new resources developed on a continuous basis.

API3 Transition programme was amended last session and positively evaluated by both parents and young people. Session for parents will include a presentation on transitions.

API4 Safeguarding training revised to include more FGM, CSE and HBV and delivered to staff at start of session. Follow up session for cluster staff offered in October.

API5 Lessons have been created and course is underway and being delivered by A Thomson.

API6 Groups are established and running effectively.

API7 SG to join an ERC group chaired by Ed Psych to track and support pupils with attendance issues. Currently serious concerns are raised via JST.

API8 All pupil forums are established and meeting regularly to advance pupil voice.

API9 Implementation of revised system is underway. Major undertaking as involves all subjects departments.

AP20 HWB spreadsheet overview at each departmental meeting and updated regularly.

AP21 Initial discussion with SWAN and Forestry Commission have taken place and SWAN are currently seeking funding to support this initiative.

AP22 PSAs supervising in the Hub have received CLPL on Nurture. Further CLPL is planned for later in the session.

AP23 Young Carers week took place in June and September. East Renfrewshire Young Carers are in school on a regular basis supporting young people with their statement. A rise in the number of young people identifying as young carers.

Standards and Quality Report 2020-2021

Pupil Support

Improvement Plan Priorities for Session 2020-2021

Target I To improve leadership and promote equality

IMPACT ON LEARNERS	ACTION REQUIRED	TIME SCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Self-evaluation activities are used to plan further improvement	Continue to engage with HIGOS4 and gather evidence of self-evaluation activities including seeking the views of parents and pupils, online and produce an annual Standards and Quality Report Lead: S Gibson & A Muirhead	From August 2020	Staff engage with HIGOS4 HGIOS 1.1	Pupil Support Team Parents Pupils Time
A high level of parental engagement improving outcomes for young people	Continue to engage with parents through hosting a online model of the parent conference Lead: A McDonald	By October 2020	Parent conference takes place and parental views are sought and findings used to plan improvement HGIOS 2.7	Pupil Support Team Parents Time
Staff are aware of the ethos of GIRFEC and the welfare of pupils is more secure	To continue to offer shadowing opportunities for aspiring PT Pupil Support Teachers. Lead: C McKenna	September 2020	Staff and pupil evaluation HGIOS 1.2 & 1.4	Key Staff Time
A high level of pupil and parental engagement improving outcomes for young people	To work with partners to introduce an online Careers Fair. Lead: A Thomson	October 2020		Pupil Support Team Partner Agencies SDS Parents Time

Standards and Quality Report 2020-2021

Pupil Support

Improvement Plan Priorities for Session 2020-2021

Target I To improve leadership and promote equality

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
More effective child wellbeing plans are produced leading to improved outcomes for young people	To further develop the quality assurance programme to improve the effectiveness of the JST and the confidence of pupil support staff in writing effective child wellbeing plans, including a specific focus on care experienced young people. Lead: S Gibson	From September 2020	Pupil Support Team report increased confidence in writing child wellbeing plans HGIOS 1.1	Pupil Support Team Time
An increased number of pupils reporting that they are actively involved in setting school priorities	To further develop the mental health agenda by hosting a BGE and a senior school pupil conference focussing on Mental Health Lead: M Falconer	By January 2021	Pupil views sought and findings discussed and reported back to pupil body of the school. HGIOS 1.2	Pupil Support Team Pupils Time
An increased number of pupils reporting an increase in confidence around their support programme	To review the identity of the Pupil Support (Behaviour) Team Lead: A Muirhead	By August 2020	Pupil and parent views sought and findings shared with PS team. HGIOS 1.2	Pupil Support Team Parents Pupils Time

Improvement Plan Priorities for Session 2020-2021

Target 2 To implement *Curriculum for Excellence (CfE)*

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improvement in health and wellbeing of young people	To launch the health and wellbeing policy and nurture policy at a WSCA Lead: S Gibson	By August 2020	Review with pupils and staff HGIOS 2.4	Staff Pupils Time
Improvement in health and wellbeing of young people	To implement an online Mental Health Festival to include activities to promote the health and wellbeing of staff and pupils Lead: M Falconer	By October 2020	Evaluate with pupils, staff and parents HGIOS 2.3	Pupils Staff Parents Time
Improved pupil experiences in PSHE.	To update the PSHE curriculum in line with the benchmarks and to use this to plan development of the programme, to include online activities for S1 to S6. Lead: Relevant Pastoral PTPS	By April 2021	Pupil's views will be sought. HGIOS 2.3	Time

Improvement Plan Priorities for Session 2020-2021

Target 2 To implement Curriculum for Excellence (CfE)

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Continuity, depth and challenge for all learners	To review PSHE programme from S1-S3 through a self-evaluation programme to include lesson observations and pupil and staff focus groups. Lead: N Penman and PTPS	By Dec 2020	Pupils and staff will evaluate through PSHE HGIOS 2.2	Staff Time
The number of pupils in positive destinations will increase.	To review and improve the format of the S6 conference to support pupils to make informed choices to transition from WWHS into a positive destination. Lead: A Thomson	By September 2020	Pupils and their families will evaluate	Partners Pupils Parents Time

Improvement Plan Priorities for Session 2020-2021

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improved support for pupils experiencing issues and plan intervention	To review the system for measuring and tracking health and wellbeing and to further develop intervention strategies during recovery planning. Lead: S Gibson and PTPS	From September 2020	Pupil and staff views will be sought HGIOS 2.7	Staff Time
Improved support for pupils requiring nurture input	To share good practice of nurture strategies and curriculum through a WSCA. Lead: A MacKinnon & N Penman	From September 2020	Pupil and staff views will be sought HGIOS 2.7	WHS Staff Time
Improved support for pupils participating in ASN extended transition	To review the P7 to S1 transition programme for pupils with ASN to include online activities. Lead: A MacKinnon, A Muirhead, S Gibson	By May 2021	Pupil and parents' views will be sought HGIOS 2.6	Pupils Parents Time

Improvement Plan Priorities for Session 2020-2021

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
Improved support for pupils' wellbeing	To revise child protection and safeguarding to include online training for all staff. Lead: S Gibson & A Muirhead	By August 2020	Staff report increased understanding of child protection procedures HGIOS 2.1	Time
An increased number of S6 pupils are actively involved in volunteering	To review and improve the delivery of the volunteering skills qualification at SCQF level 5 to S6 pupils. Lead: A Thomson	By May 2021	An increased number of S6 pupils will achieve a qualification in volunteering HGIOS 3.1 & 3.3	Time
Vulnerable learners will have their needs met	To expand the range of support groups and to timetable groups in LLTF, Seasons for Growth, LIAM, SWAN, resilience, nurture and 16+ Lead: S Gibson and PTPS	By August 2020	Pupils who require support are targeted and pupil evaluations are positive. HGIOS 3.1	Staff Pupils Time
An increased proportion of pupils have 85% attendance.	To discuss and agree effective strategies to track and support pupils who have less than 85% attendance. Lead: S Gibson, PTPS	By May 2021	Pupil attendance data will show an increase in the number of pupils achieving greater than 85% attendance. HGIOS 3.2	Time

Improvement Plan Priorities for Session 2020-2021

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
An increased number of pupils reporting that they are actively involved in setting school priorities	To review and improve the pupil forums to take forward pupil voice, including online engagement opportunities. Lead: A Muirhead, M Falconer, C McKenna, L Carswell & A McDonald	By October 2020	Pupil views sought and findings discussed and reported back to pupil body of the school HGIOS 3.3	Staff Pupils Time
Pupils with an ASN have the appropriate additional arrangements in place	To revise and update the additional arrangements procedures for pupils with ASN across the curriculum Lead: A MacKinnon, PT Subject	By September 2020	Pupils who require support are targeted and pupil evaluations are positive. HGIOS 3.1	Staff Pupils Time
Improved outcomes for young people	To continue to develop the health and wellbeing database to include young carers and use this to track and monitor the care and welfare of pupils. Lead: PTPS	From August 2020	Pupils, parents and staff will contribute to evaluation of support HGIOS 3.1 & 3.2	Family Support Worker WHS Staff Time

Improvement Plan Priorities for Session 2020-2021

Target 3 To achieve a strong ethos of inclusion and achievement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	RESOURCES
PSAs will be more confident at supporting young people, thereby improving pupils' experiences	To devise and deliver a programme of CLPL to all PSAs. Lead: S Gibson, A MacKinnon & A Muirhead	By May 2020	Pupils and Pupil Support assistants will evaluate the programme HGIOS 3.1	PSAs A MacKinnon A Muirhead Time
Improved outcomes for young people	To implement an online Young Carers' strategy and identify any young carers, supporting them to write their statement. Lead: A Muirhead	From August 2020	Pupils, parents and staff will contribute to evaluation of support HGIOS 3.1 & 3.2	Young Carers WHS Staff Time
Improved outcomes for girls with autism	To work in partnership with SWAN and The Forestry Commission to introduce a mentoring programme to support girls with autism. Lead: S Gibson, A MacKinnon	From August 2020	Pupils and Parents' evaluate the success of the events HGIOS 3.1	Parents Time

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

Rights Respecting Schools

Pupil Forums were created which continued to focus on the promotion of the Rights Respecting Schools Agenda and to celebrate Pupil Voice.

All pupils were given the opportunity to participate with over 120 pupils volunteering to take part as Pupil Support Ambassadors.

The four groups are:

Eco/Sustainability – the sustainability agenda was advanced including more recycling options throughout the school and plastic/metal recycling bins in all staff bases.

Equalities – two successful conferences were held but staff inservice on anti-bullying measures had to be postponed due to lockdown.

Mental Health – successful mental health festival was held and many more staff were trained as mental health first aiders.

School Matters- pupils met with the canteen staff to ensure that menus were provided for all staff as well as meeting with BAM to discuss a range of issues.



Co-production

- Williamwood High School hosted a co-production day to establish what a service would look like that promotes and protects young people's mental health.
- This event was attended by young people, parents, teaching staff, social work, health and psychological services as well as third sector organisations including SAMH and Family First.



Malawi Partnership 2020

A group of 32 pupils were due to visit Ekwendeni to build three classrooms at Emazinyeni Primary School. We hosted a number of very successful fundraisers but were disappointed that many others had to be cancelled due to the global pandemic.

Our trip was also cancelled but we remain determined and committed to ensuring that we build the classrooms for the children at Emazinyeni.



