

WILLIAMWOOD HIGH SCHOOL

STANDARDS and QUALITY REPORT for 2020/21

June 2021

Standards and Quality Report 2020-21

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, feedback, 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 further develop family learning and to introduce a family learning zone to the STEAM Fair.
- To focus on improving outcomes for pupils in receipt of free school meals.
- To gather more meaningful attainment data for the senior phase in November to identify additional intervention needs at an earlier stage.
- 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 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.

The school's improvement priorities for session 2020-21 focused on the following broad targets:

- Recovery planning
- Further developing digital learning provision, including developing the skills of staff
- Assessment and moderation to support the Alternative Certification Model
- Health and wellbeing

Method of Gathering Evidence

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

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

How good is our leadership and approach to improvement?		(1.1, 1.2, 1.3)
Evaluation: Excellent		
NIF Priority Improvement in attainment	School Priorities	
NIF Driver(s) School leadership Teacher professionalism School improvement	Local Improvement Plan – Expected Outcome / Impact	
<p>Progress, Impact and Outcomes</p> <ul style="list-style-type: none"> ▪ 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. This work continued in session 2020-21 despite restrictions. A large number of staff were successful in securing promoted posts at PT, DHT and HT level in session 2020-21. ▪ A number of staff undertook masters level learning provided through ERC during session 2019-20 and in session 2020-21. 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 evaluated and the impact not formally evaluated as a result of the closure of schools; however, the response from staff was overwhelmingly positive and the trialling of new pedagogy in classes was evident. Many staff have opted to continue working on professional enquiry during session 2020-21. ▪ 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. Progress in developing staff skills in digital learning has been exceptional, led by PTsD and staff volunteers, resulting in high quality online learning resources. ▪ Many teachers attend SQA <i>Understanding Standards</i> events each session 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 high levels of staff leadership in the process of validation, moderation and cross marking which took place across ERC, with many staff taking on significant leadership roles in this process. ▪ All subject departments developed high quality assessment in line with national guidance to ensure robust judgements of pupils' progress and led to provisional results which were demonstrably fair and robust. ▪ Staff involved in cluster working have 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. In session 2020-21, cluster schools shared learning and practice in digital technologies, which supported the work of teachers in providing high quality online learning experiences for pupils at all stages. ▪ 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 <i>Collaborative Improvement Visits</i> in modern languages, social subjects and RMPS. In session 2020-21, the Principal Teacher of Physical Education, supported by a large group of staff, including unpromoted staff, completed a significant review of online learning which allowed good practice to be identified and shared. ▪ In session 2019-20 and session 2020-21 all departments, including pupil support and development teams, evaluated and summarised their achievements for the session in a formal standards and quality report. This has now been embedded in the formal self-evaluation processes of the school. 		

- Each session, many staff volunteer to lead trips, excursions and outdoor learning events to enhance the pupil experience outwith the classroom. This is a key feature of the ethos of the school.
- In session 2019-20 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 planned in session 2020-21, but communication has been successfully maintained and the project 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 a very full programme of supported study sessions throughout the year, both online and in school.
- 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. This included a range of online quizzes and staff events.
- In session 2019-20 large numbers of pupils 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. Although such opportunities were limited in session 2020-21, senior phase pupils in particular were able to take on leadership roles through virtual assemblies and online conferences.
- 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 online conferences.
- In session 2019-20 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. These opportunities continued on a reduced level in session 2020-21.
- The Duke of Edinburgh's Awards Scheme provided almost 200 pupils with excellent opportunities to develop their leadership capacities. Amended expeditions were able to be completed despite restrictions, and the numbers of pupils undertaking the award remains exceptionally high.
- 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. That notwithstanding, £20,000 of financial support was provided to *Classrooms for Malawi*.
- Large numbers of S6 students continued to take on peer tutoring and peer mentoring roles.
- Community involvement also continued to increase in session 2019-20, 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. None of these activities was able to take place in session 2020-21.
- In session 2019-20, S6 pupils studying mathematics worked in collaboration with Adult Learning Services to improve the numeracy skills of groups of local 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. The initiative will resume in August 2021.