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

- Mrs Iqbal, PSA, achieved an HND in Child Development.
- Mrs Smyth, PSA, and Mr Muirhead, Principal Teacher, passed their First Aider refresher course.
- Mrs Singh, PSA, trained as a First Aider.
- Mrs Gibson, Depute Head Teacher, and Mr McKenna, Principal Teacher, qualified as Scottish Mental Health First Aid trainers.
- Mrs Taylor, PSA, was accepted to study full-time further education, with a view to becoming a teacher.

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The RMPS department exemplifies the values and ethos of the school as a whole. We are a busy, successful department that has exceptionally high uptake at the senior level. We present Higher and Advanced Higher RMPS, as well as Higher Philosophy.

- We seek to treat all those with whom we come into contact with respect, courtesy and fairness.
- We believe that pupils learn best when they are enjoying their learning and have strong positive relationships with their teachers and each other.
- We are committed to constantly improving our teaching and our pupils' learning.
- We seek to work as a team and to support and assist one another wherever possible.
- We are committed to the delivery of a curriculum for excellence and see its aims as the fundamental basis of what we seek to achieve.
- Our aim is to help our pupils grow into enthusiastic, engaged and questioning people who achieve and attain at the highest level of which they are capable.

Standards and Quality Report 2019-20

RMPS

Improvement Plan Priorities for Session 2019-20

Target I To improve the quality of learning and teaching

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	BGE skills progression will be implemented in S1. pupils will be provided with a skills progression for inclusion in jotter. S1 lessons will be updated so that tasks reflect the skills progression.	By Nov 19	Through an audit of S1 jotters and lessons	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	Ensure that teaching and learning demonstrates rigour, challenge and differentiation.	From sept 19	Sharing best practice on how to best differentiate to support learners. Observation and focus groups of pupils. CIV feedback.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	Introduce NQ changes to assessments and assessment in Highers and Advanced Highers. (Higher team)	By Oct 19	New assessments will be developed to assess Higher pupils to produce data for Nov 19.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	Introduce a "You Said, We Did" board to promote awareness and pupil of how our department is supporting learning and responds to pupil responses to surveys and focus groups.	By May 20	A display board in the RMPS corridor will be used for "you said, we did"	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time

Improvement Plan Priorities for Session 2019-20

Target I To improve the quality of learning and teaching

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	Focus on developing pupil literacy. Develop resources that lead to increased reading and writing.	From Sept 19	During DM good practice and ideas shared. New resources will be produced and made available for teachers.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	A new behaviour policy will be formally written in consultation with dept.	By Dec 19	A new policy will be distributed to staff and communicated to pupils. Sampling of staff and pupil views	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	Staff will engage with Philosophy with Children and develop lessons that implement P with C.	By May 20	DM introducing the method and supporting evidence with ideas for implementing in the curriculum	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time

Improvement Plan Priorities for Session 2019-20

Target 2 To promote equity

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils' achievement improves through responding to the high expectations and value of courses in the RMPS department	To improve staff engagement with equity groups	From Sep 19	Staff will use NQ data to consider how best to support learners. The PT of Equity to attend dept DM to further expand awareness of equity groups.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils' achievement improves through responding to the high expectations and value of courses in the RMPS department	To fully embed learner conversations so that pupils can understand and articulate their progress and next steps.	By May 20	Through sharing good practice in DMs. Sampling of pupil views. Sampling views of parents.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils' achievement improves through responding to the high expectations and value of courses in the RMPS department	Engage parents more fully in the curriculum for the purpose of supporting learners.	By May 20	Produce descriptions of courses and units of learning that are supplied to parents at parents evening and S1 information evenings.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils' achievement improves through responding to the high expectations and value of courses in the RMPS department	Use of BGE data to make early interventions in S1 where expected progress is not being made.		Through examination of tracking by all dept staff and pupils identified that require support. Gavin Cooke to consider ways to support bottom 20%	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
The success and achievement of pupils and the RMPS department are recognised and built upon to drive up standards at all levels.	The department will engage in collaborative visits with departments in the local authority. Including observations, focus groups and surveys.	By Sep 19	Review all responses to the CIV to determine successes and next steps	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
The success and achievement of pupils and the RMPS department are recognised and built upon to drive up standards at all levels.	The department handbook will be updated and developed to reflect the dept ethos, values and high expectations.	By May 20	The handbook will be developed by the department and made available to all staff.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
The success and achievement of pupils and the RMPS department are recognised and built upon to drive up standards at all levels.	The recording of pupil work electronically will begin to ensure that pupils are provided with meaningful success criteria that allow for enhanced understanding and progress.	By May 20	DM time will be made available to consider how best to record excellent work. A digital space will be created to store work relevant to each unit of work that can be disseminated to pupils.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

To improve the quality of teaching and pupils learning

Progress, Impact and Outcomes

To improve the quality of teaching and learning	Impact: All pupils are challenged to work at a level suited to their potential and appropriate support is put in place for all. Teaching and learning in the BGE has been reviewed and developed to raise pupil attainment. Pupils enjoy their experience of RMPS and recognise its relevance and challenge.
BGE skills progression will be implemented in S1. pupils will be provided with a skills progression for inclusion in jotter. S1 lessons will be updated so that tasks reflect the skills progression.	Lessons and courses in S1 have been adapted to reflect the key skills. Further work is still left to provide pupils with the skills progression to use as a self assessment tool.
Ensure that teaching and learning demonstrates rigour, challenge and differentiation.	Excellent progress – Assessed through observations and data analysis and seeking the views of learners and teachers.
Introduce NQ changes to assessments and assessment in Highers and Advanced Highers. (Higher team)	Excellent progress – Higher Philosophy has been fully adapted to reflect the absence of the assignment and the extension of the final exam. Higher RMPS has new assessments to ascertain performance at an earlier stage to allow for earlier intervention.
Introduce a “You Said, We Did” board to promote awareness and pupil of how our department is supporting learning and responds to pupil responses to surveys and focus groups.	Discussion took place regarding the development of the notice board in RMPS, however this was due to be fully completed in May/June 2020.
Focus on developing pupil literacy. Develop resources that lead to increased reading and writing.	Very good progress was made in developing new courses and adapting existing courses to allow for greater literacy development of pupils. This included extended reading by pupils and extended written answers. Further work required on courses for all years.

To improve the quality of teaching and learning

Progress, Impact and Outcomes

To improve the quality of teaching and learning	<p>Impact: All pupils are challenged to work at a level suited to their potential and appropriate support is put in place for all. Teaching and learning at Higher level, along with enhanced use of results analysis data, has been reviewed and developed to raise pupil attainment.</p>
A new behaviour policy will be formally written in consultation with dept.	<p>Some good progress – Discussions with staff regarding a new behaviour policy took place.</p>
Staff will engage with Philosophy with Children and develop lessons that implement P with C.	<p>Some excellent work. A Robb completed his Masters level course and along with G Cooke have developed a model of using P4C in BGE classes that focus on the development of critical thinking.</p>

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

To promote equity

Progress, Impact and Outcomes

To improve staff engagement with equity groups	Excellent progress. Through discussion in DM's, Higher Team meeting and data analysis, the department have engaged with equity groups.
To fully embed learner conversations so that pupils can understand and articulate their progress and next steps.	Excellent progress – learner conversations are now standard practice at pivotal points, prior to the return of tracking, reports and assessments. Further work is still required in pupils being able to self assess which will work in conjunction with the skills progression.
Engage parents more fully in the curriculum for the purpose of supporting learners.	Good progress – There was an updating of the parental questions booklet for Higher RMPS. There was also a focus on parents evening, ensuring that parents had the opportunity to speak to the PT regarding the curriculum. Further work will continue with a parents curriculum for Higher pupils.
Use of BGE data to make early interventions in S1 where expected progress is not being made.	Some good progress – Use of the newly developed level descriptors has enabled clearer, confident judgements to be made about pupils progress. Further discussion will take place regarding how and in what form interventions should take place.

Successes and achievements

Progress, Impact and Outcomes

The department will engage in collaborative visits with departments in the local authority. Including observations, focus groups and surveys.

Excellent progress – The department participated in a highly successful collaborative improvement visit with Barrhead High School and Means Castle High School. The report highlighted the exceptional learning experiences our pupils receive and the dedication of teachers in the department.

The department handbook will be updated and developed to reflect the department ethos, values and high expectations.

Some progress made – Discussions took place with colleagues, with initial suggestions and idea. Further work is required.

The recording of pupil work electronically will begin to ensure that pupils are provided with meaningful success criteria that allow for enhanced understanding and progress.

Excellent progress was made with the use of Google Classroom to collect and record pupil work, to justify tracking and monitoring reports, and to show a progression of work to substantiate predicted grades.

Improvement Plan Priorities for Session 2020-21

Target I To improve the quality of learning and teaching

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	By Sept 20	Observation, DM's, dialogue with colleagues	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To have in place schemes of work which ensure full course coverage is maintained	By Sept 20	PT to audit in Sept 20	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To develop a more consistent approach to delivery within year groups to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material	By Sept 20	PT to issue calendar for teaching and assessment. Then monitor through DMs and observation.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources to facilitate pupils' learning at home	Ongoing	Review of materials produced conducted regularly to identify if requirements are being met.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time

Improvement Plan Priorities for Session 2020-21

Target I To improve the quality of learning and teaching

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent	Ongoing	Review of materials produced conducted regularly to identify if requirements are being met.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To devise appropriate strategies for differentiation	By Sept 20	Review of materials produced conducted regularly to identify if requirements are being met.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To ensure pupils in equity groups receive additional support with their learning to ensure progress and mitigate for any loss of learning during the period of school closure in session 2019-20	By Sept 20	Assessment data analysed to identify pupils falling behind and interventions put in place based on need.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To produce appropriate assessment materials to monitor pupil progress in the BGE and to provide robust evidence, if required, for SQA purposes in the senior phase	Ongoing	Assessment, tracking and date to be used to monitor progress.	<ul style="list-style-type: none"> CPD time PT management time departmental meetings planned development time

Improvement Plan Priorities for Session 2020-21

Target I To improve the quality of learning and teaching

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All pupils demonstrate progression and application of skills and are assessed appropriately and provided with meaningful feedback	To allocate responsibilities fairly and collegiately with due consideration to workload issues	By August 2020 and ongoing	At DM's and in consultation with staff, duties and responsibilities will be allocated	<ul style="list-style-type: none">• CPD time• PT management time• departmental meetings• planned development time

Improvement Plan Priorities for Session 2020-21

Target 2 Managing Risk

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To ensure that risks are minimised and safety and well-being of all who teach and learn in the department is of the highest importance	To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils.	August 20	Developed in conjunction with SMT	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
To ensure that risks are minimised and safety and well-being of all who teach and learn in the department is of the highest importance	To consider teaching strategies which minimise the need for pupil movement and reduce risk	August 20	Developed in conjunction with SMT	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
To ensure that risks are minimised and safety and well-being of all who teach and learn in the department is of the highest importance	To minimise the number of resources required for lessons and plan lessons accordingly	August 20 and ongoing	At DM and through dialogue with department colleagues.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time
To ensure that risks are minimised and safety and well-being of all who teach and learn in the department is of the highest importance	To devise appropriate strategies for the submission and return of homework which minimise the need for the exchange of paper	August 20 and ongoing	At DM and through dialogue with department colleagues.	<ul style="list-style-type: none"> • CPD time • PT management time • departmental meetings • planned development time

Improvement Plan Priorities for Session 2020-21

Target 3 Self-evaluation

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To ensure that standards of teaching and learning are continually improved the department will perform a range self-evaluative actions.	To evaluate the department's blended learning offer by seeking the views of staff, pupils, colleagues from other departments, colleagues from our partner school and parents.	By Oct 20 and ongoing	DM's, in-service days, observations, parents evening and other opportunities to evaluate delivery.	<ul style="list-style-type: none">• CPD time• PT management time• departmental meetings• planned development time

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

SUBJECTS AND COURSES

S1

In S1, pupils at Williamwood High are introduced to the main topics of RMPS. They will begin by looking at Big Questions and exploring the multitude of answers they can generate. Over the course of the year they will cover topics such as **Philosophy, Religious Ideas, Ways of Life** and **Life after Death**. The S1 RMPS course is designed for pupils to develop important thinking skills through a variety of active and creative activities.

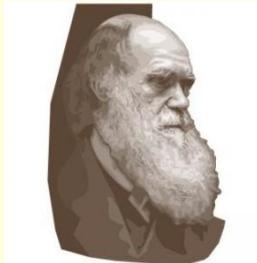
S2

Within S2 RMPS, students will be looking at what motivates people and what people think about their food in the topic **Animals and Food**. In addition they will have the opportunity to explore the topics of **Violence** and **Issues of Life and Death**. In S2 students will be focusing on shaping their own responses to moral questions and developing moral decision making skills.



S3

During the S3 RMPS course, pupils will look at the Design Argument for the existence of God as well as the challenges posed by evolution. They will also explore contemporary issues in Medical Ethics and War; as well as studying aspects of Buddhism. In S3 students will begin to explore challenges to their own beliefs and values; whilst consolidating skills they have developed in S1 and S2.



SUBJECTS AND COURSES

Higher RMPS

Higher RMPS is a very popular subject amongst S5 and S6 with over eighty candidates presenting this year. The subject provides students with the opportunity to explore many relevant contemporary issues as well as develop key analytical thinking and speaking skills. Higher RMPS is viewed very favourably by Universities and higher education establishments as well as many professions.

The Higher RMPS course covers three main topics:

Religious and Philosophical Question: Origins

Within this topic students will explore scientific and religious explanations of the origins of human life and the universe. As part of this unit candidates will study the big bang, evolution, Christian revelation as well as traditional philosophical arguments for the existence of God.

World Religion: Buddhism

This section of the course involves a detailed study of Buddhism where students will explore Buddhist understandings of the human condition; the goals of existence and the means of achieving these goals.

Morality: Justice

In this unit students will investigate the issues of crime and punishment and capital punishment. As part of this unit students will explore viewpoints which are guided by religious belief as well as secular viewpoints.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

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.



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.



WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

SCIENCE

STANDARDS AND QUALITY REPORT 2019-20

STEAM Deputies 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The science team consists of 21 teachers and four technicians. Our vision is for all young people in the science faculty from S1 to S6 to have a positive, challenging, stimulating and enjoyable learning experience.

S1 and S2 pupils are given the necessary knowledge and skills that are essential to fully prepare him or her for the more advanced study of biology, chemistry or physics from S3 to S6. There are also opportunities for senior pupils to study health sector, human body structure and function, mathematics of mechanics and the interdisciplinary project which forms part of the science Baccalaureate.

We employ a range of effective teaching and learning strategies in our science laboratories in accordance with *Curriculum for Excellence*. Our fundamental goal is to stimulate, nurture and sustain the curiosity, wonder and questioning that all young people have when they first make the transition from primary school to Williamwood High School in S1.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All staff participate in individual and collective professional learning which improves outcomes for learners.	To deliver the ERC leadership strategy by supporting teacher leadership, including formal leadership development programmes for both promoted and un-promoted staff.	From June 2019	PRD meetings. Departmental meetings. WSCAs.	All staff engage in professional learning with and from each other. This may include learning with colleagues across ERC, other authorities and Strathclyde University. Utilise experiences in whole-school leadership development programmes within science faculty. Principal teachers will collaborate with other faculties with experience of CIVs.
All staff understand the need to be outward and forward-looking in evaluation and improvement activities.	To review the new format of SQR reporting.	September 2019 (initial review) and June 2020.	Publication of SQR. Staff feedback at departmental meetings. PRD meetings.	Seek views of all staff through departmental discussions and encourage staff contributions to content of next SQR.

Improvement Plan Priorities for Session 2019-20

Target I Leadership and management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
All staff are committed to change which results in improvements for learners and have consistently high expectations of all learners. The vision of the science faculty is ambitious and focuses on improvements in outcomes for all.	All staff have leadership roles for developing, implementing, evaluating and improving to the S1/S2 BGE science curriculum.	From June 2019	Implementations on new BGE courses. Staff views through departmental meetings. Pupil and parent views through questionnaires and focus groups.	All science staff have clearly-defined responsibilities for designing, implementing, evaluating, maintaining and assessing precise aspects of the P7 to S2 science curriculum.
Young people have greater confidence and skills in leading their own learning and that of others.	Provide enhanced leadership roles for senior pupils within science faculty.	Review of S6 STEAM depute remit.	Regular meetings with STEAM deputes. Staff feedback at departmental meetings.	Principal teachers will negotiate roles and responsibilities and a calendar of events with STEAM deputes.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners' needs are identified through robust assessment information.	To improve staff awareness of equity groups.	From August 2019	SQA results analysis with staff and headteacher. Ongoing team meetings in departments and with senior management.	Staff make effective use of staged intervention processes and to ensure children and young people's needs are met.
High-quality learning experiences provided for all young people.	To improve aspects of learning and teaching.	From August 2019	Through lesson observations and professional enquiry research. Pupil focus groups.	Staff engagement with professional enquiry research.
Pupils have a raised awareness of the impact of their views on their learning experiences.	Introduction of departmental 'You said, we did' boards.	December 2019	Display boards will be used effectively to communicate information. Pupils will have an increased awareness of the impact of their views.	Action points which have been addressed following pupil focus groups and questionnaires will be publicised on boards.
Pupils are able to articulate their progress and next steps in learning in the BGE.	Improve consistency of learner conversations and use of data to support judgements of pupils' progress in S1/S2 science.	From August 2019	S1/S2 pupils can articulate their progress and next steps in learning in quality assurance exercises.	Staff have effective learner conversations with all pupils. Principal teacher will conduct quality assurance exercises to judge success.

Improvement Plan Priorities for Session 2019-20

Target 2 Learning provision

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Family learning leads to stronger home-school links which improve outcomes for learners.	To expand family-centred approaches to learning.	From August 2019	Through departmental and whole-school attainment meetings. Parents will evaluate positively in quality assurance exercises.	STEAM Fair (October 2019), Work more closely with the parents of pupils in key equity groups. Parents supported in developing strategies to support positive relationships, better learning and better behaviour.

Improvement Plan Priorities for Session 2019-20

Target 3 Successes and achievements

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
The attainment of individuals and groups has improved consistently over time.	Improve S1/S2 tracking system and effective interventions to ensure continuous progress for learners across the science curriculum. Use attainment data for the senior phase in November to identify additional intervention needs at an earlier stage.	From August 2019	Through departmental and whole-school attainment meetings.	Make use of BGE data, including SNSA data, to devise targeted intervention strategies and ensure impact Inclusion of S6 pupils in intervention groups. Identify pupils at risk of failing to achieve as a result of non-attendance and formally plan intervention strategies.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- learners' evaluations of their learning experiences through questionnaires and focus groups;
- analysis of quantitative data, including SQA data;
- benchmarking the quality of work across the science subjects;
- moderation activities at faculty and authority level; and
- self-evaluation activity at departmental meetings using HGIOS quality indicators 2.3 and 3.2;

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2020-21. These are summarised as follows:

- Classroom pedagogy and resources – focus development of high quality blended learning.
- Focus on self-evaluation of blended learning
- Evaluate BGE science curriculum and develop the BGE science curriculum for blended learning
- Continue to improve BGE tracking system and interventions to ensure continuous progress for learners across the science curriculum;
- Continue to use attainment data for the senior phase to identify additional intervention needs at an earlier stage;
- Continue to provide enhanced leadership roles for senior pupils within science faculty;
- Expand faculty 'You said, we did' boards; and
- Expand family-centred approaches to learning using methodologies in Google classroom

How good is our leadership and approach to improvement?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

Review of Target 1 – Leadership and Management.

All science staff engaged in professional learning with and from each other through the Strathclyde University partnership.

All science staff had clearly-defined responsibilities for designing, implementing, evaluating, maintaining and assessing precise aspects of the P7 to S2 BGE science curriculum. Significant improvements were implemented to the benefit of learners; evaluation and further development work will continue next session.

Specific roles and responsibilities and a calendar of events were negotiated with STEAM deputes.

How good is the quality of care and education we offer?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

How good is our leadership and approach to improvement?

Progress, Impact and Outcomes

Review of Target 2 – Learning Provision

Effective use of staged intervention processes was made to ensure learners' needs were met. Effective learner conversations were embedded with pupils.

Action points which were addressed following pupil focus groups and questionnaires were publicised on display boards.

At the STEAM Fair (October 2019) a family learning zone was introduced.

How good are we at ensuring the best possible outcomes for all our children/learners?

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement• Performance information	<ul style="list-style-type: none">3.1 Ensuring wellbeing, equality and inclusion3.2 Raising attainment and achievement3.3 Increasing creativity and employability

How good is the quality of care and education we offer?

Progress, Impact and Outcomes

Review of Target 3 : Successes and achievements.