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 further develop staff skills in digital learning to enable all staff to provide high quality online learning.

How good is the quality of care and education we offer?		(2.2, 2.3, 2.4)
Evaluation: Excellent		
NIF Priority Improvement in attainment Closing the attainment gap Improvement in children's HWB	School Priorities	
NIF Driver(s) Parental engagement Assessment of children's progress	Local Improvement Plan – Expected Outcome / Impact	
<p>Progress, Impact and Outcomes</p> <ul style="list-style-type: none"> ▪ 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 and 2020-21 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. This was provided online in session 2020-21. ▪ 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. In session 2020-21 this resulted in highly robust and fair approach to the Alternative Certification Model for determining provisional results for senior phase pupils. ▪ 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. ▪ Staff have well-developed skills in digital learning, and the quality of online learning has been very good and in many cases excellent. All subjects have maintained online resources throughout session 2020-21 and many have completed exceptionally high quality video lessons and associated resources for entire courses. ▪ Whole-school self-evaluation in session 2019-20 focused on the impact of work undertaken on developing teaching and learning. 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. Self-evaluation in session 2020-21 focussed on ensuring continued improvement in online learning provision. ▪ All staff engaged in coaching sessions with staff from Strathclyde University in session 2019-20 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. <i>Freshers' Day</i>, to promote the uptake of extra-curricular activities in S1, again proved very successful. Thanks to the commitment of staff, almost 80 extra-curricular clubs were provided for pupils this session despite restrictions, 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 all were able to complete the Award during session 2020-21. 		

- The new pupil forums were embedded, with forum leaders visiting assemblies during session 2019-20 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 2020, 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. A number of events were able to take place online during session 2020-21.
- 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.
- Prior to March 2020, 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.
- In addition to extensive peer tutoring and peer mentoring schemes within the school, a great many senior students undertook voluntary work within the community during session 2019-20, for example working with pupils from the communication support service, local primary schools and nursery schools and Isobel Mair School. Many pupils continued to work as peer tutors both in the mainstream and in the communication support service during session 2020-21.
- Parents are highly engaged in their children's learning and large numbers of parents attend the many events organised by the school to help parents to support their children's progress. In session 2020-21, parent conferences and information events took place successfully online.
- 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. These events were provided online during session 2020-21.
- 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. These events took place online this session. 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 averages nearly 90%. An electronic booking system was successfully rolled out in session 2019-20. In session 2020-21, telephone appointments were used very successfully for parents' evenings.
- In session 2019-20, very large numbers of parents and pupils attended our annual careers fair, and 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 provides excellent support to the parents of children requiring additional support for learning, and hosts a number of informal information events for the parents of pupils following a nurture curriculum and for our most vulnerable pupils (online in session 2020-21). 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, the parents and children expressed very high levels of satisfaction with the support that they received.
- 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 and a series of transitions videos were therefore produced to supplement the transition experience. Transition visits took place very successfully in June 2021.
- In October 2019 our annual Parent Conference focused on strategies to support positive mental health to allow parents to support pupils in their learning, in transitions and in resilience. In 2020, an online conference was developed.
- Our parent body continued to provide valuable support for pupils seeking entry to high tariff university courses.
- The school website continues to attract a weekly average of approximately 3,000 visits and over 3000 parents and pupils follow the school's Twitter account. The parents' calendar of school events 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 routinely uploaded. This supports pupils who are absent, as well as providing an excellent revision resource.
- The school benefits from a very active PTA which enjoyed another successful year, organising online 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 is routinely represented at all parents' nights and information evenings, supporting the school by providing refreshments at these events.
- Partnership working is a strength of the school. The school benefits from an impressive range of partnerships associated with all departments. These total almost 100 separate partners. 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.
- 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 has been rolled out across the full pupil cohort to excellent effect, attracting national interest.
- 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 in session 2019-20, 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. Since session 2019-20 the chaplaincy team has also offered formal supervision sessions for staff and played a key role in supporting staff and pupils following the death of a teaching colleague. The team continued to support the school with online contributions during session 2020-21.