BGE data, including SNSA data, was used to devise targeted intervention strategies.

S6 pupils were included in intervention groups and given key leadership roles, for example through lunchtime supported study sessions.

Pupils at risk of failing to achieve as a result of non-attendance were identified and intervention strategies were planned and implemented.

Improvement Plan Priorities for Session 2020-21

Target I Recovery Process

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
The normal pace of learning is maintained for all learners.	In-school learning time will be maximised to focus on the delivery of new material, reinforcing and revising previously taught material, and responding to pupils' queries and clarifying pupil uncertainty.	From June 2020	All learners (including those shielding) will have access to online learning material which complements classroom learning to ensure the normal pace of learning is maintained.	Blended learning will be embedded across all science courses and year groups with Google Classrooms being utilised as the online forum.
Teachers will be able to accurately estimate pupils' performance.	To produce appropriate assessment materials to monitor pupil progress and provide evidence if required for SQA purposes	Ongoing	PT and course leaders will monitor pupils' performance in devised assessments.	PT's and course leaders will develop assessment if and when required. Assessments completed in school under controlled conditions where possible.
Teachers will have the time and support to develop resources and deliver high-quality home learning learning	To allocate responsibilities fairly and collegiately with due consideration to workload issues	By August Ongoing	PT will monitor work allocated within teaching teams.	Teaching teams to be allocated. Tasks to be negotiated within teaching teams.

Improvement Plan Priorities for Session 2020-21

Target 2 Self evaluation for self-improvement

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
High quality learning is provided for all learners.	Calendar of self-evaluation activities will be agreed with science team.	From August 2020	Appropriate self-evaluation activities will be implemented.	Consultation with senior management and potentially other departments to agree self-evaluation activities. Calendar of activities collegiately agreed with all staff.

Improvement Plan Priorities for Session 2020-21

Target 3 Risk Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To ensure a safe working environment for pupils and staff	Risk assessments for all classrooms activities both demonstrations and pupil experiments to be updated as required. Shared with pupils and staff via lessons and meetings.	From June 2020	Checks to ensure all procedures are in line with ERC and Government guidelines	Staff will review update recommendations. Procedures will be carried out daily to ensure processes are correctly carried out.
To ensure all procedures are within ERC and Government guidelines.	Ensure appropriate signage in place where required, a reminder at the start of each lesson about sanitizing and safety measures. Staff to discuss concerns at weekly departmental meetings. Staff to follow guidance and be adaptable to change as required.	From August 2020	All staff aware of current guidelines. Checks carried out by all staff to ensure adherence.	Staff will review updated recommendations when necessary.

Improvement Plan Priorities for Session 2020-21

Target 3 Risk Management

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
To consider teaching strategies which minimise the need for pupil movement and reduce risk for pupils and staff.	Staff organise rooms, equipment and lessons to minimise movement of pupils. Technician trays will be prepared for each demonstration. Teachers may use visualisers to demonstrate experiments to “allow maintenance of social distancing policy.	By August 2020	Staff will continually monitor pupil movement and may look to employ a phased return of practical work for all pupils.	Review procedures monthly with the technician team.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

KEY ASPECTS OF LEARNING & TEACHING: BIOLOGY

Interdisciplinary Learning

- Stem Projects
- Science Club activities
- Healthy Lifestyles
- First Aid
- Applied use of literacy and numeracy skill throughout lessons
- Working in a laboratory environment
- Skills for Work

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- PowerPoint production, collation and presentation
- Using the internet to research effectively
- E-textbooks
- Twitter
- Google classrooms/Microsoft Teams

Skills for Learning, Life and Work

- Researching and presenting
- Working co-operatively and independently
- Learning about and applying knowledge of health and safety, professionalism in a lab
- Communication, recording skills
- Problem solving
- Self Reflection/innovation
- Leadership skills

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Learning about the importance of suitability
- Eco Systems
- Pollution and its effect on the planet
- Learning about sustainable forests and deforestation
- Sources of power, consumables and
- Importance of biodiversity

Wider Achievement

- Science Merit Badges
- Celebrating success
- Alumni
- Saltire/Dianna/Convener Awards
- Extra curricular activities
- S1 Calderglen Excursion
- Ecology Experience S3
- RSB Biology Challenge

Creativity

Thinking skills, enquiry and creativity skills. Setting up and recording experiments safely and successfully. Open ended enquiry, group challenges. Creating rhymes and poems to remember facts and figures. Leaflet/poster production for learning tools.

KEY ASPECTS OF LEARNING & TEACHING: CHEMISTRY

Interdisciplinary Learning

- Literacy and numeracy within courses, answer/report/investigation writing and explanations forming accurate answers
- Numeracy skills in measuring, volume, scale, complex recording of numerical information, data analysis
- Maths skills, spreadsheets, graphs, formulae, tables,
- Drawing skills, diagrams

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- PowerPoint production, collation and presentation
- Using the internet to research effectively
- Use of digital cameras to record and document
- Digital measuring equipment
- Google Classrooms

Skills for Learning, Life and Work

- Working safely in a laboratory environment
- Cooperative working, individual purist skills
- Researching and presentation skills
- Meeting deadlines and following a plan coherently
- Open ended enquiry skills, perseverance

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Collaborative working environment encouraged
- Educating on the use of the planet's resources sustainable water and energy use
- Climate change, impact of energy supply impact of farming and deforestation.
- Understanding the earth's resources, use and disposal of plastics and organic waste

Wider Achievement

- Science Merit Badges
- Celebrating success
- Alumni
- Saltire/Dianna/Convener Awards
- Partnership working Strathclyde University
- Trips/ Science club
- Twitter/website

Creativity

Investigation skills- Researching topics and designing experiments to test hypotheses. Planning, designing and carrying out an investigation on a chosen topic. Open ended enquiry, creative approaches to complex problems. Problem solving skills. Model making.

KEY ASPECTS OF LEARNING & TEACHING: PHYSICS

Interdisciplinary Learning

- Literacy within courses, extended writing/reporting/investigating explanations forming accurate answers
- Numeracy skills in measuring, volume, scale, complex recording of numerical information, data management
- Maths skills, spreadsheets, graphs, formulae, tables
- Drawing skills Diagrams

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- PowerPoint production, collation and presentation
- Using the internet to research effectively
- Use of digital cameras to record and document
- Digital measuring equipment
- Twitter/GLOW/Google Classrooms

Skills for Learning, Life and Work

- Working safely in a laboratory environment, time management/target setting, planning making informed choices
- Cooperative working, individual purist skills, study skills, Researching and presentation skills
- Meeting deadlines and following a plan coherently
- Open ended enquiry skills, perseverance

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Collaborative working environment encouraged
- Educating on the use of the planet's resources Sustainable water and energy use
- Trips/eco school
- Student involvement tutoring and peer working
- STEM challenge

Wider Achievement

- Science Merit Badges
- Celebrating success walls in rooms and corridor
- Alumni/University Partnership working
- Saltire/Dianna/Convener Awards
- Extra curricular activities
- CERN Excursion
- Twitter/website/Google Suite

Creativity

Investigation skills- Researching topics and designing experiments to test hypotheses. Planning, designing and carrying out an investigation on a chosen topic. Open ended enquiry, creative approaches to complex problems. Problem solving skills. Science club activities

SUBJECTS AND COURSES :STEAM Deputies

Leaders of Learning S6 Deputies:

The most important goal for the science faculty is to stimulate, nurture and sustain the curiosity, wonder and questioning that all young people have when they first come to Williamwood High School in S1.

Our STEAM deputies 2019.20 were three ambitious pupils who continued to be recognised as pupils who meet the criteria below:



Williamwood High School
Science Faculty Merit Badges
Biology Chemistry Physics

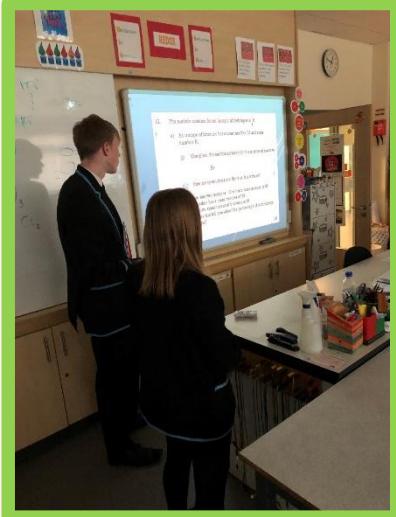
Recognising and promoting achievement in the science faculty.

Criteria:

- S**uccessful in and out of the classroom.
- C**ommitment to the life of the faculty.
- I**nspiration to others.
- E**ncouraging to peers.
- N**ever giving up.
- C**reativity shown in classwork and homework.
- E**ffort in all areas is outstanding.

SUBJECTS AND COURSES: Steam Deputes

STEAM Depute Leadership : Every Monday Lunchtime



Are you an S3 currently studying within the science department?

Want a relaxed place to gain help with your science homework?

Want to be able to ask questions related to your classwork?

Then our S3 science homework club is the place for you!!!

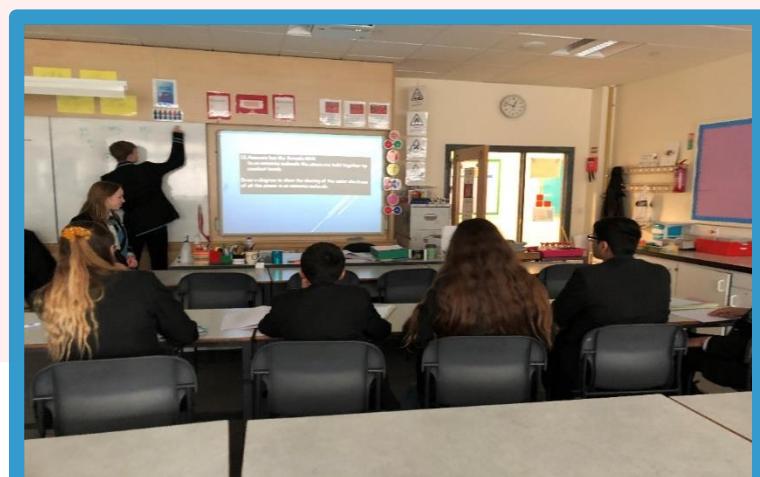
S3 Science Study Club

The S3 science club is the perfect place for any student who wants extra support with their classwork or homework. It is an informal student run drop in session to answer any queries you have and improve your progress in science.

Every Monday lunchtime starting October 28th

Science 7

12:35 pm till 1:00 pm

A cartoon illustration of a scientist wearing a lab coat, safety goggles, and yellow boots, holding a flask that is bubbling with bubbles.

SUBJECTS AND COURSES : STEAM Fair

STEAM DEPUTES : Launching the STEAM fair to Primary 6 and 7



The Science, Design Technology, BICT, F&TT, Art & Design and Mathematics Departments of Williamwood invite P6 and P7 pupils with parents and carers to an evening of fascinating experiments, new technology, amazing designs and mathematical wonder!

Showcase events from Glasgow Science Centre, Really Small Science, an Ethical Fashion Show with P6 - S1 competition, and many other special guests!



Thursday 24 October 6.00 – 8.30pm



SUBJECTS AND COURSES : STEAM Fair

An excellent evening for our teachers, outside agencies, pupils and parents: Led by Mr Sudding and our S6 pupils.

This event was highly successful both pupils and parents in a variety of activities.

We were delighted to welcome back the Glasgow Science Centre with their entertaining and informative show, Future Fuels Show, as well as welcoming new partners who will be attending for the first time.

STEAM FAIR 2019

Williamwood High School



SUBJECTS AND COURSES: Family Learning

Family learning; Learning Together;

enthusiastic professionals promoting excitement in our pupils and our cluster primary pupils.



SUBJECTS AND COURSES

Advanced Higher Chemistry

Our AH chemistry pupils attended an outreach project at the University of Glasgow Chemistry Department.

They enjoyed have a guided tour around all the different research facilities and labs in the department.

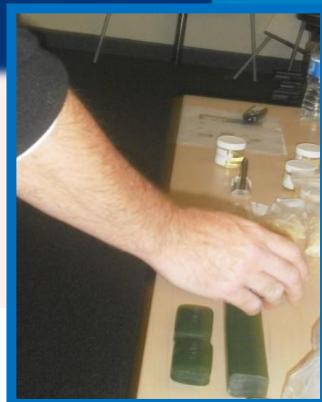
They enjoyed experiencing learning at tertiary level.



SUBJECTS AND COURSES

Higher Chemists and the Soap Industry. 15th January 2020.

- **David Ridland, Technical and Compliance Manager from Soapworks Ltd, visited the Chemistry Department to discuss practical applications of soaps in the chemical industry.**
- **Higher pupils enjoyed listening to his expertise and his career pathway.**
- **Many thanks to our industrial partner.**



SUBJECTS AND COURSES

SI Calderglen Biodiversity Workshop

The science faculty organised for each rotation of the SI biology unit to have the opportunity to attend Calderglen Country Park for an interactive biodiversity workshop.

Pupils had the chance to take part in a feeding tour of the zoo, involving monkeys, coatis, meerkats, wildcats and kookaburras.

A small animal handling session was also on offer, with pupils learning about adaptations and ecosystems.

The workshop complemented the current course work of Life on Earth as part of the SI science course.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Primary 7 Science Club

Over 100 pupils from all three of our cluster primaries took part in 3 weeks of our Science Club, led by Miss McLachlan. She visited the eager P7 classes and took along our two Science Deputies, Anna and David to help answer any questions about their transition to Williamwood.

The primary 7 pupils were all excited to carry out experiments in our science labs such as pH testing, building and launching parachutes and a DNA challenge'.

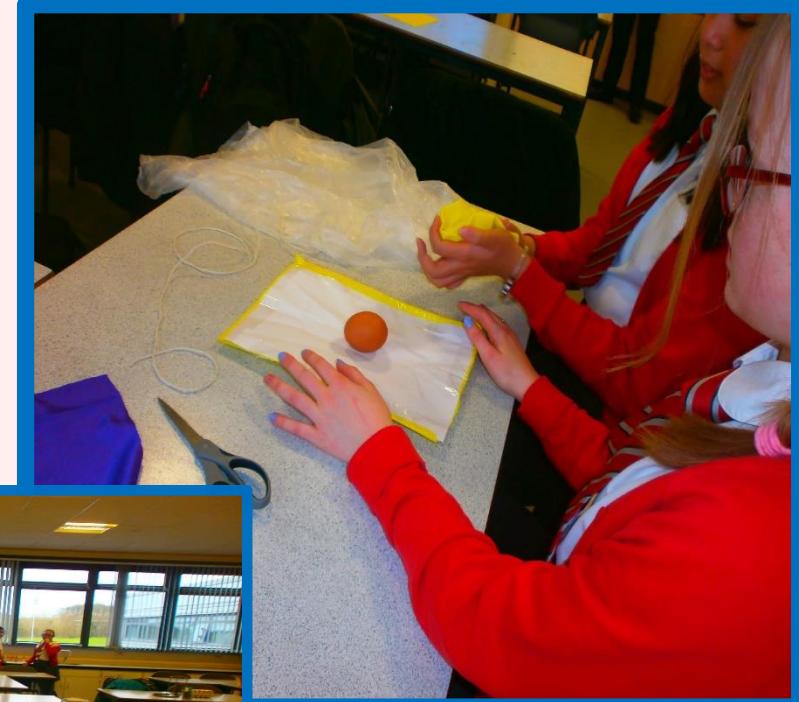
Everyone had a great time and more importantly, hardly any eggs were smashed when the parachutes were launched!



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Primary 7 Science Club

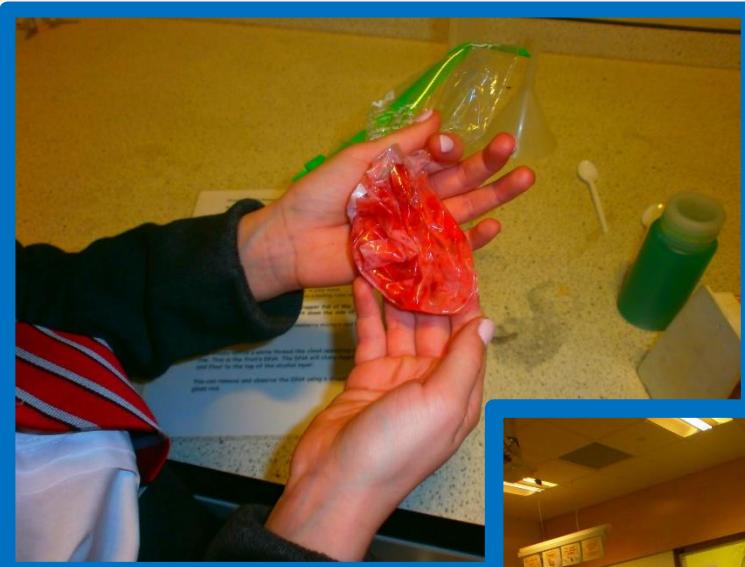
Making Egg Parachutes



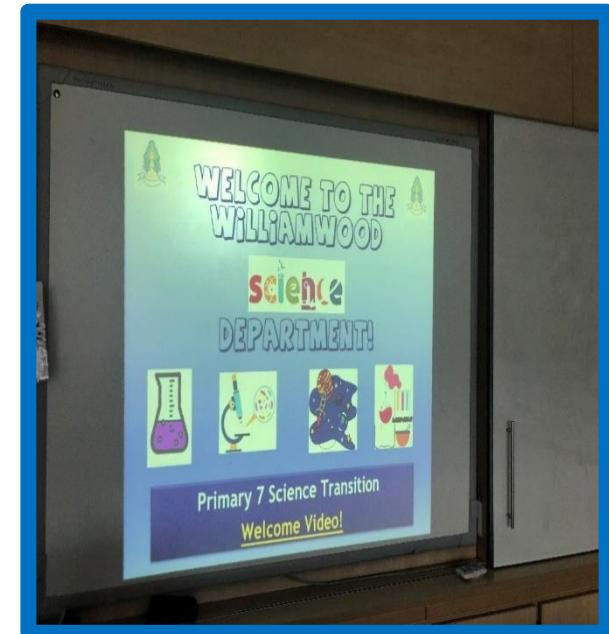
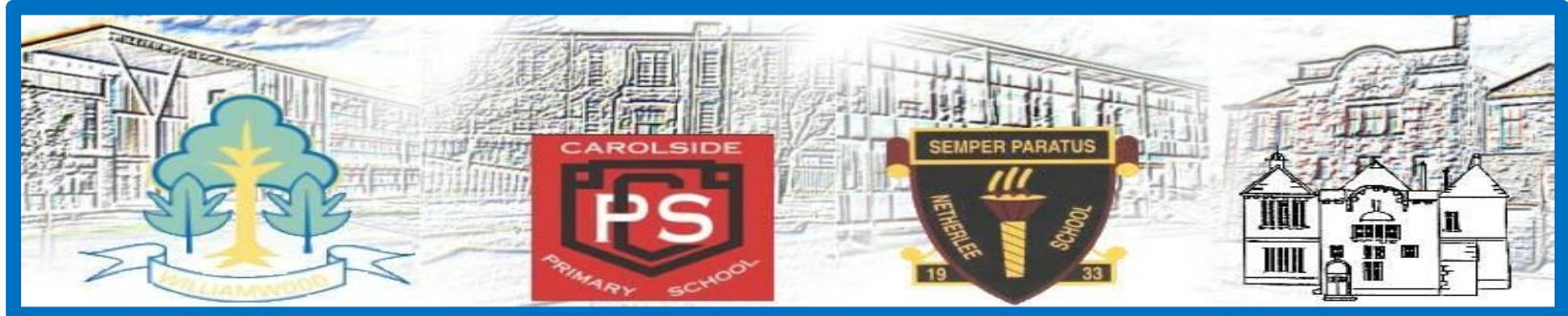
EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Primary 7 Science Club

DNA Extraction



PRIMARY TRANSITIONS :We welcome our new SI!

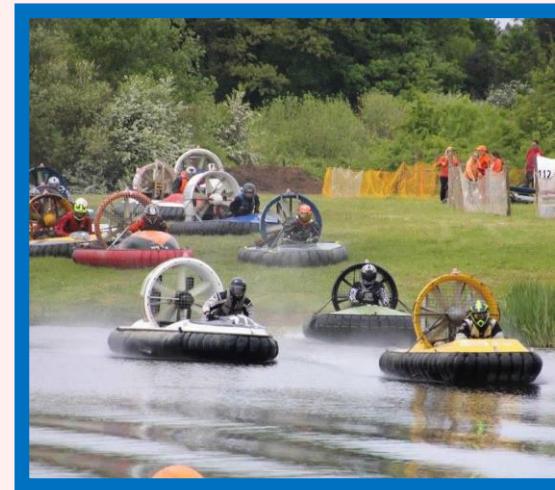


EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL



We visited Primary 5 and taught a lesson on friction.