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 continued focus on digital learning in session 2021-22.
- To further increase vocational and skills for work options in the senior phase for individual pupils who would benefit from them.
- 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 opportunities for pupil involvement.
- 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?**(3.1, 3.2)****Evaluation: Excellent**

NIF Priority Improvement in attainment Closing the attainment gap Improvement in children’s HWB Improvement in employability skills	School Priorities
NIF Driver(s) School improvement Performance information	Local Improvement Plan – Expected Outcome / Impact

Progress, Impact and Outcomes

- The school is very well managed. It is well resourced and its statutory duties are met.
- Through effective management of the school budget, all of the efficiency savings required by the Director were met and additional resources were made available to subject departments to support new developments.
- 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. PEF funding was also used to appoint a Family Support Worker in session 2019-20.
- 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.
- In session 2019-20 Dyslexia Awareness Week and Autism Awareness Week were once again recognised across the school, including through presentations at assemblies.
- Pupils in the Communication Support Service engage 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 take 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.
- In session 2019-20 the Rights Respecting School group was successful in securing the Gold Award.
- Pupils’ achievements are excellent. Many outstanding individual and team achievements were seen in physical education and sport, performing arts, science, maths and engineering and art and design. Pupils’ achievements (including achievements unconnected with school) were celebrated on plasma screens, on the school website, on Twitter and through yeargroup assemblies at which achievement is a standing agenda item.

- 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 are 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.
- An awards ceremony to celebrate the achievements of almost 200 pupils who completed the Duke of Edinburgh's Bronze, Silver or Gold Award was held in November 2019.
- 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.
- A continued, high-profile focus on employability skills and pathways was evident during session 2019-20 and session 2020-21, 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.
- In session 2019-20 all pupils in S1 took part in a DWY 'speed-dating' activity to raise awareness of the range of careers available to them. 40 parent volunteers agreed to take part in this very successful event which received excellent feedback from both pupils and contributors. In session 2020-21 our PTsD organised a class-based DYW activity to ensure pupils' awareness of careers could be raised whilst taking account of Covid restrictions.
- Pupil outcomes in both attainment and achievement were tracked by equity group. Further work has been done with staff 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 2020-21, these events took place online.
- In session 2019-20, a family learning zone was added to the annual STEAM fair and digital learning training was offered to parents.
- 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. In session 2020-21 the school developed a robust approach to delivering the Alternative Certification Model in line with national requirements. Outcomes for pupils were fair and credible.

- Overall, attainment in SQA examinations in session 2020-21 was excellent.
- 85% of S4 pupils achieved at least 5 awards at National 5 in SQA Diet 2021. 53% of pupils achieved at least 5 awards at Grade A.
- 77% of S5 pupils achieved at least 3 Higher awards in SQA Diet 2021.
- 58% of S5 pupils achieved at least 5 Higher awards in SQA Diet 2021. 63 pupils (22%) achieved at least five 'A' passes at Higher.
- The proportion of pupils passing at least five Highers by the end of S6 was 72%.
- 49% of pupils in S6 achieved at least one Advanced Higher.

Year	Performance Measure	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
S4	5 + A-C awards at SCQF Level 5	73%	80%	79%	75%	84%	80%	86%	80%	84%	86%	85%
S5	3 + A-C awards at Higher	62%	64%	74%	72%	74%	78%	73%	78%	74%	79%	77%
S5	5 + A-C awards at Higher	39%	45%	53%	50%	50%	55%	49%	56%	57%	59%	58%
S6	5 + A-C awards at Higher	63%	58%	59%	65%	67%	66%	71%	68%	70%	74%	72%
S6	1 + A-C awards at Adv. High.	47%	39%	38%	40%	42%	43%	46%	42%	45%	49%	49%

Next Steps

- To continue to focus on improving outcomes for pupils in key equity groups, especially those in receipt of free school meals.
- To use data to support departments in further refining their judgements of pupils' progress and in gathering a full range of meaningful 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, and to provide a valuable revision tool for all pupils.