The pupils enjoyed building a hovercraft and racing them.



EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

Astronomy Club

A very successful club this session. Pupils discovering more about the universe through experiments, discussions, and events

Their minds were be blown!

Mr Bull's Astronomy Club

When: Every Friday Lunchtime at 12:30

Where: Science Room 9

Starting: 4th November

Come along to:

- Find out more about our universe.
- Go on fun trips do to with Astronomy.

• Understand the night sky.

• Simply have fun enjoying all things astronomy.

EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

SI Science Club

Miss Regan along with our NQT's have established a well attended SI science club.



Recognising and Promoting Pupil Achievement

GOOGLE Classroom: Outstanding research work and progress in assessments produced by all year groups across all three Sciences.

The Daily News

Orangutans lives could be over

There are two species of orangutans found on the islands of Sumatra and Borneo which differ a bit in appearance and behaviour. They both have reddish fur but Sumatran orangutans have longer facial hair. They eat wild fruits like lychees, mangosteens and fig and drink water from holes in trees. The make nests in trees to sleep in at night. Male orangutans can weigh up to 200 pounds and have noticeable cheek pads called flanges and a throat sac which they use to make loud verbalizations called long calls. Both species have had sharp declines in population. The number of orangutans in Borneo has dropped by over half in the last 60 years and on Sumatra the population is just one-fifth of what it was 75 years ago. Sumatran orangutans are the most endangered great ape in the world. To help save the orangutans you can try and buy products that don't contain unsustainable palm oil. You could donate money to foundations which help save the

Questions Responses 135 Total points: 15

S3 Assessment 1 June

Please answer the questions below without using your notes. When you submit you will be given your mark. Your teacher will comment on your mark and answers.

This form is automatically collecting email addresses for East Renfrewshire Council users. [Change settings](#)

1. Which of the following elements does not occur in nature? *

Recognising and Promoting Pupil Achievement

Pupil achievement was celebrated regularly in the Science Faculty

The Chemistry Department of Williamwood High School has awarded

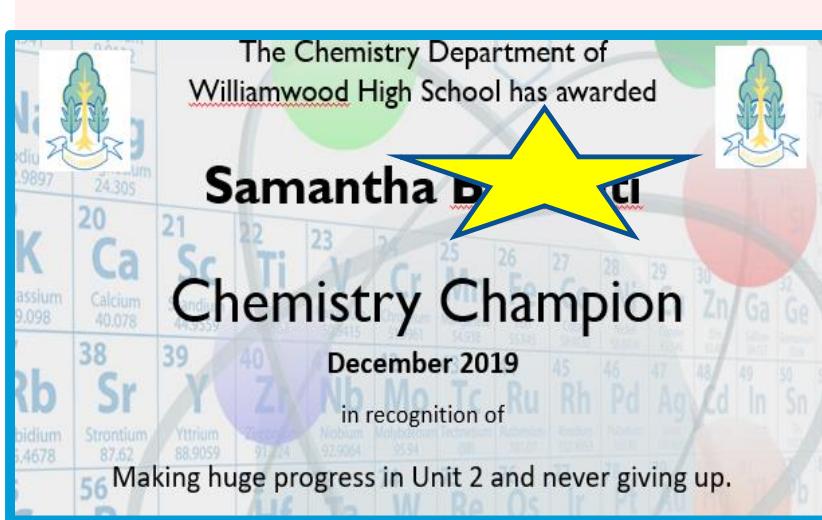
Samantha B 

Chemistry Champion

December 2019

in recognition of

Making huge progress in Unit 2 and never giving up.



Chemistry Department crest

The Chemistry Department of Williamwood High School has awarded

Michael S 

Chemistry Champion

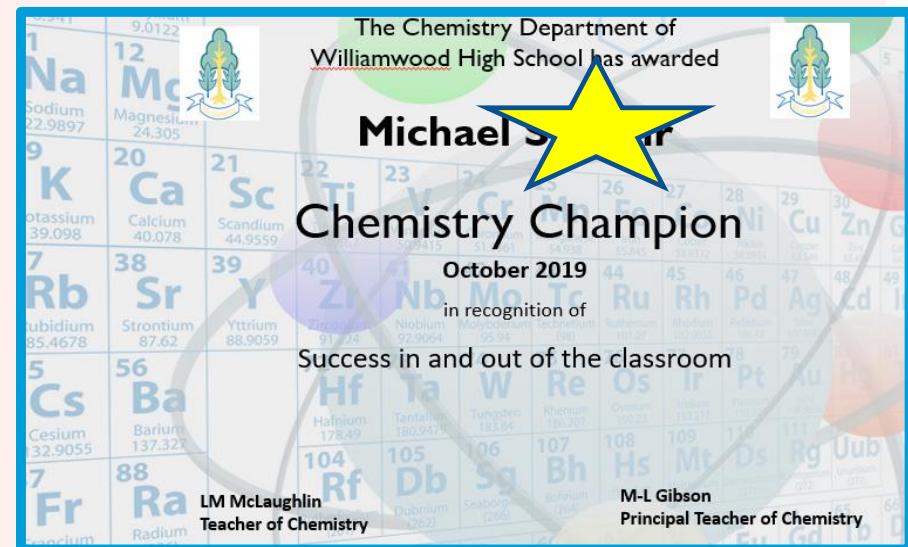
October 2019

in recognition of

Success in and out of the classroom

LM McLaughlin
Teacher of Chemistry

M-L Gibson
Principal Teacher of Chemistry



Chemistry Department crest

Recognising and Promoting Pupil Achievement

Our S1 boys impressed us with their team work to produce high quality work.



Recognising and Promoting Pupil Achievement

Climate Ready Classroom :

15 pupils from S3 to S6 to signed up to an all day workshop that is ran on Friday the 14th of February.

It was delivered by representatives from 'Keep Scotland Beautiful'. The aim of the day was to tackle issues surrounding climate change and discuss solutions to some of these problems.

All pupils will receive accredited certificates from The Carbon Literacy Project.



certificate

ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Congratulations to Mr Allan, he is on his way to becoming an 'A Umpire' for Netball Scotland.



NETBALL SCOTLAND

We want to introduce you to Ross Allan, a B Umpire currently on his journey to becoming an A Umpire 

Read about how Ross is #ChangingTheGame  netballscotland.com/get-involved/o...



Well Done Mr Allan

WILLIAMWOOD HIGH SCHOOL STANDARDS AND QUALITY REPORT 2019-20

SOCIAL SUBJECTS

STANDARDS AND QUALITY REPORT 2019-20



Context of the School and Department

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 roll of the school is approximately 1700 and the staffing allocation is approximately 120FTE. The school comprises a Communication Support Service which is a local authority provision.

Williamwood High School is a Rights Respecting School. 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.

The faculty of Social Subjects has 16 members of staff

All pupils study all three social subjects at BGE level and choose one social subject in S3

The following courses are delivered in the department:

National 4/5 Geography, History and Modern Studies (studied by almost all pupils until the end of S4, although some will choose to study a N5 level social subject in S5)

Higher Geography, History and Modern Studies

Higher Politics (S6 only)

Advanced Higher Geography, History, Modern Studies

Standards and Quality Report 2019-20

Social Subjects

Improvement Plan Priorities for Session 2019-20

Target I To continue to promote leadership and promote equity

IMPACT ON LEARNERS	ACTION REQUIRED	TIME SCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils have consistent high quality learning experiences in the faculty.	Staff will lead learning and teaching slots during DMs in order to promote principles of visible learning, better use of ICT in the classroom and rigour (All staff)	From Sep 2019	Staff take opportunities to share good practice during faculty meetings which take place fortnightly.	N Mowat will ensure learning and Teaching slots are placed on agendas and will liaise with staff regarding the format of each slot.
Pupils have richer learning experiences in the faculty.	Continue to offer and expand the variety of educational trips and classroom visits available to pupils in the faculty. Geography fieldwork trips, London 2019, Italy 2020 and guest speakers who will enhance the curriculum. (M Bellingham, C Hagan, NQTs)	From Sep 2019	Successful and useful education trips and speakers organised by various staff in the department	Time
Equity across the social subjects faculty and increased attainment for all.	To carry out an evaluation of equity in each social subject alongside PT Excellence and Attainment. Greater emphasis will also be placed on staff awareness of equity pupils.	From Sep 2019	Staff have a deeper understanding of equity measures and are able to evaluate their own practice in line with this.	Faculty meetings
Pupils will engage in skills based learning across the faculty	Continue to offer IDL opportunities. Holocaust Memorial, Tea with a Refugee and The Youth Philanthropy Initiative.	From Jan 2020	Through discussion and pupil evaluations	Time and faculty meetings

Improvement Plan Priorities for Session 2019-20

Target 2 To improve the quality of teaching and pupils' learning

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Attainment is increased for all NQ courses studied in the faculty.	To continually discuss and evaluate resources, assessment and timelines for all NQ courses (All Staff)	June 2019	Subject specific meetings to discuss progress with courses and the impact of pupil learning and attainment	In-service days and faculty meetings.
Inclusion is visible in all social subjects classrooms and pupil needs are met.	A series of reciprocal observations focussed on differentiation, rigour and challenge in social subjects (All Staff)	May 2020	Observation feedback and staff evaluations.	N Mowat/ Acting PT will set up an observation schedule and issue an observation template to all staff in the faculty. A staff focus group should also be carried out.
Learners are presented at appropriate levels and staff are more aware of learners needs.	Early intervention strategies at all levels, including BGE. The set up of attainment groups, electives and skills groups. (K Monaghan, N Mowat, M Bellingham, S Dykes and G Cooke and PTS Literacy and Numeracy)	Oct 2019	Increased attainment in all three social subjects.	Relevant staff have been assigned groups and are responsible for the leadership of these.
Learners have richer learning experiences and ICT skills are promoted across the faculty	To improve the use of ICT across the department with a focus on GLOW, OneDrive ,the faculty website and the young digital leaders group (C Hagan and F Glover)	Oct 2019	Skills development of staff and pupils	C Hagan will continue to lead slots at the DM with regards to improved use of ICT in the faculty.

Improvement Plan Priorities for Session 2019-20

Target 3 To promote a climate of self-evaluation and ethos of achievement and attainment for all

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Teaching staff are continually evaluating their teaching practice and looking for ways to improve.	All staff to carry out a full analysis of their classes results and meet with PT to discuss their successes and areas for development with regards to SQA results (All Staff)	Aug 2019	N Mowat will meet with all teaching staff and discuss their classes results. Staff should demonstrate that they are able to use and interpret the data provided by SMT. Staff have a deeper understanding of the importance and value of results analysis.	N Mowat to issue a schedule of meetings which will take place in August 2019 during free periods.
Learners make good progress in the BGE	To continue with and improve the procedures for moderation in the faculty. Procedures should be in line with the new ERC model (N Mowat, C Hagan and L Neeson)	Oct 2019	Staff are confident in making judgements at BGE level. Judgements become consistent with SQA attainment.	Moderation calendar issued to staff by N Mowat
Pupils feel valued and are given opportunities to express their views in social subjects	To carry out a series of pupil questionnaires focussed on engagement and enjoyment at all levels in social subjects using Microsoft forms (C Hagan)	June 2019	Staff will be issued with pupil responses and next steps will be discussed faculty meetings. 'You said- We did' board.	N Mowat and C Hagan will set up questionnaires to be completed with pupils.

To improve the quality of teaching and pupils' learning

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">1.1 Self evaluation for self-improvement1.2 Leadership of learning1.3 Leadership of change1.4 Leadership and management of staff1.5 Management of resources to promote equity

To promote leadership and promote equity

Progress, Impact and Outcomes

1. Various staff have led learning and teaching slots at our faculty meetings. C Hagan has delivered slots on revision techniques, L Neeson on the West Partnership, NQTs on IDL opportunities during Refugee Week, and finally F Glover, C Hagan and the digital leaders on use of ICT in the classroom to enhance learning. The faculty continues to offer a wide variety of educational tours and experiences which further enhance the social subjects curriculum. including Geography fieldwork trips for National 5, Higher and Advanced Higher lead by C Hagan and M Bellingham, London 2019 led by K Monaghan and Italy 2020 which would have been led by C Hagan but was cancelled due to Covid-19. F Glover and A Llewellyn took the digital leaders to an event in Edinburgh. Modern Studies staff have also made great efforts to invite guest speakers to classes. We have had visits from the campus police officer, and the local MP and MSP. S Dykes and A Llewellyn invited the Parliamentary Education Department in to lead workshops with the S4 pupils.
2. The faculty has had an excellent record of inter-disciplinary events. This year we planned for the Youth Philanthropy Initiative in S2, unfortunately school closure meant this event could not go ahead. Despite school closure F Glover, B Carswell, S Dykes and A Llewellyn continued to put together a series of lessons to mark Refugee Week using Google Classroom as a platform. These focused on the political, social and geographical issues surrounding the refugee crisis and included the opportunity for pupils to interview someone from War Child.
3. B Harrison presented to the faculty during our post prelim analysis on the performance of pupils in equity groups. Staff monitored the performance of these pupils closely. K Monaghan set up targeted intervention, prioritising S4. G Cooke and P Reagan worked with National 5 history pupils and B Carswell with National 5 geography pupils.
4. K Monaghan sent a letter to all parents of pupils in S4 who were underperforming outlining the strategies in place to support pupils. Whilst it will be difficult to fully measure the success of these interventions due to SQA exams not taking place pupil attendance at these groups was taken into account when submitting estimate grades.

To improve the quality of teaching and pupils' learning

Progress, Impact and Outcomes

5. Timelines for all NQ courses continue to be evaluated and updated annually. Staff have worked in subject groups to ensure that timelines are up to date and in line with SQA course assessment specifications. Staff will submit the most up to date timelines in August 2020. This is an ongoing process which staff in all three subjects regularly evaluate. Staff also continue to update assessments and resources which are shared in subject departments and in the local authority.
6. Faculty assessments for tracking and monitoring in social subjects are set up and are in use across the department. All three subject areas have taken time to create assessments at higher and advanced higher level. We also have various SQA markers in the faculty who have offered advice and guidance on the creation and marking of assessment. Moving forward, discussions must take place around the effectiveness of these assessments in allowing us to track and monitor pupil progress and also the timing of the assessments in order to allow for earlier interventions. Putting robust assessment procedures in place will allow us to more confidently estimate pupils based on quality data. Moderation continues in the faculty with subject representatives attending local authority moderation activities throughout the year. C Hagan, N Mowat (latterly G Moore) and L Neeson have represented for their subjects at authority level.
7. New timelines were created for all BGE courses to ensure pupils get a consistent experience across the faculty. These have been issued to all staff and are now widely used in the department. To continue improving the BGE courses, K Monaghan will evaluate the gradient of learning in S1-3 social subjects using a similar model to the literacy and numeracy gradients.
8. K Monaghan continued with early intervention strategies for S3 and S4 pupils in order to maintain the faculty's record of ambitious presentations. This involved liaising with pupil support and parents to ensure that pupils are presented at the appropriate level.

To improve leadership and promote equity

NIF priorities Improvement in attainment	NIF drivers	School Priorities: Quality Improvement Indicators (QIs)
<ul style="list-style-type: none">• Improvement in attainment• Closing the attainment gap• Improvement in health and wellbeing• Improvement in employability skills and sustained positive destinations	<ul style="list-style-type: none">• School leadership• Teacher professionalism• Parental engagement• Assessment of progress• School improvement	<ul style="list-style-type: none">2.1 Safeguarding and child protection2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family learning2.6 Transitions2.7 Partnerships

To promote a climate of self-evaluation and ethos of achievement and attainment for all

Progress, Impact and Outcomes

9. N Mowat met with staff in August 2019. Staff successfully analysed their pupil's results and were able to identify their own targets from these.
10. The faculty took part in the authorities Collaborative Improvement Visit. Pupils and staff completed questionnaires which were collected by QIO David Gordon. Staff were observed by QIOs and staff from Barrhead and Mearns Castle High School. Additionally staff and pupils took part in focus groups. N Mowat led a discussion at a DM on an evaluation of the feedback we received from questionnaires and lesson observations. We will focus on the areas of improvement highlighted a) Continue to develop the departmental systems for recognising and celebrating achievement in the BGE and b) review BGE courses to further link course to skills for work, future learning and career pathways.
11. Moderation across the authority was postponed due to school closure. We will return to this once schools fully open.
12. You said we did boards will be created once we move away from blended learning. In the meantime the faculty will focus on the evaluation of blended learning.

Self-Evaluation Activities Undertaken in Session 2019-20

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

- **CIV Pupil and staff questionnaires**
- **Parent's evening questionnaires**
- **Moderation of assessment and cross marking**
- **Local authority moderation**
- **Jotter Quality Assurance**

Evidence from each of the above activities was collated and has been used to determine our departmental improvement priorities for session 2019-20. These are summarised as follows:

- In September 2019 CIV feedback highlighted the need to focus on the impact of celebrating achievement and the need to include greater links to the workplace in the BGE courses.
- Staff in social subjects carry out regular moderation of assessments in the Broad General Education. Discussion of pupil progress in the BGE continues to be a focal point of our faculty meetings. The meetings have been useful and have allowed staff to discuss the progress of pupils in their classes and discuss overall judgements and CfE levels of pupils in S1/S2. The meetings have also allowed us to evaluate assessment tools used in S1 and S2. We will continue to focus on this in order to ensure that pupils follow a gradient of learning.
- Jotters were sampled in S1, S2 and S3 social subjects to evaluate the quality of written feedback. The overall quality of work that pupils produce is excellent and pupils were given clear next steps. Pupils continue to use profile booklets in S1-S2 where they have to record their strengths and areas for development. We continue to follow our 'Rules for Written Work' policy. Moving forward K Monaghan will monitor the quality of online learning opportunities on Google Classroom across the faculty.

Standards and Quality Report 2019-20

Social Subjects

Improvement Plan Priorities for Session 2020-21

Target 1 Managing Risk

IMPACT ON LEARNERS	ACTION REQUIRED	TIME SCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Learners and staff feel safe in the classroom.	To ensure that thorough risk assessments appropriate for the needs of the department are in place, shared with all staff and communicated to pupils.	From August 2020	Staff will refer to risk assessments based on Government advice and these will be discussed at department meetings.	K Monaghan will lead discussions on risk assessments, the impact of practice and any updates
	To consider teaching strategies which minimise the need for pupil movement and reduce risk	From August 2020	Staff will be clear on the school rules and will share teaching methodologies at department meetings	This will be prioritised at department collegiate time
Learners use essential materials only to reduce risk.	To minimise the number of resources required for lessons and plan lessons accordingly	From August 2020	Regular subject meetings to discuss the planning of lessons which will result in reduced resources.	Department collegiate time, in-service days and subject group meetings
Learners submit work electronically	To devise appropriate strategies for the submission and return of homework which minimise the need for the exchange of paper.	From August 2020	Subjects staff will work collaboratively to ensure this goes ahead.	K Monaghan will monitor.

Standards and Quality Report 2019-20

Social Subjects

Improvement Plan Priorities for Session 2020-21

Target 2 To provide blended learning opportunities that meets the needs of all learners.

IMPACT ON LEARNERS	ACTION REQUIRED	TIMESCALE	HOW WILL SUCCESS BE EVALUATED?	ACTIONS
Pupils have consistent high quality learning experiences in the classroom and at home	To develop more teacher-led approaches to teaching and learning to maximise the use of teacher time with pupils when in school	From August 2020	Staff will evaluate the success of teacher led lessons during departmental collegiate time.	All staff will work collaboratively to share ideas and plan lessons.
	To develop a consistent approach to ensure that pace and content are consistent across classes in order to allow pupils required to self-isolate or shield to access appropriate online material	From August 2020	Staff will work together to allocate responsibilities fairly and collegiately with due consideration to workload issues	K Monaghan will quality assure Google Classroom pages.
	To develop consolidation materials for pupils to work on when learning at home, including video/voiced resources To produce video/voiced resources of full course content at all levels for pupils who are shielding or absent	From August 2020	Pupil questionnaires will be completed at the end of September using Google form.	K Monaghan will create forms. Responses will be evaluated during dept. collegiate time. Any changes needed will be implemented.
Pupils learning is assessed using robust and consistent assessment strategies	To continue to develop robust and purposely assessments that allow us to effectively track, monitor and if necessary estimate pupil grades.	From August 2020	Each subject will have a consistent approach to assessment.	K Monaghan will meet with subject staff and will monitor databases.