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

A deputy 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 were 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>PT Excellence & Equity - Numeracy Ambitious and individualised numeracy targets set for each pupil in BGE equity group. Targets and proposed support shared with pupil and parent in August 2020. Range of support organised and offered including extraction sessions, pre-teaching, targeted supported study, co-op teaching.</p> <p>PT Excellence & Equity - Literacy Ambitious and individualised numeracy targets set for each pupil in BGE equity group. Targets and proposed support shared with pupil and parent in August 2020. Range of support organised and offered including reading enhancement sessions, links with PTs across school, targeted supported study, co-op teaching.</p>	<p>Impact measured against targets set using teacher judgements, standardised assessment scores, SNSAs and S3 exam results.</p> <p>Lockdown 2021 meant a change to strategy and focus became pupil engagement with online learning; Phone calls home, home visits, delivery of ICT equipment and regular check ins.</p> <p>Unfortunately Lockdown 2021 meant that teacher judgements, SNSAs and S3 examinations did not take place as expected.</p> <p>In S2 standardised assessments 80% of pupils achieved their aspirational targets in maths.</p> <p>Huge impact on engagement of equity pupils: 108 disengagements in first fortnight reduced to 37 disengagements in final fortnight.</p> <p>In S2 standardised assessments 70% of pupils achieved their aspirational targets in English.</p> <p>Huge impact on engagement of equity pupils: 108 disengagements in first fortnight reduced to 37 disengagements in final fortnight.</p>

What is our capacity for continuous improvement?

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

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Excellent	
2.3 Learning, teaching and assessment	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Excellent	
3.2 Securing progress / Raising attainment and achievement	Excellent	

School Improvement Priorities 2021-2022

- To deliver a successful recovery plan which identifies and addresses both learning loss and pupil wellbeing.
- To identify specific interventions to support recovery of lost learning and skills required for success in SQA examinations.
- To consolidate the use of Google Classrooms as a key platform for learning and teaching. To share expertise in digital technology and gain the Digital Schools Award.
- To develop and implement a Learning, Teaching and Assessment cycle in the BGE across curricular areas.
- To promote a renewed whole-school focus on pedagogy, in particular effective formative assessment.
- To work with colleagues in our partner school, Castlemilk High School, to undertake joint professional enquiry and/or to develop pedagogy.
- To work with the Parent Council to evaluate the cost of the school day, ensuring that the financial burden on parents is minimised and support is provided for those who need it.
- To continue to develop leadership development programmes for unpromoted and for promoted staff, including formal shadowing opportunities for aspiring PTs and DHTs with our partner school, Castlemilk High School.
- To utilise the capacity of the school's mental health first aiders to increase our capacity to support pupils, and to pilot a safety plan strategy for pupils presenting with suicidal ideation.
- To complete the review of the school's vision, values and aims and to communicate them clearly.
- To promote the work of the LGBTQ+ group and to secure the LGBT Charter (Bronze).
- To work with the Parent Council on an anti-litter project in the local community.
- To secure the Green Flag Award in recognition of the school's commitment to Learning for Sustainability.
- To work more closely with the parents of pupils in key equity groups to encourage attendance at parents' evenings and information events, and engagement in pupils' learning.
- To continue to collaborate with Adult Education Services to develop further our community numeracy project to include SQA certification for learners at a range of levels, and opportunities for learners to attend Williamwood.
- To complete year three of the Rights Respecting Schools Award.
- To implement the recommendations of the ERC thematic review of 1+2 languages.
- To develop the PSHE programme to further consolidate HWB, mental health and resilience.
- To introduce a flexible range of NPAs and alternative awards to suit the needs of individual learners.
- To revise the processes for tracking wider achievement and support pupils who are not engaged in wider activity.
- To review pupil leadership structures in the senior school and ensure an inclusive approach to the selection of school captains, deputies and prefects.
- To engage in collaborative improvement visits with ERC partner schools in mathematics and performing arts.
- To engage in an ERC transitions review of the Williamwood Cluster.



William Inglis
Head Teacher