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 courses, which engage and foster ambition in young people
- Provide opportunities for pupils to lead in their learning
- Provide flexible work experience opportunities 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 transferrable skills for learning, life and work
- Promote health and wellbeing 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 accepting and understanding of others, and to be good global citizens
- Embed school values of respect, ambition, integrity, fairness and responsibility
- Encourage a positive ethos where pupils and staff are kind to each other
- Develop leadership amongst pupils by encouraging them to lead groups and have a voice in decision making
- Enrich the experience of pupils through extra-curricular activities
- Provide opportunities to support good health and wellbeing
- 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 a nurturing environment to allow pupils to achieve their full potential
- Allow all pupils to have confidence in their ability to fulfil their potential
- Encourage independence and improve self-learning
- Support and encourage pupils to value their individual achievements and personal strengths
- Create opportunities for leadership, charitable activity and collaborative working
- Develop respect for the wider community

KEY ASPECTS OF LEARNING & TEACHING: HISTORY

Interdisciplinary Learning

- Literacy within courses, extended writing and explanations forming accurate explanations and answers
- Responding to sources
- Design and IT skills- learning resources
- CSS
- Link within Social Subjects, art and design, English

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- Excel and Microsoft office suite for presenting
- Google classroom
- Emails, communication
- Internet research skills

Skills for Learning, Life and Work

- Reading, Effective research skills
- Understanding the context of here and now, application of knowledge
- Knowledge of employment legislation
- Self evaluation
- Motivation in the workplace
- Social responsibility
- IT skills

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Environmental impact of business
- Social enterprise
- Tea with a Refugee
- Question Time

Wider Achievement

- Merit Badges
- Holocaust Memorial Day- Lessons from Auschwitz
- Brushes With War- War Artists
- Citizenship
- YPI
- Colourful Heritage
- East Renfrewshire Housing Project

Creativity

Logos and visual awareness, promotional methods, presentation skills peers and self assessment to improve. Innovation, working with imagery to present ideas. Producing study posters.

KEY ASPECTS OF LEARNING & TEACHING: MODERN STUDIES

Interdisciplinary Learning

- Literacy within courses, extended writing and explanations forming accurate explanations and answers
- Design and IT skills
- Whole school elections Head Boy and Girl
- Promoting Health and Wellbeing 'Hugge' Masterclass
- Art and Design- French Revolution

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- Excel and Microsoft office suite for data gathering and presenting
- Creation of digital learning tools
- Emails, communication
- Internet research skills
- Twitter

Skills for Learning, Life and Work

- Understanding Political/Global issues
- Social enterprise, ecological impact
- Knowledge of legislation
- Self evaluation
- Motivation in the workplace
- Corporate/social responsibility
- IT skills
- Communication & presentation skills

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Environmental issues
- Social enterprise
- Current Affairs- News topics
- Higher order thinking skills
- Rights Respecting School
- UNICEF qualified

Wider Achievement

- Merit Badges
- London Excursion
- Tea With a Refugee
- Gold Award Rights Respecting School
- UK Parliament teacher ambassador
- Question Time
- YPI
- Scottish Parliament meet an MP

Creativity

Logos and visual awareness, visual learning methods, presentation skills, peer and self assessment to improve. Innovation, working within specific partnerships and parameters. Controlled debate, understanding politics, parliamentary systems. Wall displays, story boards

KEY ASPECTS OF LEARNING & TEACHING: GEOGRAPHY

Interdisciplinary Learning

- Literacy within courses, extended writing and explanations forming accurate explanations and answers
- Numeracy data handling skills
- Design, drawing and IT skills
- Working with data graphs, charts
- Biology- understanding ecosystems
- Greenhouse built from recycled bottles

Digital Literacy

- Website homework & revision access
- Interactive white board lessons
- Microsoft office suite for data gathering and presenting findings
- Using digital photography
- Emails, communication
- Internet research skills
- Google maps

Skills for Learning, Life and Work

- Collaboration- adopting different roles
- Social enterprise, ecological awareness
- Knowledge of planning/countryside legislation, map reading
- Self evaluation/reflection
- Motivation in the workplace
- Social responsibility, looking after the planet
- IT skills

KEY ASPECTS

Curriculum Areas

Interdisciplinary Learning

DYW

Learning for Sustainability & Creativity

NUMERACY AND LITERACY

Literacy

Numeracy

HEALTH AND WELLBEING



Learning for Sustainability

- Ecological Impact
- Environmental impact of humans on the planet- Climate change
- Social enterprise
- Health and Wellbeing topics
- Owl Magic Company
- Youth Philanthropy Initiative
- Cotton Trade

Wider Achievement

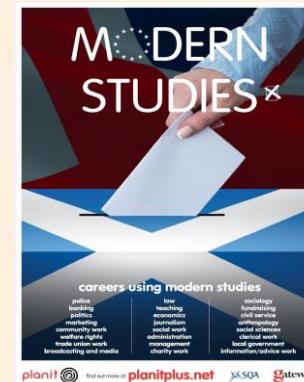
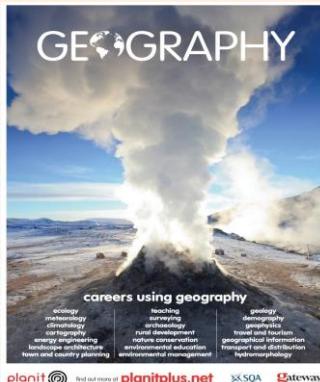
- Sir John Muir Awards
- Duke of Edinburgh Certificates
- Merit badges
- Arran field excursion (S6)
- S3 & Higher Urban visit
- Iceland & Italy excursion
- Loch Lomond Trip
- River Assignment Experience

Creativity

SI Volcanos model project. Earthquake proof models. Using maps creatively, urban 3D model making. 40 days of Geography Revision Notes. Role play and debating geographical issues. Play Doh Modelling for contour lines.

The social subjects faculty offers a wide range of courses at a variety of levels. The subjects taught in the faculty include geography, history and modern studies and the following courses are currently offered:

- National 4/5 geography, history and modern studies (S5 pupils currently have the option National 5 modern studies and history)
- Higher geography, history and modern studies
- Advanced higher geography, history and modern studies
- Higher politics (S6 only)
- National 5 Skills for Work Travel and Tourism (delivered alongside the pupil support and learning support department and available to pupils in S5)



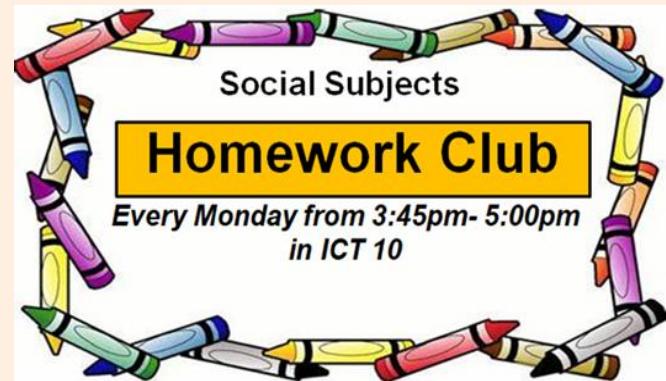
EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

The social subjects' faculty continues to offer an excellent range of courses at all levels. Learner experiences are enhanced not only through interesting and innovative teaching techniques used by staff, but also through the wide range of educational tours and outdoor learner experiences organised and lead by the social subjects' staff.

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.

History continue to lead the 'Lessons from Auschwitz' event and have enhanced this to include Refugee Week in 2020 with online lessons about the modern day crisis during lockdown.

The modern studies team have also organised a range of educational visits which have strengthened the current curriculum, S3 modern studies enjoyed visits from the campus police officer during their study of the role of the police. Pupils in S5-S6 pupils were also given the opportunity to visit the House of Commons in London last year. The trip has been very popular and now features annually on the school calendar.





EXTRA-CURRICULAR, ETHOS AND LIFE OF SCHOOL

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. Although we were not able to host the annual question time event this year, local representatives Jackson Carlaw MSP and Kirsten Oswald MP did visit the modern studies department to present about the work they do in the Scottish and UK parliaments.

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. Last session pupils studying higher politics visited the BBC studios in Glasgow to stand in as politicians and presenters for rehearsals before the 2019 election night coverage. Advanced higher geography pupils have also led groups of S4 pupils on their River Study fieldwork.

One of this year's greatest successes has been the digital leadership group who met weekly in social subjects to discuss how to embed digital learning across the school, visiting departmental meeting to show staff how to use QR codes. They also visited Strathclyde University to host a workshop for student teachers and attended a seminar in Edinburgh where they learned about digital technologies of the future.





ACHIEVEMENT BADGE WINNERS

S 1

Luke McFadden
Ross Kane
Abbie Wilson
Hope Maynard
Andrew Brown
Dan Griffiths
Clara Dodds

S 2

Emma McLennan
Glen Griffiths
Ella Morgan
Mia Benjamin
Euan McPherson
Phoebe Strachan
Abigail Blain
Max Williamson



PERSONAL ACHIEVEMENT

- The faculty continues to reward pupils with achievement badges, with over 50 pupils being awarded these at assemblies in 2019/20, whose success is also celebrated on our new Twitter page.
- Mirin and Sampurna (S6) gained experience working in the local Scottish National Party offices for MP Kirsten Oswald. Both were asked to attend the East Renfrewshire count on general election night as guests of the Returning Officer.
- The S1 team won the first ever East Renfrewshire Social Subjects quiz at St Luke's High School, Williamwood now host the event in 2020/21.



ACHIEVEMENTS OF STAFF IN THE DEPARTMENT

Social Subjects staff continue to widen their expertise and knowledge year on year in order to further enhance the curriculum.

- C. Raeburn DHT- SQA marker and senior team leader exam team member for higher geography. Checker of Higher exam papers.
- L. Ferguson DHT- SQA marker for higher history.
- L. Neeson- SQA marker and team leader for higher history and currently in a verification role for history at all levels. Lynsay is also part of the history National Qualification Support Team.
- C. Hagan- SQA marker for national 5 geography and currently in a verification role for geography at National 5 level.
- G. Cooke- SQA marker for N5 history.
- K. Monaghan- SQA marker for higher modern studies.
- G. Moore- SQA marker for higher politics and currently in a verification role for higher politics. G. Moore is also a UK parliament ambassador and is now fully qualified in parliament education.
- All four NQTs this year have been magnificent – B. Carswell, F. Glover, A Llewelyn and S. Dykes. They have worked tirelessly coaching football teams, providing lunch time clubs and generally demonstrating great professionalism across the faculty in what has been a tumultuous year.

DEDICATED TO THE MEMORY OF MISS MCCANDLESS

